



International  
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# Situation analysis on conducive learning environment for children withdrawn and prevented from child labour



## A case of Busia District in Kenya

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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# FOREWORD

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This Report, Situational analysis on extent to which the school environment is conducive for learning of children prevented or withdrawn from child labour, is literary entering into the next frontier in the interventions against child labour in Kenya, learning from over two decades of ILO's programme on elimination of child labour (IPEC) operational activities in Kenya.

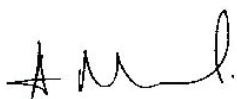
All along, all stakeholders have agreed that the link between child labour and education or lack of it, cannot be over-emphasized. Within IPEC, we have a long list of research studies and documentation of lessons learnt from programmes in ninety two (92) countries that demonstrate this linkage. It has often been assumed that number of children out of school translates to number of children working or at risk and vice versa. This knowledge or assumptions have often informed the use of education solutions to reduce child labour. Hence the close linkage between anti-child labour and initiatives such as Education For All (EFA). Within IPEC several projects were informed by the appreciation of the linkage between education and child labour. These projects have emphasized the need to strengthen collaboration between Ministries of Labour and Education for a more effective intervention.

What has been inadequate is the opportunity to assess the extent to which children withdrawn or prevented from child labour, and who have been supported to enrol in school, feel at home within the school environment. It raises the question as to whether the assumption that school is the best place for children may have been stretched too far. In Kenya, such an assessment on whether schools provide the best place for children withdrawn or prevented from child labour is very timely. This is because the puzzle of over four million children of school going age who are still out of school despite the implementation of free and compulsory primary education policy by the successive governments since the year 2003 still remains.

ILO-IPEC's SNAP project funded by US Department of Labor, which sought to Support the National Action Plan on child labour in Kenya between 2010 and 2013, provided the opportunity to assess the conduciveness of our school environment for working children. It enabled enrollment of more than 8,000 children in primary, secondary and vocational skills training programs in three Counties of Busia, Kitui and Kilifi. It also assessed the retention of these children in school and the factors influencing their retention. This report therefore has potential to answer the question of the extent to which our public schools in their current status would work in keeping the children away from hazardous work.

The information and recommendations generated from these situational analyses are also timely as they find the opportunity in ongoing reforms in legislations and governance in the country. These include the Kenya Constitution 2010 which acknowledges child labour as an abuse on child rights; the Basic Education Act 2013 which is also more express on banning employment of children of school going age; ongoing reforms in education systems including those seeking to make the schools environment more child friendly; and the launch of County (devolved) governments which would benefit from the knowledge in these reports.

I welcome readers to examine the evidence herein or lack of it on the conduciveness of the learning environment in our schools and consider options to improve the situation. We must keep in mind that the solutions would need collaboration and partnerships between various stakeholders and cannot be left to one duty bearer.



Alexio Musindo  
Director

ILO Office for Kenya, Uganda, Rwanda and Republic of Tanzania





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# EXECUTIVE SUMMARY

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This situation analysis commissioned by SNAP project was conducted between December 2012 and March 2013. The goal is to assess the extent to which a conducive learning environment for children withdrawn and prevented from child labour exists in schools in Busia, Kitui and Kilifi Counties in Kenya. This report is specific to findings from Busia District.

Busia District is one of the four counties in the former Western province. It has a population of 743,946 individuals, close to half being children between 0-14 years. There are 420 primary schools in the district. SNAP project is operational in 24 schools. The study sampled 300 children from 5 primary schools and Busia youth polytechnic. Thirty one adult key informants were also interviewed including education officers at district level, among them children's officer, provincial administrators, teachers and parents. The results indicate increasing access to school and retention for working children. There were 1,460 children withdrawn from child labour and placement done in primary school and vocational skills training centre; 1,454 prevented from child labour and 45 children protected all in 24 primary schools, and Busia youth polytechnic as a direct output of SNAP project.

However, there are threats and barriers to children withdrawn or prevented from child labour of dropping from school into child labor. These barriers include late age of entry into school which increases risks of drop-out, repetition and poor performance; 68 per cent of children heading households being former child laborers; 41 per cent of children interviewed, majority being children withdrawn from child labour walking to school for over one hour; drop-outs and long periods of absenteeism reported by 42 per cent of children interviewed, most (38 per cent) of whom were indirect beneficiaries of SNAP project; continued presence of levies charged by schools despite implementation of FPE, averaging Kshs.1,000-3,000 for admission of a child which is prohibitive for child laborers who want to return to school. For children who have been re-enrolled in school, the key coping mechanisms are supportive teachers, peer support; supply of scholastic and learning materials; lunch provided at school and participation in school, especially leadership.

Indicators of secure and protective environment demonstrated threats such as inadequate knowledge on child rights and abuse, including where to report an abuse; ineffective child participation reported by 41 per cent of children interviewed; drug and alcohol abuse reported by 13 per cent of children; and limited supply of sanitary pads and lunch meals mostly among the classes 7 and 8. Other barriers were limited physical spaces for classrooms with some having dusty floors, leaking roofs and being overcrowded. There were no policies on sexual abuse or bullying.

The situational analysis recommends expanding awareness raising projects targeting both children and adults; advocate for affirmative action for former child laborers to safeguard them from several levies, and enable them access services such as psychosocial support, counseling, supply sanitary pads and lunch meals at school. School management teams including teachers should be trained on effective child participation, and how to develop and implement policies on sexual abuse and bullying; advocate from greater community participation in development.

# ABBREVIATIONS

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CFS	Child Friendly Space
EFA	Education for All
FGD	Focus Group Discussion
FPE	Free Primary Education Programme
ILO	International Labour Organization
IPEC	International Programme on the Elimination of Child Labour
KNBS	Kenya National Bureau of Statics
NGO	Non-governmental organizations
SNAP	Supporting National Action Plan on child labour
UNESCO	United Nations Educational, Scientific, and Cultural Organization

# CHAPTER ONE

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## 1. INTRODUCTION

### 1.1 Definition of terminologies and key concepts

In the context of this study, the following terminologies and concepts, even though they may be commonly used, are defined as follows.

#### 1.1.1 Child labour

Refers to work that is unacceptable for children because the child is either too young to engage in work or employment, or because the work prevents a child from attending school regularly or impedes a child's ability to learn (see ILO Convention No. 138); or the hazardous conditions under which the child works and the safety, health, and environmental hazards to which the child is exposed as well as the duration of work (Articles 3 of ILO Convention No. 138 and 3(d) of ILO Convention No. 182). The work concerned falls under the worst forms of child labour other than hazardous specified in Article. 3 (a) – (c) of ILO Convention No. 182.

#### 1.1.2 Children withdrawn from child labour

This refers to those children who are working in child labour and are no longer in child labour as a result of educational services and/or training opportunities or other non-education related services provided by a project. This category includes children completely withdrawn from child labour, as identified under ILO Conventions Nos. 138 and 182. It also includes those children who are above the legal minimum age to work and who were engaged in hazardous work or work that impedes their education and as a result of an intervention, their work is no longer considered hazardous (e.g., shorter hours, safer conditions), the working conditions are improved and monitored, and the work does not interfere with schooling. Children involved in the worst forms of child labour other than hazardous as defined in ILO Convention No. 182, Article 3, (a) – (c), must no longer be working to be considered as withdrawn from child labour. Enrolment in school is not the sole consideration that defines a child as withdrawn from child labour. Children should only be counted as withdrawn at the point at which the child is no longer working in child labour (this includes no longer working at all or working under improved working conditions such as shorter hours and/or safer conditions) and is benefiting from the education programme(s) provided by the Project or the community.

#### 1.1.3 Children prevented from child labour

This refers to children that are either: a) siblings of children engaged or previously engaged in child labour that are not yet working; or b) those children not yet working but considered to be at high-risk<sup>1</sup> of engaging child labour. In order to be considered as “prevented”, these children must have benefited directly from a project intervention to keep the child in school.

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<sup>1</sup> A “high risk” situation refers to a set of conditions or circumstances (family environment or situation, vicinity of economic activities known to employ children, etc.) under which the child lives or to which it is exposed. Children at high risk of engaging in exploitative/hazardous work could also include children who are not yet in school as well as those currently in school but at high risk of dropping out. Usually a clear definition for “high-risk” is provided in the project document. If not, the Project Manager should define “high risk” in the context of the project. NB: Terminologies adopted from ILO.

### 1.1.4 Conducive learning environment

Key ingredients of a conducive learning environment include effective interaction between teachers and students; minimizes repetition and drop-out; allow students to explore their potentials for learning while recognizing different abilities and pace of each child; provides a child-friendly learning environment and also a place where children have rights. It should not discriminate on any basis and instead provide mechanisms for addressing issues of psychosocial well-being and recovery (Bernard, 2012; UNICEF, 2009; and Ager and Metzler, 2012).

### 1.1.5 Accessible and quality education

Access and quality education is only possible where student attendance is monitored and process of providing support inbuilt in the monitoring. The children should feel encouraged to come to school. The school should provide a means of involving community and parents in addressing challenges such as poor enrolment and provision of adequate resources contributed by various partners such as donors, NGOs, government and local community members. Learners should be able to safely enter or re-enter the formal education system whenever a disruption occurs. The school should be accessible by being close to the populations; having safe access routes; meet nutritional and psychosocial needs of learners (Glennister et al, 2011; Achoka et al. 2007).

### 1.1.6 Education facilities conducive to physical and emotional well being

Physical and emotional well-being of children in school is guaranteed where there are classrooms with proper ventilation and lighting. The space should be enough to allow safe movements and play ground. The hygiene should be good to ensure quality health through provision of access to safe water and toilets that are sensitive to gender specific needs. Classroom discipline rules should be jointly developed by both teachers and students to be able to promote respect for each other. Where the rules are broke, there should be use positive discipline methods (UNICEF, 1996; UNESCO, 2006; and MoE and Church World Service, 2011).

## 1.2 Background information: Busia District profile

### 1.2.1 Geography and population of Busia District

Busia<sup>2</sup> is one of the four Counties in the former Western Province. Sixty six (66) per cent of the people in the County live in absolute poverty (Busia District Development Plan for 2008-2012). The district depends on rain-fed small-scale agriculture, artisanal businesses, sugarcane farming and fishing. The wider Busia County has very high HIV/AIDS prevalence of 14 per cent compared to the national prevalence of 6 per cent. Many children have lost their parents to the disease (District Development Plan 2008-2012).

It has an estimated population of 743,946 (Male – 48 per cent, Female – 52 per cent); an Age Distribution of: 0-14 years (47.9 per cent, or 356,350 children), 15-64 years (48.4 per cent), 65+ years (3.7 per cent); a total of 420 public primary schools in Busia County of 653,000 (Kenya Population and Housing Census 2009). According to a Kenya child labour baseline survey report for Busia district (KNBS 2011), sixty three (63.2) per cent of the population in Busia district was aged below 20 years, the population pyramid depicts a youthful age sets. There were more males aged below 20 years while there were more females aged between 20-34.

<sup>2</sup> Most of the Busia district profile presented here are extracted from the most recent publication by ILO-IPEC, KNBS. *Kenya child labour baseline survey: Busia district report*. ILO International Programme on the Elimination of Child Labour (IPEC). Nairobi, ILO, 2011.

There were no major gender disparities in the older age groups.

The mean size of households in the district is 5.8. One out of every five households (22.4 per cent) had 7 to 8 members. The majority of households were male-headed ranging from 71.8 per cent for 3-4 member households to 84.5 per cent for 9+ member households. Only in the 1-2 member households did female headed households register a significant ratio of 42.2 per cent compared to the male headed households at 57.8 per cent.

Up to 47.4 per cent of those aged 12 years and over were single or never married while the majority of the remaining proportion was either monogamous (43.6 per cent) or polygamous (2.2 per cent) union. The overall proportion of the widowed stood at 4.7 per cent with the majority of the widowed being those aged 35 years and above.

### 1.2.2 Child labour situation in Busia District

According to the KNBS (2011) baseline survey results, 42.8 per cent of the population aged 5-17 years reported having engaged in an activity for pay, profit or family gain for at least one hour in the week prior to the survey. More than half of the persons in all the age groups 10 and above worked in the reference period.

Findings from the KNBS survey (2011) indicate that about 73,000 children aged 5-17 worked in the week preceding the interview. This constituted 42.8 per cent of the total children in this age category. Out of the children who had dropped out of school, 64.0 per cent were working, while 64.2 per cent of those who reported to have completed school were working. Analysis by gender shows that a higher proportion of boys who reported having worked (22.8 per cent) compared to the girls (19.9 per cent).

Overall, the most common occupations reported were farm-hand and related labourers' and cleaners' launders and domestic workers' with 53.3 and 16.9 per cent respectively. The most preferred industry to working children was "agriculture, forestry and fishing" reported by 42.6 per cent of the respondents. The second most preferred industry to working children was "activities of households -producing for own use" at 21.9 per cent. The highest proportion of children (37.0 per cent) reported that they usually worked during the hours after school followed by those who reported working during the day (19.2 per cent). About 16.3 per cent of the children reported that their usual time of work was during the weekend. The largest proportion (51.3 per cent) of children reported that the family dwelling was their place of work; followed by about 15.0 per cent, who reported working in the plantation, farm or garden. About 5.9 per cent of the children reported that they worked at the pond, lake or river, an indication that they were engaged in fishing activities.

The main reasons for working include supplement family income (52.6 per cent), helping in household enterprise (33.4 per cent) and to learn skills (5.7 per cent). This trend was replicated in the age groups 10 years and above. More than half of the children aged 5-9 years gave their main reason for working as learning skills.

There were a total of 28,692 children who were considered to be in child labour based on their age and number of hours worked. The incidence of child labourers is prevalent among schooling children (aged 5-12 years) who work for more than an hour in a week. This category accounts for over 80.4 per cent of the children involved in labour and does not show any difference between males and females. On average, 18.8 per cent of the children aged 13 to 15 years were classified as child labourers.

The largest proportions of children involved in child labour worked as farm-hand and related labourers with 45.8 per cent. Cleaners, launders and domestic workers came second with 29.1 per cent, while messengers, porters, watchmen and related workers and street vendors and related workers contributed 3.8 and 0.8 per cent, respectively. About 38.0 per cent of the children involved in child labour worked in activities of households producing for own use.

The second most important economic activities were agriculture, forestry and fishing, where 35.9 per cent of the children 5-17 were involved.

Many of them are employed as casual labourers in sugar cane plantations around Nambale region. They are paid less than adults (KES. 100 per day for children compared to KES 250 per day for adults) for work of equal value and are exposed to risks such as snakes, cuts from machetes and insect bites. These children are often subjected to long working hours loading cane on to trucks. Children from vulnerable families are the most exploited especially by out-grower farmers in areas where there is poor enforcement of labour laws. Some families also send their children to work as casual labourers in these plantations to supplement family income. Sugarcane farmers prefer to employ child labourers because they are cheaper and can be manipulated easily.

Another sector that employs children is the boda boda (bicycle and motorcycle) taxis in the larger Busia district. This sector mainly employs children 15-17 years old where they work without protective gear such as helmets and reflective jackets leaving them at the risk of getting injured in the event of an accident. In addition, they do not understand traffic rules making them cause numerous road accidents. According to Busia traffic police department report (2010,) boda boda taxi riders are involved in about 80 per cent of accidents occurring in the region.

Children in Busia District are also employed as porters to smuggle goods across the Kenya/Uganda border and as a result, they no longer go to school. In addition, they are constantly harassed and arrested by police from both countries. Most of them are orphans left to fend for themselves and their siblings and have no alternative forms of livelihoods. In some instances too, hawkers and vegetable vendors involve their children in these businesses up to the late hours of the night.

### 1.2.3 Education indicators for Busia District

There are a total of 420 public primary schools in Busia County. Overall, 93.2 per cent of survey population in the County have ever attended school. There were a slightly higher proportion of males (47.9 per cent) who had attended school than females (45.3 per cent), 72.5 per cent of the population had primary level as the highest educational attainment, while 6.5 per cent had attained secondary level of education. In the larger Busia district, about 3,000 school-going age children are engaged as child labourers. The transition rate from primary to secondary education is about 12.4 per cent. At primary school level, the school dropout rate stands at 60 per cent and 70 per cent for boys and girls respectively (KNBS 2011).



# CHAPTER TWO

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## 2. LITERATURE REVIEW

### 2.1 Good practices on conducive school environments

A key resource in designing conducive school environments is the UNICEF's manual on child friendly school environment. This manual and the process described there in have been tested in various regions of the world with varying success rates. In the Eastern and South Africa region, a number of good practices have emerged which are worth emulating. Among the standards recommended in the manual are inclusivity and rights based approach to design of programmes and setting up the physical space for the children; gender sensitivity; effective teaching and learning; healthy and health promoting; safety and protection; community engagement and participatory processes; and effective leadership in planning, management and monitoring. Also demonstrated by most case studies is the need for a strong monitoring and evaluation framework (UNICEF, 2006). In Kenya, some of the practices recommended to encourage inclusive child friendly school were having a functioning children's government that addresses problems affecting them; interactive pupil-centred methods used in teaching/facilitation and learning; having an appropriate teacher: pupil ratio and having competent teachers able to handle needs of learners with special needs such as those withdrawn from child labour (UNICEF, 2009).

### 2.2 Major theoretical roots on conducive learning environments

Confucius (551-479 B.C.E.), Plato (427-347 B.C.E), St. Augustine (354-440), Jon Amos Comenius (1592-1650), Jean-Jacques Rousseau (1712-1728) and John Dewey (1859-1952) lay the ground for research on what is considered a suitable learning environment. They emphasized the need to allow and develop curiosity in relation to a learner's environment, teacher-student relationship that promotes dialogue and participatory learning and advocated of the inductive method of scientific inquiry (Wang and Haertel, 1994).

This was followed by many other researches. However, the changing information technologies and media of information are inciting a more keen review of what is considered a conducive learning environment in modern times. Developments in neuroscience have also changed perspectives on how the brain develops and what is considered a learning environment that is conducive. The concept of neuroplasticity predicts that the human brain is both influenced by nature and nurture, and that there are periods in the early years when the environment may irreversibly influence brain development (Healy, 1999). It also recognizes that there is diversity in thinking and learning style hence the difference types of intelligence such as musical, interpersonal, intrapersonal, and linguistic among others (Chapman, M. et al., 2000). Therefore a conducive learning environment in such context is one that recognizes the development milestones and provides appropriate stimuli. The influence of modern theory of neuroplasticity media such as phones, internet and television are therefore brought to sharp focus due to their potential replacement of traditional learning environment. Besides, modern science demands that generalizations on how and where we learn are backed by empirical evidence using valid, reliable tools and not personal observations and anecdotal evidence as relied on by early researchers UNESCO (2012).

The Environmentalist Learning theory is based on the assumption that the child's environment shapes learning and behaviour. It concludes that whether in the home or classroom, creating an environment conducive and supportive of learning, aids the young brain development. Diffusion of innovation theory predicts that media as well as interpersonal contacts provide information and influence opinion and judgment. Other theories that support the influence of environment on brain development include Cognitive Theories, Social Cognitive Theory among others.

## 2.3 International framework and standards on conducive learning environment

The goal of achieving universal primary education (UPE) has been on the international agenda since the Universal Declaration of Human Rights affirmed, in 1948, that elementary education was to be made freely and compulsorily available for all children in all nations. This objective was restated subsequently on many occasions, by international treaties and in United Nations conference declarations. Most of these declarations and commitments are silent about the quality of education to be provided. Education for All (EFA) Global Monitoring report of 2005 points out that while international treaties emphasise the importance of increasing access to education and quality, there is more focus on quantitative indicators and less of qualitative. It concludes that it seems highly likely, however, that the achievement of universal participation in education will be fundamentally dependent upon the quality of education available.

The Dakar Framework for Action (in 2000) goal two reiterate that States should ensure that by 2015 all children, particularly girls, those in difficult circumstances and belonging to ethnic minorities have access to complete free, quality and compulsory primary education. Goal six also rallies States to improve all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills (UNESCO, 2000). The EFA Global Report of 2005 that focused on quality, however notes that assessing success in quality education and by extension conducive learning environment may be difficult because different stakeholder stakeholders assign their own values to different objectives and maximizing one kind of output may not be consistent with others: e.g. creative thinking may conflict with values emphasized by authoritarian curriculum. Secondly, some outputs are easier to measure and compare than others e.g. mastery of simple skills through standardized testing verses critical thinking and creativity. Although the specific determinants of low achievement are best examined in a national context, results from national and international assessments suggest learning disparities associated with socioeconomic status begin in the early grades and continue through all levels of education. Therefore while cognitive skills have been used as key outcome indicators of quality education provided in conducive environment, developing standard indicators of success has been a challenge (UNESCO, 2004).

The Dakar Framework for Action lists the following indicators of successful education programmes:

- 1) healthy, well-nourished and motivated students;
- 2) well-trained teachers with active learning techniques;
- 3) adequate facilities and learning materials;
- 4) a relevant curriculum that can be taught and learned in a local language and builds upon the knowledge and experience of the teachers and learners;
- 5) an environment that not only encourages learning but is welcoming, gender-sensitive, healthy and safe;



- 6) a clear definition and accurate assessment of learning outcomes, including knowledge, skills, attitudes and values;
- 7) participatory governance and management; and
- 8) respect for and engagement with local communities and cultures.

In addition, Child Friendly Spaces (CFSs) are a widely used tool to help support and protect children in the context of emergencies. International standards, currently being developed, define a CFS programme as one that “supports the resilience and well-being of children and young people who have experienced disasters through community organized, structured activities conducted in a safe, child friendly, and stimulating environment” (Ager and Metzler, 2012). These indicators of CFSs have also been adopted by several stakeholders as contributing to a conducive learning environment.

## 2.4 Conducive learning environment for children prevented or withdrawn from child labour

Not much research has been conducted to determine how conducive or what makes a conducive learning environment for working children or those removed from work. Global estimates by UNESCO and UNICEF put the number of primary school-age children who are out of school at 115 million in 2001/02, (and 103 million, GMR report of 2006) or 18 per cent of all primary school-age children. Similarly, ILO estimates put the global number of child labourers aged 5 to 17 years old at 215 million in 2008. The 2006 EFA Global Monitoring Report highlights the need for education to “be inclusive, responding to the diverse needs and circumstances of learners and giving appropriate weight to the abilities, skills and knowledge they bring to the teaching and learning process” in line with Dakar Framework for Action (2000).

A crucial target group for inclusive education strategies is the millions of child labourers worldwide who have never attended school, have dropped out, or (and) combine school and work. The development of specific programmes to address the education, training and socio-economic needs of working children, their families and their communities is critical to achieve educational objectives, notably the EFA goals. Education systems must become more responsive to the needs, expectations and special circumstances of child labourers. This is also linked to an improved socio-economic situation of parents, families and communities (UNESCO, 2006).

In Kenya, like many other developing countries, efforts have been made to increase access by all children through implementation of free and compulsory basic education policies. This is in line with ILO Convention No. 138, the Children’s Act (2001) and the constitution (2010). There is however need to address the quality of education being provided and conduciveness of the learning environment for these children. Access to quality and relevant education is crucial in the rehabilitation and social reintegration of child labourers and also in preventing those at risk. This should include curricula suited to the needs and aspirations of affected children, will have a significant effect, but they need to be supported by other programmes that focus on, for example, provision of meals at school, poverty reduction, awareness raising, legal reform, regulation and enforcement, income generation, employment promotion for adults and social safety nets for families prone to resort to child labour.

The Global Task Force on Child Labour and Education for All (GTF) launched during the Beijing Round Table in November 2005 recommends that the model of Child Friendly Schools be developed and mainstreamed as a strategy that strengthens outreach and inclusion together with quality and meaningful learning. Flexible education approaches adapted to the learning

and rehabilitation needs of child domestic workers will be promoted, while at the same time furthering conducive environments and bridges to the formal education system within a holistic and inclusive rights-based approach to education. Specific responses in the field of protection and social work will accompany education measures.<sup>3</sup>

## 2.5 Justification for the study

The Stakeholders of the ILO-IPEC Kenya-SNAP project (Supporting the national action plan on child labour (SNAP)), have observed that despite Kenya's commitment towards education attainment for all, disparity and inequality in education and in other sectors still persists. Like in other developing countries in Africa and Asia, low education access, retention and attainment can be traced back to broader historical systematic disparities and obstacles related to cost attached to education, policy issues, cultural beliefs and practices. Existing literature reveal that efforts of getting children from child labour into schools, without addressing impediments in the learning process that include conducive learning environment, put them at a disadvantage when compared to other children and may lead to their dropping out.

The SNAP project aimed at support the Government of Kenya in realizing its goals on education through the fight against child labour at national level and in three districts, i.e. Kitui, Kilifi and Busia. Efforts have been made to create a conducive policy and legal environment at national, district and community level to eliminate child labour, and to pilot models of interventions to lay the foundations for the creation of child labour free zones, withdraw and prevent children from child labour and provide them with education and skills training, as well as support their parents with livelihoods support. There was however, need to critically analyse and expose impediments that negate any meaningful efforts towards education of children affected by child labour. Some of factors known to lead to low education attainment in the three districts included; discrimination against one gender in terms of division of labour, low resource allocation (be it education, economic, or material or non-material benefits), poor management in schools, inadequate supervision in schools, lack of teaching and learning material, poor infrastructure in schools and inadequate psychosocial support for children with particular challenges. To close this gap, there is need for governments, development agencies and all education stakeholders, including parents/communities, workers' and employers' organizations, to effectively address the systemic barriers to educational attainment for all children especially those affected by child labour as an essential education strategy and a sure commitment to achieving conducive learning environment in all schools.

There was need for interventions that address the needs of children affected by child labour in their effort to access education and training in the three project districts of Kitui, Kilifi and Busia. Parents and communities at large were to be sensitized on these issues and facilitated to play their role in ensuring that children withdrawn and/or prevented from child labour, girls and boys alike realize their full potential in education. Similarly, there was need to embrace the elements of child friendly school which outline the need to use a rights based inclusive learning, ensure the school is gender sensitive, the school is safe and protective for all children; that the community is engaged in the functions and operations of the school and that the school promotes health for all children without discrimination.

There is need for education stakeholders in the 3 districts to provide guidance on how to link and address poverty, cultural issues like early marriages and adolescent pregnancy and gender violence in education in a manner that can be interpreted and implemented easily at the practical level in schools. Effective guidance on how to ensure that schools are not only learner-friendly, but also that they are gender-responsive and that they ensure that girls and boys (especially those affected by child labour) are made to feel safe at school.

<sup>3</sup> Ibid.

## 2.6 Scope of work

### 2.6.1 Overall objective (goal)

This study aimed at conducting a situational and educational needs analysis of children withdrawn and/or prevented from child labour aged 5-18 years in the primary schools with a view to better understand the challenges that school managers and the community at large face in ensuring schools are child friendly and accommodate those children who have special difficulties especially those withdrawn from child labour in Busia district.

This study looked at the factors affecting access, reintegration and retention of children withdrawn or prevented from child labour. These included equal access, protection and well-being, learning environment as well as access to facilities in Busia district.

### 2.6.2 Specific objectives

So as to assess the factors that inhibit children withdrawn and/or prevented from child labour from full access and reintegration into the education system, the study/analysis was guided by the following objectives, to:

- determine the conduciveness of learning environment and whether children withdrawn and prevented from child labour are secure and protected and are accessing support from all levels to remain/complete their schooling;
- establish if children affected by child labour in the target areas have access to quality and relevant education opportunities; and
- establish whether the education facilities are conducive to physical and emotional well-being children affected by child labour.

### 2.6.3 Research questions

Evidence was gathered to answer the following questions.

Broad research question was: *Is the learning environment conducive for children prevented or withdrawn from child labour?*

#### Specific questions

1. How withdrawn and prevented children were coping with school environment; were there any threats to their access and retention?
2. Do schools encourage re-enrolment of children affected by child labour; were there any school policies on this?
3. Ability of schools to provide such children with targeted services such as counselling, referral for medical support, nutrition (school feeding programmes), sanitary towels for girls, etc.
4. Availability and knowledge on the child protection systems by the school community including teachers, parents and the children.
5. Adequacy of school infrastructure including classrooms, toilets, playing ground, desks and teaching aids, drinking water, etc.
6. Community involvement in the running of the schools, and allocation and access of resources for children with special needs especially those affected by child labour.

7. How far child participation was encouraged as standard practice in classroom interaction as well as in broader operation and management of the school.
8. How safe the schools are as places for learning and how completely they provide an overall gender sensitive environment that is conducive to learning.
9. The extent to which effort and resources are invested in creating stimulating classrooms that support active learning for all.

As relevant, when covering all the above points, the consultant paid particular attention to gender concerns.

# CHAPTER THREE

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## 3. METHODOLOGY

### 3.1 Study design and sampling procedure

The consultant<sup>4</sup> held consult with ILO-IPEC's SNAP project management towards selecting most appropriate research method. The study was also based on Rapid Situational Analysis methods and consent procedures as outlined in the SIMPOC guidelines and structured along a cross-sectional and simple random sampling study design. The respondents were children prevented and withdrawn from child labour under SNAP project, teacher and parents.

### 3.2 Data collection procedures

This report mainly focused on qualitative information. However, quantitative data were also being generated (but limited).

The following data collection procedures were employed.

#### 3.2.1 Desk review

We reviewed reports from the schools, Ministry of Education, research findings, and reports of other organizations that have provided support to enhance access and retention at school.

#### 3.2.2 Observation

Using a predefine checklist of indicators of conducive learning environment for children withdrawn or prevented from child labour, the research assistants observed the existing conditions at school level.

#### 3.2.3 Key informant interviews

We carried out interviews with persons who possess vital perspectives on conducive learning environment for children withdrawn or prevented from child labour. This included teachers, parents, education officers, children officers and other child specialists working in the district.

#### 3.2.4 Focus Group Discussions (FGDs)

Appropriate numbers of children and youth who have benefited from the SNAP project or either directly or indirectly participated in facilitated FGDs to discuss their perception of the interventions. Each FGD consisted of between 7 and 11 participants aged between 7 and 18 years, in separate age-appropriate groups. These discussions served as form of participatory

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<sup>4</sup> This study was conducted by independent consultant and associate in the African Institute for Children Studies (AICS). The AICS is registered in Kenya as a Non-Governmental Organization (NGO). Its mission is to enhance professionalism among children's service providers and stakeholders through organization capacity development, policy advisory services, applied research and appropriate training. AICS has a pool of associate professionals, practitioners and trainees interested in childhood and children services. The services that are provided by AICS include: training and mentorship on childhood, child rights and protection, and children services including education, health, armed conflict and emergencies applied research, monitoring and evaluation and documentation, advocacy and policy advisory services, organizational capacity development and project management. All work done by associate consultants from AICS is subjected to a peer review mechanism before submission of final report; this is not at any extra fee to the client. This will ensure that the client benefits from the best quality of services. In addition, 10 per cent of annual income from consultancy services earned by AICS is used to support education of underprivileged children.

impact assessment, guided by a set of pre-determined open-ended questions, which formed part of the questionnaire.

### 3.2.5 Case studies

Case studies were obtained primarily from project reports and interviewees with children withdrawn or prevented from child labour; this to provide explanations of *outcomes*. What *causal* elements were at work and what variables were of greater and lesser importance? Conclusions of case studies highlighted *implications* for the normative concerns of the programme, such as access to social services.

## 3.3 Sample size determination

Five out of 24 schools were selected, keeping in mind varying geographical, economic and social characteristic of the population across the district. This also considered selecting a varied representation of major economic activities and forms of child labour. The schools were:

1. Ojamii primary school: this is a school in the peri-urban regions of Busia town. Most children in school were working in the streets;
2. Nambale AC Academy primary school;
3. Buyama primary school;
4. Kalundeka primary school;
5. Musokoto primary school.

The primary respondents in the study were children aged above 8 years or those in classes four and above. The sample was to be distributed as follows per school: 20 children withdrawn, 20 children prevented and 20 children who did not benefit directly from the Project. This made a total of 60 respondents per school; with a total of 300 children interviewed. Other respondents are listed in Table 1.

**Table 1: Other respondents by data collection method**

Data collection method	Respondent	Number
Key informant interviews	Teachers	10
	Parents	10
	Other professionals (education officers/ children officer and others)	5
FGDs	Age 8-10 years	7
	Age 11-15 years	7
	Age 16-18 years	7
Case studies	One child per school who is a success story or has special human interest story	5

## 3.4 Data management

The data collected were both quantitative and qualitative. Quantitative data were pre-coded and analysed using Social Statistical Packages. Qualitative data were collated and where necessity verified in order for inferences, judgments and conclusions made to be as accurate as possible.



# CHAPTER FOUR

## 4. RESULTS

A total of 300 children from five primary schools were interviewed. This was a sample of 1,460 children withdrawn from child labour and placement in primary school and vocational skills training centre; 1,454 prevented from child labour and 45 children protected all in 24 primary schools and Busia youth polytechnic. The sampled population comprised of 42 per cent boys and 57 per cent girls. Two-thirds of the respondents were direct beneficiaries of SNAP project through withdrawal from child labour and placement in school; another third were prevented from dropping from school into child labour; and the other third were indirect beneficiaries of the programme.

The distribution of the child respondents by school was as detailed in Table 2.

**Table 2: Distribution of children by school**

Primary school	Frequency	%
Musokoto B	60	20.0
Ojamii	61	20.0
Buyama	60	20.0
Kaludeka	40	13.0
Nambale A.C.	79	26.0
<b>Total</b>	<b>300</b>	<b>100.0</b>

In addition to the primary respondents, 30 key informants were interviewed. These included:

- six heads of departments from Busia district and County administrative levels as listed: District Children Officer; County Coordinator for Children's Department; District Youth development Officer; District Youth Training Officer; District Education Officer; County Quality Assurance Officer, Education;
- two administrative chiefs;
- one representative of teacher's trade union (KNUT);
- one instructor at Busia Youth Polytechnic;
- two representatives of civil society organizations: from HUSO and REEP community based organization;
- eight teachers who are responsible for counselling and patrons of the child rights clubs; and ten parents.

## 4.1 Characteristics of children interviewed

### 4.1.1 Age

The Project is still providing interventions to the majority of the children interviewed. Sixty three per cent (63 per cent, n=300) had their ages ranging from 13 to 15 years of age. Their classes were ranging from four to eight, meaning they were all in primary school. Forty six (46) per cent of the children interviewed began attending primary school (class one) at six years of age, 33 per cent at between age 7 and 8; and two per cent began primary school at age 9 or above. Of those who began school at an older age of 9 or above years, 50 per cent were indirect beneficiaries of SNAP project and those withdrawn from child labour (33 per cent) as shown in Table 3.

**Table 3: Comparison of age of entry into primary school among children prevented or withdrawn from child labour**

Intervention received (withdrawn, prevented or indirect)	Age began school (class 1) (%)			
	6 years	Between 7-8 years	Above 9 years	No response
Prevention	35.0	41.0	17.0	20.0
Withdrawal	25.0	28.0	33.0	61.0
Indirect beneficiary	40.0	31.0	50.0	20.0
<b>Total (n=300)</b>	<b>43.0</b>	<b>31.0</b>	<b>2.0</b>	<b>20.0</b>

### 4.1.2 Parentage and heads of household

Half (50 per cent) of the children interviewed were orphans; 38 per cent were partial orphans and 12 per cent were total orphans (n=300). The other half of the children interviewed (49 per cent) had both parents living. The highest proportion of total orphans (49 per cent, n=37) was reported among the children prevented from joining child labour.

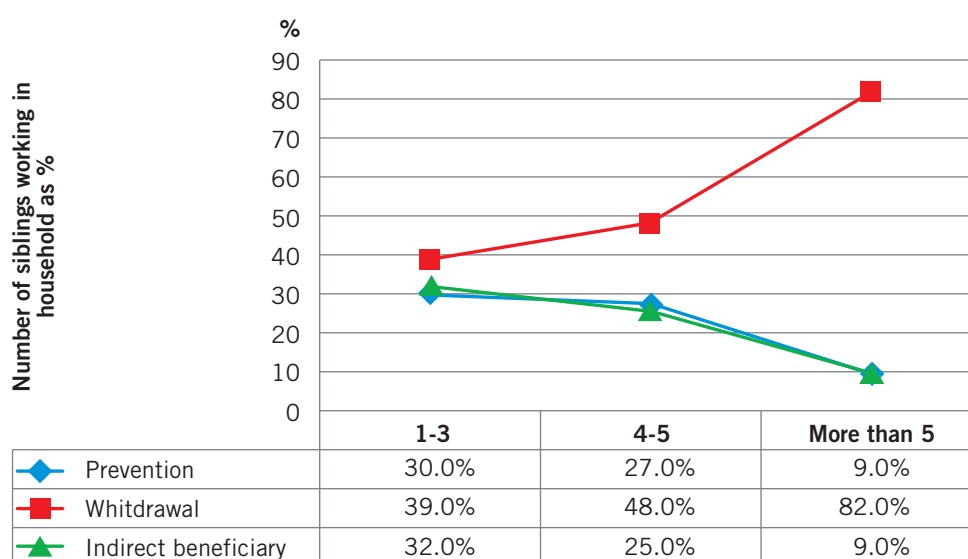
Asked who were the heads the household, 74 per cent of children interviewed reported that it was either of their parents; 21 per cent said it was other adult or guardian; and 3 per cent reported that they were (*child headed household*). The largest proportion of the children heading their own household (63 per cent, n=8) were those withdrawn from child labour.

### 4.1.3 Size of households

Data on number of siblings in the household of the children interviewed was analysed to determine any relationship with likelihood of being in child labour. In this study, about a third of the children interviewed (26 per cent, n=300) had between 1 and 3 siblings; 38 per cent had between 4 and 5 siblings; and 34 per cent had more than 5 siblings. A higher proportion of children withdrawn (46 per cent) were from large household with more than 5 siblings compared to 23 per cent of those prevented and 34 per cent of the indirect beneficiaries.



**Figure 1: Number of siblings working and type of intervention received by kind of respondent**



The number of siblings working or in child labour was also highest among the larger families of children withdrawn from child labour (82 per cent, n=22) compared to those who were prevented or indirect beneficiaries (9 per cent) as shown in Figure 1.

#### 4.1.4 Disability

A small proportion (6.3 per cent, n=19) of the children interviewed were identified as having one or more types of physical disability. Of those with a form of physical disability, majority (58 per cent, n=19) were among the indirect beneficiaries of the Project, 26 per cent (n=19) were among those withdrawn and 16 per cent (n=19) from among those prevented from child labour.

#### 4.1.5 Time taken to school

A third (30 per cent) of the children interviewed reported that they spent more than an hour to walk to school. Less than half (42 per cent) of those who walked long distances of more than one hour to school were children withdrawn from child labour. The percentage distribution was 22 of the children reporting that they spent less than ten minutes walking to school; 47 per cent spent between 11-30 minutes; 21 per cent spent between 31 minutes to an hour; and 6 per cent spend more than an hour to school (n=300), see Table 4.

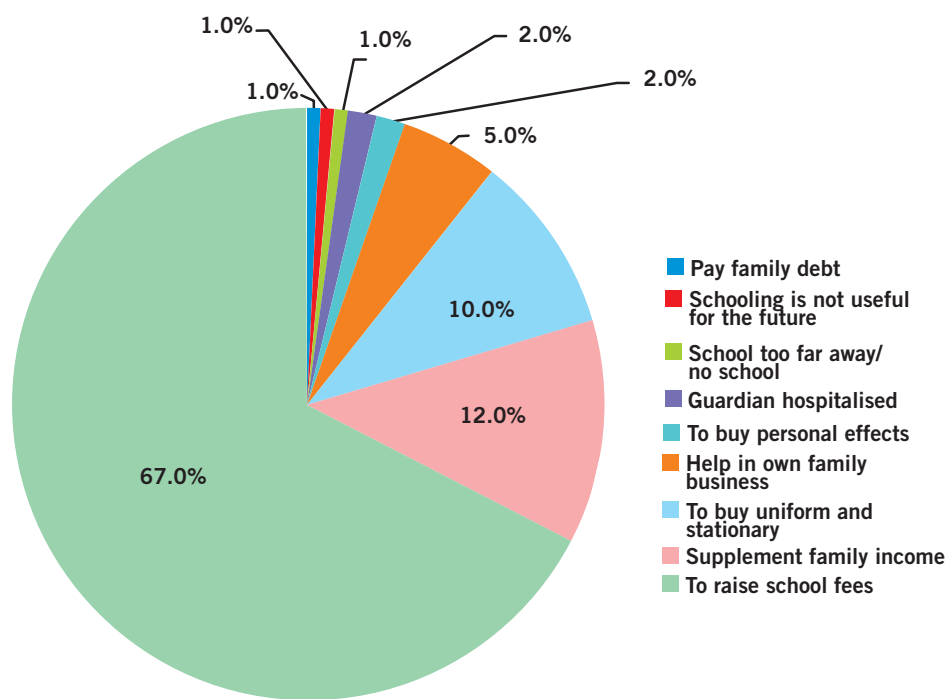
**Table 4: Proportion of children and distance walked to school**

How long do you take to get to school every day?		Less than 10 min (%)	Between 11-30 min (%)	Between 31 min - 1 hour (%)	More than 1 hour (%)
Current age	Below 12 years	22.0	27.0	16.0	16.0
	13-15 years	62.0	62.0	68.0	58.0
	16-18 years	15.0	10.0	16.0	26.0
	Don't know/ No response	2.0	1.0	0.0	0.0
Total		22.0	47.0	21.0	6.0

#### 4.1.6 Reason for working

For the children who were working or withdrawn from child labour, the reasons were mainly to raise school fees, supplement family income, buy uniform and stationary for school, and support family business as indicated in the pie chart below.

**Figure 2: Reasons for working for pay as reported by children interviewed**



#### 4.1.7 Where the children worked

Close to half (48 per cent) of former child labourers interviewed (48 per cent) had worked in agriculture plantations or farms. Second most reported workplace of children was domestic service which had employed 23 per cent of the children interviewed. Other children had worked in shop/market places (8 per cent), industry/factory (6 per cent), own family business (5 per cent), varying workplaces (casual labour) 3 per cent. Construction site, street work, fishing in lake and river, hospital, and car wash each constituted one per cent (1 per cent) (n=120). Most of the child workers were pushed by inability to afford school fees (23 per cent); desire to earn some income (27 per cent) and need to contribute to family labour reported by 29 per cent of child workers.

### 4.2 How prevented and withdrawn children are coping with school environment?

#### 4.2.1 Mechanisms for coping with school environment for children withdrawn or prevented from child labour

Majority of the children interviewed (83 per cent, N=300) reported that the **school environment was conducive** enough to encourage the reintegration and retention of those who had been withdrawn from child labour. Almost all children withdrawn from child labour affirmed that the school environment was conducive (90 per cent, n=250).

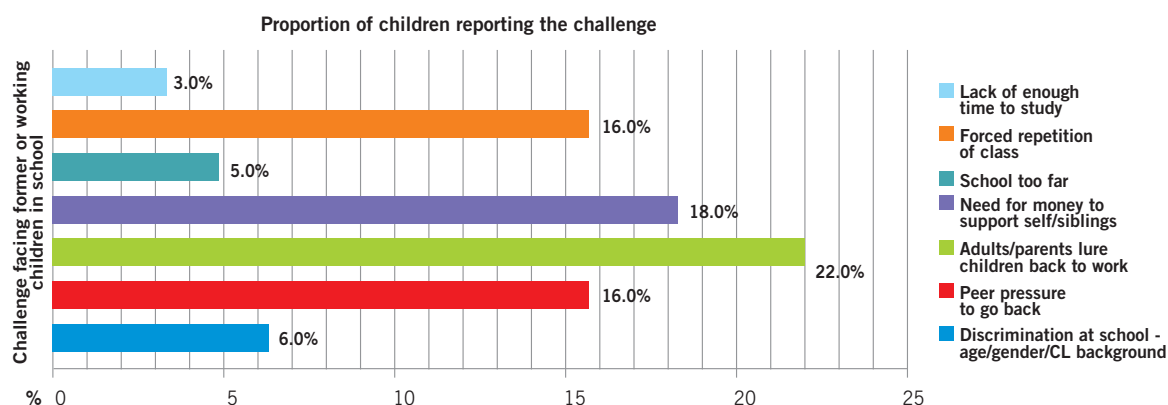
Factors considered by the children interviewed as necessary in making the school environment conducive were: supportive and responsive teachers reported by 46 per cent of those who

responded to the question; presence of friends reported by 17 per cent; school supplies of scholastic and learning materials reported by 10 per cent; opportunities for leadership reported by one per cent; and provision lunch meals at school reported by one per cent (N=300).

Most of the child beneficiaries of the Project listed responsive teachers (38 per cent) as the most crucial factor in providing conducive environment that foster reintegration followed by friends (16 per cent), and supply of scholastic and learning materials reported by 5 per cent (N=300). These statistics indicate the importance of having teachers who are trained and equipped to support effectively the reintegration of children withdrawn from child labour and those prevented from dropping.

Figure 3 summarizes the most occurring challenges that children withdrawn or prevented from child labour face while at school. Inability to cope with a disciplined life and class work were among the most sighted forms of challenges affecting these children. There is therefore need for the schools to provide services that would help counter these challenges.

**Figure 3: Most reported challenges facing former or working children in school**

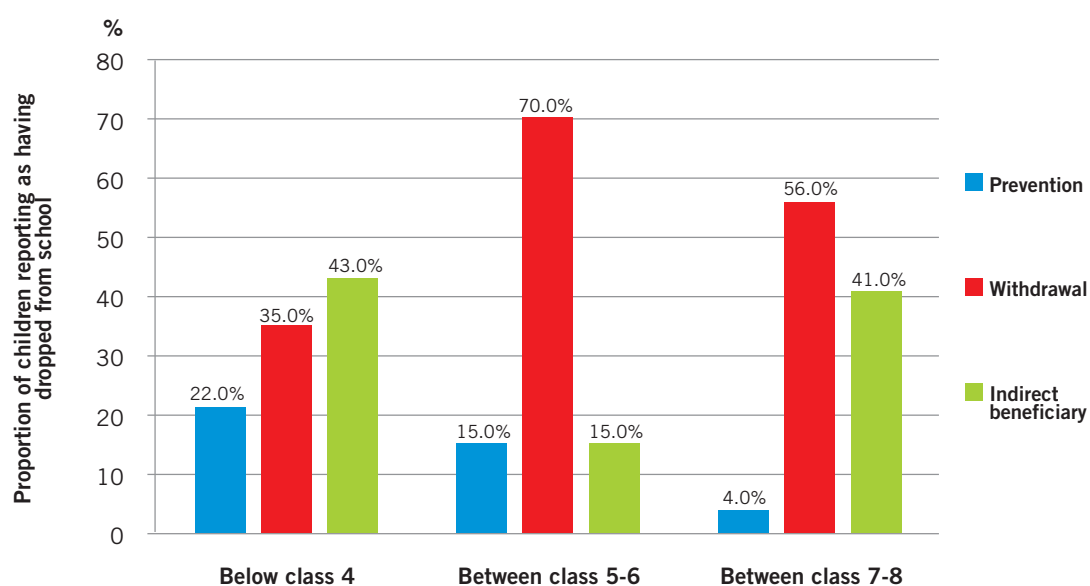


#### 4.2.2 Threats to access and retention

Several interventions were made under the SNAP project in Busia County to improve access and retention in school for children removed and those prevented from child labour. This was with some success as evident from over one thousand children supported to enrol and remain in school. Other proxy indicators of accessibility to school that was measured in this study was access to Early Childhood Development and Education programmes, almost all the children interviewed in this study (92 per cent, n=300) had attended ECDE. This proportion was similar across all the three categories of children withdrawn, prevented and indirect beneficiaries.

Based on life history of the children interviewed, retention seemed to be a more pronounced challenge for children withdrawn from child labour. Close to two thirds of children withdrawn had dropped out of school between class five and six (70 per cent, n=126); followed by 56 per cent who dropped out between classes seven and eight; and 35 per cent who dropped out between class one and four (see Figure 4).

**Figure 4: Class at which children dropped out of school**



Of those who had ever dropped out of school (n=126), 79 per cent had been out of school for a period of not more than one month; 15 per cent for period of not more than one school term; 9 per cent for one year period; and one per cent had been out of school for period exceeding one year.

The reason given by majority of the children for dropping out of school was inability to pay school levies used to meet some costs such as additional teachers employed by parents reported by 71 per cent of those who had ever dropped out; illness or disability (9 per cent); working for pay (8 per cent); helping at home with household chores (5 per cent); family head did not allow child to go school (2 per cent); and school being too far (2 per cent). Other reasons given for dropping out of school were: not being interested in schooling; teenage pregnancy and death of a parent, each reported by one per cent of those who had dropped out (n=130). While school fees or levies are technically not allowed under implementation of free primary education policy, the education officers confirmed that schools are allowed to seek authority from the District Education Board to levy some charges for school development or teachers allowances as may be necessary.

There were no indications of large scale **repetitions** even among those withdrawn from child labour. Data collected indicate that 12 per cent of the children interviewed were in the same class in January 2013 as they were in December 2012 (repeated). A majority of 74 per cent had proceeded to the next class at the beginning of the new year in 2013, while 1 per cent had dropped out (n=300). Repetition and drop outs were higher among children below class four compared to the higher classes as indicated by 15 and 3 per cent of repeaters and drop outs respectively among those below class four; 14 and 0 per cent among those in class 5 and 6; and 12 and 1 per cent among those in class 7 and 8. Teachers and the community want to have well performing schools so they force children to repeat or even drop out of school.

Asked if their schools had **facilities or programmes to encourage retention**, majority of the children interviewed (67 per cent, n=300) responded in the affirmative.

The highest rated facilities or programmes in order of effectiveness in improving retention of children were provision of school supplies such as books, pens, uniforms reported by 46 per cent; provision of scholarships reported by 10 per cent; NGO support reported by 9 per cent;

improving school buildings reported by 8 per cent and sports activities reported by 4 per cent. Provision of lunch meals in schools and opportunities to participate in social or children clubs were reported as important in encouraging retention by less than 1 per cent of the children.

On **performance**, a slight majority (51 per cent, n=300) felt that their performance over the past three school terms or academic year was improved; about a third (31 per cent) said it was dropping and 15 per cent said it was constant. These proportions were almost similar across all the categories of children withdrawn, prevented and indirect beneficiaries. Again, supportive teachers was highly rated as reason for the improved performance (43 per cent), followed by provision of scholastic materials reported by 17 per cent, discipline 8 per cent, supportive friend 5 per cent, parents 3 per cent, and hard work 2 per cent. Reasons provided for declining performance were inadequate time to study reported by 3 per cent, sickness 2 per cent, pupils not serious 2 per cent; poor living standards, loss of parents, and negative attitude towards certain subjects reported by less than one per cent. However, most children (88 per cent, n=300) said that they believed that their school provided quality education.

### 4.2.3 Threats to access and retention in school

Based on key informant interviews, a host of factors were presented as threats to access and retention for children in Busia County, especially ex-child labourers. Some of the threats were as listed below:

- poverty at household level;
- child headed households;
- poor parenting skills;
- teenage pregnancies and marriages;
- stigma in school for returning ex-child labourers;
- bad policies such as forced repetition, corporal punishment;
- unaffordable school levies;
- complacency of society;
- perception that the village polytechnic is a place for academic dwarfs or failures which discourages enrolment in these centres;
- fees for polytechnic are still unaffordable to many poor children despite fee subsidy of Kshs. 15,000 for children in government polytechnics;
- poor school environment;
- the children who were withdrawn from child labour tend to be withdrawn and have poor concentration;
- health problem of jiggers and poor hygiene in homes leading to frequent preventable illnesses;
- some of the children have torn uniform which becomes a reason for scorn from other children hence force them to be away from school;
- hunger both at school and at home;
- lack of learning and writing material;
- ready child labour/ employment opportunities;
- poor performance – if a child does not perform well they get discouraged and drop out of school;
- children start school when they are older and eventually drop out; why?;
- challenge in adapting to disciplined school life for all or those from CL or those joining while older;
- guidance and counselling departments are often not effective to support the child labourers work in most schools.

As to whether the school environment was conducive to promote reintegration and coping by children withdrawn or prevented; key informants had varying responses such as teachers not having time to pay extra attention to children dropping out-of-school; guidance and counselling departments are often not fully functional; teachers and the school system often responds too slowly or late to cases of stigma and discrimination; the physical infrastructure and equipment are not adequate partly because the parents are still expected to invest in development projects such as buying desks. Other areas of improvements required are provision of adequate space for play grounds especially in private schools, sanitary facilities including management of jiggers. Schools do not have effective systems to identify other talents in kids and also keep them active such as through clubs and sporting events; children with special need are not catered for. During the stakeholder's forum which was aimed at raising awareness on child labour and validating the findings of this study, emphasis was laid on "making free primary schools truly free". This was in reference to the need to remove all levies charged by schools.

Those who perceived the existing school environment as conducive gave reasons such as availability of support services such as counselling for the former child labourer being placed in school; teachers in some schools protect the children withdrawn from child labour against stigmatization; most schools have improved in supplying equipment, physical space and personnel to support the children. In some schools, there is sensitisation for all parties on child labour and how to support those returning to school. Children know how to welcome back their fellow students and be supportive. Teachers know how to give extra support, especially class teachers who know their students well, when they are missing or are having challenges. ICS has sensitized even parents and the local administration on the importance of ensuring that child labourers go back to school and stay there.

An opportunity for mitigation against the threats is in amplifying factors that enable working children to go school. The persons who most influenced the children decisions to quit child labour and return to school were parents as reported by 66 per cent of beneficiaries; followed by teachers reported by 12 per cent; child friends reported by 4 per cent, chief/administrators (4 per cent), NGO/CBO (3 per cent), self (2 per cent), older siblings (2 per cent), neighbour (2 per cent), other relatives (2 per cent). Close to half (42 per cent) of those who had been supported under the Project to remain in school were happy with the reception they received.

#### 4.3 Do schools encourage re-enrolment of children affected by child labour?

Schools encouraged re-enrolment of children affected by child labour as demonstrated by withdrawal and placement in school for over 1,460 children (SNAP DBMR database). Most (40 per cent, n=126) of the children withdrawn were a year or more old in school at the time of interviewing them in January 2013. Less than a third (23 per cent) returned to school one month prior to the interview (possibly at the beginning of the new academic year; 21 per cent had returned to school within the last twelve months prior to the study and 12 per cent returned in the last 3 months. Close to two thirds of those withdrawn had reported back to school in either the last one month prior to the interview (30 per cent) or more than one year prior to interview (29 per cent). Majority of those who had dropped out-of-school joined back in the same class levels that they were at the point of dropping as shown in Table 5. This means that 92 per cent of those who were below class 4 went back to the same level compared to 4 per cent who were in between class 5 and 6 but were taken to lower level on return to school. Table 5 indicates that 88 per cent of those who were between class 5-6 went to same level while 9 per cent of those who were below class four joined at this higher level; 68 per cent went to classes



7 and 8 where they were prior to dropping out. This could be a sign that there are not many cases of forced repetition.

**Table 5: Class at which child dropped out and class at which child joined back**

What class were you when you dropped out of school?	What class did you join when you got back to school?		
	Below class 4 (%)	Between class 5-6 (%)	Between class 7-8 (%)
Below class 4	92.0	9.0	0.0
Between class 5-6	4.0	88.0	32.0
Between class 7-8	0.0	2.0	68.0

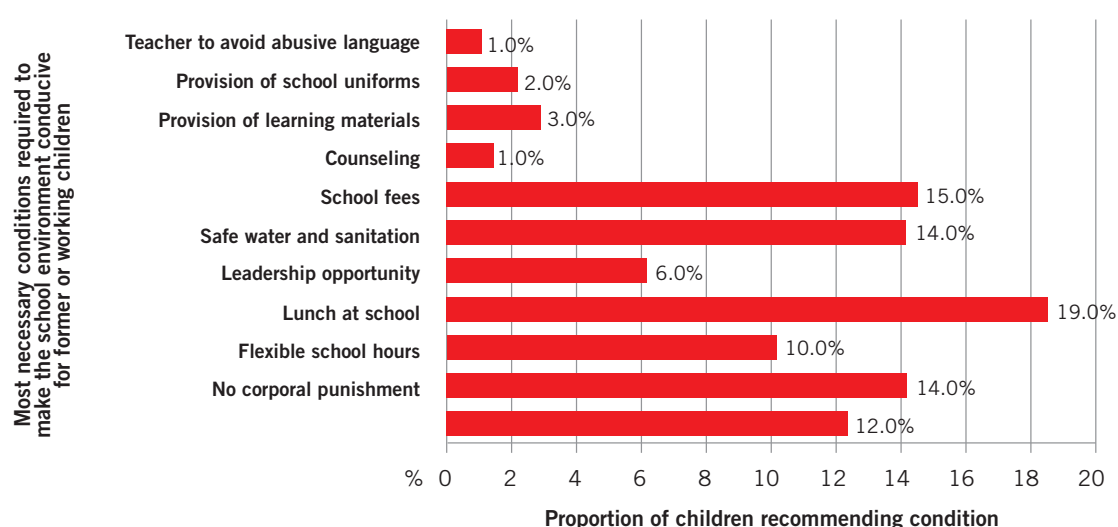
New pupils were however more likely to be enrolled in lower classes (between classes 1 and 4) than in upper classes (between classes 5 and 8). Besides, some schools may limit enrolment of children who have been out in child labour from joining the upper classes for fear of lowering mean score in final exams. This may have negative implication on re-enrolment of children who are withdrawn in the course of the year and seeking enrolment.

#### 4.4 Ability of schools to provide children affected by child labour with targeted services

Children interviewed were asked to list services that they deemed necessary to retain in school children removed from work or those prevented from child labour. The Figure 5 summarizes the services, with the longest bar graph being considered the most necessary service.

Targeted services such as supply of sanitary towels, psychosocial support or nutritional support were not regularly provided in all the five schools sampled. Majority of the girls (63 per cent, n=170) reported that they received supplies of sanitary pads only irregularly or sometimes, 11 per cent received the supply regularly and 12 per cent were never supplied; 41 per cent of the children interviewed reported they or their colleagues had benefited from regular lunch programmes, 95 per cent (n=145) of whom were pupils in class seven and eight. The lunch programmes therefore seem to be motivated by the need to improve performance of soon to be examination candidates hence a special arrangements with parents to contribute to the programme and save them time wasted in going for lunch. Counselling and psychosocial support at school level were provided by teachers but not having standard procedure for delivery. A teacher was assigned to be a guidance and counselling teacher but they were often not trained on how to handle children withdrawn from child labour as shown in Figure 5.

**Figure 5: Conditions necessary to make school environment conducive to former or working children in school**



## 4.5 Availability and knowledge on the child protection systems by the school community

### 4.5.1 Knowledge of child rights

Slightly over 5 per cent of the children interviewed were able to mention more than five types of child rights, with majority (46 per cent) mentioning a maximum of two and 15 per cent not being able to mention any (N=n00). The most identified forms of child rights by children in FGDs were right to education, health care and freedom to choose religious faith. The least identified rights were non-discrimination, name and nationality, and dignity and respect for persons with disability.

Protection from various forms of abuse was also identified as an expectation by children participating in FGDs by varying proportions. The most reported protection rights were those against sexual abuse, corporal punishment and deprivation of liberty, protection from drug and substance abuse, child labour and harmful cultural practices. The proportion of those identifying more than five types of child abuse was lowest among the children prevented from child labour (2 per cent, n=100) compared to 4 per cent of those withdrawn and 10 of indirect beneficiaries (n=100).

### 4.5.2 Knowledge of child abuse

Slightly over a third (36 per cent, n=300) of children interviewed did not mention any one type of child abuse that they had observed in their school. Close to half (43 per cent) reported between 1-2 types of child abuse that they have observed. The low proportion of children reporting child abuse in their school could mean that there are no abuses or that they were not aware of what constitutes child abuse.

The proportion of children interviewed not reporting or identifying forms of child abuse in school was highest among the children withdrawn (52 per cent, N=100) compared to 36 per cent among those prevented and 20 per cent of indirect beneficiaries (N=100). About 35 per cent of the children interviewed (N=300) reported that they had experienced at least one of the forms of child abuse that they had mentioned. The highest proportions of children reporting



this were the indirect beneficiaries at 50 per cent compared to 40 of those withdrawn and 14 per cent of those prevented. A slight majority (52 per cent, N=300) knew where to report cases of child abuse when they occur at school compared to an equally high proportion 46 per cent of those who did not know or were not sure of where to report. The proportion of those with knowledge of where to report an abuse was highest among the indirect beneficiaries (59 per cent) followed by those withdrawn (57 per cent) and least among those prevented from child labour.

#### **4.5.3 Experiences of discrimination**

Majority of the children (62 per cent) interviewed reported that they did not feel discriminated on the basis of their child labour status. However, more than a third (31 per cent) said they were occasionally discriminated against. A little unusual was the finding that majority of those who reported that they are at times discriminated against were those indirect beneficiaries at 52 per cent compared to 34 per cent of those prevented and 14 per cent of those withdrawn (n=92). More girls (52 per cent) compared to boys (40 per cent) reported discrimination on basis of their history of engaging in child labour.

Gender based discrimination was reported by twenty three per cent (23 per cent, n=300) of the children interviewed. Of those who reported gender based discrimination, more girls (77 per cent) than boys (23 per cent) reported being discriminated against. Discrimination due to current or previous pregnancies was reported by 5 per cent of the girls interviewed. Five of the girls had been supported under prevention interventions and two were supported under withdrawal interventions.

Discrimination due to physical disability was reported as occurring occasionally by 15 per cent of the children interviewed. This included 17 children who had been prevented from child labour; eight who were withdrawn and 20 indirect beneficiaries of the project.

#### **4.6 Community involvement in the running of the schools, and allocation and access of resources for children with special needs**

The question was posed on how schools and the communities are supporting the children withdrawn or prevented from child labour to access and remain in school. There was a general agreement among most of the 21 key informants interviewed, that the community has not adequately supported the schools. In some cases, the communities have not played a distinct role in management of schools or in supporting children affected by child labour. Where community support to schools has been realized, it has been in form of local CBOs and NGOs providing support towards payment of school fees or supplying needy children with scholastic materials.

While youths were not a target of these interviews, the community leaders and other key informants interviewed in this study reported that youths' participation in school management was noticeable. Youths in some communities have supported primary school by giving talks on topics such as HIV or drug abuse prevention, child rights and sensitization on other topical issues; the role of parents was not demonstrated in most schools.

It was reported by some key informants interviewed that in schools and communities where sensitization on child rights and child abuse have been conducted, greater participation of community members including parents in school management had been observed. Such communities try to ensure that their children are placed in school and if they drop out they try to ensure they go back to school. Such communities are also more likely to report children who miss school or are indisciplined while out of school.

Schools and youth training centres have also reciprocated by supporting children and youths education and wellbeing beyond the school curriculum. Examples were provided where school offered counselling services, although uncoordinated, while fellow students are especially very supportive in supporting those coming later to catch up through sharing notes, private tuitions, and welcome the former child labourers back. According to the Ministry of Youth Affairs and Sports, the department also encourages the trainees enrolled in vocational skills training centre to form support groups and get access to the youth fund. A few former students in Busia Youth Training Centre have actually taken up the opportunity in youth fund and have been able to access to the loans.

Children in some schools have undertaken community service projects such as environmental clean-up, tree planting among others. Some schools have school feeding programmes and may even waiver school fees for very needy children. The school support children who have been abandoned by providing feeding programme at school and uniform paid for 6 teachers. Schools guide and counsel parents with special cases also children are counselled. Community works with government and local administration to ensure children are at school. Schools deals with parents (by follow up with them) directly to ensure children are at school.

#### **4.7 How far child participation is encouraged as standard practice in classroom interaction, in broader operation and management of the school**

Asked how often their opinions and needs are included in decision making at school, 41 per cent of the children interviewed (n=300) said that this is never done; 34 per cent said that this is sometimes done; 2 per cent said that its often done and 16 per cent reported that they are regularly included. Indirect beneficiaries comprised the largest proportion of children reporting that their opinions were regularly included in decision making at 46 per cent compared to 37 per cent of those withdrawn and 17 per cent of those prevented. In one school, increased enrolment of former child labourers back to school was attributed to mobilization by members of child rights clubs.

On participation in classroom and the extent to which they perceive their participation as accepted or appreciated by peers in the classroom, 47 per cent (n=300) said that this was sometimes the case; followed by 22 per cent of those who said it was very often or all the time done; 16 per cent said it was never and 11 per cent said that it was often. Majority of those feeling that their participation is not appreciated were children withdrawn at 58 per cent (n=48) compared to 27 per cent of those prevented and 15 per cent of indirect beneficiaries of the project. The perception of non-acceptance or unappreciated participation was slightly higher among girls at 56 per cent compared to boys at 44 per cent (n=48).

Participation of children in decision making and activities at community level was also deemed to be not adequate by most of the children interviewed (46 per cent, n=300), though not much difference between boys and girls reporting that there is not much inclusion of children at 48 and 52 per cent respectively (girls consistently feeling more left out). Again there was not much difference between the proportion of children withdrawn and those prevented reporting none participation at community level 39 and 37 per cent respectively (n=139).

Majority (64 per cent, N=300) of the children interviewed belonged to a clubs such as child rights club, debating club or sports club. Those in a club comprised of 24 per cent children prevented from child labour, 38 withdrawn and 39 per cent indirect beneficiaries. There were however more girls in clubs (58 per cent) than boys at 42 per cent (n=192).

#### **4.8 How safe the schools are as places for learning and how completely they provide an overall gender sensitive environment that is conducive to learning**

Asked whether they feel the classroom environment is safe and secure, 79 per cent (N=300) of the children interviewed answered in the affirmative. The distribution of those feeling safe and secure at school was similar across categories of children withdrawn, prevented and indirect beneficiary at 34, 35 and 31 per cent respectively.

Drug and alcohol abuse was used as one of the determinants of safety and security at school. Asked if they had observed children abuse drugs or alcohol, majority said no (86 per cent, N= 300) compared to 13 per cent who has observed this unsafe practice. Children withdrawn from child labour were more likely to make this observation (62 per cent, N=39) compared to children prevented at 8 and indirect beneficiaries at 31 per cent. More girls (64 per cent) than boys (33 per cent) reported observing other children abusing drugs. This may suggest a more likelihood of drug and substance abuse among working children, and perhaps more present among girls.

On access to clean drinking water, 83 per cent of the children interviewed were of the opinion that they had good access.

#### **4.9 Adequacy of school infrastructure**

This was determined by asking children a number of opinion questions, aimed at determining their perception of how adequate and conducive the physical space was to meet the learning needs of children withdrawn and those prevented from child labour. Majority (91 per cent) of the children interviewed perceived access to appropriate sanitation facilities as adequate, with more girls (57 per cent) than boys (42 per cent) giving the approval. Access to age-appropriate furniture, and resources within reach (bookshelves, chalkboards) in school were also perceived as adequate by majority of the children (81 per cent, N=300). However observation by the research team and response from some key informants indicated need for construction of additional classes due to crowding in some schools and or refurbishment of some depilated building.

#### **4.10 The extent to which effort and resources are invested in creating stimulating classrooms that support active learning for all**

Table 6 below summarizes the extent to which efforts and resources have been invested in creating stimulating classrooms. Of concerns are lack of adequate furniture, presence of rugged and dusty floors; leaking roofs of classroom; inadequate number of pit latrines with the few either not having roofs or leaking; class size beyond recommended maximum of forty children; chalkboard that are illegible from back of class among other lacking physical space necessary to provide a conducive environment. Other areas that need improvement are instituting policies on discipline; developing disciplinary rules in consultation with pupils and displaying them; having policies and guidelines on prevention of sexual abuse and bullying, an displaying them.

**Table 6: Checklist for observation and interview on adequate physical and child friendly learning space**

Indicators of conducive and stimulating school environment that support active learning	Proportion of schools fulfilling indicator (%)	Explanation notes
1. Student work displayed on classroom walls.	100.0	Was observed as present in all the five schools but not in all classes. There is also need to improve on the display by having better spacing.
2. Furniture that is clean, intact and well adapted to the size of students.	80.0	Most schools adequate number of desks for the classroom population. However only one of the five schools had age appropriate desks. In the other four schools, there was need to replace the unstable desks and clean up the dust.
3. No unnecessary materials on student tables.	100.0	Was observed in all the schools.
4. Tidy classroom, learning materials and teacher's table.	60.0	Three out of the five schools had tidy classrooms. The floor is not easy to clean in most of the schools and there is not enough teacher's tables and desks.
5. School compound divided for younger and older students.	40.0	Two schools had partitioned the school compound into two. For most schools however, there was not enough space therefore both lower and upper classes share the same compound.
6. Walls in good condition and not unstable/crumbling.	40.0	Two schools had relatively good wall conditions. Other schools had needed renovation because the walls had cracks.
7. Floor is smooth, flat and not dusty.	0.0	None of the five schools had smooth and clean floors. Others needed floor repair because it was not smooth, had pot holes and were dusty.
8. Roof has good covering and not open in some areas/leaking.	20.0	Only one school had good roofs. In the other four schools, most classes had leaking roofs. There were no window panes and doors in some classes. Pit latrines did not have roofs.
9. Chalkboards – visible from all segments of classroom/presence of glare/poor legibility from some parts.	40.0	Two schools had usable chalkboards. Some chalkboards have faded hence writings not visible from the back.
10. Furniture – sufficient, suited for ages and size of pupils/ inadequate in number and size.	60.0	There were adequate desks in most classes in three schools. In the other two schools, there were too many pupils in one class most classes were overcrowded and most desks not suited for ages or not adequate.

Indicators of conducive and stimulating school environment that support active learning	Proportion of schools fulfilling indicator (%)	Explanation notes
11. There is a boundary wall/fence and security services.	100.0	All the five schools had some sort of fence. These were either live fence or barbed wire fence. Human security personnel hired by school were working only at night in most schools.
12. There is safe drinking water in school.	80.0	Tap water was present in some of the schools. Others used borehole water which needs to be treated. Pupils carry water because the on-going water project not yet in use. This water too needs to be treated.
13. There is a First Aid kit with trained teacher in charge.	60.0	There was teacher responsible for health matters in three of the schools. There were no first aid kits; nor trained teachers responsible for first aid kit.
14. Number of children not more than 40 in a class.	20.0	Only one school had most of its classes having 40 as maximum population. In the four other schools most classes were over crowded partly due to having inadequate number of classrooms. The number of children in most classes was an average of 60.
15. Behavioural /discipline rules are written statements, known to students and parents.	20.0	There are no rules written and displayed anywhere in most schools except in one school.
16. There is written policy against bullying.	20.0	There is no written policy against bullying in most schools except one.
17. There is written policy against sexual abuse and exploitation (SEA).	20.0	No written policy in most schools except one.
18. Pupils are aware of policy on bullying, SEA and how/where to report.	80.0	There is no written policy against bullying and students are not aware.
19. Teachers know of a referral pathway to health, psychosocial support, children office protections services and other services.	100.0	Trained teachers to assist pupils.
20. There is a desk or teacher responsible for assessing social and emotional needs of a child.	80.0	Guidance and counselling teachers was present in four schools. However teachers with ability you assess social and emotional needs were not in the schools.
21. Teachers apply alternative disciplining methods such as isolation, use of food as punishment or reward and other such alternative methods.	40.0	Only mentioned in two schools. However it was not possible to determine the effectiveness during the short moment of field visit.

Indicators of conducive and stimulating school environment that support active learning	Proportion of schools fulfilling indicator (%)	Explanation notes
22. Children are involved in development of discipline and safety rules for better ownership.	80.0	Reported by teachers in four schools.
23. Children are allowed to be inquisitive and freely interact in class and in playfield without fear or discrimination.	80.0	Not in all schools partly because of age, gender and poor communication skills.
24. Child abuse and neglect prevention training is conducted for parents and staff.	60.0	Was still in pipeline in most school's timetables. There is no training conducted on such issues.
25. Programme to prevent and addresses drug abuse concerns is in place.	60.0	No programme in place in most school.

(Checklist administered by research assistant through observation and during key informant interviews with teachers.)



# CHAPTER FIVE

## 5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

### 5.1 Access to quality and relevant education opportunities

The information collected in this study from literature review, key informant interviews and interview with 200 direct and 100 indirect child beneficiaries of SNAP project, point to evidence that the children affected by child labour in Busia County have limited access to quality and relevant education opportunity due to several barriers and threats.

With more than half of the population in Busia County comprised of school going children aged below 14 years; and a total of 420 public primary schools, the average number of pupils per school was estimated at over 800 or 106 pupils per class. This estimate gives a teacher to pupil ratio of 1:64. Given such as scenario, the existing physical school infrastructure is not sufficient for an average child to access quality education. Children affected by child labour have in addition to the strained school infrastructure, other socio-economic barriers identified in this study. There is therefore need for an affirmative action to enable children affected by child labour to access and be retained in school.

#### 5.1.1 Barriers to access to quality education specific to children affected by child labour in Busia District

Reference to key informant interview and interview with the 300 children sampled in this study, the following were identified as barrier to quality and relevant education.

**Late age of entry into schooling:** children withdrawn from child labour comprised a third of those who began schooling at a late age of 9 years and above compared to the regular 6 years entry into class 1. Late entry into school has been associated with high drop-out rates, repetition and poor performance.<sup>5</sup>

**Child headed households:** 68 per cent of the children who reported that they were heading their households were those withdrawn from child labour. Close to half of the total orphans were reported among those prevented from dropping from school into child labour. Children heading households have difficulties accessing and concentrating on their school work because they often have to work to provide for siblings.<sup>6</sup>

**Household size:** in this study, number of siblings was used as a proxy indicator of household size. About half of children withdrawn (46 per cent) were from households with more than five siblings compared to 23 per cent of children prevented from child labour and 34 per cent of indirect beneficiaries. In a working paper published by African Population and Health Research Centre, the researcher<sup>7</sup> found that the larger the household size, the lower the per

<sup>5</sup> Nonoyama-Tarumi Y, Loaiza E, and Engle P.L. "Late entry into primary school in developing societies: Findings from cross national household survey", in *International Review of Education* (2010)56:103-105. Springer 2010.

<sup>6</sup> Awino Dorcas. *Child/adolescent headed households: A qualitative study on everyday life experience of children living in child/adolescent headed households in Western Kenya Region.*

<sup>7</sup> Ngware M, et al. *Do household characteristics matter in schooling decisions in Urban Kenya?* APHRC Working Paper No. 37, 2008.

capita allocation of resources to spend *ceteris paribus* (on what they do not consider as essential for living). Larger households therefore had a reduced predicted probability of the decision to enrol in school by 0.9 per cent.

**Time taken to nearest primary school:** close to half (42 per cent) of those who walked longest distances (more than an hour) to school were children withdrawn from child labour. This has been shown to affect enrolment because the longer the distance the greater the deterrent<sup>8</sup> on working children who may need to work part-time after school.

**School enrolment policy vs. practices:** while Kenya education policy requires schools and communities to identify excluded children and to ensure their enrolment,<sup>9</sup> this study identified several obstacles to implementation of the policy. Analysis of data provided by child respondents indicated that re-enrolment was more likely in lower classes (92 per cent) than in the upper classes (68 per cent). Key informants in this study confirmed this challenge to enrolment of ex-child labourers and gave reasons such as fear of lowering school mean scores in examinations.

**Drop-out and absenteeism:** there were reported cases of children dropping out of school or long term absenteeism among 42 per cent of the children interviewed. Even among the children not considered as being at risk of child labour (indirect beneficiaries), 38 per cent had been out of school for a continuous period of not less than one month. Children withdrawn from child labour comprised the majority (64 per cent) of those who had been out for over a year period. Frequent absenteeism has been sighted as a factor contributing to poor performance in examinations.<sup>10</sup> Inability to pay school fees and levies such as extra tuition fees and salaries for teachers employed by school management board paid in public school were reported as main reasons for drop out and absenteeism by majority (71 per cent) of the children. It was ironic that most the children said that they were out of school and into child labour to raise money to pay for fees and levies.

**Cost of sending child to school:** as indicated in above paragraph, inability to pay school fees/levies was the reason most sighted by children for inability to go to school. Key informants interviewed in this study reported that it costs an average of Kshs. 1,000 to 3,000 to admit a child. These fees are often demanded by schools despite implementation of Free Primary Education Policy to pay for extra teachers employed by Board of Governors, infrastructure development, extra tuition fees among other costs. The extra costs are far too expensive for families of child labourers who are often destitute or breadwinners in the family.

**Mechanisms for coping with school environment for children withdrawn or prevented from child labour:** children and adult key informants interviewed in this study reported various coping mechanisms at school for former child labourers which could be amplified include:

- teachers who are competent in providing psychosocial support to children (reported by 46 per cent of children interviewed);

<sup>8</sup> Glennerster R. et al. *Access and Quality in Kenya Education System – A review of problems, challenges and potential solutions*. Prepared for Office of Prime Minister of Kenya. 2011.

<sup>9</sup> GoK, Ministry of Education. *A policy framework for education: Aligning Education and Training to Constitution of Kenya 2010 and Kenya Vision 2030*. Draft as at April 2012.

<sup>10</sup> Achoka J.S.K et al. "Access to basic education in Kenya: inherent concerns", in *Educational Research and Review*, Vol. 2 (10), pp. 275-284, October 2007.



- peer support – seventeen per cent of children interviewed reported that presence of friendly students was necessary to feel welcomed and remain in school;
- provision scholastic and learning materials – this includes payment of tuition fees and other school levies where applicable; supply of books and other materials required for learning. This was third most prioritized intervention reported as necessary by 10 per cent of children interviewed. It also points to a need to critically review the gaps in implementation of free primary education;
- opportunities for leadership reported by one per cent; and
- provision lunch meals at school.

## 5.2 Assessment of how the learning environment effects children affected by child labour to remain or complete their schooling

Majority of the children interviewed (79 per cent, N=300) perceived their classroom environment as safe and secure for learning of those affected by child labour. However, assessment of specific indicators of conducive, secure and protective learning environment revealed otherwise as discussed below.

**Knowledge of child rights and abuse:** This is important in empowering the children to protect themselves against abuse of their rights. This indicator was wanting because only 5 per cent of the children were able to mention at least five of children rights and 15 per cent had no idea of any of the child rights. An equally high proportion of 36 per cent of the children were not able to mention even one type of child abuse and just about half knew where to report an abuse. Those ignorant of what child abuse constitutes were mainly those withdrawn from child labour.

**Child participation:** This indicator of protective learning environment was wanting in its realization. On participation in decision making at school and community level, 41 per cent of children interviewed felt that their opinions were not solicited nor included in decisions making. However membership of most children (64 per cent) in clubs at school is an opportunity to harness effective child participation.

**Drug and alcohol abuse:** This was reported by 13 per cent of children interviewed who had observed this unsafe practice among pupils at school. While this figure may not be a direct indicator of the extent to which children abuse drugs, it is a proxy indicator that points to likelihood of drug abuse in schools. Children withdrawn from child labour were more likely to make this observation (62 per cent, N=39) hence the need to further investigate the relationships.

**Non-discrimination:** This was explored and found to be occurring rarely as reported by 31 per cent who said they had experienced discrimination due to their child labour status.

**Provision of targeted services:** A small proportion of 11 per cent of girls had been supplied with sanitary pads on regular basis; 41 per cent, mostly soon to be candidates (class 7 and 8) were the only ones who had had regular lunch programmes. Psychosocial and counselling services were not institutionalized nor were there any referral networks for professional counselling services.

### 5.3 Are education facilities conducive to physical and emotional well-being children affected by child labour?

*Access to clean drinking water:* This was available in most schools as reported by 83 per cent of the children interviewed.

*Adequate physical and child friendly learning space:* These were characterized by lack of adequate furniture, presence of rugged and dusty floors; leaking roofs in some classroom; inadequate number of pit latrines with the few either not having roofs or leaking; class size beyond recommended maximum of forty children; chalkboard that are illegible from back of class among other lacking physical space necessary to provide a conducive environment. Other areas that need improvement are instituting policies on discipline; developing disciplinary rules in consultation with pupils and displaying them; having policies and guidelines on prevention of sexual abuse and bullying, and displaying them.

### 5.4 Conclusion

While efforts have been made to create a conducive school environment for children withdrawn or prevented from child labour, both prior and during implementation of SNAP project in the 24 select schools in Busia County, there are still several barriers to be overcome. In view of these barriers, the study concludes that the child labourers and those at risk of dropping from school into child labour have limited access to quality and relevant education. There are opportunities in some on-going interventions and others as are recommended below, to overcome the barriers and threats for these children. Some of the on-going interventions that should be amplified are awareness raising on child rights both among children in school and the community to empower them into taking appropriate and supportive actions; strengthen the integrated area based approach which will address challenges of poverty and institutionalize child labour monitoring; increase targeted services such as provision of lunch meals and sanitary pads for girls on regular basis.

### 5.5 Recommendations

#### **Towards increasing access to quality and relevant education:**

- Institute affirmative action for access to education for child labourers and those at risk. These include providing resources to meet needs of children heading households and orphans who were found to be at greater risk of child labour.
- Advocate for making free education truly free as recommended by one of the children interviewed. The current levies such as for extra teacher employed by community and tuition fees should either be abolished or included in the FPE funding from the government.
- Advocate for construction of more community schools to reduce time taken to school which the study revealed as longest (more than an hour) for children withdrawn from child labour.

#### **Towards improving on conducive environment to secure, protect and support children affected by child labour:**

- Expand the awareness raising programme to sensitize more children and community members on child rights and where to report cases of abuse, including child labour.
- Provide trainings to teachers and children on how to develop effective child participation programmes.

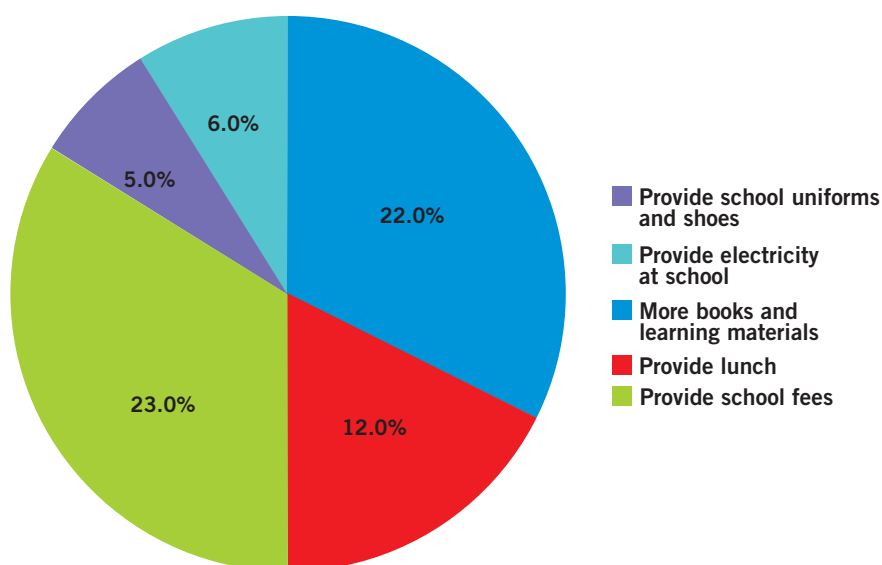
- (Re)train teachers and other relevant community social workers on psychosocial support.
- Initiate a campaign to prevent drug and alcohol abuse in primary schools which was reported by some children as present.
- Expand lunch meal at school programmes to reach more children and supply of sanitary pads for girls through community participation and FPE funding respectively.
- Support schools to develop and implement policies on sexual abuse and bullying.

#### **Towards improving physical environment:**

- Advocate for better physical planning of space to separate compounds for children who are younger from the older ones in all schools to ensure child friendly spaces.
- Support schools to increase number of pit latrines especially for girls.
- Advocate for more resource allocation by government and community to repair leaking roofs, rugged and dusty floors which pose risk of jigger infestation.
- Develop guidelines for community participation in school management and sensitize the school management and community leaders on its implementation. This is a more critical given the lack of clarity on what free primary education entails and what is the role of parents/community.

The recommendations that were most popular among children are indicated in Figure 6.

**Figure 6: Most popular recommendations from children on further action to improve the situation of children and school environment**





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# ANNEXES

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## Annex 1: Workplan

The exercise is expected to be carried out within the months of December 2012 and March 2013. Finalization and presentation of the report will be done in February/March 2013. The proposed time frame is as follows.

No.	Activity	Time frame	No. of working days
1.	Contractual signing /work plan	Week 1	1 day
2.	Literature review/consultations with project team	Weeks 1-2	3 days
3.	Interviews with select children, teachers, parents, etc.	Weeks 2-4	8 days
4.	Report writing	Weeks 4-6	3 days
5.	Presentation in the symposium/finalisation of report	Weeks 7-8	2 days
		<b>Total</b>	<b>17 days</b>



## Annex 2: Survey questionnaire for children

Survey Serial No

**Situation analysis on conducive learning environment for children withdrawn and prevented from child labour in schools in Busia, Kitui and Kilifi counties in Kenya**

### INTRODUCTION

Hello, my name is \_\_\_\_\_. I work with an organisation called \_\_\_\_\_. We are asking some questions on your daily activities and your situation at school. The purpose is to inform ILO and its partners on how the school environment can be improved to retain all children, especially those affected by child labour. I therefore request to interview you. The interview will take about 20 minutes. All the information collected will be held in confidence. The responses you give will be anonymous. Nowhere will your name appear or will it be possible to know that you answered in a certain way. You have the right to **NOT** participate. This will not affect overall results and I will not become angry or upset. You may decide that you do not want to answer all questions this is ok. Do you have ANY questions? Do I have permission to continue with the interview? Yes \_\_\_ No \_\_\_ (Tick one. If No, record on note book.)

### Section A: Survey site information

Date: \_\_\_\_\_ Enumerator: \_\_\_\_\_

County: \_\_\_\_\_

School: \_\_\_\_\_ Village: \_\_\_\_\_

## Section B: Personal information

No.	Question (Q)	Coding	Circle one applicable response	Skip to Q
1.	Sex	Boy Girl	1 2	
2.	Year of birth	After year 2000 Between 1997-1999 Between 1994-1996 Don't know/no response	1 2 3 99	
3.	Current age	Below 12 years 13-15 years 16-18 years Don't know/no response	1 2 3 99	
4.	Parentage	Orphan (total) Orphan (partial) Both parents alive No response	1 2 3 99	
5.	Who heads the household where you live in at present?	Parent Other adult guardian Self Older sibling No response	1 2 3 4 99	
6.	Number of siblings (both brothers and sisters)	1-3 4-5 More than 5 No response	1 2 3 99	
7.	Number of siblings below 18 years working (both brothers and sisters)	1-3 4-5 More than 5 Don't know/no response	1 2 3 99	
8.	Known physical/ mental disability	Yes No Don't know/no response	1 2 99	

**Section C: Access to school and limiting factors for  
children withdrawn, prevented or at school**

No.	Question (Q)	Coding	Circle one applicable response	Skip to Q
9.	Age began school (class 1)	6 years Between 7-8 years Above 9 years No response	1 2 3 99	
10.	Did you attend nursery/ ECD school?	Yes No No response	1 2 99	
11.	How long do you take to get to school every day?	Less than 10 min Between 11-30 min Between 31 min -1 hour More than 1 hour Don't know/no response	1 2 3 4 99	
12.	Have you ever dropped out of school?	Yes No No response	1 2 99	Go to Q 23
13.	How long were you out of school?	One month One school term One year Over one year No response	1 2 3 4 99	
14.	What class were you when you dropped out of school?	Below class 4 Between class 5-6 Between class 7-8 No response	1 2 3 99	
15.	What reasons made you to drop out of school?	I was disabled/illness School is too far Could not afford schooling My family did not allow to schooling I was not interested in school School is not valuable School is not safe I was working for pay or other gains I helped at home with household chores Other (specify)_____ No response	1 2 3 4 5 6 7 8 9 10 99	

No.	Question (Q)	Coding	Circle one applicable response	Skip to Q
16.	If working, why were you working?	Supplement family income Pay family debt Help in household business Learn skills Schooling is not useful for the future School too far away/no school Could not afford school fees Not interested in school Temporarily replace someone unable to work Other (specify) _____ No response	1 2 3 4 5 6 7 8 9 10 99	
17.	Where were you working?	Family dwelling Employers house Office Industry/factory Plantation/farm Construction site Mining/quarry Shop/market Different work places (mobile) Street Pond, lake, river Other (specify) _____ No response	1 2 3 4 5 6 7 8 9 10 11 12 99	
<b>Reintegration</b>				
18.	When did you come back to school after dropping out?	One month ago Three months ago One year ago Over one year ago No response	1 2 3 4 99	
19.	What class did you join when you got back to school?	Below class 4 Between class 5-6 Between class 7-8 No response	1 2 3 99	

No.	Question (Q)	Coding	Circle one applicable response	Skip to Q
20.	Who encouraged you to get back to school?	Parent Teacher Friend (child) Chief/ provincial administrator Other (specify) _____ No response	1 2 3 4 5 99	
21.	Did you feel welcome at school?	Yes No No response	1 2 99	
22.	What do you consider most important to make you feel or other children most welcome at school?	Friends Teachers Lunch School supplies (books, etc.) Responsibility (chosen as leader) Others (specify) _____ No response	1 2 3 4 5 6 99	
<b>Completion, transition, repetition</b>				
23.	Current class (as at Jan 2013)	Below class 4 Between class 5-6 Between class 7-8 No response	1 2 3 99	
24.	Class in the previous term (as at Dec 2012)	Same as previous (repeated) Next class Dropped out No response	1 2 3 99	
<b>Retention</b>				
25.	What is the longest period that you have been away from school?	Over one year Two school terms One school term One month Don't know/no response	1 2 3 4 99	
26.	Does your school have any facilities/ programmes to encourage children to stay in school?	Yes No Don't know/no response	1 2 99	

No.	Question (Q)	Coding	Circle one applicable response	Skip to Q
27.	What facilities/programmes encourage children to stay in your school?	Providing school supplies Providing scholarships Improved the buildings Other (specify) _____ Don't know/no response	1 2 3 4 99	
28.	Do you think the environment at your school is conducive for children who have to be reintegrated after they were engaged in child labour?	Yes No Don't know/no response	1 2 99	
29.	What do you think makes the school environment not conducive for children who have to be reintegrated after they were engaged in child labour?	Friends Teachers Lunch School supplies (books, etc.) Responsibility (chosen as leader) Others (specify) _____ No response	1 2 3 4 5 6 99	
<b>Performance</b>				
30.	How would you describe your performance in the last three terms of schooling?	Improving Constant Dropping No response	1 2 3 99	
31.	What has contributed to your performance most?	Friends Teachers Lunch School supplies (books, etc.) Discipline Others (specify) _____ No response	1 2 3 4 5 6 99	

### Section D: School environment conducive to children withdrawn, prevented or at school

No.	Question (Q)	Coding	Circle one applicable response	Skip to Q
<b>Protection/well-being</b>				
32.	Mention child rights that you know (Research assistant to count the number of child rights mentioned – right to life, non-discrimination, protection, education, health, parental care)	None 1-2 3-4 More than 5 No response	1 2 3 4 99	
33.	Mention forms of child abuse that you have observed in your school (Research assistant to count the number of child abuse mentioned – physical abuse/ corporal punishment, sexual abuse, emotional abuse)	None 1-2 3-4 More than 5 No response	1 2 3 4 99	
34.	Have you ever experienced any of the forms of child abuse you have mentioned?	Yes No Not sure No response	1 2 3 99	
35.	Do you know where to report a child abuse when it occurs to you or other children?	Yes No Not sure No response	1 2 3 99	
36.	How often have you or other girls given sanitary pads?	None Sometime Regularly No response	1 2 3 99	Skip if respondent is a boy
37.	How often have you or other children been provided with school lunch?	None Sometime Regularly No response	1 2 3 99	
<b>Participation</b>				
38.	How often do you feel that your opinions and needs are included in decision making in your school?	None Sometime Often Very often/all the times No response	1 2 3 4 99	
39.	How often do you feel that your participation (suggestion and involvement in activities) is acceptable in the classroom?	None Sometime Often Very often/all the times No response	1 2 3 4 99	



No.	Question (Q)	Coding	Circle one applicable response	Skip to Q
40.	How often do you feel that your participation (suggestion and involvement in activities) is acceptable in the community?	None Sometime Often Very often/all the times No response	1 2 3 4 99	
41.	Do you belong to any club in your school (child rights/ debating/sports)?	Yes No Don't know/no response	1 2 99	
Non-discrimination				
42.	How often do you feel that you have been treated differently (compared to other children) due to your child labour background?	None Sometime Often Very often/all the times No response	1 2 3 4 99	
43.	How often do you feel that you have been treated differently (compared to other children) due to your gender/sex?	None Sometime Often Very often/all the times No response	1 2 3 4 99	
44.	How often do you feel that you have been treated differently (compared to other children) due to current/ previous pregnancy?	None Sometime Often Very often/all the times No response	1 2 3 4 99	Skip if respondent is a boy
45.	How often do you feel that you or other children have been treated differently (compared to other children) due to physical disability?	None Sometime Often Very often/ all the times No response	1 2 3 4 99	
Physical space				
46.	Do you feel that the school and classroom environment is safe and secure for you?	Yes No Not sure No response	1 2 3 99	
47.	Have you observed children smoke drugs or drink alcohol in your school?	Yes No Not sure No response	1 2 3 99	
48.	Do you and other children have access to adequate safe water in your school?	Yes No Not sure No response	1 2 3 99	

No.	Question (Q)	Coding	Circle one applicable response	Skip to Q
49.	Do you and other children have access to adequate sanitation in your school?	Yes No Not sure No response	1 2 3 99	
50.	Do you and other children have access to adequate age-appropriate furniture, and resources within reach (bookshelves, chalkboards) in your school?	Yes No Not sure No response	1 2 3 99	
Quality of learning				
51.	Do you feel that you and the children in your school have quality learning?	Yes No Not sure No response	1 2 3 99	

What recommendations would you make to improve the situation of children and school environment, especially for current and former child labourers in your school?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Do you have any question or additional information you want to share?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

*Thank you for your time and information. Again, this information will be held in confidence.*

## Annex 3: Focus Group Discussion (FGD) guidelines for children

Children aged 8-16 years old

Name of District: \_\_\_\_\_ Name of group: \_\_\_\_\_

Date: \_\_\_\_\_

Name of person leading FGD: \_\_\_\_\_

Contact (telephone): \_\_\_\_\_

### INTRODUCTION

Hello, my name is \_\_\_\_\_. I work with an organization called \_\_\_\_\_. We are asking some questions on your daily activities and your situation at school. The purpose is to inform ILO and its partners on how the school environment can be improved to retain all children, especially those affected by child labour. I therefore request to interview you. The interview will take about 20 minutes. All the information collected will be held in confidence. The responses you give will be anonymous. Nowhere will your name appear or will it be possible to know that you answered in a certain way. You have the right to **NOT** participate. This will not affect overall results and I will not become angry or upset. You may decide that you do not want to answer all questions this is ok. Do you have ANY questions? Do I have permission to continue with the interview? Yes \_\_\_\_\_ No \_\_\_\_\_ (Tick one. If No, record on note book.)

#### 1. Knowledge on child rights

Please name the rights of children that you know. Tick each that is mentioned by the group.

List of rights	Tick	List of rights	Tick
Right to life	<input type="checkbox"/>	Play, leisure and recreation	<input type="checkbox"/>
Opinion and participation	<input type="checkbox"/>	Right to privacy	<input type="checkbox"/>
Not to be discriminated against	<input type="checkbox"/>	Protection from child labour	<input type="checkbox"/>
Right to parental care	<input type="checkbox"/>	Protection from abuse (neglect, physical, emotional, trafficking)	<input type="checkbox"/>
Right to education	<input type="checkbox"/>	Protection from harmful cultural rites	<input type="checkbox"/>
Right to religious education	<input type="checkbox"/>	Protection from sexual exploitation	<input type="checkbox"/>
Right to health care	<input type="checkbox"/>	Protection from drugs	<input type="checkbox"/>
Name and nationality	<input type="checkbox"/>	Protection from torture and deprivation of liberty	<input type="checkbox"/>
Dignity and care for disabled child	<input type="checkbox"/>	Protection from armed conflict	<input type="checkbox"/>

## 2. Most occurring form of child abuse

Draw the table below on a flip chart, compare and ask the most occurring form of child abuse in your area? Fill-in the corresponding number (i.e. the most occurring) in the blank white space moving down each column.

Most occurring form of child abuse	Corporal punishment and other physical abuse (1)	Sexual abuse and exploitation (2)	Child labour (3)	Harmful cultural practices (e.g. FGM, early/forced marriage) (4)	Neglect (5)
Corporal punishment and other physical abuse (1)					
Sexual abuse and exploitation (2)					
Child labour (3)					
Harmful cultural practices (e.g. FGM, early/forced marriage) (4)					
Neglect (5)					

## 3. Situation of children in school – The greatest challenge

**Step 1:** Ask the children to list 5-10 challenges at school that face working or former working children (in no particular order).

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

**Step 2:** Draw the table below on a flip chart, compare and ask the most occurring challenges facing working or former working children who are in school.

Most occurring challenges facing working or former working children who are in school	Discrimination at school –age/ gender/ CL back-ground (1)	Peer pressure to go back (2)	Adults/ parents lure children back to work (3)	Need for money to support self/ siblings (4)	School too far (5)	Forced repetition of class (6)	... (7)	... (8)	... (9)	... (10)
Discrimination at school –age/ gender/CL back-ground (1)										
Peer pressure to go back (2)										
Adults/ parents lure children back to work (3)										
Need for money to support self/ siblings (4)										
School too far (5)										
Forced repetition of class (6)										
... (7)										
... (8)										
... (9)										
... (10)										

NB: To the question marks, add from list provided by children above, choosing by consensus the most significant four according to the children.

#### 4. Factors contributing to conducive school environment for working or former working children

**Step 1:** Ask the children to list 5-10 conditions necessary to make the school environment conducive for working or former working children (in no particular order).

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

**Step 2:** Draw the table below on a flip chart, compare and ask the most necessary conditions required to make the school environment conducive for working or former working children.

Most necessary conditions required to make the school environment conducive for working or former working children	Teacher to allow more time during class activity/ questions (1)	No corporal punishment (2)	Flexible school hours (3)	Lunch at school (4)	Leadership opportunity (5)	Safe water and sanitation (6)	... (7)	... (8)	... (9)	... (10)
Teacher to allow more time during class activity/ questions (1)										
No corporal punishment (2)										
Flexible school hours (3)										
Lunch at school (4)										
Leadership opportunity (5)										
Safe water and sanitation (6)										
... (7)										
... (8)										
... (9)										
... (10)										

NB: To the question marks, add from list provided by children above, choosing by consensus the most significant four according to the children.

## 5. Additional information

What recommendations would you make to improve the situation of children and school environment, especially for current and former child labourers in your school?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Do you have any question or additional information you want to share?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

*Thank you for your time and information. Again, this information will be held in confidence.*



## Annex 4: Key informant interview guide for teachers

### INTRODUCTION

Hello, my name is \_\_\_\_\_. I work with an organisation called \_\_\_\_\_. We are asking some questions on children's daily activities and their situation at school. The purpose is to inform ILO and its partners on how the school environment can be improved to retain all children, especially those affected by child labour. I therefore request to interview you. The interview will take about 20 minutes. All the information collected will be held in confidence.

NB: Interviewer to request teacher or school principal to provide data on school enrolment over the last three years.

The interview should include:

- total population of children (girls and boys separately) in the school;
- number of children (girls and boys separately) withdrawn from child labour over the last 3 years;
- number of children (girls and boys separately) prevented from child labour who have been supported to remain in school in the last 3 years.

Questions:

1. What is the trend in enrolment in your school? Explain factors contributing to the trend?
2. What challenges keep children away from school in your community?
3. Have you enrolled children who were formerly in child labour? If yes, what strategies has the school applied?
4. Are there challenges specific to handling former child labourers? Explain.
5. How is the school and the community supporting the children withdrawn or prevented from child labour to access and remain in school?
6. Do you think that teachers and other children are prepared to integrate former child labourers? Explain.
7. In your opinion, is the school environment conducive for children withdrawn or prevented from child labour of dropping from school into child labour? Explain.
8. What measures are being taken to improve school environment and make it child friendly?
9. In your opinion, are the existing educational facilities adequate to meet the needs of all children including those with special needs?
10. What do you recommend as additional interventions required to improve school environment for all children and especially those withdrawn from child labour?

## Annex 5: Key informant interview guide for adults

**Interview guide for parents, education officer, children officer,  
labour officer, youth officer, NGO official**

### INTRODUCTION

Hello, my name is \_\_\_\_\_. I work with an organization called \_\_\_\_\_. We are asking some questions on the daily activities of children and their situation at school. The purpose is to inform ILO and its partners on how the school environment can be improved to retain all children, especially those affected by child labour. I therefore request to interview you. The interview will take about 20 minutes. All the information collected will be held in confidence.

Questions:

1. What is the trend in enrolment in your schools/ youth vocational skills training centres? Explain factors contributing to the trend?
2. What challenges or barriers keep children away from school in your community?
3. What intervention do you believe are most effective in bringing working children back to school? (Ask respondent to list in order of most effective to least effective and explain briefly.)
4. Are there challenges specific to handling former child labourers back in school? Explain
5. What intervention do you believe are most effective in retaining them? (Ask respondent to list in order of most effective to least effective and explain briefly.)
6. How are the schools and the communities supporting the children withdrawn or prevented from child labour to access and remain in school?
7. Do you think our schools are adequately equipped to reintegrate and keep them performing well? Explain.
8. In your opinion, is the school environment conducive for children withdrawn or prevented from child labour of dropping from school into child labour? Explain.
9. Are there adequate measures being taken to improve school environment and make it child friendly? Explain.
10. In your opinion, are the existing educational facilities adequate to meet the needs of all children including those with special needs such as child labourers? Explain.
11. What do you recommend as additional interventions towards improving school environment for all children and especially those withdrawn from child labour?

## Annex 6: Guide to documenting case study

When documenting case study of children in the study consider that:

- we interested in a story of one child per school who is a success in the context of the objectives of the study, i.e. a child who was withdrawn from child labour as a direct result of the ILO-IPEC's SNAP project and has stayed in school longest;
- ask the following questions and write a summary of the response:
  1. How old are you?
  2. What class are you in?
  3. Have you ever dropped out of school?
  4. How long were you out of school?
  5. What made you stay out of school?
  6. How did you get back to school?
  7. Do you feel comfortable being in school now?
  8. What makes you comfortable in school?
  9. Is there anything else that you want to tell us about yourself?
  10. Do you have any question for us?

It is important to:

- Assure child that the information will be reported as anonymous source to keep confidentiality.
- Do not write down the name of the child nor take a photo.
- Take no more than 15 min.
- Interview the child in the presence of a teacher.
- Be sure to introduce yourself, the purpose of the study and the benefit of the child sharing their story (it will inspire other children).
- Thank the child after the interview.

## Annex 7: Checklist for observation and interview

(To be administered by research assistant through observation and during key informant interviews with teachers.)

Indicators of conducive school environment	Yes	No	Explanation notes
1. Student work displayed on classroom walls			
2. Furniture that is clean, intact and well adapted to the size of students			
3. No unnecessary materials on student tables			
4. Tidy classroom, learning materials and teacher's table			
5. School compound divided for younger and older students			
6. Walls in good condition and not unstable/crumbling			
7. Floor is smooth, flat and not dusty			
8. Roof has good covering and not open in some areas/leaking			
9. Chalkboards – visible from all segments of classroom/presence of glare/poor legibility from some parts			
10. Furniture – sufficient, suited for ages and size of pupils/inadequate in number and size			
11. There is a boundary wall/fence and security services			
12. There is safe drinking water in school			
13. There is a First Aid kit with trained teacher in charge			
14. Number of children not more than 40 in a class			
15. Behavioural/discipline rules are written statements, known to students and parents			
16. There is written policy against bullying			
17. There is written policy against sexual abuse and exploitation (SEA)			

Indicators of conducive school environment	Yes	No	Explanation notes
18. Pupils are aware of policy on bullying, SEA and how/where to report			
19. Teachers know of a referral pathway to health, psychosocial support, children office protections services and other services			
20. There is a desk or teacher responsible for assessing social and emotional needs of a child			
21. Teachers apply alternative disciplining methods such as isolation, use of food as punishment or reward and other such alternative methods			
22. Children are involved in development of discipline and safety rules for better ownership			
23. Children are allowed to be inquisitive and freely interact in class and in playfield without fear or discrimination			
24. Child abuse and neglect prevention training is conducted for parents and staff			
25. Programme to prevent and addresses drug abuse concerns is in place			







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