



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Situation analysis on conducive learning environment for children withdrawn and prevented from child labour



A case of Kilifi 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

This report is literary entering into the next frontier in the interventions against child labour in Kenya, learning from over two decades of ILO International Programme on the Elimination of Child Labour (ILO-IPEC) operational activities in Kenya.

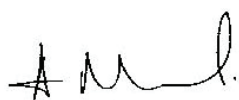
All along, all stakeholders have agreed that the link between child labour and education or lack of it, cannot be over-emphasized. Within ILO-IPEC, we have a long list of research studies and documentation of lessons learnt from programmes in ninety two (92) countries that demonstrate this linkage. It 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 ILO-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What has been inadequate is the opportunity to assess the extent to which the children at risk or those withdrawn from child labour, and who have been supported to enrol in school, feel at home within the school environment.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 at risk or those removed 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

The ILO International Programme on the Elimination of Child Labour (ILO-IPEC) contracted a team of consultants led to undertake a situation analysis on conducive learning environment for children withdrawn and prevented from child labour in primary schools in Kilifi district, Kenya in January 2013. The study was aimed at gaining a better understanding of 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 children withdrawn from child labour in Kilifi district. This report therefore gives the details of the entire study exercise ranging from data collection methods, areas covered by the study, the methodology, an analysis of the findings and suggested recommendations to enhance the creation of a conducive learning environment for schools in Kilifi district.

The study utilized mixed methods to describe the extent to which schools in Kilifi district met the key principles of child friendly spaces. This involved the use of both primary and secondary data collection and interpretation methodologies. Qualitative, quantitative and visual data were gathered from diverse sources which allowed for triangulation of data from the sources and stakeholders. A total of 313 subjects participated in the study comprising of 241 children, 20 teachers, 10 head teachers, 33 parents and 9 key informants drawn from the government key ministries, local ILO representation, NGOs and civil society groups.

The findings of the study show that there is insignificant difference between the enrolment of boys and girls in the study area. Out of the total pupils enrolled in schools, 50.5 per cent comprised of boys while 49.5 per cent were girls. However, in the year preceding the study, 7.6 per cent of the total pupils enrolled dropped out of school.

It is worthy to note that 43 per cent of the pupils who had either been withdrawn or prevented from child labour reported that they had been encouraged to get back to school by their parents, 17 per cent by their teachers, 13 per cent by friends 3 per cent by the provincial administration and 13 per cent by other unspecified individuals. This could be an indicator of concerted efforts between parents, teachers and the provincial administration in ensuring that children affected by child labour are re-enrolled and encouraged to continue with their studies.

Additionally, the survey results indicated that only 30 per cent of the school heads were fully familiar with policies that address discrimination against boys and girls that include discrimination against learners withdrawn or prevented from child labour in the education process; policies that address gender based violence against boys and girls in the school environment and international/local school policies that promote equal participation of girls and boys in education. However, 70 per cent of the school heads were fully familiar with policies that address child labour.

With respect to enforcement of policies that ensure equal opportunities for pupils, all the school heads conceded that their schools do not have written policies on re-enrolment of children withdrawn and/or prevented from child labour. However, informally, 60 per cent of the head teachers interviewed reported to enforce policies that promote reintegration of children withdrawn from child labour and those that promote gender equality in education. The study revealed that 80 per cent of the heads enforce policies that promote inclusive education while 70 per cent of the head teachers reported that their respective schools had succeeded in implementing policies that promote gender equality and non-discrimination.

Inclusive school/classroom environments appeared to be provided where similar expectations for and equal treatment of pupils regardless of background seemed to be appreciated. Generally, 90 per cent of the school heads alluded to the fact that boys and girls are equally permitted and encouraged to participate in school as well as academic activities, regardless

of their history in child labour or disability status. Classroom observations revealed that in majority of the lessons (90 per cent), boys and girls receive equal time and attention from the teacher; the teacher shows similar expectations for both boys and girls by asking questions of similar difficulty to both girls and boys and that the pupils receive equal time and attention regardless of their background. However, only 50 per cent of the lessons observed depicted teachers encouraging and supporting the participation by struggling pupils.

Analysis of data obtained from the pupils revealed that more pupils experience discrimination at school due to their child labour background compared to other forms of discrimination. To varying degrees, as shown in Figure 2, at least 48 per cent of the pupils reported being discriminated against due to their background in child labour compared to 34 per cent due to physical disabilities; 31 per cent due to their gender/sex and 13 per cent due to current/previous pregnancy condition. Comparatively, there were more female pupils reporting discrimination across all the evaluated areas than there were male pupils. Based on child labour background, 49 per cent of the girls reported discrimination compared to 45 per cent boys with similar discrimination; physical disability – 35 per cent of the girls 31 per cent of boys; gender/sex – 38 per cent of girls, 22 per cent of boys and pregnancy – 15 and 9 per cent of girls and boys respectively.

In terms of provision of safe conducive environment for learning, only 50 per cent of the schools were rated as having fences/physical barriers between traffic and school grounds to protect children from the external risks while 12 per cent had the barriers either weak or dilapidated. Another 38 per cent of the schools did not have such structures at all. These findings compares well with the study revelation which shows that more girls (56 per cent) had experienced some form of child abuse than boys (50 per cent). However, it is positive to note that majority of the pupils (62 per cent) in Kilifi district knew where to report cases of child abuse when it occurred. However, sixty-one per cent (61 per cent) of pupils withdrawn or prevented from child labour compared to 48 per cent of regular pupils reported having experienced at least one form of the child abuse practices at school.

Despite the fact that that 95 per cent of the teachers felt that pupils participated in decision-making in their schools, interviews with pupils suggest that a substantial number of them are not provided with opportunities by the schools to become more involved in school events and decision making. However, there was reported involvement of parents in the development of schools in Kilifi district.

From the study, it is evident that there are very weak mechanisms that ensure that children withdrawn and prevented from child labour cope with school environments. Most of the challenges these children face are not adequately addressed, putting them at extremely high risks of dropping out as evidenced by the situations where schools that purportedly indicate high re-enrolment rates of such children, counter-productively have high rates of dropouts. Any effort to withdraw or prevent children from child labour should be sustained to full completion of education by the child.

The study recommends that education stakeholders should jointly address the creation of conducive learning environment for schools that supports all children, especially those that are prevented or withdrawn from child labour through increased resource allocation for infrastructural development in schools, parental education on importance of education, criminalizing child labour within penal codes among others. In the absence of a conducive learning environment in schools, the efforts of those involved in preventing and/or withdrawing children from child labour is heavily compromised.

ABBREVIATIONS

ADB	African Development Bank
ASAL	Arid and Semi Arid Lands
CFS	Child Friendly School
FDSE	Free Day Secondary School Education
FPE	Free Primary Education
IE	Inclusive education
IEA	Institute of Economic Affairs
ILO	International Labour Organization
IPEC	International Programme on Elimination of Child Labour
KNBS	Kenya National Bureau of Statistics
MoE	Ministry of Education
NAP	National Action Plan
NER	Net Enrolment Rate
UNCRC	United Nations Convention on the Rights of the Child
UNESCO	United Nations Economic and Scientific Council
UNICEF	United Nations Children's Emergency Fund
USAID	United States Agency for International Development

CHAPTER ONE

1. INTRODUCTION

The ILO International Programme on the Elimination of Child Labour (ILO-IPEC) contracted a team of associate consultants to undertake a situation analysis on conducive learning environment for children withdrawn and prevented from child labour in primary schools in Kilifi district, Kenya. The field data collection exercise took place between January 21st and 28th, 2013. This report therefore gives the details of the entire study exercise ranging from data collection methods, areas covered by the study, the methodology, an analysis of the findings and suggested recommendations to enhance the creation of a conducive learning environment in Kilifi districts. This chapter introduces the study exercise and describes the ILO-IPEC project and its evolution, provides the background and justification of the study and finally highlights the purpose and objectives of the study.

1.1 Project description

The ILO-IPEC project of support to the National Action Plan (SNAP) is providing support to the government through the implementation of the national action plan to eliminate child labour at district and local level through an integrated area based approach. The integrated area based approach aims at enhancing the capacity of local authorities to deal with child labour in Kilifi district and to respond to the evolving education environmental challenges and to the effects of poverty, food insecurity and financial crisis and other socio economic challenges that lead to child labour in the District. The project also aims at providing support to the national level authorities to further integrate child labour concerns into other sectorial policies and programmes, and to strengthen enforcement capacities and to leverage political support and resources to build sustainable partnerships to sustain action against child labour.

The SNAP project recognizes that the fight against child labour has to be owned and carried out at the local levels. In this regard, local level authorities and communities should have the capacity to carry out activities on Elimination of Child Labour such as continuously raising-awareness, mobilizing communities and resources, providing focused skills training, and establishing referral and monitoring systems and networks that benefit children affected by child labour and their families.

1.2 Project background and its justification

The Children's Act (2001) and the Basic Education Act (2012) provide for compulsory basic education to children. This covers both primary and secondary education for all children in Kenya. Free Primary Education (FPE) and Free day secondary school education (FDSE) was introduced in Kenya in 2003 with a lot of successes especially in regard to increase in enrolment and retention. However, education in Kenya continues to experience a myriad of challenges including the quality that children receive and inadequate conducive learning environment. Development partners like UNICEF in collaboration with the Ministry of Education piloted and launched the Child Friendly Schools model and its manual in 2010. The purpose of the model is to move schools and education systems progressively towards quality standards, addressing all elements that influence the well-being and rights of the child as a learner and the main beneficiary of teaching, while improving other school functions in the process.

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 strives to support the government in realizing its goals on education through the fight against child labour at national level and in 3 districts: 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 is however, a 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 3 districts include; 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, employers' and workers' 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 is need for interventions that address the needs of children affected by child labour in their effort to access education and training in the 3 project districts of Kitui, Kilifi and Busia. Parents and communities at large must 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 is 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 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.

1.3 Purpose and objectives of the study

The purpose of the study was to conduct a situational and educational needs analysis of children withdrawn and prevented from child labour aged 5-15 years in the primary schools in Kilifi District. The study was aimed at gaining a better understanding of 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 children withdrawn from child labour in Kilifi district.

This study looked at the factors that affect access, reintegration and retention of children withdrawn or prevented from child labour that include equal access, protection and well-being, learning environment as well as access to facilities. Similarly, more evidence was investigated around the following issues:

1. How withdrawn and prevented children are coping with school environment, are there any threats to their access and retention?
2. Do schools encourage re-enrolment of children affected by children labour, are 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 is 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.

CHAPTER TWO

2. REVIEW OF LITERATURE

2.1 Overview of child labour issues

“Child labour” is defined as work that deprives children of their childhood, their potential and their dignity and which is harmful to their physical and mental development. It also refers to work that is socially or morally dangerous for children and interferes with their schooling by depriving them of the opportunity to attend school, forcing them to leave school prematurely or requiring them to attempt to combine school attendance with excessive, long and tedious work (ILO-IPEC, KNBS, 2012).

Worldwide, there have been positive changes in the situation of child labour. The Global Report on Child Labour (ILO, 2010) indicates that the number of child labourers declined from 222 million to 215 million over the period 2004 to 2008. In 2006, the ILO set a global target of eliminating child labour in its worst forms by the year 2016. Sub-Saharan Africa has a large number of working children. The ILO estimates that in 2008, there were 65,064 children (5-17 years old) in child labour in Sub-Saharan Africa, representing 25.3 per cent of the children’s population (ILO, 2010). Child labour participation rates are highest in East Africa, followed by Central Africa and West Africa (Admassie, 2002; Bass, 2004).

The ILO-IPEC/ KNBS Child Labour Analytical Report released in 2008 (ILO-IPEC, KNBS, 2008), indicated that as many as 1 million Kenyan children aged 5-17 years old or 7.9 per cent of the total number of children in that age bracket are still working and remain deprived of quality education, good health and other basic needs. Kenya however, targeted elimination of worst forms of child labour by 2015 as set out in the National Action Plan (NAP). Nevertheless, child labour, especially in its worst forms, remains a major concern for the Government of Kenya. While the total number of children in child labour remains high, there are encouraging signs that the overall incidence and absolute numbers are declining (KNBS, 2008 as cited in ILO-IPEC, KNBS, 2012).

The most common explanation for child labour is poverty. The poverty hypothesis assumes child labour is inevitable in poor households; they cannot survive without children’s income contribution. These households are vulnerable to income shocks and cannot afford to keep children in school and in other non-work activities. This vulnerability forces them to send children to work to reduce the potential impact of loss of family income due to poor crop yields, job losses, the death of a breadwinner, etc. Therefore, school and other non-work activities are viewed as luxury activities, only consumed when incomes rise sufficiently to cover household costs (Basu and Van, 1998; Bonnet 1993; Jensen and Nielsen, 1997). Older children are more likely to work because they are more physically developed, can obtain higher wages, and face higher schooling costs. On average, girls work more than boys.

The consequences of child labour are both private and social costs. Child labour is characterized by low wages, long hours, and in many cases, physical and sexual abuse. Child labourers may stop going to school or experience problems in learning. This in turn translates into a lower educational level which, reported on a national scale, has negative consequences for human capital development and hence for economic growth (ILO-IPEC, KNBS, 2012). In its worst forms, child labour involves children being enslaved, separated from their families, exposed to serious hazards and illnesses and/or left to fend for themselves on the streets of large cities.

The United Nations Convention on the Rights of the Child (UNCRC), the ILO Convention No. 138 on the Minimum Age, 1973, and the ILO Convention No. 182 on the Worst Forms of Child Labour, 1999, recognize the child's right to be protected from economic exploitation, from performing any work that is likely to be hazardous or that may interfere with his or her education. The three Conventions also recognize the child's right to be protected from work that may be harmful to his or her health or physical, mental spiritual, moral or social development. The Kenya free primary education policy and Government efforts to reduce poverty and the implementation of the ILO-IPEC programmes in the country have contributed to more awareness about child labour. In addition, these programmes have also supported the Government's efforts to create an enabling legal and policy environment that has pushed the child labour agenda to the national level and facilitated partnerships and direct support to children and families affected or at risk of child labour. These demonstrate that the fight against child labour can be won.

2.2 Equality in education

Equality in education encompasses the four dimensions of equality of access, learning process, educational outcomes, and external results. Equality of access means that girls and boys are offered equitable opportunities to gain admission to formal, non-formal, or alternative approaches to basic education (USAID, 2008). As an indicator of access to educational opportunities, the Gross Enrolment Rate for primary school education in Kenya improved drastically from 88.2 per cent in 2002 to 117.0 (119.1 per cent for boys and 115 per cent for girls) in 2005/6 up from 104.5 per cent (108.3 per cent for boys and 102.1 for girls) in 2004. Net enrolment rates (NER) in primary school increased overall from 82.1 per cent in 2004 to 83.2 per cent in 2005, with the NER of boys rising from 82.2 per cent to 83.8 per cent in the same period while that of girls increased from 81.1 to 83.2 per cent (ADB, 2007). The Gender Parity Index for 2005 and 2006 was estimated at 0.94 and 0.96 respectively (Institute of Economic Affairs, 2008).

Introduction of the Free Primary Education (FPE) initiative in Kenya triggered much of the drastic growth in the Gross Enrolment Rate and the NER for girls and boys between 2003 and 2006. However regional disparities are still glaring which for Kilifi District can be attributed to the poor socio-economic and environmental conditions. Moreover, the downside of the massive expansion in access to primary education has manifested itself in the form of low teacher to student ratios, overcrowded classrooms and inadequate instructional materials.

Equality in the learning process means that girls and boys receive equitable treatment and attention and have equal opportunities to learn (USAID, 2008). This also takes cognizance of the fact that whereas girls and boys may differ in learning styles that influence diversity in coursework delivery, the curricula remains basically the same. Addressing stereotypes and gender biases in the learning process in terms of methodology and instructional materials also helps promote equality. In addition, it means that boys and girls should have the freedom to learn, explore, and develop skills in all academic and extracurricular offerings (USAID, 2008).

Equality of educational outcomes means that girls and boys enjoy equal opportunities to achieve and outcomes are based on their individual talents and efforts (USAID, 2008). The learning environment should be devoid of perceptions and any form of discrimination that negate the inherent potential of both boys and girls to do well on academic programmes. Stereotypes that depict girls as being incapacitated in coping with the rigors of science and technical subjects but are sufficiently endowed to excel in arts and languages should be shunned. Girls and

boys should not be denied opportunity to pursue certain career paths on the fallacious basis of gender. Teachers should espouse instructional methodologies and evaluation mechanisms that promote the elimination of discriminatory practices in the learning process.

Equality of external results occurs when the status of men and women, their access to goods and resources, and their ability to contribute to, participate in, and benefit from economic, social, cultural, and political activities are equal (USAID, 2008). Essentially, this seeks to alleviate inequalities witnessed after attainment of educational qualifications necessary for employment and general career engagements. The emphasis here is that having attained similar academic achievements men and women are entitled to equitable opportunities and remuneration.

2.2.1 Gender-responsive classrooms

The caption below, adapted from UNESCO, gives the attributes of a gender responsive classroom that allows both girls and boys a conducive learning environment.

Class décor: posters, pictures, slogans and quotations equally feature male and female characters of equal status and as heroes, leaders and authors. Girls' and boys' work and life experience is reflected in the student story boards, art and displayed work.

Class layout: boys or girls are not clustered at either the front or the back of the room. Nearly equal numbers of girls and boys sit at the front, where they can hear and focus better, sit near the windows for light and sit near the heat for warmth.

Class structure: boys and girls are presidents, heads of activity groups, etc. Girls and boys equally share all class and school chores.

Student resources: teachers facilitate the sharing of textbooks and learning supplies so that all girls and boys have equal access to learning.

Playground: male and female teachers supervise the playground and discipline boys and girls who are bullies, do not share equipment, or disadvantage other children.

Curriculum, textbooks and teaching/learning materials: boys and girls are equally valued and depicted in all school materials.

Student-teacher interaction: teachers try to give equal eye contact and attention to each girl and each boy whether sitting at the back or the front. Boys and girls answer the same number of questions. They are asked a similar mix of easy and difficult questions.

Tasks and responsibilities: tasks and responsibilities are allocated to boys and girls according to their difficulty or level of responsibility.

Discipline: discipline in the class and on the school grounds makes girls and boys know they are safe, valued and protected from sexual harassment or other forms of violence and humiliation.

Language: teachers, pupils and textbooks use inclusive language that is free of gender bias.

Use of materials and tools: books, computers, calculators, sports equipment, laboratory supplies and vocational equipment is used equally by boys and girls.

Source: UNESCO, 2006.

2.3 Quality education

Quality education pivots on multiple factors among them the level of training required of teachers and the correct teacher student ratio within the school. Adequate classrooms, learning materials and equipment equally impact on the quality of education. These factors become even more acute when assessed through the prism of pupils with special needs and gender. According to UNESCO (2010), factors contributing to low quality education in Kenyan schools include:

1. shortage of teachers resulting in high pupil/teacher ratios in some schools;
2. overcrowding in schools, especially in urban slums, ASAL areas, areas with high levels of poverty and densely populated areas;
3. inadequate and poor school infrastructure, including water and sanitation especially in rural areas and urban slums, compounded by inadequate equipment and teachers for children with special needs, and long distances between schools particularly in arid and semi-arid areas;
4. quality and relevance of education and training;
5. gender and regional disparities - this is not unique to the primary school sub-sector, as it affects all levels of education; and
6. diminished community support due to high poverty levels in some areas, leading to greater financial burdens on the government.

It is important to ensure the training of teachers and availability of learning resources is compatible with the presence of special needs education pupils. Education actors should therefore track education quality aspects from a holistic lens so that the learning process is subordinated to the specific needs of girls and boys with and without disabilities as well as children withdrawn from child labour.

2.4 Inclusive education and the concept of child friendly schools

The principle of inclusive education was adopted at the Salamanca World Conference on Special Needs Education held in Spain, 1994. Inclusive education (IE) harnesses the requirement for broad participation by all stakeholders in educational programmes. Essentially, IE refers to an education system which takes into account the learning and educational support needs of all marginalised and vulnerable children and young people; street children, girl children, ethnic minority group children, children from economically poor families, children from nomadic and pastoralist families, children with HIV/AIDS and disabled children (Handicap International, N. D). IE rests on pillars of diversity in enhancing access to quality education from the perspectives of pedagogy, target group, and socio-cultural and economic contexts. IE recognizes the inevitability of difference in education but again appreciates the possibilities that exist for equity when responsive policies are enacted and appropriately implemented. Inclusive education calls for restructuring of the education system in terms of physical facilities, curriculum, instruction and other aspects to children joining schools of their choice and convenience (MoE, 2008).

UNICEF has developed a framework for rights-based, child-friendly educational systems and schools that are characterized as “inclusive, healthy and protective for all children, effective with children, and involved with families and communities - and children” (Shaeffer, 1999, in www.unicef.org). Within this framework:

1. the school is a significant personal and social environment in the lives of its students. A child-friendly school ensures every child an environment that is physically safe, emotionally secure and psychologically enabling;

2. teachers are the single most important factor in creating an effective and inclusive classroom;
3. children are natural learners, but this capacity to learn can be undermined and sometimes destroyed. A child-friendly school recognizes, encourages and supports children's growing capacities as learners by providing a school culture, teaching behaviours and curriculum content that are focused on learning and the learner;
4. the ability of a school to be and to call itself child-friendly is directly linked to the support, participation and collaboration it receives from families;
5. child-friendly schools aim to develop a learning environment in which children are motivated and able to learn. Staff members are friendly and welcoming to children and attend to all their health and safety needs.

All social systems and agencies which affect children should be based on the principles of the Convention on the Rights of the Child. This is particularly true for schools which, despite disparities in access across much of the world, serve a large percentage of children of primary school age. Such rights-based or child-friendly schools not only must help children realize their right to a basic education of good quality. They are also needed to do many other things — help children learn what they need to learn to face the challenges of the new century; enhance their health and well-being; guarantee them safe and protective spaces for learning, free from violence and abuse; raise teacher morale and motivation; and mobilize community support for education (www.unicef.org). A rights-based, child-friendly school has two basic characteristics:

- a) it is a child-seeking school: actively identifying excluded children to get them enrolled in school and included in learning, treating children as subjects with rights and State as duty-bearers with obligations to fulfil these rights, and demonstrating, promoting, and helping to monitor the rights and well-being of all children in the community;
- b) it is a child-centred school: acting in the best interests of the child, leading to the realization of the child's full potential, and concerned both about the "whole" child (including her health, nutritional status, and well-being) and about what happens to children — in their families and communities - before they enter school and after they leave it.

Above all, according to UNICEF's Child Friendly Schools Manual (2009), a rights-based, child-friendly school must reflect the following ten standards:

1. **It reflects and realizes the rights of every child** — The school cooperates with other partners to promote and monitor the well-being and rights of all children. It defends and protects all children from abuse and harm, *both inside and outside its premises*.
2. **It sees and understands the whole child in a broad context** — The school is concerned with what happens to children before they enter the system (to assess their readiness for school in terms of health, nutritional status and social and linguistic skills) and once they have returned to their homes, communities and workplaces.
3. **It is child-centred** — The school encourages children's participation, creativity, self-esteem and psycho-social well-being. It promotes a structured, child-centred curriculum and teaching and learning methods appropriate to the child's abilities and learning style. Furthermore, it gives precedence to the needs of children over those of other actors in the system.
4. **It is gender-sensitive and girl-friendly** — The school promotes parity in the enrolment and achievements of girls and boys; reduces constraints to gender equity, eliminates gender stereotypes and provides facilities, curricula and learning processes that are welcoming to girls.

5. **It provides education based on the reality of children's lives** — The school ensures that the curriculum responds to the learning needs of individual children as well as to the general objectives of the education system. Learning materials are pertinent to the local context and respects the traditional knowledge of families and the community.
6. **It acts to ensure inclusion, respect and equality of opportunity for all children** — The school does not stereotype, exclude, or discriminate on the basis of difference; and recognizes the varying circumstances and needs of children as determined by gender, culture, social class and ability level.
7. **It promotes mental and physical health** — The school provides emotional support, encourages healthy behaviour and practices, and guarantees a hygienic, safe, secure and joyful environment.
8. **It is inclusive and provides education that is affordable and accessible** — The school is especially welcoming to vulnerable children and families and those with special needs.
9. **It enhances the capacity of teachers and builds their morale, commitment and status** — The school makes sure that its teachers have enough professional training in human, women's and children's rights, positive-discipline methods and psycho-social awareness. It also tries to boost teachers' status and provide them with a respectable income.
10. **It is family and community-based** — The school attempts to work with and strengthen families. It helps children, parents and teachers establish harmonious, collaborative partnerships and strengthens school governance through a decentralized, community-based approach. The school encourages parents, local authorities, community organizations, students, and other institutions of civil society to participate in the management and financing of education. It promotes community partnerships and networks focused on the rights and well-being of children.

CHAPTER THREE

3. METHODOLOGY

The study utilized mixed methods to describe the extent to which schools in Kilifi District met the key principles of Child Friendly Spaces; child-centeredness, inclusiveness and democratic participation to provide conducive learning environments not only for children withdrawn or prevented from child labour but all children, generally. The study combined both primary and secondary data collection and interpretation methodologies. Qualitative, quantitative and visual data were gathered from diverse sources which allowed for triangulation of data from the sources and stakeholders. In addition to evaluating how the CFS model was being implemented, the study was designed to identify the factors affecting access, reintegration and retention of children withdrawn or prevented from child labour. The study team ensured that appropriate research methods were utilised that were simple, practical, cost effective, and appropriate to the project and local conditions.

3.1 Study population

The study was designed to allow data collection from among school children affected by child labour aged (5-15) year old and other key informants in Kilifi district; the head teachers, ministry of education officials, other relevant key departments in the government notably children's department, provincial administration and the labour office. School management committee members and ILO-IPEC implementing partners/networks formed key sources of information in the study for they were involved in the day to day management of the schools. During the study, the consulting team reviewed existing government policies on education as well as relevant district reports. Reference was made to the Child Friendly School Manual launched by the Ministry of Education in collaboration with UNICEF in developing the draft tools and guiding literature review.

3.2 Instruments

Quantitative and qualitative data collection was done by use of multiple assessment tools. These included three sets of questionnaires, one in each case for pupils (used to collect data from children 5-15 years of age), teachers and the head teacher, classroom observation check list, school-wide observation check list (for both indoor and outdoor areas), focus group discussion guides for parents and pupils separately and key informant interview guides for other key stakeholders. In addition, school demographic and visual data (photographs) were obtained. The pupils' questionnaire contained items that evaluated access to school and limiting factors, reintegration, completion/transition, retention, performance quality of learning, protection/well-being, participation and physical space. The Teachers' questionnaires tested family and community involvement in child education, safe, inclusive, and respectful learning climate, pupils' participation in decision making and the learning process and knowledge of child rights and policies that address disparities in the education processes. The head teacher's questionnaire sought deeper information on the issues canvassed in the teachers' questionnaire while the parents' focus group discussions gathered information on inclusiveness, participation and governance, and pedagogy as well as challenges experienced in ensuring that the schools were child friendly. The consultant also developed forms to collect school records data on the number of pupils enrolled by class and disaggregated by gender and child labour history,

dropout rates as well as the number of teaching staff. Photographs were collected to provide visual evidence of the environmental and structural aspects of the school experiences. The photos captured the schools physical infrastructure, schools grounds, classrooms showing seating arrangements and classroom set-ups. Classroom observations were structured in a way that the survey team captured 5-10 minutes of classroom interaction between the learners and teachers, more so classroom instruction and pupil participation in the learning process. Document review was based on the overall project goal but more in depth around IO2, output 2.2: *Capacity of partners to collect and analyse information on child labour enhanced*; and IO3, output 3.2: *Access and availability of relevant education and skills training enhanced*.

3.3 Sampling and sample size

An appropriate sample comprising of 157 children (at least 52 representing each category: Children not affected by child labour, those prevented from child labour and those withdrawn from child labour) was adopted to give high level of information that can be generalized for the entire study area within 95 per cent confidence level with 2.2 per cent margin of error. The FGDs, Key informant interviews and document reviews were used to triangulate the various findings. In sampling of the schools to participate in the survey, those schools that had not benefitted from ILO-IPEC SNAP project were included as controls. The sampling technique adopted was therefore a mix of purposive sampling where schools that benefitted from ILO-IPEC SNAP project were sampled/grouped together and non-benefitting schools/controls were also grouped together. The next stage of sampling employed stratified random sampling (SRS) in identifying the participating schools, pupils and teachers. Equally, the participating parents were sampled using SRS from the villages acting as catchment for the sampled schools. Table 1 shows the areas where the survey participants were drawn from.

Table 1: Survey schools and participants

School	Pupils	Focus Group Discussion (FGD)	H/T	Teachers
Kikambala Primary	20	Boys withdrawn from child labour	1	2
Mtepeni Primary	17	Girls prevented from child labour	1	2
Mtwapa Primary	20	Girls withdrawn from child labour	1	2
Shariani Primary	-	Parents	-	-
Mdzongoloni Primary	20	Girls withdrawn from child labour	1	2
Tezo Primary	20	Girls not affected by child labour	1	2
Mnarani Primary	20	-	1	2
Ngamani Primary	20	Boys prevented from child labour	1	2
Dzitsoni Primary	20	-	1	2
Kidutani Primary	-	Parents	1	2
Kilimo Primary	-	Parents	1	2
Mnarani Primary	-	Boys not affected by child labour	-	-

The tools used for the exercise are attached to annex section of the report. These tools were collaboratively developed with other 2 consultants who were undertaking a similar study in Kitui and Busia districts. In the development of the tools, reference was made to the project goals and objectives to ensure that they captured all the relevant information regarding conducive learning environment and its relationship with child labour in Kilifi district.

CHAPTER FOUR

4. STUDY FINDINGS

4.1 Introduction

The purpose of this situational and educational needs analysis was to bring out an understanding of the challenges that school managers and the community at large face in ensuring that schools are child friendly and accommodate those children who have special difficulties, especially children prevented/withdrawn from Child labour. While special focus was given to an analysis of the factors affecting access, reintegration and retention of children withdrawn or prevented from child labour in Kilifi district, for this report, holistic evaluation questions and results have been organized across the five components of Child Friendly Schools – that is, inclusiveness for all pupils; effective and relevant academics; healthy, safe, and protective learning environments; responsiveness to gender-related issues; and active engagement with pupils, families, and communities. Deeper interpretation of the findings is predicated upon the special circumstances of the children prevented/withdrawn from child labour as per the terms of reference.

4.2 Study sample profile

4.2.1 Response rate

The sample comprised of a total of 241 pupils, both male and female, drawn from 10 schools, spread out in the three divisions of Kilifi district, that is, Central, Shariani and Chonyi. The children comprised three categories; those prevented from child labour, those withdrawn from child labour and those who had not been involved in child labour. The study also involved 10 head teachers from the sampled schools and 20 teachers (50 per cent in each case for male and female), two from each of the sampled schools. Thirty three (33) parents, 48 per cent of whom were female and 52 per cent male were involved in the parents' FGDs while 9 key informants who included key stakeholders from the education sector from organizations, institutions and government departments collaborating with the ILO-IPEC project. Therefore, a total of 313 subjects participated in the study.

Table 2: Pupils' sample profile

	Withdrawn from child labour		Prevented from child labour		Unaffected by child labour		Total
	Male	Female	Male	Female	Male	Female	
FGD	12	24	12	12	12	12	84 (39%)
Pupil questionnaire	27	28	26	26	26	24	157 (61%)
Total	39	52	38	38	38	36	241
%	16.0	21.5	15.5	15.5	15.5	15.0	100.0

The upsurge in the response was due to an additional FGD conducted for female pupils withdrawn from child labour. Disaggregated by sex and child labour status, about 38 percentage of the pupil respondents were those withdrawn from child labour (16 per cent male and 22 per cent female), 31 per cent were prevented (half in each case male and female) and 31 per cent were pupils without any history of child labour (16 per cent male, 15 per cent female). Eighty four per cent (84 per cent) of the pupils were reached through FGDs while 61 per cent responded to the pupil's questionnaire. In total 48 per cent of the pupils were male while 52 per cent were female.

4.2.2 Pupils' enrolment

The survey team successfully collected school enrolments data from five of the ten schools covered. From the ten, the school with the smallest pupil population had 294 pupils – 141 boys (48 per cent) and 153 girls (52 per cent) with a gender parity index (GPI) of 0.9. The school with the highest population had 940 pupils – 482 boys (51 per cent) and 458 girls (49 per cent) with a GPI of 1.1. The ten primary schools had a Gross Enrolment Rate (GER) of 2,871. Out of these, 1,452 were boys (50.5 per cent) and 1,419 were girls (49.5 per cent). However, the district enrolment averages per gender has been 54 (for boys) and 46 per cent for girls for the period 2004-2012. The aggregate GPI for the 10 schools was 1.0, maintaining the average between the schools with the smallest and highest pupil populations. The school with the biggest GPI was 1.2, presenting the biggest disparity of 100 boys for every 120 girls. Pupils withdrawn or prevented from child labour were 331 (163 boys and 168 girls) representing 11.5 per cent of the entire pupil population.

Table 3: Gross pupil enrolment, 2012

Class	Male		Female		Total
	Unaffected	Withdrawn/prevented	Unaffected	Withdrawn/prevented	
One	149	15	140	16	320
Two	147	27	158	14	346
Three	166	13	126	33	338
Four	182	16	176	33	407
Five	174	25	175	20	394
Six	171	19	168	37	395
Seven	143	39	166	13	361
Eight	157	9	142	2	310
Total	1,289	163	1,251	168	2,871
		1,452		1,419	2,871
%	44.9	5.6	43.6	5.9	100

Source: Consolidate School Enrolment Records, 2013.

According to the records obtained, a significant 642 pupils (309 boys and 333 girls) dropped out between 2010 and 2012. In 2012 alone, 216 pupils (113 boys and 106 girls) dropped out of the 10 schools, representing 7.6 per cent of the total enrolment. Apparently, retention factors in 2012 were less favourable towards boys than girls while from the bigger picture, they seem to be less favourable to girls than boys. The dropout rates are shown in Table 4.

Table 4: Pupil drop outs, 2010-2012

Class	Boys			Girls		
Year	2012	2011	2010	2012	2011	2010
One	12	12	13	13	4	16
Two	7	18	10	15	27	11
Three	12	13	13	16	11	17
Four	22	13	27	12	14	19
Five	20	14	7	25	18	15
Six	32	11	16	14	7	20
Seven	8	9	5	9	14	21
Eight	-	4	11	2	2	11
Total	113	94	102	106	97	130

Source: Consolidated pupil drop out records, 2010-2012.

4.2.3 Curriculum based establishment

The total number of teachers from five of the 10 schools in February 2013 was 69 (54 per cent male and 32 (46 per cent) female). The school with the lowest pupil-teacher ratio had a ratio of 30:1 while the highest ratio was 62:1. On average, the pupil-teacher ratio of 48: 1 was marginally higher than the national ratio of 47:1 in 2009 (UNESCO, 2011) and also significantly higher than the recommended pupil-teacher ratio for public primary schools in Kenya of 40: 1 (Teachers Service Commission, 2005). The near balance between the number of female and male teachers on staff may create relationship and mentorship opportunities where female and male pupils experience similar support from teachers of either gender to foster and expand the choices for pupil-teacher interaction on personality and emotional development aspects present in the learning process, more so for pupils withdrawn or prevented from child labour.

Table 5: Gross school curriculum based establishment, 2011-2013

Number of teachers			
Year	Male	Female	Total
2013	31	29	60
2012	30	28	58
2011	28	29	57

4.3 Rights-based and inclusive school environments

This section addresses the question about the extent to which the schools in Kilifi district have proactively ensured that all children irrespective of their culture, ability, socioeconomic status and child labour history have access to and are participating in education. A school is considered inclusive if it actively seeks out children who are currently excluded from school and gets them enrolled, and then strives to provide a quality education that is affordable and accessible, that does not exclude, discriminate, or otherwise create bias based on differences, and that respects diversity and responds to the needs of children with differing circumstances.

The findings are based on both survey data collected from pupils, teachers, parents and school heads as well as interview data with key informants alongside classroom and school observation data. The specific issues addressed are: whether school heads, teachers, and parents value inclusiveness of all children, and reach out to and be inclusive of all children; whether the school environment and policies are such that all pupils are accommodated and provided equal opportunities; and the challenges for schools and communities to ensure inclusion for all children. Deliberate efforts have been made to canvass and contextualize issues related to inclusion of children prevented/withdrawn from child labour.

4.3.1 Do school heads, teachers and parents' value inclusiveness of all children and reach out to all children including children prevented/withdrawn from child labour?

School heads, teachers, and parents who value inclusiveness of all children will more likely reach out to and be inclusive of all children. In Kilifi district, school heads, teachers and parents expressed strong commitment to inclusiveness and indicated that they make efforts to include, encourage, and support all pupils, regardless of background.

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

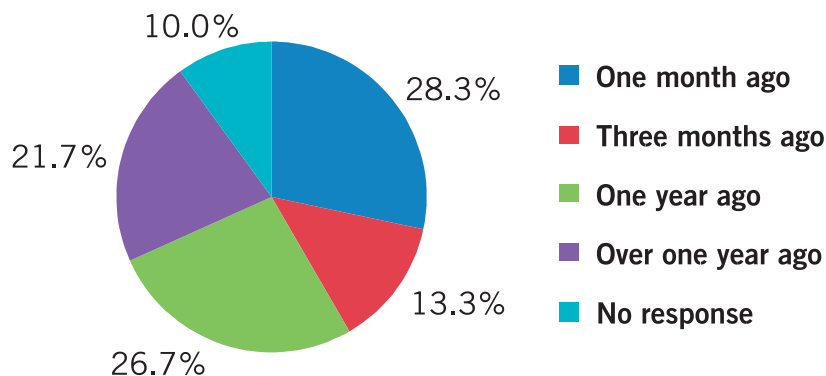
Identifying out-of-school children is a critical first step in supporting inclusiveness. The analysis revealed that schools seem to be giving more attention to the identification of children with disabilities for enrolment than those prevented/withdrawn from child labour and other minority children at the risk of missing out from the education processes. Whereas eighty per cent (80 per cent) of the school heads reported that teachers in their respective schools go out into the community to encourage the enrolment of children with disabilities, only 20 per cent indicated that their teachers go out into the community to encourage the enrolment of children withdrawn or prevented from child labour, with 10 per cent of the heads reporting that their teachers went out into the community to encourage the enrolment of minority pupils, pupils living in poverty, children or others at risk for poor educational outcomes. However, all school heads reported that their teachers make direct contact with families whose children drop out of school or are at risk of dropping out to encourage the child's continued enrolment. Ninety per cent (90 per cent) of the heads indicated that when pupils are absent from school for more than a few days, teachers make direct contact with their families to find out what the problem is and to facilitate the child's return to school as soon as possible.

The fact that each of the 10 schools had at least a pupil withdrawn or prevented from child labour indicated that indeed, the schools encouraged re-enrolment of such children. Responding to the question relating to child's re-enrolment to school after dropping out, a larger percentage of the pupils who had history of child labour (28 per cent) indicated that they had reported back in the past one month, 27 per cent had reported a year earlier, 22 per cent had been in school for over one year since re-enrolment while 13 per cent had reported back with the previous three months. These findings are as shown in Figure 1.

Forty three per cent of the pupils who had either been withdrawn or prevented from child labour reported that they had been encouraged by to get back to school by their parents, 17 per cent by their teachers, 13 per cent by friends 3 per cent by the provincial administration and 13 per cent by other unspecified individuals. This could be an indicator of concerted efforts between parents, teachers and the provincial administration in ensuring that children affected by child labour are re-enrolled and encouraged to continue with their studies. In the parents' FGDs, the participants were unanimous that they school administrators readily accepted back to school children withdrawn or prevented from child labour. However, while supporting the re-enrolment of such children to school, some parents expressed reservations and concerns over the influence such children would have on those who had no history of child labour given

that some of the children may have been involved in drug and substance-related activities as well as other immoral activities.

Figure 1: When did you come back to school after dropping out?



4.3.1.2 Knowledge on the child protection systems by the school community including teachers, parents and the children

Parents have been oriented on child rights and indeed mentioned the following: the right to education; right to good health; right to play; right to protection from molestation and the right to parental care. This has encouraged them to take collective action of sensitizing members of the community on the importance of enrolling children of school-going age to school. To augment these efforts, interviews with the parents revealed that there was collaboration between the provincial administration, the school administration and management and the parents to ensure that such children attended school by reporting absenteeism and drop out cases as well as those parents keeping their children away from school to the provincial administration for further action. This, they indicated, was in line with the government policy and presidential directive, which legal action be taken against parents who kept their children of school-going age away from school. However, the parents lamented that there was neither reporting nor follow up on the part of the teachers if a child was absent or missed some lessons. A systematic process to actively seek out children ensures their inclusion in education processes.

4.3.2 Do school environments and policies accommodate all pupils and provide equal opportunities?

Child Friendly Schools that celebrate learner diversity create an environment of respect and inclusion. Ensuring that the right policies are in place is critical to help guide schools and administrators to practice inclusiveness. The safe, inclusive and respectful climate indicates the extent to which the school provides an environment in which pupils are physically safe, the extent to which all pupils are given equal access to and opportunity to engage in school activities, academics, and physical activity; and the extent to which the school has policies and procedures in place to support a respectful climate. Results of the survey indicated that only 30 per cent of the school heads were fully familiar with policies that address discrimination against boys and girls in the education process; discrimination against learners withdrawn or prevented from child labour in the education process; policies that address gender based violence against boys and girls in the school environment and international/local school policies that promote equal participation of girls and boys in education. However, 70 per cent of the school heads were fully familiar with policies that address child labour.



Inclusion within a classroom.

4.3.2.1 Do schools have any school policies on re-enrolment of children withdrawn or prevented from child labour?

With respect to enforcement of policies that ensure equal opportunities for pupils, all the school heads conceded that their schools do not have written policies on re-enrolment of children withdrawn and/or prevented from child labour. However, informally, 60 per cent of the head teachers interviewed reported to enforce policies that promote reintegration of children withdrawn from child labour and those that promote gender equality in education. 80 per cent of the heads enforce policies that promote inclusive education and overall, 70 per cent reported that their respective schools had succeeded in implementing policies that promote gender equality and non-discrimination. From the FGD sessions with the parents, it was observed that most of them were not aware of any policies existing in their schools that promoted re-enrolment of children withdrawn or prevented from child labour. All that the parents were aware was that their respective schools provided opportunities for such children to continue with their education. However, the parents appeared to be aware that there were government policies on the promotion of equal participation of boys and girls in school as well as promotion of gender equality in education processes, though they could not cite any particular/specific policy. They felt that at the school, school facilities and activities were accessible to all children, irrespective of their socio-economic backgrounds and regardless of their individual abilities and learning difficulties. Although classroom lesson observation revealed otherwise, some parents appeared to appreciate that teachers give special attention to pupils who seemed to take time to understand lessons. Some of the measures they cited included: providing more time for pupils in school to respond to questions; pupils' consultation with teachers; offering remedial classes and setting time apart for one to one sessions with the subject teacher.

Inclusive school/classroom environments appeared to be provided where similar expectations for and equal treatment of pupils regardless of background seemed to be appreciated. Generally, 90 per cent of the school heads alluded to the fact that boys and girls are equally permitted and encouraged to participate in school as well as academic activities, regardless of their history in child labour or disability status. Classroom observations revealed that in majority of the lessons (90 per cent), boys and girls receive equal time and attention from the teacher; the teacher shows similar expectations for both boys and girls by asking questions of similar difficulty to both girls and boys and that the pupils receive equal time and attention regardless of their background. However, only 50 per cent of the lessons observed depicted

teachers encouraging and supporting the participation by struggling pupils. As one teacher stated, *“The 35 minutes allocated for each lesson is too short a period for the teacher to spend a lot of time trying to make the weak pupil understand, against the loaded curriculum and the expectation to clear the syllabus in good time. This leaves the teacher with no option than to teach very fast where the bright pupils grasp the content fast then they are expected and encouraged to assist the weaker pupils”*.

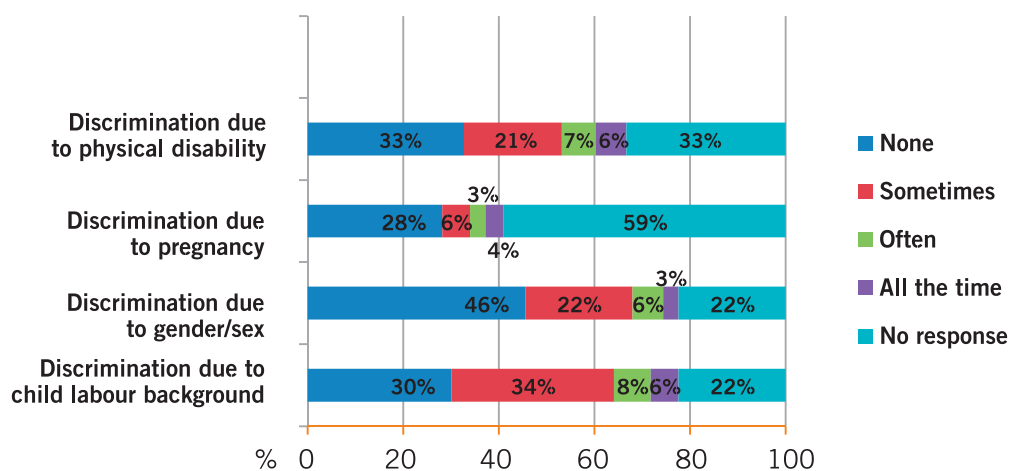
4.3.3 Challenges for schools and communities in ensuring inclusion for all children and/or factors affecting retention of children withdrawn or prevented from child labour

As highlighted in the previous section (4.3.1), school heads, teachers and parents valued inclusiveness as a key feature of the CFS and indeed felt that their schools were inclusive of all children regardless of their backgrounds and circumstances. The survey equally noted that all schools take steps to accommodate all pupils and provide equal learning opportunities for all learners. However, this is not without challenges. All those interviewed acknowledged some challenges and barriers particularly affecting children withdrawn or prevented from child labour. All those interviewed described poverty as a major challenge in the participation of both boys and girls in education. The most prominent factors that are aggravated by poverty and identified to hinder all pupils from accessing education, especially those withdrawn or prevented from child labour were:

- inadequate funds to buy school uniform;
- inadequate food within households;
- parental ignorance and neglect;
- unfriendly cultural practices;
- lack of basic necessities such as books and school uniform;
- long distances from school;
- inability to pay already subsidized fees and levies;
- pressure to drop out of school and provide for the family;
- lack of incentives that promote school attendance, like school uniforms;
- late enrolment which makes it difficult for the learners to cope and catch up with other learners who are always ahead in syllabus coverage.

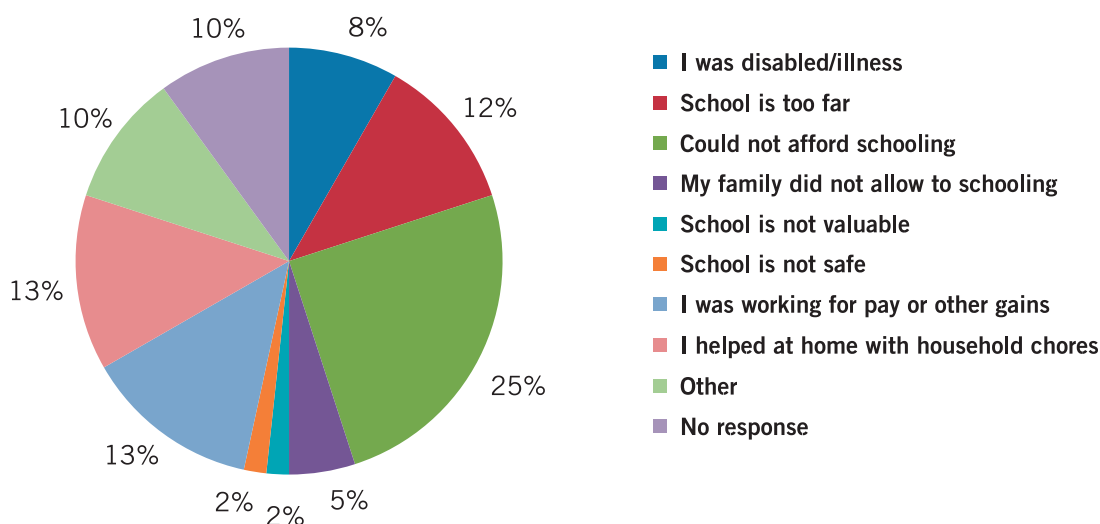
Analysis of data obtained from the pupils revealed that more pupils experience discrimination at school due to their child labour background compared to other forms of discrimination. To varying degrees, as shown in Figure 2, at least 48 per cent of the pupils reported being discriminated against due to their background in child labour compared to 34 per cent due to physical disabilities; 31 per cent due to their gender/sex and 13 per cent due to current/previous pregnancy condition. Comparatively, there were more female pupils reporting discrimination across all the evaluated areas than there were male pupils. Based on child labour background, 49 per cent of the girls reported discrimination compared to 45 per cent boys with similar discrimination; physical disability – 35 per cent of the girls 31 per cent of boys; gender/sex – 38 per cent of girls, 22 per cent of boys and pregnancy – 15 of girls and 9 per cent of boys respectively.

Figure 2: Forms of reported pupil discrimination



Dropping out of schools is a key challenge to access and participation of children in education. The survey revealed that majority of the pupils who had ever dropped out of school (42 per cent) had done so below standard four, 33 per cent between standards 5-6, 7 per cent between standards 7-8 while 18 per cent did not respond. When asked to indicate reasons for their dropping out, 25 per cent of these category of pupils cited inability to afford schooling; 13 per cent in each case cited working for pay and other gains, and helping at home with household chores; 12 per cent indicated that the distance from school was a hindrance; 8 per cent due to disabilities/illness; 5 per cent indicated that their families could not allow them attend school and 2 per cent in each case thought that school was either not valuable or not safe for them to attend. Figure 3 shows the pupils' responses.

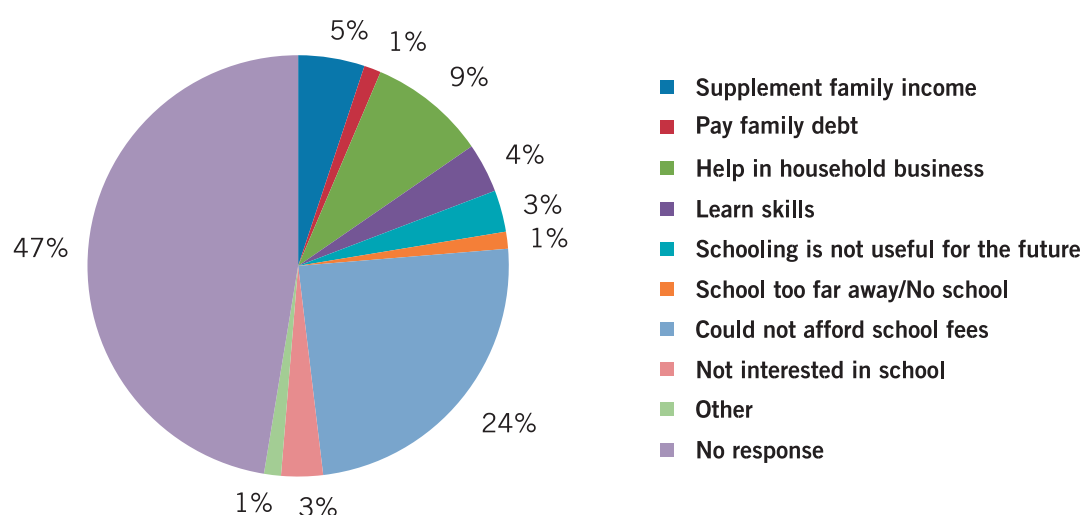
Figure 3: Reasons for dropping out of school



Scrutiny of the above findings indicates that child labour appears as one of the prominent reasons that pull children out of school, thus denying them access to education. It is worth noting that overall, child labour accounts for 26 per cent of the causes of dropout given that parents engage their children in household chores thus preventing them from attending school. Some parents said that, albeit rarely, would stop the children from attending school

for a viable reason, for, example, if there was a lot of work in the farm and they were all needed, and work needed to be finished. However, this is very rare, and it depends on the season. To support this, a key informant from an organization collaborating with the ILO in implementing the project argued that *“Parents are now practicing new forms of informal child labour by holding their children at home to assist in household chores while the parent goes to work. This has been noted to be on the rise especially where parents work in the sisal plantations and it is now a worrying trend”*. Indeed, statistical data indicated that a significant 10 per cent of the children had worked in family dwelling paces, which tallied with those who had worked in plantations/farms. Another 6 per cent had worked at an employer’s house; 6 per cent in mining quarry; 5 per cent in diverse work places; 4 per cent in shops/market; 2 per cent on the streets while at least 1 per cent in each case had worked in constructions, factories/industry and offices. On the other hand, noting from their responses when asked the reasons why they were working when out of school, lack of school fees appeared to precipitate the participation of the children in child labour, as 24 per cent indicated that they worked because they could not afford school fees while 9 per cent said they had worked to help in household business. Figure 4 shows the reasons why children worked on dropping out of school.

Figure 4: Reasons for child labour



Enrolment of children withdrawn from child labour creates challenging conditions for teachers to provide high quality learning opportunities that are relevant to all pupils and respond to pupils’ unique learning capacities. One teacher lamented that *“children withdrawn from child labour have learning difficulties and are usually slow in grasping content. They answer to questions asked by the teacher awkwardly, making other pupils to laugh at them which discourage them from answering questions subsequently. Sometimes it takes a lot of time to make them understand hence teachers may not give them a lot of attention due to limited time allocated for a lesson”*. In some instances, in some schools, sponsored children withdrawn or prevented from child labour are provided with lunch prepared within the school with the exclusion of other children. This segregated approach may lead to these children being stigmatized by their peers.

4.4 Effective and high quality learning environment

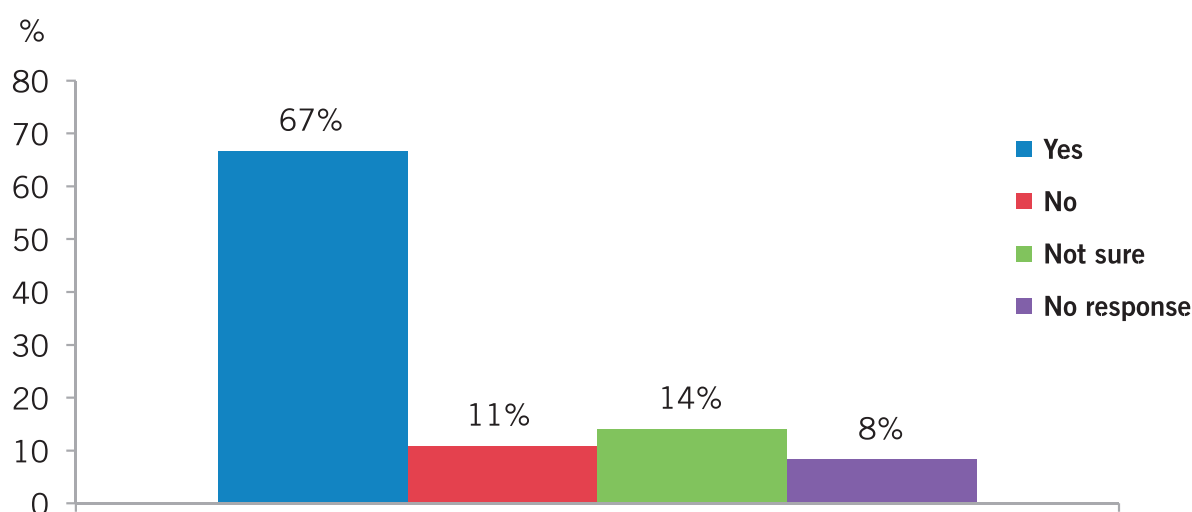
American Institute for Research (AIR) (2009) describes quality learning environment as environment that promotes high-quality teaching of relevant knowledge and skills through instruction that is adapted to meet learners’ needs and that encourages children’s active engagement, rather than relying on traditional rote learning approaches. This may be

accomplished when teachers encourage learners to be actively engaged in the learning process and to do well, and present learners with interesting learning opportunities to encourage them to stay in school and succeed academically. Children's active participation in learning reflects not only a child-centred approach to pedagogy but also the principle of democratic participation. This section, therefore, addresses questions on whether the school leadership has created a positive learning environment, the degree to which the learners feel supported academically and the challenges associated with providing effective child-centred pedagogy, more so, with special focus on the children prevented/withdrawn from child labour.

4.4.1 Positive learning environments for pupils, staff, and community members

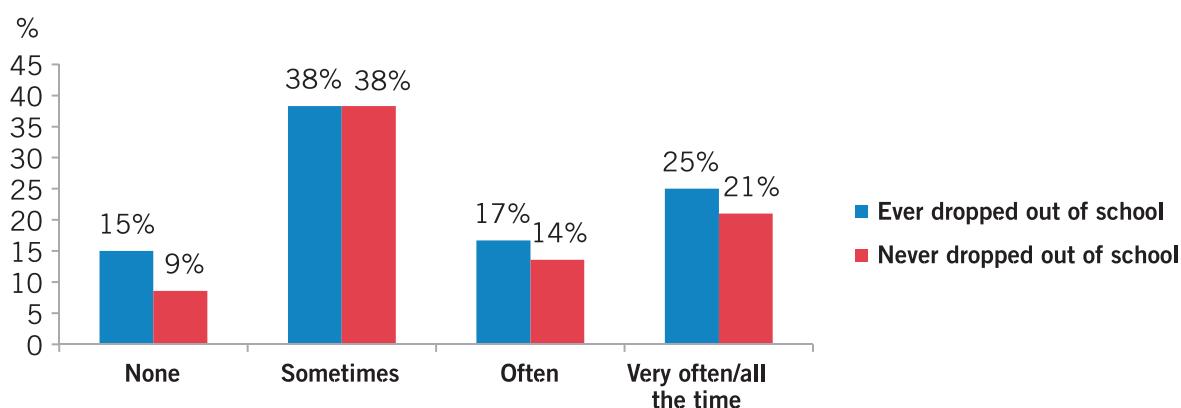
Teacher training in Kenya is cantered on child-centred pedagogical approaches, augmented by life skills/livelihood capacity building for teachers which are eventually passed on to the learners. Life skills education in the schools aims at complementing school's efforts in developing children's intellectual capacities by focusing on children's psycho-social development and acquisition of relevant and usable abilities and potentials to enable the child face life challenges such as child labour, child abuse, drug and substance abuse and HIV/AIDS positively and effectively. When pupils were asked whether they felt that children in their school had quality learning, 67 per cent of the pupils responded on the affirmative, 11 per cent indicated that they did not feel that there was quality learning in their respective schools, 14 per cent were not sure while 8 per cent did not respond as shown in Figure 5.

Figure 5: Do you feel that you and other children in your school have quality learning?



However, in response to a question about how often the pupils felt that their participation (suggestion and involvement in activities) is acceptable in the classroom, only 21 per cent of the pupils reported that they had such opportunities all the time compared to 39 per cent who indicated that they sometimes had that feeling, 14 per cent often and 12 per cent who had none of such opportunities. Only 14 per cent did not respond to the question. Comparatively, among the pupils who had earlier indicated having dropped out of school at some point, most of whom were children withdrawn or prevented from child labour, 38 per cent indicated feeling that their participation was acceptable in the classroom; 25 per cent very often/all the times; 15 per cent never felt that their participation was acceptable while 5 per cent did not respond. Pupils who had never dropped out of school with respective responses were 38, 21, 9, and 19 per cent. Figure 6 shows the comparison.

Figure 6: How often do you feel that your participation is acceptable in the classroom?



Pupils' responses to some extent seem to support results from classroom observations, which suggest that 80 per cent of the teachers observed in classroom presented lessons in a well-prepared and organized manner. Teachers were observed to be using child-centred teaching techniques where, more than half of the lessons observed (60 per cent) depicted teachers as adequately maintaining an engaging class without pressuring the pupils, compared to the 40 per cent who maintained engaging classes but to a limited extent. On the other hand, only 50 per cent of the class lessons observed portrayed the teacher to be facilitating discussions among pupils, 40 per cent of the lessons observed indicated that the teacher gives the pupils the opportunity to present their work to the rest of the class in groups or on their own compared to 50 per cent who do not provide adequate opportunities and 10 per cent who do not provide such opportunities at all. Similar observations were made with regard to the question on whether the teacher asks questions that facilitate higher order thinking activities such as application, analysis, synthesis and evaluation. In 90 per cent of the lessons observed, that the teacher relates information presented in the lesson to pupils' lives outside of the classroom, or to life skills or social emotional learning. In all the lessons, the teacher addressed the pupils by name, interacting with them in respectable manner thus encouraging the pupils to equally interact with the teacher in a respectful manner and therefore pay attention when the teacher gives them instructions. It was observed that 80 per cent of the teachers used positive methods to manage pupils' behaviour, 90 per cent of the teachers created friendly environment in the class moving around the classroom to provide support and guidance to the pupils while the pupils worked on the class work. The lessons were very interactive with 90 per cent of the teachers allowing pupils to ask questions but only 70 per cent appeared to communicate both with the learners verbally and non-verbally in a positive and friendly manner. Less than half of the pupils spent little time copying the lesson literally from the text book/chalkboard into their notebooks, the rest took longer to complete their work but surprisingly, only 40 per cent of the teacher adapts lessons for pupils with special learning needs.

Discussions with the parents revealed that they felt that their children liked going to school and in particular, they liked their schools. Parents also felt that teachers encouraged their children the best they could through use of different methods to suit the different personalities encountered in class each day. In fact, parents were in agreement that children went to school every day and so do the teachers. Parents were in consensus on the fact that they had good opportunities and free to visit their children's school to enquire on the progress of their children, and indeed, they were given audience to discuss such matters with teachers. The parents are aware of the subjects that their children are studying in school and they believe that their children receive a good education in the school, as evidenced by the good performance.

4.4.2 Challenges associated with providing effective child-centred pedagogy

Teachers' survey data pointed to insufficient numbers of teachers and teaching and learning materials, as well as challenges in engaging parental support and involvement in their children's education as the main challenges to fostering a more child-friendly environment. Teachers indicated that inadequate teaching staff to cover all classes a lack of teaching materials were the biggest challenges in creating high quality and effective learning environments for all pupils. Pupils' survey data demonstrated that 37 per cent of pupils felt that they did not have access to adequate age-appropriate furniture and resources within reach (bookshelves, chalkboards) in their respective schools (Figure 7) that they needed to support their learning. Classroom observation revealed that although the classrooms were spacious enough, there were no adequate desks for all pupils and indeed pupils were forced to either crowd on the available desks or sit on the classroom floor during learning activities.

Enlisting parental involvement in and enthusiasm for their children's educational progress was another challenge that emerged during interviews and focus group discussions. Whereas some parents did place a high priority on improving their children's academic achievement, most parents either did not know or did not want to comment on the teaching approaches of school staff in their children's classrooms. Some parents were not able to offer examples of changes in their children's behaviours within the classroom. Although parents appeared to be aware of their children's performance and improvements within the classroom due to what they cited as frequent communication and follow up with teachers, majority of the parents are also were only able to know the performance of their children mainly through end of term report cards and teachers' reports on academics.

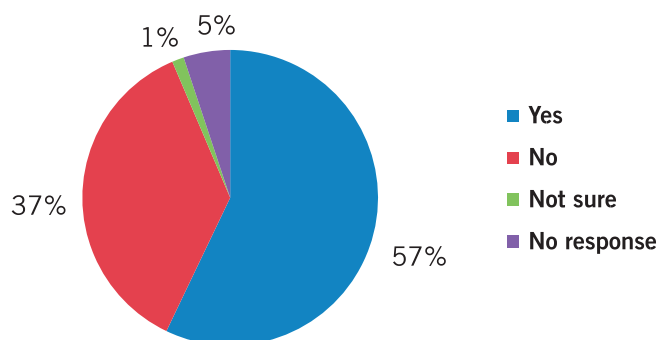
Overall, the evaluation suggests that the involvement of parents in school events and decision-making activities, as well as the support of community members for the school and their encouragement for pupils to continue their education, plays a substantial role in pupils' perceptions of school climate and their level of connectedness to their school. Therefore, a school's commitment to involve parents and community members will also critically impact the degree to which schools can foster child friendly learning environments that foster better pupil engagement and performance, especially for children withdrawn or prevented from child labour.

4.4.3 How children withdrawn and prevented from child labour are coping with school environment

The following were identified as the coping mechanisms by which pupils prevented/withdrawn from child labour cope with challenging school environment:

- seeking the help of trusted friends across the board, regardless of their socio-economic backgrounds;
- guidance and counselling services provided either through self-seeking/voluntary or referrals;
- strict adherence to the school rules and regulations to avoid collision with the school authorities;
- freely interacting with other learners without child labour backgrounds to feel as part of the entire pupils' populace;
- benefit from targeted services such as school feeding programmes and other curriculum related supplies such as text books and exercise books from sponsor organizations;
- identifying role models within the schools and learning from them.

Figure 7: Do you and other children have access to adequate age-appropriate furniture and resources within reach (bookshelves, chalkboards) in your school?



4.5 Healthy, safe and protective school environment that supports children withdrawn or prevented from child labour

This section sought to establish whether the primary schools in Kilifi District provide a safe and protective environment for children and support children's health and wellbeing, especially those withdrawn or prevented from child labour. The Convention on the Rights of the Child (CRC) provides that children have a basic right to a secure and health-promoting environment. As children spend a high percentage of their day time in school, it is imperative that schools and other agencies that support and supervise them ensure that the school environment is secure for children and fosters their health, learning, and well-being. Moreover, supporting children's health and well-being in schools is critical due to the differing physiological and behavioural characteristics of children – more so, children withdrawn or prevented from child labour. Ultimately, the success of other dimensions of CFS is intimately related to keeping children safe and healthy. This section, therefore, provides evaluation findings on the extent to which the schools in Kilifi District are safe and protective; whether they support children's nutrition; the extent to which children feel welcome, physically and emotionally safe, and included in schools; whether the schools are hygienic, with adequate and potable water; actively support children's physical and mental health and the extent to which the schools provide Life skills and social emotional learning.

4.5.1 Extent to which schools in Kilifi are safe and protective for pupils

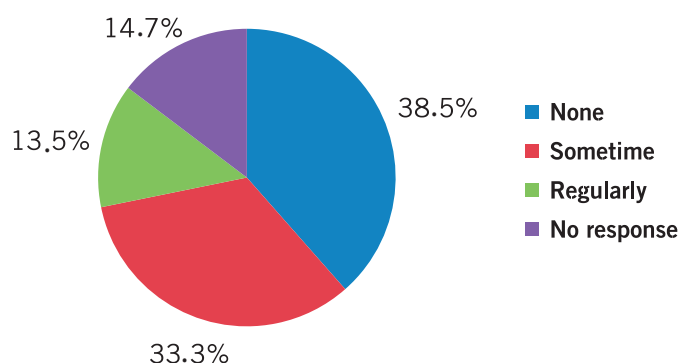
There are 116 primary schools in Kilifi district. Of the sampled schools, about half (5) of them provide safe and welcoming environments in terms of the school's architecture and design. For instance, only 50 per cent of the schools were rated as having fences/physical barriers between traffic and school grounds to protect children from the external risks, 12 per cent had the barriers either weak or dilapidated while 38 per cent of the schools did not have such structures at all. Only 13 per cent of the schools were rated as having school buildings and grounds with a welcoming appearance by the survey team. A total of 62 per cent had somehow a welcoming appearance while 25 per cent did not have such an appearance at all. Although during focussed group discussions parents indicated that they participated in making schools safer such as erecting school fences, observation by the evaluation team indicated that not much had been accomplished in this dimension. However, parents acknowledged that elimination of corporal punishment had made the schools safer for children but lamented that this had led to deterioration in pupils' discipline since other approaches adopted instead of corporal punishment were perceived to be ineffective. In one of the schools, the chairman of the School Management Committee (SMC) confirmed that the school had put in place mechanisms of preventing unauthorized adults from being on school grounds.

Generally, although efforts have been made to ensure safety and protection in the schools, most of the schools visited in this survey continue to face challenges in creating safe and protective environments for pupils. Most of the schools' buildings appear very old and dilapidated conditions without lockable doors/windows. While buildings of 87 per cent of the schools visited were rated as not at all being in good structural condition, only 20 per cent of classrooms were rated as having only adequate protection from adverse weather conditions (i.e. solid roof, walls, and a floor).

4.5.2 Kilifi schools' support for children's nutrition

All the schools that were surveyed in Kilifi do not run lunch programmes for the pupils. However, pupils' survey data indicated that when asked to indicate how often they had been provided with lunch at school, 39 per cent of the pupils indicated that they had never been provided with school lunch, 33 per cent reported that they had sometimes been provided with lunch while only 14 per cent reported receiving lunch on a regular basis as shown in Figure 8. The 33 per cent of the pupils who reported receiving lunch sometimes may be attributed to those who benefited from the collapsed government initiated school programme.

Figure 8: How often have you or other children been provided with school lunch?

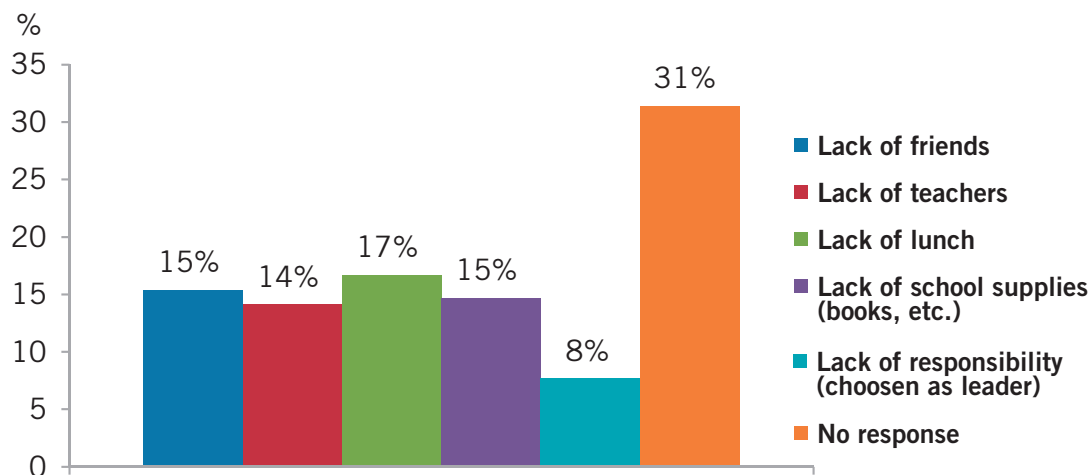


During FGD sessions with pupils in the surveyed schools, the pupils complained that they were often too hungry to the extent that they do not pay attention in class. Most of the schools did not show any tangible efforts in providing the learners with food in the schools. Further analysis of the pupils' survey data indicated that of the pupils who had ever dropped out of school, only 17 per cent received lunch regularly, 38 per cent had never received lunch, 37 per cent sometimes received while 8 per cent did not respond to the question. Those who had never dropped had 12 per cent receiving lunch regularly, 30 per cent sometimes and 42 per cent had never received lunch, while 16 per cent withheld their responses. The higher percentage of children who had previously dropped out of school (withdrawn from child labour) benefiting from regular lunch (17 per cent) compared to the 12 per cent of those who had never dropped out of school is attributable to the lunch programme that, as discussed in the previous section, a partnering organization in the ILO-IPEC-SNAP project runs targeting only children withdrawn or prevented from child labour. School heads reported that school feeding programmes that had been introduced previously were not sustainable and there were no efforts to revive the programme since its collapse.

Analysis of pupils' responses to the question "What do you think makes the school environment not conducive for children who have to be reintegrated after they were engaged in child labour?" survey data revealed that majority of the pupils (17 per cent), as shown in Figure 9, considered lack of lunch as the greatest impediment to creating a conducive environment for the children withdrawn or prevented from child labour to staying in school after reintegration. To support these findings, the results from the pair-wise ranking matrix

of the factors considered by the pupils to be contributing to conducive learning environment indicated that from all the 7 FGDs, provision of lunch by the schools was the second in pupils' priorities of what they considered the most necessary conditions required to make the school environment conducive for working/former working children.

Figure 9: What do you think makes the school environment not conducive to children who have to be reintegrated after they were engaged in child labour?



4.5.3 Do children feel welcome, physically and emotionally safe, and included in the schools?

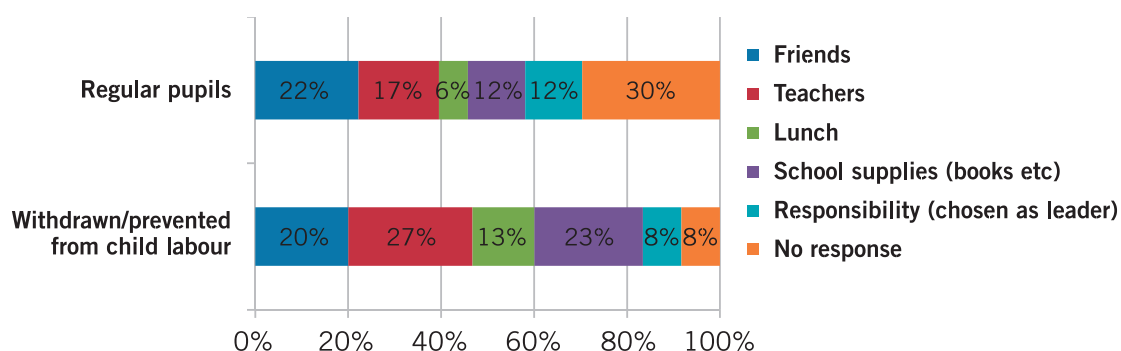
All pupils in inclusive schools should feel welcome, respected, and treated equally. This includes how physically safe pupils feel, how emotionally safe pupils feel, and the extent to which pupils perceive the school as inclusive of all types of pupils. Seventy-seven per cent (77 per cent) of pupils reported they feel the school and classroom environment is safe and secure for them, 15 per cent said it was not safe, 5 per cent were not sure while 3 per cent did not respond. Seventy-two per cent (72 per cent) of pupils withdrawn from child labour reported feeling safe at school compared to 80 per cent of regular pupils who felt that the school and classroom environment was safe and secure as shown in Table 6.

Table 6: Do you feel that the school and classroom environment is safe and secure for you?

		Do you feel that the school and classroom environment is safe and secure for you? (%)				Total (%)
		Yes	No	Not sure	No response	
Have you ever dropped out of school?	Yes	71.7	21.7	3.3	3.3	100.0
	No	80.2	11.1	6.2	2.5	100.0
	No response	80.0	13.3		6.7	100.0
Total		76.9	15.4	4.5	3.2	100.0

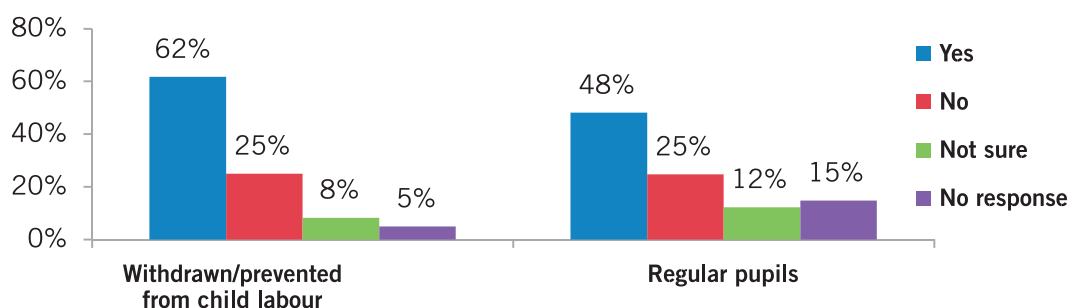
About half (56 per cent) of the pupils who participated felt that their school was welcoming, while 5 per cent indicated otherwise. Slightly over a third (39 per cent) of the pupils did not respond to the question of whether they felt that the school was welcoming. Twenty one per cent (21 per cent) of the pupils indicated that the most important factor that made children feel welcome at school were the teachers, 20 per cent friends, 15 per cent books 11 per cent leadership responsibility while 24 per cent did not respond. A higher percentage of pupils withdrawn from child labour (27 per cent) compared to the regular pupils (17 per cent) felt that teachers were the most welcoming than other conditions, while more regular pupils (22 per cent) compared to 20 per cent of pupils withdrawn from child labour considered friends as the most welcoming. On the other hand, 13 per cent of pupils withdrawn from child labour compared to 6 per cent of regular pupils considered lunch as the a welcoming condition in the school. The comparisons are shown in Figure 10.

Figure 10: What do you consider most important to make you feel or other children most welcome at school?



With regard to child abuse, 22 per cent of the pupils reported having observed 3-4 forms of child abuse practices from among physical abuse/corporal punishment, sexual abuse, emotional abuse among others, while 19 per cent had witnessed more than 5 forms, 18 per cent had observed 1-2 abuses while 22 per cent had not observed any form of child abuse and 18 per cent did not respond. Sixty-one per cent (61 per cent) of pupils withdrawn or prevented from child labour compared to 48 per cent of regular pupils reported having experienced at least one form of the child abuse practices at school as shown in Figure 11.

Figure 11: Have you ever experienced any of the forms of child abuse you have mentioned?



The results by gender indicate that more girls (56 per cent) had experienced some form of child abuse than boys (50 per cent). However, it is positive to note that majority of the pupils (62 per cent) knew where to report cases of child abuse when it occurred, compared to 24 per cent who did not know, 5 per cent who were not sure and 9 per cent who did not respond.

4.5.4 Are the schools hygienic, with adequate and potable water?

Generally, 50 per cent of the schools had their grounds kept free of litter and garbage and pupils routinely participated in the maintenance of their schools mainly through cleaning and clearing of unwanted materials. In almost all the schools, the grounds are kept free of unwanted animals and animal waste but 50 per cent of the schools had classrooms that were unclean and disorderly, with garbage on the floor. Only 13 per cent of the schools had an elaborate sanitary system for the disposal of waste water while fifty per cent (50 per cent) of the schools had sanitary systems for the disposal of latrine waste. Most of the schools did not have adequate toilets and the toilets available clearly lacked hand-washing points with adequate water for both pupils and teachers. Pupils' survey data revealed that slightly more than half of the pupils (52 per cent) only felt that they had access to adequate safe water in the compared to 37 per cent who felt that they did not, while 8 per cent were not sure as shown in Figure 12. In addition, only 47 per cent of the pupils indicated that children in their school had access to adequate sanitation in the school while 46 per cent felt that they did not have access to adequate sanitation. Figure 13 shows pupils' responses to the question of whether the pupil respondent and/or other children access adequate sanitation in their schools.

Figure 12: Do you and other children have access to adequate safe water in your school?

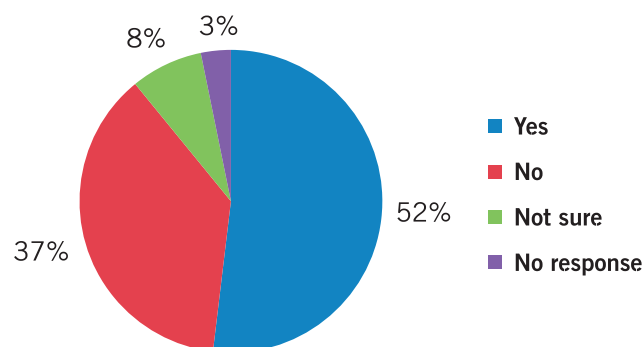
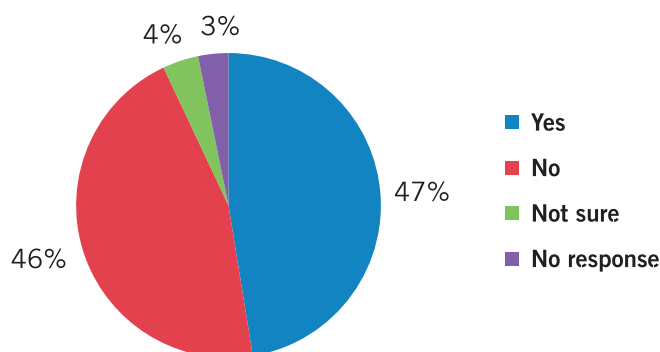


Figure 13: Do you and other children have access to adequate sanitation in your school?



4.5.5 Do the schools actively support children's physical and mental health?

The survey examined the extent to which schools were able to support children's physical and mental health, and the types of services, including the provision of life skills training, that schools offered for pupils to bolster their well-being. School head survey data showed that severe health problems were not as common as the nutritional issues described earlier. Many health interventions described by school staff were offered by local health centres, which conducted school visits to provide services such as vaccinations; physical exams, including height/weight screening; oral hygiene; and deworming. However, 44 per cent of all school heads reported being unable to refer ill children to local health centres.



Sample classroom environment.

4.6 Gender-sensitive environments that promote equity and equality

This section addresses the extent to which schools in Kilifi promote gender equity and equality. Gender responsiveness refers to the creation of environments and capacities that foster equality among boys and girls, and is a key element of CFS model. In this section, the report describes how schools in the Kilifi apply the principle of gender responsiveness to ensure equal access to high-quality educational opportunities, regardless of gender. The following issues are addressed, using survey data collected from pupils, teachers, school heads and parents; and classroom and school observation data:

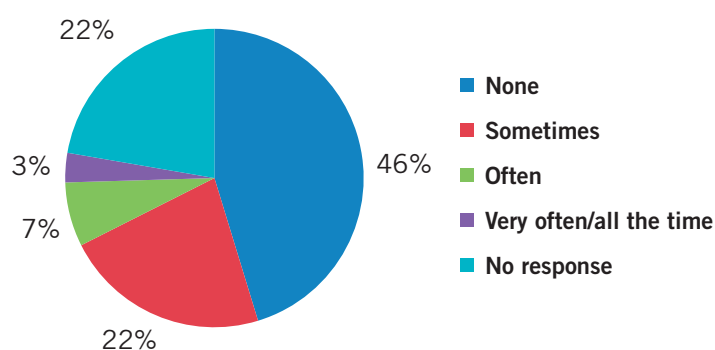
- whether school management, teachers, parents, and pupils perceive gender equity and equality to exist in their schools;
- whether the school environment and policies are such that all pupils, regardless of gender, are provided equal opportunities; and
- the challenges faced by schools in ensuring gender equality.

4.6.1 School heads', teachers', parents', and pupils' perceptions of gender equality in schools

Most pupils interviewed felt that their school provided boy and girl students equal access to learning opportunities. In response to the question "How often do you feel that you have been treated differently (compared to other children) due to your gender/sex?," 46 per cent of the pupils indicated that never, 22 per cent sometimes, 7 per cent often, 3 per cent very often while 22 per cent did not respond to the question as shown in Figure 14. This information

was corroborated with information obtained from FGDs with parents who said that all boys and girls participate equally in school activities and there are no gender specific activities in school. All activities and duties are divided equally between all pupils irrespective of the sex. Moreover, both have equal access to facilities. For instance, a female FGD participant said *“Girls and boys are given treated equally in this school – both boys and girls within the classroom and outside the classroom take part in all activities such as sweeping and washing classrooms which during our childhood days used to be performed exclusively by girls. They all participate in similar sporting activities. We therefore feel that the school administration and teachers are doing everything possible to ensure gender equality”*.

Figure 14: How often do you feel that you have been treated differently (compared to other children) due to your gender/sex?

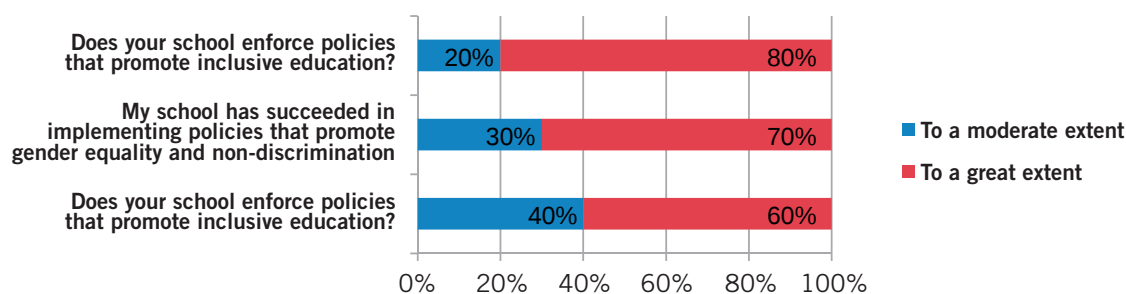


Classroom observations were consistent with the survey data. In most of the classes, male and female pupils were observed receiving equal time and attention from teachers and observed teachers exhibiting similar expectations for pupils regardless of gender. In all classrooms, boys and girls received equal time and attention from teachers with the teachers showing similar expectations regardless of gender. All the school heads (100 per cent) responded “very true” to three statements about boys and girls being equally permitted and encouraged to participate in school activities, academic classes, and physical activities.

4.6.2 Perceptions of gender equality in school policies and environments

All the school head teachers interviewed indicated that their schools did not have written policies of educating all pupils regardless of gender and other factors. Of the schools that were samples, 6 had copies of the education act within the school for access by any interested party; teachers, pupils and community. However, 60 per cent of the school heads indicated that their schools enforced, to a great extent policies that promote gender equality education while 40 per cent enforced “to a moderate extent.” Seventy per cent (70 per cent) of the heads indicated that their respective schools had succeeded to a great extent in implementing policies that promote gender equality and non-discrimination in education compared to 30 per cent who had succeeded to a moderate extent. Eighty per cent of the schools heads reported that their schools enforced policies that promote inclusive education. This favours girls and boys withdrawn or prevented from child labour to attend same schools with other unaffected pupils. On the other hand, parents expressed their concern with a certain policies which they lamented was not gender responsive. They expressed their dissatisfaction with the fact that whereas pregnant girls and young mothers were not permitted to attend their schools, boys who had impregnated the girls and were pupils were allowed to continue attending school. This policy, they said, discriminates against girls and reduces opportunity for those in a disadvantaged situation to achieve an education.

Figure 15: Enforcement of policies on gender equality in schools



4.6.3 The challenges faced by schools in ensuring gender equality

Infrastructure, safe and private toilets are perhaps one of the most important factors in determining female attendance and enrolment. Girls who lack adequate sanitary materials may miss school each month during their menstrual period. If girls attend schools that lack adequate latrines and water supplies for girls to comfortably change sanitary pads and wash themselves in privacy, they may be unable to remain comfortably in class during their menstrual cycle (Kirk and Sommer, 2006; Herz and Sperling, 2004). This evaluation noted that poorly built latrines/toilets are a significant and real barrier to accessing educational opportunities for girls. In the schools visited, only 25 per cent had had toilets that provided pupils with privacy, with 37 per cent having an adequate number of functioning latrines available so that pupils do not have to wait an excessive amount of time to use them. Focus group discussions with pupils, mostly girls withdrawn or prevented from child labour saw them lament about an apparent lack of properly constructed and clean toilets, yet most of them walked on bare feet.

Lack of sanitary pads poses a considerable challenge to girls' education. Pupils' survey data revealed that only 18 per cent of the girls received sanitary pads on a regular basis. From focus group discussions with girls prevented/withdrawn from child labour, a major challenge that was said to force them back to child labour was need for money for "personal use," which they confided was partly for purchase of sanitary pads. Other cited challenges on creating an environment that fosters gender inclusiveness and equality as noted from discussions with parents were cultural norms and deeply engrained stereotypes pertaining to gender roles. However, there was also a sense among parents that most efforts on gender and education were focused on girl-child education and therefore is no longer a priority because schools already do treat female and male students the same way and afford them equal learning opportunities. The challenge now is that the boy-child has been neglected which threatens their access to education.

4.7 Democratic participation of pupils and active engagement with parents and communities

This section discusses the extent to which schools in Kilifi have embraced a shared sense of responsibility and increased democratic participation in schools by pupils, parents and the community at large. Encouraging and facilitating the active engagement of pupils, parents and communities in school decision making activities and management is grounded in the belief that a two-way partnership between schools and communities (in which there is shared responsibility for children's outcomes) fosters higher pupil enrolment, retention, achievement, and engagement with school. This section, therefore, describes how schools in Kilifi apply the principle of democratic participation by actively engaging children, parents, and communities in school management and decision-making. The specific issues addressed include: *ways in*

which children participate in school decision-making; what schools do to promote parent and community participation and the ways in which parents and communities participate in school management and children's education; and the challenges schools face in fostering democratic participation.

4.7.1 Ways in which children participate in decision-making in schools

Survey data obtained from pupils, teachers and school heads regarding the degree to which students are involved in school events, decision-making processes and their own learning are comparable among the three groups in their perception of pupil involvement. For instance, 30 per cent of school heads responded "very true" to the question "Pupils play a formal role in decision-making at school (e.g. through pupil government)," while 50 per cent responded "A little bit true" compared to 20 per cent who whose responses were "Mostly true." As to whether pupils have opportunities to serve in leadership roles, such as a member of the pupil council, government board, or prefect, 70 per cent of the heads responded "Very true" compared 20 per cent and 10 per cent whose responses were "Mostly true" and "Not at all true" respectively as shown in Figure 16. These findings were compared to pupils' responses to the question "How often do you feel that your opinions and needs are included in decision making in your school?" where 24 per cent indicated that their opinions were never included in decision-making, 35 per cent felt that sometimes their opinions were considered 12 per cent often and 10 per cent very often. The pupils' responses were as shown in Figure 17. Only 10 per cent of the heads were very assertive that pupils in their schools regularly take part in activities like group projects, field trips, group brainstorming etc. Fifty-five per cent of the pupils indicated that they belonged to clubs (child rights/debating/sports) in their schools, which provide spaces for child democratic participation.

Analysis of the teachers' survey data indicated that 95 per cent of the teachers felt that pupils participated in decision-making in their schools. However the level of decision-making was only limited to formulation of classroom rules and regulations, electing their prefects through democratic processes and participating in classroom discussions to ventilate on issues affecting them at the class level which were eventually channelled through their elected leaders.

Generally, the findings suggest that a substantial number of pupils are not provided with opportunities by the schools to become more involved in school events and decision making. There is likely an important relationship between pupils' involvement in school, the types of opportunities they are provided and the quality of relationships between teachers and school heads and pupils.

Figure 16: Head teachers' responses on pupil participation in decision-making

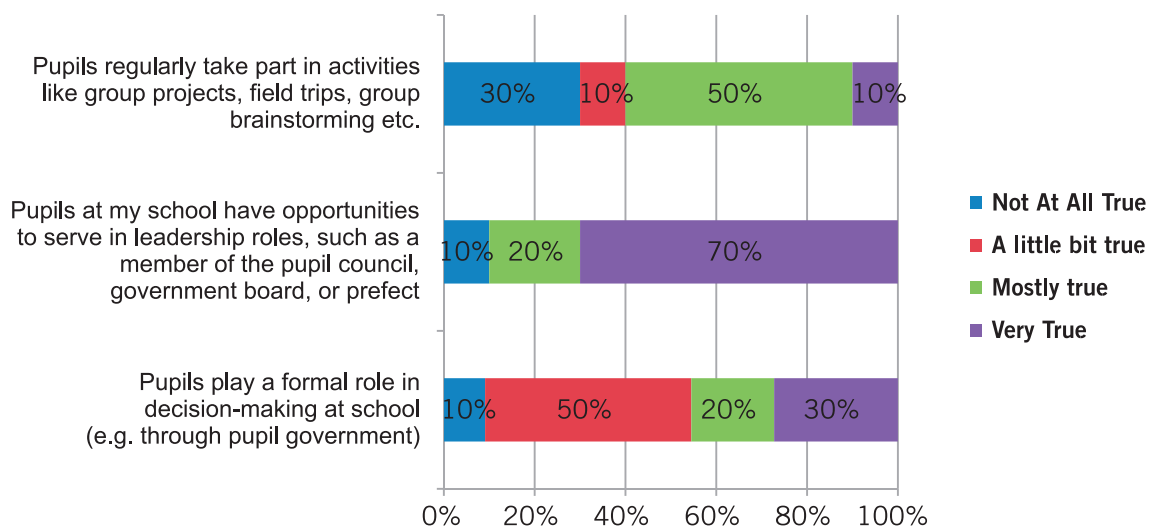
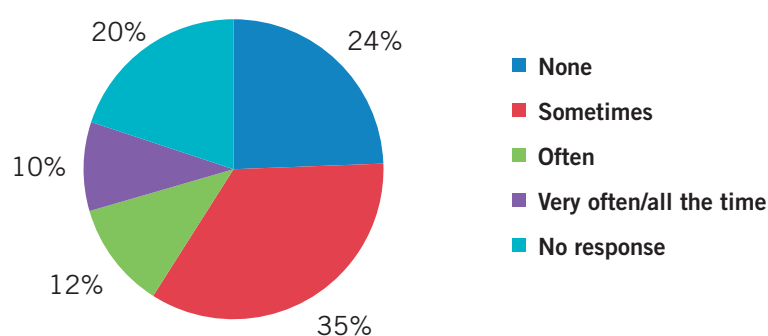


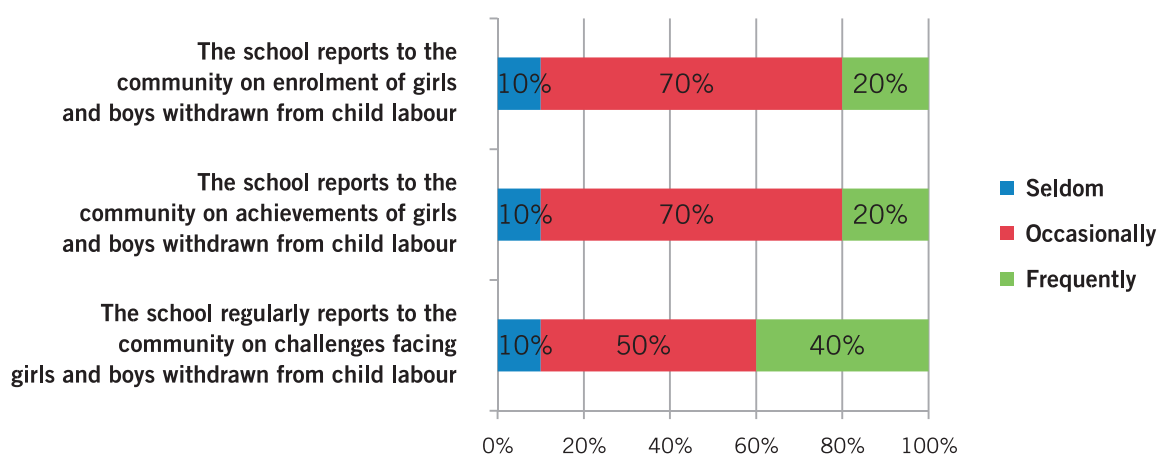
Figure 17: How often do you feel that your opinions and needs are included in decision making in your school?



4.7.2 Ways in which schools promote parent and community participation

The commitment of school management and staff to involve pupils' families and forge meaningful partnerships with stakeholders from the community in which the school is housed is an imperative in fostering positive pupil outcomes. Discussions with parents revealed that most of the schools involved parents in school activities and decision making, besides reporting to the parents and the community about progress of the school. Parents indicated that they were encouraged and indeed invited to attend annual general meetings, serve as resource persons during classroom activities and facilitate school development activities. However, parents in most of the schools strongly lamented that most of the decisions were made without their direct involvement and their level of participation had been relegated to simply getting informed of what was going on in the schools during the meetings. Notices for such meeting were said to be short and in most cases the school management committees were not adequately involved in the planning for the meetings. Some school management committees were accused of not being proactive enough in ensuring that all decisions in the schools involved, to a greater extent, the participation of parents.

Figure 18: Head teachers' responses on family and community participation on child labour issues

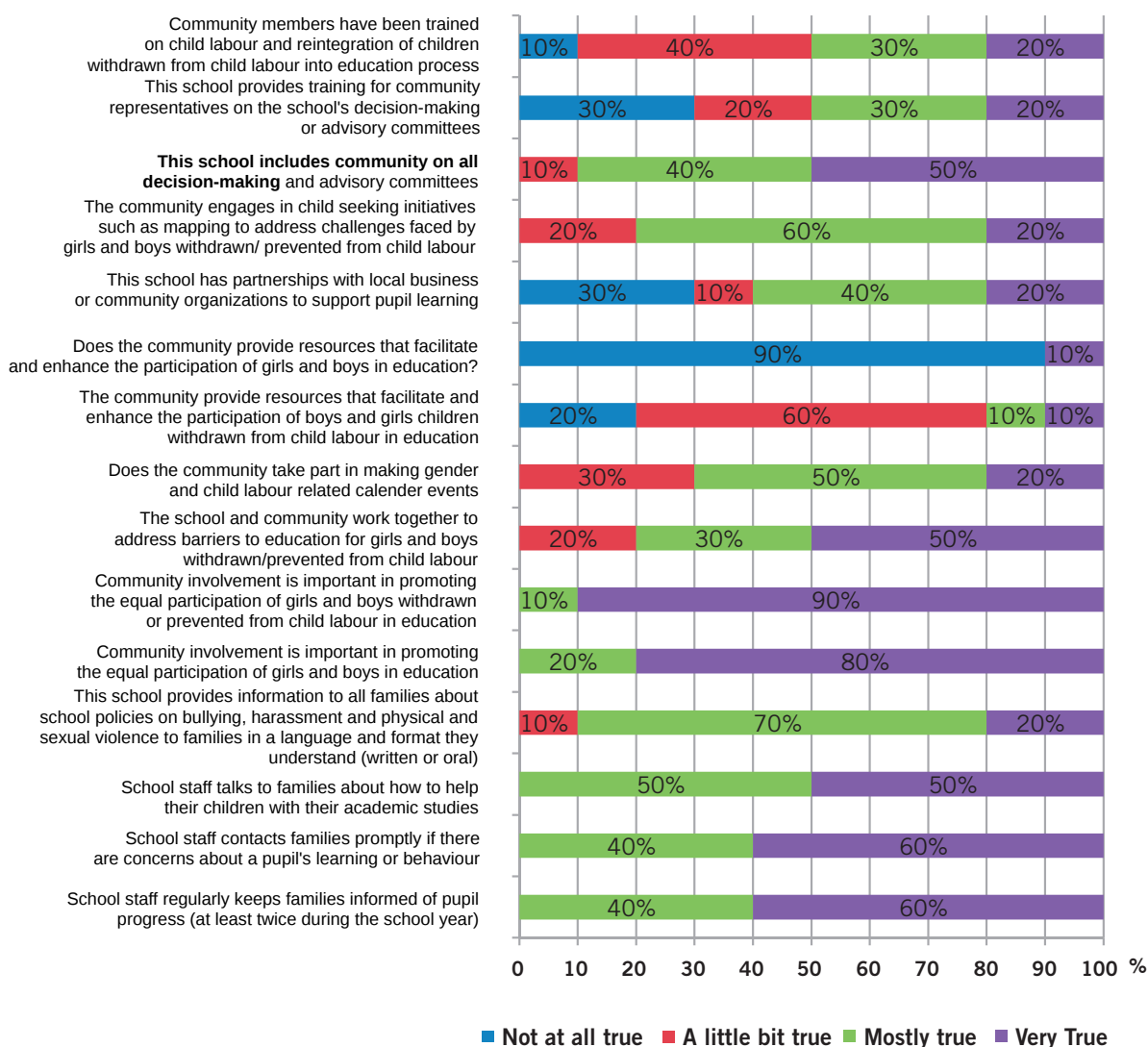


At all schools, school heads noted that parents were invited to a regular school meeting at least once per term, though each class' parents were invited at different times within the term. The purpose of the meetings is usually to collect to discuss their children's academic performance and behaviour. Parents observed that some of them did not attend these meetings consistently due to work obligations and family commitments. Besides these meetings, parents also reported that they always come for informal meetings in the schools to check on the progress of their children as well as participate in numerous special activities at any given time within the term. On the contrary

majority of parents who participated in the FGDs of at the surveyed schools reported that they do have some information about classroom activities but they believe there are close relationships and interactions between teachers and pupils.

In most of the schools surveyed, teachers, parents and local community members formed school management committees (SMCs) and parent-teacher associations (PTA). Some of the parents who participated on these committees or served as parent representatives indicated that they had the opportunity to express their opinions on school activities, their children's learning, and changes the school needed to make. Their role as parent representative provided them with a voice not only within the school grounds but among other parents and community members. However, they took issue with the fact very few parents wanted to express their opinions at these meetings. On family and community involvement, school heads reported higher levels of parent involvement. For instance, all the school heads (100 per cent) reported that staff from their schools make direct contact with families whose children drop out of school or are at risk of dropping out to encourage the child's including those who are at risk due to child labour; continued enrolment; their school provides information about what is happening at the school to families in a language and format they understand (e.g., written or oral); and all types of families are encouraged to participate in decision making at the school, regardless of ethnicity, gender, language, disability, or religion. The school heads' responses to other questions across various aspects of involvement were as shown in Figure 18 and Figure 19.

Figure 19: Head teachers' responses on family and community participation



4.8 Summary of the roles of stakeholders in promoting safety in schools

Several groups are involved in ensuring that the school environment is safe for all children, all in different ways.

Children — Through participation in clubs, they clean the schools, plant trees and are tasked to report any strangers in the school compounds to the relevant school authorities. They are also encouraged to be responsible of their general safety by proactively championing their rights through the communication structures established within the schools.

Ministry of Education Officials — The ministry of education officials play a key role in the development and implementation of policies aimed at creating conducive learning environment and safety in schools. Head teachers are the principal caretakers of schools and are the safety trustees of children while in school. On the other hand, education officials at the district level e.g. the district education officers, the quality assurance and standards officers are expected to ensure that the standards, including ensuring that schools are safe as per recommendations of Child Friendly Schools' Manual. Additionally, accountability and wise use of resources allocated to ministry of education by the government and other partners for infrastructural development lies within the docket of local education officials.

Parents — The parents are responsible for inculcating in their children tenets of responsible behaviour that ensure safe learning environments. They make consultations and lobby through PTA meetings on all matters related to the general pupil outcomes within the schools. They are also encouraged to own the school and be supportive to their children.

Community — The community is incorporated in the school management for better and safer schools. They proactively participate in fundraising activities that are meant to improve the school infrastructure as well as participating in other functions that address matters of school safety. The community is also tasked with ensuring that learning is continued in a deserving environment.

Non-governmental Organizations — These are involved in the improvement of the school infrastructure and build the capacity of teachers and children on children's rights that direct subsequent child-centred actions in the schools. They take part in advocacy on child rights and enhance the capacities of the various stakeholders to guarantee and ensure these rights.

Provincial administration — The provincial administration follows up on school attendance and take action against parents who do not let their children attend school. They are also the law enforcers of the various legal policies related to children's rights and provide ensure a secure environment that allows children to enjoy their rights.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The purpose of the study was to assess the factors that affect access, reintegration and retention in school of children (aged 5-15 years) prevented or withdrawn from child labour in Kilifi District. The situation analysis on conducive learning environment brought to the fore critical issues that the schools and other stakeholders should focus on in addressing needs of not only learners withdrawn or prevented from child labour, but also those unaffected as well as learners without disability if the noble goals of inclusive education are to be achieved. The policy framework that guides implementation of education, gender, disability and child labour issues in Kenya has evolved over the years. Yet despite the tremendous strides made in developing appropriate legal instruments and policies there still persists a glaring disconnect at the level of implementation and realization of anticipated results. The study results showed that those with leadership and management responsibilities within the schools were keen on driving activities aimed at actualization of the various policy provisions on inclusive education but needed support in the form capacity building efforts and provision of requisite resources from all stakeholders.

Schools in Kilifi have attempted to defy insurmountable challenges and embraced inclusive education, providing learning opportunities to minority children such as those with disabilities as well as those withdrawn or prevented from child labour through re-enrolment and re-integration. School heads, teachers and parents' like value and encourage inclusiveness of all children, including those prevented/withdrawn from child labour. However, available evidence suggests that more attention seems to be given to the identification of children with disabilities for enrolment than those prevented/withdrawn from child labour and other minority children at the risk of missing out from the education processes. Although schools have built a culture of inclusion, relevant policies to buttress these efforts are not formally in place to ensure that teachers can address and support the needs of children withdrawn or prevented from child labour and thus ensure that those who are frequently the most marginalized and neglected by the education system can be properly supported and can thrive. Noted efforts by teachers to go out into the community to encourage enrolment of children with disabilities and those withdrawn or prevented from child labour as well as other minority pupils at risk of poor educational outcomes is a positive stepping stone towards enhancing access to education by these categories of children.

Stakeholders' discourse and attention child rights are an increasingly prominent theme. The level of awareness on child labour and child rights in general within the school communities covered is generally above reproach and deserves commendation. All the key players in the education process right from the pupils, their parents, teachers and school management are well informed on the rights of the child and considerable efforts have been made to observe adherence to these issues. This has had an overriding influence on re-enrolment of children withdrawn or prevented from child labour into school. Awareness on child rights and legal implications have helped to bolster the willingness of parents and the community at large to take deliberate steps in ensuring that children are not subjected to child labour and enjoy their childhood. Identification and tracking of out-of-school children has key players, including teachers, parents and the larger community.

Learner participation in the learning process as well as decision-making warrants special attention. Though most parents and children of the schools under study felt that the schools provided quality learning, participation seems to be a debatable issue, as parents were not conclusive on the extent of participation while pupils felt that their participation in class was inadequate. Providing learners with an opportunity to democratically elect their leaders does not does not translate to decision making if these leaders are not provided with opportunities to meaningfully participate in actual decision making processes. It is incumbent upon the school administration to establish strategies of ensuring full participation of the children in all the key decision-making areas such as planning, curriculum implementation and monitoring.

The capacities of the schools to provide safe and quality learning environments are adversely curtailed by skewed resources and infrastructural challenges. Majority of the schools are literally in wanting conditions with limited curriculum support facilities, notably instructional materials such as teaching aids and text books as well desks and other appropriate furniture. Despite the fact that in a majority of schools there are adequate classroom spaces, challenges of poor sanitation and lack of facilitative conditions including lighting pose extreme challenges to learners and teachers alike. In addition to inadequate latrines/toilets, poor sanitation and general hygiene challenges are aggravated by inadequate water. Pupils have no access to clean drinking water, let alone water for washing hands to maintain high standards of hygiene. These conditions put learners at risk yet there are no clearly visible efforts to mobilize resources, let alone investing in creating stimulating learning environments in the schools. Strides have indeed been covered, but not without challenges here and there, the major one being poverty, which is one of the major reasons children opt for child labour instead of school. Others are lack of trust in the schools, poor vicinity of the schools and poor child nutrition.

There were very weak mechanisms that ensure that children withdrawn and prevented from child labour cope with school environments. Much of the challenges these children face are not adequately addressed, putting them at extremely high risks of dropping out as evidenced by the situations where schools that purportedly indicate high re-enrolment rates of such children, counter-productively have high rates of dropouts. Psychosocial support systems at the school level are weak and the affected children are left at the mercy of their own determination to continue with education. Major factors that threaten their access to education and retention to school relate to abject poverty and discrimination at school. In spite of these, schools do not have elaborate material support structures to enhance access and retention.

There was substantial variability in the conditions of school buildings and grounds, with only some schools having safe buildings and safe outside play areas. This poses serious challenges to the safety of the learners, an area that the SMCs and/or other school-community partnerships could be leveraged to engage the community in assisting with needed repairs at the schools.

Health and nutrition plays a crucial role in children's learning and development. Unfortunately, significant numbers of children still arrived at school with health issues and inadequate nutrition, and most schools had no resources available at all to intervene. Schools had serious challenges with respect to feeding pupils, and all the schools had to discontinue the nutritional support that they had been providing under the national school feeding strategy that had collapsed shortly after take-off. This is an area where SMCs could work within the community and/or look for outside resources to provide food for all pupils, or at least for pupils who do not receive adequate nutrition at home. In addition, the surveyed schools faced significant challenges in providing pupils with access to physical health services, including very basic routine care that can have a significant impact on pupil outcomes, such as vision and hearing screening. In some cases, there may be community resources available that schools could better access through partnerships or with some technical assistance. In terms of school-based risks to pupil mental health, although most pupils experienced a safe and positive peer climate at school, bullying, the social marginalization of some pupils, and lack of intervention by

bystanders in cases of bullying all emerged as significant issues that need attention. There was little discussion of pupils' social and emotional learning among stakeholders, so this is an area where improved sensitization could be used as a starting point for schools to identify their own issues and make use of technical assistance to address issues like bullying and marginalization of learners.

Most pupils felt that the school leadership made decisions based on what was best for students. However, stakeholders from all the schools surveyed expressed concern about inadequate furnishings and infrastructure in schools such as lack of electricity, fencing to protect pupils from external environment and inadequate sanitary facilities and clean water. Although few classrooms provided an attractive and well-furnished environment for pupils, most of the classrooms were not able to provide pupils with adequate seating, work space, lighting, ventilation and protection from the elements. Desks were inadequate and a good number of pupils sat on the floor during lesson time, forcing them to learn under extremely difficult conditions.

5.2 Recommendations

Inclusive education and awareness of child rights has become an increasingly prominent theme globally. Inclusiveness involves creating environments in which all pupils feel safe and supported to excel at school. Attempts must, therefore, be made to ensure that schools broaden their traditional role from that of just providing basic education to children, to building capacity to support special needs children including those prevented/withdrawn from child labour. Ensuring that teachers can address and support the needs of children, more so, children with special needs and those prevented/withdrawn from child labour will ensure that those who are frequently the most marginalized and neglected by the education system can be properly supported and reap the benefits of the education process. This can be achieved through capacity building, awareness raising and encouraging schools to use School Management Information Systems (SMIS) to track learners and meet their unique needs. This way, schools can monitor a pupil's development and tailor interventions for the unique needs of each pupil through the SMIS, thus meeting the goals of inclusiveness.

The opportunity to work with communities in strengthening access to education by addressing underlying child labour, gender and disability issues should be fully harnessed. It became evident during the assessment that communities are well disposed towards playing a meaningful role in bolstering school activities but needed sensitization on their appropriate contribution and development of capacities for leadership that impacts significantly on the resource that the community allocates towards the sustainability of the school. Socio-cultural norms, economic hardships and the general pace and process of reforms in managing public institutions present communities with challenges that have wide implications for educational prospects of girls and boys withdrawn from child labour.

Expected educational outcomes can only be realized if the learning environment is conducive enough and stimulates the knowledge and skills of teachers and pupils to elevate their engagement with various dimensions of education. This entails establishing facilities and equipment that address and fulfil the needs of all members of the school community especially those who experience the challenge of disability and child labour. Views from respondents indicated the need for strengthening physical resources and promoting appropriate social sensitivities within the school and community. Attitudes and practices that result in discrimination on the basis of sex, disability and child labour backgrounds were noted during the assessment as having a strong impact on the learning environment. Child abuse in the school and community is equally a critical issue that should be acknowledged and duly addressed.

Teaching approaches and effectiveness in learning are strongly interlinked. The level of academic knowledge and professional training of teachers influence pedagogical innovativeness that constitutes art of the key determinants of learning outcomes. The assessment established that maximization of learning achievements for pupils whose participation in educational processes is influenced by understanding the nuances of gender, child labour and education. Classroom situations and the level and quality of interaction among pupils and between pupils and teachers, choice of learning resources and appropriate performance appraisal mechanisms are vital in supporting the achievements of girls and boys withdrawn or prevented from child labour. As mediators of learning outcomes, teachers and non-teaching staff ought to be sensitized on professional modes of engagement and interaction with pupils. It was manifested during the assessment that training on how to impart life skills has not been adequately done for teachers and codes of conduct that direct interaction between staff and pupils have not been emphasized.

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Annex 1: Survey questionnaire for head teachers

Questionnaire No.				
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INTRODUCTION

The ILO International Programme on the Elimination of Child Labour (ILO-IPEC) is undertaking a situational and educational needs analysis on conducive learning environment for children withdrawn and prevented from child labour, aged 5-15 years in the primary schools in Kilifi District. The purpose of the analysis is 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 children withdrawn from Child labour. In order to get the required information, therefore, we are conducting a survey in the primary schools within the District. Your school, more so, you as the school administrator has been selected by chance from all the primary schools in the district to assist in providing the required information since your views are considered important for the analysis. I would like to assure you that the information you give will be confidential and will be used by ILO/IPEC in designing necessary assistance in support of the schools.

Participation in the survey is voluntary, and you can choose not to take part. If you have any question please feel free to ask otherwise if you accept to participate please sign below and respond to the questions as honestly as possible.

Signature_____

(Your signature means you have understood and accepted to participate in this survey).

Date_____

Section A: Situation analysis

Zone:_____ Location:_____

Division:_____ Sex of respondent_____

Name of school (optional):_____

No.	Question	Response categories/Codes
1. Family and community involvement		
1.1	Staff from this school makes direct contact with families whose children drop out of school or are at risk of dropping out to encourage the child's continued enrolment.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
1.2	When pupils are absent from school for more than a few days, school staff makes direct contact with their families to find out what the problem is and to facilitate the child's return to school as soon as possible.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
1.3	School staff regularly keeps families informed of pupil progress (at least twice during the school year).	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
1.4	School staff contacts families promptly if there are concerns about a pupil's learning or behavior.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
1.5	School staff talks to families about how to help their children with their academic studies.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
1.6	This school provides information about what is happening at the school to families in a language and format they understand (written or oral).	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
1.7	This school provides information to all families about school policies on bullying, harassment, and physical and sexual violence to families in a language and format they understand (written or oral).	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
1.8	All types of families are encouraged to participate in decision-making at this school, regardless of race, ethnicity, gender, language, disability, or religion.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
1.9	Community involvement is important in promoting the equal participation of girls and boys in education.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
1.10	Community involvement is important in promoting the equal participation of girls and boys withdrawn or prevented from child labour in education.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true

No.	Question	Response categories/Codes
1.11	The school conducts meetings with parents at least twice a year.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
1.12	This school provides information on pupil progress to families in a language and format they understand.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
1.13	The school and community work together to address barriers to education for girls and boys withdrawn or prevented from child labour.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
1.14	The community engages in child-seeking initiatives such as mapping to address challenges faced by girls and boys withdrawn or prevented from child labour.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
1.15	The school encourages readmission of girls and boys who drop out due to various reasons including child labour.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
1.16	This school has an active Parent Teacher Association (PTA) or School Management Committee (SMC).	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
1.17	This school actively informs the community about what is happening at the school at least several times a year.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
1.18	This school includes community members on all decision-making and advisory committees.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
1.19	This school provides training for community representatives on the school's decision-making or advisory committees.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
1.20	Community members have been trained on gender and inclusive education.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
1.21	Community members have been trained on child labour and reintegration of children withdrawn from child labour into education process.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true

No.	Question	Response categories/Codes
1.22	This school has partnerships with local businesses or community organizations to support pupil learning.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
1.23	Does the community provide resources that facilitate and enhance the participation of girls and boys in education?	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
1.24	Does the community provide resources that facilitate and enhance the participation of boys and girls children withdrawn from child labour in education?	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
1.25	Does the community take part in marking gender and child labour related calendar events?	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
1.26	The school reports to the community on enrolment of girls and boys withdrawn from child labour.	[1] Never [2] Seldom [3] Occasionally [4] Frequently
1.27	The school reports to the community on achievements of girls and boys withdrawn from child labour.	[1] Never [2] Seldom [3] Occasionally [4] Frequently
1.28	The school regularly reports to the community on challenges facing girls and boys withdrawn from child labour.	[1] Never [2] Seldom [3] Occasionally [4] Frequently
2. Safe, inclusive and respectful climate		
2.1	The school is able to teach pupils how to protect themselves from risks in the community (life skills education).	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
2.2	School grounds are kept free from weapons.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
2.3	School grounds are kept free from drugs and alcohol.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true

No.	Question	Response categories/Codes
2.4	School staff has been trained in managing emergencies that impact the school.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
2.5	Learners withdrawn or prevented from child labour in your school have been targeted for life skills training.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
2.6	Teachers have been sensitized on gender sensitivity in the classroom.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
2.7	Teachers have been sensitized on child labour issues and prevention of child labour.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
2.8	Boys and girls are equally permitted and encouraged to participate in school activities.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
2.9	Boys and girls are equally permitted and encouraged to participate in academic classes.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
2.10	Boys and girls are equally permitted and encouraged to participate in physical activity at school.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
2.11	My school has a written policy on educating all pupils, regardless of race, ethnicity, gender, language, disability, or religion.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
2.12	This school teaches pupils about the history, culture, and traditions of different ethnic groups in our country.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
2.13	Pupils withdrawn from child labour are offered equal opportunities to participate in school activities.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
2.14	Pupils with disabilities are offered equal opportunities to participate in school activities.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true

No.	Question	Response categories/Codes
2.15	There is a procedure in place for pupils to safely report instances of bullying, harassment, or harm from other pupils without fear.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
2.16	There is a procedure in place for pupils to safely report instances of bullying, harassment, or harm from teachers without fear.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
2.17	School staff talks to families about child labour and children's rights.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
2.18	All teachers, pupils and parents have been told about the teacher code of conduct.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
2.19	My school has a policy on appropriate teacher-pupil behavior.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
2.20	This school has a policy prohibiting the release of pupil information or displaying or posting pupil information such as exam scores for the public to see.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
2.21	The school encourages readmission of girls and boys who drop out due to various reasons including child labour.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
2.22	The school has an official policy allowing readmission of girls and boys who drop out due to various reasons including child labour.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
2.23	The school policy allows school employees (teachers or non-teachers) to use corporal punishment on pupils to manage pupil misbehavior.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
2.24	The school has an official reporting mechanism in place in the school to allow children to report violence.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true

No.	Question	Response categories/Codes
3. Healthy learning environment: Child-centred services		
3.1	This school screens pupils for learning disabilities, such as difficulty with reading or mathematics.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
3.2	This school has teachers who have been specially trained to work with pupils with disabilities.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
3.3	The school has teachers who have been provided with skills to give psychosocial support to learners, especially those withdrawn or prevented from child labour.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
3.4	Staff from this school goes out into the community to encourage the enrolment of children with disabilities.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
3.5	Staff from this school goes out into the community to encourage the enrolment of children withdrawn or prevented from child labour.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
3.6	Staff from this school goes out into the community to encourage the enrolment of minority pupils, pupils living in poverty, children or others at risk for poor educational outcomes.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
3.7	Programmes exist for female teachers to mentor girls withdrawn or prevented from child labour.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
3.8	Programmes exist for male teachers to mentor boys withdrawn or prevented from child labour.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
3.9	The school provides job-readiness skills education to all pupils in standards 5 and up.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
3.10	The school is able to make referrals to community-based providers of medical and mental health (counseling) services that are not offered by the school.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true

No.	Question	Response categories/Codes
3.11	The school is able to access child welfare services and other support systems children withdrawn or prevented from child labour.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
3.12	The school provides health education to all pupils regarding the avoidance of high-risk behaviors (e.g., HIV/AIDS education, prevention of substance abuse).	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
3.13	The school provides health education to all pupils in the promotion of healthy daily living (e.g. nutrition, dental hygiene).	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
3.14	The school provides education to all pupils in the development of positive social and emotional skills.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
3.15	Pupil health and development programs are adapted to meet local socio-cultural norms, values, and beliefs.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
3.16	The school provides pupils with access to annual health examinations.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
3.17	The school provides pupils with access to annual mental health screening.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
3.18	The school provides micronutrient supplements to pupils who need them.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
3.19	The school provides de-worming treatment of parasitic infections to pupils who need them.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
3.20	The school provides routine vision and hearing screenings to pupils, and refers pupils to free or affordable follow-up services if needed.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
3.21	The school uses height/weight screening to identify malnourished children.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true

No.	Question	Response categories/Codes
3.22	The school has a feeding programme for under-nourished pupils. [Mark Very true if the programme is provided to all pupils.]	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
3.23	Pupils have an opportunity to eat at least every 4 hours while at school.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
3.24	Pupils are allowed access to latrines and drinking water whenever they need them (not only at specified times).	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
3.25	The school's water supply is checked regularly to ensure that it is always safe for drinking.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
3.26	The school follows procedures to reduce the presence of disease vectors (e.g. mosquitoes) on or near school grounds.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
4. Child participation		
4.1	Pupils play a formal role in decision-making at school (for example, through pupil government).	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
4.2	Pupils at this school plan and implement community outreach activities.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
4.3	Pupils at my school have opportunities to serve in leadership roles, such as a member of the pupil council, governing board, or prefect.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
4.4	Pupils regularly take part in activities like group projects, field trips, group brainstorming, etc.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true
5. Policies		
5.1	Are you familiar with any international, local or school policies that promote the equal participation of girls and boys in education?	[1] Not at all [2] To a limited extent [3] To a moderate extent [4] To a great extent

No.	Question	Response categories/Codes
5.2	Are you familiar with any policies that address discrimination against boys and girls in the education process?	[1] Not at all [2] To a limited extent [3] To a moderate extent [4] To a great extent
5.3	Are you familiar with any policies that address discrimination against learners withdrawn or prevented from child labour in the education process?	[1] Not at all [2] To a limited extent [3] To a moderate extent [4] To a great extent
5.4	Are you familiar with any policies that address gender based violence against boys and girls in the school environment?	[1] Not at all [2] To a limited extent [3] To a moderate extent [4] To a great extent
5.5	Are you familiar with any policies that address child labour?	[1] Not at all [2] To a limited extent [3] To a moderate extent [4] To a great extent
5.6	Does your school enforce policies that promote reintegration of children withdrawn from child labour?	[1] Not at all [2] To a limited extent [3] To a moderate extent [4] To a great extent
5.7	Does your school enforce policies that promote gender equality education?	[1] Not at all [2] To a limited extent [3] To a moderate extent [4] To a great extent
5.8	Does your school enforce policies that promote inclusive education?	[1] Not at all [2] To a limited extent [3] To a moderate extent [4] To a great extent
5.9	My school has succeeded in implementing policies that promote gender equality and non-discrimination.	[1] Not at all [2] To a limited extent [3] To a moderate extent [4] To a great extent
5.10	What factors hinder the participation of girls withdrawn from child labour in education?	
5.11	What factors hinder the retention of boys withdrawn from child labour in school?	
5.12	What challenges are experienced by boys withdrawn from child labour in education?	
5.13	What challenges are experienced by girls withdrawn from child labour in education?	

Annex 2: Survey questionnaire for teachers

INTRODUCTION

The ILO International Programme on the Elimination of Child Labour (ILO-IPEC) is undertaking a situational and educational needs analysis on conducive learning environment for children withdrawn and prevented from child labour, aged 5-15 years in the primary schools in Kilifi District. The purpose of the analysis is 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 children withdrawn from child labour. In order to get the required information, therefore, we are conducting a survey in the primary schools within the District. Your school has been selected by chance from all the primary schools in the district and you have also been selected by chance to assist in providing the required information since your views are considered important for the analysis. I would like to assure you that the information you give will be confidential and will be used by ILO-IPEC in designing necessary assistance in support of the schools.

Participation in the survey is voluntary, and you can choose not to take part. If you have any question please feel free to ask otherwise if you accept to participate please sign below and respond to the questions as honestly as possible.

Signature_____

(Your signature means you have understood and accepted to participate in this survey).

Date_____

Section A: Situation analysis

Questionnaire No.

Name of Region:_____

Sex of respondent:_____

Name of school (Optional):_____

1. Are there children in your school who have been affected by child labor?

Yes

No.

If yes, in which ways are they affected?

.....

2. What do you think are reasons for child labour?

.....

3. Have ever assisted any child withdraw from labour?

Yes. No.

If yes, how? If No why?

.....

4. Does your school have any system for assisting children withdrawn from labour?

Yes. No.

If Yes, explain.

.....

5. How do children withdrawn from labour cope with the school environment?

.....

6. Do children withdrawn from labour exhibit learning difficulties?

Yes. No.

7. Do children withdrawn from labour exhibit anti-social characteristics?

Yes. No.

Please explain

.....

8. Does your school encourage re-enrolment of children affected by child labour?

Yes. No.

9. If yes, are these children former pupils of same school?

.....

10. Do your school have a policy on re-enrollment children withdrawn from labour?

Yes. No. Not sure.

What is the policy?.....

11. Does your school provide any of the following services to children withdrawn from labour?

1. Counseling (criteria)
2. Referral for medical support
3. Nutrition (e.g school feeding programmes)
4. Sanitary towels (for girls)
5. Others (specify).....

12. Is there any support provided for the school to assist children to withdraw from child labour?

Yes. No.

Where does the support come from?

- a) FPE Fund
- b) Donor partners
- c) Parents
- d) School funds
- e) Other (specify).....

13. In which ways do you encourage child actively participate in class?

.....

14. Are the school facilities adequate to cater for all the needs of children withdrawn from Child labour?

Adequate. Not adequate. Not Sure.

15. Does the school have plans improve learning environment?

Yes. No.

16. In which ways will the school improve learning environment?

.....

17. Are the following involved in the running of the school?

Children: Yes. No.

If Yes, in which way?

.....

Parents: Yes. No.

If Yes, in which way?

.....

The community: Yes. No.

If Yes, in which way?

.....

18. Are children involved in the decision making in your class?

Yes. No.

If Yes, in which way?

.....

19. Does the school environment appreciate both boys and girls withdrawn from labour in the same manner?

Yes.

No.

If No, in which ways are they considered differently?

.....

20. Are there special measures to encourage children withdrawn or prevented from child labour to re-enroll in school?

Please explain.

.....

21. What are the services/incentives that encourage boys and girls to abandon labour?

Please list:

.....

Annex 3: Survey questionnaire for children

Survey Serial No.

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.	Current age	Below 12 years 13-15 years 16-18 years Don't know/no response	1 2 3 99	
3.	Parentage	Orphan (total) Orphan (partial) Both parents alive No response	1 2 3 99	

No.	Question (Q)	Coding	Circle one applicable response	Skip to Q
4.	Who heads the household where you live in at present?	Parent Other adult guardian Self Older sibling No response	1 2 3 4 99	
5.	Number of siblings (both brothers and sisters)	1-3 4-5 More than 5 No response	1 2 3 99	
6.	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	
7.	Known physical/ mental disability	Yes No Don't know/no response	1 2 99	

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

Contribute to Objective 1: Establish if children affected by child labour in the target areas have access to quality and relevant education opportunities.

No.	Question (Q)	Coding	Circle one applicable response	Skip to Q
8.	Age began school (class 1)	6 years Between 7-8 years Above 9 years No response	1 2 3 99	
9.	Did you attend nursery/ECD school?	Yes No No response	1 2 99	
10.	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	
11.	Have you ever dropped out of school?	Yes No No response	1 2 99	Q 20

No.	Question (Q)	Coding	Circle one applicable response	Skip to Q
12.	How long were you out of school?	One month One school term One year Over one year No response	1 2 3 4 99	
13.	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	
14.	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	
15.	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	
16.	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	

No.	Question (Q)	Coding	Circle one applicable response	Skip to Q
Reintegration				
17.	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	
18.	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	
19.	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	
20.	Did you feel welcome at school?	Yes No No response	1 2 99	
21.	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	
Completion, transition and repetition				
22.	Current class (as at Jan 2013)	Below class 4 Between class 5-6 Between class 7-8 No response	1 2 3 99	
23.	Class in the previous term (as at Dec 2012)	Same as previous (repeated) Next class Dropped out No response	1 2 3 99	
Retention				
24.	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	

No.	Question (Q)	Coding	Circle one applicable response	Skip to Q
25.	Does your school have any facilities/ programmes to encourage children to stay in school?	Yes No Don't know/no response	1 2 99	Q 27
26.	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	
27.	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	Q 29
28.	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	
Performance				
29.	How would you describe your performance in the last three terms of schooling?	Improving Constant Dropping No response	1 2 3 99	
30.	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	
Quality of learning				
31.	Do you feel that you and the children in your school have quality learning?	Yes No Not sure No response	1 2 3 99	

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

Objective 2: Determine the conduciveness of learning environment and whether children withdrawn and prevented from child labour are secure and protected.

No.	Question (Q)	Coding	Circle one applicable response	Skip to Q
Protection/ well-being				
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 (Go to Q 37)
37.	How often have you or other children been provided with school lunch?	None Sometime Regularly No response	1 2 3 99	

No.	Question (Q)	Coding	Circle one applicable response	Skip to Q
Participation				
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	
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 (Go to Q 45)
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	

Section E: Educational facilities at school

Contribute to Objective 3: Establish whether the education facilities are conducive to physical and emotional well being children affected by child labour.

No.	Question (Q)	Coding	Circle one applicable response	Skip to Q
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	
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	

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 4: Focus Group Discussion (FGD) guidelines for children

Children aged 8-16 years old

Name of school: _____

Name of group: _____ Date: _____

Name of facilitator: _____

Name of Note taker: _____

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	☐	Play, leisure and recreation	☐
Opinion and participation	☐	Right to privacy	☐
Not to be discriminated against	☐	Protection from child labour	☐
Right to parental care	☐	Protection from abuse (neglect, physical, emotional, trafficking)	☐
Right to education	☐	Protection from harmful cultural rites	☐
Right to religious education	☐	Protection from sexual exploitation	☐
Right to health care	☐	Protection from drugs	☐
Name and nationality	☐	Protection from torture and deprivation of liberty	☐
Dignity and care for disabled child	☐	Protection from armed conflict	☐

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 & 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/ 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 background (1)	Peer pressure to go back (2)	Adults/ parent 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 background (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/ former working children

Step 1: Ask the children to list 5-10 conditions necessary to make the school environment conducive for working/ 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/ 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?

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 5: Focus Group Discussion (FGD) guidelines for parents

Name of School: _____ Date: _____

Name of Note Taker: _____ Number of participants: _____

Name of Facilitator: _____ Method used: FDG

Group composition: _____

INTRODUCTION

Good Morning/afternoon/evening my name is _____ (mention name and ask the note taker to introduce him/herself too). We are interviewers from _____ conducting a survey under the ILO International Programme on the Elimination of Child Labour (ILO-IPEC). The survey involves a situational and educational needs analysis on conducive learning environment for children withdrawn and prevented from child labour, aged 5-15 years in the primary schools in Kilifi District. The purpose of the analysis is 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 children withdrawn from Child labour. Your school has been selected by chance from all the primary schools in the district to assist in providing the required information, and your views are considered important for the analysis.

I would like to assure you that the information you give will be confidential and will be used by ILO-IPEC in designing necessary assistance in support of the schools. However, participation in the survey is voluntary, and you can choose not to take part. If you have any question or need clarification of anything that may not sound clear to you, please feel free to ask.

I would like to ask us to discuss the openly and full participation of each one of you will be appreciated.

Dimension	Question
	a. Are you aware of any children (boys and girls) that dropped out of school due to child labour? How do deal with the children that are in school and involved in child labour at the same time? b. What do you think schools have done to encourage children to return and remain in schools?
Rights based and proactively inclusive	a. Have you been oriented on the rights of the child? b. What do you know about the rights of the child? c. Are you familiar with any international, local or school policies that promote the equal participation of girls and boys in education? d. Are you familiar with any policies that address discrimination against boys and girls in the education process? Which ones? e. Are you familiar with any policies that address discrimination against learners withdrawn or prevented from child labour in the education process? Which ones?

Dimension	Question
	f. Are you familiar with any policies that address gender based violence against boys and girls in the school environment? Which ones? g. Are you familiar with any policies that address child labour? Which ones? h. Does your school enforce policies that promote reintegration of children withdrawn from child labour? i. Does your school enforce policies that promote gender equality education? j. Do you feel that all children have access to the school, school facilities and activities? (especially children with different abilities, children of poor families, children with learning difficulties and children withdrawn or prevented from child labour). k. Does your school allow readmission of children withdrawn or prevented from child labour? l. Would you like a child withdrawn or prevented from child labour to be with your child in the same class? Why? m. Do you think that teacher(s) give special attention if some pupils/ students are taking time to understand the lessons? What do they do? n. What does your child's teacher do if your child gets absent and misses lessons? o. What do the principal and teachers do if children do something wrong? p. Would you mind if the teacher/principal hits the child to correct the child?
Gender	a. Do boys and girls participate equally in all school activities? b. Are there any gender-specific activities in school? What are they? c. Do they all have equal access to facilities? If no why?
Promoting quality learning outcomes, quality of education, child centered methods	a. Do you feel that the teacher encourages your children's initiatives/ opinions? Give examples. b. Does your child like going to school? If yes, why? If no, why? c. Would you be able to keep your child away from school for a day for a valid reason? d. Does your child's teacher use different methods to encourage him/ her to enjoy studying? What are the methods? e. Does your child(ren) go to school every day? If no, why? f. Does the teacher come to school on time every day? g. Do you think that your child achieves high results through effective teaching in school? Why do you think so? h. Do you know how your child is doing in school? If yes, how do you know? i. Do you know what your child is studying? j. Are you aware of the subjects that your child is good at or the subject that your child is facing difficulties in? How do you know? k. Do you receive your child's competency reporting record every term? l. Do you think children of this school receive a good education? If yes, why? If no, why?

Dimension	Question
Healthy, protective and safety, physical environment	a. Do you think that the school is safe for your child (no danger, no violence)? Why? b. Is your child's classroom safe? c. Do you participate in keeping the school environment safe for your child/children?
Actively engaged with students, family and community, support for rehabilitation (psycho social)	a. Do you get involved in school activities/development? If yes, how? b. Does your child's teacher invite you to participate in discussions on problems facing your child? When? c. Does the school invite you to participate in discussions on school's management?
Challenges	a. What factors hinder the participation of girls withdrawn from child labour in education? b. What factors hinder the retention of boys withdrawn from child labour in school? c. What challenges are experienced by boys withdrawn from child labour in education? d. What challenges are experienced by girls withdrawn from child labour in education?

Is there anything you would like to say over and above what I have asked you?

Annex 6: Key informant interview guide for adults

Name of region: _____

Sex of respondent: _____

Title/position: _____

The ILO International Programme on the Elimination of Child Labour (ILO-IPEC) is undertaking a situational and educational needs analysis on conducive learning environment for children withdrawn and prevented from child labour, aged 5-15 years in the primary schools in Kilifi District. The purpose of the analysis is 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 children withdrawn from Child labour. In order to get the required information, therefore, we are conducting a survey in the primary schools and interviewing key stakeholders within the District. You have purposely been selected to assist in providing the required information since your views are considered important for the analysis. I would like to assure you that the information you give will be confidential and will be used by ILO-IPEC in designing necessary assistance in support of the schools.

Participation in the survey is voluntary, and you can choose not to take part. If you have any question please feel free to ask otherwise if you accept to participate please sign below and respond to the questions as honestly as possible.

Signature_____

(Your signature means you have understood and accepted to participate in this survey.)

Comment on the current dropout rate of children in primary schools in your area:

1. Which are some of the causes for school drop out?
2. Do you know of any cases of child labour in the area of operation?
3. How would you compare the ratio of boy/girls dropping out of school because of child labour? Briefly explain your response.
4. How are cases of child labour handled?
5. What are the reasons for child labour in your area?
6. What is the age group of children affected by child labour in your community?
 - Below 5 years
 - 5-8 years
 - 9-12 years
 - 12-15years
 - Above 15
7. Does your department/organization have any systems for assisting children withdrawn from labour? Briefly comment on the systems.

8. Does your department/organization provide any assistance to children affected by child labour to be re-enrolled back to school? Comment on the form of assistance provided.
9. Are the children assisted to get re-enrolled back in schools? If No, what are the reasons?
10. Does your department has a policy on re-enrollment of children withdrawn from labour? What is the policy?
11. Do you conduct follow up on children you assist to go back to schools?
(If No, skip to No 16.) If Yes, how often?

Weekly	Monthly	Quarterly	Yearly	Other (specify)

12. From follow ups, how do children withdrawn from labour cope with the school environment?
13. Is there any support provided by your department/organization to assist children to withdraw from child labour? If yes, which are they?
14. Are there special programmes to encourage girls (exploited/abused) as a result of child labour to re-enroll in school? Please explain.
15. What are the services/incentives that encourage boys and girls to abandon labour?
Please list:
16. Do you think the school environment appreciates both boys and girls withdrawn/prevented from labour in the same manner? If No, in which ways are they considered differently?
17. What are the challenges faced by children, boys and girls, in accessing education?
18. How are the following involved in ensuring that the school is safe for all children?
 - a. Children
 - b. Parents
 - c. The community
 - d. Non-governmental organizations (NGOs)
 - e. Provincial administration
 - f. Ministry of Education
 - g. Ministry of gender and children and social development

Thank you for your participation.

Annex 7: Checklist for classroom observation

		Not at all true	Somewhat true	Very true
1.	The classroom is protected from the elements (solid roof, walls, and floor).			
2.	The classroom has adequate ventilation.			
3.	The classroom is a comfortable temperature.			
4.	The classroom lighting is adequate for pupils to work.			
5.	The classroom is clean and orderly (the floor is clean, the tables are orderly, no garbage on the floor).			
6.	Outside noise does not affect communication within the classroom.			
7.	Pupils each have sufficient space to work.			
8.	Pupils each have a chair or bench to sit on while working.			
9.	Furniture is of the right size for pupils to work comfortably.			
10.	There is a blackboard/whiteboard in the classroom that all pupils can see clearly from their seats.			
11.	Posters, artwork, or maps (commercially produced or handmade) appear on the walls of the classroom.			
12.	There are examples of pupil work or projects visible in the classroom.			
13.	The teacher presents lessons in a well-prepared and organized manner.			
14.	The teacher maintains an engaging class, without pressuring the pupils.			
15.	The teacher facilitates discussions among pupils.			
16.	The teacher gives the pupils the opportunity to present their work to the rest of the class in groups or on their own.			
17.	The teacher asks questions that facilitate higher order thinking activities (e.g., application, analysis, synthesis, and evaluation, etc.).			
18.	The teacher relates information presented in the lesson to pupils' lives outside of the classroom, or to life skills or social emotional learning.			
19.	While the pupils are working, the teacher moves around the classroom to provide support and guidance.			
20.	The teacher addresses pupils by name.			
21.	The teacher communicates both verbally and nonverbally in a positive and friendly manner.			
22.	The teacher interacts with the pupils in a respectful manner.			

		Not at all true	Somewhat true	Very true
23.	The teacher uses positive methods to manage pupil behavior.			
24.	The teacher adapts lessons for pupil with special learning needs.			
25.	The pupils pay attention when the teacher gives them instructions.			
26.	The pupils ask the teacher questions.			
27.	The majority of the pupils participate in class activities.			
28.	The pupils spend little time (less than 20 per cent) copying the lesson literally from the textbook or chalkboard into their notebooks.			
29.	The pupils interact with the teacher in a respectful manner.			
30.	In general, boys and girls receive equal time and attention from the teacher.			
31.	The teacher shows similar expectations for both boys and girls (e.g., asks questions of similar difficulty).			
32.	In general, pupils receive equal time and attention regardless of their background (e.g., ethnicity, religion, language, etc.).			
33.	The teacher encourages and supports participation by struggling pupils.			

Annex 8: Checklist for school observation

	Not at all true	Somewhat true	Very true
Outdoor areas			
1. If the school is located near a road, there is a physical barrier between traffic and school grounds.			
2. School buildings and grounds have a welcoming appearance.			
3. Examples of pupils work or achievements are displayed in common areas.			
4. The school grounds are kept free of litter and garbage, except in designated containers.			
5. The school grounds are kept free of unwanted animals and animal waste (e.g., stray dogs). Any school pets are kept in sanitary conditions.			
6. The school has a sanitary system for the disposal of waste water.			
7. The school has a sanitary system for the disposal of latrine waste.			
8. Smoking is prohibited on the school grounds.			
9. Outdoor play areas and equipment are safe and in good repair.			
10. Pupils are protected from the elements while using outdoor play areas (e.g., protected from excessive sun, dust, rain, or wind).			
11. All outdoor play areas are accessible to pupils with physical disabilities.			
Indoor areas			
12. The school buildings are clean.			
13. Toxic materials (e.g., cleaning chemicals) are kept inaccessible to pupils at all times.			
14. The school keeps a stocked first aid kit accessible at all times.			
15. School buildings provide adequate protection from the elements (rain, heat, cold, wind, dust).			

	Not at all true	Somewhat true	Very true
General observations			
16. Pupils are protected from access by unauthorized adults while at school.			
17. Pupils are within sight or hearing of school staff at all times except for brief periods (e.g., when using the latrine).			
18. Pupils are not permitted to roam the hallways or school grounds when class is in session.			
19. Pupils are not permitted to leave school grounds without the knowledge and permission of school staff.			
20. Older pupils do not have unsupervised access to younger pupils while on school grounds (except siblings or other close family members).			
21. School buildings are in good structural condition.			
22. School buildings are in good physical condition (e.g., no peeling paint, broken windows, etc.).			
23. Pupils and staff have ongoing, easy access to drinking water.			
24. Drinking water is accessible to pupils with disabilities.			
25. Functioning sinks with soap are located close to latrines.			
26. Latrines and sinks are accessible to pupils with disabilities.			
27. Latrines are designed to allow pupils privacy.			
28. There is an adequate number of functioning latrines available so that pupils do not have to wait an excessive amount of time to use them.			
29. Latrines are safe and in good repair.			
30. Latrines are accessible to classrooms.			
31. Latrines and sinks are clean and sanitary.			
32. Pupils and staff wash their hands after using latrines.			

	Not at all true	Somewhat true	Very true
33. Pupils and staff wash their hands prior to eating or handling food.			
34. Functioning sinks with soap are located close to food preparation areas.			
35. Any food prepared and served at school is prepared and stored in sanitary conditions.			
36. Pupils have adequate space to work and play without being disturbed by others.			
37. All school buildings and classrooms are accessible to pupils with physical disabilities.			
38. Pupils with disabilities are grouped with non-disabled pupils whenever possible.			
39. Pupils are <i>not</i> separated into different groups for instruction or school activities based on cultural or social background (with the exception of language instruction or transitional programs if needed).			

Annex 9: School data tools

Pupil enrolment

Class	Enrolement		Withdrawn/ prevented from child labour		Drop out (2012)		Drop out (2011)		Drop out (2010)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										

Curriculum based establishment

Year	Number of teachers	
	Male	Female
2013		
2012		
2011		
Total		

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