

BARRIERS AND FACILITATORS FOR REFUGEE CHILDREN'S EDUCATION IN LEBANON

A BARRIER ANALYSIS UNDER THE SOCIAL AND BEHAVIOUR
CHANGE UMBRELLA TO INFORM PROGRAMMING

WORLD VISION LEBANON

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Acronyms

BA	Barrier Analysis
BtA	Bridges to Activities
CM	Child Marriage
CP(S)	Child Protection (Sector)
DBC	Designing for Behaviour Change
ERR	Estimated Relative Risk
HBM	Health Belief Model
NCG	Nurturing Care Groups
NO	National Office
p-value	Probability Value
PG(M)	Priority Group (Member)
RCT	Responsive Caregiver's Toolkit
SBC	Social and Behaviour Change
WV	World Vision
WVL	World Vision in Lebanon

Executive Summary

Children are the cornerstone of any society as such they need to be provided with adequate opportunities to ensure their development, survival and rights on the path to their future as adults. It is often argued that child activity decision making, including schooling, is rooted in financial/economic factors or children's academic performance. However, evidence indicates that the dynamics of child activity decisions involve parents' characteristics as well in addition to household and community's characteristics.

This study serves as an appendage to the cross-sectional research "Caregiver Perceptions and their Influence on Child Education and Labour across Different Areas in Lebanon" conducted by World Vision in Lebanon. It was conducted with the Syrian refugee population and utilized the Barrier Analysis methodology to assess the determinants of child schooling among the Syrian refugee population residing in Lebanon. The study aimed at assessing a target behaviour, namely "Parents of children between the ages of 3 and 15 years ensure that their children regularly attend education opportunities", based on which participants were screened and classified as either 'doers' (those who ensure their children attend education opportunities regularly) or 'non-doers' (those who do not ensure their children attend education opportunities regularly). Doers and non-doers were randomly selected. Barrier Analysis standard tabulation sheet was used for the analysis, comparing the frequencies of responses between the two groups along with the statistical significance of the difference.

Differences were observed between doers and non-doers in relation to the following determinants: self-efficacy, access, perceived negative consequences, social norms, culture, perceived susceptibility, severity and action efficacy. Some implications on child labour and child marriage were highlighted throughout the findings.

The results of this Barrier Analysis (BA) were planned to inform the current technical education programme with specific Social and Behaviour change components pertinent to the behaviour of ensuring that children attend education opportunities. Findings supported and validated the current approach in the technical programme, specifically the provision of transportation, the child centred approach and the parenting component with the need for augmentation with specific elements germane to highlighted perceptions/beliefs around the behaviour and which were proven to significantly vary across the two groups and hence affect the behaviour. The findings also helped shape a profile of both groups which in turn helped understand which perceptions to reinforce, to increase and

to eliminate. Translating these results and profiles into actions, the prime and dominant ones could be summarized in focusing on child centred programs and learning to ensure children's interest in learning, integration of multi-sectoral designs including livelihoods to increase the ability of children to provide for their children, ensuring provision of transportation and availability of escorts to the bus to ensure children's safety, provision of material focusing on the importance of education for children and decreasing child labour to eliminate a plenitude of faulty perceptions incongruous with child rights, referring children with no proper documentation (birth certificate) to service providers to ensure availability of proper documents for school registration, and retention support activities since caregivers had the impression that their child will not complete his/her education regardless of their support.

Introduction and Background

Throughout history, child activity has been viewed as a binary decision with two mutually exclusive options, meaning either engagement in economic activity (work) or school enrolment. Much of the literature on determinants of child labour does not distinguish between non-work alternatives, often treating school attendance as the only alternative to work (Jensen & Nielsen, 1997; Ranjan, 2000; Ravallion & Wodon, 2000). In some contexts, data shows, that a substantial fraction of children are idle; meaning neither attend school nor participate in work outside the home. In some cases, these children may be engaged in substantial household chores, including taking care of younger children and/or younger adults. Other reasons for children being idle could be unavailability of reasonable work opportunities do not exist and, at the same time, lack of resources or a high relative price of education (Deb & Rosati, 2005). Ignoring these differences and options may lead active policy to have unintended consequences.

Understanding the process pathway of child activity decisions requires coming to grips with the relationship between child activity options. Decision making structures in regards to child activity options; child schooling versus child labour, are typically guided by parents (Deb & Rosati, 2005). Different perspectives have been used to explain the decision making process and among the most popular is the household-production framework which highlights that long-term family welfare is at the core of child activity decisions (Becker & Tomes, 1976; Buchmann, 2000). Investing in educating a child is usually taken as the first best option because of the high long run returns on this investment. However, this investment is a long-term commitment that might be interrupted by economic barriers (Aslam Chaudhary & Naheed Khan, 2002) or beliefs (cultural or personal). Additionally, since family welfare maximization is at the core of such an investment, differences in returns to schooling (sometimes rooted in social norms, guidelines or beliefs (Chaubey et al., 2007) might guide the decision making: For example, investing in children with greater academic potential, investing in boys in a community with higher employment opportunities or pay for men (Buchmann, 2000).

There is diversified literature on the subject of child activity decision making. Most theoretical studies focusing on the economic predictors and emphasizing on the role of poverty/income/livelihoods (Aslam Chaudhary & Naheed Khan, 2002; Basu, 1999; Omokhodion & Uchendu, 2010) as one of the main predictors of household decision on child's activity options while most empirical studies are not so explicit (Deb & Rosati, 2005). The determinants of child activity options extend well beyond the aforementioned economic/financial factor to include deeper economic and social factors (Aslam Chaudhary & Naheed

Khan, 2002). While economic determinants are the cornerstone of a prolific body of literature on of child labour, with poverty conventionally assumed as the primary driving factor (Goswami & Jain, 2006) research has shown the significance of non-poverty related factors in depicting child activity decisions. Very few studies focus on pointing out the social and traditional aspects of the issue (Goswami & Jain, 2006). In fact, the dynamics of child activity decisions in the community involve not only children's characteristics but also parents' as well in addition to household and community's characteristics (Goswami & Jain, 2006). A wealth of studies on child labour concentrate on children but a few focus on parents' characteristics and views (Omokhodion & Uchendu, 2010) and understanding child activity decision and its outcomes requires an examination of all the layers of the socio-ecological model.

Aside from economic considerations, cultural arguments highlight traditional norms and values in shaping educational decisions. Religious values in some contexts play a significant role. Patriarchal norms promote the preferential treatment of sons and are cited as a reason for girls' limited school participation in many countries (Buchmann, 2000). Sex stereotypes, such as beliefs that boys or girls have greater academic abilities or girls must get married before reaching a certain age may also lead to preferential treatments, etc... (Buchmann, 2000). These cultural determinants affect parental perceptions and beliefs around the value of schooling and child labour and hence may shape child activity decisions.

The Lebanese Context

Understanding parents' decision making regarding child activity requires recognizing the relationship between child activity options and the underlying enabling factors, which can vary from one context to another. Hence, it is important to understand the backcloth and enabling settings behind each of the options.

The Lebanese educational system is divided into private/semi-private and public (government) sectors. Throughout the years, schools have been highly privatized across the country in an attempt to accommodate the ever-growing demand for learning. Private/semi-private schools, which are in their overwhelming majority dependent on various religious communities, have a long and deeply rooted history in Lebanon. On the other hand, public schools were weak and further enervated by the influx of refugees from Syria into the country and particularly after 2019, when the government adopted an open policy of admitting all refugee children regardless of whether they have the required documentation for school enrolment (The US Department of Labour, 2020). A recent report by Save the Children highlights the educational situation in Lebanon indicating that school systems- predominantly public, across Lebanon were already weak prior to the COVID-19 pandemic. The out-of-school rate for primary

education was at 11% as per the 2019 Global Education Monitoring Report (WORKING CHILDREN IN CRISIS-HIT LEBANON : EXPLORING THE LINKAGES BETWEEN FOOD INSECURITY AND CHILD LABOUR, 2021).

A survey, conducted by the International Labour Organization and Central Administration of Statistics of Lebanon jointly, in 2015, indicated that 90% of children aged 5-17 years in Lebanon are enrolled in schools and that attendance is lowest in the 15-17 years and highest among the 5-11 years group (*Child Labour Survey in Lebanon*, 2015). The education figures for the refugee populations in Lebanon are more concerning, as more than 50 percent of Syrian refugee children and 35 percent of Palestinian refugee children were reported as not enrolled in formal education (The US Department of Labour, 2020). Hurdles to accessing education particularly for the Syrian refugee population, include the cost of transportation and supplies, discrimination, bullying, corporal punishment, different curriculum in Lebanon than in their country of origin and many others (The US Department of Labour, 2020).

Ten years into the Syrian conflict, Lebanon, being a host country, has been afflicted and overwhelmed on all levels with repercussions on both populations, host and refugee. Vulnerable Lebanese households facing a tremendous decrease in revenue are left increasingly unable to meet basic needs, including food and healthcare. Displaced Syrian households are further sinking into debt as they struggle to meet their families' needs (World Vision International, 2019). With the chain of deteriorating events in the country since the last quarter of 2019 and the economic collapse, both populations are reported to be increasingly resorting to negative coping mechanisms to make ends meet. These conditions fuel serious concerns afflicting all spheres of child wellbeing including protection and education especially with estimates suggesting an increase in the proportion of population trapped in poverty from a third in 2019 to more than a half in 2020. The increase was estimated due to the rising unemployment, currency fluctuations and the resulting inflationary effects, disproportionately affecting particularly the poor and middle class (ESCWA, 2010).

How applicable are the divergent theoretical perspectives on child activity decisions in Lebanon? Especially with the array of crises that have sparked since 2019 pushing the country to the brink on a multitude of levels and peculiarly the socio-economic one which is assumed, by many theories, to be a primary driving factor behind these decisions.

Study Aim

This study serves as an appendage to the cross-sectional research "Caregiver Perceptions and their Influence on Child Education and Labour across Different Areas in Lebanon" conducted by World Vision in Lebanon. The aforementioned research aimed to explore figures around child activity options (school

enrolment, child labour and household chores) and their determinants for children aged 3 to 18 years old in Lebanon and while seeking to determine the perceptions of child education and labour among parents of school-aged children, alarming levels of parental agreement with perception statements around de-prioritization of and sex-stereotypes in education. In the light of the highlighted role of beliefs and behavioural determinants in the decision making process of child activity including schooling, the present study aimed to contribute to a small but growing literature that explains the determinants of child schooling decision.

Methodology

Study Design, Population and Setting

The study adopted the Barrier Analysis (BA) methodology which was developed by Tom Davis in 1990. Barrier Analysis studies are used in community development projects to identify behavioural determinants associated with a particular behaviour among Priority Group Members (PGMs) (those targeted to practice a specific promoted behaviour). The methodology allows for the exploration of barriers (factors that PGMs feel prevent them from adopting or sustaining the target or promoted behaviour) and enablers (factors which the PGMs feel will support them in adopting the behaviour) through comparing 2 groups of PGMS; those who adopt a particular behaviour versus those who do not. The technique requires a sample size of 90 PGMs split equally between the two groups for comparison. The BA methodology scrutinizes 12 behavioural determinants inspired by both the Health Belief Model and the Theory of Reasoned Action. BA tackles 4 powerful determinants of behaviour identified by social scientists which are Self-efficacy, Social Norms, Positive Consequences and Negative Consequences. In addition to several other determinants identified by social science and listed in the below table along with their definitions.

Perceived Self-efficacy	An individual's belief that they have the capacity to practice the given behaviour given a set of personal elements like self-confidence, knowledge, skills and abilities.
Perceived Social Norms	This can be translated in 2 ways: 1) The perception that the people who are the most important to the PGM either approves or disapproves of the behaviour (Injunctive norms). 2) The perception that that the people who are the most important to the PGM either

	practice or do not practice the behaviour (descriptive norms)
Perceived Positive Consequences	The positive things that a person thinks/feels will happen as a result of practicing a behaviour.
Perceived Negative Consequences	The negative things that a person thinks/feels will happen as a result of practicing a behaviour.
Access	Is made up of several components like the perceived degree of availability of needed products or services required to adopt a given behaviour, comfort in accessing these products/services and barriers associated with cost, gender, culture, language, etc.
Cues for Action	Perceived ability of a person that they can remember to practice or how to correctly practice a certain behaviour.
Perceived Susceptibility (to the problem)	A person's perception of how vulnerable (or at risk) they are to the problem that the behaviour is meant to prevent.
Perceived Severity (of the problem)	The degree to which a person believes that the problem that the behaviour is meant to prevent is serious.
Perceived Action Efficacy	The extent to which a person believes that the behaviour is effective in avoiding/preventing the problem.
Perception of Divine Will	The extent to which a person believes that a divine entity is responsible of the problem and/or approves or disapproves of the behaviour.
Policy	The knowledge of laws and regulations that affect behaviours and access to products and services needed to practice the behaviour and the perceived degree of their enforcement.
Culture	A reported set of history, customs, lifestyles, values and practices within a self-defined that the behaviour's practice.

Table 1- The Twelve Behavioural Determinants Assessed through Barrier Analysis

Previous research conducted by WVU explored perception of caregivers around child education and labour and these perceptions were found to be deeply rooted in social and behavioural grounds. In the light of the aforementioned background research and literature review were conducted to further augment the understanding of the PGs and their characteristics, and develop a detailed understanding of the target behaviour statement. As such, the final behaviour statement was "Parents of children between the ages

of 3 and 15 years ensure that their children regularly attend education opportunities”. The sample covered 3 areas in Lebanon and was split proportionally to the population size in each.

Total needed sample size			90	D	ND
Bekaa	43.5%	39	38	19	19
BML	30.2%	27	28	14	14
Akkar	26.3%	24	24	12	12

Table 2- Sample Size Calculation and Distribution

Study Instrument

The study instrument was prepared in English, contextualized, and translated into Arabic. The interviewer-administered tool was pilot tested prior to data collection. The questionnaires were administered by trained and data were collected between August and September 2021.

Remote data collection was adopted given the COVID-19 regulations across the country during the time of the study. The remote data collection modality was accounted for, in terms of time consumption and interviewee burden, in developing the tool.

The final general tool included a screening section (A) to check the participant's eligibility for the study and to categorize them as either “doers” of the behaviour (meaning they ensure that their children regularly attend education opportunities) or “non-doers” (meaning they do not ensure that their children regularly attend education opportunities). “Doers” were classified when the parent responded that their child attended regularly education opportunities (attended classes every day in the past month or missed classes for less than 5 days in the past month and in case more than 5 days for reasons explicitly related to sickness or family emergency). Conversely, “Non-doers” were classified when the parent responded that their child did not attend regularly education opportunities.

The second section of the instrument contained a blend of open-ended and close-ended research questions which are tailored to address the twelve determinants and based on literature reviews. There were two sets of these questions in this section, one set attuned for doers and another set for non-doers and based on the categorization of the participant (as a doer or non-doer) in section one, the relevant set of questions would automatically load to be used. Enumerators used extensive probing techniques to ensure that the maximum amount of clear and relevant information was gathered. The questions in Section B had version for doers and non-doers and were asked according to the classification of the respondent in Section A.

Data Collection and Quality Assurance

Parental data was collected through phone interviews with parents of children 3 to 15 years old. The data collection team was trained by WVL prior to data collection to ensure their understanding of the research objective, the survey content and ethical considerations.

Phone calls were conducted during the months of August and September 2021 during two shifts, morning time (9:00 am to 2:00 pm) and afternoon time (2:00 pm to 8:00 pm) to ensure the representativeness of working and non-working parents in the sample.

The quality control process started at the coding stage. The tool was coded on ODK collect, which has several features that can help validate and control the data entered by the enumerators by establishing a logical relationship among questions and provide messages on the spot when an enumerator/data collector inputs data. It also controls skip patterns, missing data, redundant entry, & a defined set of outliers. In addition, the tool was coded to automatically categorize the participant as doer or non-doer and subsequently provide the relevant set of questions based on the category. Since the questions in Section B of the study tool had to be asked according to the classification of the respondent in the screening section, the tool was designed and coded to auto-generate the classification based on answers from section A and show the relevant research question in section B. Respondents were excluded from the study if they refused to answer any of the screening questions in Section A. The research and data analyst supervised the data collection process where daily follow up calls with the enumerators were performed to follow up on the progress and the number of surveys completed and to discuss challenges, if any. Further, completed questionnaires were cleaned back-checked as an additional layer of quality assurance.

Data Analysis

The final sample reached comprised 87 respondents, the correlations between doers and non-doers for identified factors under each determinant were analysed at a p-value of 0.05 and a confidence interval (CI) of 95% for statistical significance. Under the open ended questions, thematic analysis was adopted to list the factors emerging under each determinant. Data was analysed using the Excel tabulation spreadsheet which calculates the Estimated Relative Risk (ERR) and the corresponding P-values. For cases where the ERR is indefinite (tends to be close to infinity) due to the appearance of zero in any of the tabulations cells, the finding is presented without quantification.

Ethical Considerations

Ethical considerations of privacy, confidentiality and informed consent were taken into account while conducting the study; the respondents' anonymity and confidentiality of shared information were ensured. The purpose of the research was explained to every participant. In addition, confidentiality was assured and each participant was informed that participation was voluntary and no remuneration was offered for their participation. Participants also understood that they had the right to skip any of the questions and withdraw from the study at any time. All participants were included in the study only if they voluntarily agreed to participate.

Findings and Discussion

The final sample reached comprised a total of 40 Doers and 47 Non-Doers (ND). The estimated prevalence of the behaviour is 57% among the Syrian refugee population residing in Lebanon.

Significant findings are presented in the following table which summarizes the key determinants. Under each determinant, the categories/factors mentioned and their corresponding Estimated Relative Risks (ERR) and the P- values are presented.

Determinants	p-value			
Self-Efficacy	<i>What makes it easier for you to ensure that your child regularly attends education opportunities?</i>			
	<table border="1"> <tr> <td data-bbox="440 583 711 785"><i>Someone making sure the children take the bus (wife, neighbour)</i></td> <td data-bbox="711 583 1344 785">Doers are 1.8 times more likely to say “Someone making sure the children take the bus (wife, neighbour) makes it easier to ensure my child regularly attend education opportunities” than Non-Doers.</td> <td data-bbox="1344 583 1474 785">0.026</td> </tr> </table>	<i>Someone making sure the children take the bus (wife, neighbour)</i>	Doers are 1.8 times more likely to say “Someone making sure the children take the bus (wife, neighbour) makes it easier to ensure my child regularly attend education opportunities” than Non-Doers.	0.026
	<i>Someone making sure the children take the bus (wife, neighbour)</i>	Doers are 1.8 times more likely to say “Someone making sure the children take the bus (wife, neighbour) makes it easier to ensure my child regularly attend education opportunities” than Non-Doers.	0.026	
	<table border="1"> <tr> <td data-bbox="440 785 711 921"><i>The child 's interest in learning</i></td> <td data-bbox="711 785 1344 921">Doers are 1.9 times more likely to say “The child’s interest in learning makes it easier to ensure my child regularly attend education opportunities” than Non-Doers.</td> <td data-bbox="1344 785 1474 921">0.013</td> </tr> </table>	<i>The child 's interest in learning</i>	Doers are 1.9 times more likely to say “The child’s interest in learning makes it easier to ensure my child regularly attend education opportunities” than Non-Doers.	0.013
	<i>The child 's interest in learning</i>	Doers are 1.9 times more likely to say “The child’s interest in learning makes it easier to ensure my child regularly attend education opportunities” than Non-Doers.	0.013	
	<table border="1"> <tr> <td data-bbox="440 921 711 1058"><i>Financial help to cover clothing expenses</i></td> <td data-bbox="711 921 1344 1058">Non-doers are more likely to say “Financial help to cover clothing expenses would make it easier to ensure my child regularly attend education opportunities” than Doers.</td> <td data-bbox="1344 921 1474 1058">0.034</td> </tr> </table>	<i>Financial help to cover clothing expenses</i>	Non-doers are more likely to say “Financial help to cover clothing expenses would make it easier to ensure my child regularly attend education opportunities” than Doers.	0.034
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	<table border="1"> <tr> <td data-bbox="440 1058 711 1194"><i>financial help to pay for living expenses</i></td> <td data-bbox="711 1058 1344 1194">Non-doers are more likely to say “Financial help to pay for living expenses would make it easier to ensure my child regularly attend education opportunities” than Doers.</td> <td data-bbox="1344 1058 1474 1194">0.011</td> </tr> </table>	<i>financial help to pay for living expenses</i>	Non-doers are more likely to say “Financial help to pay for living expenses would make it easier to ensure my child regularly attend education opportunities” than Doers.	0.011
	<i>financial help to pay for living expenses</i>	Non-doers are more likely to say “Financial help to pay for living expenses would make it easier to ensure my child regularly attend education opportunities” than Doers.	0.011	
	<i>What makes it difficult for you to ensure that your child regularly attends education opportunities?</i>			
<table border="1"> <tr> <td data-bbox="440 1272 711 1440"><i>Financial issues</i></td> <td data-bbox="711 1272 1344 1440">Non-doers are 1.8 times more likely to say “financial issues would make it more difficult to ensure my child regularly attend education opportunities” than Doers.</td> <td data-bbox="1344 1272 1474 1440">0.008</td> </tr> </table>	<i>Financial issues</i>	Non-doers are 1.8 times more likely to say “financial issues would make it more difficult to ensure my child regularly attend education opportunities” than Doers.	0.008	
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<table border="1"> <tr> <td data-bbox="440 1440 711 1577"><i>The child's contribution to the income</i></td> <td data-bbox="711 1440 1344 1577">Non-doers are more likely to say “The child’s contribution to the income would make it more difficult to ensure my child regularly attend education opportunities” than Doers.</td> <td data-bbox="1344 1440 1474 1577">0.001</td> </tr> </table>	<i>The child's contribution to the income</i>	Non-doers are more likely to say “The child’s contribution to the income would make it more difficult to ensure my child regularly attend education opportunities” than Doers.	0.001	
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<table border="1"> <tr> <td data-bbox="440 1577 711 1713"><i>Distance to school</i></td> <td data-bbox="711 1577 1344 1713">Non-doers are more likely to say “The distance to school would make it more difficult to ensure my child regularly attend education opportunities” than Doers.</td> <td data-bbox="1344 1577 1474 1713">0.034</td> </tr> </table>	<i>Distance to school</i>	Non-doers are more likely to say “The distance to school would make it more difficult to ensure my child regularly attend education opportunities” than Doers.	0.034	
<i>Distance to school</i>	Non-doers are more likely to say “The distance to school would make it more difficult to ensure my child regularly attend education opportunities” than Doers.	0.034		
Positive Consequences:	<i>What are the advantages of ensuring that your child regularly attends education opportunities?</i>			

	Secure better job opportunities in future	Doers are 1.5 times more likely to say “An advantage of ensuring that my child regularly attends education opportunities is the securing better job opportunities in the future” than Non-Doers.	0.043
Negative Consequences:	<i>What are the disadvantages of ensuring that your child regularly attends education opportunities?</i>		
	No disadvantages	Doers are 1.6 times more likely to say “No disadvantages to ensuring that my child regularly attends education opportunities” than Non-Doers.	0.016
	Losing a source of income/helping hand	Non-doers are more likely to say “Losing a source of income or a helping hand would be a disadvantage of ensuring that my child regularly attends education opportunities” than Doers.	0.034
Social Norms:	<i>Do most of the people that you know support you in ensuring that your child regularly attends education opportunities?</i>		
	Yes	Doers are 1.9 times more likely to say “People that they know support them in ensuring that their child regularly attends education opportunities” than Non-Doers.	0.003
	No	Non-doers are 1.7 times more likely to say “People that they know would not support them in ensuring that their child regularly attends education opportunities” than Doers.	0.006
	<i>Who approves of or supports you in ensuring that your child regularly attends education opportunities?</i>		
	Immediate family	Doers are 2 times more likely to say “Immediate family approves of or supports them in ensuring that their child regularly attends education opportunities” than Non-Doers.	0.001
	<i>Who disapproves of/opposes you in ensuring that your child regularly attends education opportunities?</i>		
	No one	Doers are 1.7 times more likely to say “No one disapproves of/opposes them in ensuring that their child regularly attends education opportunities” than Non-Doers.	0.002
	Some family members	Non-doers are 6 times more likely to say “Some family members would disapprove of/oppose them in ensuring that their child regularly attends education opportunities” than Doers.	0.001
	<i>Why do you think they disapprove?</i>		
Education is a waste of time and a long	Non-doers are more likely to say “Those who would disapprove would do so because they think	0.034	

	process, they could be working instead	that education is a waste of time and a long process, the child could be working instead” than Doers.	
	They (family/wife's parents) think it's not necessary for girls/girls should get married	Non-doers are more likely to say “The family and wife’s parents think that education is not necessary for girls since should get married” than Doers.	0.034
<i>What do they do specifically that makes you think that they disapprove or do not support you in ensuring that your child regularly attends education opportunities?</i>			
	They (family members/community) mention that education is useless and complain about spending money on education	Non-doers are more likely to say “Family members and/or the community mention that education is useless and complain about spending money on it” than Doers.	0.011
<i>Do most of the other parents / caregivers you know ensure that their children regularly attend education opportunities?</i>			
	No	Non-doers are 2.5 times more likely to say “Most of the other parents / caregivers they know do NOT ensure that their children regularly attend education opportunities” than Doers.	0.009
<i>Do most of your family members who have children (siblings, cousins) ensure that their children regularly attend education opportunities?</i>			
	Yes	Doers are 1.7 times more likely to say “most of their family members who have children (siblings, cousins) ensure that their children regularly attend education opportunities” than Non-Doers.	0.005
	No	Non-doers are 6 times more likely to say “most of their family members who have children (siblings, cousins) do NOT ensure that their children regularly attend education opportunities” than Doers.	0.001
<i>Do most of your community members belonging to your faith group ensure that their children regularly attend education opportunities?</i>			
	No	Non-doers are 1.8 more likely to say “Most of their community members belonging to their faith group ensure that their children regularly attend education opportunities” than Doers.	0.026
Access	<i>What kind of support did you need to help you ensure that your children regularly attend education opportunities?</i>		
	Stationary/school supplies	Doers are 1.5 times more likely to say “Stationary/school supplies were needed to help them ensure that their child regularly attended education opportunities” than Non-Doers.	0.043

	clothes	Non-doers are more likely say “Clothes would be needed to help them ensure that their child regularly attends education opportunities” than Doers.	0.006
Susceptibility/Risk	<i>How likely it is that your child will not complete his/her education and earn a good living to support the family?</i>		
	Not likely at all	Doers are 2.2 times more likely to say “It’s not likely at all that their child will not complete his/her education and earn a good living to support the family” than Non-Doers.	0.000
	Very likely	Non-doers are 2.9 times more likely to say “It’s very likely that their child will not complete his/her education and earn a good living to support the family” than Doers.	0.000
	<i>How likely it is that your child will end up involved in paid labour or on the street?</i>		
	Not likely at all	Doers are 2.5 times more likely to say “It’s not likely at all that their child will end up involved in paid labour or on the street” than Non-Doers.	0.000
	Very likely	Non-doers are 3.4 times more likely to say “It’s very likely that their child will end up involved in paid labour or on the street” than Doers.	0.000
Severity	<i>How serious of a problem would it be if your child did not complete his/her education and earn a good living to support the family?</i>		
	Not serious at all	Non-doers are more likely to say “It wouldn’t be a serious problem if their child did not complete his/her education and earn a good living to support the family” than Doers.	0.000
	Very serious	Doers are 3.2 times more likely to say “It would be a very serious problem if their child did not complete his/her education and earn a good living to support the family” than Non-Doers.	0.000
	<i>How serious of a problem would it be if your child ended up involved in paid labour or on the street?</i>		
	Not serious at all	Non-doers are more likely to say “It wouldn’t be a serious problem if their child ended up involved in paid labour or on the street” than Doers.	0.000
	Somewhat serious	Non-doers are 2.1 times more likely to say “It would be a somewhat serious problem if their child ended up involved in paid labour or on the street” than Doers.	0.000
Very serious	Doers are 3 times more likely to say “It would be a very serious problem if their child ended up involved in paid labour or on the street” than Doers.	0.000	
Action Efficacy	<i>How likely is it that your child will complete his/her education and earn a good living to support the family if you ensure that he/she regularly attend education opportunities?</i>		
	Somewhat likely	Non-doers are 2.2 times more likely to say “It’s somewhat likely that their child will complete his/her education and earn a good living to support	0.000

		the family if they ensure that he/she regularly attends education opportunities” than Doers.	
	Very likely	Doers are 2.2 times more likely to say “It’s very likely that their child will complete his/her education and earn a good living to support the family if they ensure that he/she regularly attends education opportunities” than Doers.	0.000
	<i>How likely is it that your child will not end up involved in paid labour or on the street if you ensure that he/she regularly attend education opportunities?</i>		
	Not likely at all	Non-doers are 2.4 times more likely to say “It’s not likely at all that their child will not end up involved in paid labour or on the street if you ensure that he/she regularly attends education opportunities” than Doers.	0.048
	Somewhat likely	Non-doers are 3.3 times more likely to say “It’s somewhat likely that their child will not end up involved in paid labour or on the street if you ensure that he/she regularly attends education opportunities” than Doers.	0.000
	Very likely	Doers are 3.2 times more likely to say “It’s very likely that their child will not end up involved in paid labour or on the street if you ensure that he/she regularly attends education opportunities” than Doers.	0.000
Policy	<i>Are there any repercussions / punishments for parents or caregivers who do not ensure that their children regularly attend education opportunities?</i>		
	Yes	Doers are 1.8 times more likely to say “There are repercussions / punishments for parents or caregivers who do not ensure that their children regularly attend education opportunities” than Non-Doers.	0.001
Culture	<i>Are there local norms or taboos that prevent parents from keeping their children in school until they are at least 15 years old?</i>		
	No	Doers are 1.6 times more likely to say “There are no local norms or taboos that prevent parents from keeping their children in school until they are at least 15 years old” than Non-Doers.	0.008

Table 3- Summary of significant results.

Table 3 summarized the significant determinants and factors along with their statistical significance and degree of association between particular responses and the behaviour. A further delineation of the results is presented in the graphs below to help unfurl each of the significant determinants and unpack

the factors/findings underneath by comparing their frequencies between the two interviewee categories.

a- Perceived self-efficacy

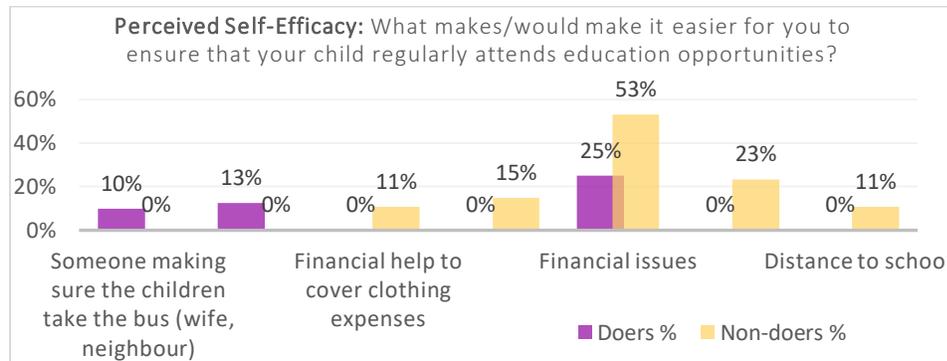


Figure 1- Perceived self-efficacy factors

Self-Efficacy: Engagement of children in school enrolment’s decision making:

Results showed that a higher level of self-efficacy reflecting a stronger belief in their capacity to ensure that their children regularly attend education opportunities was observed among doers. Doers are 1.9 times more likely to mention that the child’s interest in learning makes prompts them to ensure their child regularly attends education opportunities. In addition, doers are 2.8 times more likely to say that all of the girls under 18 living in their households are currently enrolled in school. The aforementioned reflects a level of engagement of children in the child activity decision making process among doers and since their voices are heard and in order to maintain this behaviour, programs continue to adopt and centred approaches and ensure that learning is fun.

Self-efficacy: Financial Stability and economic factors:

The financial stability of families as well as the costs associated with education were also found to be significant in several cases and more specifically among NDs where NDs are more likely to mention that financial help to cover living expenses and/or clothing expenses would make it easier for to ensure their children attend education opportunities. Also, NDs are 1.8 times for likely to mention financial issues as a factor that would hinder or make it harder for them to ensure their children’s attendance of education opportunities and NDs are also more likely to mention that the child’s contribution to the income would make it more difficult hinting at an inverse interaction between child labour and education. This finding highlights the need for integrating multi-sectoral approach, including livelihoods, in designs.

Self-efficacy: School Transportation:

Aside from the financial and economic factors, Doers are 1.8 times more likely to say that the presence of someone to make sure the children take the bus (wife, neighbour) makes it easier to ensure their child regularly attends education opportunities while NDs were more likely to say that the distance to school would make it more difficult for them to ensure that their child regularly attends education opportunities. Given the financial hardships, this finding highlights the need to ensure provision of transportation when designing education programs and additionally ensuring that children are accompanied to take the bus.

Self-Efficacy: Birth certification acquisition:

It is noteworthy to mention that although not significant, but bureaucracy and unavailability of proper documents was highlighted as a challenge that makes it difficult for parents to ensure their children regularly attend education opportunities and this can be tackled through ensuring that and reinforcing birth certification acquisition support initiatives and through ensuring continuous advocacy to waive requirements.

b- Perceived positive consequences

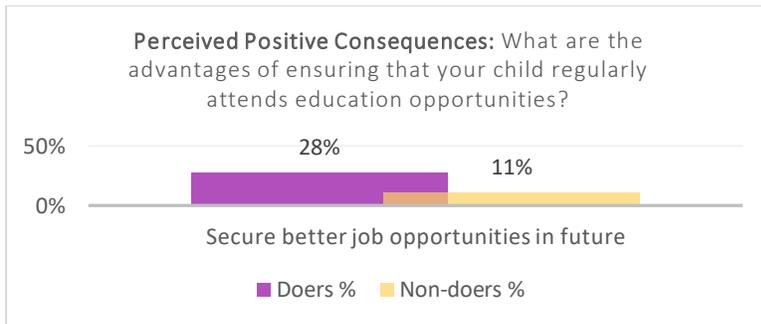


Figure 2- Perceived positive consequences

Perceived Positive Consequences: Securing better job opportunities in the future

In terms of advantages or perceived positive consequences, doers were 1.5 times more likely to state that an advantage to ensuring that their children regularly attend education opportunities is securing better job opportunities in the future. This highlights the importance of reinforcing the perception, among caregivers, that education helps children secure a better job in the future through the parenting programming.

c- Perceived negative consequences

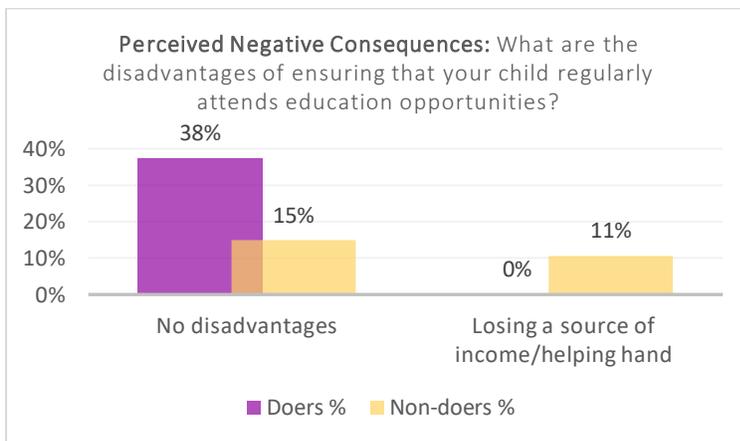
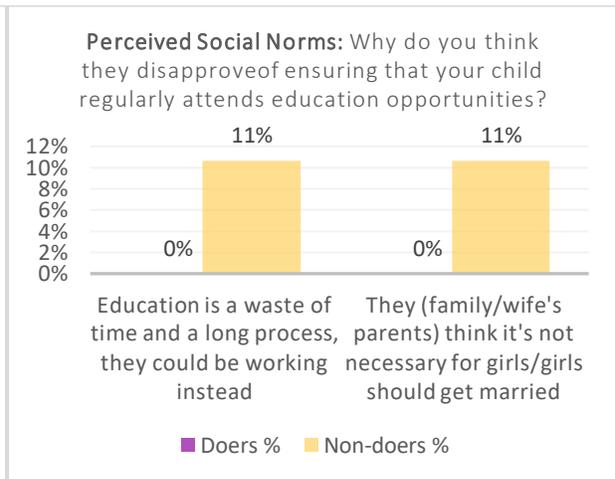
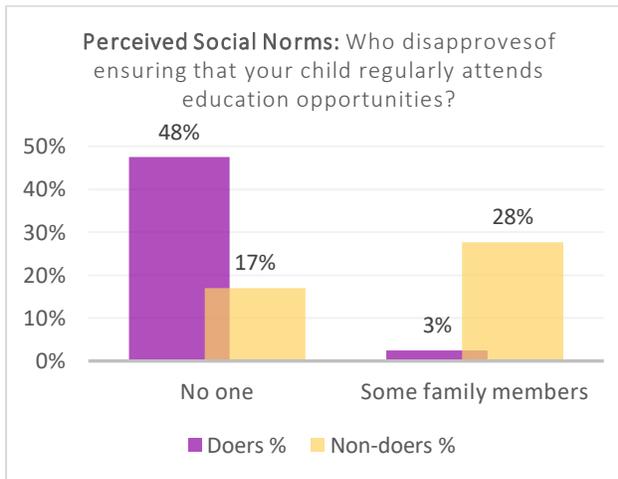
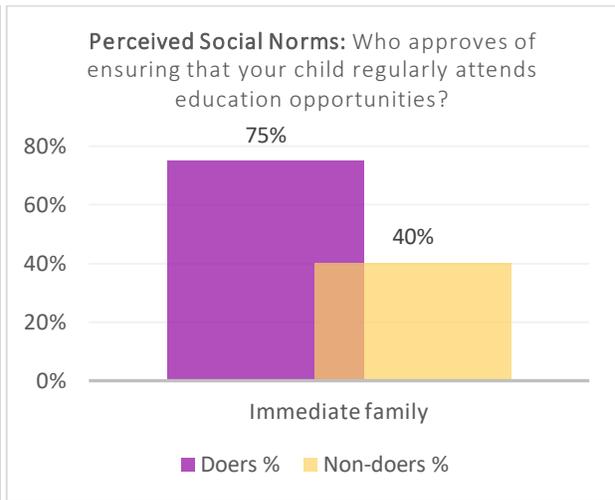
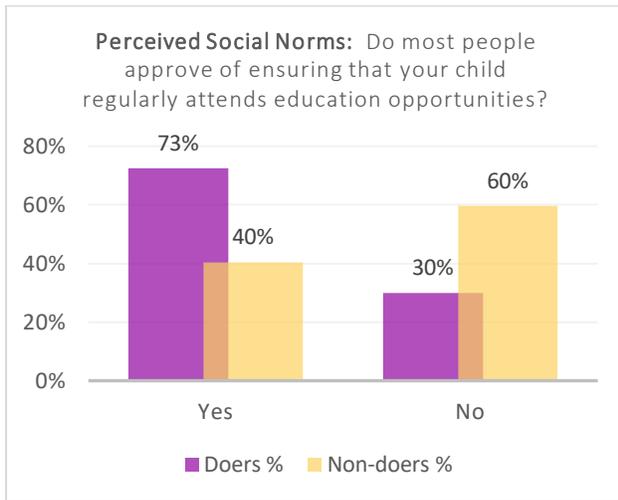


Figure 3- Perceived negative consequences

Perceived Negative Consequences: Loss of source of income

In terms of disadvantages or perceives negative consequences, doers were 1.6 times more likely to state that there are no disadvantages to ensuring that their children regularly attend education opportunities while NDs were more likely to express that losing a source of income or a helping hand would be a disadvantage of ensuring that my child regularly attends education opportunities. These findings further highlight the aforementioned need for the integration of livelihoods and adoption of multi-sectoral approach to education programs in addition to implementing a parenting component that addresses both visions.

d- Perceived social norms



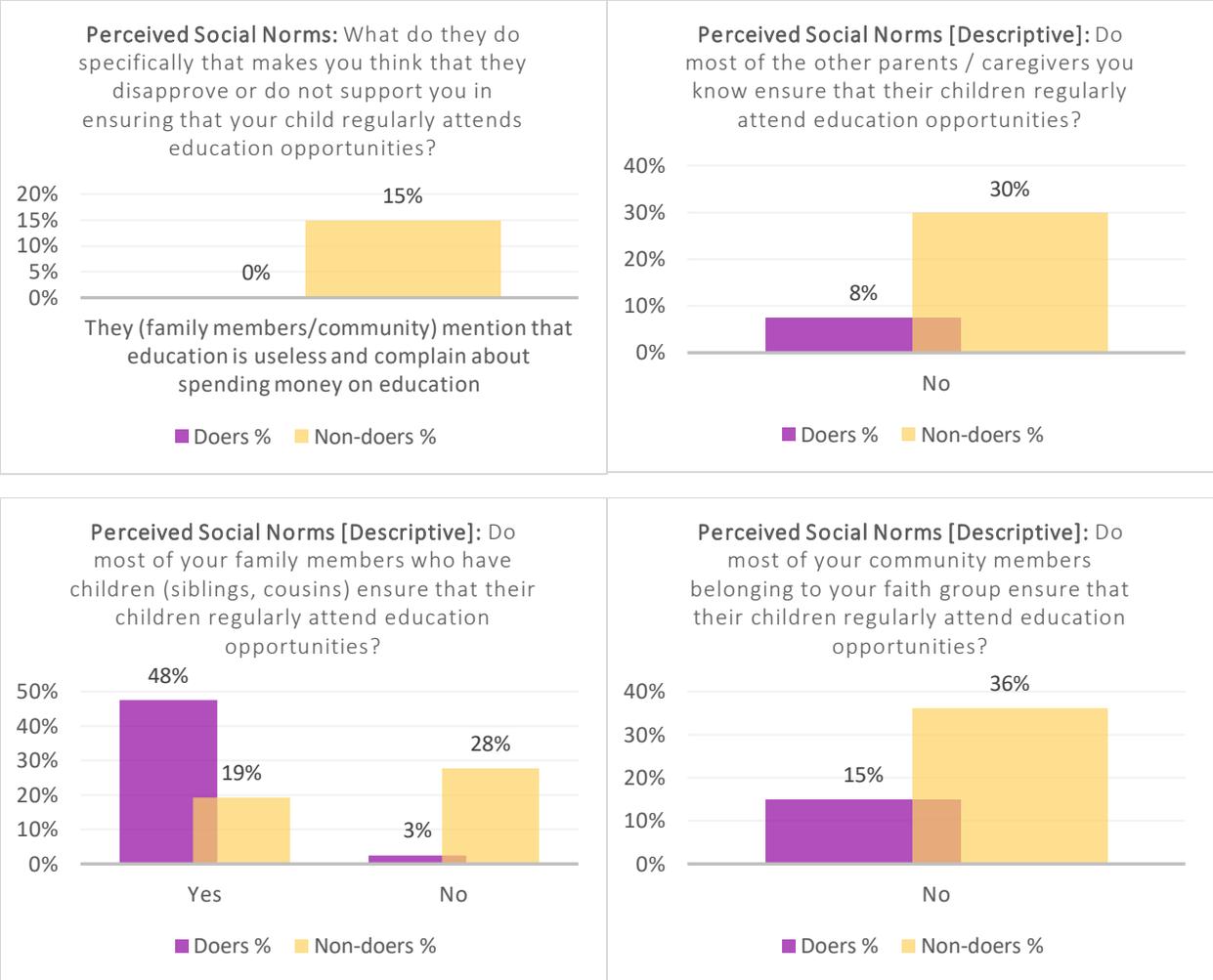


Figure 4- Perceived social norms

Social Norms: Support System to ensure that the children are regularly attending school & perception of the surroundings’ schooling behaviour:

When exploring social norms, and regarding injunctive social norms especially, Doers are 1.9 times more likely to mention receiving support from people around them in ensuring that their child regularly attends education opportunities. Also, doers are more likely (2 times) to mention that the support was received from the immediate family and they were 1.7 times more likely to say that no one disapproves of/opposes them in ensuring that their child regularly attends education opportunities. In terms of descriptive social norms, doers are 1.7 times more likely to say that family members who have children ensure that their children regularly attend education opportunities.

Non-Doers are 1.7 times more likely to mention not receiving support from people around them in ensuring that their child regularly attends education opportunities. Results reflected that Non-doers are surrounded with a weaker support system which should be present in their immediate families and community and this was reflected by Non-doers being 6 times more likely to mention that some family members would disapprove of/oppose them in ensuring that their child regularly attends education opportunities. When exploring the reasons they think their surroundings disapprove, Non-doers were

more likely to mention that those who would disapprove would do so because they think that education is a waste of time and a long process, the child could be working instead and that family members and/or the community mention that education is useless and complain about spending money on it. Non-doers hinted at an association between child marriage and education disruption specifically for girls as they were more likely to mention that the family and wife’s parents think that education is not necessary for girls since should get married reflecting a social influence promoting child marriage specifically for girls. In terms of descriptive social norms, Non-doers are more likely to mention that parents / caregivers they know (2.56 times), family members who have children (6 times) and community members belonging to the same faith group (1.8 times) do NOT ensure that their children regularly attend education opportunities. Exploring descriptive social norms allows for understanding possible modelling patterns in the society and the findings reflect that Non-doers are a part of a community with which they share similar practice towards the targeted behaviour that is ensuring that children regularly attend education opportunities. The result revealed a strong presence of social norms and their influence among this cohort and future programs should take this into consideration and address it through implementing parenting components at the community level to include as much caregivers as possible including those from various generations (grandparents...)and through ensuring collaboration with key community members and faith leaders.

e- Perceived access

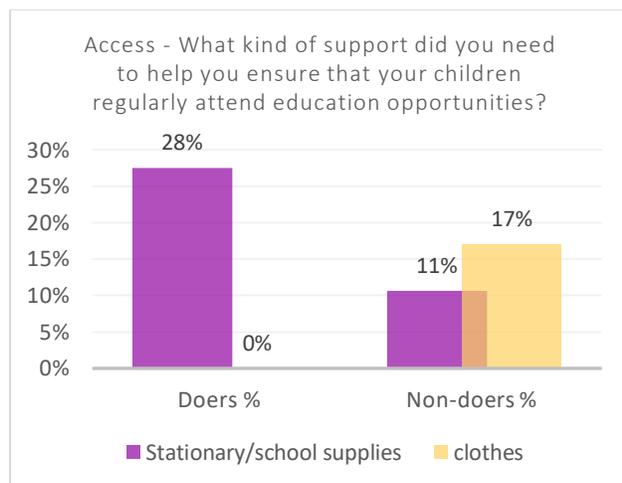


Figure 5-Perceived access

Access:

Regarding access, Doers are 1.5 times more likely to mention that stationery/school supplies were needed to help them ensure that their child regularly attended education opportunities” than Non-Doers while Non-doers are more likely state that clothes would be needed when asked the same question. This finding again highlights immense needs specifically among the non-doers and therefore the need for the multi-sectoral approach discussed before. Further, program designers should ensure provision of stationery and school supplies in future programs as well as clothing items.

f- Perceived susceptibility

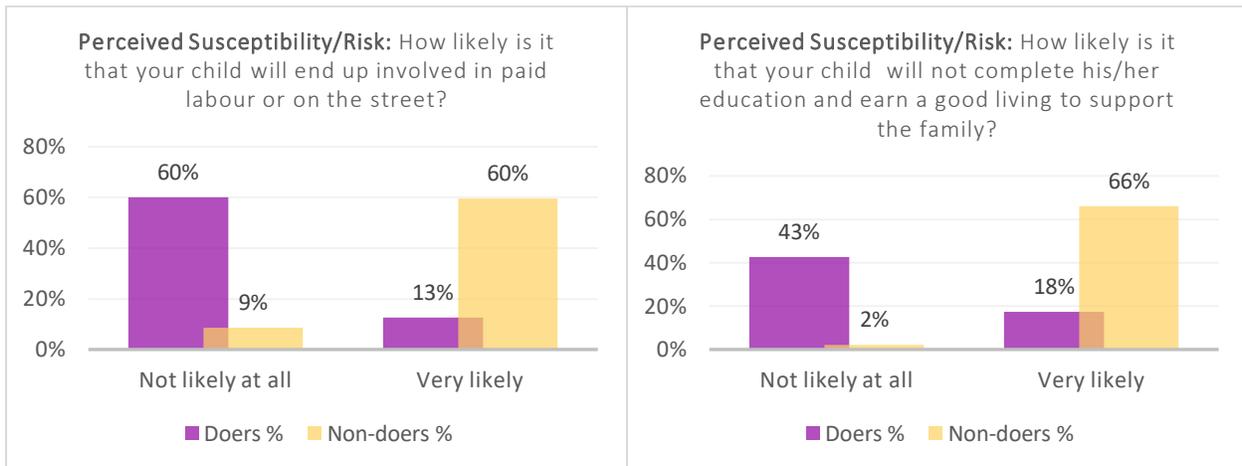


Figure 6- Perceived susceptibility

g- Perceived severity

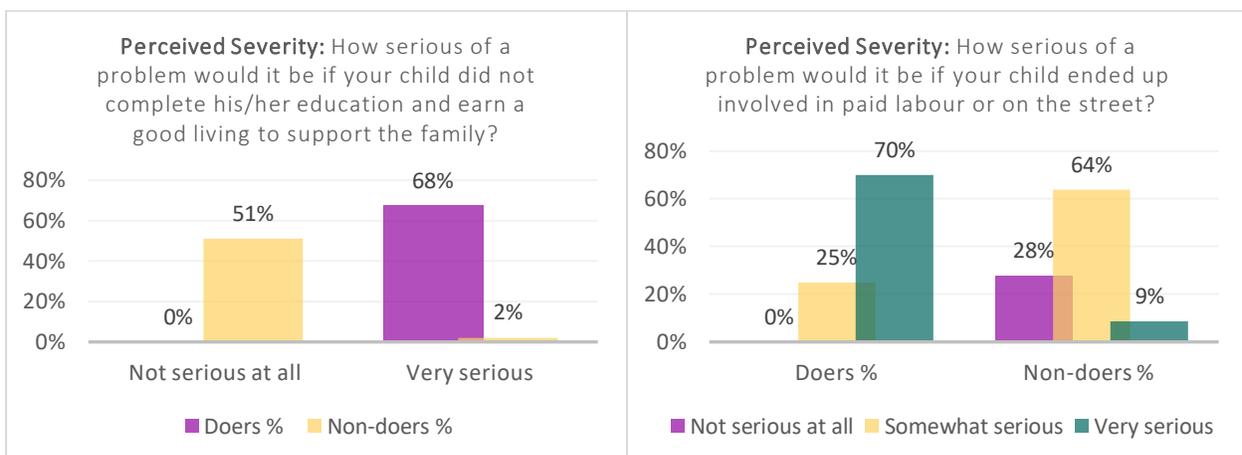


Figure 7- Perceived severity

Susceptibility and Severity: Exposure to risks:

Perception of susceptibility or exposure to risks varied between doers and non-doers, where non-doers are 2.9 times more likely to mention that their child will very probably not complete his/her education and earn a good living to support the family and 3.4 times more likely to say that their child will very probably end up involved in paid labour or on the street. Doers were 2.2 and 2.5 times respectively more likely to negate the aforementioned risks reflecting that they do not perceive them as likely at all. Regarding the perceived seriousness of these problems, Doers are 3.2 times more likely to discern not complete child's education and earning a good living to support the family as a very serious problem while NDs are more likely to consider it as not serious of a problem at all. Similarly, Doers are 3 times more likely discern involvement in paid labour as a very serious problem while NDs are more likely to consider is as not serious to somehow serious (2.1 times).

h- Perceived Action efficacy

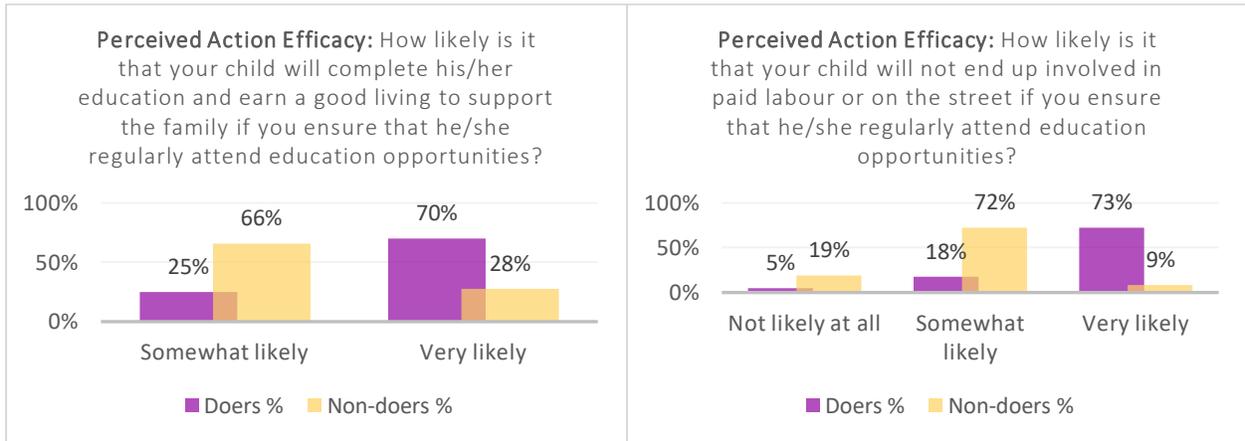


Figure 8- Perceived action efficacy

Action Efficacy: Completion of education will ensure a good living

When assessing the perceived action efficacy, Doers are 2.2 times more likely to believe that if they ensure that their child regularly attends education opportunities, it's very likely that he/she will complete his/her education and earn a good living to support the family. Similarly doers are 3.2 times more likely to believe that if they ensure that their child regularly attends education opportunities then it's very likely that he/she will not end up involved in paid labour or on the street. The perceived action efficacy is lower among the non-doers where they are 2.2 times more likely to believe that their child will complete his/her education and earn a good living to support the family if they ensure that he/she regularly attends education opportunities". Also, non-doers are 2.4 and 3.3 times more likely to believe that it is not likely and somewhat likely respectively that their child will not end up involved in paid labour or on the street even if they ensure that he/she regularly attends education opportunities. Addressing the aforementioned perception of risks, their severity and action efficacy can be also ensured through collaboration with key community members and faith leaders and provision of parenting component with material that tackles the risks related to not enrolling children in school to increase the perception of these risks such as not completing education and involvement in child labour and their repercussions on the quality of life of children.

i- Policy

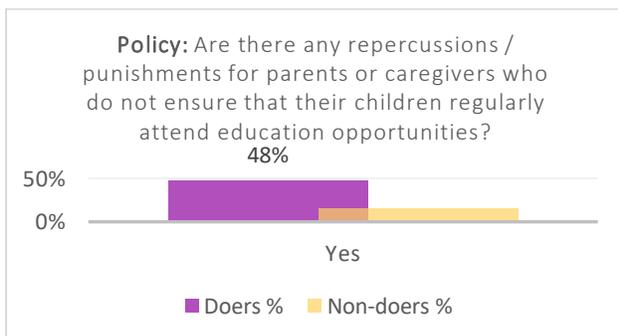


Figure 9- Policy

j- Culture

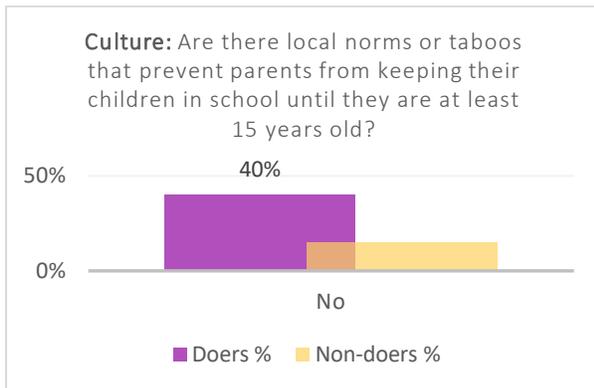


Figure 10- Culture

Policy and Culture: Existence of community laws to ensure regular attendance to school:

Although there were no differences between doer and non-doers in terms of perception of the existence of community laws or rules in place that make it more likely that parents ensure that their children regularly attend education opportunities, doers are 1.8 times more likely to mention that there are repercussions / punishments for parents or caregivers who do not ensure that their children regularly attend education opportunities.

Finally, doers are 1.6 times more likely negate the existence of local norms or taboos that prevent parents from keeping their children in school until they are at least 15 years old.

Limitations & Strengths

The study allowed a proper and broad exploration of the social norms; several questions were addressing this determinant and allowed a maximum examination of the effect on the behaviour as it was evident in the literature review.

The empirical results reported herein should be considered in the light of some limitations. The study was conducted during a precarious timing for the country on many levels including economic and social; an economic crisis grounded by the devaluation of the Lebanese Lira against the USD, the outbreak of COVID-19's and the Beirut port Blast all led to social instability and the exertion of an enormous strain on both vulnerable Lebanese and displaced populations. The aforementioned had repercussions on the respondents' state of mind, responsiveness and concentration. The aforementioned had repercussions on the respondents' state of mind, responsiveness and concentration. Also, beneficiary fatigue was noticed due to the enormous number of studies conducted in the aforementioned period by several organizations which had reverberations on the beneficiaries' willingness to participate and the extent and quality of the participation. Additionally the adoption of remote data collection modality which was dictated by the aforementioned circumstances made it hard to establish rapport with the respondents. During data collection, people briskly answered the questions and they often wanted to tackle topics other than the discussed behaviour sharing their experiences with the exasperating circumstances and the rippling hardships on their daily lives. Though the research team tried to overcome the effects of

these factors by adopting extensive probing, this still was a challenge worth mentioning. In addition to challenges with respondents' concentration, responsiveness was a challenge too where reaching the required sample size was not achieved although the data collection window was stretched beyond what was initially planned. The patterns in participant responses raised some ethical concerns about the appropriateness of conducting assessments, of any type, in volatile timings and contexts given the level of frustration and hopelessness that was evident among the participants.

In terms of the BA methodology itself, a number of limitations should be borne in mind. The methodology relies on self-reported questions which makes the data dependent on the validity/precision of participant's self-reporting of their perceptions and this may have been affected by information bias, specifically social desirability bias. Although self-reporting is at the core of many population-based studies, information bias is one of its prominent limitations specifically in social and behavioural studies. In terms of the statistical analysis approach, the BA methodology relies on Pearson chi-square tests to check for statistical significance. In instances where one of the variables cross-tabulated has an ordinal scale, the use of non-parametric alternatives is more recommended. Additionally, there were many instances where contingency tables/cross-tabulations had empty cells or cells with very small values and in such cases Fisher's exact test is more recommended than a Pearson chi-square test.

Conclusions and Recommendations

This study will inform the development of clear messages and the incorporation/modification of the behaviour change strategy within World Vision Lebanon's technical programme for education. The study served as a supplement to the continuous efforts of the office to abide by the socio-ecological model in its technical programme's approach to induce positive change in the lives of the most vulnerable children. Adopting the socio-ecological model (Figure 11) as the core of the technical programme design and taking into consideration Prochaska's theory on the stages of change, it was important to ensure that this programme has a comprehensive approach addressing all the layers of the model which would enable individuals at any stage of change to achieve effective and sustainable change. The fabrication of such comprehensive programs requires a good understanding of the targeted communities at every level of the socio-ecological model and WVL's efforts in the past year, through the BA and other studies, have been contributing to the formation of this solid understanding.

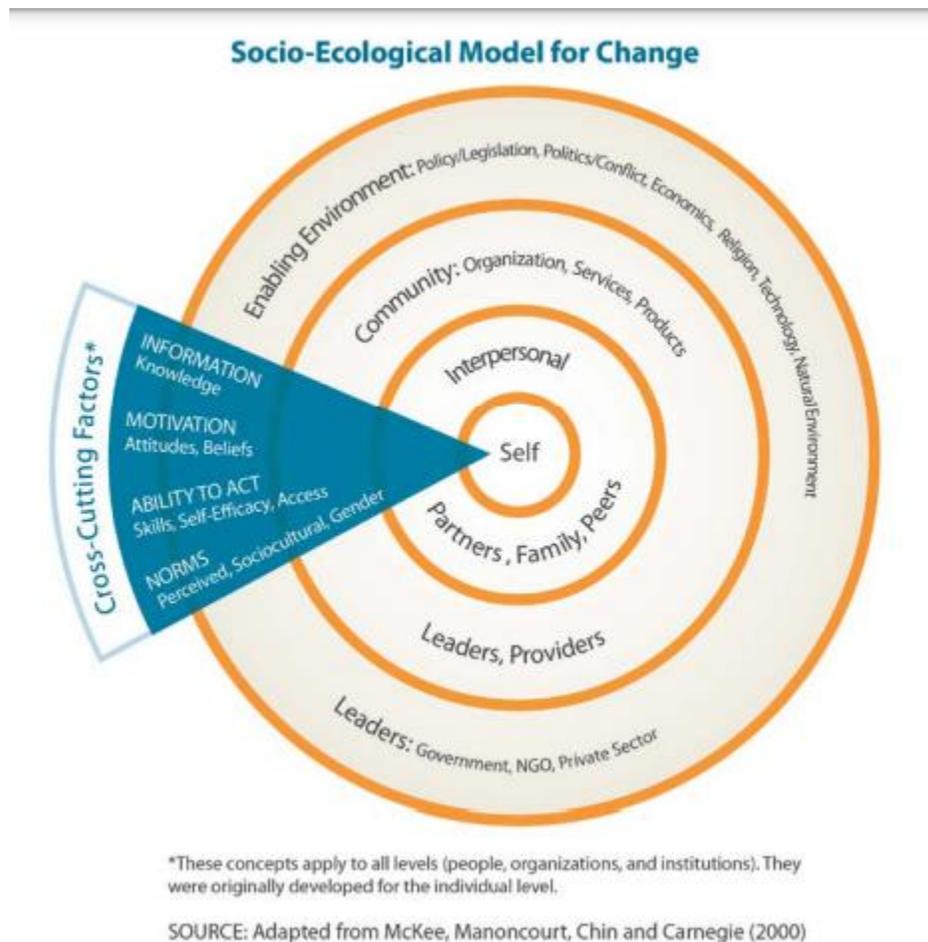


Figure 11- The socio-ecological model.

The findings revealed determinants influencing the behaviour at all the levels; individual level, interpersonal level, community level and enabling environment level, in addition to cross-cutting factors that affect all levels. Self-efficacy, social norms and their interactions with perceived risk and severity, access

and culture were heavily evident in the results. These determinants are among the cross-cutting factors that influence all the layers of the socio-ecological model and hence the findings highlight the need for a comprehensive approach with a lens wider than the individual level rather with a scope covering institutional/policy level. A key to such comprehensive approaches in addition to individual level interventions, is conversation which will ensure the interventions move from “with the community” towards “for the community”.

To build on the findings of this research and utilize them in SBC programming, bridges to activities were pinned down indicating that the program should focus on the following actions listed under the 3 main umbrellas:

A- Parenting Component:

1. Increasing the perception that parents have the personal capacity and are empowered to ensure that their children regularly attend education opportunities.
2. Increasing the capacity of parents to enrol and support their children in completing their studies.
3. Increasing the ability of parents to provide for their children.
4. Eliminating the perception that child’s financial support and their contribution to income is a healthy practice.
5. Reinforcing the perception that education helps children secure a better job in the future.
6. Reinforcing the perception that there are no disadvantages to enrolling children in education.
7. Decreasing the perception that child’s financial support and their contribution to income is a healthy practice.
8. Increasing capacity of the whole family on consequences and risks of sending children to work.
9. Reinforcing the perception that child education is the decision of parents who only allow themselves to be influenced by child rights.
10. Reinforcing/increasing the perception that the family approves of ensuring that children regularly attend education opportunities.
11. Increasing the perception that education has many benefits and is worth the time and resources (education’s value).
12. Increasing the perception that education is necessary for girls and that educated girls have improved life skills, communication skills, and income generating opportunities than girls who leave school and marry.
13. Increasing the perception that everyone, including other parents, family members and community members are ensuring that their children attend regularly education opportunities.
14. Increasing the perception that children who attend education opportunities are more likely to secure better earning jobs to support their families.
15. Increasing the perception that children who do not attend education opportunities and get involved in paid labour are exposed to many risks.
16. Increasing perception of caregivers on policy and consequences of not enrolling children in education.
17. Increasing the perception that there are no local norms or taboos that prevent parents from keeping their children in school until they are at least 15 years old.

B- Capacity building for teachers:

18. Emphasizing on adopting child-centred programs and trainings for teachers to ensure best pedagogical practices in class.

19. Emphasizing on classroom visit observations, coaching and mentoring for teachers to enhance their approaches in learning.

C- Direct delivery:

20. Ensuring provision of transportation to educational institutions and ensure that children are accompanied to take/use the means of transportation.
21. Emphasizing on consulting with children to insure that child participation is applied as a regular process (throughout the learning round).
22. Ensuring and reinforcing birth certification acquisition support initiatives and continuous advocacy to waive requirements.
23. Ensuring collaboration with key community members and faith leaders
24. Ensuring provision of stationary and school supplies in programs.
25. Ensuring provision of clothing items in programs.

Pragmatically speaking, implications from the findings validated the core components of the current educational technical programme adopted by WV. These bridges were translated into activities that fell within the currently adopted programming with the need for augmentation/accentuation of some components with topics/elements highlighted by the findings like child marriage and labour. The detailed DBC framework is available in Annexure 1

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Annexure1

GOAL of the Program: Decrease school dropouts/increase school enrolment			
Problem Statement: 42.6% of Syrian refugee children 3 to 18 years old are not enrolled in any form of education, acceptance of child labour and child marriage among parents/caregivers.			
Behaviour: Parents of children between the ages of 3 and 15 years ensure that their children regularly attend education opportunities.			
Priority Group	Determinants <i>(Barriers or enablers found to be both significant and actionable through formative research)</i>	Bridges to Activities <i>(BtA appear for illustrative purposes only. These must be written based on your unique study results.)</i>	Activities
<u>1.Demographics</u> <ul style="list-style-type: none"> ▪ Parents of children between the ages of 3 and 15 years ▪ Men/Women aged 18 and above. ▪ 82% male headed HHs and 18% female headed HH ▪ Nationality: Syrian ▪ Accommodation: (Ref: VaSyr 2020) <ul style="list-style-type: none"> - Bekaa/baalback hermel: 40% R, 60% non-residential/non-permanent 	<u>Self-efficacy</u> <p>1.Doers are 1.8 times more likely to say “Someone making sure the children take the bus (wife, neighbour) makes it easier to ensure my child regularly attend education opportunities” than Non-Doers.</p>	1.Ensure children are accompanied to take the bus in programming	<ul style="list-style-type: none"> ▪ Emphasize having someone trained accompany the children to the bus, make sure they are on board and are safe.

<p>- Akkar: 41% non-residential/non-permanent, 59% Residential</p> <p>- BML: 11% non-residential/non-permanent, 89% Residential</p> <p>- North: 28% non-residential/non-permanent, 72 % Residential</p> <p>- Nabatiyeh: 15% non-residential/non-permanent , 85% Residential</p> <p>- South: 29% non-residential/non-permanent, 71% Residential</p> <p><u>Reproduction and family planning</u></p> <ul style="list-style-type: none"> ▪ Average size of families: 5 members 	<p><u>Self-efficacy</u></p> <p>2. Doers are 1.9 times more likely to say “The child’s interest in learning makes it easier to ensure my child regularly attend education opportunities” than Non-Doers.</p>	<p>2. Continue ensuring that learning is fun and child centred.</p>	<ul style="list-style-type: none"> ▪ Emphasize adopting child-centred programs and trainings for teachers to ensure best pedagogical practices in class. ▪ Emphasize classroom visit observations, coaching and mentoring for teachers to enhance their approaches in learning. ▪ Emphasize consulting with children to insure that child participation is applied as a regular process (throughout the learning round).
<p><u>Ethnicity and languages</u></p> <ul style="list-style-type: none"> ▪ Language: Arabic ▪ Ethnicity: N/A <p><u>Religion</u></p> <ul style="list-style-type: none"> ▪ No variance 	<p><u>Self-Efficacy/Access</u></p> <p>3. Non-doers are more likely to say “Financial help to cover clothing expenses would make it easier to ensure my child regularly attend education opportunities” than Doers.</p>	<p>3. Increase the ability of parents to provide for their children (clothing).</p>	<ul style="list-style-type: none"> ▪ Integrate Multi-sectoral approach in designs including livelihood. (Already existing livelihoods models under WV). ▪ Provision of clothing within programming.

<p><u>Labour and income</u></p> <ul style="list-style-type: none"> ▪ Occupation: <ul style="list-style-type: none"> Full-time/Part-time employee 11 (2.9%) Business owner/freelancer 9 (2.4%) Daily worker 159 (41.8%) Household care 66 (17.4%) Retired/not working 135 (35.5%) ▪ Top Income Contributor: <ul style="list-style-type: none"> Respondent 179 (46.3%) Spouse/parent 84 (21.7%) Adult children 21 (5.4%) Children under 18 15 (3.9%) Extended family 3 (0.8%) Other: Assistance and/or debt 85 (22.0%) ▪ Total Monthly Income: <ul style="list-style-type: none"> 0 to 300,000 LBP 42 (10.9%) 301,000 to 650,000 LBP 167 (43.2%) 651,000 LBP to 1,000,000 LBP 127 (32.8%) 1,001,000 to 1,300,000 LBP 33 (8.5%) 1,301,000 to 1,600,000 LBP 14 (3.6%) 1,601,000 LBP and above 4 (1.1%) ▪ Perceived Financial Situation: <ul style="list-style-type: none"> Most needs not met 223 (57.6%) Some needs met 139 (35.9%) Most needs met but cannot save money for the future plans 25 (6.5%) Most needs met and saved money for the future plans 0 (0.0%) 	<p><u>Self-Efficacy</u></p> <p>4. Non-doers are more likely to say “Financial help to pay for living expenses would make it easier to ensure my child regularly attend education opportunities” than Doers.</p> <p>4. Non-doers are 1.8 times more likely to say “financial issues would make it more difficult to ensure my child regularly attend education opportunities” than Doers.</p>	<p>4. Increase the ability of parents to provide for their children.</p>	<ul style="list-style-type: none"> ▪ Integrate Multi-sectoral approach in designs including livelihood. (Already existing livelihoods models under WV).
	<p><u>Self-Efficacy</u></p> <p>5. Non-doers are more likely to say “The child’s contribution to the income would make it more difficult to ensure my child regularly attend education opportunities” than Doers.</p>	<p>5. Eliminate the perception that child’s financial support and their contribution to income is a healthy practice.</p>	<ul style="list-style-type: none"> ▪ Provide RCT and NCG focusing on the importance of education for children and decreasing child labour.
	<p><u>Self-Efficacy</u></p> <p>6. Non-doers are more likely to say “The distance to school would make it more difficult to ensure my child regularly attend education opportunities” than Doers.</p>	<p>6. Ensure provision of transportation.</p>	<ul style="list-style-type: none"> ▪ Emphasize the provision of transportation services within programming.

<p><u>Literacy</u></p> <ul style="list-style-type: none"> ▪ Respondent's education level: None/Primary 253 (65.4%) Intermediate/vocational 88 (22.7%) Secondary, Technical or university 46 (11.9%) ▪ Partner's education level: None/Primary 238 (70.0%) Intermediate/vocational 79 (23.2%) Secondary, Technical or university 23 (6.8%) 	<p><u>Self-Efficacy</u></p> <p>Bureaucracy and unavailability of proper documents (Qualitative finding)</p>	<p>7. Ensure Birth certification efforts (Ref.) are included (MOSA). Ensure continuous advocacy to waive requirements</p>	<ul style="list-style-type: none"> ▪ Refer children with no proper documentation (Birth certificate) to service providers. ▪ Emphasize advocacy effort with MEHE to waive enrolment requirements (documents).
<p><u>Communications</u></p> <ul style="list-style-type: none"> ▪ Smart devices ▪ Phone calls, WhatsApp, Facebook groups/pages, and SMS messages. <p><u>2. Daily routine</u></p> <ul style="list-style-type: none"> ▪ Male caregivers are free late afternoon in the community space. ▪ Female caregivers are more available noon onwards in the community space. 	<p><u>Positive Consequences</u></p> <p>8. Doers are 1.5 times more likely to say “An advantage of ensuring that my child regularly attends education opportunities is the securing better job opportunities in the future” than Non-Doers.</p>	<p>8. Reinforce the perception that education helps children secure a better job in the future.</p>	<ul style="list-style-type: none"> ▪ Add to the parenting component themes focusing on the better livelihoods opportunities education enables.
<p><u>Weekly routine</u></p> <ul style="list-style-type: none"> ▪ Attend weekly prayers (Mosque) <p><u>Seasonal routine</u></p>	<p><u>Negative Consequences</u></p> <p>9. Doers are 1.6 times more likely to say “No disadvantages to ensuring that my child regularly attends education opportunities” than Non-Doers.</p>	<p>9. Reinforce the perception that there are no disadvantages to enrolling children in education.</p>	<ul style="list-style-type: none"> ▪ Provide RCT and NCG focusing on the importance of education for children and decreasing child labour.

<ul style="list-style-type: none"> ▪ School attendance decreases with agricultural seasons in agricultural regions and with fishing seasons (in coastal areas). <p>4. Common Barriers</p> <ul style="list-style-type: none"> ▪ Feeble access to quality systems (health, education (except for tuition fees)), limited income, Access (limited spaces in public schools), large families, economic and political crisis, documentation issues (only 28% of refugee children have birth certificates), the educational system does not cater for children with disability and access/retention issues for children with disability, social tension, discrimination. 	<p><u>Negative Consequences</u></p> <p>10. Non-doers are more likely to say “Losing a source of income or a helping hand would be a disadvantage of ensuring that my child regularly attends education opportunities” than Doers.</p>	<p>10. Decrease the perception that child’s financial support and their contribution to income is a healthy practice.</p> <p>Increase capacity of the whole family on consequences and risks of sending children to work.</p>	<ul style="list-style-type: none"> ▪ Integrate Multi-sectoral approach in designs including livelihood. (Already existing livelihoods models under WV). ▪ Provide RCT and NCG focusing on the importance of education for children and decreasing child labour.
<p><u>5. What the priority group knows, feels and practices about the behaviour.</u></p> <ul style="list-style-type: none"> ▪ No laws to help promote enrolling children in education. ▪ Interaction of education with child labour and child marriage. ▪ Acceptance of child marriage (socially and legally). ▪ Perceptions about de-prioritization of education. ▪ Perceptions promoting child labour. ▪ they get information from faith leaders, peers ▪ Males make the decisions related to school enrolment and grandparents of the child have an influence in the decision. 	<p><u>Social Norms</u></p> <p>11. Doers are 1.9 times more likely to say “People that they know support them in ensuring that their child regularly attends education opportunities” than Non-Doers.</p> <p>11. Non-doers are 1.7 times more likely to say “People that they know would not support them in ensuring that their child regularly attends education opportunities” than Doers.</p>	<p>11. Reinforce the perception that child education is the decision of parents who only allow themselves to be influenced by child rights.</p>	<ul style="list-style-type: none"> ▪ Provide RCT and NCG focusing on the importance of education for children and decreasing child labour. ▪ Expand the focus of community groups to include messages about the importance of education.

<ul style="list-style-type: none"> Some think that education helps children become cultured and secure a better future while others think that education is a waste of time and resources. Some enrol children in education (given they are able to) <p><u>6. Stage of change</u></p> <ul style="list-style-type: none"> Doers: Action (given that the service is secured free of charge) Non-doers: pre-contemplation/ contemplation. 	<p><u>Social Norms</u></p> <p>12. Doers are 2 times more likely to say “Immediate family approves of or supports them in ensuring that their child regularly attends education opportunities” than Non-Doers.</p> <p>12. Non-doers are 6 times more likely to say “Some family members would disapprove of/oppose them in ensuring that their child regularly attends education opportunities” than Doers.</p>	<p>12. Reinforce/increase the perception that the family approves of ensuring that children regularly attend education opportunities.</p>	<ul style="list-style-type: none"> Provide RCT and NCG focusing on the importance of education for children and decreasing child labour.
<p><u>7. Gender roles in relation to behaviour</u></p> <ul style="list-style-type: none"> Child marriage for girls hinders the behaviour. Child labour for boys hinders the behaviour. Large families, girls’ education is sacrificed. Preference to educate boys over girls when means are restricted. Perception that a girl will get married and stay in the house so education is not as important to girls. Girls cannot remain in school because girls are expected to help their mothers with the chores at home. 	<p><u>Social Norms</u></p> <p>13. Doers are 1.7 times more likely to say “No one disapproves of/opposes them in ensuring that their child regularly attends education opportunities” than Non-Doers.</p>	<p>13. Ensure collaboration with key community members and faith leaders</p> <p>Reinforce the perception that child education is the decision of parents who only allow themselves to be influenced by child rights.</p>	<ul style="list-style-type: none"> Provide RCT and NCG focusing on the importance of education for children and decreasing child labour. Expand the focus of community groups to include messages about the importance of education.

<ul style="list-style-type: none"> ▪ Girls cannot remain in school because girls are expected to get married and form families. ▪ Boys miss school because they are expected to work. ▪ Boys miss school because they are expected to help their parents. 	<p><u>Social Norms/Perceived susceptibility/perceived severity</u></p> <p>14. Non-doers are more likely to say “Those who would disapprove would do so because they think that education is a waste of time and a long process, the child could be working instead” than Doers.</p> <p>14. Non-doers are more likely to say “Family members and/or the community mention that education is useless and complain about spending money on it” than Doers.</p> <p>14. Doers are 2.2 times more likely to say “It’s not likely at all that their child will not complete his/her education and earn a good living to support the family” than Non-Doers.</p> <p>14. Non-doers are 2.9 times more likely to say “It’s very likely that their child will not complete his/her education and earn a good living to support the family” than Doers.</p> <p>14. Doers are 2.5 times more likely to say “It’s not likely at all that their child will end up involved in paid labour or on the street” than Non-Doers.</p> <p>14. Non-doers are 3.4 times more likely to say “It’s very likely that their child will end up involved in paid labour or on the street” than Doers.</p> <p>14. Non-doers are more likely to say “It wouldn’t be a serious problem if their child did</p>	<p>14. Increase the perception that education has many benefits and is worth the time and resources (education’s value).</p> <p>Increase capacity (of the whole family) on consequences and risks of sending children to work.</p>	<ul style="list-style-type: none"> ▪ Integrate Multi-sectoral approach in designs including livelihood. (Already existing livelihoods models under WV). ▪ Provide RCT and NCG focusing on the importance of education for children and decreasing child labour. ▪ Add to the parenting component themes focusing on the better livelihoods opportunities education enables. ▪ Expand the focus of community groups to include messages about the importance of education.
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	<p>not complete his/her education and earn a good living to support the family” than Doers.</p> <p>14. Doers are 3.2 times more likely to say “It would be a very serious problem if their child did not complete his/her education and earn a good living to support the family” than Non-Doers.</p> <p>14. Non-doers are more likely to say “It wouldn’t be a serious problem if their child ended up involved in paid labour or on the street” than Doers.</p> <p>14. Non-doers are 2.1 times more likely to say “It would be a somewhat serious problem if their child ended up involved in paid labour or on the street” than Doers.</p> <p>14. Doers are 3 times more likely to say “It would be a very serious problem if their child ended up involved in paid labour or on the street” than Doers.</p>		
	<p><i>Social Norms</i></p> <p>15. Non-doers are more likely to say “The family and wife’s parents think that education is not necessary for girls since should get married” than Doers.</p>	<p>15. Increase the perception that education is necessary for girls and that educated girls have improved life skills, communication skills, and income generating opportunities</p>	<ul style="list-style-type: none"> ▪ Provide RCT and NCG focusing on the importance of education for children and decreasing child labour.

		<p>than girls who leave school and marry.</p>	
	<p><u>Social Norms [Descriptive]</u></p> <p>16. Non-doers are 2.5 times more likely to say “Most of the other parents / caregivers they know do NOT ensure that their children regularly attend education opportunities” than Doers.</p> <p>16. Doers are 1.7 times more likely to say “most of their family members who have children (siblings, cousins) ensure that their children regularly attend education opportunities” than Non-Doers.</p> <p>16. Non-doers are 6 times more likely to say “most of their family members who have children (siblings, cousins) do NOT ensure that their children regularly attend education opportunities” than Doers.</p> <p>16. Non-doers are 1.8 more likely to say “Most of their community members belonging to their faith group ensure that their children</p>	<p>16. Ensure parenting component is targeting more family members</p> <p>Increase the perception that everyone, including other parents, family members and community members are ensuring that their children attend regularly education opportunities.</p>	<ul style="list-style-type: none"> ▪ Provide RCT and NCG focusing on the importance of education for children and decreasing child labour. ▪ Expand the focus of community groups to include messages about the importance of education.

	<p>regularly attend education opportunities” than Doers.</p>		
	<p><u>Access</u></p> <p>17. Doers are 1.5 times more likely to say “Stationary/school supplies were needed to help them ensure that their child regularly attended education opportunities” than Non-Doers.</p>	<p>17. Ensure provision of stationary and school supplies in programs</p>	<ul style="list-style-type: none"> ▪ Ensure provision of stationary in programming.
	<p><u>Action Efficacy</u></p> <p>18. Non-doers are 2.2 times more likely to say “It’s somewhat likely that their child will complete his/her education and earn a good living to support the family if they ensure that he/she regularly attends education opportunities” than Doers.</p> <p>18. Doers are 2.2 times more likely to say “It’s very likely that their child will complete his/her education and earn a good living to support</p>	<p>18. Increase the perception that children who attend education opportunities are more likely to secure better earning jobs to support their families.</p>	<ul style="list-style-type: none"> ▪ Ensure the programming includes retention support activities. ▪ Add to the parenting component themes focusing on the better livelihoods opportunities education enables.

	<p>the family if they ensure that he/she regularly attends education opportunities” than Doers.</p>		
	<p><i>Action Efficacy</i></p> <p>19. Non-doers are 2.4 times more likely to say “It’s not likely at all that their child will not end up involved in paid labour or on the street if you ensure that he/she regularly attends education opportunities” than Doers.</p> <p>19. Non-doers are 3.3 times more likely to say “It’s somewhat likely that their child will not end up involved in paid labour or on the street if you ensure that he/she regularly attends education opportunities” than Doers.</p> <p>19. Doers are 3.2 times more likely to say “It’s very likely that their child will not end up involved in paid labour or on the street if you ensure that he/she regularly attends education opportunities” than Doers.</p>	<p>19. Increase the perception that children who do not attend education opportunities and get involved in paid labour are exposed to many risks.</p>	<ul style="list-style-type: none"> ▪ Provide RCT and NCG focusing on the importance of education for children and decreasing child labour.

	<p><u>Policy</u></p> <p>20. Doers are 1.8 times more likely to say “There are repercussions / punishments for parents or caregivers who do not ensure that their children regularly attend education opportunities” than Non-Doers</p>	<p>20. Ensure collaboration with key community members and faith leaders</p> <p>Increase perception of caregivers on policy and consequences of not enrolling children in education.</p>	<ul style="list-style-type: none"> ▪ Provide RCT and NCG focusing on the importance of education for children and decreasing child labour. (covering policy on CL) ▪ Emphasize advocacy efforts on enforcement of policies related to CL. ▪ Emphasize advocacy efforts on enforcement of policies on compulsory education.
	<p><u>Culture</u></p> <p>21. Doers are 1.6 times more likely to say “There are local norms or taboos that prevent parents from keeping their children in school until they are at least 15 years old than Non-Doers.</p>	<p>21. Ensure collaboration with key community members and faith leaders</p> <p>Increase the perception that there are no local norms or taboos that prevent parents from keeping their children in school until they are at least 15 years old.</p>	<ul style="list-style-type: none"> ▪ Expand the focus of community groups to include messages about the importance of education.

*Green colour: Activities already existing in World Vision Lebanon’s Technical Programme; Might need supplementation with new topics/theme