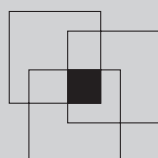




International  
Labour  
Organization

# Kenya: emerging good practices in laying foundations for child labour-free zones

## A case of Busia, Kilifi and Kitui Districts



International  
Programme on  
the Elimination  
of Child Labour  
(IPEC)

ILO Country Office for the United Republic of  
Tanzania, Kenya, Rwanda and Uganda



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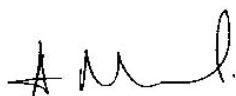
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# FOREWORD

By documenting the good practices that emerged in implementation of SNAP project, ILO-IPEC have once again recognized the unlimited creativity in families, communities and partner organizations in finding solutions to child labour. Based on a very strict criteria, this report has identified several innovative, effective, efficient and sustainable interventions that stand out as good practices, and can be replicated. The eleven good practices documented represent only a few of the many practices that were by any standards worth highlighting. In fact, it took long debates between the author of the report, the SNAP project team and partners to decide on which practices should be documented and which ones should be left out in this report. There was simply not enough space to document all of them. However, most have been captured in our other various reports.

As part of support to the National Action Plan (NAP) on child labor in Kenya, the experiences documents in this report is one of the tools that ILO-IPEC SNAP project and ILO provides to the government and stakeholders as a mean to continue addressing the child labour challenge. This has come at an opportune moment when the reform in governance, especially the implementation of devolution is being undertaken. We hope that both the national and county governments and the social partners and civil society organizations will explore and replicate the good practices.



Alexio Musindo  
Director  
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Tanzania, Kenya, Rwanda and Uganda



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# EXECUTIVE SUMMARY


The ILO-IPEC has been implementing the project “Creating an enabling environment for child labour free areas in Kenya: Supporting the implementation of the National Action Plan (SNAP Kenya) for the elimination of the WFCL with special focus on agriculture and older children”, from February 2010 to November 2013. The broader objective was to lay foundations for the creation of child labour-free zones (CLFZs) in Busia, Kitui and Kilifi Counties. The project has directly been supporting the Kenya Government’s National Action Plan (NAP) whose goal is the elimination of the worst forms of child labour by 2015. This report is a collection of good practices and lessons learned during the implementation of the project.

At the national level, the project supported the integration of child labour concerns into national policies, programmes and instruments; the enabling enforcement of legislation relevant to child labour; and the building of partnerships and networks to support and coordinate activities on child labour at all levels. The other main activities of the project consisted in capacity strengthening of relevant institutions, partners and structures to take action against child labour, and expanding the knowledge base. At the local level, models of intervention were strengthened or established for effective local structures to prevent children at risk from falling into child labour, and to withdraw those in a child labour situation and support them either to be reintegrated back to formal schools, and for those not able to go back to school, they received support for vocational skills training. Withdrawal was also done through improving working conditions and reducing exposure to hazardous work (protection) for children who have reached the minimum age for admission to employment. These efforts were complemented by support for income-generating activities (IGAs) to the parents of children that were withdrawn or prevented from child labour as a move towards improving lost income and enhancing their social support options, as well as the establishment of a community-based Child Labour Monitoring System (CLMS). Ultimately, the parents were expected to better protect their children from falling into labour, when their ability to meet their children’s basic and schooling needs were enhanced.

The documentation of good practices was a learning process for the project partners, the Government of Kenya and other stakeholders in the children sector. It was meant to share experiences from the national level and the three project sites (Busia, Kitui and Kilifi counties). The exercise was carried out in the month of July 2013, and it involved in-depth consultations with project partners and a wide range of beneficiaries in all the three project areas.<sup>1</sup> Documentation relied on qualitative approaches, which allow for wider consultations and clarification of issues.

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<sup>1</sup> See Annex 1 for details of all people interviewed.



Eighteen practices were proposed and evaluated. Finally, only eleven were selected and documented as good practices. Practices were evaluated along seven criteria namely innovativeness and creativity, effectiveness and impact, replicability, sustainability, relevance, responsiveness, ethical soundness, efficiency and implementation. Project partners, beneficiaries and stakeholders were asked to evaluate each of the practices along this criterion, citing examples.

The following practices are presented as good:

1. Good practice ONE: child labour network at the national level;
2. Good practice TWO: integrated area-based approach (IABA) for the elimination of child labour;
3. Good practice THREE: formation of Local Child Labour Committees (LCLCs) to champion child labour issues;
4. Good practice FOUR: beneficiary focused planning and monitoring through Direct Beneficiary Monitoring and Reporting (DBMR) System;
5. Good practice FIVE: use of child labour champions, ambassadors and community facilitators;
6. Good practice SIX: strengthening Child Labour Monitoring System (CLMS) through “Nyumba Kumi”;
7. Good practice SEVEN: children and journalists rise up against child labour;
8. Good practice EIGHT: use of the “commercial villages” (CVs) model;
9. Good practice NINE: integrating occupational safety and health (OSH) into technical, vocational and entrepreneurship training (TVET) curriculum;
10. Good practice TEN: training on skilled parenting;
11. Good practice ELEVEN: integrating child labour concerns in Collective Bargaining Agreements (CBAs).

This documentation exercise revealed that the project was implemented using simple, practical and innovative approaches that were relevant to the needs of the people in the three project areas and therefore owned by the local communities. The project paid special focus on building the capacity of national and local level stakeholders. This would later harness resources within the stakeholders’ reach and marshal them towards fighting child labour. Stakeholders were part of problem identification, solution formulation and implementation. An informed and active society is really the foundation of a child labour-free zone (CLFZ).

# ABBREVIATIONS

AAC	Area Advisory Council
AMWIK	Association of Media Women in Kenya
ANPPCAN	African Network for the Prevention and Protection against Child Abuse and Neglect
APDK	Association for the Physically Disabled of Kenya
CBA	Collective Bargaining Agreement
CDK	Catholic Diocese of Kitui
CEFA	European Committee for training and Agriculture
CESVI	Cooperazione e Sviluppo
CLAN	Children Legal Action Network
CLFZ	Child labour-free zone
CLMS	Child Labour Monitoring System
COTU-K	Central Organization of Trade Unions-Kenya
CPU	Child Protection Unit
CSEC	Commercial sexual exploitation of children
CSO	Civil Society Organization
CV	Commercial Village
CWSK	Child Welfare Society of Kenya
DAC	Day of the African Child
DBMR	Direct Beneficiary Monitoring and Reporting System
DCLC	District Child Labour Committee
DWCP	Decent Work Country Programme
FKE	Federation of Kenya Employers
GP	Good practice
HUSO	Humanitarian Support Organization
IABA	Integrated area-based approach
ICS	Investing in Children and their Societies
IEC	Information Education and Communication

IGAs	Income-generating activities
ILO	International Labour Organization
IPEC	International Programme on the Elimination of Child Labour
KAACR	Kenya Alliance on Advancement of Children
KDC	Kitui Development Centre
KJKA	Kilifi Jua Kali Association
KLDTDAWU	Kenya Long Distance Truck Drivers and Allied Workers Union
KICD	Kenya Institute of Curriculum Development
KNHRC	Kenya National Human Rights Commission
KNBS	Kenya National Bureau of Statistics
KUDHEIHA	Kenya Union of Domestic, Hotels, Education Institutions Hospitals and Allied Workers
KUSPAW	Kenya Union of Sugar Plantation and Agricultural Workers
LCLC	Local Child Labour Committee
MOL	Ministry of Labour
MTG	Moving the Goal Posts
NAP	National Action Plan
NCCS	National Council of Children Services
REEP	Rural Education and Economic Enhancement Programme
RESCOU	Regional Counselling and Psychosocial Organization
ROC	Rights of the Child Clubs
SC	Save the Children
SCOPE	Strengthening Community Partnership and Empowerment
SCREAM	Supporting Children's Rights through Education, the Arts and the Media programme
SHG	Self Help Group
SIYB	Start and Improvement your Business
SNAP	Support to the National Action Plan project
SOLWODI	Solidarity with Women in Distress
TDH	Terre des Hommes
TVET	Technical, vocational and entrepreneurship training
WFCL	Worst forms of child labour



# 1. BACKGROUND AND CONTEXT

## 1.1 Introduction

Child labour, especially its worst forms, remains a concern for the Government of Kenya. The ILO-IPEC and the Kenya National Bureau of Statistics (KNBS) released a child labour analytical report in June 2008,<sup>2</sup> which states that over 1 million children aged 5-17 years old, or 7.9 per cent of the total number of children aged 5-17 years, are still working in Kenya and remain deprived of quality education, good health, and other basic needs. The Government of Kenya developed a National Action Plan (NAP) for the elimination of child labour in 2004 as part of the country's commitment to implement the ILO Convention No. 138 on the Minimum Age, 1973, and ILO Convention No. 182 on the Worst Forms of Child Labour, 1999. The NAP seeks to achieve the goal of eliminating the worst forms of child labour in Kenya by 2015.

## 1.2 The project

The ILO-IPEC project “Supporting the effective implementation of Kenya's National Action Plan (NAP) for the Elimination of Child Labour in Kenya 2004-2015” (SNAP project), revised 2008, aims to eliminate all worst forms of child labour in Kenya by 2015. The SNAP project has been on-going since February 2010 and is due to be closed in November 2013. The project aimed at laying foundations for the total eradication of child labour through prevention, withdrawal (removal and protection) and reintegration of children back to the normal life of a child.

## 1.3 Project objectives

The following are the three immediate objectives of the SNAP project, which guided the implementation:

- at the end of the project, relevant national policies, programmes and legislation harmonized with the National Action Plan (NAP) to eliminate child Labour and enforced;

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<sup>2</sup> ILO-IPEC; Kenya National Bureau of Statistics (KNBS). *Kenya Integrated Household Budget Survey, 2005/2006*. Nairobi, ILO, 2008.

- at the end of the project, the capacity of national and local authorities and social partners is enhanced to support the effective implementation of the NAP;
- by the end of the project, effective models for establishing child labour-free zones (CLFZs) are tested in three districts with documented processes and experiences.

## 1.4 Main activities

At the national level, the SNAP project supported the following activities: integration of child labour concerns into national policies programmes and instruments; enhancement and enforcement of legislation relevant to child labour; and building of partnerships and networks to support and coordinate activities on child labour at all levels. Further, capacity of relevant institutions, structures and partners to take effective action against child labour was strengthened, and so was the capacity of partners to collect and analyse information on child labour. At the local level, models for effective local structures were established or strengthened such as the Area Advisory Councils (AACs), District Child Labour Committees (DCLCs) and Local Child Labour Committees (LCLCs), while children withdrawn from labour were reintegrated back to formal school and those who could not continue with formal school, were enrolled into vocational skills training to enable them access relevant education and skills for transition to decent work. Models of intervention were documented and disseminated. The SNAP project also identified viable employment opportunities for youth (children 15-17 years old) locally so as to link the skills learned and/or education received and the market to enable them transit to decent work. Further, the project sought to improve the economic and social conditions of working children and their families by supporting them and their parents to start income-generating activities (IGAs) and introducing them to existing social safety nets and social protection schemes. Improving the social economic well-being of families and communities is a protective and preventive measure that provides sustainability even after the project closes.

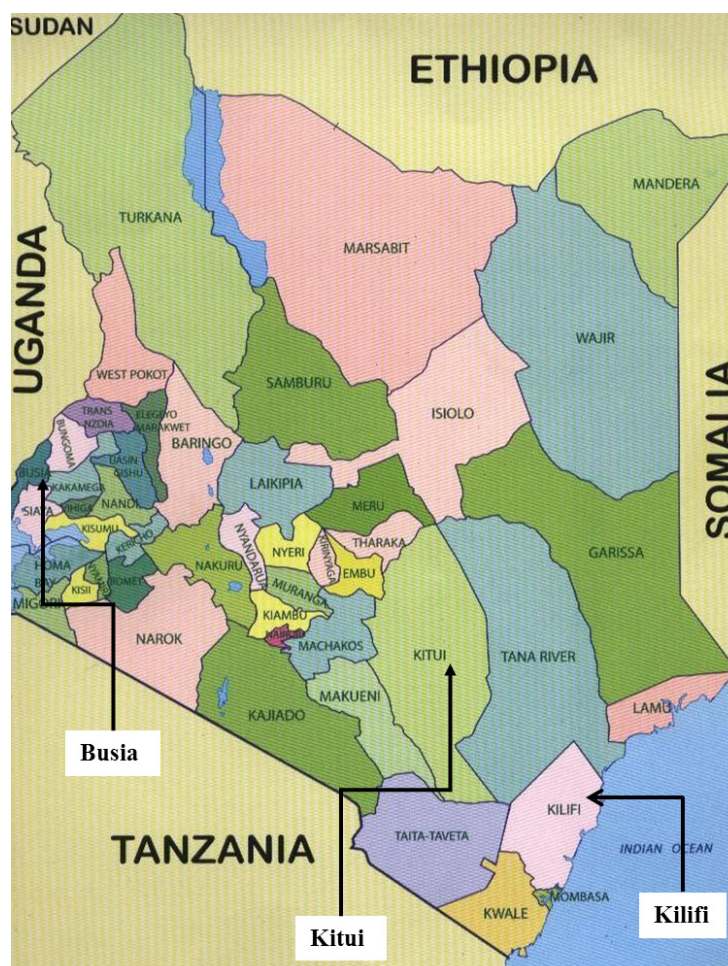
## 1.5 Intervention logic

The SNAP project in Kenya utilised the integrated area-based approach (IABA) as the main delivery strategy to lay foundations for the creation of child labour-free zones (CLFZs) in three districts of Busia, Kitui and Kilifi. IABA allows for targeting, elimination and prevention of all forms of child labour prevalent in a well-defined geographical area. Through this approach, elimination of child labour is managed as a process integrated in the country's national and regional (county/district) priorities especially those dealing with poverty alleviation and education. IABA thus allows for close integration of different interventions aimed at prevention, removal, rehabilitation and protection of young workers (16-17 years) with those aimed at empowering vulnerable families and local communities, to improve their welfare.

## 1.6 Project sites

Project actions were at both the national level and in the three target counties of Busia, Kitui and Kilifi where different models were tested. These counties/districts were selected during the project formulation stage through a consultative process. Criteria used included previous support from ILO-IPEC under the TBP project of support and the existence of structures such as District Child Labour Committees (DCLCs) that could spearhead implementation at the local level, some success stories that could further be built on, prevalence of certain types of child labour and regional

coverage of the country. The districts have similarities such as high levels of poverty with 60-70 per cent of the population living below poverty line (World Bank, 2008), and a mixture of urban and rural areas. Reasonable infrastructure was in place including primary and secondary schools and youth polytechnics though physical access remained a challenge in some areas. The target districts are indicated on the Kenya map below.



Counties where the SNAP project was implemented.

## 1.7 Project management structure

The SNAP project was managed by a team headed by a Chief Technical Advisor (CTA), based in ILO Nairobi. The team was further supported by three local coordinators stationed in the three project districts/counties. These oversaw all project activities in their respective districts. In each district, the project partnered with several local organizations, (implementing partners), responsible for direct implementation of activities. In Busia, the Implementing partners were Humanitarian Support Organization (HUSO), Investing in Children and their Societies (ICS), Rural Education and Economic Enhancement Programme (REEP), Farm Concern International (FCI), Kenya Union of Sugar Plantation and Allied Workers (KUSPAW) and Kenya Long Distance Truck Drivers and Allied Workers Union (KLDTDWU). In Kitui, the Implementing partners were Child Welfare Society of Kenya (CWSK), Kitui Development Centre (KDC), Catholic Diocese of Kitui (CDK), Farm Concern



International (FCI), and the Kenya Union of Domestic, Hotels, Education Institutions Hospitals and Allied Workers (KUDHEIHA), while in Kilifi the implementing partners were Moving the Goal Posts (MTG), Strengthening Community Partnership and Empowerment (SCOPE), Solidarity with Women in Distress (SOLWODI) and Kilifi Jua-Kali Association (KJKA), and Kenya Plantation and Agricultural Workers Union (KPAWU).

At the national level, the SNAP project partnered with Government ministries in charge of labour, education, agriculture, youth and children among others. Others partners were the Central Organization of Trade Unions-Kenya (COTU-K) which represents workers, the Federation of Kenya Employers (FKE) representing employers, the Association of Media Women in Kenya (AMWIK), Kenya Institute of Curriculum Development (KICD) and Kenya National Bureau of Statistics (KNBS). At both national and district levels, the project collaborated with various organizations and networks including the Children Legal Action Network (CLAN) and the Regional Counselling and Psychosocial Organization in Busia, the Child Fund in Kitui, and the commercial sexual exploitation of children (CSEC) network in Kilifi.

## 1.8 Purpose, scope and clients of the good practices

The documentation of good practices (GPs) covered all project activities implemented by all project partners at all levels. The documentation is informative not only to ILO but also to the Government of Kenya and other stakeholders in child labour. It provides vital learning points that can be adopted and or replicated, thereby amplifying the message on creating child labour-free zones (CLFZs) in the country. It helps inform continuity of strategies for combating child labour through IABA. The strategies and practices that worked can be replicated and up-scaled without having to re-invent the wheel. The GPs serve to improve interventions not only among ILO partners but also among other actors involved in anti-child labour campaigns in the country. These findings will be shared with partners, members of the round table forum on elimination of child labour, local level structures, project beneficiaries and other stakeholders.





## 2. METHODOLOGY

### 2.1 Introduction

The exercise was a delicate balancing act that ensured that proposed good practices (GPs) satisfied the set criteria for documentation of GPs, and at the same time making sure that activities that took place during the project implementation, which worked well in contributing to the project objectives did not go unreported. The process was therefore detailed in approach as it sought to achieve deep reflections by stakeholders on various issues, which, to most of them, would appear normal but which worked tremendously well in contributing to the project objectives.

### 2.2 Approach

This exercise was structured into 3 main phases. The first phase involved the review of project documents which led to the identification of potential areas for GPs. The review also informed development of tools and guidelines for the documentation. The second phase involved collection of data for documenting GPs. This was done through wide consultations with stakeholders in the three project sites and at the national level. The third and final phase involved analysis of data from the field consultations, report writing, and validation of the documented GPs.

#### 2.2.1 Review of relevant literature

Literature review commenced soon after the exercise was commissioned by ILO-IPEC and continued throughout the documentation period. Materials reviewed include: the project documents, materials on IABA strategy, materials on CLFZ and materials on GPs documentation. Project materials including technical progress reports, internal monitoring and evaluation reports, documents and publications developed with support from the SNAP project were also reviewed. Preliminary review of literature showed that a number of potential areas for GPs had been identified by the project partners; these were further evaluated during the exercise.

## 2.2.2 Field visits and consultations

Fieldwork took place in the month of July 2013. The initial interviews were conducted in Nairobi with six key partners and stakeholders including Ministry of Labour, National Council for Children Services, project staff and Central Organization of Trade Unions-Kenya (COTU-K) (Annex 1). Field visits followed in sequence, starting with Busia, then Kitui and finally Kilifi. Focus group discussions (FGDs) and key informant interviews (KIIs) with stakeholders and groups of stakeholders were used to collect data. Qualitative approaches were deemed feasible because they allowed for in-depth analysis and exploration of issues. All stakeholders were facilitated through the discussions by well-trained qualitative researchers. They were asked to evaluate the proposed GPs along the seven criteria of innovativeness and creativity, effectiveness and impact, replicability, sustainability, relevance, responsive and ethical and efficiency, and implementation. A checklist of questions (Annex 2) was used to guide discussions with over 100 partners and stakeholders, and about 70 children. Children were interviewed in focus groups using child friendly techniques which made the discussions more interesting. They sang songs, recited poems and performed drama skits on various messages relating to child labour. Examples drawn from the project activities were sought to justify each criteria. The methods used were in our considered judgment valid under the circumstances. Many people from different areas were consulted whose views form the basis for the documented GPs.<sup>3</sup>

## 2.2.3 Good practices report

Documentation of GPs was thematically done. Each practice was supported with evidence on why it is a good practice along the seven set criteria. Notably, GPs need not necessarily meet all the criteria. This information was then condensed into four sub-headings: how the GP was implemented, why the practice is a good practice, achievements and impact, and lessons learned.

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<sup>3</sup> See Annex 1.



## 3. IDENTIFIED GOOD PRACTICES

This chapter presents 11 good practices (GPs) from the ILO-IPEC SNAP project in Kenya that were identified and evaluated by stakeholders in Nairobi, Busia, Kitui and Kilifi.

### 3.1 Good practice ONE: child labour network at the national level

Formation of a network of actors on child labour at the national level is one of the documented GPs. Networks in child labour related interventions work well in countering the dynamic and multifaceted nature of child labour. They help in pulling resources together, and rally the network members towards a common objective: eradication of child labour. More importantly, networks promote coordination of activities which results to effectiveness and efficiency in the implementation of activities and a more comprehensive approach to the fight against child labour. This then leads to quick and more noticeable impact at both national and local levels.

#### 3.1.1 How the practice was implemented

It started as a round table meeting for various stakeholders in the child labour sector. This eventually evolved into a Child Labour Focal Points Network composed of 11 government departments,<sup>4</sup> one employer organization (FKE), one workers' organization (COTU-K) and 17 members drawn from different civil society organizations (CSOs).<sup>5</sup> Through the Ministry of Labour, this network was first convened for a sensitization meeting where they discussed child labour issues especially child labour mainstreaming. They also explored areas where individual members of the network could contribute. Thereafter the network continued meeting to discuss and take action on different matters relating to child labour. The convener of this network was the child labour division in the Ministry of Labour, but network members took up different responsibilities, including financing logistical costs during network meetings and hosting the meetings.

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<sup>4</sup> Ministries of Labour, Education, Gender and Children Services, Migration, Youth, Local Government, Agriculture and departments such as Police, Attorney General's Office, KNHRC.

<sup>5</sup> The 17 members include KAACR, ANNPCAN, TDH, SC, CEVSI, CEFA, USK, CWSK, Pendekezo letu, and Child Line.

### 3.1.2 Why it is a good practice

This network of child labour actors at the national level demonstrated that no single individual, organization or agency can effectively eradicate child labour single-handedly. Networks work better. They allow for resources mobilization, generation of ideas and improved coordination and efficiency in fighting child labour. Previously, actors in child labour were conservative in nature. Interventions only allowed for minimal or no input from other partners. Actors worked alone and viewed others as competitors. This failed the test of time. This practice was a departure from the past. Child labour holds strong linkages across sectors and only many different actors have the different and unique ways that can break these linkages.

This practice was innovative and creative in bringing on board partners in and outside government. Some government departments such as, youth and migration were previously not actively involved in child labour. Similarly a number of civil societies organizations (CSOs) were involved in child labour issues in different areas, but some had not been involved in guiding policy on children especially at the national level. This network effectively broadened the scope of interventions on child labour in line with the IABA. The network was effective in mobilizing and leveraging of additional technical and financial resources, with members contributing in different ways. Further, the network was meaningful to the members, as it offered them a forum to table and address child labour issues most significant to them at the highest level. The practice is also replicable in any other sector and area. Indeed at the local level within this project, similar networks were replicated as evidenced by networks formed such as the CSEC network in Kilifi, the anti-jigger committee, the gender and HIV network and Child Care and Protection Committees in Busia and a consultative forum for street children in Kitui. The child labour network in combating child labour at the national level has a strong chance for sustainability. It brought together institutions and departments in government, workers' and employers' organizations and CSOs that have previously existed. These will remain and will continue to carry out their primary mandates, alongside that of eliminating child labour in their areas of jurisdiction. These organizations have their own resources and do not rely on the project to carry out their mandate. The network was genuine and based on mutual respect for what each organization was able to deliver. There were no "big or small boys." They worked in very cost effective ways where each made a contribution based on their areas of expertise, and only what they could afford. The minimal financial requirements in addressing child labour issues and better results within the network will continue to encourage them to work together.

### 3.1.3 Achievements and impact

The child labour network brought additional financial and technical resources to the SNAP project. Different network members, offered to finance child labour activities such as sensitization and working meetings. The network contributed in different ways. For example, they gave input towards review and formulation of Child Labour Policy that was before Cabinet at the time of this documentation. The network also gave input to the development of the list of hazardous work, development of a mapping tool and child labour data collection tool, in addition to collaborating in awareness-raising activities such as the World Day Against Child Labour and the Day of the African Child. Members of the network especially government officers helped in pre-testing data collection tools for the National Children Database, which was being tested by the National Council for Children Services (NCCS) at the time of this exercise. The work of this network was appreciated by Government officers.

The Ministry of Labour further reported that they were strengthening the partnership with KNBS, which will see the inclusion of child labour indicators in the national surveys carried out by KNBS. This is cost effective and an efficient way to build data on children. Additionally, the network



resulted to better coordination of actors at the national level, and therefore better planning of activities in the project sites by different stakeholders. This was made possible by the direct linkage between the network and member officials at the local level where projects were implemented. This prevented duplication of activities, thus promoting sound use of resources especially time and finances. The network brought on board different expertise, from different fields, this was cost-effective compared to commercial hiring of experts to draft the policy and the tools.

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*“There is now talk of a very strong network within  
the Ministry of Labour.”*

*Christine Otieno, Ministry of Labour Officer.*

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Another milestone from the networks was increased efficiency in collection of data, not previously available to policy makers in the children sector. Members of the network, especially those from government ministries fed data into the children database. For the first time, data on children was being transmitted from different ministries into a national children database. The database has immense potential for supporting more informed and focused decision making, based on more recent and accurate data. Generally the child labour network made work appear quite easy to execute. Not because it was easy but because of the efficiency and effectiveness they brought on board.

### 3.1.4 Lessons learned

- There is strength in different partners coming together to address child labour. This leads to more effectiveness and better results, as evidenced in the intervention to address the jigger issue in Busia, or withdrawal of children from CSEC in Kilifi and in dealing with street children in Kitui among others.
- That partnerships work best when child labour interventions are integrated in the mainstream processes, strategies and activities of organizations and institutions. This is cost effective and does not require much of additional time outside the usual work schedule. This will also lead to sustainability and people will quickly get used to monitoring child labour as a routine.

## 3.2 Good practice TWO: integrated area-based approach (IABA) for the elimination of child labour

The integrated area-based approach (IABA) used in this project is also documented as a good practice. The IABA allows for targeting of all forms of child labour prevalent in a well-defined geographical area.<sup>6</sup> Through the IABA, elimination of child labour is managed as a process integrated in the country's priorities, especially those on poverty alleviation, employment, skills development, and education for all. IABA, therefore, allows close integration of various interventions aimed at prevention, removal and rehabilitation, and protection of children engaged in or at risk of child labour, and rights of all children to education, with those aimed at empowering vulnerable families and local communities. IABA has been used in other ILO projects in different countries such as Uganda, Malawi, India and Brazil.

### 3.2.1 How the practice was implemented

The first step was identification of target counties/districts. This was followed by identification of the specific project sites (target areas), which involved close consultations with all the relevant stakeholders. Target areas were equivalent to administrative locations. In each county, local organizations were identified to work as the project's Implementing partners. Stakeholders from different sectors, community leaders, and members of the public were mobilized and supported to form Local Child Labour Committees (LCLCs)<sup>7</sup> that would coordinate and oversee project activities. Notably, these local committees brought on board some non-traditional partners in the fight against labour, for example, an employer of children in Busia. This, not only made everyone part of the solutions but it supported the tackling of child labour and child abuse issues from different angles.

#### Case study - Withdrawal

Kabi, 18 is a form 2 student at Mtepeni secondary school. Her life has not been smooth. She had re-sat her class 8 primary examinations because of lack of funds to pay her secondary school tuition fee and still could not proceed to secondary. In 2010, at 15 years she was offered a job as a house girl in Bamburi where she worked for 1 year, earning a meager Ksh. 500 (5.8 USD) a month. She would send the little she made back home to support her siblings.


Her working schedule was tight. She took care of two young children and another 2 who attended school. Her normal work-day was 17 hours. This did not deter her resolve to work, though on her own admission the experience as a house girl was far from what she had expected. She also suffered physical and psychological abuse from her employers.

One day, she went to buy milk and vegetables. This was not usual for her. She hardly left the house. This was one of the few days she would leave the house; she bumped into her former teacher, who upon exchanging pleasantries realized that Kabi was no longer in school. She asked her to report back to school as soon as she was able to, something she did in two days. The former teacher had spoken to the head teacher who had already notified SOLWODI. Support with uniform and learning materials saw Kabi back to school where she was upbeat. She was also an active member of the soccer team.

She was thankful to her teacher and SOLWODI for what she called a turning point in her life.

<sup>6</sup> See ILO-IPEC. *Integrated area-based approach as a strategy for laying foundations for child labour-free zones - A case of Busia, Kilifi and Kitui Districts in Kenya*. Dar es Salaam, ILO, 2013.

<sup>7</sup> Membership to the LCLCs included officers from the different ministries, organizations working on children issues, local administrators, traditional and religious leaders, employers.



LCLC members were trained on child labour issues and child labour monitoring as a way of equipping them with the necessary information, knowledge and skills on how to deal with child labour in a holistic manner. In essence, IABA departs from the sector-based approach in that under IABA, all forms of child labour in an identified area are targeted for elimination. Interventions, therefore, target all sectors in which child labour takes place. The approach further targets the broader community and not just children in labour and their parents/guardians, but it includes support for young people and parents and involvement of young and old community members as volunteers, monitors and child labour ambassadors. Children aged 15-17 years and young people were also trained on business development skills, green jobs and agricultural skills with a view to empowering the broader community, thus targeting the future parents as well.

Using IABA, the SNAP project utilized three interrelated strategies to reach children: withdrawal, prevention and protection from child labour. Withdrawn children were re-integrated back to primary or secondary schools, or supported with skills training through apprenticeship or through formal technical institutions. The project also supported awareness-raising and income-generating activities (IGAs) of youth and parents/guardians of vulnerable children. This was first, to equip people with knowledge and in addition improve their welfare so as to better take care of their children's needs in the future thus contributing to prevention of child labour. The project further promoted safe work procedures and trained both business owners and young workers on occupational safety and health (OSH) thus promoting decent work and protection in the work environment.

### 3.2.2 Why it is a good practice

IABA was an innovative approach in the child labour sector. It focused on the elimination of all forms of child labour, and brought on board all actors in the sector. This was a departure from past interventions, most of which targeted child labour in specific sectors. Unlike previous approaches therefore, IABA prevents children from shifting from one form of child labour in one sector to another in a different sector within the target areas. This practice served to show the importance of a holistic approach in dealing with child labour in a specific area.

IABA was effective in stimulating action by all child labour stakeholders in the target areas. Each was able to contribute what was relevant to their mandate. IABA equipped people to monitor and act on child labour as they carry out their other day to day activities. IABA as an approach was highly relevant and responsive to the needs of the community given that selection of the focus areas was consultative. Besides, the approach is replicable in any other setting as long as a problem and geographical focus is identified and mutually agreed. IABA was strongly founded on active and effective community based structures such as the DCLCs, LCLCs, Self Help Groups (SHGs) and work place committees. These structures are representative of the community. They are formations by community members; with an objective to address their immediate felt economic and social needs. These structures thus have a clear chance of surviving beyond the project period, carrying out their activities and monitoring child labour in the respective areas. To project partners, the approach led to more impact, a reason to encourage actors to continue using IABA in their other programmes.



### 3.2.3 Achievements and impact

Through IABA, the ground was laid for the elimination of child labour in the target areas. This was for example evident in Nasewa in Nambale and Musokoto in Walatsi, both in Busia and Kyangwithya in Kitui County. In Musokoto Deb Primary School for example clear messages that the areas were child labour-free zones (CLFZs) were visible around the compound.



Musokoto Deb Primary School, 2013.

And to consolidate and ensure sustenance of child labour eradication efforts, parents and youth in these areas were supported with IGAs such as growing of tissue culture bananas, potatoes, and poultry rearing. Older children (15-17 years of age) were trained in skills that propelled them to the job market. In Nasewa, youth that were supported for skills training were mobilized in groups, registered with social services, and linked to the Ministry of Youth to access other funds. They had opened up businesses which were earning them incomes. Most importantly, these youth are also training other children who were not supported by the programme but were involved in child labour. Children of school going age were re-integrated back to school. Notably, IABA went beyond interventions directly related to reducing child labour and working only with direct project beneficiaries. It allowed for a broader focus on communities in general.

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***“IABA leads to easier coordination among actors which enables them to maximize on their synergies in utilization of resources.”***

*A Kitui Development Centre member.*

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IABA also allowed for more effective and efficient monitoring and action against child labour. Stakeholders monitored and acted on child labour incidences in their areas of work. For example, officers from the Ministry of Agriculture monitored on child labour in the agricultural sector and improvement of agricultural production for parents/guardians. Officers in the health sector monitored child labour issues from a health perspective. Education officers focused on education issues and officers from the Children Department monitored issues relating to child protection in general including abuse and neglect. Given that communities in the target sites had been stimulated to act on child labour, all were keen to monitor and act on any noted incidences. Consultations with community members and government officers indicated that they were keen to notice and question why a child of school going age was not in school. Previously, they were less bothered.

IABA improved the child labour referral system given the generally better understanding of the respective actors and their roles. The education officer in Kitui, contributing during the meeting with the DCLC observed that there were indications of improved performance by schools in the project



area occasioned by reduced absenteeism made possible by improved networking and monitoring by stakeholders. Given the holistic approach, it became possible for the project to address emerging and underlying issues that had a bearing on child labour. In Busia, for example, jigger infestation was identified as a major problem that directly contributed to child labour and to children missing school. Together with the Ministry of Public Health, the project supported treatment of affected children and adults. Sensitization of children with disabilities and their caregivers was also done in Kitui as explained in the box to the right. Kilifi similarly laid more focus on commercial sex exploitation of children, mainly perpetrated through the tourism sector.

Project stakeholders were satisfied, with many testifying, that with IABA, results can be easily consolidated and impact felt within shorter periods of time compared to when a wide area is targeted. The approach is also a tool for resource mobilization and leveraging of synergies across sectors and organizations.

### 3.2.4 Lessons learned

- IABA allows for more collaboration by development partners. The focus on a specific area enables all actors to contribute to eliminating child labour in areas that they are strong in leaving the rest for others.
- Awareness-raising and clear understanding of IABA by stakeholders is necessary. Many stakeholders may not understand the logic in choosing an area, in circumstances where the problem may be widespread.
- While IABA may focus on a designated area, children involved in labour have no boundaries. They are likely to migrate from the target area to a non-target area. It becomes even more complicated if they migrate to another the country, such as would happen in Busia. Eliminating child labour in such situations therefore requires the application of comprehensive strategies that ensure withdrawn children do not have a chance to drift back to child labour, outside the integrated area.

#### **Responding to emerging needs A holistic approach**

During the project monitoring missions, jigger infestation in Walatsi, Busia and physical disability in Kitui were identified as conditions that significantly contributed to child labour. These had not initially been planned for in the project. However, children infested with jiggers and those with disability were not attending school. Their self esteem was low as they did not live normal lives as children, where they could play and attend school like other children. Two people had died from the jigger problem and several were bed-ridden. Through the project coordinators in Kitui and Busia proposals were sent to ILO-IPEC, which, upon evaluation, were allocated some funding to address the two issues.

The implementing partner, Rural Education and Economic Enhancement Programme (REEP), with support from the Ministry of Public Health and Sanitation, identified 20 community health volunteers who were trained on treating jiggers. With ILO funding, treatment kits were purchased and seven schools benefited from the treatment. In total, 734 children and 47 adults were treated. Homes were also fumigated.

Similarly, the project partnered with the Association for the Physically Disabled of Kenya (APDK), in creating awareness on child rights and child labour issues in the context of children living with disability. The awareness creation was facilitated by one of the special schools in Kitui. During the sensitization forums, it emerged that there were many children that were under locks and chains in houses due to their disability. The interventions helped in empowering children with disability and their care givers on children rights. Additionally, they were able to understand that children living with disabilities were supported by the law and deserved to lead normal lives.

### 3.3 Good practice THREE: formation of Local Child Labour Committees (LCLCs) to champion child labour issues

The effective fight against child labour requires community ownership. It touches on people's knowledge, beliefs, practices and culture. Community ownership on the other hand is best forged when people are adequately involved in project activities and in making decisions that affect them. Interventions that require changes in attitude and practices work best when the community decides on the changes themselves. Engagement of communities through representative community members was adopted in this project and Local Child Labour Committees (LCLCs) formed in different project areas.

#### 3.3.1 How the practice was implemented

Local Child Labour Committees (LCLCs) were formed at the locational and local level. Their membership was composed of different stakeholders, including religious leaders, government officers, CSOs and local administrators. In some areas, LCLCs incorporated “non-traditional” partners such as an employer (Jaggery owner) in Busia. Their involvement was a way of making employers part of the solution to eradicate child labour. LCLCs were responsible for the coordination of project activities in their areas of jurisdiction, including identification of beneficiaries, needs assessment, reporting and referring cases of child labour and abuse, at the local level handling of some cases relating to child labour through reintegration and referrals, following up on children withdrawn from labour and awareness-raising activities around the community. LCLC members took advantage of community gatherings and meetings including funerals, weddings, general public meetings, and religious gatherings to create awareness on child labour and on the project activities. They also made follow-ups with children above 16 years old who worked to ensure that payments and hours worked were commensurate to their age and that they were not being exploited or exposed to hazardous work. The LCLCs further organized the community into groups, christened “Nyumba Kumi” (ten households) whose responsibility was to monitor child labour within their immediate environments.

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*“Tunafuatilia kuona kama analipwa pesa mzuri ama ni ya kununua mandazi tu” [We follow up to they are paid well and not a few pennies to buy snacks.]*

*LCLC member on why they monitored working conditions of children aged 16 and above.*

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### 3.3.2 Why it is a good practice

This GP serves to underscore three things: First, is the crucial role that community members play in addressing problems and challenges that affect them. Second, it is testimony to the fact that joint efforts work effectively in addressing community problems. The practice practically placed community members at the centre of implementation of project interventions. The LCLCs, were literary involved in actual execution of project activities in their areas of jurisdiction. Third, the practice was able to demonstrate the benefit of devolving responsibilities to the people affected by interventions. Solutions to eradication of child labour really lies within the communities. They are therefore best placed to formulate and execute activities to eradicate the vice. Further, the LCLCs added value to their role. They formed groups of households, “nyumba kumi” that were more effectively able to monitor the child labour situation in their area.

While such local level committees may not have been new, the “nyumba kumi” concept was an innovative approach of community-based child labour monitoring system (CLMS). Generally LCLCs were effective; the people most affected by child labour were at the centre of addressing the problem. This resulted to quick results as the problem was being tackled at source. The LCLCs were all sensitized on CLMS and reporting which boosted their understanding of the problem. The committees were therefore relevant and responsive to the needs of the community. Their sustainability potential was high. The membership consists of people located or working within the community and draws from the volunteer spirit of members. They were well equipped with information on child labour and understood the importance of preventing children from child labour and indeed from any forms of abuse. In some areas, such as Kilifi, officials from the county governments gave indications that LCLCs were effective and that the Government should form closer collaboration with them even in addressing other community problems. Similar sentiments were echoed by DCLCs, which observed the need to continue strengthening LCLCs, in subsequent projects on child labour. The LCLC can be replicated in any other place.

### 3.3.3 Achievements and impact

The LCLCs worked well in laying foundations for creation of child labour-free zones (CLFZs). They were particularly effective in minimizing errors in the process of targeting beneficiaries, given that most beneficiaries were known to the LCLC members who would eventually vet and decide beneficiaries that were most deserving. The membership of the LCLCs included local administrators and officers from line ministries at the location/local level. This gave LCLCs direct linkage to line ministries and other institutions such as District Child Labour Committees (DCLCs) and consequently the Area Advisory Council (AAC). This gave the LCLCs clout and mandate to handle child labour issues in the community. Their composition attracted respect across the community as well. Members of the LCLCs also worked as community facilitators and child labour volunteers, champions and ambassadors. They freely interacted with the local people and effectively handled cases of child labour within the community that they understood well, including its culture and traditions. The awareness-raising activities and approaches that they used to fight child labour were well adapted to the local situations. They were therefore effective and efficiently delivered. The photo below shows members of the Nasewa LCLC in Busia.

*“We are not well off people. When I use my KSh. 200 to attend the LCLC meeting, my wife expects something from me when I come back home. Most of the times she gets angry at me and asks: ‘twakula hizo meetings’ [Shall we eat those meetings?].”*

*LCLC Member in Kilifi on the need for more support towards establishing IGAs which will provide some cushion for transportation costs for LCLC members.*



Nasewa LCLC members in Busia, 2013.

### 3.3.4 Lessons learned

- Although local support structures were based on volunteerism, it emerged that members at the LCLC level were facing difficulties in meeting their transportation costs around their areas of jurisdiction. Members traversed wide areas sometimes spending substantially on transport costs. It therefore adds value to support the structures to establish IGAs, and develop funding proposals as a sustainability measure.
- Local settlement of cases, including serious cases of child abuse was still rife in the three project sites. This continued to frustrate efforts made by the LCLCs.

### 3.4 Good practice FOUR: beneficiary focused planning and monitoring through Direct Beneficiary Monitoring and Reporting (DBMR) System

Through the Direct Beneficiary Monitoring and Reporting (DBMR) System, all beneficiaries were profiled and a needs assessment carried out which informed the nature of support they received. The DBMR System was used a tool in this project to collect data on children, family members and community members who received goods or services directly from the project. The profile form was used to capture baseline information on every individual targeted. The monitoring form captured data on the progress of beneficiaries while the aggregate reporting form captured the number of beneficiaries reached by the implementing partners. The verification form was mainly a checklist to verify that information on each beneficiary was accurate while the database consolidated all beneficiaries' information.

#### 3.4.1 How the practice was implemented

DBMR was designed by ILO-IPEC as the means of accounting for support received and progress made by individual direct beneficiaries. It was further complemented by guidelines developed by ILO-IPEC and shared with all the Implementing partners. Each partner was trained on the system and received a soft version of the DBMR System. The DBMR tools were pre-tested during the training to ascertain that all Implementing partners understood them well so as to minimize mistakes. Installation of the DBMR System for all the Implementing partners was done. The very initial data to be collected was the profile of the beneficiary and their needs assessment. Consequently monitoring data on the progress of the child was collected every three months. This was done through actual visits to the individual beneficiaries. Data collection was carried out by the Implementing partners with support from community resource persons. Collected data was then physically keyed into the system and required reports generated.

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***“This is a reality check! It is the most effective monitoring system the organization has encountered.”***

*An ICS member commenting on the effectiveness of DBMR System.*

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#### 3.4.2 Why it is a good practice

This practice was documented as good to demonstrate that it adds value to collect detailed information about a beneficiary for three main reasons. First, it reduces targeting errors of inclusion and exclusion. Second, it informs the nature of support for each beneficiary through the needs assessment and third, it sets the benchmark for future tracking of progress made by beneficiaries. Effective and focused interventions require detailed information on all project beneficiaries. The system not only profiled the beneficiaries but it also kept track on the progress of those benefiting from the project. This allowed the implementing partners to monitor what was working well and why and what was not working and appropriate actions taken to remedy the situation. Courtesy of this system, the project ensured efficiency in resource allocation. With detailed information on each beneficiary, support provided was focused and well-targeted. Therefore, DBMR was not

only good in monitoring the progress made in preventing and withdrawing beneficiaries from child labour but it also improved efficiency in allocation of resources.

While many programmes collect data, not all collect baseline data on direct beneficiaries. Data collected is usually general. Collection of baseline and subsequent monitoring data on beneficiaries ensured interventions were relevant and responsive to the needs of those being supported. Further, with the data, resources were efficiently allocated because interventions targeted specific needs, and therefore effectively responded to those needs. The DBMR can be easily replicated and this had already taken place with one of the Implementing partners, the Child Welfare Society of Kenya (CWSK). In terms of sustainability, the system will remain relevant as long as development agencies need to closely monitor progress in the beneficiaries they work with. Adoption of the system by CWSK, and positive remarks from other Implementing partners was a clear testimony that this system made monitoring easier and efficient. Its use only required simple training of staff and virtually negligible operational costs as data is collected and analysed as part of the normal monitoring procedures, using the normal computer operating software.

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*“We have always endeavoured to track the project beneficiaries in all our projects not only the SNAP project but this has been a great challenge for us. The DBMR System has made this much easier. As an organization we have adopted and tailored the system and are now using it in our other projects.”*

*A CWSK member.*

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### 3.4.3 Achievements and impact

One of the milestones of this good practice was the ability to collect data on direct beneficiaries that was used to undertake a needs assessment which further informed the nature of support. This was complimented by the ability of the system to collect data on the progress of the beneficiaries every three months. This supported decision making on any remedial measures that were needed to improve impact on the beneficiary.

Though some Implementing partners faced slight challenges at the beginning, they all later understood and implemented the system. ICS in Busia commended the system for its effectiveness in monitoring.<sup>8</sup> Other partners were equally satisfied with the system. CWSK went ahead to adapt and replicate the system on their wider child protection programmes across the country. The CWSK Programme Coordinator reported that the system had made their data collection and processing easy, efficient and effective. It was also reported that implementing agencies were able to account for all beneficiaries who had benefitted from the project since it began, through regular data collection and reporting generated from the DBMR System. Tracking of the beneficiaries' progress was made easy as attested by CWSK .

### 3.4.4 Lessons learned

- The DBMR system was a simple and practical tool for monitoring direct beneficiaries. Its adoption by other organizations does, however, take time. Changing from what they are used to requires patience. Besides, different organizations have different capacities. They all cannot move in one pace.

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<sup>8</sup> ILO-IPEC. *SNAP project self evaluation workshop report*. 18th to 20th February 2013, Mombasa. Nairobi, ILO, 2013.



### 3.5 Good practice FIVE: use of child labour champions, ambassadors and community facilitators

Child labour champions and ambassadors were individuals who had some level of influence within the target areas. They contributed to the fight against child labour through their messages on child labour or actions in the community. They included people such as head teachers, chiefs, business people, radio presenters, local leaders and individuals whose actions significantly contributed towards project objectives. Community facilitators or volunteers on the other hand were individuals in the community who decided to give their time to the project. They worked closely with Implementing partners especially in community mobilization, sensitization and in supporting logistical issues.


#### 3.5.1 How the practice was implemented



Child labour ambassadors, musician Ms. Masha Mapenzi and local radio presenter Mr. George Biff Mkuzi.

Champions and ambassadors were identified through consultations between project stakeholders. Some of the considerations were their interest in project activities, availability for the project and their acceptability in the community. However, other champions emerged from the project, based on their actions. Ambassadors and champions supported the project through passing key messages on child labour or acting towards the elimination of child labour. They used the media, bill boards and community forums to pass messages on child labour to the public. In Kilifi, for example, the implementing partner Strengthening Community Partnership and Empowerment (SCOPE) recruited a prominent radio presenter and a musician as child labour ambassadors. Given their occupations, they were able to reach out to a larger audience with messages on child labour.

Community facilitators were identified and engaged by Implementing partners to support community mobilization. But there were facilitators and volunteers who through their own volition gave their time to project activities. They understood the project objectives, owned the activities and made a



decision to commit their time to the project activities. Their role in the community saw many of them serve as members of the LCLCs. Community facilitators and volunteers were first trained on child labour issues, project activities and other community engagement skills such as mobilization and counselling. This prepared them for among other things, awareness-raising activities elaboration, and identification of beneficiaries, reporting of child labour cases, withdrawal of children from hazardous work, counselling, child labour monitoring and community mobilization. Some moved from door to door creating awareness on child labour, others took advantage of religious gatherings and public meetings to create awareness, and others directly supported children to get back to school. They also offered logistical support to the Implementing partners. They literally worked as foot soldiers in the project, determined to change the situation of children in their areas. Champions and ambassadors, facilitators and volunteers worked with minimal expectations. They were always driven by the urge to help children move out of child labour.

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*“Haya maneno tumekuja kueleza na vijana wetu ambao wamejitolea mbanga kubudumia watoto wetu. Hili ni jambo la busara...” [We have been sensitized on child labour issues by our own people who have devoted their time to the service of our children. This is commendable.]*

*Community Member in Kilifi.*

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### 3.5.2 Why it is a good practice

This was documented as a good practice to highlight the need for influential individuals in the community to take lead in combating child labour. These eventually influence the community in a positive way. Eradication of child labour is a process and not an event. As such, consistent efforts need to be focused on changing people's attitudes and practices, a role that child labour champions and ambassadors played effectively. They served as a constant reminder that child labour is harmful. As community members, they understood the community dynamics better than any outsider and were likely to positively influence local people better than an outsider. Facilitators and volunteers were equally able to penetrate the deepest parts of the community where child labour was hidden, for example, in domestic labour. The members of the community could also identify with them a factor which, in part, led to community appreciation and ownership of the project activities.

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*“It's all about saving a child from worst forms of labour which feels like saving the future. I can never be unhappy.”*

*A community facilitator in Kitui on what motivates them.*

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Community facilitators, volunteers, champions and ambassadors resolve and will to work towards the elimination of child labour was out of their own volition and they depended very little on the project. Their work will thus continue even when the project support ends. To motivate them, project Implementing partners supported them with skills that would see them engage in IGAs. Earnings from these IGAs would complement their work and support their movement. Replication of this practice is possible in any community where people are empowered with the requisite information on child labour. There exist many such champions in communities only that their potential requires to be unleashed by building their knowledge on child labour.



### 3.5.3 Achievements and impact

Community facilitators, volunteers, champions and ambassadors were a consistent reminder in the community that child labour should be eradicated. They traversed the project sites with one message that children of school going age should be in school. They were effective because they understand the local culture and practices and therefore blended well in the community. A community member who was informally interviewed in Kilifi was full of praise for the community volunteers and facilitators for their good service in assisting children.

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*“There is no better joy for any parent than to have children that are educated and able to lead their independent lives. If everyone understood the value of education, we would not be seeing the poverty we see around us.”*


*Child labour ambassador in Busia.*

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Mulinge beside his tool boxes.

With a clear understanding of the community diversity, facilitators fostered community involvement and participation among local residents. They helped communicate information relating to child labour in a manner easily understood by community members in the areas they worked. Ambassadors similarly stimulated community members to report and act on child labour. Consultations with some ambassadors revealed their passion towards eradicating child labour noting that they were motivated by the joy of seeing children excel in their education. One child labour ambassador in Busia, who is also a businessman observed that the key to eradicating poverty was education and that he was passionate seeing all children in school.



In one isolated incident, a child from the project did a commendable act of withdrawing a friend from child labour and further invited him to train with him where he had been attached for vocational skills training. The young man would learn and share the skills learnt with his friend. After completing the course, he was now training his friend in similar skills and he is optimistic that he will be able to train another when he gets done with this first one. This was commendable and worth mentioning.

### 3.5.4 Lessons learned

- It gradually became apparent that community facilitators and volunteers had their own individual responsibilities to support their livelihood needs. They would therefore face limitations in committing time to the project. This is expected and possibly the reason why some facilitators were forced to ask for allowances from the implementing agencies. It was therefore necessary to find ways to motivate the volunteers through support with skills training and IGAs and provision of small stipends to meet their transportation costs sometimes.
- Eradiation of child labour is a decision that individuals make and it is not so much about the resources available but a resolve to give children an opportunity to be children.

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*“My work and that of the village elders has been made easier.  
A workable mechanism has been presented to us to creatively involve  
the parents in child protection.”*

*Chief, Nasewa Location.*

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## 3.6 Good practice SIX: strengthening child labour monitoring system (CLMS) through “Nyumba Kumi”<sup>9</sup>

Child labour is not always open for everyone to see. Most times children in labour are hidden and very difficult for an outsider to notice or identify. It takes place at home, in and around the community. It is usually camouflaged in normal day to day tasks. In addition, children withdrawn from labour easily fall back to laborious conditions because no deliberate efforts are made to follow up and nurture the withdrawn children. This situation calls for a good monitoring system on the situation of children in labour or at risk of falling into labour. “Nyumba Kumi” (ten households) a village-based child labour monitoring system (CLMS) worked well in continuously monitoring child labour. Such close monitoring is an important component of a CLFZ. It provides local level intelligence on children and generates information on necessary action to secure the children’s welfare.

### 3.6.1 How the practice was implemented

A “Nyumba Kumi” is a group of ten households which come together for a common goal: to monitor child labour in their areas. In each village, the elder or chief groups ten households neighbouring each other to work together in combating child labour. This has helped the community members to watch over each other’s back as indicated by the chief-Nasewa location. The “Nyumba Kumi” was conceived to add value to the work of the LCLCs. For each “Nyumba Kumi” one member was selected as the monitor and charged with the responsibility to monitor and report child labour incidences in their locality. The monitors kept basic information on their cluster and reported to the child help desk located at the chief’s offices.

“Nyumba Kumi” therefore brought together community members who took upon themselves to monitor all forms of child labour in their immediate environment, alert and take action on any cases of child labour they come across. Formation of the “Nyumba Kumi” therefore rejuvenated parents to take a special interest in shunning child labour in their households.

### 3.6.2 Why it is a good practice

This GP demonstrates that the fight against child labour is not a one off activity, but a process, which requires close monitoring of the situation of children right at the source. While the LCLC was mandated to monitor child labour, it was not possible for it to thoroughly monitor child labour in all sections of its area of jurisdiction. The “Nyumba Kumi” therefore, comprising some LCLC members effectively took up this role in very simple and practical ways. This practice was outstanding because it was community driven and it brought on board, parents and community members, whose children were affected. Through “Nyumba Kumi”, it was possible for the community to monitor children from birth. It was also a reality check for most parents, who inevitably ensured that child labour was eradicated in their households before moving out to monitor the situation outside. This directly reduced incidences of child labour in the participating project areas.

The households were grouped and rallied behind the push to eradicate child labour based on a felt need in the community. Ideally, preventing children from hazardous work has long lasting positive

<sup>9</sup> Nyumba Kumi is a Swahili phrase for ten households.

effects on children and the community at large, so close monitoring, more so by the parents themselves was relevant and responsive to the immediate and long term needs of the community. The practice was efficient and cost effective as it did not require resources to monitor child labour incidences and to refer them to the concerned parties. This system increased people's knowledge and created mutual responsibility and accountability, which can survive generations. Similar approaches can be implemented in any other village which identifies a common problem. "Nyumba Kumi" members engaged in project activities out of their own volition and genuine concern of the situation of their children. This knowledge based volunteerism will make the practice survive beyond this project. Additionally, it operates at no major costs, making it practical under the circumstances.

### 3.6.3 Achievements and impact

"Nyumba Kumi" was an effective strategy of CLMS in otherwise expansive project areas. It laid the responsibility to combat child labour on parents and community members who deliberately or out of ignorance abated child labour. The new impetus by parents spread to their children as well, who through support by patrons in their rights clubs in schools also took it upon themselves to monitor and report child labour incidences they came across. The "Nyumba Kumi" concept had far reaching impact in promoting harmony and stability in families and communities. The fact that families had people to help them solve their problems provides a social safety net and promotes good neighbourliness. Like the traditional communal approach to raising children, the "Nyumba Kumi" concept remains a practical and realistic ingredient in a CLFZ.

This close monitoring helped in laying a foundation for elimination of child labour. As a result, many withdrawn children could not easily slip into or fall back to labour while those at risk were prevented. The consistency and effectiveness with which the "Nyumba Kumi" brought on board the project offers a lot to be learnt in other similar approaches.

#### Case study - Peer support

Mulinge Juma, 18 years old, dropped from school in class 7 due to lack of funds to pay for school levies. He soon after went to Kitui town, where he started working in a garage, supporting a panel beater with the non technical jobs. His earnings would range about Kshs. 50 (USD 0.5) each day, with a possibility of doubling on a good day.

He did this for close to a year before CWSK with support from the LCLC identified Mulinge for support with skills training. He was attached to an artisan where he trained in panel beating for 8 months.

The interest here was that during the time that Mulinge was attached for vocational training, he convinced his friend Musyoka and a former school mate who was idling in video halls in town to join him, and offered to train him. Mulinge would share the knowledge gained and any earnings with his friend Musyoka. After 8 months of training, Mulinge was on his own so he took in Musyoka as his full time student. With an income of not less than Ksh. 300 on a normal day, Mulinge is also able to maintain Musyoka.

Asked what motivated him to invite Musyoka, Mulinge observed that he had been through a hard time of begging and staying without food; an experience he would not want to see someone else go through. He is confident that when Musyoka finally acquires/grasps skills, he will invite another for training.

At such an early age and already taking such bold steps to fight child labour, Mulinge stands out as champion in the fight against child labour.

### 3.6.4 Lessons learned

- Appreciation of child labour dynamics and impact in a community is essential for an effective function of “Nyumba Kumi.” Community members will need to understand the impact of child labour on their children and the community for them to act against the vice.
- Poverty among families, ignorance and illiteracy among parents were some of the challenges that “Nyumba Kumi” faced. In some areas children were forced into labour by poverty, others headed their households and needed to work in order to provide food for their siblings and for themselves. In others, parents and caregivers were ignorant on why children should be in school. In Kitui, for example some community members assumed that children rescued from labour will hence -forth be the responsibility of the community volunteers who rescued them, and that the parents or guardians did not have further responsibilities in supporting them. Community members will need to be empowered to deal with these challenges.
- A clear and effective referral system, which guarantees confidentiality, is essential for an effective “Nyumba Kumi.” While most of the cases of child labour and child abuse were dealt with at the community level, there were those that required referral to other organizations which at times may come with costs. Understanding of where and how to refer, these cases will immensely consolidate the gains and efficiency of the “Nyumba Kumi.”

## 3.7 Good practice SEVEN: children and journalists rise up against child labour

The project saw unprecedented levels of children and journalists empowerment and engagement in the fight against child labour. One of the main reasons attributable to the high prevalence of child labour was a general lack of information on the effects and consequences of child labour. This was the case with most people in the target areas. The project invested heavily in awareness-raising as a way of laying a strong foundation for the eventual elimination of child labour, with children and journalists playing prominent roles.

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*“People perish because of lack of knowledge.”*

*A teacher in Musokoto Deb Primary School.*

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### 3.7.1 How the practice was implemented

Awareness-raising targeted virtually all stakeholders. The objective was to raise public awareness as a basis for preparing people towards progressive elimination of child labour and its worst forms. As the old adage goes, “information is power.” Awareness-raising was meant to empower the people as knowledge leads to understanding which then leads to practice. The role of children and journalists in awareness-raising however stood out. Children actively shared key messages among themselves within children rights clubs. Besides mutual learning and sharing on child labour issues in club meetings, they also shared information on child labour to their peers and the community through poems, drama skits, songs and dances using the ILO-IPEC’s Supporting Children’s Rights through Education, the Arts and the Media (SCREAM) programme, and inter-class and inter-school debates. These were performed during parents meetings, inter-school competitions, and during celebrations for the World Day Against Child Labour, and the Day of the African Child (DAC).



Awareness-raising activities against child labour, 2013.

Using SCREAM programme, teachers were trained on child labour and how best to respond to children needs in school. Further, children were empowered and given opportunities to engage in creative activities in which they expressed themselves the best way they understood child labour. They developed information, education and communication (IEC) materials, poems, songs, drama skits, and talked to their friends on the dangers of child labour. In some areas within the project sites children were represented in LCLCs and were guests of honour in all events they were involved in. The level of involvement of children, methods used and the space accorded to them to express



themselves and create awareness on child labour in this project was unprecedented. The photos show a school girl performing a poem to her peers, and messages on child labour and other awareness-raising materials created by children through SCREAM programme.

The media too was actively involved in awareness-raising on child labour activities. In Busia, ICS partnered with a local FM station Western FM in airing 30 minute discussion sessions on child labour issues. Similarly in Kitui, “Syokimau”, a local radio station broadcasting in the local language was used to educate and sensitize the public on child labour. Pwani FM and Kaya FM both broadcasting in the coastal areas (including Kilifi) hosted several talk show discussing child labour issues. Local radio stations aired discussions with school children, teachers, government officials and Implementing partners on different aspects of child labour. To better equip the media with knowledge and understanding of child labour dynamics, and consequently improve on their reporting on child labour issues the project partnered with the Association of Media Women in Kenya (AMWIK) which trained journalists on effective media use and child labour and other child rights issues. Implementing partners were also part of the training where they were sensitized on effective ways to communicate with journalists. This led to more airtime allocation, more accurate and objective reporting on child labour, which ultimately improved the general awareness.

### Case study CRC - Busia

Silas Kefa, 15 years old, was a CRC member and a class eight (8) candidate in Lung’a Primary School located in Nasewa Location, Matayos sub County of Busia County. Born among 4 other siblings in a poor household, the parents merely struggled to provide them food. Faced with a KSh. 300 (3.5 USD) shortfall in exam registration fee, the poor boy decided to drop out of school to take up a job offer promised by the auntie in a neighboring county. Days passed with little hope. His decision was made.


Silas bid his friends farewell in one of the club meetings, promising to be back if and when he raised the money. But club members quickly crafted an idea to keep Silas in school. They agreed that each would look for KSh 15 (0.17 USD). Not sure they would be able to raise the amount Silas reluctantly agreed to the idea and to come to school the following day. To his surprise the club had raised the amount which they handed to Silas who then handed it over to the head teacher. Silas was happily preparing for his exams at the time of this documentation. He was lost for words to thank his friends.

“This was shocking and a challenge as a teacher”; noted the deputy head teacher.

## 3.7.2 Why it is a good practice

This activity was documented as a GP because of its impact in awareness-raising. Two main factors greatly add value to the practice. The first one, was children empowerment and involvement in awareness-raising activities using ACREAM programme; and the second, was the training of journalists on issues of child labour. Awareness-raising activities was and remains the most effective and relevant ingredient in the fight against child labour and child abuse in general. The approaches used in this practice were child friendly, relevant and responsive to the needs of children. They were also effective in delivering the message to journalists and onwards to the general population through better reporting by the trained journalists, and by community facilitators and volunteers. Materials developed were easy to read and understand while audio messages were delivered in local languages. This was also effective as it empowered people whose profession is to report. The knowledge they gained will assist them in reporting on child labour wherever they were.

Awareness-raising activities was an investment in the knowledge economy. This means that the information and knowledge gained will not fade from people’s mind. The local communities gained insights, lessons and better understanding about child labour and child rights. Some changed their



attitudes towards the vice, especially parents whose children were supported, government officers, and children themselves. There was a clear understanding of what child labour is and that this can still take place in the home context. This was repeated by most of the stakeholders met in the course of this documentation.

### 3.7.3 Achievements and impact

Children in rights clubs were steadfast to monitor and act on child labour. One child in Busia was for example reported to have severally used the mothers phone to report child labour incidences to an Implementing partner in Busia. Further, children were able to create awareness materials such as posters and key messages, drama skits and poems, which were not only relevant to their areas but which had a deeper impact on other children and stakeholders across the three counties. For example, the poster on child labour in sand harvesting developed in Kitui, was also relevant to other two counties where sand harvesting featured child labour. In relation to involvement of journalists, the joint training of journalists and Implementing partners on effective media use on child labour and children rights was effective and responsive to their needs. Journalists generally lacked good understanding of child labour dynamics, while child labour actors (partners) are unable to effectively communicate with journalists. This led to misreporting and under-reporting of child labour issues. Following the training, journalists and partners were better skilled, which led to more reporting on child labour.

Together with other conventional methods of awareness-raising that were used, empowerment of children and journalists specifically led to more effectively delivery of the child labour message. People, including leaders ordinarily have a soft spot for children. They listen to them and this also happened when children performed poems and shared other messages on child labour in public meetings. Journalists on the other hand have a wide hearing and consequently, they are able to reach the larger population. Discussion on child labour aired live from radio stations, in local languages, effectively placed child labour on the county map. People gained deeper understanding on child labour. This understanding was best summarized by an officer from the Busia County government who noted that they did not have any excuse for not addressing children issues given that ILO had laid bare the situation of children in the county.

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*“Children now know their rights; they now know they are not supposed to be in child labour, that they have rights to education, good health and so on.”*

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*A Project Officer in Kitui.*

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### 3.7.4 Lessons learned

- People usually have a soft spot for children and they tend to listen to them better. They are therefore better communicators on matters that affect them.
- A well informed media on issues of child labour is more effective in addressing child labour issues. Mostly, journalists lack knowledge on child labour, which hinders their reporting on the issue. Further actors in child labour require skills to effectively engage the media.



### 3.8 Good practice EIGHT: use of the “commercial villages” (CVs) model

Commercial villages (CVs) are trading blocs within a typical African village. The model works with a hybrid of farmer groups, associations, co-operatives, and agro-enterprises, which work together as partners and eventually evolve into trading blocs. The production and marketing capacities of these blocs are systematically developed and strategic partnerships formed with buyers, input suppliers, extension service providers and other stakeholders. Under the CV model, different business units engage in market-led production and marketing of agricultural and non-agricultural commodities. This enhances collective bargaining, economies of scale and a competitive advantage over large scale producers. The model has been tested and proven across different communities, countries and commodity chains such as groundnuts, assorted vegetables, onions, Irish potatoes, cassava, sweet potatoes, nuts, and pulses. This model was adopted from Farm Concern International (FCI) and tested in the fight against child labour.

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*“Even if ILO left Busia today, we have information about our children on our finger tips.”*

*County Official in Busia.*

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#### 3.8.1 How the practice was implemented

To ensure sustainability of project interventions that saw the withdrawal, protection and prevention of children from child labour, the project originally supported parents to form groups and engage in IGAs.

However, the project was also cognizant that more impact would result from improving incomes and the welfare of the larger community to better take care of their children in future. To this end, the project partnered with FCI, in promoting commercial villages. Commercial villages targeted everyone within the identified villages whether they had been supported to prevent and withdraw children from child labour or not. Each commercial village is made up of several commercial producer groups (groups of households organized into commercial producer blocs). To begin with, a market research was carried out to establish the agricultural items that were on demand in particular areas.

For instance, the market research analysis showed a high demand for pulses, vegetables and root crops. Based on the market opportunities identified, suitability to climatic conditions and labour requirements, seven value chains were prioritized for meeting the villages’ commercial production and food security needs. Four value chains were identified in Kitui: maize, beans, cow peas, and green grams while in Busia, three value chains were identified: cassava, traditional african vegetables and sweet potato. This was followed by identification of growing seasons. Community members were then supported with training on weeding, better farming techniques and with integrated pesticide management in growing their crops. The idea was to support farmers increase their production and achieve volumes that could attract bulk buyers. Farmers were also encouraged to view farming as a business and not as an activity for subsistence.



FCI's Antony Masinde (second left) explains to ILO Office for Kenya Director, Alexio Musindo (far right) how the cassava solar drier works.

### 3

Commercial villages entail people in a given community working together, producing similar goods in efforts to increase volumes. This strategy was used to increase incomes for entire communities to enable them take their children to school, conduct advocacy on child labour and eventually create child labour-free commercial villages. Some of the crops that were targeted under the CVs approach were cassavas, sweet potatoes, millet and traditional vegetables. Other crops may be produced using the commercial village approach as long as they were on demand. Child labour elimination was in the meantime mainstreamed in the CVs through what the CV model called “standing agenda.” This required that the community commit to ensure that children were not involved in labour in the process of production, value addition and marketing of the products in the commercial village. It also required community members to commit to take their children to school and to assist children at risk of or engaged in child labour. Child labour awareness-raising and information sharing was done during different CV activities and meetings. The CV also offered a CLMS that ensured that community members watched over each other and encouraged their children to go to school using resources generated through their collective bulk production and marketing.

The CV approach also introduced appropriate technologies for the community such as technologies to save on energy in production of their crops (such as the cassava solar drier pictured in this section) as well as the introduction of water pans for harvesting water during the rainy season to ensure that the production of traditional african vegetables for instance continues even during the dry season through irrigation.

### 3.8.2 Why it is a good practice

Commercial village (CV) was an innovative strategy in the fight against child labour. The approach supports increased production of locally available and highly demanded products and further linking farmers with viable markets for the products, which guarantees, stable and better prices. These are then likely to increase incomes by individual households, effectively improving their welfare and placing them in a better position to protect their children from falling into labour. This message was shared among community members that were part of the CV activities. This was in line with the IABA which seeks to integrate the fight against child labour into poverty eradication strategies. Commercialization of villages enables farmers to view farming as a business. The activity focused on improving farming, an activity which people were involved in, it was therefore quite relevant to their needs. The initial support with skills for better farming methods and production and use of pesticides was cost effective as this was one of the areas that had affected bulk production by the farmers. In addition, FCI helped community members to identify local products such as cassava which they were producing and letting go to waste as a resource to growing and generating income either through value addition of bulk marketing. With improved sales and incomes people were expected to reinvest part of their earnings to farming. Moreover, issues on child labour were integrated into the people's daily activities and dialogue, which was an effective way of delivering the child labour message. Its potential for replicability was high given that CVs actually increase incomes for the community members. Notably some of the Self Help Groups (SHGs) supported by the project became part of the targeted communities under the CVs intervention.

### 3.8.3 Achievements and impact

One of the key achievements of the CVs was that unlike other project activities, this intervention targeted wider community members with an objective to improving the general welfare of the community. Farmers were supported to increase production of products that were common in their areas, which effectively changed the community perception about the economic viability of those products. Further linking farmers with the market worked well in motivating farmers to produce even more.

The CVs have enhanced collective action among farmers through access to extension services, technologies, inputs and market and as a result farmers have increased their incomes from target crops. With enhanced access to income and collective actions, the target households are now able to send their children to schools and are more vigilant to ensure that other community members outside the site take up their responsibilities in bringing up children and do not involve children in child labour. Through the action programme implemented by FCI, 2,527 household were recruited and registered into the programme (1,710 in Busia and 817 in Kitui). They were organised into 110 commercial producer groups in 12 commercial villages. Sales worth USD, 72,535 were recorded in Busia and Kitui during the one year of the project implementation October 2012 –September 2013 from harvest of one season (Busia USD.53712 and Kitui USD.18823).

Commercialization for example prompted four groups in Wii location of Kitui (Mutunguiini, (16 members), Muuo (14 members), Wumimisyo (19 members) and Kuthyongoa (16 members), to start a market day. Fridays was the day they reserved for group meetings. They initially met for their regular meetings following which members would set up an open market where they offered their wares for sale. People in farming offered their farm produce, people undertaking beadwork sold their beads, and those involved in cooking sold their food stuffs such as teas and mandazi (snacks). The Fridays they met turned market days to the benefit of other community members.

This highlights the benefits of the joint efforts, as observed by one woman in Busia.

Commercial villages further worked well to improve on community bargaining. Prices of commodities such as sweet potatoes, cassava and others that were previously grown for subsistence by a majority of the people started to improve as demand for the product increased. Increases in incomes at the household level were reported by community members who had started to harvest and this was expected to improve given that FCI was to continue supporting the villages especially with market linkages. This is eventually expected to improve the capacity of families to protect their children. Given the gains seen from the commercialization of villages, the fight against child labour that was integrated in both practice and dialogue within this activity was welcomed by community members. They associated the fight against child labour with improvements in their wellbeing and they always ensured that child labour was discussed in their meetings. They were also sensitized on various stages within the value chains where they needed to monitor and fight child labour.

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*“We did not realize that money and business opportunities were around us. Unity can result to such big things. We are happy that we have been able join hands and seek solutions to our problems together.”*

*Member of Sindamanyanga SHG, Busia.*

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Additionally, the entrepreneurial spirit adopted by the people in the CVs saw them engage in other entrepreneurial activities. Besides farming the primary activities why the communities were supported to commercialize their products, the communities also enhanced activities they previously did as a pastime. They started doing bead work, weaving and knitting on commercial basis. One group in Kitui, Kationyoka group worked as sales agents, selling and distributing solar powered lanterns dubbed “Nuru lights.” They also powered the lights at a cost KSh 20, which was an additional income to the group. A fully charged lantern lasted for about 2 weeks. This is worth mentioning given its contribution towards environmental conservation and the green economy. Households that used these lights spent less on kerosene, saving them money for other household needs, including those of children. Others also fetch and sell water across the communities. Other renewable energy technologies adopted were the fireless cookers and rocket stoves that commercial villages in Busia were trained on and are now applying. The communities are making and selling fireless cookers and rocket stoves thus generating further incomes to keep their children in school and consolidate efforts to end child labour.

From the foregoing, commercial villages worked well in introducing a commercial and entrepreneurial attitude to the people in the project areas, which in different ways led to an increase in incomes and consequently better protection of children especially in the future.

### 3.8.4 Lessons learned

- That one can be self-reliant make and save money from very small start-ups. This was evident in virtually all groups which started with very modest contributions.
- CVs have potential to transform an entire village in very simple and practical ways, making use of locally available resources.
- Unforeseen problems within the household such as ill health or death of the family member can lead to disposal of assets by household members including those acquired through the project.

### 3.9 Good practice NINE: integrating occupational safety and health (OSH) into technical, vocational and entrepreneurship training (TVET) curriculum

Effective training and implementation of occupational safety and health (OSH) procedures, which lead to safer working environments, depend entirely on good understanding of OSH issues by trainers and, employers and workers in general. A safe working environment is crucial to the elimination of child labour and to the protection of working children. Previously, understanding of OSH was limited, owing first to lack of appreciation of the importance of OSH in the workplace and second to poor delivery of OSH in training institutions. This gap was addressed through the innovative process of integrating OSH into the technical, vocational and entrepreneurship training (TVET) curriculum by the Kenya Institute of Curriculum Development (KICD).

#### 3.9.1 How the practice was implemented

The need to build the capacity of TVET instructors on OSH issues was triggered by the need to ensure safe and healthy conditions for children beneficiaries prevented or withdrawn from child labour and enrolled for vocational skills training. ILO approached KICD to train instructors on OSH issues as they deliver the vocational skills to children withdrawn or prevented from child labour. Narrow coverage on OSH in the existing TVET curriculum necessitated the need to first develop a manual that would work as a reference material for instructors and a basis for the review of existing TVET curriculum. To the project, the manual would work as a tool to aide in the training of and learning by instructors; knowledge which would be transferred to ensure that the child beneficiaries enrolled for vocational skills training received their training in safe and healthy training/work conditions. The process commenced with identification of gaps within the non-formal education and youth polytechnic curriculums with regard to OSH. Salient gaps were identified. Firstly, the aspect of safety had not come out clearly in the existing curriculums which only highlighted general issues. Secondly, information on personal protection equipments were missing in all the syllabuses. Thirdly, lack of knowledge on legal instruments on safety and health was limited among most stakeholders and on its coverage in the syllabus. Fourthly, issues on sexual harassment at the work place were missing and generally all issues related to emotional safety.

Upon identification of gaps, a stakeholders' meeting was convened to share the gaps identified and seek inputs. Some of the stakeholders who attended the consultative workshop were Federation of Kenya Employers (FKE), Department of OSH in the Ministry of Labour, instructors from youth polytechnics and the ILO. This meeting worked well in informing and enriching the contents of the manual. The meeting was followed by the development of a manual on mainstreaming OSH into the curriculum by officers from KICD. The draft manual was then subjected to test. This was done through training of curriculum implementers (instructors in TVET institutions) using the developed manual, in workshops that lasted 5 days each. Two workshops were held, one in Kitui and the other in Busia. The Kitui meeting brought together instructors from Kitui and Kilifi. Reports on the training sessions indicate that the training was well received that participants became co-facilitators, given the extent to which they identified with the content in the manual.

*“...this is what we have been yearning for.”*

*A workshop participant.*

To the instructors, the workshop was more than a forum to test the relevance of the document but also an eye opener. The training was complemented by practical risk assessments and analysis in different environments. It was also highly participatory and learner centered. Besides the training for implementers, training was also offered to KICD. This was meant to make them better understand OSH issues, so that they may be in a position to incorporate them in the next version of syllabuses to be developed. When curriculum developers are better informed of OSH issues, they are likely to address them accurately and more comprehensively in the syllabuses that they develop.

In line with changes in technology, and changing preferences among learners especially the youth, the manual to mainstream OSH into the TVET curriculum was translated into a DVD, which allows for audio listening and visual images. This breaks the monotony in reading and makes the manual more interactive to the learners.

### 3.9.2 Why it is a good practice

Integrating OSH into TVET curriculum served several purposes. First, the process offered an opportunity for self-realization by stakeholders involved in the process on how risky the environments they worked and lived in were, and therefore how difficult this would be to child beneficiaries enrolled in vocational skills training. The process was therefore self-awakening. Second, the development of the manual to integrate OSH into TVET curriculum serves as a rich support material for the TVET curriculum and reference materials for any other interested party. The manual is simple to understand yet detailed in content. It allows for a cascade type of learning process whereby, instructors use it to train. Trainees will transfer the knowledge gained to their peers and more importantly, implement OSH procedures learned in their work places. The strength in the manual is the emphasis on risk assessment in the immediate environment that one works or lives in. Further, the cascade aspect in the utilization of this manual was unique. The two activities empowered actors working towards the elimination of child labour. Duty bearers acquired a basis for challenging child labour by any employer, including through the court, while trainers received a more detailed support document for better delivery of OSH training.


The Integration of OSH into the TVET curriculum was effectively carried out by officers from KICD, whose mandate is the development of curriculum. The manual builds on what existed in the curriculum. Already instructors who have interacted with it were already implementing it.

### 3.9.3 Achievements and impact

The training on OSH issues by KICD for TVET instructors improved their knowledge, and challenged them to pay more attention to situations which they previously ignored. The integration of OSH into the TVET curriculum and development of the training manual on OSH will henceforth serve as support materials for the instructors.

Notably, integration of OSH issues into the TVET curriculum was carried out by the officers from the institution mandated by law to develop education and training curriculums (i.e. the National Curriculum Centre), in consultations with other sector stakeholders. This means that the OSH manual for TVET instructors is acceptable by Government and OSH will easily be mainstreamed in the education syllabuses. Further, the development process having actively involved the





implementers worked well in introducing the manual contents to the stakeholders, which they strongly related to. This not only led to better understanding of the manual but also to ownership, because implementers and other stakeholders felt that they were part of the process.

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*“We did not know how endangered we were until  
we started developing this manual.”*

*KICD Officer.*

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Following the training of curriculum implementers and developers, as well as involvement of stakeholders in this process, there was a general realization of the OSH risks that people faced in the areas they lived and worked. Different stakeholders were literally appalled at the risks they exposed themselves to on a daily basis, in the office, on the roads, in their homes, in the public places and in literary all places they visited. The process therefore resulted into self-conscience by all the people involved, who saw the need to undertake risk assessments and improve their immediate environments as well as the environment for the children withdrawn or prevented from child labour and undertaking vocational skills training at institutions as well as in apprentice situations.

### 3.9.4 Lessons learned

- There exist many glaring risks around people, which they are not aware of or take for granted. There is therefore need for risk assessments in the immediate environments.
- Knowledge on OSH was limited even among the sector stakeholders. Massive awareness creation on OSH issues was inevitable.
- It is important to mainstream OSH issues in the countries education system right from ECD to tertiary level. This will improve the capacity of citizens to manage risks and better secure them wherever they are.
- OSH is a big issue in offering vocational skills training for children withdrawn or prevented from child labour.

## 3.10 Good practice TEN: training on skilled parenting

Child labour can be triggered by different things including an unfriendly home environment. Many parents were generally ignorant of the effects that child labour has on their children. Creation of CLFZs cannot be effective if the home environment is not child friendly. This practice focused on equipping parents with skills to better handle their children and enable them grow free from risk of falling into child labour.

### 3.10.1 How the practice was implemented

The activity involved training of parents on skilled parenting which was supported by the Rural Education and Economic Enhancement Programme (REEP) and Investing in Children and their Societies (ICS) in Busia, through the action programme “Proud to be skilful parent”, known as *Ushauri*. First, parents were trained on their roles and responsibilities as parents, including respecting the rights of children. Second, they were trained on improving their self-esteem and affirmation, whereby they were guided on the need to feel proud as parents, and how they can raise their child’s self-esteem. Third, parents were trained on communication skills and encouraged to make efforts to know what their children were going through. Fourth, they were trained on alternative ways of correcting children and the need to avoid corporal punishment.

This training was supportive of the project objectives, given that the home environment can push children into labour. Parents who went through the training reported that it had greatly improved relationships at home especially with their children. The parents that benefited from this support were further supported to establish IGAs. In similar efforts, ICS in Busia also carried out skilled parenting training to parents in efforts to improve the home environment for children.

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*“Now we have knowledge and we do understand why we need to take our children to school, we are always watching out for one another in this group and we ensure that if one member has a challenge e.g. school fees, they are able to access loans to pay fees or any school required levies. As much as we are doing merry go round, we have a bias towards ensuring our children are in school.”*

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*Parent beneficiary of Ushauri.*

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### 3.10.2 Why it is a good practice

This practice demonstrates that parenting is integral component of withdrawing children from labour, reintegrating them back to the society and preventing children from child labour. The project was creative in building the capacity of parents to better take care of their children, being the primary caregivers. The training was reported to have improved relationships at the household level which means it was effective in equipping parents with parenting skills. The training was without a doubt responsive to the needs of both children and parents. While children require a supportive environment many parents lack parenting skills which unintentionally complicates issues in the household. This practice was efficiently delivered during the normal meetings for the groups. It is replicable among any other group of parents and as training it entailed knowledge sharing which leads to understanding and then to practice. It is therefore sustainable.

### 3.10.3 Achievements and impact

Training on skilful parenting for parents in Busia was unique and strategic in ensuring holistic support for children at risk. The support was reported to have improved relationships at home between children and their parents. This implies that the support also improved the home environment, which is crucial to the prevention of children from falling into labour. This was consolidated with support for IGAs for parents, who had an objective of improving their welfare and improving child protection. Additionally it was reported that the training led to stronger bonds between parents that were trained. They watch out over one another and share experiences which assist them to manage their households better.

### 3.10.4 Lessons learned

- Many parents did not know of alternative methods of correcting a child. All they knew was corporal punishment.
- Training in skilled parenting helped in improving the relationship between children and parents and in enabling parents to better protect their children.

### 3.11 Good practice ELEVEN: integrating child labour concerns in Collective Bargaining Agreements (CBAs)

Effective interventions against child labour need to be mainstreamed into legal documents, laws and other procedures and processes that impact on child labour. The vice takes place in the work environment which calls for deliberate efforts to make the work environment protective of needs and interests of children. Collective Bargaining Agreements (CBAs) are effective tools used in setting work place procedures. Inclusion of anti-child labour clauses in CBAs was a milestone towards mainstreaming the fight against child labour in the work place.

#### 3.11.1 How the practice was implemented

ILO Convention No. 154, 1981, and the Kenya laws, give employers and workers unions the right to negotiate and come up with a Collective Bargaining Agreement (CBA). The project's partnership with Federation of Kenya Employers (FKE), Central Organization of Trade Unions-Kenya (COTU-K) and affiliated trade unions made it possible for anti-child labour clauses to be included in the CBAs. The trade unions were first sensitized on child labour issues which made them gain proper understanding of the vice and the reasons why child labour should be eliminated from their workplaces.


Trade unions embarked on consultations with FKE on the need to insert anti-child labour clauses in CBAs. This was deemed necessary given that previous attempt at inserting new clauses in CBAs was an uphill task involving push and pull encounters between employers and employees. They took a long time to reach a consensus and most times hit a snag. According to a project manager at the Kenyan Union of Sugar Plantation and Agricultural Workers (KUSPAW), close consultations with FKE made it easier and faster for the clause to be inserted into the CBAs. The clauses read *"this working environment is a child labour-free zone."*

CBAs, signed between trade unions and employers regulate the terms and conditions at the workplace with clear responsibilities for both the employer and employees. They are also popular tools for salary negotiations. Once a CBA is signed, it is forwarded to the Ministry of Labour (MoL) who in turn present it to the industrial court for gazettelement as a legally binding agreement. Both parties are consequently bound by the agreements. Failure to honour the terms of the CBAs had for example, resulted to workers staging strikes, on many occasions.

#### 3.11.2 Why it is a good practice

This practice served to institutionalize the fight against child labour in the workplace through inclusion of anti-child labour clauses in the CBA. The advantage of this is that the move empowers duty bearers working towards the elimination of child labour. Through the CBAs, duty bearers especially in the workplaces where CBAs have been signed gain a basis for challenging any forms of child labour taking place in such work places. Ideally, the process of mainstreaming child labour issues in CBAs creates a strong linkage between the instruments and the Children's Act.

CBAs are common but none featured clauses on child labour. This process was therefore an effective way of institutionalizing the fight against child labour in an efficient and effective ways with employers and ensuring that production of goods and service rendering does not use child



labour. The instruments are also popular with employees given that they prevent employers from using children under exploitative conditions and at the expense of the workers. The CBAs therefore responds to the needs of employees. Further, CBAs are legal instruments. They must therefore be honoured by either the parties. Further, reports from KUSPAW noted that removing any clause from a CBA is not easy. A clause can only be amended.

### 3.11.3 Achievements and impact

At the time when this documentation was done, KUSPAW had successfully signed CBAs which had anti-child labour clauses inserted. The documentation team was informed that similar CBAs had also been signed in other plantations not targeted by the project including in Kakamega, Kericho and Homabay, meaning that the practice was already being replicated. According to KUSPAW, the attitude by employers had changed and most were supportive. For example in Busia, some employers offered their vehicles to be used during the awareness-raising campaigns on the World Day Against Child Labour 2012. Further, the writing was on the wall for transporters, who risked losing their contracts if they used children in the production of sugar. Workers in those farms were also keen to monitor child labour given that children often take up their jobs, usually under exploitative terms.

Inclusion of anti-child labour clauses in CBAs was a long term achievement. Once inserted, the clauses will remain effective for long. CBAs are also implemented within the normal operations of the parties which make them less costly and enduring in the long term. Further, the clauses were agreed on by both the workers and employers representatives, a process that fostered ownership.

### 3.11.4 Lessons learned

- Inclusion of clauses in CBAs and effective implementation of the agreements requires the goodwill of employers and employees alike. There are some employers that were still reluctant to fully implement the provisions of the CBAs.

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*“Child labour denies children the right to education and moreover children take adults’ jobs under exploitative circumstances.”*

*COTU Official commenting on how child labour affects workers.*

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## 4. CONCLUSIONS

Without doubt implementation of different activities in the SNAP project in Kenya was carried out using simple, practical and innovative approaches. Creation of sustainable child labour-free zones (CLFZs) can only be possible if the affected communities harness resources and strengths within them. This is what the project sought to emphasize through building the capacity of the different actors to play their role in elimination of child labour. The project focused its attention at three levels. The first was at the national level where a child labour network was formed to coordinate activities, mobilize and leverage on other resources. Similar efforts were seen at the district level and further down to the location, where institutions and stakeholders were identified and supported in building their capacity to monitor and address issues on child labour. These efforts point towards a systematic approach, through the IABA, to laying foundations for the creation of CLFZs in the target districts.

The identified good practices therefore, offer concrete examples of how the gains in the project were achieved. This piece will be of use to ILO in its other programmers, ILO partners and other organizations working on children issues. Notably some practices have already been adapted by other organizations including the Direct Beneficiary Monitoring and Reporting (DBMR) System already adapted by Child Welfare Society of Kenya (CWSK).



# ANNEXES

## Annex 1: List of people interviewed

Region	Organization	Number of people
Nairobi	ILO	2
	COTU	1
	Ministry of Labour	1
	National Council for Children Services	2
	CWSK	4
Kisumu	KUSPAW	5
Busia	CLAN	1
	Kaludeka Primary School	2
	Musokoto Deb Primary School	3
	Ministry of Education	1
	Kenya Police	1
	REEP	4
	Busia Walatsi LCLC members	10
	Ministry of Agriculture	1
	Department of Youth Affairs	2
	Khayo Youth Polytechnic	1
	RESCOU (CBO)	2
	HUSO (CBO)	2
	Department of Gender	1
	ICS	1
	Busia Nasewa CLMS	12



Region	Organization	Number of people
	Village Elders	11
	Assistant Chief	1
	Busia Nasewa LCLC	10
	Child beneficiary - ICS	8
	Sindamanyanga SHG	9
	Ministry of Labour	1
	Luma-upendo SHG	2
	Khwekase SHG	4
	Suvi SHG	1
	Child beneficiary - HUSO	5
	Busia Township LCLC	10
Kitui	ILO	1
	Ministry of Education	1
	Children Department	1
	Kenya Police	1
	Kitui Mutune LCLC members	10
	Mutendea Primary School, teachers	7
	Mutendea Primary School , Child - Member ROC club	12
	Child Welfare Society of Kenya - CWSK	2
	Parents in SHG (CWSK)	11
	Department of Gender	1
	Department of Youth	1
	Child beneficiaries - CWSK	4
	Kitui Kyangwithya LCLC members	10
	Mwikio SHG	17
	Ithiani Youth Polytecnic	7
	CDK	2
	Mwania Primary School	2
	Manooni Primary School	3
	Wii Primary School	2
	Kitui Wii Location CLC	7
	Mutungiini SHG	2
	Muuu SHG	1
	Wumimisyo SHG	1
	Kuthongoa SHG	1

Region	Organization	Number of people
	Wii Primary School Member ROC club	4
	Mwania Primary School Member ROC Club	6
	KUDHEIHA - DCLC Member	1
	CDK - DCLC Member	1
	Farm Concern International - DCLC Member	1
	KDC- DCLC Member	1
	CDK - DCLC Member	1
	County Children Coordinator - DCLC Member	1
	District Children Officer - DCLC Member	1
<b>Kilifi</b>	Kilifi Jua Kali Association	2
	SCOPE	1
	Ngala Primary School teacher	1
	Village elder	1
	Ulezi Bora Women Group	6
	Parent beneficiary	1
	Ngala Primary pupil	1
	KJA – DCLC member	1
	Kesho – DCLC member	1
	SCOPE – DCLC member	1
	Kilifi County – DCLC member	1
	PLAN – DCLC member	1
	DDOs Office – DCLC member	1
	Gender and Social Department – DCLC member	1
	MOICT-Information – DCLC member	1
	Child Welfare – DCLC member	1
	Dot Kenya – DCLC member	1
	Probation – DCLC member	1
	MOE – DCLC member	1
	SOLWODI (K) – DCLC member	1
	Kenya Police	1
	Mnarani Primary School teacher	1
	SHG member	10
	Kilifi Tezo LCLC members	9
	Assistant Chief Vyambani sublocation	1
	Mnarani Primary pupil	1

Region	Organization	Number of people
	Beneficiary (vocational training)	4
	Gender and Social Development Officer	1
	Ministry of Education	1
	Ministry of Agriculture	2
	SOLWODI	1
	Mtepeni Secondary student	1
	Mtepeni Primary School teacher	1
	Mtepeni Primary School Member RoC club	12
	LCLC member-Mtepeni	1
	SHG	6
	KICD - Teacher development division	1
	KICD -Basic Division- curriculum Development	1
	<b>Total number of people consulted</b>	<b>326</b>

## Annex 2: Documentation tools

### Tool 1: Checklist of issues for justifying good practices

Tool 1 was used as a checklist of issues to guide the discussion on the proposed good practices. This was administered in relation to all the proposed practices which were evaluated according to the criteria.

Issue	Guiding questions
General	What is your understanding of the project? What has been your role in the project? What difference has this project made in this area?
Innovative/creative	What is unique/different about this practice compared to what have done previously? Is it that it is new, or was it done in a different way? Has such an activity been seen here before?
Effectiveness/impact	What has been the contribution of this practice towards the project objectives? ( <i>Laying foundations for CLFZs</i> ) Why do you think this practice was able to make this contribution? What made it effective? How was it implemented? What has changed as a result of this practice?
Replicability	Do you think that this practice can work in another area? How would it be carried out/implemented outside this area? Are there any modifications that would need to be done?
Sustainability	Does the practice have potential for continuing even when project funding comes to an end? What sustainability measures have been put in place or developed in the practice? Has it led to any changes in attitudes, knowledge and practices? Are the benefits of the practice likely to continue over a long time period?
Relevance	Does the practice directly or indirectly contribute to the project objective? Does the practice fit-in within the normal livelihoods of the people?
Responsive and ethical	Is the practice in tandem with the culture and traditions of the people? Does the practice mirror the needs, interests of the project beneficiaries, county and country? Is it respectful of them? Has the practice involved consensus building approaches? Is the practice consistent with the existing laws and conventions?

Issue	Guiding questions
Efficiency and resources	<p>What resources (human, financial, technical) were required to implement the practice?</p> <p>Are these resources affordable within the project areas and other areas that it may be replicated?</p> <p>Can these costs be sustained over a long time period?</p>
Necessary conditions	<p>What must be put in place for this practice to be successful?</p> <p>By national government?</p> <p>By local authorities?</p> <p>By the community?</p>
Lessons learned	<p>What has this practice taught you that you think you need to share?</p> <p>What cautions should one take when implementing this practice?</p>
Challenges and recommendations	<p>What are some of the challenges you encountered while implementing/ relating to this practice?</p> <p>How were these addressed?</p> <p>What would be your recommendation for the improvement of this practice?</p>

## Tool 2: Checklist for interviews with children

As much as possible always start children interviews with general discussions on things like games they play and general stuff. If a group it is advisable to begin with a song.

### Children clubs

- What do you understand by CLFZ (or how else the project is referred to as)?
- What has been your involvement in this project? How does child participation take place?
- What are some of the most common forms of child labour or its worst forms in this area?
- When you see or come across incidences of child labour or its worst forms, what do you do?
- If they report, where do they report?
- If they do not take action, why?
- Are there some children you know who have been out of school and are now in your school?
- If Yes, do other children assist them to learn?
- If Yes, in which ways do they assist them?
- In what other ways can children like you support the fight against child labour and its worst forms?
- What kind of support would you need to effectively play your part?
- Do you think your involvement has helped towards creating a CLFZ?

### **Children withdrawn from child labour or its worst forms**

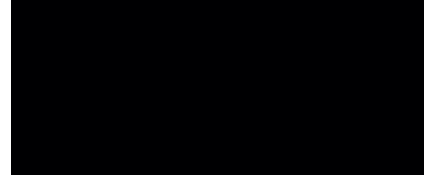
- How do you like your new environment?
- How is it different from where you were?
- How did you come here? Who brought you here or helped you out of the situation you were in, how did they identify you?
- What support did you receive when you were helped out of the situation?
- How did the support help you? What has changed in your life?
- Do you think this support can assist other children like you not to go back to child labour?
- Looking at the support you have received so far, what would you want to be improved?

### **Guideline for documentation of case studies/video crips (to be identified by project staff)**

- What is your name? Age? Sex? Where from? Who do you live with?
- What are you currently doing?
- What were you doing before?
- What kind of help/support did you receive/are you receiving?
- How has this support been of benefit to you?
- What do you like most about the support you received?
- Is there any other support that you may need and have not received?
- Are there other children like you that would be in need of such help?
- Do you think the support you have received can be of help to other children?
- Do you think your life has changed since you started interacting with this project?







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