

# CHILD LABOUR IN KOSOVO A STUDY ON WORKING CHILDREN



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# **CHILD LABOUR IN KOSOVO**

## **A STUDY ON WORKING CHILDREN**

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# FOREWORD

In Kosovo there has been a certain tradition of children working to help their families: children herding the cows, girls helping in the home, boys and girls working in the fields. However, in recent years it has become obvious to everyone that the numbers of children working on the streets of Kosovo's towns and cities are rising dramatically. This study is a first attempt to find out the reasons behind this increase, its impact on education, health and overall well-being of children, and to identify which aspects of child labour should be a priority target for all those – Government and non-government agencies alike – who are striving to create a better world for children.

The overall number of working children remains unknown. Of those interviewed, 87% said they also attend school regularly – made possible by the shift system in urban schools. During the school year they spend an average of 4 hours a day working and work 6 days a week. The number of hours increases during the summer holidays. The study does not assess the impact on educational achievement of young children who are combining work and school, or the impact on their right to leisure, time and play. And what about the 13% of working children who are not going to school at all and the disproportionate number of these who are girls and/or children from the Roma, Ashkalia and Egyptian communities? And what about the high number of girls engaged in invisible work at home?

Children work for different reasons, the most important being poverty. While most of the children do not bring in the main family income, they serve as major contributors to it. Schooling problems also contribute to child labour, whether it is the inaccessibility of schools or the lack of relevant or good quality education. Traditional factors such as rigid cultural and social roles also limit educational access and increase child labour.

Most of the children interviewed said they like to work and those who earn money enjoy being able to contribute to the family income. Despite that, child labour very often violates basic children's rights like education, health, recreation, protection and development. The study shows that children's health suffered in 15% of interviewees from undertaking heavy lifting in markets or collecting cans from the garbage and being out in all weathers. Many work on the streets until late at night – girls as well as boys – and are at risk of attack by criminals and of sexual exploitation. Many commute from out of town and some of them work 16 hours per day.

These are young children. Some of those interviewed started work as young as 4 years old and most started at the age of 10.

There clearly need to be controls and restrictions to regulate child labour in Kosovo and to ensure that the type of work, the location and the hours are not hindering a child's health, education and development. The local laws and international conventions exist but they need to be enforced. In Kosovo it is illegal to work before the age of 15 and it is a legal requirement to attend school between the ages of 6 and 15. Further in-depth study is needed to see why families are asking children to work, even families who are not among the extremely poor, and to help the Government target its programmes to eradicate the types of child labour that are detrimental to the health, development and well-being of Kosovo's children.

Rosemary Fieth  
Head of Office  
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# LIST OF ACRONYMS

CRS	Catholic Relief Service
CRC	Convention on the Rights of the Child
CSW	Center for Social Work
DES	Department of Education and Science
ECT	Every Child (former European Children's Trust)
EFA	Education for All
FRY	Federal Republic of Yugoslavia
HoH	Head of household
IDP	Internally Displaced Person
ILO	International Labour Organisation
IOM	International Organisation for Migration
IPEC	International Programme on the Elimination of Child Labour
LSMS	Living Standard Measurement Study
MDE	Municipal Directorate of Education
MEST	Ministry of Education Science and Technology
MICS	Multiple Indicator Cluster Survey
NGO	Non-governmental Organisation
RAE	Roma, Ashkalia and Egyptian
Scik	Save the Children in Kosovo
SIMPOC	Statistical Information and Monitoring Programme on Child Labour
SOK	Statistical Office of Kosovo
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UNMIK	United Nations Interim Administration Mission in Kosovo
UNO	United Nations Organisation

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# EXECUTIVE SUMMARY

Within the framework of the UN Convention on the Rights of the Child (CRC), children have the right to be protected from all forms of work that are likely to be hazardous to their welfare, to interfere with their education, and/or to be harmful to their mental, spiritual, moral and/or social long term health and development. The definition of what constitutes child labour can be determined by analyzing the relationships between the age of the child, the type of work involved, and the child's work conditions. In Kosovo, the legal minimum working age is 15 years old and children between the ages of 6-15 years of age are legally required to attend school.

The purpose of the present study was to investigate the habits and activities of working children between the ages of 6-15 (the ages of compulsory education in Kosovo) using qualitative and quantitative research methods. In addition to attempting to identify: a) the type of work activities most common among working children, b) children's working conditions, c) the link between child labour and education, and d) the relationship between a child's work and his/her financial situation, the report also sought to analyze and discuss the causes and consequences of child labour. The study does not represent the total magnitude of child labor in Kosovo, and only provides information based on the 354 working children interviewed. The research tried to capture the general perception and public opinion regarding the relationship between child labour and education as well as to discuss potential solutions with main stakeholders including parents, teachers, representatives of governmental organisations and non-governmental organisations (NGOs). Finally, based upon the findings and suggestions for interventions from interview participants, the study proposes strategies for the prevention and elimination of child labour and development of public policies that support the full enjoyment of children's rights.

The study's conclusions are based on a comprehensive investigation of available secondary data, resources and statistics on child labour in Kosovo as well as a Kosovo-wide survey conducted during July and August of 2003. A total number of 354 working children aged 6-15 comprised of boys and girls from different geographic locations and ethnic backgrounds were interviewed. In addition, as part of the research design, 23 focus group discussions with parents, teachers, children, representatives of central and local authorities and international and local NGO were conducted. These focus groups consisted of both male and female participants and represented a variety of geographic locations and ethnic backgrounds.

The main conclusions that can be drawn from the study's findings are:

- Although child workers in Kosovo are engaged in a wide variety of work activities, the bulk of child labour concentrates in these three core categories: selling products in streets and markets, housework, and, agriculture. The most common work places for child workers are homes, shops and markets, streets, and, agricultural fields.
- The age of the child and the number of hours that children spend working per day are key factors to determining the intensity of work. On average, working children in Kosovo start working at the age of 10 years old and some children engage in work activities as early as four years old.
- The survey revealed strong seasonal changes in child labour activities with the majority of working children intensifying their work during the summer holidays and

only about three quarters of interviewed children reported working all year long. On average children work about 6,5 hours per day during the summer and four hours during the school year, six days a week.

- About 15 per cent of the working children who were interviewed reported health problems, especially those performing harsh physical work like carrying of goods. About 35 per cent of these children stated time for play and leisure is limited due to their work and school commitments. Also, many working children reported the need to commute to and from their workplace due to the greater earning potential in urban centers. Additionally, some of the children surveyed articulated that they often work late at night and are at increased risk to be victims of criminal attacks.
- Although the majority of working children do not receive any remuneration for their work, those who do get paid earn in average approximately one Euro per working hour. In most cases the interviewed children reported that they give their earnings to their families to supplement the overall family income.
- Almost all working children in Kosovo count on existing family units. These rather large families with an average of 7 family members do not necessarily belong to the lowest social segments of society. Almost 45 per cent of head of households of surveyed children have completed secondary education and per cent of these head of households have a paid job. According to the working children interviewed, the vast majorities of families do not get social assistance and seem to use the earnings of their children to stay slightly above poverty and extreme poverty levels.
- School attendance in Kosovo is relatively high and about 87 per cent of the working children surveyed go regularly to school and like school. However, the survey revealed great differences among the ethnic communities and identified the Roma/Askahlia/Egyptian (RAE) population as the most affected by non-attendance. The main reasons cited by children for non-attendance are discrimination, high education costs, and, child labour. Additionally, the low value placed on education of girls' plays a significant role when looking at gender specific issues.
- The data also reveals a correlation between the education levels of the heads of households and lower family incomes, which supports the common belief that a lack of educational opportunity can lead to entrenched poverty.
- Generally speaking, child labourers enjoy their work and confirm they like to work and to support their families. The small numbers of children who do not like to work stated that they perceived themselves as too young to have to work.
- From a gender perspective, some notable characteristics have been observed. While boys predominantly work in the selling and trading of items in public places, girls mostly work at home performing housework chores. Boys on average start work at an earlier age and work more hours per day than girls. This leads to an overall perception of female child labour being both less frequent and less severe. On the other hand, the survey shows that girls get less frequent remuneration for their work but are more likely not to attend school. At the same time, a significant number of girls are engaged in more visible and harsher forms of child labour such as late night work or work on the street. Any form of sexual exploitation or child's trafficking has not been included in this survey.
- Some specific characteristics of working children in Kosovo are related to the ethnic background of their community. Child labour activities in the Albanian and Serbian communities show broad similarities. Roma/Ashkalia/Egyptian population appears to be the most at risk to participate in less visible but more risky and harder child labour activities such as can collection or harsh physical work. Additionally, unlike their Serbian and Albanian counterparts, income generated from RAE working children is less likely to be perceived as supplemental income but is more likely to be viewed as income necessary for the survival of family members. Working children from RAE communities are also more likely to loose connection to formal schooling. On the

other hand, child labour among the Serbian community seems to be less dramatic and has no impact on the school attendance of children while the Albanian working children assume a position somewhere between these two extremes.

- Focus groups discussions with children, parents, teachers and representatives of Governmental Organisations as well as Non-Governmental Organisations reveal a considerable consensus of opinion of the possible causes and effects of child labour in Kosovo as well as possible interventions. Based on these discussions, there seems to be very clear and precise picture of the main characteristics of child labour with regard to sex, social, ethnic and/or geographic indicators. Most focus group participants reported perceptions of child labour as negative for the welfare of children and reported that they perceived a direct correlation between child labour and low school attendance and school success. The majority of participants highlighted a general lack of policies, programmes and social services to support working children and their families. Suggestions for possible interventions included the following: a) to increase economic opportunities for families, b) to strengthen coordination among the fields of education, social protection and law enforcement, including appropriate government structures, and, c) to design and implement assessments and awareness raising campaigns.

On the basis of the data collected, the study identified several areas of engagement, which should be part of a broader National Policy and Plan of Action for Children to effectively ensure, promote and protect children's rights. The key measures include:

- First, to gather and compile accurate and appropriate qualitative and quantitative data on child labour in Kosovo in order to provide necessary information for an integrated approach on child labour.
- Second, free quality education should be guaranteed and educational institutions must more effectively target those groups that are more at risk to drop out or to not enroll in formal schooling. Furthermore, child labour should be understood as a risk factor for low school attendance and low school success rates especially for girls and RAE children.
- Third, child labour has an indisputable link to poverty and requires poverty reduction interventions in form of income replacement and economic incentives. Special attention to the poorest segments of society but also to marginally poor families has to be given.
- Fourth, child labour must become a recognized problem in Kosovo and addressed in public awareness campaigns in order to initiate discussions within society and families.
- Fifth, official institutions have to perform their roles in law enforcement, especially for worst forms of child labour. Also institutional capacity for appropriate ways to deal with the child labour issue must be increased for labour inspectorates, police, and, professionals working in the Centers for Social Work. In addition, coordination and collaboration among relevant governmental institutions should be increased to more effectively protect the rights of child workers in Kosovo.
- Finally, partnerships must be created and sustained among various governmental institutions and organisations within the civil and private sectors at all levels to change education systems and structures to increase both individual and societal well-being.

# I.

## INTRODUCTION

According to current estimates by the International Labour Organisation (ILO), the number of working children worldwide “between the ages of 5 and 14 is approximately 250 million”. This means that every fifth child is engaged in some type of economic activity. Out of these 250 million working children, 120 million of them are working full-time, a full six days a week. Additionally, some children surpass their adult counterparts and have even longer than average working days putting a strain on their human strength and abilities.

Though primarily considered a problem of developing countries, particularly throughout Africa, Asia and Latin America, child labour also exists in many industrialized countries and is especially an emerging concern in those Eastern European and Asian countries which are in transition to market economies. The Balkan region in general and Kosovo in particular is no exception.

It is recognized that poverty, unemployment and illiteracy are the major causes of child labour, and at the same time, it can be argued that child labour is a main perpetrator and root cause of these problems. Other than the prevalence of poverty, the lack of access to relevant and quality educational facilities for children of the poor, as well as cultural factors and societal attitudes play an important role in encouraging child labour. A tradition of beginning one’s working life in childhood, without the benefit of quality education, is passed on from one generation to the next, perpetuating the cycle of poverty and illiteracy. This phenomenon particularly impacts girls. Additionally, it is argued that the failure of schools to provide rewarding and quality education to meet the needs of children contributes to a high drop out rate and consequently enhances the growth of the child labour market. Although, currently child labour is not widely perceived as a high priority issue in Kosovo by most Kosovars, it represents a serious potential problem for the future as the current poverty rates persist and increase, the social gap between the rich and poor widens, and the education system in Kosovo remains in crisis.

In view of the regional and local trends where significant inequities in learning opportunities and social structures can be found coupled with economic stagnation and high unemployment rates, Kosovo should be alert to the dynamic relationship between poverty, inequality and education and its impact on a child’s growth, development and well being. Child labour presents, without a doubt, one of the key issues and potential risks to prosperity and equity in a future Kosovo.

In this context, the present study aims to investigate the nature and scope of working children who are within the age of compulsory education in Kosovo, as well as to document the impact of child labour specifically in regard to a child's: 1) access to school; 2) attendance at school; 3) school completion; and 4) growth and development. Based on the findings, recommendations are presented on preventive and protective measures and the development of social policies with the ultimate goal to break the cycle of poverty by moving children out of work and into schools.

The methodological approach of the study combines quantitative and qualitative methods and data collection techniques to obtain a comprehensive picture of child labour in Kosovo today. In addition to using preexisting data and statistics, this study attempted to complement and to strengthen the existing body of knowledge by developing and implementing an empirical survey among working children in Kosovo. Where possible, research criteria for age, sex, geographic location and ethnic representation were used. In addition, focus group discussions with parents, teachers, children, representatives of governmental institutions and non-governmental organisations were conducted to provide a broader view of the child labour issue in Kosovo.

## II.

# CONCEPTUAL CONSIDERATIONS

Child labour, as well as all other issues related to the universal and effective enjoyment of children's rights and the active protection of these rights, needs to be considered and interpreted within the framework of the UN Convention on the Rights of the Child (CRC).

In the context of the Convention and its guiding principles of "the best interest of the child" and "non-discrimination", child labour cannot be seen as simply a question of employment. Rather, it calls into question serious concerns for children who become involved in work activities which are incompatible with their human dignity, detrimental to their health, and, which compromise their education and ultimately their full and harmonious development - both now and in the future. In essence, child labour undermines the fundamental right of a child to be a child.

Child labour is not limited to extreme forms of work in dangerous occupations, in unhealthy environments or for excessive hours – the so-called "worst forms of child labour."<sup>1</sup> Often these may constitute the most visible and urgent cases, calling for the most pressing interventions. However, there are other situations of child labour, either paid or unpaid, within or outside the family, which at first glance may appear less serious but which nonetheless impact on the right of a child to education and prevent his/her harmonious growth and development. For example, working at home instead of going to school is a form of child labour even if it is unpaid, invisible and unrecognized. It is essential that these cases also are identified and their causes addressed

With an understanding that a child engaging in "work" may not be able to fully enjoy his/her rights - the right to education, the right to childhood and the right to human development - the need for governments to regulate minimum ages for employment and working conditions for children becomes blatantly self-evident.

Due to a multitude of definitions and uses, the term *child labour* in this study will be used to refer to working children within the age of compulsory education (6 to 15 years). The term *adolescent worker* is used to reference the legally permitted working age group of 15 to 18 years old.

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<sup>1</sup> The Worst Forms of Child Labour Convention No.182 defines the term as:

- (a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
- (b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- (c) 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;
- (d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

**What is child labour?**

**Child labour refers to the circumstances whereby a child within the age of compulsory education is engaged in paid or unpaid activities, within or outside the family, in formal or informal contexts, in legal or illegal activities, and where his or her right to education and the opportunity to reach full physical and psychological development is denied.**

### III.

# LEGAL AND POLICY FRAMEWORK ON CHILD LABOUR IN KOSOVO

Over the last decade there has been an increased awareness of child labour and legal instruments have been developed within various international bodies, i.e., the United Nations (UN), to guarantee a child's protection and well-being. These instruments have come to represent the normative framework to be used throughout the world regarding child labour.

There are three important and complementary international agreements that provide a cohesive framework for the development of policies, programmes and strategies regarding child labour: the UN Convention on the Rights of the Child (1989); the ILO Minimum Age Convention 138 (1973); and the World Declaration on Education For All (1990).

*The Convention on the Rights of the Child* is the first comprehensive human rights treaty for children having achieved virtually universal ratification and it is part of the Constitutional Framework for Provisional Self-Government in Kosovo.<sup>2</sup> The CRC serves as a main source of basic standards and specific legal obligations in child health care, education, and, legal, civil and social services for all Kosovar ministries and offices, as well as non-governmental organisations (NGOs). Action and direction based on the CRC is guided by its basic principle of "indivisibility" and "the best interest of the child". The "indivisibility" of rights means that all rights have equal status as rights and it is necessary to look holistically at the full range of children's rights in terms of physical, psychological, developmental and spiritual well-being while the "best interest of the child" is to be a primary consideration in all actions regarding children.

Several articles are particularly relevant to child labour:

- Article 32 of the Convention addresses the issue of child labour directly by guaranteeing children "the right to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, to be harmful to child's health or physical, mental, spiritual, moral or social development." It also obliges governments to regulate and enforce minimum age, hours, and conditions of employment.
- Article 28 affirms the child's right to free and compulsory primary education with the responsibility to implement this article belonging primarily to the State. Article 29 directs the child's education to a wide range of skills and knowledge beyond basic literacy. These include: development of the child's personality, talents, and, mental and physical abilities; development of respect for human rights, for her/his parents, cultural and national identity, and, environment; and the preparation for a responsible life in a free society based on understanding, peace, tolerance and equality.

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<sup>2</sup> UNMIK Regulation No. 2001/9



- Various other articles are relevant including the right to information; the right to create awareness among children about their rights and risks arising from hazardous work; the right to birth registration to ensure that children are recognized as persons and to prevent them from having an employment before the legal minimum age or from being abused and exploited in an invisible manner; the right to leisure, play and participation in cultural and artistic activities in order to foster the development of a child's creativity, imagination and self-confidence.

As already pointed out, the Convention illustrates a holistic and child centered view and the indivisibility of children's rights as well as the close relationship between measures designed to implement them. It calls for a comprehensive and integrated agenda of action to ensure the protection of children and to create the necessary conditions for the full enjoyment of children's rights in the light of the best interest of the child.

Along with the Convention on the Rights of the Child, the *ILO Convention 138 on the Minimum Age for Admission to Employment* (1979) plays an important complementary role for the interpretation and implementation of the CRC. Fully recognizing the link between the age of primary school completion and the minimum age for employment, the ILO Convention 138 obliges member states to ensure that no child is employed in full-time work - for remuneration or not – until after the age of compulsory education, which varies from 14 to 15 years depending on national legislation (Article 2). For children younger than this age, national laws may only permit light work and children under 12 years of age should be excluded from employment. Not in any case should employment be harmful to the health and development of the child or jeopardise his or her attendance at school, or the child's capacity to benefit from the instruction received (Article 7). Also in these cases, the law is required to regulate the duration and conditions of employment both to protect the child and to prevent any form of abuse. In the case of hazardous activities recognized as unacceptable, the minimum age should not be less than 18 years (Article 3).

In its Minimum Age Recommendations 146, the ILO has taken a further step by calling on States to increase the minimum age of employment to 16 years. Additionally, in order to further discourage children under the age of 12 years from working, especially in hazardous kinds of work, the ILO has also emphasized the need to expand primary education and improve schooling so that it attracts and keeps children in the system.

The *World Declaration on Education For All* is a result of the 1990 World Conference on Education for All (EFA) held in Thailand. It constituted a global recognition of education as a fundamental right and necessity for overall human and national development. The occasion also served to introduce a new and expanded vision of basic education in line with Article 29 of the CRC, which includes skills, knowledge, competencies, and attitudes as critical elements for an essential foundation for lifelong learning.

With regard to the domestic laws, both the Federal Law on the Basis of Labour Relations (FRY Official Gazette, No. 29 of 26 June 1996) and the 2001/27 UNMIK Regulation on Essential Labour Law in Kosovo is in compliance with the CRC and the ILO standards.

The Federal Law on the Basis of Labour Relations affirms that employees below the age of 18 should enjoy special protection at work and are prohibited from participating in heavy physical work, work located underground or in water, and, occupations of high risk to life and health. Additionally, the minimum age of employment within Kosovo has been set to 15 years if the child is in good health (Section II, Article 7).

Along the same line, the 2001/27 UNMIK Regulation on Essential Labour Law in Kosovo states that "a person under 18 years of age may only be employed in light work that is not likely to be harmful to his/her health or development, and should not affect his/her attendance at school. A person under 15 years of age may not be employed" (Section 3)

The minimum age regulation is reinforced by the Primary and Secondary Education Law of 2002, which guarantees the right to basic education for all children until the age of 15.

The legal framework is in place, but its implementation needs to be more effective if the number of working children in the streets, fields and households is to be decreased.

**Legal framework at glance**

**In accordance with the international treaties – the Convention on the Rights of the Child and the ILO Minimum Age Convention 138 - the Kosovo labour laws prohibit those below the age of 15 to work in order to allow for completion of compulsory education. Age 18 has been established as the minimum age for entry into hazardous employment**

## IV.

# HISTORICAL BACKGROUND OF CHILD LABOUR IN KOSOVO

Because of its perceived link with poverty, child labour is often discussed in economic terms as an accepted means for the financial support and economic advancement of a child's family. Additionally, in many societies, child labour is also seen to be part of the normal education and socialization process of children. These two perceptions of child labour seem to hold true in Kosovo.

Although there are no statistics regarding working children in Kosovo before 1999, it is known that child labour has been an established practice especially in the rural areas. Traditionally, child labour has been regarded as acceptable within cultural and social norms and as a means to integrate children into a family and kinship network. In fact, helping the family is seen to be paramount to a child's healthy development. It is not seen as hazardous to the health of a child and may even be viewed as serving her/his best interests. Too often, however, work takes precedence over school and many children are denied their right to education. This appears to particularly impact Kosovar girls. Historically, an extensive lack in education of women existed in pre-conflict Kosovo, reflecting the current disadvantaged circumstances of many girls and women. Despite the fact that literacy and education attainment of females has increased faster than that of males over the past decade, Kosovar girls are yet to have equal share in the opportunities available to their male counterparts within Kosovo society.<sup>3</sup> Needed at home to perform household chores, girls have had and still have until today scarce access to education because of traditions, stereotypes, family constraints and other historical precedents.

The complex relationships among culture, tradition, child labour, and education are not the only variables that need to be considered. The socio-economic situation in Kosovo plays an equally important role and must also be discussed. There are two major socio-economic factors that are of particular relevance for child labour in Kosovo: 1) the overall level of poverty, and 2) a change in traditional rural-urban dynamics. According to the World Bank Poverty Assessment<sup>4</sup>, Kosovo has long been the poorest province in the former Yugoslavia and has an historical pattern of poverty and extreme poverty. Additionally, for most of its recent history, Kosovo has been predominantly a rural society with more than 60 per cent of its population residing in rural areas and a poverty incidence that is significantly larger in rural than in urban areas.

While the consequences of this historical pattern of poverty and extreme poverty, especially in rural areas, have had a strong impact on the current socio-economic

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<sup>3</sup> UNICEF, Gender Review in Education in Kosovo, 2002

<sup>4</sup> World Bank, Poverty Assessment, 2001

situation in Kosovo, the ethnic conflict of 1998-99 also contributed significantly to the area's present economic situation and change in traditional rural-urban dynamics. This is especially true among the Albanian community. The general economic situation of Albanians became worse in the nineties and the levels of poverty and extreme poverty subsequently increased. In addition to worsened economic conditions, there was an increase in post-conflict migration to urban centers<sup>5</sup> supported by the perception of urban centers as providing better economic opportunities. As the study demonstrates, child labour in Kosovo also appears to follow these trends. There is a close correlation made by research participants between increased incidences of poverty and increased incidences of child labour, as well as links between perceptions of enhanced economic prospects in urban areas and movements of working children from rural to urban settings.

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<sup>5</sup> UNDP, Human Development Report, 2002

# V.

## **DIMENSIONS AND NATURE OF CHILD LABOUR IN KOSOVO TODAY**

Statistics on child labour are elusive not only because of the special and practical difficulties involved in the design and implementation of child surveys, but also due to differences in perception about what constitutes a child or child labour. Most statistical surveys cover only children aged 10 years and above. But many children begin work at an even earlier age. Rural children, particularly girls, tend to be engaged in economic and non-economic activities<sup>6</sup> at a very early point in their lives, at 5, 6 or 7 years of age. In addition, the statistics often conceal considerable ethnic, regional and/or sex variations. This is also true for Kosovo.

In addition to encountering the above mentioned constraints of gathering and compiling statistics on working children, there were some constraints encountered that are specific to the situation in Kosovo. The statistical office has encountered major difficulties for the past 10 years and the last census taken in 1991 was boycotted by a majority of Kosovo Albanians. In addition, a large diaspora population exists having left Kosovo during the decade of the 1990s as well as during and after the conflict in 1999. This has made it even more difficult to compile accurate statistical data for Kosovo making the situation acute. Despite the efforts to fill the data vacuum with the support of international organisations, the information available on working children, even reliable, is incomplete. The only statistics available regarding working children were compiled in the 2000 Living Standard Measurement Study survey (LSMS)<sup>7</sup> but it faces severe limitations because the data is not adequately disaggregated (i.e., by ethnic group, region) and is restricted to children in the age group of 10 to 14 years.

In view of this shortage of accurate statistical information and lack of qualitative information investigating the working conditions of children in Kosovo, the rationale and motivation for children to work, and links between child labour, education, and poverty, an empiric study of working children with participation from relevant stakeholders was conducted.

### **V.1. METHODOLOGY**

A combination of quantitative and qualitative methods and data collection techniques was used to obtain a comprehensive view of child labour in Kosovo including a comprehensive review of existing literature and statistics, and, field research among working children and the main stakeholders in Kosovo.

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6 According to the UN System of National Accounts, "economic activity" is defined as productive activities of children, including unpaid and illegal work, work in the informal sector, and production of goods for own use, while the performance of household chores or helping at home is considered a "non-economic activity" although it has a direct influence on child welfare. See ILO, UNICEF, World Bank Group, Child Labour Indicators used by the UCW Project: An Explanatory Note, 2003

7 The Living Standard Measurement Survey 2000 was carried out by the Statistical Office of Kosovo with the technical and financial assistance of the World Bank. It provides the basic data for the World Bank Poverty Assessment.

The field research conducted for this survey consists of two main sources of information: individual interviews with 354 working children within the age of compulsory education (ages 6 to 15); and focus group discussions with parents, teachers and children, as well as interviews with representatives of relevant governmental organisations and NGOs, involving approximately 250 stakeholders of different ethnicities, ages, sexes, and geographic locations.

In order to obtain pertinent information from working children, a questionnaire was produced and a general strategy established, focusing on a balanced sex, regional and ethnic composition of interviewed children aimed to cover target working places such as markets and shops, the streets, fields, and, households. At the same time, working days and working hours as well as attendance and performance in school was taken into consideration in order to achieve a realistic picture of the nature and impact of child labour on the overall well-being of children within Kosovo society.

A trained team of four persons (three Albanians and one Serb) conducted interviews with working children, guided by the questionnaire (see Annex C). On average, each interview conducted with a working child lasted 15 to 20 minutes.

All interviews were carried out within the child's working environment<sup>8</sup> and in general, children reacted positively to the interviews, although in some cases there was an atmosphere of mistrust and a sense of understanding that child labour is seen as an illegal or immoral activity.

The survey reflects a "children's perspective and knowledge" and there is no reason to doubt the information provided. But it should be pointed out that the information has not been verified, i.e., salary of head of household (HoH), family income, education of HoH, etc.

In addition, 23 focus group discussions with children, parents and teachers were conducted in different locations, regions and with participants of different ethnic backgrounds to draw out a more comprehensive picture of the problem in Kosovo. And to complete the survey, 18 individual interviews were carried out with representatives of governmental institutions at the municipal and central levels, and international and local NGOs active in the field.

## **V.2. PROBLEMS AND LIMITATIONS ENCOUNTERED**

The survey had to deal with a series of obstacles and difficulties, some of them having an impact on the data reflected in this paper. In order to put the data presented in the appropriate context, these limitations and problems shall be disclosed.

As any study on recent social phenomena in Kosovo, the lack of relevant, reliable and updated statistics on a broader and general level was evident. Therefore, this report lacks comparisons and references to official data and is not able to reveal more information on the total number of working children in Kosovo. The fact that this study is based on a specific survey and not on a census must be stressed.

In addition to this, the research team encountered various difficulties during the course of the survey. The first hurdle represented the access of female working children. Mainly involved in household chores and therefore invisible for observers, girls were approached

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<sup>8</sup> The only exception refers to female housework. Relevant data regarding this activity has been achieved by approaching girls and boys on a random scheme in public places.

randomly in the streets and interviewed outside their respective households in order to guarantee confidentiality. Despite the strong efforts to identify girl labourers the number of female working children remained lower than the boys.

Some ethnic groups in Kosovo, such as the Turks, Bosniacs or Gorani could not be reached by the survey because of difficulties accessing those communities. The small number and remoteness of some communities contributed to this limitation.

And finally, it was not the focus of study to find out about less visible forms of child labour such as sexual exploitation and other forms of exploitation by organised crime considered among the “worst forms” of child labour. These activities also require a different methodological approach and cannot be carried out without official support or potentially significant risks to all the actors involved in such an endeavor.

However, regardless of these limitations, the survey provides important information and details on child labour in Kosovo by drawing an initial picture of the phenomenon which can be used to support further investigation and action.

### **V.3. AVAILABLE DATA ON CHILD LABOUR IN KOSOVO IN THE REGIONAL CONTEXT**

Within the Balkan region, child labour appears to follow regional trends. For example, throughout the Balkans, child labour is mainly concentrated in rural areas although a growing number of children engage in retail activities within local urban centers; boys generally work more than girls; unpaid work prevails; and children are increasingly being used by organised crime networks for prostitution and drug related activities. It is interesting to note that the majority of countries within the region report a growing number of working children in the informal and agriculture sectors.<sup>9</sup> This suggests that the relationships found in Kosovo between increases in child labour, high unemployment rates, school attendance, and other socio-economic factors caused by the attempts to transition from a traditional to a free market economy, are all part of a larger trend taking place within the entire region.

Child labour appears to be particularly high in Albania. According to the Multiple Indicator Cluster Survey<sup>10</sup> (MICS) conducted in 2000, 31.7 per cent of children aged 5-14 are engaged in economic and non-economic activities while participation in basic education has declined to around 90 per cent following the succession of political and economic crises since the demise of the Hoxha dictatorship.<sup>11</sup> A current survey infers an increase of children working in the streets due to the increased economic pressure and adult unemployment.<sup>12</sup>

The same source, the MICS, reports 18 per cent of children between 5 and 14 years who are currently working in Bosnia and Herzegovina and 94 per cent of eligible students attending primary school.

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<sup>9</sup> *El Barometer* cited in The Global March Against Child Labour, 2000 as well as household surveys conducted by the World Bank, under its *Living Standard Measurement Study* (LSMS), the ILO International Programme on the Elimination of Child Labour (IPEC), under its *Statistical Information and Monitoring Programme on Child Labour* (SIMPOC), and by UNICEF, under its *Multiple Indicator Cluster Survey* (MICS).

<sup>10</sup> The MICS is a nationally representative survey of households, women and children, which provides information for assessing the situation of children and women at the end of the decade and monitor progress towards goals established at the World Summit for Children.

<sup>11</sup> MICS 2000 for Albania

<sup>12</sup> ILO/IPEC, ISB, Street Working Children in Albania. A Rapid Assessment in Tirana, Shkodra and Vlora, 2002

*Table 1: Percentage of children aged 5 –14 working, by sex*

<b>Countries</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Albania	35.6	27.7	31.7
Bosnia and Herzegovina	19.5	15.9	17.7

*Source: MICS 2000*

Recent studies on child labour in Romania<sup>13</sup> concluded that about 8 per cent of the country's 7 to 15 years old children work and one in five children is not enrolled at primary school. This last affects mainly the Roma population subject to widespread discrimination. Only 50 per cent of Roma children aged seven to ten attend school regularly, and one-third never attended or dropped out. Also in Bulgaria the ethnic minorities, in particular the Roma population, are at disadvantage and the Government has been largely unsuccessful, to date, in attracting and keeping Roma children in school.

The child labour phenomenon in Kosovo follows the shown regional patterns: At first glance, child labour is more rural and male oriented. According to the LSMS, 4.5 per cent of children between the ages of 10 and 14 are engaged in child labour, either full-time (working only and not attending school) or part-time (working but also attending school). Further, the official statistics suggest that there are more male than female children working: 4.3 per cent of girls versus 4.6 per cent of boys.

The picture changes slightly if the group of children involved in no activities (no school attendance, no work) is added<sup>14</sup>. In this case an estimate of 8.7 per cent of children aged 10-14 years is at risk of being child workers - primarily girls (10.4 per cent versus 7.1 per cent), and children living in the rural areas (10.1 per cent versus 5.4 per cent).

*Table 2: Percentage of children aged 10-14 by type of activity and sex*

<b>Type of activity</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Works only	0.1	0.8	0.5
Attends school only	92.9	89.7	91.4
Works and attends school	4.5	3.5	4.0
Neither works nor attends school	2.5	6.1	4.2
<b>Total</b>	100	100	100

*Source: LSMS 2000*

As the table below demonstrates, the predominant work sector for both genders is agriculture followed by housework and sale and retail trade.

<sup>13</sup> ILO/IPEC, Romania Working Street Children in Bucharest: A Rapid Assessment, 2002; ILO/IPEC, Roma Working Children and their Families, 2002; ILO/IPEC, Baseline Survey on rural child labour in five selected counties in Romania, 2001

<sup>14</sup> Working children can basically be put into three categories: first, the full time working children (out-of-school); second, the children working part-time and attending school; and third, the category of children not engaged in any activity and who are out-of-school. This last category is that of children registered as doing nothing, may be actually helping at home or occupied in seasonal work but not reported because the questionnaire did not ask for it. In other cases the child is engaged in some illegal form of work and therefore kept secret. These are the children most at risk. For more information see ILO/UNICEF/World Bank Group, Understanding Child Work, An Inter-Agency Research Cooperation Project, Child Labour Indicators used by the UCW Project: An Explanatory Note, 2003



*Table 3: Percentage of children aged 10-14 by sector or industry and sex*

<b>Sector or Industry</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Agriculture	72.8	77.0	74.7
Construction	1.5	2.5	2.0
Wholesale and retail trade	5.7	9.6	7.4
Hotels and Restaurants	0.9	0.0	0.5
Private Households	19.1	10.9	15.4
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>

*Source: LSMS 2000*

As in case of the other countries in the region, almost 96 per cent of working children in Kosovo in 2000 did not receive payment for their work but worked for their families. They report an average of 20.4 weekly working hours being slightly higher for boys with almost 23 hours versus 17 hours a week for girls.

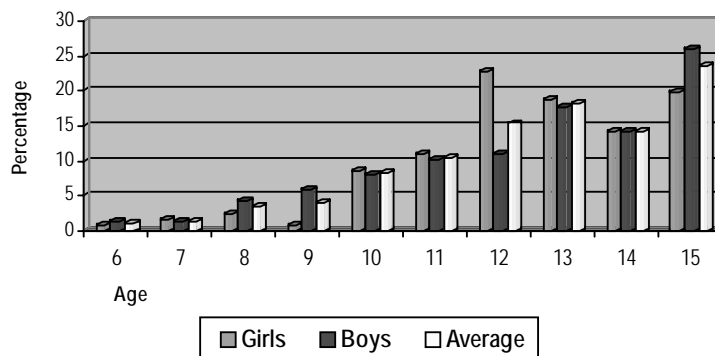
The basic information provided by the LSMS 2000 serves as the first reference point for determining the dimension and distribution of child labour and its correlation with schooling, which has been complemented with the findings of the survey conducted in summer 2003.

## VI. RESULT OF THE SURVEY

As previously mentioned, the survey was conducted with 354 working children. The sex balance of 36 per cent of girls versus 64 per cent of boys shows a predominance of male participants.<sup>15</sup> This situation had been expected and in spite of strong efforts to increase the number of interviewed girls, no better balance was achieved. This can be seen as the result of primarily two issues. As indicated below, female child labour is much more housebound and therefore less visible which was an obstacle to finding working girls. On the other hand, several typical types of girl labour are not even considered work, which makes some children think that they are not working but performing what is considered “normal” daily duties.

Interviewed children had an average age of 12.5 years, with an insignificant difference between boys and girls. Clustered into three age groups, the data reveals that 10 per cent of children are below 10 years old, followed by 34 per cent aged 10 to 12 years, and, 56 per cent aged 13 to 15 years.<sup>16</sup>

Chart 1: Age of working children in years



The breakdown of the children interviewed by ethnicity does not reflect the current ethnic composition of Kosovo.<sup>17</sup> This is mainly the result of an intentional focus on ethnic minorities who are therefore purposefully “over-represented” in this study. Roma children make up roughly 25 per cent of survey participants, Serbian children comprise 18 per cent and Albanian children represent 57 per cent of the 354 children interviewed.<sup>18</sup> It was decided to focus on minorities to more thoroughly investigate child labour among those populations that are marginalized within society and therefore perhaps are at increased risk to have higher incidences and harsher conditions of child

<sup>15</sup> See Annex A, Result 1

<sup>16</sup> See Annex A, Result 2

<sup>17</sup> According to the LSMS 2000, the population is comprised of ethnic Albanians (88 per cent), Serbs (7 per cent), Bosniacs (3 per cent), RAE (1.8 per cent), and Turks (0.8 per cent).

<sup>18</sup> See Annex A, Result 3

labour. The vulnerability of the Roma community was of particular concern because of their traditionally low rates of school attendance and their traditionally high rates of working children. Therefore, special attention was given to this ethnic community. As expected, and, as listed below, the characteristics of child labour among the Roma/Ashkalia/Egyptian (RAE) community in Kosovo are considerably different in comparison to Albanian and Serbian communities. These differences necessitate special consideration and recommendations for this population. Unfortunately, the survey results do not reflect other ethnic minorities in Kosovo such as Bosniacs, Gorani or Turks because no working children of these communities were identified during the assessment period.

The geographic coverage of children interviewed in this survey shows a fair representation of all regions throughout Kosovo<sup>19</sup> and reflects the overall rural/urban demographic composition with 61 per cent of the surveyed children living in rural areas and 39 per cent living in urban environments.<sup>20</sup>

## VI.1. ACTIVITIES OF CHILD LABOUR (SECTOR OR INDUSTRY)

While the LSMS reports that the most common work activities for child workers are (in order of overall percentages): a) agricultural and farm activities in rural areas, b) household chores, and, c) informal sector activities, results from the survey reflect a different picture. The survey found that 37 per cent of the interviewed children are engaged in selling/trading items in streets, markets, and shops, while housework and agriculture are in second and third place with 27 per cent and 18 per cent, respectively.<sup>21</sup> This significant shift towards occupations in the informal sector is also supported by survey results analyzing children's geographic location of residence, their working locations, and the migration patterns of their families.<sup>22</sup>

All forms of activities reported by survey participants have been categorized into 14 different activity clusters, reflecting the broad spectrum of child labour in Kosovo.

Ranking	Activity cluster	Percentage
1	Selling items in streets/shops/markets	37.0
2	Housework	26.6
3	Agriculture/herdsman/life stock	18.3
4	Physical work/carrying goods	5.4
5	Collect cans and/or garbage	4.0
6	Restaurants/Bars/Coffee shops	1.7
6	Mechanic	1.7
6	Construction	1.7
9	Domestic work	1.1
10	Hairdresser	0.8

19 The political regions are represented as follows: Prishtinë/Pristina 31 per cent, Mitrovicë/Mitrovica 18 per cent, Pejë/Pec 7 per cent, Prizren 20 per cent and Gjiłan/Gnjilane 24 per cent. See Annex A, Result 4 & 5).

20 According to the LSMS 2000, 60 per cent of the population lives in rural areas.

21 See Annex A, Result 14

22 See Annex A, Result 4.1, 5.1 and 13

10	Begging	0.8
12	Journalist	0.3
12	Carpenter	0.3
12	Blacksmith	0.3

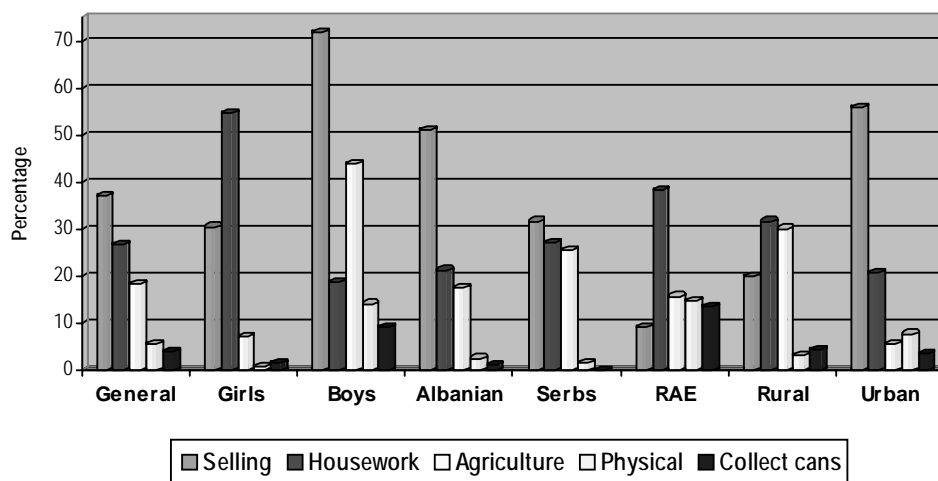
Not surprisingly, major differences between rural and urban child labour were found. Rural child labour in Kosovo tends to concentrate on housework and agricultural activities with more than 60 per cent of the rural children interviewed engaged in these types of activities. Only 20 per cent of the rural children interviewed were involved in selling items in streets/shops/markets, making this category of work only the third most common work activity for this population.

Urban child labour is focused on selling in streets/shops/markets with over 56 per cent of the urban children interviewed involved in this sector. Housework and physical work were stated to be the next most common work activities for this population. Interestingly, child labour in rural areas is more diverse than in urban settings: all 14 categories are represented in rural environments while urban child work clusters to only 10 categories.

Disaggregating survey results by gender also highlighted some significant differences. While majority of boys interviewed reported working in selling and trade (41 per cent) and working in agriculture (25 per cent), the majority of girls (55 per cent) reported housework to be the most common work activity, followed by selling (31 per cent) and agriculture (7 per cent)<sup>23</sup>. This data underlines a well-known gender-related labour trend that females assume mostly domestic roles and males the more external roles. This general gender pattern appears to also hold true for child workers in Kosovo and is discussed in greater detail later in this analysis.

The ethnic characteristics of child labour in Kosovo also show significant differences. While child labour within Albanian and Serbian communities has similar characteristics with only minor differences, the RAE population reflects very distinctive forms of child labour.

Chart 2: Child labour activities



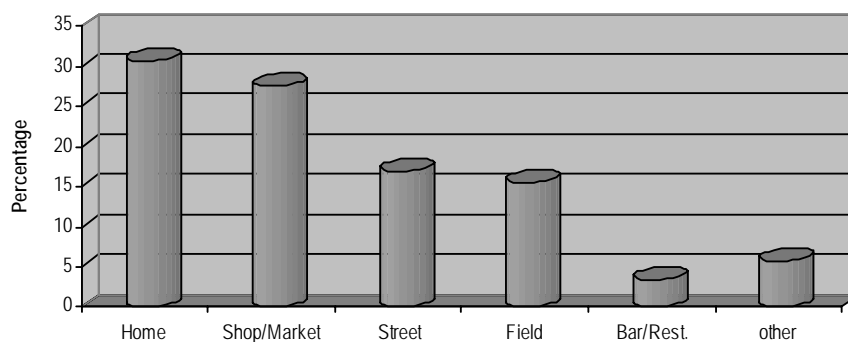
<sup>23</sup> See Annex A, Result 14. The categories of agriculture and life stock have been merged.

Among Albanian and Serbian working children, selling and agriculture are the most frequent activities. Albanian children engage primarily in selling items in streets/shops/markets while Serbian children have a more balanced distribution between selling items in streets/shops/markets and agricultural activities. Among the RAE population, however, housework is the most common form of child labour followed by agriculture, physical work, and, the collection of cans and/or garbage. This atypical appearance of child work among the RAE community is of special concern since the frequency of harsh forms of child labour such as physical work and garbage collection, indicate both their connection to socially less respected activities and particular vulnerability.

## VI.2. WORKING PLACES

According to survey results, 30 per cent of interviewed children work at home and 70 per cent work outside the home. Although at first glance, public locations seem to be the most frequent work places for working children, the percentage is misleading when broken down by particular categories of what constitutes "outside the home."<sup>24</sup>

Chart 3: Work place



Two main points need to be drawn from this data. First, because the most common workplace of working children in Kosovo, the home, is not visible to the public, it is probable that there is a tendency to underestimate the amount of child labour in general and this type of child labour in particular which primarily involves housework and female child labour. Second, because male child work takes place in visible and public environments such as markets, shops and streets, this may result in potential overestimations of male child labour. These issues also had an impact on this study, and despite efforts made to include girls in this survey, male child work is still over-represented.

According to previous studies as well as the findings of this research project, the "home" as a work place for children is more relevant to girls than to boys and is generally perceived as an easier "burden" for children. In almost all cases, housework is unpaid work and school attendance of children who work at home is below average. These trends are highly significant because they concern two of the most vulnerable populations analyzed in this study, namely girls and children of the RAE community.

<sup>24</sup> See Annex A, Result 15

*Facts about Child Labour at Home: Invisible Work*

*Activities: Housework/domestic (87 per cent), Agriculture (6.5 per cent), Construction (2.8 per cent), Trade (4.6 per cent),*

*Physical Work (1.9 per cent),*

*Average age: 12,5*

*Sex: 68.5 per cent girls, 31.5 per cent boys*

*Working hours: 3.2 a day*

*Remuneration: 99 per cent not paid*

*School attendance: Yes 85.2 per cent, No 14.8 per cent*

**Case study 1: Arife, 12 years old<sup>25</sup>**

Arife is a Roma girl from Prizren town. She doesn't know how old she is because she has never been to school but her friends say she is about 12 years old. She is one of many children who missed school because her parents could not afford to send her. Education is too expensive, they told her. Arife lives at home and does the housework all day long, seven days a week. As she said, she cannot take a day off since she takes care of her younger brothers and sisters and they need her full attention. This is because her mother is not able to do everything, she says.

She says that she has no big plans for her future. She will have to do the same things as she does now. She just has to get married and have her own children.

July 28<sup>th</sup>, 2003 in Prizren

In addition to the potential harm caused to children from this more hidden, "housebound" form of child labour, there are some disturbing facts concerning child labour that is more visible, particularly child labour that exists on the streets. 17 per cent of child labour in Kosovo is carried out in the street, which is considered as one of the hardest working places for children. Performed mostly by younger boys, work is performed, on average, almost eight hours a day. This group has a lower school attendance rate than other working children. About 20 per cent of these working children do not feel safe at their work place due to health and security reasons and almost 20 per cent of these children state that they have already become victims of crime.

*Facts about Child Labour in the Street: Dangerous Work*

*Average age: 11,7*

*Sex: 83.3 per cent boys, 16.7 per cent girls*

*Working hours: 7.9 a day*

*Remuneration: 91.7 per cent get paid with an average of 6,7 EUR a day*

*Health problems: While 16.1 per cent of all working children interviewed report health problems, among children working in the street the percentage increases to 24.6 per cent.*

*Safety: 93.8 per cent of all working children feel safe while only 83.3 per cent of those working in the street feel secure.*

*18.3 per cent has been victim of violence (thefts and attacks) compared to the average number of 11.1 per cent.*

*School attendance: Yes 83.3 per cent, No 16.7 per cent*

<sup>25</sup> All names in the case studies have been changed

**Case study 2: Merita and Fatmir 10 and 13 years old**

Two siblings, Merita and Fatmir, ages 10 and 13 years old, travel every day from Penush, an Albanian village in Podujeve/Podujevo, to Prishtine/Pristina to earn some money. Every day they have to travel for more than one and a half hour by bus. At 8:00 am they start selling cigarettes in the streets of Prishtine/Pristina and return at 23:00 to their home. They work seven days a week and do not rest on weekends. During school year, they work less but still stay until late in the street. They have no other choice, they say, as their father is unemployed and the family needs the money they make. But the job is not easy and especially not safe. Both do not feel secure at night, especially since some "skinheads" attacked them in the street and stole all the money they had made during the day.

July 14<sup>th</sup>, 2003 in Prishtine Pristina

While children engaged in street work are at high risk for increased health problems, low school attendance and increased threats to their physical safety, the most exploitative forms of child labour are sexual exploitation and child trafficking. Although, this present research project could not investigate this form of child labour<sup>26</sup>, there is evidence gathered by the survey that demonstrates that child abuse and trafficking do exist in Kosovo and perhaps may be escalating.

**Case study 3: Alan, 7 years old**

The 7-year-old Alan is Roma. Together with his brothers and sisters he works in the streets collecting cans in the rubbish bins. He earns 1 EUR day to buy food and the most needed items.

He lives with his mother because his father is in jail. "He has been arrested because he tried to sell my 14-year-old sister. We did not have enough money to survive and my father said that if he sells my sister we would have a better life. But fortunately, police and KFOR found out what he was trying to do and arrested my father and the person who wanted to buy my sister. She is at home now. We do not have enough to live on, we do not have enough money but my sister is with us, and we will find a way to survive all together. Now we all work. We are all in streets collecting cans. It is not healthy but we need to survive, so we sell the cans and live with that money".

July 24<sup>th</sup>, 2003 in Kosovo<sup>27</sup>

The problem of hidden work situations, in which girls are at special risk, calls for particular attention and needs further investigation.

## VI.3. WORKING AGE

On average, the survey data reveals that children are 9.8 years old when they start engaging in child labour.<sup>28</sup> As indicated below, the age of 10 years is the critical and most frequent year children start working in Kosovo. Approximately 40 per cent of all children start working before their 10<sup>th</sup> birthday and some of them begin work even before they reach the age of 5.

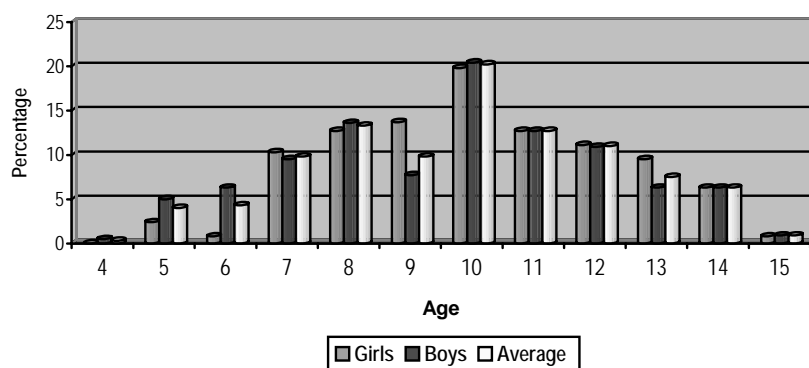
<sup>26</sup> Considered as crime, commercial sexual exploitation and trafficking of children for various purposes are frequently clandestine and "covered"; in addition secrecy and feelings of shame of the victims difficult the investigation and documentation.

<sup>27</sup> Location intentionally not specified

<sup>28</sup> See Annex A, Result 26

In contrast to general trends worldwide, in Kosovo, it appears that boys begin to work somewhat earlier than girls and children in an urban environment become engaged in work earlier than children in rural areas. Child work among the RAE community starts about half a year earlier than in Albanian and/or Serbian communities.

Chart 4: Starting age for child labour in years



These numbers are also reflected within the families of working children. About 50 per cent of the children interviewed in the survey report to have siblings who work as well<sup>29</sup> and show a similar age structure with about 20 per cent of working brothers and sisters younger than 10 years of age.<sup>30</sup>

With regard to the age group of working children and their specific tasks, some general observations can be made. Generally, Kosovar children below the age of 10 engage primarily in agricultural activities, especially as herdsman. However, it is alarming to note that more than 30 per cent of working children in Kosovo begin selling items in streets/shops/markets before the age of 10 and 19 per cent engage in housework activities. Based on survey results, there is an increase in child labour activities for children aged 10 to 12 years old, especially within the category of “selling items in streets/shops/markets”. There also appears to be an increase in housework and agricultural activities for this age group. Activities of working children aged 13 to 15 reflect similar characteristics as described above.

The connection between increases in age and increased participation of children in child labour activities is a typical phenomenon. However, the fact that 10 per cent of working children in Kosovo are 6 to 9 years old is of concern. This age group is especially vulnerable because it is a critical age for children to remain connected to the official educational system.

Table 4: School non attendance

School non attendance by age group	Percentage
6-9 years	11.4 per cent
10-12 years	5.0 per cent
13-15 years	18.7 per cent

As shown in above table, school absenteeism not only affects the youngest segment of working children but also the oldest. This pattern of increased participation in work activities as children grow older coupled with a parallel decrease in participation in

<sup>29</sup> See Annex A, Result 27

<sup>30</sup> See Annex A, Result 27.1



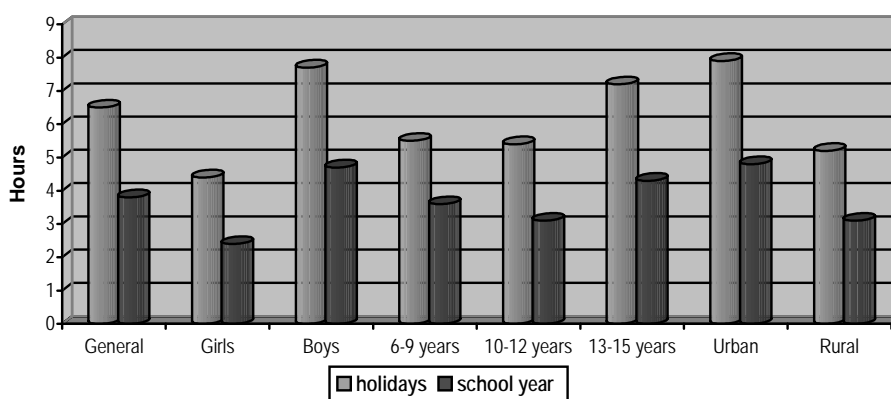
compulsory education, demonstrates a negative trend of working children in Kosovo to have higher absenteeism rates in primary school and to discontinue their education at the secondary level.

## VI.4. WORKING TIME AND WORKING HOURS

Child Labour in Kosovo shows strong seasonal increases especially in spring and summer as more than 90 per cent of working children intensifies their work activities in response to improvements in weather conditions and the onset of summer holidays.<sup>31</sup> However, 75 per cent of the children interviewed reported working during the whole year.<sup>32</sup>

A more detailed analysis reflects three main indicators for working hours: sex, age and geographic location.

Chart 5: Working hours per day



Boys, in general, work almost double the number of hours of girls. Working hours for children seem to aggregate along two variables. First, children up to 12 years old perform approximately 75 per cent of the total working hours, which is greater than the number of combined hours worked by children older than 12 years. Secondly, the number of hours of urban child workers is on average 35 per cent more than child workers in rural areas.

Children interviewed for this study stated that during the summer period they worked on average 6,5 hours a day, six days a week and during the school year the working hours decreased to roughly four hours a day<sup>33</sup>.

A simplified calculation results in approximately 39 working hours per week during holidays and 23 working hours per week during the school year which equals approximately 1,400 working hours a year per working child in Kosovo. This information coincides in general with the details provided by the LSMS.

In addition to the number of working hours worked, the time of day when work is performed is also a major concern regarding child labour. According to the data of this

<sup>31</sup> See Annex A, Result 21

<sup>32</sup> See Annex A, Result 20

<sup>33</sup> See Annex A, Result 17, 18 and 19

survey, more than 50 per cent of working children start the work day before 8.00 a.m. and 14 per cent work after 8.00 pm.<sup>34</sup>

This has major implications for the overall health and welfare of children. As indicated below, the number of children less than 10 years old working after 10.00 p.m. is approximately 12 per cent and around 45 per cent of the children surveyed who work after 10:00pm have not yet reached the age of 13 years old. An increased number of these children do not feel safe at their work locations and indeed have reported being victims of criminal activities.

**Case study 4: Sylejman, 8 years old**  
 Sylejman is an Albanian 8-year-old boy who has been begging in the streets of Prizren since he was five years old.  
 His family migrated from the village of Bllaca to Prizren after the conflict in 1999. They live in a partly destroyed house with no electricity or water. His father is handicapped and unable to work. This is why Sylejman and his two brothers, aged 13 and 14, beg in the streets. Sylejman had started to attend school but he has not stopped begging. As soon as he comes home from school he goes out to beg. He reported having been attacked and wounded by older children who steal the money he had collected. One finger was cut when attacked by an older girl but nobody could help him. His body has several marks from all the different attacks he has suffered during the last few weeks. He continually feels threatened and unsafe but has to continue to beg. Sometimes he has nothing to eat all day long until he arrives home and occasionally even at home there is nothing to eat.  
 July 22<sup>nd</sup>, 2003 in Prizren

*Table 5: Facts about exploitative night work*

	Working after 8.00 p.m	Working after 10.00 p.m
Average age:	12.5 years	12.9 years
Age group 6-9 years	12.2 %	12.9 %
Age group 10-12 years	32.4 %	35.5 %
Age group 13-15 years	58.1 %	51.6 %
Sex:	18.4 % girls, 81.6 % boys	22.6% girls, 77.4% boys
Does not feel safe:	15.8 %	32.2 %
Victims of violence:	23.7 %	22.6 %

## **VI.5. INCOME, PAYMENT AND REMUNERATION (MODALITY OF EMPLOYMENT)**

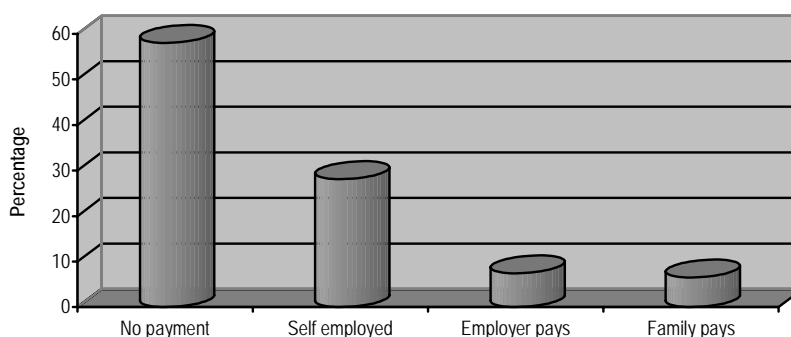
According to the LSMS study, almost all working children are engaged in unpaid family work and only 4.3 per cent receive wages either from their employer or the family. Although the percentage of unpaid work found in this survey was only 58 per cent<sup>35</sup>

<sup>34</sup> See Annex A, Result 16 and 16.1

<sup>35</sup> See Annex A, Result 22

compared to 96 per cent in the LSMS, results of the survey do support this general trend. The differences in these percentages may be because of changes in the overall economic situation in Kosovo and increases in unemployment rates since the LSMS data was collected. Finally, the current situation for many families in Kosovo may require a greater need for cash income.

Chart 6: Payment for child labour



Even if the smaller percentage of 58 per cent of unpaid child labour is considered over the figure of 96 per cent presented by the LSMS, the percentage of working children not receiving payment for their labour is quite high. Those children that do make money are mostly self-employed while less than 14 per cent are paid by their employer or parents.

In light of the previous discussions on female child labour in Kosovo, the fact that 70 per cent of girls compared to 50 per cent of boys do not receive any payment confirms the differing standards, which clearly place girls at a disadvantage. While male child labour, generally speaking, occurs more in public places and is considered “real” work with a salary, female child labour is more domestic, invisible, unpaid and subsequently considered “not real” work. Instead it is often discussed as part of the daily activities delegated to girls. However, the fact that children get paid for their work has no significant impact on their status within the family.

Out of those 40 per cent of children that do receive financial compensation for their work, they earn on average 7.6 Euros a day.<sup>36</sup> About 20 per cent of children who do receive payment report earnings above the 10 Euros a day level while about 18 per cent of these children earn less than three EUR per day and about 50 per cent earn less than five Euros per day. The income children obtain from their work in rural areas is approximately 40 per cent lower than the income earned by children working in urban settings. On average, children with income earn roughly 1 Euro per working hour.

The real contribution of the working child to the family’s income is very difficult to estimate since the collected data could not be verified and crosschecked with the head of household. However, it appears that the average child worker in Kosovo earns a substantial amount of the family's total income.

The overwhelming majority of those children who earn income (80 per cent) do not keep the money<sup>37</sup> but hand it over to family members, usually to their fathers.<sup>38</sup> Therefore, child labour seems to be perceived as a supplement to the general family income. This assumption is confirmed by the fact that roughly 70 per cent of the money children earn

<sup>36</sup> See Annex A, Result 23

<sup>37</sup> See Annex A, Result 24

<sup>38</sup> See Annex A, Result 24.1

is used directly for the subsistence of the family while only 15 per cent of working children with income use their money for themselves.<sup>39</sup>

Of the total number of working children who participated in this survey, 88 per cent do not receive any direct personal financial compensation for their work at all. No more than 12 per cent have direct and personal financial benefits from their work and only 7 per cent of children stated that they can use their money for their own personal needs.

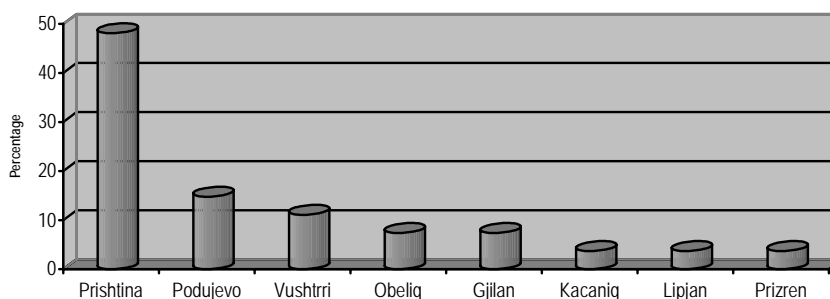
## VI.6. WORKING LOCATIONS

Because urban centers are considered attractive work locations due to perceptions of increased earning potential and greater access to customers, many working children are Sobligned to commute to their working locations. About 62 per cent of interviewed children live in rural areas but only 52 per cent work in rural environments. Stated in a different manner, out of 48 per cent of children working in urban centers, only 38 per cent of the children interviewed reported also living there.<sup>40</sup>

The most striking example of this rural/urban dynamic was found in Kosovo's largest urban center, Prishtine/Pristina. Of the 48 working children interviewed who were using Prishtine/Pristina as their main work location, 52 per cent reported commuting to the city from rural areas and only 48 per cent of this population reported living in the city itself.

The figures shown above do not only indicate a strong work-related transit to urban centers but reflect the daily stress that working children must go through in making such a commute. On top of long working hours and late night shifts, many child workers in Kosovo have to travel to and from their work locations.

Chart 7: Residence of children working in Prishtina/Pristina



### Case study 5: Muharrem, 15 years old

Muharrem, a 15-year-old boy, lives in Boq, a village in Kaqanik. Together with his older brother Muharrem has financial responsibility for the family, since his father has no income. During the summer he travels to the main towns throughout Kosovo, but mostly to Prishtine/Pristina to work in the market from 7:00 a.m. to 6:00 p.m., six days a week. The job is quite difficult, he says, because of the traveling and long working hours. July 15th, 2003 in Prishtine/Pristina

<sup>39</sup> See Annex A, Result 25

<sup>40</sup> See Annex A, Result 5.1.

Recent socio-demographic changes such as migration have also impacted child labour in Kosovo. According to the survey, although 82.4 per cent of working children reported that they have lived in the same geographic location for a number of years, 17.3 per cent reported to have recently moved.<sup>41</sup> The vast majority of those families who moved to other locations in Kosovo did so after the 1999 conflict. Those living in rural areas reported more incidences of migration than those from urban centers.<sup>42</sup> These findings are supported by the World Bank and UNDP studies which report a large-scale migration towards urban areas in the immediate months after the conflict.

Connections between the migration of families to urban centers after the 1999 conflict, overall poor economic conditions exacerbated by the conflict, and an increase in child labour in Kosovo during these same years can be made. According to survey results, when asked if they had underage siblings that worked, 48.8 per cent of the children interviewed stated that they did have underage siblings that were currently working. Of this 48.8 per cent, approximately 75 per cent of these underage siblings engaged in child labour activities after the 1999 conflict with only 25 per cent of these siblings working prior to the conflict.<sup>43</sup> These figures may not be conclusive, but they do link child labour to post-conflict migration and changes in the socio-economic structures of Kosovo that have been in transition since the end of the conflict in 1999.

## VI.7. HEALTH AND SECURITY

The vast majority of working children interviewed (84 per cent,) did not complain of any health problems, while the significant number of 16 per cent of working children reported to have health problems.<sup>44</sup> More than 50 per cent of children who reported health problems related them directly to their work. Reported health problems included back and muscle pain, wounds, broken bones, headaches, and, eye problems caused by stress and trauma.<sup>45</sup> Although children reported a wide variety of work activities that resulted in health problems, work-related health issues primarily concerned injuries received during physical work like carrying and selling goods in markets and streets, construction work, agricultural activities, and activities like collecting cans.

As mentioned earlier, one of the more dangerous forms of child labour in Kosovo involves difficult physical activities such as the carrying of goods. Children who are most often obliged to engage in this type of child labour are, on average, 13.8 years old and mainly belonging to the RAE community. Almost 37 per cent of these working children reported health problems such as chronic back and muscle pain. It should be noted, that about 10 per cent of children who say that they prefer not to work state health problems as their reason to oppose to child labour.

Of the 354 working children interviewed, 6 per cent reported that they do not feel safe in their work environments and about 11 per cent stated that they have already been a victim of some criminal act such as theft, physical attack and/or threats. As indicated in the table on exploitative night work in section V.4.4, this number increases considerably for children who are forced to work late at night and constitutes a very grave problem for child workers in Kosovo.

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41 See Annex A, Result 13

42 See Annex A, Result 13.1.

43 See Annex A, Result 27.2

44 See Annex A, Result 47

45 See Annex A, Result 47.1

**Case study 6: Arian, 13 years old**

Arian, a 13 years old Albanian boy is from Sibovc, Obeliq. For the past two years he has been engaged in physical work by carrying goods in the market of Prishtine/Pristina from 6:00 a.m. to 6:00 p.m., six days a week. Due to the harsh conditions of this type of work, Arian complains of back pain and other health problems. He was forced to stop attending school and has no time to play and to be with his peers. He states that this is what he misses most. He would like to quit his job and continue with school but he has no choice since his father is unemployed and it is his income that supports the survival of the family.

July 15<sup>th</sup>, 2003 in Prishtine/Pristina

## VI.8. TIME FOR LEISURE AND PLAY

At a first glance, the fact that more than 93 per cent of working children interviewed reported to have time to play and go out with friends gives a very positive overall impression.

Taking a deeper look into the details of what constitutes “free time” for working children, a more disconcerting picture can be drawn. About 35 per cent of working children interviewed indicated that they play only on weekends, after work, or at school, and, directly link their limited free time to child labour.<sup>46</sup>

**Case study 7: Ramush**

Ramush is an Albanian boy from Vushtrri/Vucitrn. He has been working in the shop of his relative since he was 10 years old. He is busy all day long – from 8:30 a.m. to 5:30 p.m. - and during the school year he works six hours a day, six days a week to support his family.

He complains that he has no time to play, to have fun, or to hang around with his friends, as do many of the other kids. The only chance he has to meet his peers and play is at school during the breaks. That is why he likes going to school.

July 31<sup>st</sup>, 2003 in Vushtrri/Vucitrn

Considering that survey data shows that many working children experience long working hours of up to 8 hours per day, very early or very late working times, and, must travel to and from their working locations, it seems evident that many children do not have time to play. Play is considered only after school attendance and work activities have been completed.

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46 See Annex A, Result 46.1

## VI.9. SCHOOL AND EDUCATION

More than 87 per cent of the working children interviewed go regularly to school<sup>47</sup> and report good performance at school.<sup>48</sup> While no major differences between girls and boys were found, disaggregating by ethnicity did highlight significant differences between ethnic groups.

Chart 8: School attendance of working children

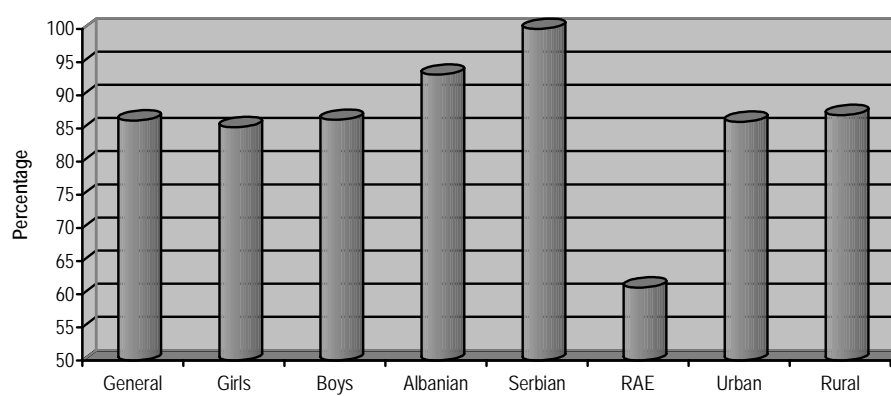
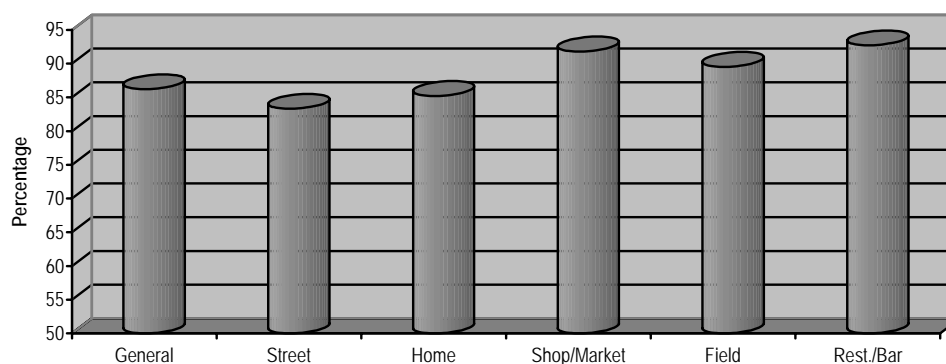


Chart 9: School attendance of working children by work place



Serbian working children reported a 100 per cent rate of school attendance while Albanian working children reported 94 per cent rate of school attendance. Only 61 per cent of working children from RAE communities reported attending school<sup>49</sup>; a statistic that is truly alarming because of the potential long term and devastating effects it has not only on the children but also on the entire community.

<sup>47</sup> See Annex A, Result 37 and 38

<sup>48</sup> See Annex A, Result 39

<sup>49</sup> See Annex A, Result 37

According to surveyed children, working children in Kosovo do not attend and/or drop out of school for the following reasons: participation in child labour activities, discrimination and/or harassment at school, and costs of education.<sup>50</sup> Boys and girls reported very different reasons for not attending and/or dropping out of school. 40 per cent of the boys interviewed stated that their participation in child labour activities was the biggest influence on low school attendance and/or dropping out of school. The second and third most cited reasons by boys for not attending school was discrimination and harassment, and high costs of education. For girls, education-related expenses and the disinterest of their parents to send them to school were the most commonly reported reasons for not attending school. Discrimination and harassment, as well as participation in child labour activities were also cited by girls as important factors.

**Case study 8: Myrvete, 15 years old**

Myrvete is a Roma girl from Ferizaj/Urosevac. She is 15 years old. She has never been to school because her parents did not allow her to attend. She says that this hurts her because she would like to be educated. But she found a way to learn at least the most important things. After doing the housework chores and looking after her brothers and sisters, Myrvete visits her friend who attends school. From her friend she has been learning to read and write and she feels that she can now look forward to a better future.

July 29<sup>th</sup>, 2003 in Ferizaj/Urosevac

**Case study 9: Fatos, 13 years old**

Fatos<sup>51</sup> is a 13-year-old Roma boy from Arbana, a village in the suburbs of Prizren. As many other children belonging to the Roma community in this part of Prizren, Fatos faces difficulties in accessing education mainly due to limited freedom of movement. On his way to school he has been teased and physically harassed by Albanian children and this has made him drop out of school. But he would like to continue if he is given the opportunity to attend catch-up classes.

July 23<sup>rd</sup>, 2003 in Prizren

Almost 95 per cent of the working children interviewed reported to have a school in their neighborhood or community and did not cite physical access as a barrier to school attendance.<sup>52</sup>

Roughly 10 per cent of working children have at some point stopped, left, interrupted or repeated some elements of school.<sup>53</sup> According to survey data, more than 90 per cent of working children in Kosovo re-entered school at some point while less than 9 per cent have completely discontinued their education.<sup>54</sup>

About 95 per cent of working children reported that they like school and referred to the advantages of a better education and having access to their peers. A small number of working children reported that they did not like school. Violence in school and on the way to the school, a general lack of interest, and learning problems were cited most often as the main constraints.<sup>55</sup>

Almost all children reported to have time for their homework<sup>56</sup> and stated that they were able to complete their duties mainly after school and in the evenings.<sup>57</sup> A slightly lower

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50 See Annex A, Result 37.2

51 Name has been changed

52 See Annex A, Result 42

53 See Annex A, Result 40

54 See Annex A, Result 41 and 41.1

55 See Annex A, Result 43, 43.1 and 43.2

56 See Annex A, Result 45

57 See Annex A, Result 45.1



number of the children interviewed reported that they had time to play and spend time with friends<sup>58</sup>.

The vast majority of the surveyed children attributed positive values to education such as: a perception of education as important to “master life” and to change their current circumstances, an opportunity to socialize and play, and a place to be busy (i.e., school is seen as an alternative to doing nothing). Approximately 5 per cent to 10 per cent of the children consistently discussed schools as having failed to meet their needs and expectations. They criticized schools for having irrelevant curricula and often saw no economic or social benefit to attending school. Almost 70 per cent of these children cited such reasons as the main factors influencing the decision to drop out. Only 25 per cent of children who had negative perceptions of education mentioned work activities as the main reason for not attending school.

Many children, in particular those from the RAE community, also associate school with violence and comment that they are often humiliated and discriminated against by teachers and fellow students. Language problems and safety issues in traveling to and from distant schools are other factors for non-attendance. As well, the decision of the parents not to send their children to school was provided as a reason for non-attendance in school. This is particularly true for girls both of Albanian and RAE communities.

**Case study 10: Vjollca, 14 years old**

Vjollca is a 14-year-old girl, originally from Zaerbinca/Bujanovc, Serbia, but since the end of the conflict she settled with her family in Gjilan/Gnjilane. The family depends on the milk Vjollca and her 11 and 12 year-old brother and sister sell in the street. She has not been to school since she finished 4<sup>th</sup> grade, partly because of the poor economic conditions, but also because she is afraid of the teachers. Several times she was beaten and humiliated by a teacher, so she decided to stay at home and support her family by doing the housework and selling milk.

July 16<sup>th</sup>, 2003 in Gjilan/Gnjilane

## VI.10. ATTITUDES AND PERSPECTIVES OF WORKING CHILDREN

The overall opinion regarding child labour among the children interviewed is very positive. About 95 per cent of working children reportedly like their activities.<sup>59</sup> Reasons for stating that they like their work are very broad but most frequent answers are general statements such as that they like to work, to help their family, and/or that it is important to be busy and useful.

Interestingly, almost all children who answered the question about whether they liked their work, answered with a reason that included also why they do not like their work. This might be an indicator that working children have to justify their own activities through positive statements regarding their work and only a few dare to clearly criticize their work. Although most of the children interviewed gave non-specific answers as to why they did not like to work, several children cited bad and hard working conditions as reasons for not liking their work and 13 per cent of interviewed children reported that

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58 See Annex A, Result 46 and 46.1

59 See Annex A, Result 32

they feel they are too young to work.<sup>60</sup> However, even those children that reported that they did not like to work often stated that work was necessary.

When asked whether they think that work is good for them, more than 87 per cent of the working children interviewed stated reasons in favor of child work focusing on an overall positive attitude towards child labour. The majority reported that they thought that working is good for their future and that they learn something useful. A small minority of working children opposed child work and stated that children should not work at all, that work is too hard, and that education is more important than work. It should be noted that 5 per cent also mentioned that punishment by their parents would be a result of not working.<sup>61</sup>

Chart 10: Working children's statements why child labour is good

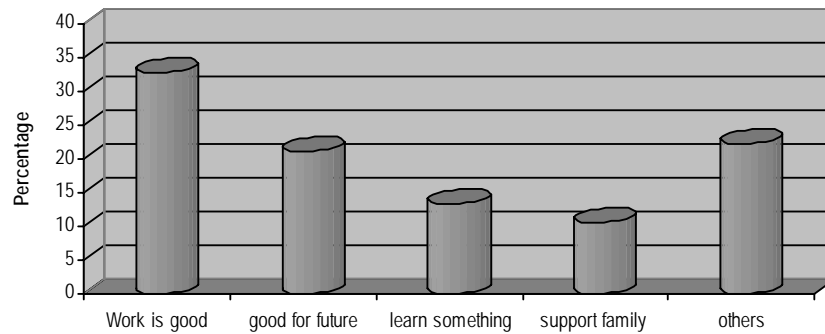
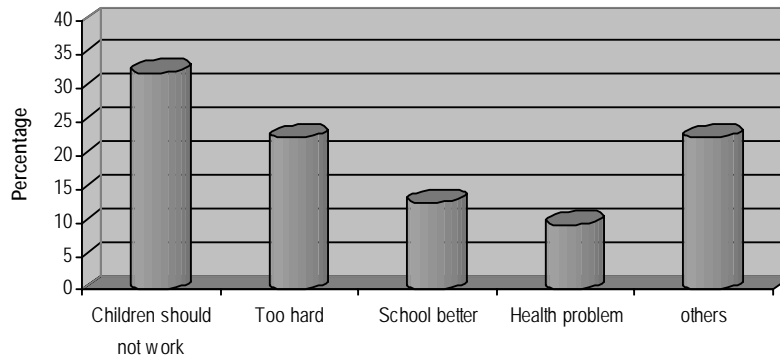


Chart 11: Working children's statements why child labour is bad



An increase of status within the family was one reason that working children reported work as a benefit. Although the majority of these children considered their status within the family as unchanged, about 33 per cent reported an increase in their status and only a very small minority stated a decrease. Girls were more likely than boys to report a positive change of status with 41 per cent of girls giving this response.<sup>62</sup>

60 See Annex A, Result 32.1 and 32.2

61 See Annex A, Result 33, 33.1 and 33.2

62 See Annex A, Result 35

## VI.11. FAMILY STRUCTURE OF WORKING CHILDREN

The overwhelming majority of the working children interviewed (99 per cent) reported that they have some type of family support<sup>63</sup>. Virtually none of the surveyed working children in Kosovo indicated that they are shelter-less or that they live on the streets. The fact that these children do have existing family support structures is an important consideration for any preventive or normative intervention that might be designed to prevent and combat child labour in Kosovo. That the vast majority of working children in Kosovo belong to some type of family support unit is significantly different to the characteristics of child labour in other countries where working children often have lost the connection to their families and live in unstable and generally exploitative segments of society.

70 per cent of all families in Kosovo have between four and eight family members and the average family size is 7.5 family members. There are significant differences between ethnic groups with Serbian families only averaging 5.5 family members.<sup>64</sup> More than 95 per cent of Kosovar families have a male head of household.<sup>65</sup> 27 per cent of Kosovar heads of household have a primary education, more than 45 per cent have completed secondary education, and 16 per cent have received some type of higher education. Only 11 per cent of all heads of household have less than a primary education.<sup>66</sup>

If education is used as an indicator for socio-economic status then child labour in Kosovo is not necessarily related to the lowest social segments of society.

On average 56 per cent of the heads of household of the surveyed children have a paid job while 35 per cent do not have paid work. This reflects the general employment situation in Kosovo and confirms that child labour is a social phenomenon that is not related exclusively or primarily to the poorest strata of Kosovo society but to the population in general.<sup>67</sup>

The average family income of those children interviewed is 197 Euros per month for Albanian and Serbian communities with an average monthly income of 101.8 Euros<sup>68</sup> for the RAE communities. There are also other remarkable characteristics revealed by this information. More than 75 per cent of families receive no other supplemental income or financial assistance than what the family earns and exclusively depends on the family own economic activities.

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<sup>63</sup> See Annex A, Result 6 and 6.1

<sup>64</sup> See Annex A, Result 7

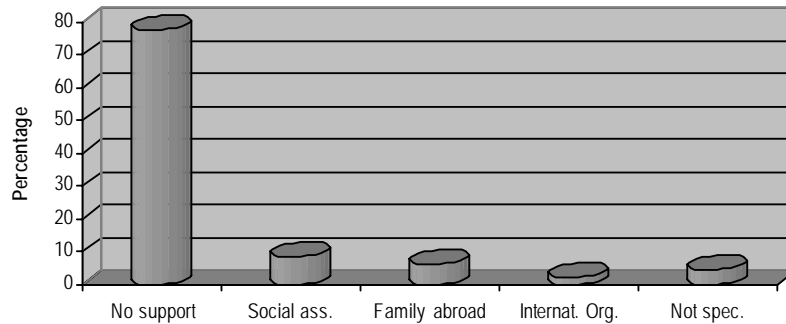
<sup>65</sup> See Annex A, Result 8

<sup>66</sup> See Annex A, Result 9

<sup>67</sup> See Annex, Result 10

<sup>68</sup> See Annex A, Result 11

Chart 12: Economic support for families with working children

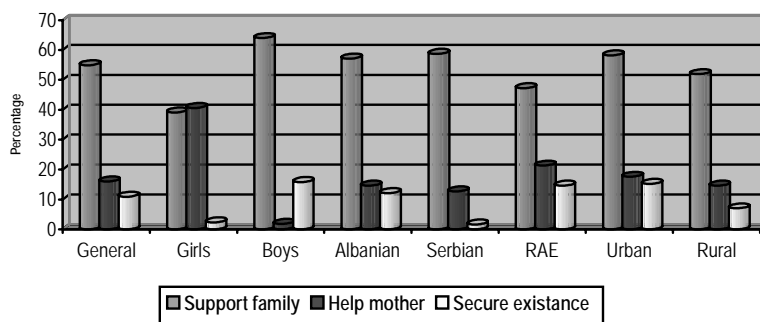


Out of the 22.5 per cent of families that do reportedly receive financial support,<sup>69</sup> only 39 per cent are actually registered and receive social assistance through the national Social Assistance Scheme available through the Department of Social Welfare. In real numbers this means that out of 354 working children interviewed, only 31 families - less than 9 per cent - receive a social assistance payment.<sup>70</sup> In other words, 91 per cent of these families with working children do not meet the criteria for social assistance<sup>71</sup> and only 48 families of surveyed children (around 14 per cent of the total interviewed) can count on financial support provided by family members abroad and international organisations.

Though the social network in Kosovo is not as tight as the actual need would require and far behind Western European standards, the reality of only a small group of families with working children receiving social assistance is a further indicator that child labour does not necessarily focus on the lowest and poorest segment of Kosovo society.

When asked why they work, more than 80 per cent<sup>72</sup> of the children stated that they support their immediate family or family members, while only approximately 5 per cent noted personal interests (i.e., pocket money) as a motivation.<sup>73</sup>

Chart 13: Reasons for child labour according to working children



69 See Annex A, Result 12

70 See Annex A, Result 12.1

71 It should be pointed out that the criteria for eligibility for social assistance is very strict and quite discriminatory, i.e., if the family has a child over the age of 5, it cannot receive social assistance or if the family possesses a certain amount of land no matter if adequate for agriculture or useless in mountain area, the family is not eligible for social assistance.

72 For this statement the following reasons for child labour have been clustered: "support family/parents", "help mother" and "secure life/existence"

73 See Annex A, result 29

Although a number of children reported that they support their families, only a very small number (approximately 10 per cent) indicated that their contribution directly ensures the existence of the family. This percentage shows significant ethnic and geographical variations. While income from about 15 per cent of working children from the RAE community secure the existence of their families, children interviewed from the Serbian community did not give this reason. However, the surveys results indicate that the struggle for survival in urban centers is double that of rural areas.

At the same time female child work is much more oriented towards female housework responsibilities and 40 per cent of the girls stated that support for their mother is the primary reason to work. Male child work is much a support to the family and in some cases secures the survival of the family.

When asked about the consequences if they stop working, 33 per cent of those that responded reported that nothing would change and that no problem would arise. Approximately 22 per cent mentioned that their general living conditions might be more difficult and only about 10 per cent stated that their families would have problems for physical survival without their income.<sup>74</sup>

**Case study 11: Siniša, 11 years old**

Siniša is an 11-year-old Serbian boy from Mitrovica. During the summer he sells items in the streets of Mitrovica and earns about three EUR a day. He reports that nothing would happen to him if he stops working, but for him this is a good means to have some money for personal use and expenditures such as sweets and clothes, and to have fun with his friends.

July 29<sup>th</sup>, 2003 in Mitrovica

This case observation supports the earlier stated information that the social background of working children is slightly above the extreme poverty line. According to this data, a small number of children secure the survival of their families with their income. It appears that the income produced by child labour is more often seen as a well-needed “supplement” to the family income that keeps families from falling into absolute poverty and consequently from reliance on social assistance. This assumption would explain why the number of social assistance cases is rather low and why family members absorb income through child labour although it rarely ensures the survival of the entire family. About 75 per cent of working children reported to have started working as a result of their own self-initiation while about 25 per cent reported that their parents pushed them to work.<sup>75</sup> According to the children, the great majority of parents appreciate that their children work while only some 14 per cent disagree with their children working. The most frequent reasons given by those interviewed of why their parents support child work are that the child’s work helps to provide for the family and appreciation for the fact that the child demonstrates his or her being a capable and hard working family member. Children stated that the main reasons that parents may disagree with child labour are that parents perceive their children to be too young to work, that work is too hard or too risky, and that education should have a higher priority.<sup>76</sup>

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74 See Annex A, Result 36

75 See Annex A, Result 30

76 See Annex A, Result 31, 31.1 and 31.2

# VII. FOCUS GROUP DISCUSSION AND INTERVIEWS WITH GOVERNMENT AND NON GOVERNMENT ORGANISATIONS

In addition to the survey among working children, focus group interviews with children, parents and teachers representing various geographic regions and ethnic backgrounds were conducted to further investigate perceptions of child labour in Kosovo as well as on their perceptions, views and knowledge regarding the issue in general.<sup>77</sup>

The third source of information represents the opinion of selected representatives of governmental organisations at central and municipal levels as well as international and local NGOs dealing with child rights issues.

All together, approximately 250 stakeholders were included in the research.

## VII.1. RESULTS OF THE FOCUS GROUP DISCUSSIONS

In total, 23 focus group interviews were conducted with children, parents and teachers. Focus group participants represented Albanian, RAE and Serbian communities and a number of discussions were purposefully targeted at specific sexes in order to better analyze gender related differences and issues concerning the topic of child labour. The main purpose was to determine public opinions, attitudes, and perceptions regarding child labour in Kosovo.

*Table 6: Focus groups participants*

Stakeholder group	Albanian		RAE		Serbian		Alban./Bosnian	
	Urban	Rural	Urban	Rural	Rural	Urban	Urban	Rural
<b>Children</b>	X	X	X	X	X	X		
<b>Parents</b>	X	X	X	X	X	X		
<b>Teachers</b>	X	X						X
<b>Male</b>		X	X	X	X			
<b>Female</b>	X	X			X			

When asked if child labour is a reality of Kosovo today, almost all participants supported this assumption, with the exception of the participants from the Serbian communities. For them, child labour is not “an issue” and is only applicable to Internally Displaced Persons (IDPs) who do not have secure income and therefore might rely on their children’s contribution to the family income.

<sup>77</sup> See Question Guides in Annex C

Responses regarding what participants perceived as the most common work activities of child labourers were quite uniform across sex, ethnicity and geographic location and are listed below:

- In urban areas children engage in selling items in the streets and markets, carrying and collecting cans, begging, as well as performing housework.
- In rural areas child labour is more gender specific: while boys generally work in the fields and engage in agricultural activities and carry firewood, girls mainly do household chores and carry water.

Whether focus group participants perceived larger incidences of child labour in rural or in urban environments depended mainly on the living environment of the participants themselves. For example, participants living in urban areas viewed child labour as mainly a problem of towns, while participants living in the countryside primarily perceived child labour as a rural reality. Only by teachers and females was child labour reported as being equally present in both urban and rural areas.

Almost all participants, regardless of ethnicity, sex and/or age thought that boys work more than girls. Those focus group members who were also parents, however, indicated that they believed that boys and girls are equally engaged in work. Interestingly, the majority of participants stated that they thought that boys are treated better than girls but that girls have lighter/easier work. Also, the majority of participants reported their belief that children work primarily for their families are generally unpaid but that paid work is recognized by the parents as an important contribution to the family's income.

Almost all focus group participants reported being aware of child labour cases in their own families, neighborhoods and/or communities/municipalities. Furthermore, they were able to discuss their perceptions of both the causes of child labour as well as the potential impact of child labour on the well-being of children. These discussions are listed and analyzed below.

Participants discussed reasons for child labour as belonging to one or more of the following categories:

- To help their parents/families
- Because of the family's bad economic situation/unemployment/poverty
- Because of a low awareness of and respect for children's rights
- Because of a lack of protection and support from the Government.

For the majority of the participants, the overall socio-economic situation is perceived as being worse now than before the conflict of 1999. This perception is particularly true for those participants from Serbian communities. A majority of participants also voiced the opinion that child labour is on the increase in Kosovo as a result of increased poverty. It is important to note that for the majority of participants child labour is not viewed as a tenet of any cultural traditions.

When asked if children work instead of their parents, almost all stated that they do only when parents are sick or handicapped, when the child is an orphan, and in some cases, when parents force children to work (exploitation/abuse).

Almost all participants recognized the possible negative impact that child labour has on the educational welfare of children, i.e., non-regular school attendance, school dropout, and the non-enrollment of children in school. The perception of how child labour impacts children's education, however, varied considerably between ethnic communities. The majority of Albanian participants reported the belief that the majority of working children are enrolled in school, probably do not attend regularly because of their participation in child labour activities, but, with only a few exceptions, do not completely drop out of

school. Serbs participants were more likely than their Albanian and RAE counterparts to believe that all working children are enrolled in school and that child work has little to no impact on the school attendance and/or school success of these children. Only participants representing RAE communities reported that they perceived a strong connection between child labour and a negative impact on the school attendance and school success rates of working children.

Despite the differences in their perception of the link between child labour and education, participants from all ethnic groups did mention cases of children who were not attending school at the time of the focus group discussions. These cases are listed below:

RAE: many children are out of school because they have to work, because of discrimination and violence against them and because they were not allowed to attend school.

Girls: there is an issue with girl education among Albanians and RAE with some girls leaving school after 4<sup>th</sup> grade to do housework, but also because parents do not allow them to continue schooling and because of security concerns.

Serbian children living specifically in Lipjan/Lipljan who do not attend school because there is no school in the Serbian language.

Regarding their perception of child labour as positive or negative, the vast majority of participants stated that work is not appropriate for children when started at an early age and if too heavy. The type of work performed should be commensurate with the child's age. Focus group participants also tended to articulate the belief that education should come first for a child and that time for play is important. Only for Serbs is child work seen to be good when it is light work because it develops the necessary habits and values for the future.

When asked what can be done to prevent child labour and to protect working children, the following responses were given:

- Securing employment for parents/adults
- Improving the economic situation/job creation/development of local production
- Increasing collaboration between institutions working with children and families – Governmental Organisations and social institutions should take care of the problem and the general protection of children from drug abuse, unhealthy environments, etc.
- Providing quality education – more and better services, i.e. activities for children, better cooperation between parents and schools
- Increasing the awareness levels of the general population on child labour issues
- Strengthening solidarity within the family, communities, society
- Ensuring freedom of movement, particularly for minority populations

## **VII.2. RESULTS OF THE INTERVIEWS WITH GOVERNMENTAL ORGANISATIONS**

To ensure a more comprehensive view of how child labour is perceived in Kosovo, appropriate institutions were contacted and representatives at the central and municipal government levels were interviewed. Representatives from the following ministries and organisations participated in this project: Institute of Social Policy, Office of Good Governance, Human rights, equal opportunities and gender, Ministry of Education – Office for Elementary and Lower Secondary Education), Regional Offices for Education in



Gjilan/Gnjilane and Prizren, Municipal Directorate of Education of Gjilan/Gnjilane, and the Centers for Social Work (CSWs) in Gjilan/Gnjilane and Peja/Pec.

The interviewed participants stated without exception that child labour is considered a serious problem in Kosovo with a negative impact on children's health, education, and psychological and physical development.

The segments of society that participants perceived as being particularly affected by child labour are:

- Urban areas
- Boys
- Albanians and Roma children
- Children between the ages of 10 and 15

Participants of these focus groups reported perceptions of an increase in school drop out rates and low attendance rates since 1999 as a result of the economic situation, and insufficient social assistance for the most needy and vulnerable children. These children were primarily defined as:

- Boys
- Roma children who are out of school
- Girls in rural areas
- Children aged 11-15
- Children and their families who have migrated from villages to towns
- Children and families that fall under poor/extreme poor categories
- Orphans

They all reported perceptions that there is insufficient support provided by the Ministry of Labour and Social Welfare and that there is a lack of reliable programmes and services for vulnerable children and their families. Participants also expressed opinions that law enforcement mechanisms to prevent child labour and to protect working children from being exploited are not functioning properly, that the labour inspectorate has no competency to intervene in the informal sector, and that there is little to no coordination and cooperation among the relevant authorities such as the municipal governments, health inspectors, labour inspectors, education department, and the Kosovo police to protect the children's rights. Additionally, some participants discussed the view that the enforcement of mandatory school attendance does not meet expectations, parent-school cooperation needs to be increased, and alternate mechanisms such as "catch-up classes" to reintegrate out-of-school children into mainstream education are not available to all children who need it.

The following suggested actions to prevent child labour, to ensure education for all and to support conditions for the full and healthy development of children were given by participants:

- Increase economic development by increasing employment opportunities and support for unemployed people
- Improve laws and policies on prevention of child labour and increase social assistance for "at risk" children and families.
- Raise the awareness of families/parents, teachers, NGOs, and society in general on child labour issues
- Assess and conduct in-depth analysis of child labour in Kosovo and related issues
- Improve coordination between institutions
- Increase programmes and services offered by the Government under the Ministry of Education, Science, and Technology (MEST), i.e., opening school canteens
- Enforce compulsory education policies and laws
- Increase the active involvement of municipalities
- Develop alternative activities for children to prevent child labour

## VII.3. RESULTS OF THE INTERVIEWS WITH INTERNATIONAL AND LOCAL NGOS

In addition to Governmental Organisations, relevant international and local NGOs were also asked to provide their opinions and perceptions on child labour in Kosovo in order to develop a more comprehensive picture of the situation. Representatives from five member organisations of the Kosovo Children's Rights Forum - Save the Children (SciK), World Vision, Mercy Corps, Catholic Relief Service (CRS), and CARE International were contacted and interviewed. Representatives from Save the Children Denmark, Kosovo Red Cross, Every Child (formerly European Children's Trust (ECT), Liria, and Vlera also participated in this project.<sup>78</sup>

Similarly to other stakeholders, which have previously been discussed, representatives of the different these NGOs also identified child labour (including child trafficking) as a significant problem in Kosovo and discussed the perception that child labour does create risks to children in the areas of education, health, and psychological and physical development. Child labour was articulated by many of these participants as the key risk factor to working children not enrolling, not attending and/or dropping out of school. Ultimately, it was perceived by these participants that work impacts educational achievements of working children in Kosovo.

Similarly to the research participants who were representing Governmental Organisations, participants representing NGOs also perceived the same populations as being most affected by child labour:

- Urban areas
- Boys
- Albanians and RAE children
- Age group 10-15

The populations perceived to be most at risk to get involved in work at an early age and therefore are more likely not to attend school and/or to continue studying were identified as:

- RAE
- Children from poor/extreme poor families
- Uneducated families that migrated to the towns
- Working children in the towns
- Working children in the rural area
- Returnees and displaced children
- Boys
- Girls (when looking at inequality in education opportunities particularly in rural/isolated areas)
- Children between the ages of 10-15

Participants discussed the child labour situation in Kosovo as being of particular concern in view of the lack of services or assistance available to prevent child labour, to protect working children and/or to provide help to their families. Responsible institutions, such as the CSWs, schools, etc., were perceived as not having sufficient capacity to initiate and/or collaborate in initiatives to prevent child labour. The opinion of many of these participants was that the criteria for social assistance is very limited and reduced to special cases and only a few non-governmental organisations have the capacity to provide shelter services and material assistance for street, working, and delinquent

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<sup>78</sup> For more details see Annex B

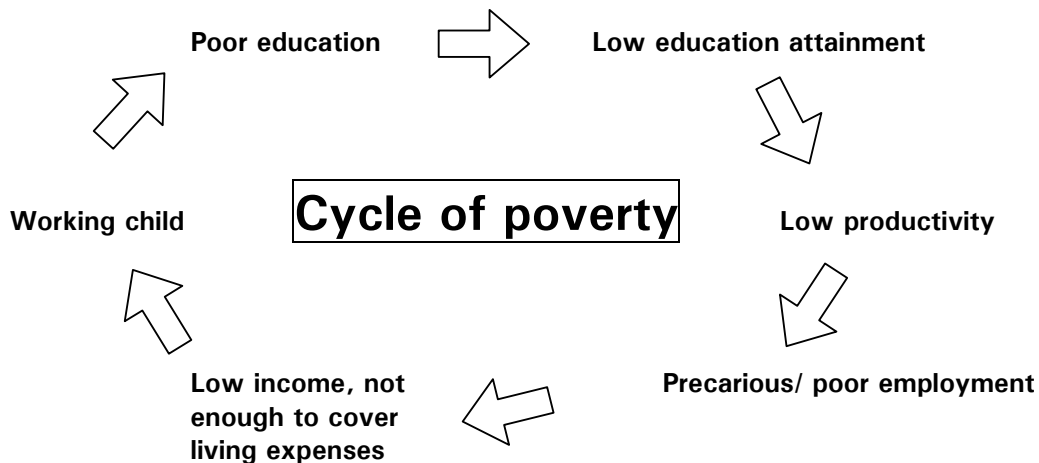
children. Participants expressed views that the majority of INGOs and local human rights organisations are involved in preventive interventions in the fields of education, health, awareness raising, civil society development, and advocacy to effect positive change and the realization of children's rights in Kosovo and only help to fill the gap in some geographical areas.

Based on the discussions with representatives from these various international and local non-governmental organisations, it was perceived as vital by these participants to develop an action plan to address child labour issues in Kosovo that would include the following:

- Improve socio-economic conditions such as increased employment opportunities for parents and income generation strategies
- Increase the awareness levels of parents, governmental organisations, and society in general of child labour issues
- Increase collaboration between the governmental institutions working with children and families (CSWs, police, schools, etc.) and the coordination forums like the Inter-Ministerial Children's Rights Committee, Office for Good Governance, human rights, equal opportunities and gender/ Prime Minister's Office, Child Rights Municipal Coordinators as well as the organisations of the civil society
- Strengthen the capacity of the CSWs to case manage child labour cases
- Develop/strengthen mechanisms which support improved parent-teacher rapport and partnerships between schools and parents
- Enforce education mandates and laws
- Provide alternative activities for working children and locations where they can interact
- Improve/repair school infrastructure by making schools more attractive and offering preventive services (i.e., a school library)
- Design and implement in-depth assessments of child labour issues and conditions
- Locate additional sources of help (other than police and punitive measures) to prevent child labour and protect child workers.

## VIII. RELATION CHILD LABOUR - EDUCATION

In fact, the relationship between working children and their education exists on several levels. Whether they are in or out of school,<sup>79</sup> work absorbs time, energy, and resources at the expense of their basic education. Many children who work stop going to school. For many of those who combine school and work their ability and capacity to learn can be seriously affected due to fatigue. On a deeper level, early entry into the labour field negatively impacts the future of both individual children and society as a whole. Deprivation of education can greatly impact the future productivity and earning potential of individual children, which in turn affects the future productivity, and earning potential of a society. It can be argued that those children and societies that are deprived of educational opportunities remain in poverty and that poverty is often perpetuated from one generation to another causing marginalized groups to become more marginalized, and unemployment rates to persist and even to grow. The younger a child starts to work, the more potentially negative the impact of child labour will be. The less education the child receives, the less specialized skills he or she will have as an adult. Consequently, when working children are deprived of educational opportunities they begin their adult working lives at a disadvantage and usually end up in less productive and lower paid jobs or are at higher risk to be unemployed. In this way, child labour, so often seen as a way out of poverty actually becomes a factor for the intergenerational perpetuation of poverty.



As economic, social and cultural forces "pull" children from school, factors within the educational system itself can play a role in "pushing" children away from school. The school itself, then, becomes part of the problem. Schools may be too far away or over-

<sup>79</sup> It is estimated that 140 million primary school-aged children or 23 per cent in the world are not in school. A significantly large number of the remaining 77 per cent drop out before they have completed school. And these disturbing figures do not even include those children beyond primary school age whom child labour has already prevented from attending school. UNICEF, *The Progress of Nation*, 1997

crowded, discouraging families from sending their children, especially girls, where safety is a critical issue. Inflexible school calendars cause large numbers of children in rural/agricultural areas to drop out because they are forced to be out of school to harvest or plant. Girls drop out at an even higher rate than boys because they are required to work at home. Violence (corporal punishment and mistreatment) and discrimination by teachers and peers also keep children away from school. School-related fees such as books, supplies, and transport costs, etc., may be monetary barriers, and families who cannot afford to enroll all their children may prefer to send their sons rather than their daughters, once again raising the question of discrimination against the most disadvantaged, many of whom are girls.

#### **Girl's education**

**Nowhere are the negative links between child labour and a lack of educational opportunities more evident than in the situation of girls. Girls comprise the vast majority of invisible child workers and approximately two-thirds of them are out of school population. The numerous chores in their own households are often not even considered work. The low status of girls, which reflects the low status of women, keeps the true economic value of their work also hidden. Son preference, early marriage, as well as a multitude of other important reasons related to schools themselves such as safety and distance of schools, violence in schools (mistreatment by teachers), and, discrimination often stop girls from attending school.**

While in Kosovo the enrollment in primary education<sup>80</sup> is relatively high (91 per cent),<sup>81</sup> a deeper look identifies the existence of significant gender, ethnic minority, and, income-related inequalities.

52 per cent of the children enrolled in primary schools are male and 48 per cent are female.

Out of all age eligible Roma, Ashakli and Egyptians, Turks and Slav Muslims children, only 77 per cent attend primary school, while out of all eligible ethnic minority girls, only 69 per cent do attend school.<sup>82</sup> Ethnic minorities, in this case mostly the Roma community and girls are particularly disadvantaged.

In urban areas, as many as 20 per cent of children from the poorest households are not enrolled in primary school.<sup>83</sup>

*Table 7: Primary school enrollment by sex and ethnicity<sup>84</sup>*

<i><b>Ethnicity</b></i>	<i><b>Male</b></i>	<i><b>Female</b></i>	<i><b>Total</b></i>
Albanian	98.2	96.8	<b>97.5</b>
Serb	100	99.1	<b>99.5</b>
Other	85.4	69.3	<b>76.8</b>
<b>TOTAL</b>	<b>94.5</b>	<b>88.4</b>	<b>91.3</b>

*Source: World Bank, Kosovo Poverty Assessment 2001*

80 With the start of the academic year 2000/2001 the 5 + 4 + 3 model was introduced in line with European standards. It consists of 5 years of primary education, 4 years of lower secondary education and 3 years of higher secondary education. Attendance in primary and lower secondary school is compulsory, that means up to 9th grade. Children begin primary education at age 6. SOK/UNICEF/TA-DEST, Statistics on Education in Kosovo, 2001

81 UNFPA/IOM report a lower enrolment rate. According to their household survey, only 81.2 per cent of all children are enrolled in primary education. SOK/UNFPA/IOM, Demographic, social, economic situation and reproductive health in Kosovo following the 1999 conflict, 2001

82 SOK/UNICEF/TA-DEST, Statistics on Education in Kosovo, 2001

83 World Bank, Poverty Assessment, 2001; UNDP, Human Development Report, 2002

84 These are figures out of 100 per cent and out of 100 per cent girls.

When discussing school enrollment it is also important to consider the quality of the educational system itself. Educational institutions in Kosovo do not appear to have the capacity to attract and keep all children enrolled in primary schools. One of the main reasons stated for low attendance and enrollment rates was the poor learning conditions common to most schools, i.e. schools operating in more than two shifts due to the lack of space, the shortage of teachers due to poor training and low pay, security concerns for children of ethnic minorities, particularly Serb and Roma students, and the lack of classes in their native language. But the main reason for non-attendance appears to be the economic factor, in particular, the private costs of education.<sup>85</sup>

Many children are at risk to drop out or do not enroll in school simply because of their current economic situation and the growing need for additional income provided by children for school-related supplies and activities. Clear evidence is the relatively low school completion rate; only 73 per cent of children enrolled in the 1<sup>st</sup> grade finish the 8<sup>th</sup> grade, and only 75 per cent of those who complete primary education go on to secondary school.

This empirical survey among working children supports these findings:

Almost 13 per cent of the working children interviewed are not attending school. Children from RAE communities show the highest out of school rate at 39 per cent. Among the Albanian communities, gender plays a large role in influencing school attendance with only 0.6 per cent of boys versus 7.8 per cent of girls not in school.<sup>86</sup> Further, the survey discovered that in urban areas, the situation is slightly worse with almost 15 per cent of working children not attending school while in rural areas 13 per cent of child labourers are out of school.

Almost 75 per cent of the interviewed children stated that they work during the whole year. This statistic indicates that a large number of children are combining school attendance and work activities. The extent to which a combination of work and school may or may not serve as an obstacle to learning might not be obvious, but there is no doubt that children who combine work and school also carry a double burden. Long work hours and/or travel hours often make regular attendance difficult and children may arrive to school tired and late. Child labour also has psychosocial impacts that are detrimental to school performance and school enrollment figures do not always reflect the entire problem. A tendency to drop out, repeat grades, and perform poorly appears to be characteristic of working children struggling to get an education.

In the year 2000, 38 per cent of the total population in Kosovo was categorised as "poor," and 12 per cent as "extreme poor." This trend continues with acute limitations in income generation as entire communities are unemployed or underemployed and adult education levels on average tend to be low.<sup>87</sup>

In this regard the survey reveals a general correlation between lower education attainment and lower payment, and the subsequent risks of an increase of poverty.

While the monthly income in Kosovo of a head of household with less than primary education was reported to be below 100 EUR, the wage of those with higher education is double this amount.

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<sup>85</sup> SOK/UNICEF/TA-DEST, *Statistics on Education in Kosovo, 2001*; UNICEF, *Gender Review in Education in Kosovo, 2002*

<sup>86</sup> See Annex A, Result 37

<sup>87</sup> World Bank, *Poverty Assessment, 2001*

*Table 8: Education and income*

<b>Education of HoH</b>	<b>Income of HoH/month</b>
Less than primary	92,5 Euros
Primary	132,8 Euros
Secondary	163,1 Euros
Higher	186,4 Euros

Low family incomes translate into poor educational outcomes and this has a direct negative impact on the future family welfare. In short, completion of school can be linked to increased earning power while early entry into the labour field contributes to a continuing state of poverty.

# IX.

## CONCLUSIONS

- As is the case for many countries and regions in transition, in Kosovo, there is also a shortage of comprehensive, updated and reliable statistics regarding working children and the correlation between child labour and education and health. Hence, there is an immediate need for improved and expanded data collection.
- The survey reveals that many children start working at the age of 10. However, a relatively high number of children are even younger, with 40 per cent starting to work before the age of 10. This is particularly true for children from the RAE community and those in urban settings. Children under 10 years old are especially vulnerable to the negative impacts of child labour in view of the dangers to their health and development. These children also risk missing school and thereby jeopardising their education.
- In terms of the types of activities currently performed by child workers, a shift can be observed towards more trade and services when comparing the results of this survey with the LSMS data. Selling items in the streets/markets/shops is the most frequent work activity noted, followed by housework and agriculture. Gender, age, location, and ethnic differences do influence type and location of child labour activities: in rural areas the activities are more gender specific and diverse (broader), and, among RAE children, housework chores are the most common activities, patterns that are supported by survey data and/or data received from focus group participants. Roma children engage more often in difficult hazardous work (physical work, garbage collection) than either of their Albanian or Serbian counterparts and therefore this group of Kosovar working children are particularly vulnerable and a priority when identifying specific populations where more urgent intervention is needed.
- The survey revealed that work-related migration to the main cities and towns does occur with 9 per cent of children traveling from their homes to their working locations. This can be seen as a result of the transition to a market economy, high presence of internationals and increased economic opportunities in the urban settings converting them into an attraction pool for working children and their families.
- According to the survey results, the most frequent place of work is – contrary to the general perception – the home. 30 per cent of all activities are performed at home and due to its nature and the fact that it is not visible it is very probable that the number of child workers in Kosovo is grossly being underestimated primarily female child labourers. On the other hand, while work in the streets, markets, and shops, etc., is highly visible, there is a tendency to consider this as the only type of child labour and to forget about less visible forms of child labour when it comes to the allocation of resources and the implementation of interventions. But there is no doubt that the street is the most dangerous place for children who often engage in long and late work hours in unhealthy environments with increased risk to physical attacks and other abuses. There is also the problem of “hidden” work situations, in particular sexual exploitation and trafficking, in which girls are at special risk.
- Regarding the working time and hours, a strong seasonal increase can be seen during the summer months. More than 90 per cent of the children interviewed reported that



they intensified their activities during this period and three quarters of working children stated that they work during the whole year. In general, boys appear to work double the number of hours than girls, and in urban areas the working schedule is 35 per cent longer compared to rural areas. During the summer, working children report that they work 39 hours per week and 23 hours per week during the school year. More than 50 per cent of the surveyed children start before 8:00 a.m. and 14 per cent work after 8:00pm. Many of these working children are under the age of 10 years.

- Almost all participants in the different focus groups, regardless of ethnicity, sex and age, reported perceptions that boys work more and harder than girls, that boys are treated better than girls, and generally have more rights. Participants also articulated the opinion that working boys have higher status than girls within families because they often are the main income provider and future breadwinner.
- Almost 60 per cent of working children reported not receiving any payment for their work this is particularly true for girls. But when looking at the statistics provided by LSMS an important shift towards paid work can be observed. This may be the result of Kosovo transitioning to a market economy, increased unemployment figures, and, the consequential need for more cash income. This can be supported by the children's statements that show that approximately 75 per cent do not keep the money but hand it over to the family to increase the family's income and in some cases even ensuring the family's survival.
- 16 per cent of the children interviewed reported health problems and more than 50 per cent relate them to work activities especially children doing physical work who are mainly from the RAE community. 6 per cent do not feel safe in their working environments and 11 per cent state that they have been victims of criminal acts.
- 7 per cent of the children stated that they do not have time for leisure and play and school and work chores must come first.
- 87 per cent of the children reported that they attend school but significant differences can be noted when looking at ethnicity and gender. While 100 per cent of Serbian working children are in school, only 94 per cent of Albanian and 61 per cent RAE child labourers go to school. The main reasons stated for non-attendance are discrimination, high education costs, and, child labour. For girls, responses were more specific: education-related expenses and the disinterest on the part of parents to send their daughters to school. The data infers that the value of education may differ among ethnic groups.
- The vast majority of working children appear to value school and those who stated that they do not like school noted violence, general disinterest, and learning problems as being some of the primary reasons.
- In general, a very positive attitude and perception towards work can be observed from the survey results. Children like working because they enjoy their respective duty and in addition they help their families and keep themselves busy. The reasons provided for opposing child labour are mainly related to the hard working conditions and perceptions that children should not have to work.
- The results of the focus groups slightly differ from the child's perception of work when interviewed alone. For all targeted focus groups – parents, teachers and children - child labour is a problem in Kosovo except for the participants from Serbian communities who did not consider child labour an "issue" in general but only for certain populations such as IDPs due to lacking secured income. Aware of the effects - non-regular school attendance, school dropout, and even never attending

school – child labour is considered negative when not appropriate to the child’s age and constitution. Albanian and RAE condemned the exploitative character of child labour in their ethnic communities and recognized the importance of education and leisure while the Serbian participants did not articulate any negative aspect/impact but highlighted the positive influence for developing working habits in children.

- When looking at the reasons for child labour, more than 80 per cent of the children surveyed mentioned that they work to support their families. Only 5 per cent reported that they work to have pocket money and 10 per cent stated that their income is to secure the existence of their family, a more common among RAE working children and children from urban centers. This is seen to be primarily the responsibility of boys while girls are mostly engaged in household chores. This has been confirmed by the focus groups. Children work primarily for their families due to the economic difficulties Kosovo is facing in the post-conflict period. It is perceived as result of poverty and growing unemployment, and, a lack of services and governmental assistance.
- More than 50 per cent of the parents (head of household) have an income, although this figure is lower among RAE households. Three quarters of the families involved in this study, do not receive any financial assistance in form of social assistance, support from family members abroad, and/or international organisations. 33 per cent of the children interviewed reported that nothing would happen if they stop working. This leads to the conclusion that child labour is not a phenomenon among extreme poor segments but is mainly associated with poor families trying to keep the family from falling below the absolute poverty line.
- All representatives of governmental institutions have recognized the lack of adequate policies and programmes as well as services to support vulnerable families and prevent children from working. The social assistance scheme of the Ministry of Labour and Social Welfare only reaches a limited segment of the population in need. School enforcement seems not to happen, as expected and alternative mechanisms to reintegrate out of school children into mainstream compulsory education are not available to all children at risk to miss education. Even in place, law enforcement mechanisms to prevent child labour and to protect working children from being exploited are not functioning effectively. The newly established labour inspectorate does not intervene in the informal sector nor coordinate and cooperate with the relevant authorities such as the municipal governments, health inspectors, education department, and the Kosovo police to protect working children’s rights.
- On the other hand, NGOs, local and international, active in this field are mainly engaged in preventive work through making education more attractive to and relevant for children and their families, and, sensitizing and raising awareness of the general population on the rights of children in general. Only a few of these agencies offer services in the form of shelter and material assistance to street, working and delinquent children. NGOs only help to fill the gap in some geographical areas.

**In summary:**

Child labour appears to have increased over the past several years. It is seen to be a critical means for family survival in view of the limited stable employment opportunities in Kosovo as well as the disappearance of an adequate minimum wage and severe cuts in public funded social welfare programmes. Poverty in Kosovo is widespread with more than half of the population reportedly in poverty and about 12 per cent living in extreme poverty. Child labour does not remain outside or beyond the influence of this context. Quite the reverse, child labour is one of the main causes and consequences of poverty.

This is particularly true for working children engaged in full-time labour activities. Thus, alleviating poverty presents one of the most important challenges for Kosovo as it looks towards the future.

It is the continuous cycle of poverty that perpetuates child labour and prevents children from attending or learning in school. Starting to work at a young age, children remain illiterate, unskilled and unable to demand their rights for equal wages and better conditions of work. Working long hours can cause children to burn themselves out and their health is severely harmed. As adults, they are often heavily in debt. The circumstances of low earning power and unemployment predispose parents to putting their own children to work so the downward spiral of exploitation and poverty is perpetuated. In other words, child labour, poverty, and low educational attainment are issues that are fundamentally linked.

According to the survey, 13 per cent of the children interviewed work full-time and are not in school, in particular children from the RAE community (39 per cent) and Albanian girls (8 per cent). These children risk their own future and perhaps that of their future family, among other reasons, due to the important educational deficit of working children and the loss of labour income during the adult's active life. 75 per cent of the children combine school and work, which in the end may impact negatively on educational performance and attainment and lead to low earning power and ultimately an increase of poverty. Education measures should therefore focus on children who are out of school, at risk to drop out, and those at risk to not attend school.

Other than poverty and the exploitation of poverty, another cause of child labour can be attributed to deficiencies in the education system itself, which also facilitates the perpetuation of child labour. Children tend to participate more in labour activities when education is not available or when education does not meet the criteria of affordability, quality and relevance. Three quarters of the children out of school indicated that the school is "part of the problem" due to the prevalence of discriminatory attitudes and high education costs. In this regard, making schools a more viable, valuable, interesting, and attractive option for children, their families, and society as a whole is of vital importance to ensure education for all and prevent children from entering into the labour market prematurely.

- Finally, culture and tradition play an equally important role in the interplay between child labour and education. Child labour is not a recent phenomenon since 63 per cent of the parents of children interviewed reportedly worked as well when they were children. In other words, child work is not only an income strategy but also a means to integrate children into a family and the kinship network. This can be corroborated by 33 per cent of the children stating that stopping to work would have no major impact on the family's welfare.

# X.

## RECOMMENDATIONS

The guiding frame of reference for the well being of children is the CRC, which has a special relevance in view of its binding nature for those States, which have become parties to the agreement. Legislation and education are only two major areas among many that the CRC addresses guided by the principles and provisions of the Convention, to ensure the protection of children against exploitation through labour. It calls for a comprehensive and integrated agenda of action to ensure the protection of children and to create the necessary conditions for children to fully enjoy their rights.

In view of the complex and deep-rooted linkages between child labour, education and poverty, approaches must be definitely multifaceted and multidimensional with a focus on prevention. Preventive measures, especially education, are proving to be the most cost effective long-term solution to combat child labour among school age children and the most important tool to breaking the cycle of poverty.

The foundation for any governmental intervention to prevent and combat the exploitation of children should be the development of a National Policy and Plan of Action for Children where the child labour issue is comprehensively addressed. The key features to such a document should include: in-depth analysis through data collection and research, identifying priority occupations and sectors for action, raising public awareness, developing institutional capacity, mobilising support, and improving educational, social, and health services for the benefit of poor families and their children.

### **1. *Making child labour visible through disaggregated data by sex, age, location and ethnicity***

For meaningful policies and strategies to be developed, accurate qualitative and quantitative data about the nature and extent of children's work and its relationship to education are essential. In particular, it is important that data collected on child labour behaviors and conditions can be disaggregated according to sex, age, and ethnicity. Also, much more information regarding the type of work children perform (including labour that is less visible, i.e., done at home), the number of hours children spend working, the impact of child labour on children's school success and health, needs to be collected and would allow for a deeper understanding of why children are not in school and the reasons that they do not attend school. The importance of an effective system of birth registration, including the issuing of birth certificates, should also be taken into account in order to allow for better opportunities at identifying and reaching the "unreachable" and out of school children.

At the same time, it is especially important that families and children themselves take an active role in the design, collection, and dissemination of information within the community regarding child labour issues and that they are informed of and benefit from the results.

### **2. *Guaranteeing quality Education for All children***

While school is part of the problem, it is at the same time part of the solution. Quality, relevant and affordable education will ultimately be the most effective instrument for

combating child labour and ensuring universal primary education. The importance of education in advancing a society's economic and social well being, improving options, creating higher standards of living, and reducing infant mortality is broadly recognized. At its best, education transmits society's lasting values and can be a force for social transformation. Education is fundamental to developing critical life and learning skills. Education is also an enabling right that contributes to the possibility of fulfilling all other rights and ultimately assists children in becoming self-sufficient and contributing members of society.

Education needs to be perceived by children, parents, and society as a rewarding investment and not as an irrelevant alternative or a lost opportunity. At the very least, interim measures should be taken to reduce excessive hours of work among children working full-time, as in the short-term, a combination of work and school could be seen to be a better option than no school at all.

In view of the hundreds of children in Kosovo who are working, who have already missed, or who are at risk to miss an education because of work, it is essential that a series of interim and compensatory measures that addresses the reasons for child labour be drawn up for the medium-term. Such measures comprise:

Moving ahead on the planned curriculum reform measures to make education more attractive and relevant to previously excluded children. This includes but is not limited to increasing the relevance of curricula and teaching styles, learner-centered approaches that are sensitive to sex and ethnic discrimination, and, life skills education that acknowledges and develops skills gained in the workplace. In this way, education will be perceived as an investment in the child's future and not as a lost opportunity.

Teaching awareness of children's rights and roles in society through the promotion of a more inclusive society in terms of ethnicity, gender, age, geographic location, etc. will have a positive effect in reduction of child labour because educated persons who are more aware of their rights are less likely to accept hazardous working conditions.

Making schools more attractive and child friendly in terms of proper hygienic and sanitation facilities with clean and welcoming environments acts as pull factor and attraction pool for children.

Experiences elsewhere in the region suggest that pre-school initiatives aimed specifically at minority communities have a significant impact on the problem of low school attendance and early drop out.

Promoting a longer school day ideally combined with time for play, leisure, and learning social responsibility is also another strategy that encourages school attendance and ensures the child's right to leisure and participation activities.

Making alternative mechanisms such as catch up classes available for the reintegration of out-of school children into compulsory education may counteract the negative trend of RAE and Albanian girls missing and discontinuing school.

- States parties to the CRC are required to make basic education compulsory and free for all. But it is generally recognized that free education still constitutes an expensive investment for a family in terms of the cost of books, school materials, transportation, etc. This cost is often multiplied by the number of children in the family, thereby making it economically impossible and leading in many cases to a "natural" selection of those who should go to school and those who can do without. The provision of education grants to low-income families to send their children, in particular RAE children and girls, to school instead of to work would definitely prevent and reduce child labour.
- Inviting communities, particularly parents, to become actors in improving their children's school and encouraging collaborative relationships between children,

parents, and teachers may positively impact the enforcement of school attendance policies and laws and increase children's participation in education.

The measures highlighted fit into the general education reform and strategic plan of the Ministry of Education, Science and Technology 2002-2007.<sup>88</sup>

### **3. *Alleviating poverty, increasing choice and participation of families***

Poverty within families is strongly linked with child labour and the education of children. It is the family who decides whether or not to send their children to school. Simply making schools available will not be a sufficient response to reducing and eliminating child labour in poor families. Policies and programmes that provide resources for educational incentives, income generation and other means that enable families to value, demand, and understand the benefits of education for their children have therefore to be developed and enforced in order to address poverty issues.

Income replacement and economic incentives should focus not only on the poorest segments of society but also on marginally poor families since child labour seems to be an income alternative for families to keep from falling beneath the absolute poverty line. These incentives may vary from a nutritious mid-day meal, to health and childcare services, free books, uniforms, and transportation to school, and small stipends or a grant contingent on continual school attendance for working children or their families. In addition, poverty alleviating interventions targeted at family economies, i.e., pension system, social assistance scheme, promotion of small business contributing to job opportunities and economic growth will enhance the capacity of families to provide for and to protect their children. Family-oriented interventions are particularly relevant in view of the fact that working children are integrated into an extended family structure.

### **4. *Raising public awareness***

One of the first steps to solving a problem is to admit or recognize the problem. Once the child labour problem is identified as a priority, solutions are possible.

In Kosovo, large segments of the population are already aware of the problem. Nonetheless, there is still a need to raise public awareness regarding the importance of preventing children from entering into the work force and ensuring that they are provided with adequate education and health services. Information must be forthcoming which explains that child labour will impede or restrict opportunities for education. As well, it is important to highlight the harmful conditions in which some children work, particularly, children working late in the streets, children collecting garbage, and, children in hidden work situations. Girl's domestic work must be accounted for and acknowledged, and, made visible. Additionally, the definition of child labour must go beyond visible, paid employment so that girls' household chores are considered work even if they are not paid.

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<sup>88</sup> MEST (2003): Strategic Plan for the Development of Education in Kosovo (2002-2007). Better Education for All. Nothing happens in education until it reaches the pupils, Draft, January 2003; UNMIK, DES (2000): Education in Kosovo: From Crisis to recovery and transformation, by Prof. Michael Daxner, Graz Stability Pact Meeting, 9-10 March 2000

Beyond the known risks and negative consequences of children entering the work force prematurely, a better understanding should be promoted of the push/pull factors that link child labour and education in the larger context of powerful social, economic, political, and cultural forces which play a major role in determining the level of child participation in both activities. It is necessary to highlight the positive effects of schooling in particular for girls and women. Educated women are more likely to have better educated and healthier children when they themselves become adults, and educated persons are more productive workers and so help increase economic growth rates and wealth.

Empowering children, parents and communities to value, promote and demand that children's rights are known, respected and enforced will help to suppress the demand for child labour.

**5. *Advocating for the adoption of protective legislation and law enforcement mechanism based on universal standards***

A coherent protective legislation in line with current international standards is in place, however, the adoption of additional relevant international instruments could provide for more protection, i.e. the Worst Form of Child Labour Convention 182.

**6. *Developing institutional capacity and collaboration for the provision of adequate services***

The 2003/4 UNMIK Regulation on the Promulgation of the Law on the Labour Inspectorate of Kosovo adopted by the Assembly of Kosovo on December 19<sup>th</sup>, 2002 provides the required law enforcement mechanism to control implementation of the Essential Labour Law and other protection labour rules. However the newly established labour inspectorate and other relevant protective institutions such as the police and the Centers for Social Work should be trained to provide adequate and appropriate services for potentially vulnerable children and their families. The Office of Good Governance, Human Rights, Gender, and Equal Opportunities at the Prime Minister's Office, as well as the newly appointed Municipal Children's Rights Coordinators, should be supported and collaboration between these different ministries should be strengthened in order to more effectively protect the rights of children in Kosovo.

**7. *Ensuring partnership at all levels in all sectors***

Partnerships must be created and sustained among various institutions and organisations at all levels to change education systems and structures so that education is part of the solution to child labour and not part of the problem. While the State must play a lead role in promoting and implementing quality and relevant education for all children, it needs the social mobilisation of all sectors of civil society – employers, workers' organisations, NGOs, community leaders, media, families, and children themselves - to identify and reach out to the children who are not participating in education and offer them adequate support and protection.

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**ANNEX A**  
**RESULTS OF SURVEY AMONG**  
**WORKING CHILDREN**



## **Results of the Survey among Working Children, July 2003**

### **Result 1: Gender**

1. Question in survey: Sex of the child
2. Possible answers: female/male
3. Answers received: 354
4. Result:

#	Sex	Number	Percentage
1	Female	128	36.2%
2	Male	226	63.8 %

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### **Result 2: Age**

1. Question in survey: Age of the child
2. Possible answers: open
3. Answers received: 354
4. Result:

#	Age in years	Number	Percentage
1	6	4	1.1%
2	7	5	1.4%
3	8	13	3.6%
4	9	14	3.9%
5	10	29	8.2%
6	11	37	10.4%
7	12	54	15.4%
8	13	64	18.1%
9	14	51	14.4%
10	15	83	23.5%

*Average age: 12,5 years*  
*Average age boys: 12,48*  
*Average age girls: 12,52 years*

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### **Result 3: Ethnicity**

1. Question in survey: Ethnic background of the child
2. Possible answers: Albanian/Serbian/RAE
3. Answers received: 354
4. Result:

#	Ethnicity	Number	Percentage
1	Albanian	202	57.1%
2	Serbian	63	17.8%
3	RAE	89	25.1%

Albanian: 125 boys (61.9%), 77 girls (38.1%)  
 Serbian: 42 boys (66.6%), 21 girls (33.4%)  
 RAE: 59 boys (66.3%), 30 girls (33.7%)

#### Result 4: Residence

1. Question in survey: Municipality and region, where child lives  
 2. Possible answers: open  
 3. Answers received: 354  
 4. Result:

#	Municipality	Region	Number	Percentage
1	Decane/Decani	Peja/Pec	8	2.3%
2	Ferizaj/Urosevac	Gjilan/Gnjilane	27	7.6%
3	Gjakova/Djakovica	Peja/Pec	1	0.3%
4	Gjilan/Gnjilane	Gjilan/Gnjilane	44	12.4%
5	Glogoc/Glogovac	Pristina/Prishtina	10	2.8%
6	Kamenice/Kamenica	Gjilan/Gnjilane	16	4.5%
7	Kacaniq	Gjilan/Gnjilane	1	0.3%
8	Leposaviq/Leposavic	Mitrovice/Mitrovica	8	2.3%
9	Lipjan/Lipljan	Pristina/Prishtina	10	2.8%
10	Malisheva/Malisevo	Prizren	15	4.2%
11	Mitrovice/Mitrovica	Mitrovice/Mitrovica	34	9.6%
12	Obiliq/Obilic	Pristina/Prishtina	10	2.8%
13	Peja/Pec	Peja/Pec	17	4.8%
14	Podujeve/Podujevo	Pristina/Prishtina	28	7.9%
15	Pristina/Prishtina	Pristina/Prishtina	34	9.6%
16	Prizren	Prizren	54	15.3%
17	Skenderaj/Srbica	Mitrovice/Mitrovica	8	2.3%
18	Suhareke/Suva Reka	Prizren	1	0.3%
19	Vushtrri/Vucitrn	Pristina/Prishtina	13	3.7%
20	Zvecan	Mitrovice/Mitrovica	15	4.2%

#### Result 4.1: Geographic location of residence

1. Question in survey: Location, where child lives  
 2. Possible answers: urban/rural  
 3. Answers received: 354  
 4. Result:

#	Location	Number	Percentage
1	Urban	136	38.4%
2	Rural	218	61.6%

#### Result 5: Working location

1. Question in survey: Municipality and region, where child works  
 2. Possible answers: open  
 3. Answers received: 354  
 4. Result:

#	Municipality	Region	Number	Percentage
1	Decane/Decani	Peja/Pec	8	2.3%
2	Ferizaj/Urosevac	Gjilan/Gnjilane	27	7.6%
3	Gjakova/Djakovica	Peja/Pec	1	0.3%
4	Gjilan/Gnjilane	Gjilan/Gnjilane	42	11.9%
5	Glllogoc/Glogovac	Pristina/Prishtina	10	2.8%
6	Kamenice/Kamenica	Gjilan/Gnjilane	16	4.5%
7	Leposaviq/Leposavic	Mitrovice/Mitrovica	8	2.3%
8	Lipjan/Lipljan	Pristina/Prishtina	9	2.5%
9	Malisheva/Malisevo	Prizren	15	4.2%
10	Mitrovice/Mitrovica	Mitrovice/Mitrovica	35	9.9%
11	Obiliq/Obilic	Pristina/Prishtina	8	2.3%
12	Peja/Pec	Peja/Pec	16	4.5%
13	Podujeve/Podujevo	Pristina/Prishtina	24	6.8%
14	Pristina/Prishtina	Pristina/Prishtina	48	13.6%
15	Prizren	Prizren	54	15.3%
16	Skenderaj/Srbica	Mitrovice/Mitrovica	7	2.0%
17	Suhareke/Suva Reka	Prizren	1	0.3%
18	Vushtrri/Vucitrn	Pristina/Prishtina	10	2.8%
19	Zvecan	Mitrovice/Mitrovica	15	4.2%

### Result 5.1: Geographic location of working place

1. Question in survey: Location, where child works
2. Possible answers: urban/rural
3. Answers received: 354
4. Result:

#	Location	Number	Percentage
1	Urban	168	47.5%
2	Rural	186	52.5%

### Result 6: Family unit

1. Question in survey: Do you live with your father and/or mother?
2. Possible answers: yes/no
3. Answers received: 354
4. Result:

#	Live with parents	Number	Percentage
1	Yes	352	99.4%
2	No	2	0.6%

## Result 6.1: Family unit

1. Question in survey: If you don't live with your father and/or mother, with whom do you live?
2. Possible answers: open
3. Answers received: 2
4. Result:

#	Live with ...	Number	Percentage
1	Grandparents	1	50%
2	Unclear	1	50%

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## Result 7: Family size

1. Question in survey: How many individuals live in your family?
2. Possible answers: open
3. Answers received: 354
4. Result:

#	Family Members	Number	Percentage
1	1-3	11	3.1%
2	4	24	6.8%
3	5	64	18.1%
4	6	68	19.2%
5	7	63	17.8%
6	8	52	14.7%
7	9	18	5.1%
8	10	16	4.5%
9	11	6	1.7%
10	12	9	2.5%
11	13-20	18	5.1%
12	More than 20	5	1.4%

*Average family size: 7,5 family members*  
*Average Albanian family size: 8,0 members*  
*Average Serbian family size: 5,5 members*  
*Average RAE family size: 7,7 members*  
*Average family size in urban area: 7,0*  
*Average family size in rural area: 7,8*

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## Result 8: Sex of head of household

1. Question in survey: Sex of the head of household
2. Possible answers: female/male
3. Answers received: 350
4. Result:

#	Sex of head	Number	Percentage
1	Female	17	4.9%
2	Male	333	95.1%

## Result 9: Education of head of household

1. Question in survey: Education level of the head of household
2. Possible answers: less than  
primary/primary/secondary/higher
3. Answers received: 349
4. Result:

#	Education	Number	Percentage
1	Less than primary	39	11.1%
2	Primary	94	26.9%
3	Secondary	158	45.3%
4	Higher	55	15.8%
5	Child does not know	3	0.9%

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## Result 10: Paid work for head of household

1. Question in survey: Does the head of household get paid for work?
2. Possible answers: yes/no
3. Answers received: 343
4. Result:

#	Payment	Number	Percentage
1	Yes	191	55.7%
2	No	120	35.0%
3	Child does not know	32	9.3%

## Result 10.1: Salary of head of household

1. Question in survey: If the head of household get paid for work, how much per month?
2. Possible answers: open
3. Answers received: 133
4. Result:

#	Salary/ month in EUR	Number	Percentage
1	Less than 50	9	6.8%
2	50 – 99	20	15.0%
3	100 – 149	33	24.8%
4	150 – 199	23	17.3%
5	200- 249	18	13.5%
6	250 – 299	7	5.3%
7	300 - 499	16	12.0%
8	More than 500	7	5.3%



## Result 11: Family income

1. Question in survey: How much income does the family have a month?
2. Possible answers: open
3. Answers received: 246
4. Result:

#	Salary/ month in EUR	Number	Percentage
1	Less than 50	16	6.5%
2	50 – 99	36	14.6%
3	100 – 149	47	19.1%
4	150 – 199	30	12.2%
5	200- 249	46	18.7%
6	250 – 299	21	8.5%
7	300 – 499	37	15.0%
8	More than 500	13	5.3%

- Average family income:* 177,2 EUR per month  
(excluding statements beyond 1,000 EUR)
- Average Albanian family income:* 196,1 EUR
- Average Serbian family income:* 198,2 EUR
- Average RAE family income:* 101,8 EUR
- Average family income in urban area:* 176,9 EUR
- Average family income in rural area:* 177,4 EUR
- 

## Result 12: Economic support for family

1. Question in survey: Does the family receive financial support?
2. Possible answers: yes/no
3. Answers received: 351
4. Result:

#	Support	Number	Percentage
1	Yes	79	22.5%
2	No	272	77.5%

### Result 12.1: Economic support for family – type of assistance

1. Question in survey: If the family receives financial support, what kind of support?
2. Possible answers: social assistance/from abroad/international organizations
3. Answers received: 79
4. Result:

#	Support	Number	Percentage
1	Social assistance	31	39.2%
2	Family abroad	22	27.9%
3	International Org.	9	11.4%
4	Unspecified	17	21.5%

<i>Albanian families with support:</i>	<i>42 (53.2%)</i>
<i>Serbian families with support:</i>	<i>7 (8.9%)</i>
<i>RAE families with support:</i>	<i>30 (38.0%)</i>
<i>Urban families with support:</i>	<i>29 (36.7%)</i>
<i>Rural families with support:</i>	<i>50 (63.3%)</i>

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### Result 13: Migration

- |                        |                                        |
|------------------------|----------------------------------------|
| 1. Question in survey: | Since when does your family live here? |
| 2. Possible answers:   | open                                   |
| 3. Answers received:   | 352                                    |
| 4. Result:             |                                        |

#	Timeframe	Number	Percentage
1	Always	290	82.4%
2	Before the war	4	1.1%
3	After the war	54	15.3%
4	Less than two years	3	0.9%
5	Child does not know	1	0.3%

#### Result 13.1: Migration

- |                        |                                                                   |
|------------------------|-------------------------------------------------------------------|
| 1. Question in survey: | If you changed location, did you live in urban/rural environment? |
| 2. Possible answers:   | urban/rural                                                       |
| 3. Answers received:   | 54                                                                |
| 4. Result:             |                                                                   |

#	Previous location	Number	Percentage
1	Urban	22	40.7%
2	Rural	32	59.3%

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### Result 14: Activity of child labour

- |                        |                                     |
|------------------------|-------------------------------------|
| 1. Question in survey: | What kind of work do you carry out? |
| 2. Possible answers:   | open                                |
| 3. Answers received:   | 354                                 |
| 4. Result:             |                                     |

#	Activity	Number	Percentage
1	Selling street/shop/market	131	37.0%
2	Housework	94	26.6%
3	Life stock	38	10.7%

4	Agriculture	27	7.6%
5	Physical work (carrying)	19	5.4%
6	Collect cans and garbage	14	4.0%
7	Construction	6	1.7%
8	Mechanic	6	1.7%
9	Restaurant/bar	6	1.7%
10	Domestic work	4	1.1%
11	Begging	3	0.8%
12	Hairdresser	3	0.8%
13	Blacksmith	1	0.3%
14	Carpenter	1	0.3%
15	Journalist	1	0.3%

### Girls

Answers received: 128

#	Activity of girls	Number	Percentage
1	Housework	70	54.7%
2	Selling street/shop/market	39	30.5%
3	Agriculture	5	3.9%
4	Life stock	4	3.1%
5	Hairdresser	3	2.3%
6	Collect cans and garbage	2	1.6%
7	Domestic work	2	1.6%
8	Journalist	1	0.8%
9	Physical work (carrying)	1	0.8%
10	Restaurant/bar	1	0.8%
11	Begging	0	
12	Blacksmith	0	
13	Carpenter	0	
14	Construction	0	
15	Mechanic	0	

### Boys

Answers received: 226

#	Activity of boys	Number	Percentage
1	Selling street/shop/market	92	40.7%
2	Life stock	34	15.1%
3	Housework	24	10.6%
4	Agriculture	22	9.7%
5	Physical work (carrying)	18	8.0%
6	Collect cans and garbage	12	5.3%
7	Construction	6	2.7%
8	Mechanic	6	2.7%
9	Restaurant/bar	5	2.2%
10	Begging	3	1.3%
11	Domestic work	2	0.9%
12	Blacksmith	1	0.5%
13	Carpenter	1	0.5%
14	Hairdresser	0	
15	Journalist	0	

**Albanian***Answers received:* 202

#	Albanian child labour	Number	Percentage
1	Selling street/shop/market	103	51.0%
2	Housework	43	21.3%
3	Life stock	28	13.9%
4	Agriculture	7	3.5%
5	Physical work (carrying)	5	2.5%
6	Mechanic	4	2.0%
7	Construction	3	1.5%
8	Begging	2	1.0%
9	Collect cans and garbage	2	1.0%
10	Hairdresser	2	1.0%
11	Restaurant/bar	2	1.0%
12	Carpenter	1	0.5%
13	Blacksmith	0	
14	Domestic work	0	
15	Journalist	0	

**Serbian***Answers received:* 63

#	Serbian child labour	Number	Percentage
1	Selling street/shop/market	20	31.7%
2	Housework	17	27.0%
3	Agriculture	14	22.2%
4	Restaurant/bar	4	6.3%
5	Begging	2	3.2%
6	Life stock	2	3.2%
7	Mechanic	2	3.2%
8	Journalist	1	1.6%
9	Physical work (carrying)	1	1.6%
	Blacksmith	0	
	Carpenter	0	
	Collect cans and garbage	0	
	Construction	0	
	Domestic work	0	
	Hairdresser	0	

**RAE***Answers received:* 89

#	RAE child labour	Number	Percentage
1	Housework	34	38.2%
2	Physical work (carrying)	13	14.6%
3	Collect cans and garbage	12	13.5%
4	Life stock	8	9.0%
5	Selling street/shop/market	8	9.0%
6	Agriculture	6	6.7%
7	Domestic work	4	4.5%

8	Begging	1	1.1%
9	Blacksmith	1	1.1%
10	Construction	1	1.1%
11	Hairdresser	1	1.1%
	Carpenter	0	
	Journalist	0	
	Mechanic	0	
	Restaurant/bar	0	

### Age group 6-9

Answers received: 36

#	Child labour 6-9 years	Number	Percentage
1	Life stock	12	33.3%
2	Selling street/shop/market	11	30.6%
3	Housework	7	19.4%
4	Begging	2	5.6%
5	Collect cans and garbage	2	5.6%
6	Agriculture	1	2.8%
7	Physical work (carrying)	1	2.8%
	Blacksmith	0	
	Carpenter	0	
	Construction	0	
	Domestic work	0	
	Hairdresser	0	
	Journalist	0	
	Mechanic	0	
	Restaurant/bar	0	

### Age group 10-12

Answers receive 119

#	Child labour 10-12 years	Number	Percentage
1	Selling street/shop/market	47	39.5%
2	Housework	38	31.9%
3	Life stock	14	11.8%
4	Collect cans and garbage	8	6.7%
5	Agriculture	7	5.9%
6	Blacksmith	1	0.8%
7	Construction	1	0.8%
8	Domestic work	1	0.8%
9	Hairdresser	1	0.8%
10	Physical work (carrying)	1	0.8%
	Begging	0	
	Carpenter	0	
	Journalist	0	
	Mechanic	0	
	Restaurant/bar	0	

### Age group 13-15

Answers received: 198

#	Child labour 13-15 years	Number	Percentage
1	Selling street/shop/market	73	36.9%
2	Housework	48	24.2%
3	Agriculture	19	9.6%
4	Physical work (carrying)	17	8.6%
5	Life stock	12	6.1%
6	Mechanic	6	3.0%
7	Restaurant/bar	6	3.0%
8	Construction	5	2.5%
9	Collect cans and garbage	4	2.0%
10	Domestic work	3	1.5%
11	Hairdresser	2	1.0%
12	Begging	1	0.5%
13	Carpenter	1	0.5%
14	Journalist	1	0.5%
	Blacksmith	0	

### Location

Answers received:

168 urban

186 rural

#	Activity	Urban Number	Urban %	Rural Number	Rural %
1	Agriculture	0		27	14.5%
2	Begging	2	1.2%	1	0.5%
3	Blacksmith	0		1	0.5%
4	Carpenter	0		1	0.5%
5	Collect cans and garbage	6	3.6%	8	4.3%
6	Construction	3	1.8%	3	1.6%
7	Domestic work	2	1.2%	2	1.1%
8	Hairdresser	0		3	1.6%
9	Housework	35	20.8%	59	31.7%
10	Journalist	0		1	0.5%
11	Life stock	9	5.4%	29	15.6%
12	Mechanic	2	1.2%	4	2.2%
13	Physical work (carrying)	13	7.7%	6	3.2%
14	Restaurant/bar	2	1.2%	4	2.2%
15	Selling street/shop/market	94	56.0%	37	19.9%

---

### Result 15: Working place

1. Question in survey:
2. Possible answers:
3. Answers received:
4. Result:

Where do you work?  
home/employers home/market-shop/kiosk/  
street/factory/field/ restaurant-hotel/  
construction/different places  
352

#	Workplace	Number	Percentage
1	Home	108	30.7%
2	Market/shop/kiosk	89	25.3%
3	Street	60	17.0%
4	Field	55	15.6%
5	Restaurant/hotel	12	3.4%
6	Employers home	8	2.3%
7	Different places	8	2.3%
8	Construction	3	0.9%
9	Factory	1	0.3%

#### Gender

Answers received: 128 girls

224 boys

#	Workplace	Girls Number	Girls %	Boys Number	Boys %
1	Construction	0		3	1.3%
2	Different places	2	1.6%	6	2.7%
3	Employers home	1	0.8%	7	3.1%
4	Factory	0		1	0.4%
5	Field	7	5.5%	48	21.4%
6	Home	74	57.8%	34	15.2%
7	Market/shop/kiosk	32	25.0%	65	29.0%
8	Restaurant/hotel	2	1.6%	10	4.5%
9	Street	10	7.8%	50	22.3%

#### Result 16: Working time – starting time

1. Question in survey: At what time do you start working?
2. Possible answers: open
3. Answers received: 332
4. Result:

#	Start	Number	Percentage
1	4:00 - 6:00	24	7.2%
2	6:01 – 8:00	146	44.0%
3	8:01 – 10:00	84	25.3%
4	10:01 – 12:00	41	12.3%
5	12:01 – 14:00	14	4.2%
6	14:01 – 16:00	13	3.9%
7	16:01 – 18:00	9	2.7%
8	18:01 – 20:00	1	0.3%
	20:01 – 22:00	0	
	22:01 – 24:00	0	

### Result 16.1: Working time – ending time

1. Question in survey: At what time do you finish?
2. Possible answers: open
3. Answers received: 332
4. Result:

#	End	Number	Percentage
1	4:00 - 6:00	0	
2	6:01 – 8:00	3	0.9%
3	8:01 – 10:00	19	5.8%
4	10:01 – 12:00	47	14.2%
5	12:01 – 14:00	59	17.9%
6	14:01 – 16:00	29	8.8%
7	16:01 – 18:00	52	15.8%
8	18:01 – 20:00	76	23.0%
9	20:01 – 22:00	32	9.7%
10	22:01 – 24:00	15	4.5%

---

### Result 17: Working hours per day

1. Question in survey: How many hours do you work per day? (on average)
2. Possible answers: open
3. Answers received: 339
4. Result:

#	Work-hours	Number	Percentage
1	Less than 1:00	0	
2	1:01 – 2:00	56	16.6%
3	2:01 – 3:00	46	13.6%
3	3:01 – 4:00	36	10.7%
4	4:01 – 5:00	28	8.3%
5	5:01 – 6:00	27	8.0%
6	6:01 – 7:00	14	4.2%
7	7:01 – 8:00	31	9.2%
8	8:01 – 9:00	20	5.9%
9	9:01 – 10:00	20	5.9%
10	10:01 – 11:00	16	4.7%
11	11:01 – 12:00	26	7.7%
12	12:01 – 13:00	10	3.0%
13	13:01 – 14:00	10	3.0%
14	14:01 – 15:00	4	1.2%
15	15:01 – 16:00	1	0.3%

#### Boys

Answers received: 217

#	Work-hours of boys	Number	Percentage
1	Less than 1:00	0	
2	1:01 – 2:00	19	8.8%
3	2:01 – 3:00	18	8.3%



3	3:01 – 4:00	24	11.1%
4	4:01 – 5:00	13	6.0%
5	5:01 – 6:00	14	6.2%
6	6:01 – 7:00	10	4.6%
7	7:01 – 8:00	21	9.7%
8	8:01 – 9:00	20	9.2%
9	9:01 – 10:00	15	6.9%
10	10:01 – 11:00	16	7.4%
11	11:01 – 12:00	24	11.1%
12	12:01 – 13:00	10	4.6%
13	13:01 – 14:00	9	4.1%
14	14:01 – 15:00	3	1.4%
15	15:01 – 16:00	1	0.5%

### Girls

Answers received: 128

#	Work-hours of girls	Number	Percentage
1	Less than 1:00	0	
2	1:01 – 2:00	37	28.9%
3	2:01 – 3:00	28	21.9%
3	3:01 – 4:00	12	9.4%
4	4:01 – 5:00	15	11.7%
5	5:01 – 6:00	13	10.2%
6	6:01 – 7:00	4	3.1%
7	7:01 – 8:00	10	7.8%
8	8:01 – 9:00	0	
9	9:01 – 10:00	5	3.9%
10	10:01 – 11:00	0	
11	11:01 – 12:00	2	1.6%
12	12:01 – 13:00	0	
13	13:01 – 14:00	1	0.8%
14	14:01 – 15:00	1	0.8%
15	15:01 – 16:00	0	

<i>Average working hours:</i>	<i>6,5 hours a day</i>
<i>Average working hours of girls:</i>	<i>4,4 hours a day</i>
<i>Average working hours of boys:</i>	<i>7,7 hours a day</i>
<i>Average working hours age group</i>	<i>6 - 9: 5,5 hours a day</i>
<i>Average working hours age group</i>	<i>10 - 12: 5,4 hours a day</i>
<i>Average working hours age group</i>	<i>13 - 15: 7,2 hours a day</i>
<i>Average working hours in urban area:</i>	<i>7,9 hours a day</i>
<i>Average working hours in rural area:</i>	<i>5,2 hours a day</i>

### Result 18: Working hours a day during school year

- |                        |                                                                   |
|------------------------|-------------------------------------------------------------------|
| 1. Question in survey: | How many hours do you work a day during school year? (on average) |
| 2. Possible answers:   | open                                                              |
| 3. Answers received:   | 228                                                               |
| 4. Result:             |                                                                   |

#	Work-hours	Number	Percentage
1	Less than 1:00	1	0.4%
2	1:00 – 2:00	94	41.2%
3	2:01 – 3:00	24	10.5%
3	3:01 – 4:00	25	11.0%
4	4:01 – 5:00	27	11.8%
5	5:01 – 6:00	27	11.8%
6	6:01 – 7:00	5	2.2%
7	7:01 – 8:00	13	5.7%
8	8:01 – 9:00	7	3.1%
9	9:01 – 10:00	0	
10	10:01 – 11:00	0	
11	11:01 – 12:00	4	1.8%
12	12:01 – 13:00	1	0.4%
13	13:01 – 14:00	0	
14	14:01 – 15:00	0	
15	15:01 – 16:00	0	

*Average working hours during school year: 3,8 hours a day*

*Average working hours of girls during school year: 2,4 hours a day*

*Average working hours of boys during school year: 4,7 hours a day*

*Average working hours during school year in urban area: 4,8 hours a day*

*Average working hours during school year in rural area: 3,1 hours a day*

## Result 19: Working days per week

- |                        |                                   |
|------------------------|-----------------------------------|
| 1. Question in survey: | How many days a week do you work? |
| 2. Possible answers:   | open                              |
| 3. Answers received:   | 352                               |
| 4. Result:             |                                   |

#	Work-days	Number	Percentage
1	Less than 1:00	3	0.9%
2	1:01 – 2:00	9	2.6%
3	2:01 – 3:00	14	4.0%
3	3:01 – 4:00	29	8.2%
4	4:01 – 5:00	54	15.3%
5	5:01 – 6:00	55	15.6%
6	6:01 – 7:00	188	53.4%

*Average working days:*

*5,9 days a week*

*Average working days of girls:*

*6,1 days a week*

*Average working days of boys:*

*5,8 days a week*

## Result 20: Work all year

- |                        |                             |
|------------------------|-----------------------------|
| 1. Question in survey: | Do you work the whole year? |
| 2. Possible answers:   | yes/no                      |

3. Answers received: 353  
 4. Result:

#	All year	Number	Percentage
1	Yes	265	75.1%
2	No	88	24.9%

### Result 21: Seasonal work

1. Question in survey: Are there months/periods you work more?, if yes, give details  
 2. Possible answers: open  
 3. Answers received: 258  
 4. Result:

#	Seasons	Number	Percentage
1	Summer	230	89.1%
2	Spring/summer	7	2.7%
3	Holidays	17	6.6%
3	Winter	4	1.6%

### Result 22: Paid work

1. Question in survey: Do you get paid for your work?  
 2. Possible answers: no payment/family member pays/employer pays/self employed  
 3. Answers received: 338  
 4. Result:

#	Payment	Number	Percentage
1	No payment	196	58.0%
2	Family member pays	22	6.5%
3	Employer pays	25	7.4%
4	Self employed	95	28.1%

#### Girls

Answers received: 125

#	Payment girls	Number	Percentage
1	No payment	89	71.2%
2	Family member pays	10	8.0%
3	Employer pays	7	5.6%
4	Self employed	19	15.2%

#### Boys

Answers received: 213

#	Payment boys	Number	Percentage
1	No payment	107	50.2%
2	Family member pays	12	5.6%

3	Employer pays	18	8.5%
4	Self employed	76	35.7%

---

### Result 23: Income

1. Question in survey: How much do you earn per working day on average?
2. Possible answers: open
3. Answers received: 152
4. Result:

#	Daily income in EUR	Number	Percentage
1	Less than 1,01	6	3.9%
2	1,01 – 3	21	13.8%
3	3,01 – 5	49	32.2%
4	5,01 – 10	43	28.3%
5	10,01 – 15	12	7.9%
6	15,01 – 25	12	7.9%
7	25,01 – 50*	6	3.9%
8	More than 50*	3	2.0%

\* Not included in average calculation due to lack of credibility.

<i>Average daily income:</i>	<i>7,6 EUR</i>
<i>Average daily income girls:</i>	<i>7,2 EUR</i>
<i>Average daily income boys:</i>	<i>7,8 EUR</i>
<i>Average daily income in urban area:</i>	<i>9,6 EUR</i>
<i>Average daily income in rural area:</i>	<i>5,5 EUR</i>

Only one child receives food for work

---

### Result 24: Keep income

1. Question in survey: Do you keep the money?
2. Possible answers: yes/partly/no
3. Answers received: 158
4. Result:

#	Keeps money	Number	Percentage
1	Yes	18	11.4%
2	Partly	22	13.9%
3	No	118	74.7%

#### Result 24.1: Who gets money

1. Question in survey: If you don't keep the money, who gets it?
2. Possible answers: open
3. Answers received: 140
4. Result:

#	Money goes to	Number	Percentage
1	Father	88	62.9%
2	Mother	18	12.9%
3	Family/Parents	24	17.1%
4	Brother/Sister	7	5.0%
5	Uncle	3	2.1%

---

### Result 25: Spending of income

1. Question in survey: What do you spend it for?
2. Possible answers: open
3. Answers received: 151
4. Result:

#	Income spent for	Number	Percentage
1	Basic needs of family/household	56	37.0%
2	Food	55	36.4%
3	Personal things	21	13.9%
4	Cloths	8	5.3%
5	Books	7	4.6%
6	Sweets	3	2.0%
7	Paying debts	1	0.7%

---

### Result 26: Starting age

1. Question in survey: In which age did you start working?
2. Possible answers: open
3. Answers received: 347
4. Result:

#	Starting age	Number	Percentage
1	4	1	0.3%
2	5	14	4.0%
3	6	15	4.3%
4	7	34	9.8%
5	8	46	13.3%
6	9	34	8.9%
7	10	70	20.2%
8	11	44	12.7%
9	12	38	11.0%
10	13	26	7.5%
11	14	22	6.3%
12	15	3	0.9%

*Average starting age of girls: 10,1 years*  
*Average starting age of boys: 9,7 years*  
*Average starting age of Albanian: 10,5 years*  
*Average starting age of Serbs: 10,7 years*  
*Average starting age of RAE: 9,6 years*  
*Average starting age in urban area: 9,5 years*  
*Average starting age in rural area: 10,1 years*

### Result 27: Working brothers/sisters

1. Question in survey: Do your underage brothers/sisters work?
2. Possible answers: yes/ no
3. Answers received: 344
4. Result:

#	Brothers/sisters work	Number	Percentage
1	Yes	168	48.8%
2	No	176	51.2%

### Result 27.1: Working brothers/sisters – age

1. Question in survey: If your underage brothers/sisters work, how old are they?
2. Possible answers: open
3. Answers received: 170
4. Result:

#	Age	Number	Percentage
1	4 – 5	2	1.2%
2	6 - 9	31	18.2%
3	10 - 12	63	37.1%
4	13 - 15	74	43.5%

\* Cases above 15 years are not considered

### Result 27.2: Working brothers/sisters – stating age

1. Question in survey: When did they start working? (how many years ago)
2. Possible answers: open
3. Answers received: 138
4. Result:

#	Started work	Number	Percentage
1	Less than 1 year ago	13	9.4%
2	1 year ago	25	18.1%
3	2 years ago	19	13.8%
4	3 years ago	23	16.7%
5	After conflict- 4 years ago	23	16.7%
6	5 years ago	13	9.4%
7	6 years ago	6	4.3%
8	7 years ago	4	2.9%
9	8 – 10 years ago	8	5.8%
10	More than 10 years ago	4	2.9%

## Result 28: Parents working as children

1. Question in survey: Did your parents work when they were children?
2. Possible answers: yes/no/unclear
3. Answers received: 343
4. Result:

#	Parents worked as child	Number	Percentage
1	Yes	219	63.8%
2	No	24	7.0%
3	Unclear	100	29.2%

---

## Result 29: Reason for work

1. Question in survey: Why do you work?
2. Possible answers: open
3. Answers received: 350
4. Result:

#	Reason for work	Number	Percentage
1	Support family/parents	192	54.9%
2	Help mother	56	16.0%
3	Existence/secure life	38	10.9%
4	Enjoy/like working	18	5.1%
5	To earn money	16	4.6%
6	Pocket money	16	4.6%
7	Qualification/learn a profession	7	2.0%
8	To be busy	3	0.9%
9	To achieve something	2	0.6%
10	Better future	1	0.3%
11	Have more rights	1	0.3%

## Girls

Answers received: 128

#	Reason for work for girls	Number	Percentage
1	Help mother	52	40.6%
2	Support family/parents	50	39.1%
3	Enjoy/like working	10	7.8%
4	To earn money	4	3.1%
5	Qualification/learn a profession	3	2.3%
6	Existence/secure life	3	2.3%
7	Pocket money	3	2.3%
8	To achieve something	1	0.8%
9	Better future	1	0.8%
10	Have more rights	1	0.8%
	To be busy	0	0.5%

**Boys***Answers received:* 222

#	Reason for work for boys	Number	Percentage
1	Support family/parents	142	64.0%
2	Existence/secure life	35	15.8%
3	Pocket money	13	5.9%
4	To earn money	12	5.4%
5	Enjoy/like working	8	3.6%
6	Qualification/learn a profession	4	1.8%
7	Help mother	4	1.8%
8	To be busy	3	1.4%
9	To achieve something	1	0.5%
	Better future	0	
	Have more rights	0	

**Albanians***Answers received:* 198

#	Reason for work of Albanians	Number	Percentage
1	Support family/parents	113	57.1%
2	Help mother	29	14.6%
3	Existence/secure life	24	12.1%
4	Enjoy/like working	10	5.1%
5	Qualification/learn a profession	6	3.0%
6	To earn money	6	3.0%
7	Pocket money	5	2.5%
8	To be busy	2	1.0%
9	To achieve something	2	1.0%
10	Have more rights	1	0.5%
	Better future	0	

**Serbian***Answers received:* 63

#	Reason for work of Serbs	Number	Percentage
1	Support family/parents	37	58.7%
2	Help mother	8	12.7%
3	To earn money	7	11.1%
4	Pocket money	7	11.1%
5	Enjoy/like working	2	3.2%
6	Existence/secure life	1	1.6%
7	Better future	1	1.6%
	Qualification/learn a profession	0	
	To be busy	0	
	To achieve something	0	
	Have more rights	0	

**RAE***Answers received:* 89



#	Reason for work of RAE	Number	Percentage
1	Support family/parents	42	47.2%
2	Help mother	19	21.3%
3	Existence/secure life	13	14.6%
4	Enjoy/like working	6	6.7%
5	Pocket money	4	5.6%
6	To earn money	3	3.4%
7	Qualification/learn a profession	1	1.1%
8	To be busy	1	1.1%
	To achieve something	0	
	Better future	0	
	Have more rights	0	

### Urban

Answers received: 165

#	Reason for work in urban area	Number	Percentage
1	Support family/parents	96	58.2%
2	Help mother	29	17.6%
3	Existence/secure life	25	15.2%
4	To earn money	7	4.2%
5	Qualification/learn a profession	3	1.8%
6	To be busy	2	1.2%
7	Enjoy/like working	2	1.2%
8	Pocket money	1	0.6%
	To achieve something	0	
	Better future	0	
	Have more rights	0	

### Rural

Answers received: 185

#	Reason for work in rural area	Number	Percentage
1	Support family/parents	96	51.9%
2	Help mother	27	14.6%
3	Enjoy/like working	16	8.6%
4	Pocket money	15	8.1%
5	Existence/secure life	13	7.0%
6	To earn money	9	4.9%
7	Qualification/learn a profession	4	2.2%
8	To achieve something	2	1.1%
9	To be busy	1	0.5%
10	Better future	1	0.5%
11	Have more rights	1	0.5%

---

## Result 30: Initiator

1. Question in survey:
2. Possible answers:
3. Answers received:
4. Result:

Who told you to work?  
 self-start/parents/peers/employer/others  
 353

#	Initiator	Number	Percentage
1	Self-start	266	75.4%
2	Parents	82	23.2%
3	Peers	3	0.9%
4	Employer	0	
5	Other family members	2	0.6%

### Result 31: Opinion of parents regarding child work

1. Question in survey: Do your parents like that you work?
2. Possible answers: yes/no
3. Answers received: 349
4. Result:

#	Parents like child work	Number	Percentage
1	Yes	301	86.3%
2	No	48	13.7%

#### Result 31.1: Opinion of parents regarding child work – arguments against

1. Question in survey: If your parents don't like that you work, why?
2. Possible answers: open
3. Answers received: 44
4. Result:

#	Parents do not like child work	Number	Percentage
1	Child is too young	24	54.5%
2	Work is risky	6	13.6%
3	School comes first	5	11.4%
4	Hard work	8	18.2%
5	It is a shame	1	2.3%

#### Result 31.2: Opinion of parents regarding child work – arguments in favour

1. Question in survey: If your parents like that you work, why?
2. Possible answers: open
3. Answers received: 234
4. Result:

#	Parents like child work	Number	Percentage
1	Help family	112	47.9%
2	It is good	37	15.8%
3	Become capable	21	9.0%
4	Better work than stay useless	16	6.8%
5	Earn money	13	5.6%
6	Don't know	13	5.6%
7	Learning experience	9	3.8%
8	No other sources	7	3.0%

9	Provide food	3	1.3%
10	Have pocket money	3	1.3%

### Result 32: Children like work

1. Question in survey: Do you like working?
2. Possible answers: yes/ no/ partly
3. Answers received: 353
4. Result:

#	Like work	Number	Percentage
1	Yes	307	87.0%
2	No	15	4.2%
3	Partly	31	8.8%

#### Girls

Answers received: 128

#	Girls like work	Number	Percentage
1	Yes	109	85.2%
2	No	4	3.1%
3	Partly	15	11.7%

#### Boys

Answers received: 225

#	Boys like work	Number	Percentage
1	Yes	198	88.0%
2	No	11	4.9%
3	Partly	16	7.1%

### Result 32.1: Children like work – arguments against

1. Question in survey: If you don't like working, why?
2. Possible answers: open
3. Answers received: 45
4. Result:

#	Arguments against child labour	Number	Percentage
1	Not specific	13	28.9%
2	Bad work/hard conditions	8	17.8%
3	It is necessary	7	15.6%
4	Too young to work	6	13.3%
5	School is better	5	11.1%
6	Better at home	2	4.4%
7	Boring	1	2.2%
8	Have to wake up early	1	2.2%
9	Ashamed	1	2.2%
10	Must stay at home	1	2.2%

### Result 32.2: Children like work – arguments in favour

5. Question in survey: If you like working, why?  
 6. Possible answers: open  
 7. Answers received: 263  
 8. Result:

#	Arguments in favor of child labour	Number	Percentage
1	Like the profession/work	61	23.2%
2	Help family	44	16.7%
3	To be busy/useful	38	14.4%
4	Earn money	21	8.0%
5	Learning experience	17	6.5%
6	Work is good	13	4.9%
7	It is necessary	13	4.9%
8	For future	11	4.2%
9	Interesting	8	3.0%
10	Have pocket money	7	2.7%
11	To be with friends	7	2.7%
12	To keep house tidy	5	1.9%
13	Not hard work	4	1.5%
14	Feel good	4	1.5%
15	I don't know	3	1.1%
16	Good income	2	0.8%
17	Feel important	2	0.8%
18	Make parents happy	2	0.8%
19	To buy books	1	0.4%

### Result 33: Opinion regarding work

1. Question in survey: What do you think, is work good for you?  
 2. Possible answers: yes/no/partly  
 3. Answers received: 335  
 4. Result:

#	Work good	Number	Percentage
1	Yes	292	87.2%
2	Partly	22	6.6%
3	No	21	6.3%

#### Girls

Answers received: 119

#	Work good for girls	Number	Percentage
1	Yes	102	85.7%
2	Partly	12	10.1%
3	No	5	4.2%

**Boys**

Answers received: 216

#	Work good for boys	Number	Percentage
1	Yes	190	88.0%
2	Partly	10	4.6%
3	No	16	7.4%

**Result 33.1: Opinion regarding work – arguments against**

1. Question in survey: If work is not or only partly good for you, why?
2. Possible answers: open
3. Answers received: 31
4. Result:

#	Work not good	Number	Percentage
1	Children should not work	10	32.3%
2	Too hard	7	22.6%
3	School is better	4	12.9%
4	Not specific	3	9.7%
5	Health concerns	3	9.7%
6	Home is better	2	6.5%
7	Would like to play	1	3.2%
8	No salary	1	3.2%

**Result 33.2: Opinion regarding work – arguments in favour**

1. Question in survey: If work is good for you, why?
2. Possible answers: open
3. Answers received: 180
4. Result:

#	Work good	Number	Percentage
1	Work is good	59	32.8%
2	Good for future	38	21.1%
3	Learn something	24	13.3%
4	Support family	19	10.6%
5	To earn money	12	6.7%
6	Better work than doing nothing/stupid things	7	3.9%
7	Not specific	7	3.9%
8	Don't know	6	3.3%
9	Spend time with friends	4	2.2%
10	Like work	4	2.2%

**Result 34: Opinion of friends**

1. Question in survey: What do your friends say/think about your work?
2. Possible answers: open
3. Answers received: 335
4. Result:

#	Opinion friends	Number	Percentage
1	No opinion	181	54.0%
2	Positive/work is good	65	19.4%
3	They work too	44	13.1%
4	They don't know it	18	5.4%
5	Laugh and make fun	6	1.8%
6	It is not good/do not like it	6	1.8%
7	Surprised why not attending school and why working	5	1.5%
8	Unclear	5	1.5%
9	Have no friends	2	0.6%
10	Too young to work	2	0.6%
11	They take my money	1	0.3%

### Result 35: Status of child in family

- Question in survey: Since you work, is your opinion taken into consideration in your family
- Possible answers: more/less/equal
- Answers received: 342
- Result:

#	Status	Number	Percentage
1	More	112	32.7%
2	Less	2	0.6%
3	Equal	228	66.7%

#### Girls

Answers received: 122

#	Status of girls	Number	Percentage
1	More	50	41.0%
2	Less	0	
3	Equal	72	59.0%

#### Boys

Answers received: 220

#	Status of boys	Number	Percentage
1	More	62	28.2%
2	Less	2	0.9%
3	Equal	156	70.9%

### Result 36: Effects of no working

- Question in survey: What would happen if you stop working?
- Possible answers: open
- Answers received: 348
- Result:

#	<i>Effects of no working</i>	Number	Percentage
1	Nothing/would not be a problem	115	33.0%
2	Living conditions will be worse	74	21.3%
3	Family could not survive/no food	37	10.6%
4	Other family members would help	35	10.1%
5	Nobody else can do it	19	5.5%
6	Punishment	18	5.2%
7	Don't know	17	4.9%
8	Wont have money for myself	15	4.3%
9	Problems with housework/more difficult for mother	13	3.7%
10	Family would be happy	2	0.6%
11	No chance to learn a profession	2	0.6%
12	Less rights	1	0.3%

### Result 37: School attendance

1. Question in survey: Do you go to school?
2. Possible answers: yes/no
3. Answers received: 354 (2 children are still too young and will start this year)
4. Result:

#	<i>School attendance</i>	Number	Percentage
1	Yes	305	86.7%
2	No	47	13.3%

#### Girls

Answers received: 128

#	<i>Girls school attendance</i>	Number	Percentage
1	Yes	110	85.9%
2	No	18	14.1%

#### Boys

Answers received: 224

#	<i>Boys school attendance</i>	Number	Percentage
1	Yes	195	87.0%
2	No	29	13.0%

#### Albanian

Answers received: 201

#	<i>Albanian school attendance</i>	Number	Percentage
1	Yes	188	93.5%
2	No	13	6.5%

#### Serbian

Answers received: 63

#	Serbian school attendance	Number	Percentage
1	Yes	63	100%
2	No	0	

#### RAE

Answers received: 88

#	RAE school attendance	Number	Percentage
1	Yes	54	61.3%
2	No	34	38.7%

#### Albanian children not attending school per gender

Answers received: 13

#	Sex	Total number	Out of school	Percentage
1	Male	124	7	0.6%
2	Female	77	6	7.8%

#### RAE children not attending school per gender

Answers received: 34

#	Sex	Total number	Out of school	Percentage
1	Male	58	22	38.0%
2	Female	30	12	40.0%

#### Urban

Answers received: 136 (living place)

#	School attendance in urban area	Number	Percentage
1	Yes	116	85.3%
2	No	20	14.7%

#### Rural

Answers received: 216 (living place)

#	School attendance in rural area	Number	Percentage
1	Yes	188	86.6%
2	No	29	13.4%

#### Age groups

Answers received: 352

#	School attendance by age group	Yes	Percentage	No	Percentage
1	6-9 years	31	88.1%	4	11.4%
2	10-12 years	113	95.0%	6	5.0%
3	13-15 years	161	81.3%	37	18.7%

Working hours (during summer) of children attending school: 6,4 hours a day



*Working hours (during summer) of children out of school: 6,9 hours a day*  
*Working hours (during school year) of children attending school: 3,8 hours a day, 5,9 days a week*  
*Working hours (during school year) of children out of school: 6,1 hours a day, 6,1 days a week*

### **Result 37.1: School attendance – grade**

1. Question in survey: If you go to school, in which grade are you? (last school year)
2. Possible answers: open
3. Answers received: 319
4. Result:

#	Grade	Number	Percentage
1	1 <sup>st</sup>	16	5.0%
2	2 <sup>nd</sup>	17	5.3%
3	3 <sup>rd</sup>	30	9.4%
4	4 <sup>th</sup>	36	11.3%
5	5 <sup>th</sup>	42	13.1%
6	6 <sup>th</sup>	44	13.8%
7	7 <sup>th</sup>	45	14.1%
8	8 <sup>th</sup>	59	18.5%
9	9 <sup>th</sup>	18	5.6%
10	1 <sup>st</sup> secondary	4	1.3%
11	2 <sup>nd</sup> secondary	7	2.2%
12	3 <sup>rd</sup> secondary	1	0.3%

### **Result 37.2: School attendance – reasons for out of school**

1. Question in survey: If you don't go to school, why?
2. Possible answers: too expensive/no interest-not useful/family does not allow schooling/no teacher/school too far/school not safe/language/discrimination/harassment/mistreatment by teachers/ disabled/ illness work/help at home with household chores/ others: bad student/peer problem
3. Answers received: 53
4. Result:

#	Out of school	Number	Percentage
1	Too expensive	9	17.0%
2	No interest/not useful	3	5.7%
3	Family does not allow	4	7.5%
4	No teacher	0	
5	School too far	4	7.5%
6	School not safe	2	3.8%
7	Language	2	3.8%
8	Discrimination/harassment	9	17.0%
9	Mistreatment by teachers	2	3.8%
10	Disabled/illness	2	3.8%

11	Work	8	15.1%
12	Help at home	5	9.4%
13	Bad student	2	3.8%
14	Peer problem	1	1.9%

### Girls

Answers received: 18

#	Girls out of school	Number	Percentage
1	Too expensive	5	27.8%
2	No interest/not useful	0	
3	Family does not allow	4	22.2%
4	No teacher	0	
5	School too far	1	5.6%
6	School not safe	1	5.6%
7	Language	0	
8	Discrimination/harassment	2	16.7%
9	Mistreatment by teachers	1	5.6%
10	Disabled/illness	0	
11	Work	1	5.6%
12	Help at home	2	11.1%
13	Bad student	0	
14	Peer problem	0	

### Boys

Answers received: 35

#	Boys out of school	Number	Percentage
1	Too expensive	4	11.4%
2	No interest/not useful	3	8.6%
3	Family does not allow	0	
4	No teacher	0	
5	School too far	3	8.6%
6	School not safe	1	2.9%
7	Language	2	5.7%
8	Discrimination/harassment	6	17.1%
9	Mistreatment by teachers	1	2.9%
10	Disabled/illness	2	5.6%
11	Work	7	20.0%
12	Help at home	3	8.6%
13	Bad student	2	5.6%
14	Peer problem	1	2.9%

\* No relevant information/details on the way of mistreatment by teachers could be gathered.

## Result 38: Regular school attendance

- Question in survey: Do you go to school every day all year long?
- Possible answers: yes/no
- Answers received: 324
- Result:

#	<i>Regular attendance</i>	Number	Percentage
1	Yes	298	92%
2	No	26	8.0%

### Result 38.1: Reasons for no regular school attendance

1. Question in survey: If you don't go to school every day all year long, why?
2. Possible answers: open
3. Answers received: 9
4. Result:

#	<i>Reason for no regular attendance</i>	Number	Percentage
1	Work	2	22.2%
2	Economic conditions	2	22.2%
3	Discrimination/harassment	2	22.2%
4	Parents do not allow	1	11.1%
5	Intensive lessons	1	11.1%
6	Health problems	1	11.1%

### Result 39: School performance

1. Question in survey: How is your performance in school?
2. Possible answers: open
3. Answers received: 309
4. Result:

#	<i>School performance</i>	Number	Percentage
1	Excellent/very good	195	63.1%
2	Good	103	33.3%
3	Not bad	10	3.2%
4	Bad	1	0.3%

### Result 40: Leave, interrupt or repeat school

1. Question in survey: Did you stop, interrupt or repeat school?
2. Possible answers: stopped/interrupted/repeated
3. Answers received: 37
4. Result:

#	<i>No attendance</i>	Number	Percentage
1	Stopped	30	81.1%
2	Interrupted	4	10.8%
3	Repeated	1	2.7%
4	Never started	2	5.4%

Girls: 14 (37.8%)  
 Boys: 23 (62.2%)  
 Albanian: 9 (24.3%)  
 Serb: 0  
 RAE: 28% (75.7%)  
 Urban: 17 (45.9%)  
 Rural: 20 (54.1%)

### Result 40.1: Time of interruption of school

1. Question in survey: If you interrupted school, for how many months/years?
2. Possible answers: open
3. Answers received: 1
4. Result:

#	Time of interruption	Number	Percentage
1	3 years	1	100%

---

### Result 41: School continuation

1. Question in survey: Are you going to continue schooling?
2. Possible answers: yes/no
3. Answers received: 345
4. Result:

#	School continuation	Number	Percentage
1	Yes	215	91.3%
2	No	29	8.4%
3	Don't know	1	0.3%

### Result 41.1: School continuation - reasons for drop out

1. Question in survey: If you are not going to continue schooling, why?
2. Possible answers: open
3. Answers received: 29
4. Result:

#	Reason for drop-out	Number	Percentage
1	No interest	3	10.3
2	No answer	6	20.7%
3	Work	5	17.2%
4	Teasing/harassment	4	13.8%
5	Family does not allow	3	10.3%
6	Would like to but cannot	2	6.9%
7	School too far	2	6.9%
8	Illness	2	6.9%
9	What for?	1	3.4%
10	Too old	1	3.4%

## Result 41.2: School continuation - reasons for continuation

1. Question in survey: If you are going to continue schooling, why?
2. Possible answers: open
3. Answers received: 215
4. Result:

#	<i>Reason for schooling</i>	Number	Percentage
1	No answer	173	80.5%
2	Gain knowledge	9	4.2%
3	No future without school	9	4.2%
4	Like learning	8	3.7%
5	If better conditions	7	3.3%
6	School is good	3	1.4%
7	If school is organized again	3	1.4%
8	For better job	1	0.5%
9	If transport/security provided	1	0.5%
10	If no teasing	1	0.5%

---

## Result 42: Distance of school

1. Question in survey: How far is the school from your home?
2. Possible answers: In town-community/in neighbor town-community/far
3. Answers received: 328
4. Result:

#	<i>Distance of school</i>	Number	Percentage
1	In town/community	56	17.1%
2	In neighbor town/community	256	78.0%
3	Far	16	4.9%

---

## Result 43: Like school

1. Question in survey: Do you like school?
2. Possible answers: yes/no
3. Answers received: 342
4. Result:

#	<i>Like school</i>	Number	Percentage
1	Yes	325	95.0%
2	No*	17	5.0%

Girls: 2 (11.8%), Boys: 15 (88.2%),  
Albanians: 4 (23.5%), Serbs: 4 (23.5%), RAE: 9 (52.9%)

### Result 43.1: Like school – arguments in favour

1. Question in survey: If you like school, why?
2. Possible answers: open
3. Answers received: 250
4. Result:

#	Reason	Number	Percentage
1	Gain knowledge/get educated	138	42.5%
2	Socializing/friends	28	8.6%
3	Better future/job	21	6.5%
4	Like to learn	19	5.8%
5	No future without school	14	4.3%
6	It is important for life	11	3.4%
7	School is good	7	2.2%
8	Learn and play	3	0.9%
9	Learn to work	2	0.6%
10	Discipline	1	0.3%
11	Like teachers	1	0.3%
12	If no school only work	1	0.3%
13	Better to learn than stay useless	1	0.3%
14	Receive present	1	0.3%
15	School is life	1	0.3%
16	Good to be educated but need to work	1	0.3%

### Result 43.2: Like school – arguments against

1. Question in survey: If you don't like school, why?
2. Possible answers: open
3. Answers received: 17
4. Result:

#	Reason	Number	Percentage
1	No interest	3	17.6%
2	Violence (peer and teachers)	3	17.6%
3	Don't like learning	3	17.6%
4	Bad teachers/school	2	11.8%
5	Was not good	1	5.9%
6	Too hard	1	5.9%
7	Boring	1	5.9%
8	Work is better	1	5.9%
9	Not safe	1	5.9%
10	Unspecific	1	5.9%

---

### Result 44: Brothers/sisters in school

1. Question in survey: Do your brothers/sisters attend school?
2. Possible answers: yes/no/partly
3. Answers received: 344
4. Result:

#	<i>Brothers/sisters in school</i>	Number	Percentage
1	Yes	271	78.8%
2	No	57	16.6%
3	Partly	16	4.7%

### Result 45: Time for homework

1. Question in survey: Do you have time to do your homework?
2. Possible answers: yes/no
3. Answers received: 301
4. Result:

#	<i>Time for homework</i>	Number	Percentage
1	Yes	299	99.3%
2	No	2*	0.7%

\* The two cases are boys

### Result 45.1: Time for homework - when

1. Question in survey: If you have time to do your homework, when?
2. Possible answers: open
3. Answers received: 285
4. Result:

#	<i>Time for homework</i>	Number	Percentage
1	After school	145	50.9%
2	Evening	103	36.1%
3	Afternoon	14	4.9%
4	Not specific	6	2.1%
5	Morning	5	1.8%
6	During school	3	1.1%
7	During work	3	1.1%
8	Noon	3	1.1%
9	Before school	2	0.7%
10	Before work	1	0.4%

### Result 46: Time for play

1. Question in survey: Do you have time to play/go out or be with friends?
2. Possible answers: yes/no
3. Answers received: 339
4. Result:

#	<i>Time for play</i>	Number	Percentage
1	Yes	314	92.6%
2	No	25	7.4%

### Result 46.1: Time for play - when

1. Question in survey: If you have time to play/go out or be with friends, when?
2. Possible answers: open
3. Answers received: 273
4. Result:

#	<i>Time for play</i>	Number	Percentage
1	Evening	78	28.6%
2	During the day	65	23.8%
3	After work	29	10.6%
4	When free	21	7.7%
5	Sundays only	20	7.3%
6	After school	14	5.1%
7	After homework	13	4.8%
8	Weekend	11	4.0%
9	When working	9	3.3%
10	Only at school	7	2.6%
11	Not specific	4	1.5%
12	Holiday	1	0.4%
13	No time	1	0.4%

---

### Result 47: Health situation

1. Question in survey: Did or do you suffer from any health problem?
2. Possible answers: back-muscle pain/wounds-deep cuts/broken bones/other injuries/stress/trauma/others
3. Answers received: 57
4. Result:

#	<i>Health problem</i>	Number	Percentage
1	Other	24	42.1%
2	Broken bones	15	26.3%
3	Back/muscle pain	7	12.3%
4	Wounds/deep cuts	6	10.5%
5	Other injuries	3	5.3%
6	Stress/trauma	2	3.5%

### Result 47.1: Worked related health problems

1. Question in survey: If you suffer from any work-related health problem, what kind of problem is it?
2. Possible answers: back-muscle pain/wounds-deep cuts/broken bones/other injuries/stress/trauma/others
3. Answers received: 32
4. Result:



#	<i>Work related</i>	Number	Percentage
1	Back/muscle pain	6	18.8%
2	Wounds/deep cuts	6	18.8%
3	Broken bones	6	18.8%
4	Injuries	3	9.4%
5	Others (headache, eyes, heart, throat problems)	10	31.3%
6	Stress/trauma	1	3.1%

### Result 48: Safety

1. Question in survey: Do you feel safe when you are working?
2. Possible answers: yes/no
3. Answers received: 353
4. Result:

#	<i>Safe</i>	Number	Percentage
1	Yes	331	93.8%
2	No	22	6.2%

### Result 49: Violence against children

1. Question in survey: Have you ever been attacked, robbed, or threatened while working?
2. Possible answers: yes/no
3. Answers received: 351
4. Result:

#	<i>Victim of attack</i>	Number	Percentage
1	Yes	39*	11.1%
2	No	312	88.9%

\* Stolen, beaten, injured, threatened, pushed, provoked, attacked in street, market, and the field

# **ANNEX B**

## **QUESTIONNAIRES**



## Individual Interviews with Children

Date of interview: \_\_\_\_\_

Questionnaire No: \_\_\_\_\_

Location of interview: \_\_\_\_\_

Name of interviewer: \_\_\_\_\_

### A. GENERAL DATA

Sex of child: girl  boy

Age of child: \_\_\_\_\_

1. Ethnic background of child (self-definition)

Albanian <input type="checkbox"/>	Serbian <input type="checkbox"/>
Bosnian <input type="checkbox"/>	RAE <input type="checkbox"/>
Gorani <input type="checkbox"/>	Turk <input type="checkbox"/>

2. Location: child lives in: \_\_\_\_\_, Municipality \_\_\_\_\_,  
Region \_\_\_\_\_

This is an urban  rural  environment

3. Location: child works in: \_\_\_\_\_, Municipality \_\_\_\_\_,

4. Region \_\_\_\_\_

This is an urban  rural  environment

### B. FAMILY SITUATION

1. Do you live with your father and/or mother? yes  no

With whom? \_\_\_\_\_

2. How many individuals live in the family? \_\_\_\_\_

3. The head of household is: male  female

4. Education level of the head of household: less than primary

primary  secondary  higher

5. Does the head of household get paid work? yes , how much \_\_\_\_\_ no
6. How much income does the family have a month? \_\_\_\_\_ Euros
7. Does the family receive support?  
no  yes  social assistance  support from abroad  from inter. organiz
8. Since when does your family live here? \_\_\_\_\_  
if you changed location, where did you live before? \_\_\_\_\_,  
this was an urban  rural  environment

### C. WORK RELATED QUESTIONS

9. What kind of work do you carry out? \_\_\_\_\_
10. Where? home  employer's home  market/shop/kiosk  street  factory   
field  restaurant/hotel  construction  different places
11. What are the working hours? \_\_\_\_\_ hr start, \_\_\_\_\_ hr ends work
12. How many hours do you work a day? \_\_\_\_\_ (average)
13. How many hours do you work a day when you go to school (during school year)? \_\_\_\_\_
14. How many days a week do you work? \_\_\_\_\_ days.
15. Do you work during the whole year? yes  no
16. Are there months/periods in the year you do work more (or less)?  
yes , details \_\_\_\_\_ no
17. How do you get paid for your work? no payment  family member pays   
employer pays  self-employment
18. How much do you earn per working day on average? \_\_\_\_\_ Euros /  
in-kind (goods) \_\_\_\_\_
19. Do you keep the money or do you give it to somebody?  
keeps all  partly , gives it to: \_\_\_\_\_ gives all , to: \_\_\_\_\_
20. What do you spend it for? \_\_\_\_\_
21. With which age did you start working? \_\_\_\_\_ years
22. Do your brothers/sisters work? yes  no   
If yes, how old are they? \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
and which year did they start working? \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

23. Did your parents work as children? yes  no  unclear

24. Why do you work? (self-definition): \_\_\_\_\_  
\_\_\_\_\_

25. Who told you to work? self-start  parents  peers  employer  other

26. Do your parents like that you work? yes  no  why \_\_\_\_\_

27. Do you like working? Yes  no  partly  why \_\_\_\_\_

28. What do you think? Is work good for you? yes  no  partly  why \_\_\_\_\_

29. What do your friends say/think about your work? \_\_\_\_\_

30. Due to your work your opinion is taken into consideration in your family:  
more  less  equal

31. What would happen if you stop working? \_\_\_\_\_

#### D. QUESTIONS RELATED TO EDUCATION, RECREATION AND HEALTH

32. Do you go to school? yes , which grade (last school year)? \_\_\_\_\_  
no , why? too expensive  no interest/not useful   
family does not allow schooling  no teacher  school too far   
school not safe  language  discrimination/harassment   
mistreatment by teachers  in what way/how? \_\_\_\_\_  
disabled/illness  work  help at home with household chores   
others \_\_\_\_\_

33. Do you go to school every day all year long? yes  no , details: \_\_\_\_\_

34. How is your performance in school? \_\_\_\_\_

35. Did you stop, interrupt or repeat school? stop  interrupt  for \_\_\_\_ months repeat

36. Are you going to continue schooling? yes  no , why? \_\_\_\_\_

37. How far is the school from your home? In town/community  in neighbor town/comm.   
far

38. Do you like the school? yes  no  why? \_\_\_\_\_

39. Do your brothers/sisters attend school regularly? yes  No  partly

40. Do you have time to do homework for school: yes , when \_\_\_\_\_ no

41. Do you have time to play/go out/be with friends? yes , when? \_\_\_\_\_ no

42. Did or do you suffer from: back/muscle pain  wounds/deep cuts  broken bones   
other injuries  stress/trauma   
Is it due to work? yes  no

43. Do you feel safe when you are working? yes  no

44. Have you ever been attacked, robbed, threatened while working? yes  no

## Interview with Representatives of Governmental Institutions

Date of interview: \_\_\_\_\_

Location of interview: \_\_\_\_\_

Name of interviewer/s: \_\_\_\_\_

### A. GENERAL DATA

Name of the institution: \_\_\_\_\_

Name and position of the interviewed person/s: \_\_\_\_\_

### B. QUESTIONS ON WORK AND EDUCATION

1. Is child labour (work done by children aged 5-15), in your opinion, a problem in Kosovo? Why? What is the impact?
2. Are there more child laborers in urban or rural areas? More girls or boys? Among all ethnic groups? Which age groups in particular?
3. Are working children at higher risk for not enrolling, not attending, and/or dropping out of school
4. Do you have estimates of how many children:
  - a) do not attend primary and lower secondary school (basic education)
  - b) are at risk of not enrolling in the above-mentioned grades?
  - c) are at risk of dropping out of school?
5. Is there a specific population because of geographic location, ethnicity, age, and/or gender more at risk of becoming involved in work prematurely and therefore more likely not to attend school or not to continue studying? Why? Do you have statistics? Do you know cases?
6. Are there services or assistance available to prevent child labour, to protect working children, and/or to help their families?
7. What can and/or should be done, in your opinion, to prevent child labour, to ensure education for all children, and, to provide conditions for the full development of children?

## Interview with Representatives of Non Governmental Organizations

*Date of interview:* \_\_\_\_\_

*Location of interview:* \_\_\_\_\_

*Name of interviewer/s:* \_\_\_\_\_

### A. GENERAL DATA

Name of the organization: \_\_\_\_\_

Name and position of the interviewed person/s: \_\_\_\_\_

### B. QUESTIONS ON WORK AND EDUCATION

1. Is child labour (work done by children aged 5-15), in your opinion, a problem in Kosovo? Why? What is the impact?
2. Are there more child laborers in urban or rural areas? More girls or boys? Among all ethnic group? Which age group in particular?
3. Are working children at higher risk for not enrolling, not attending, and/or dropping out of school?
4. Is there a specific population that is more at risk to get involved in work prematurely and therefore more likely to not attend school or to continue studying? Why? Do you have statistics? Do you know cases?
5. Are there services or assistance available to prevent child labour, to protect working children, and/or to help their families?
6. What, in your opinion, can and should be done to prevent child labour, to ensure education for all and to provide conditions for the full development of children?