



International
Labour
Organization

Situation analysis on conducive learning environment for children withdrawn and prevented from child labour



A case of Kitui 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.

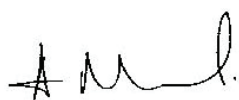
All along, all stakeholders have agreed that the link between child labour and education or lack of it, cannot be over-emphasized. Within ILO-IPEC, we have a long list of research studies and documentation of lessons learnt from programmes in ninety two (92) countries that demonstrate this linkage. It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What has been inadequate is the opportunity to assess the extent to which the children at risk or those withdrawn from child labour, and who have been supported to enrol in school, feel at home within the school environment.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

In January 2013, the ILO International Programme on the Elimination of Child Labour (ILO-IPEC), through its SNAP Project, contracted a consultants team to conduct a situational and educational needs analysis of children withdrawn and prevented from child labour aged 5-15 years in the primary schools with a view to better understand the challenges that school managers and the community at large face in ensuring schools are child friendly and accommodate children who have special difficulties especially those withdrawn from Child labour in Kitui District.

This study closely looked at the factors affecting access, re-integration and retention of children withdrawn and/or prevented from child labour, protection and well-being, learning environment as well as access to facilities of the same.

In order to determine this, both secondary and primary data were consulted. This involved extensive literature review on the subject matter with a focus on relevant documents to help highlight intervention strategies and policy/regulatory issues employed in supporting child labour response. In-depth interviews with key informants as well as focus group discussions with members of DCLCs, implementing partner (CDK; KDC; CWSK) were also conducted. The research team visited the following Primary Schools: Muslims, Manyenyoni, Kwa Ukungu, Mlutu, Kaveta and Mutendea. Additionally students from Syongila and Ithiani Polytechnics also took part in the study.

This study, established that school enrollment was quite high with almost all (98 per cent) having started school at the ages between 6-8 years. This was attributed to the government policy on Free Primary Education (FPE). Approximately 8 per cent dropped out between classes one and eight; the highest (44 per cent) being by children below class 4. Various reasons were advanced for dropping out of school; they included inability to afford schooling, maltreatment, peer pressure and lack of food in school.

It was observed that of all the children engaged in child labour, half (50 per cent) are in domestic child labour, and 24 per cent had to do so to support themselves and their siblings. Over 83 per cent, constituting children returning to lower primary indicated that school environment was welcoming and conducive for learning as opposed to 3 per cent, composed mainly of children returning to upper primary.

Peer pressure was mentioned as the biggest challenge facing children returning to schools, at 41.51 per cent followed by adults and parents/guardians pulling children back to work (i.e. 33 per cent). Although class repetition was found to contribute little to retention of children in school, it was still observed as a factor at 1.89 per cent only. Other factors included, discrimination (14.15 per cent) at school and the need for financial support (9.43 per cent) for oneself or siblings. The study also showed that 15 per cent do not understand the concept of child rights, 38 per cent were partially aware while 7 per cent adequately aware. Less than half (40 per cent) of children have observed some form of abuse in school while 19 per cent have personally been abused. Slightly above a third (35 per cent) didn't know where/or are not willing to report abuses meted on them or that which they observe.

Almost all (97.6 per cent) felt that the school environment was safe and secure; while 25.3 per cent have observed fellow pupils abusing drugs and/or alcohol; 71.1 per cent had access to safe drinking water at school; and 96.4 had access to adequate sanitation. All the schools visited had separate toilets for boys and girls. A total of 84.6 per cent reported that they had access to adequate resources and furniture. Provision of children learning materials and tools like books, absence of which had forced the children to work in order to supplement provisions from Free Primary Education was cited as one of the reasons keeping children at school.

The school learning atmosphere- the teaching culture of each particular school, encouraged returning pupils to settle faster in learning composure.

The most common form of child abuse noted was child labour (35.35 per cent); corporal punishment and other physical abuses at 32.3 per cent; harmful practices e.g. early marriages (5 per cent); and sexual abuse and exploitation (2 per cent).

Up to 65 per cent of girls have access to sanitary towels, with 7 per cent on regular basis from the IPEC-SNAP program. Food provision in school (15 per cent) receive regular supply for lunch by WFP and in some cases the parents chip in, 9 per cent received lunch on irregular basis and 76 per cent did not receive any at all.

Every school visited had an active school management committee; they have put in place systems that ensure that school leadership positions are equally apportioned between boys and girls. Both were provided equal opportunity to join and participate in school clubs and associations. This was corroborated by parents and teachers as was reflected in the interview.

Undeniably, a lot has been achieved through the ILO-IPEC SNAP project in Kitui District, however based on this study, various strategies have been recommended to the respective stakeholders to continue with focused interventions to ensure that the gains are sustained and improved on.

ABBREVIATIONS

CBO	Community Based Organization
CDK	Catholic Diocese of Kitui
CLD	Child Labour Division
CSEC	Commercial Sexual Exploitation of Children
CSO	Civil Society Organizations
DCLC	District Child Labour Committees
FBO	Faith based Organizations
FGD	Focus Group Discussions
FKE	Federation of Kenya Employers
KDC	Kitui Development Centre
KII	Key Informants Interviews
MOL	Ministry of Labour
NGO	Non Governmental Organization



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CHAPTER ONE

1. INTRODUCTION

The ILO-IPEC project “Support to the National Action Plan” (SNAP project) is providing backing to the government through the implementation of the national action plan in Busia, Kitui and Kilifi districts, and local level through an Integrated Area Based Approach (IABA); which aims at enhancing the capacity of local authorities (districts) to deal with child labour 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 3 project areas. The project also aims at providing support to the national level authorities to further integrate child labour concerns into other sectoral policies and programmes, and to strengthen enforcement capacities and to leverage political support and resources to build sustainable partnerships for 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 the 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.

Kitui County (focus of this study) lies in the Arid and Semi-Arid (ASAL) region of Eastern part of Kenya. The County has a population of 1,012,709 (KNBS, 2009) and is a relatively poor district with 60-70 per cent living below one dollar a day. The major economic activity is subsistence farming and livestock keeping. Kitui town is the main commercial centre of the district. Transition rate from primary to secondary schools in Kitui District is 43 per cent with primary school drop-out rate estimated at 1.2 and 4.5 per cent for girls and boys respectively 1.1 child labour in Kenya.

It is estimated that children aged 5-17 years constitute about 36.2 per cent of the total Kenyan population and therefore form an important population group of consideration in terms of their wellbeing and development (KNBS, 2009). The results of the analytical report “Kenya Integrated Household Budget Survey 2005-2006”¹ shows that the total population of children aged 5-17 years had increased from 10.9 to 12.8 million in 1999 and 2006 respectively; with eighty per cent of these children or 10.3 million are living in rural areas. The data also shows that 1.7 million children were out of school. According to the report, as many as 1 million children aged 5-17 (7.9 per cent of the total number of children aged 5-17 years) are working in Kenya and remain deprived of quality education, good health, and other basic needs. Almost 80 per cent of working children are in the agricultural sector. The other major sectors of employment include the service industries (11.8 per cent), followed by wholesale and retail trades (4.2 per cent), mining (0.7 per cent) and manufacturing (0.4 per cent).

The analytical report estimates that there are 98,518 domestic child workers in Kenya. Many children enter this type of work with assistance from family members (including parents and relatives), while others are linked to employers by agents or friends, sometimes on the promise of better jobs, suggesting a linkage to trafficking. In 2006, the proportion of working children in Eastern Province was 9.1 per cent, in Western Province it was 7.7 and 3.5 in Coast Province.

¹ ILO-IPEC, Kenya National Bureau of Statistics (KNBS). *Kenya Integrated Household Budget Survey 2005/2006*. ILO International Programme on the Elimination of Child Labour (ILO-IPEC). Nairobi, ILO, 2008.

However, there are intra-province variations with some districts like Busia, Kitui and Kilifi presenting above provincial average percentages.

A study carried out by UNICEF in 2006 estimated that there are between 10,000-30,000 Kenyan children being sexually exploited. It showed that most children in Commercial Sexual Exploitation of Children (CSEC) are girls, but increasingly more boys are also becoming involved. Earlier studies by ILO-IPEC had indicated that children living and working in the streets are exposed to many hazards including handling contaminated waste, physical and sexual abuse and accidents. Child trafficking is also a challenge in Kenya, with the major channels of trafficking being employment bureaus and through children's homes. Orphans and children from poor families are particularly exposed to the risk of trafficking. Many other children are trafficked from rural areas to urban areas to work as domestic labourers, and may also be sexually and physically abused. Other forms of child labour in Kenya include children working in mines and quarries, stone crushing, sand harvesting, *boda boda* (bicycle taxis), push carts, toutting and hawking. These forms of child labour involve carrying heavy loads, use of dangerous tools, exposure to noise and dust which are hazardous to their health.

1.1 ILO-IPEC in Kenya

ILO-IPEC has been working in Kenya since the year 1992 and considerable advances have been made in a number of different areas including but not limited to child labour. Nevertheless, Child Labour persists and is starting to show some signs of getting worse due to the convergence of a number of different crises – lack of food, poor financial family base, lack of decent jobs for young people and bad politics – despite the continued stated national commitment to eliminate the worst forms of child labour by 2015.

The ILO-IPEC SNAP project has been under implementation since February 2010, and is due to be closed in November 2013.

The immediate objectives of the project are:

- (i) harmonization and enforcement of relevant national policies, programmes and legislation with the National Action Plan to Eliminate Child Labour;
- (ii) enhancement of the capacity of national and local authorities and social partners to support the effective implementation of the National Action Plan; and
- (iii) testing and documentation of effective models for establishing child labour free areas in three districts. The Project is being implemented in three districts of Busia, Kitui and Kilifi.

The main aims of the ILO are to promote rights at work, encourage decent employment opportunities, enhance social protection and strengthen dialogue on work-related issues. The Project employs strategies that contribute to the wider development frameworks that include mainstreaming and integrating child labour aspects into policies and programmes for the government, relevant implementing partners and other stakeholders.

ILO-IPEC works in a tripartite manner with the government, employers and workers to meet its objectives so that it addresses the scale and complexity of the problem of child labour. The Project also works with other partners, NGOs and UN agencies like the UNICEF and FAO. The overall involvement and activities of the government are being coordinated by the Ministry of Labour (MOL) through the Child Labour Division (CLD), and the National Steering Committee (NSC). The key ministries and government departments that work in close partnership with the MOL and through membership of the NSC include: Ministry of Gender, Children's and Social Development and its structures including the National Council for Children's Services (NCCS); Ministries responsible for Education, Science and Technology; Ministry of Youth Affairs and Sports; Ministry of Health; Ministry of Agriculture; and Ministry of National

Planning and Vision 2030 including its structures like the Kenya National Bureau of Statistics. The Project also works closely with the FKE and other associations in the agricultural and informal economy such as Kenya National Federation of Agricultural Producers, Jua-Kali Federation/Associations, and Kenya National Federation of Cooperatives.

The Project also engages workers through COTU as well as other key sectoral trade unions, including Kenya Plantation and Agricultural Workers Union (KPAWU); Kenya Union of Sugar Plantation and Allied Workers (KUSPAW); Kenya National Union of Teachers; Kenya Union of Domestic, Hotel, Education Institutions, Hospitals and Allied Workers. Also earmarked for engagement are international organisations such as UNICEF for protection of children, FAO/WFP for expansion of school feeding programmes, World Bank for Cash Transfer interventions for orphans and vulnerable Children, UNDP for poverty reduction projects and as coordinator of the UN joint programmes, IOM for children of migrant workers and migrant children, UNESCO/UNEVOC for quality of education provided under the Free Primary Education programme and the support for secondary schools. Civil Society Organizations (CSOs) NGOs, Faith Based Organisations (FBOs), and Community Based Organisations (CBOs), media, research and training institutions are also earmarked for engagement. All the partners and government structures are to be engaged both at national and decentralised levels where applicable.

1.2 Objectives of the situational analysis

Clear linkages, entailing the objectives and expected outcomes formed the basis for the proposed methodology below in line with the agreed objectives:

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

CHAPTER TWO

2. STUDY METHODOLOGY

2.1 Study design

2.1.1 Study design and sampling procedure

This was a cross-sectional study that employed both secondary and primary data collection methods. The former involved extensive literature review on the subject matter especially focusing on relevant documents to help in highlighting intervention strategies and policy/regulatory issues employed in supporting child labour response. It also involved mainly in-depth interviews with key informants, as well as focused group discussions with the implementing partner NGOs/CBOs (Catholic Diocese of Kitui; Kitui Development Centre and Child Welfare Society of Kenya) staff. The choice of the design was informed by lower costs involved and limited time to deliver study outputs.

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

2.1.2 Data collection procedures

This report mainly focused on qualitative information. However, limited quantitative data were also generated. The following data collection procedures were employed:

2.1.2.1 Desk review

Reports from the schools, Ministry of Education, research findings, and those of other organizations were reviewed, provided support to enhance access and retention of children at school.

2.1.2.2 Observation

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

2.1.2.3 Key informant interviews (KIIs)

Interviews with persons (including teachers, parents, education officers, children officers and other child specialists working in the project implementation areas in the district) strategically placed to possess vital perspectives on conducive learning environment for children at risk or those withdrawn from child labour were carried out.

2.1.2.4 Focus Group Discussions (FGDs)

Appropriate numbers of children and youth who have benefited from the SNAP project or either directly or indirectly participated in facilitated FGD's to discuss their perception of the interventions. Each FGD consisted of between 7 and 11 participants aged between 7 and 18 years, in separate age-appropriate groups. These discussions also served as a form of participatory impact assessment, guided by a set of pre-determined open-ended questions, which formed part of the questionnaire.

2.1.2.5 Case studies

Case studies were obtained primarily from project reports and interviewees with children withdrawn and those at risk of child labour. A major concern of case studies is to provide explanations of outcomes. What causal elements were at work and what variables were of greater and lesser importance? Conclusions of case studies should highlight the implications for the normative concerns of the programme, such as access to social services.

2.1.2.6 Sample size determination (SSD)

Six primary schools and two polytechnics were sampled; out of a total of twenty two primary schools and four polytechnics targeted by the ILO-IPEC project in Kitui. The schools sampled were Muslim, Manyenyoni, Kwa Ukungu, Mulutu, Kaveta, and Mutendea primary.

The research team conducted interviews at Syongila and Ithiani Polytechnics too. Education Officers within these zones were also interviewed. Further, various District Child Labour Committee members were contacted for indepth interviews. Other respondents are indicated in Table 1.

Table 1: Other respondents by data collection method

Data collection method	Respondent	No.
Key informant interviews	Teachers	10
	Parents	10
	Other professionals (education officers/ children Officer and others)	5
FGDs	Age 8-10 years	7
	Age 11-15 years	7
	Age 16-18 years	7
Case Studies	One child per school who is a success story or has special human interest story	5

The study also used the simple random sampling (SRS). The participant samples were as follows:

- School administrators: Approximately 25 per cent teachers; Head teachers: 25 per cent; School Committees: 25 per cent;
- Government Heads of Departments: MOE Officials 5 Provincial Admninstartion 4 Children department 2;
- Community and its leaders, (randomly 2 were selected in the selected schools neighbourhood);
- Children: 25 per cent of the targeted children in the project sites.

2.1.2.7 Data management

The data collected were both quantitative and qualitative. Quantitative data was pre-coded and analyzed using social statistical packages. Qualitative data was collated and where necessary verified in order for inferences, judgments and conclusions made to be as accurate as possible.

The structure of the study, looked at the factors affecting access, reintegration and retention of children withdrawn/prevented from child labour that include equal access, protection and well-being, learning environment as well as access to facilities. Specifically, the proposed methodology incorporated the following core- issues for analysis:

1. coping mechanism: how withdrawn and prevented children are coping with school environment, are there any threats to their access and retention;
2. school policy environment: do schools encourage re-enrolment of children affected by child labour, are there any school policies on this?;
3. Child Friendly Environment: ability of schools to provide such children with targeted services such as counseling, referral for medical support, nutrition (school feeding programmes), sanitary towels for girls among others;
4. knowledge and access: availability and knowledge on the child protection systems by the school community including teachers, parents and the children;
5. facilities and infrastructure: adequacy of school infrastructure including classrooms, toilets, playing ground, desks and teaching aids, drinking water, etc.;
6. community participation: 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. child participation: how far child participation is encouraged as standard practice in classroom interaction as well as in broader operation and management of the school;
8. child-safe spaces: 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. child-targeted investment: the extent to which effort and resources are invested in creating stimulating classrooms that support active learning for all.

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CHAPTER THREE

3. FINDINGS

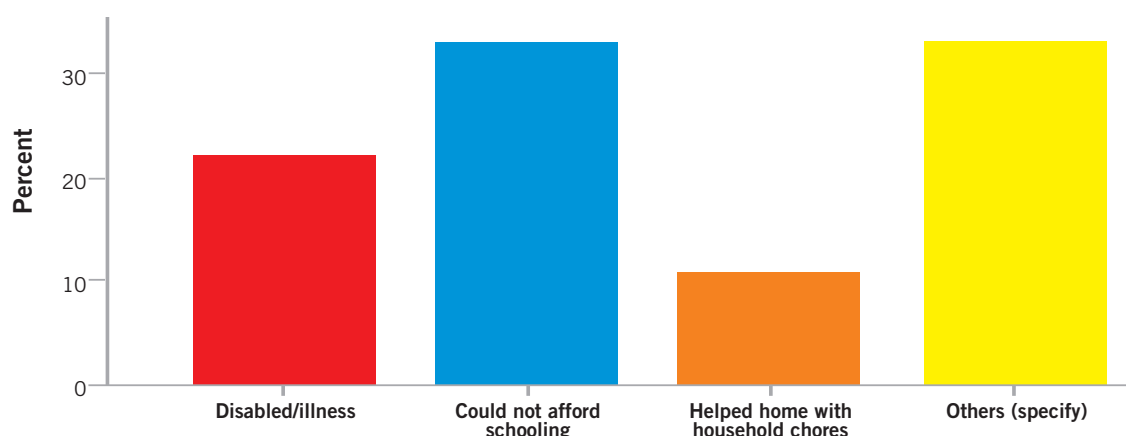
3.1 Situation of children in school

3.1.1 Access to school and limiting actors

All the children interviewed indicated that they had an opportunity to access Early Childhood Education with approximately 98 per cent of them having started going to school at the ages ranging from 6-8 years. The high rates of enrollment were attributed to the 2003 government policy framework of compulsory free primary education. This was viewed as an additional incentive, for retention of children in schools.

In the absence of baseline information, it is not possible to state whether or not the time that children take to walk to school has reduced. Currently, 54 per cent of the children walk approximately 1 to 3 kilometres, while 21 per cent of them walk over 3 kilometres daily. Quite a good proportion approximately 8 per cent have dropped at one point between classes one and Eight; the highest (44 per cent) being by children below class 4. The reasons attributed to the drop out include the fact that they could not afford schooling, this notwithstanding Free Primary Education provided by the Government since the year 2003. The cumulative cost incurred in providing uniform and scholarstic materials was considered prohibitive for those who considered affordability as the reason for dropping out of school. The children that have at one point dropped out of school also cited other associated pulling factors namely; maltreatment, peer pressure and lack of food in school.

Figure 1: Reasons for dropping out of school



In terms of places where the children work, a great majority (76 per cent) were either doing family (household) chores or domestic work. In the study, children engaged in work outside the household or engaged in activities for income generation were considered to be engaged in child labour as opposed to child or light work. The proportion of children engaged in domestic child labour child labour is 50 per cent.. Girls (61 per cent) are more engaged as dometic workers as opposed to boys (29 per cent) who are engaged more in farming/livestock

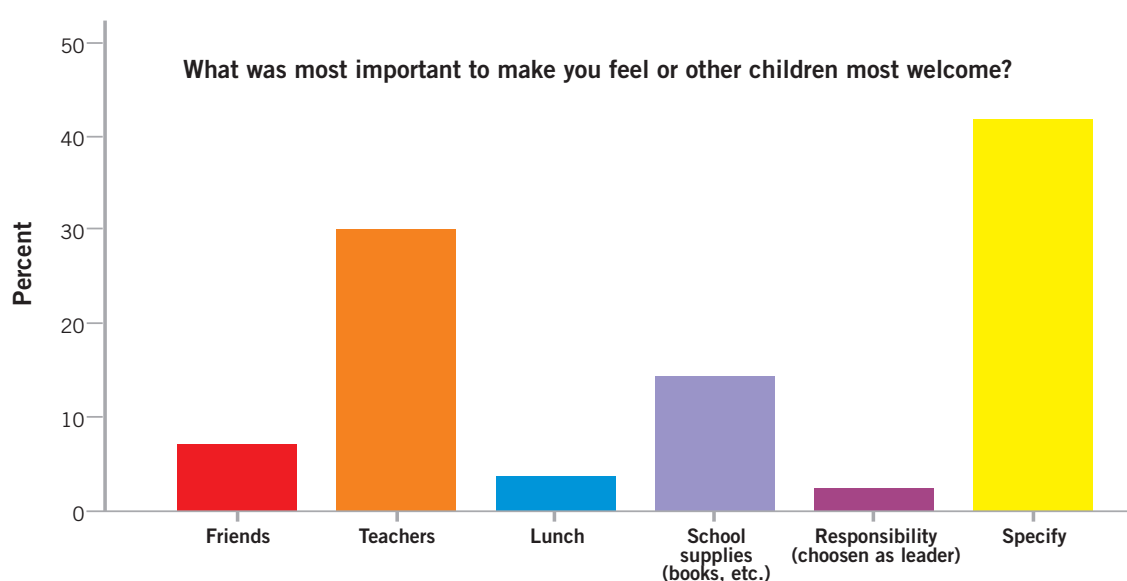
herding, especially amongst the rural dwellers. Small proportions are engaged in manual labour. Approximately 48 per cent were not comfortable disclosing their place of work. Further probing and discussions with their teachers revealing that some of the children were engaged in begging, collecting scrap metal and scavenging (percentage?). There was also the possibility that some girls could be sexually exploited although this could not be confirmed. The children also indicated that, once they had dropped out of school, they (33 per cent) were lured to work by adults and in some cases parents while majority (41.51 per cent) were influenced by peers. Boys living within town (Muslim and Manyenyoni primary schools) reported that they were also engaged in the collection of scrap metal. At least 24 per cent had to engage in child labour to support themselves and their siblings. There was diversity in lengths of time these children spent working, with some stating that they would only work after school, and weekends 50 per cent; miss school to work 27 and 23 per cent not specifying. This contributed to lower performance and low esteem due to teasing by fellow pupils.

3.1.2 Reintegration

Approximately 83 per cent of the children who had dropped out of school have been prevented from child labour, 93 per cent encouraged by parents and close family members to go back to school. This study shows that children prevented from child labour, more often are placed on the class that they were before dropping out of school. These are the children most at risk of dropping out again as the reasons are still prevalent. Children who are dropping at senior primary have the lowest return rate of 14 per cent with the lower primary recording higher return rates of 42 per cent.

Older children (ages 16-17) returning after child labour did not find the school environment welcoming, and claimed they were teased by both peers and sometimes teachers. This however comprised of a small percentage (3 per cent) of the overall percentage going back to school. There is no difference in either gender as opposed to age on the perceived acceptance back to school from child labour. In general, over 83 per cent, constituting children returning into the lower primary indicated that the school environment was welcoming and conducive to learning as opposed to 3 per cent, composed mainly of children returning to upper primary levels.

Figure 2: Factors affecting reintegration



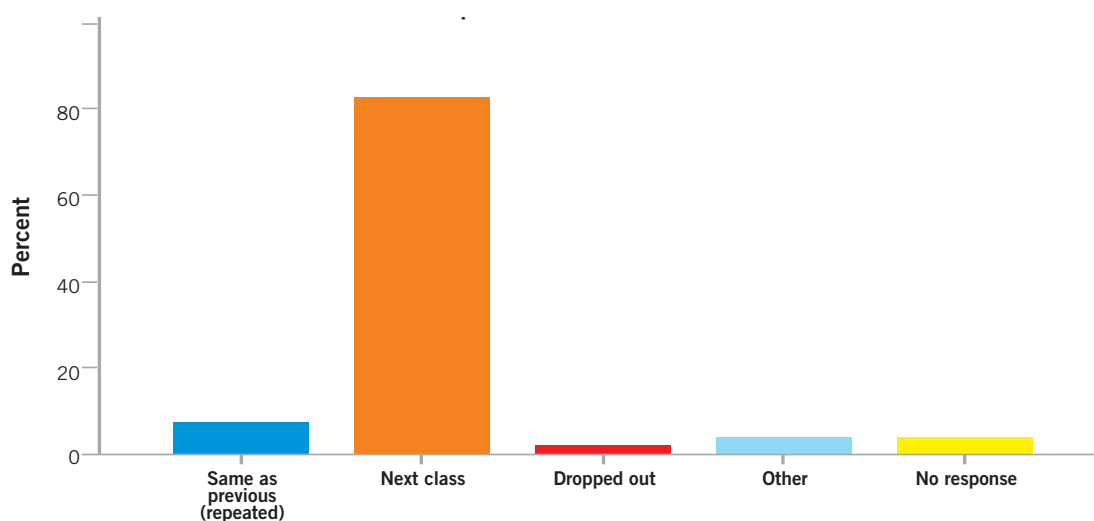
A mix of reasons that motivated the children that have been prevented from child labour to be integrated back to school environment that are external from the school setting; prime being

encouragement from parents, close relations, and friends. In regard to internal motivating factors, the highest of them is the provision of children with learning materials and tools like books, absence of which had forced the children to work in order to supplement provisions from Free Primary Education. The school learning atmosphere, primarily created by the teaching culture of each particular school, encouraged returning pupils to settle faster in learning composure.

3.1.3 Completion, transition and repetition

The repetition and drop-out rates remain low at 3 and 8 per cent respectively, while 82 per cent of the pupils were promoted to the next level between 2012 and January 2013. However, the average drop-out rate across the years (8 per cent) is much higher than between end of 2012 and start of 2013 implying higher transition from one class to other as well as completion rates.

Figure 3: Pupils class progression trends as per December 2012



3.1.4 Retention

About 4 per cent of pupils have been out of school for over one year; however, quite a good proportion (72 per cent) of the pupils across all levels have been out of school for one or less than a month in 2012. There was a wide range of reasons for remaining out of school, including child labour, illness, financial, lack of food to disciplinary incidences. Overall, the school facilities were, at the time of conducting this study, reasonably suitable and encourage retention in schools in Kitui district. Approximately 7 per cent of the children are encouraged by provision of school learning materials and supplies. Other back-to-school pull factors include provision of school scholarships and improved learning infrastructure. However, there seem to be other conditionalities (40 per cent) not related to either facilities or provisions that encourage retention namely; peer association, friendly teachers' temperaments, provision of lunch as well as social and motivational incentives provided to children withdrawn from child labour. Peer pressure is the biggest challenge facing children returning to school (at 41.51 per cent) followed by adults and parents pulling children back to work (at 33.02 per cent). Although repetition was quoted as quite low in discouraging children to remain in school, it was still observed as a factor (at 1.89 per cent). Other significant factors for pulling children back to work were, discrimination at school and the need for financial support for oneself or siblings at 14.15 and 9.43 per cent respectively.

Figure 4: Challenges that former child workers face

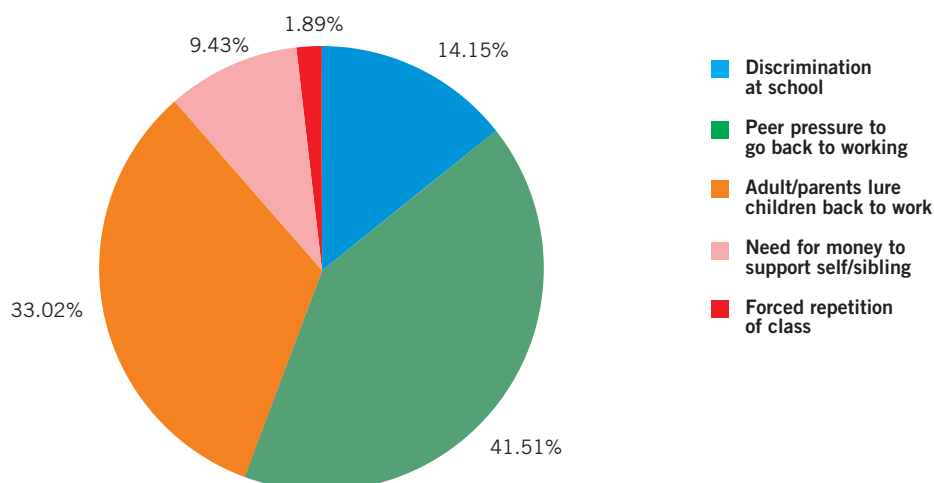
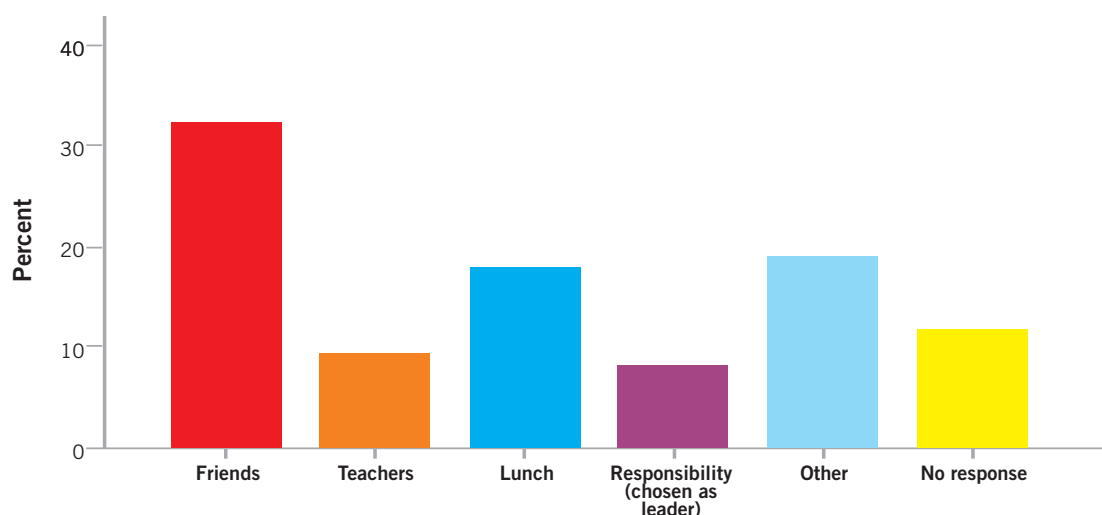


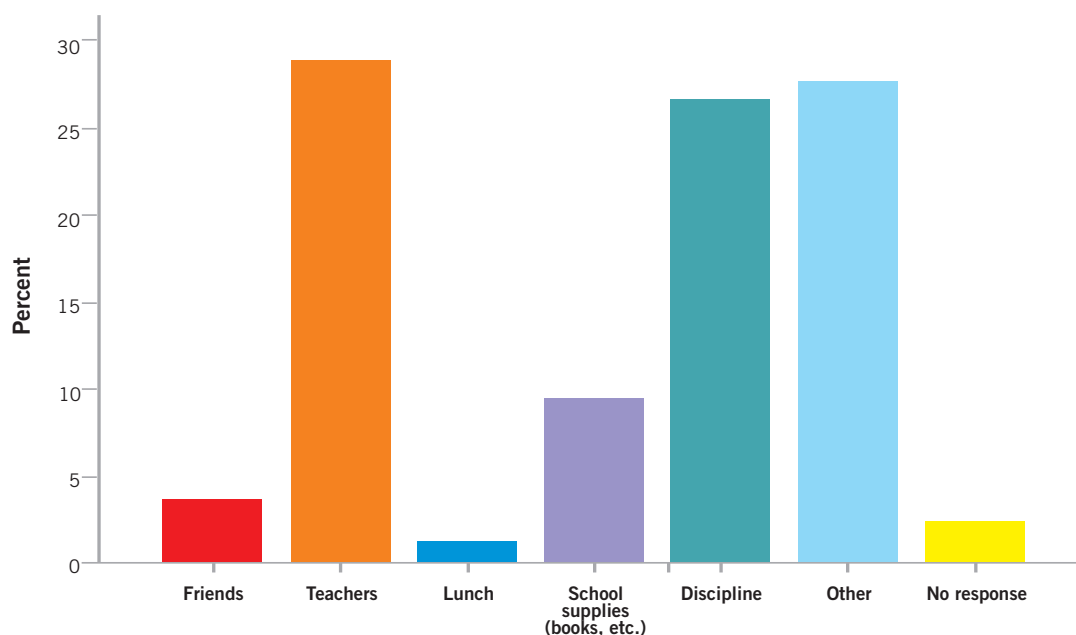
Figure 5: Conduciveness of school environment for reintegrated children withdrawn or prevented from child labour



3.1.5 Performance

The study found out that dropping out of school affected performance of the pupils. This was clearly demonstrated by comparing attendance and performance. About 19 per cent have reported deteriorated academic results. Equally, for pupils that remained in school after withdrawal/prevention have either improved (69 per cent) or remained constant (25 per cent). Good teaching practises coupled with stringent disciplinary approaches are considered to have contributed positively to improved or maintained performance among pupils. Being chosen as a leader and teachers were considered to be the least influential factors in improving performance.

Figure 6: Factors affecting class performance



3.2 Conducive learning environment for children withdrawn or prevented from child labour

While looking at the conduciveness of the learning environment, the team considered:

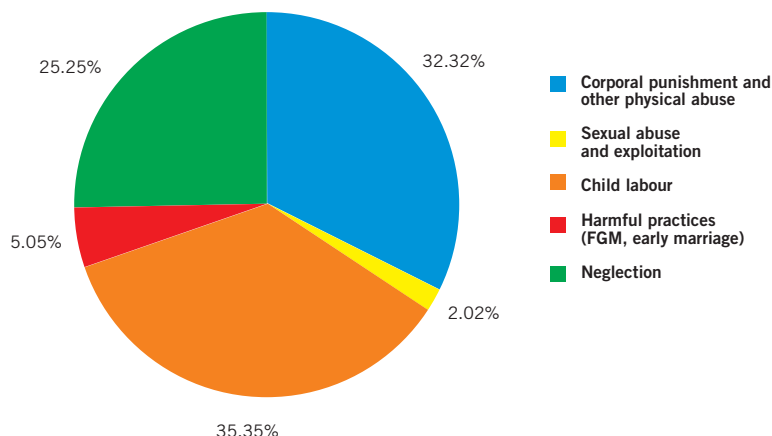
1. protection and well being of the pupils within the school environment;
2. levels of participation accorded to boys and girls both within the school and community;
3. absence of discrimination for both boys and girls affected by child labour and other factors like pregnancy;
4. the condition of the physical facilities within the school.

3.2.1 Protection and well-being

Only 15 per cent of the respondents do not understand what child rights are, while 38 per cent of the children are only partially aware of their rights. Up to 7 per cent of the children expressed adequate knowledge of child rights and entitlements. The study has shown that 40 per cent of children have observed some form of abuse in school while 19 per cent have personally experienced some form of abuse. The most common form of child abuse noted was child labour (at 35.35 per cent) followed closely by corporal punishment and other physical abuses (at 32.3 per cent). Harmful practices like early marriages; and sexual abuse and exploitation were least prevalent forms of abuse at 5 and 2 per cent respectively. Slightly more than a third (35 per cent) of school going children do not know where/or are not willing to report if they have observed or experienced any form of abuse. Project teachers who had also been trained in counselling said they were equipped to detect and assist abused children. This however could not be verified.

A total of 65 per cent of all the girls (13 – 17 years old) interviewed have benefited from provision of sanitary towels, albeit only 7 per cent on regular basis from the ILO-IPEC's SNAP programme. In regard to food provision in school, 15 per cent of school going children have benefited from regular supply of lunch. This was provided by WFP but also in some cases the parents ensured this by pooling their food contributions. Up to 9 per cent received lunch on irregular basis and 76 per cent did not.

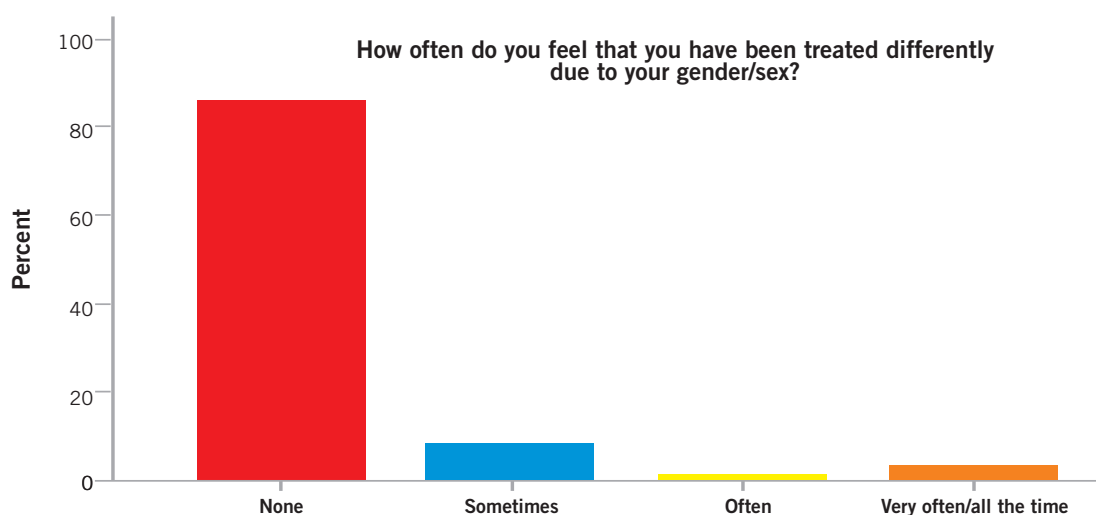
Figure 7: Forms of child abuse



3.2.2 Participation

Child participation in decision making, both in school and community is high, (95.2 per cent and 88.3 per cent respectively). Up to 96 per cent of the girls interviewed felt that they were accorded same opportunities as boys while in school. Both boys and girls were provided equal opportunity to join and participate in school clubs and associations. The schools have put in place systems that ensure that school leadership positions are equally apportioned between boys and girls; school prefects were selected by teachers apportioning the same. This was corroborated by both the parents and teachers interviewed.

Figure 8: Participation based on gender



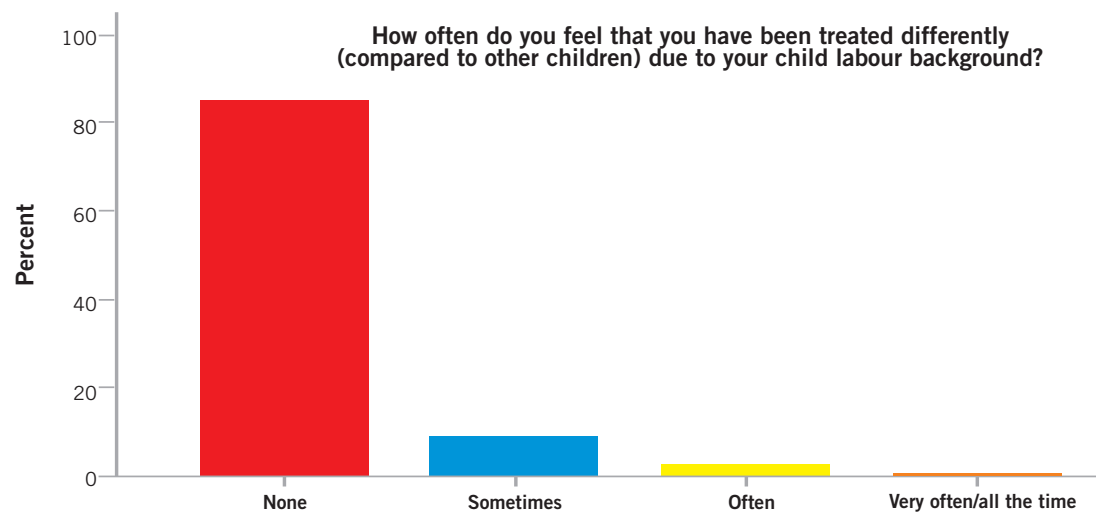
They however felt that the boys were given more responsibilities in community than girls. Boys had more time to participate in community development activities as they had more time out of the house. Same sentiments were corroborated by parents indicating the girls spend more time in doors for protection reasons.

3.2.3 Non-discrimination

Dispite high general atmosphere of non - discrimination in schools, children expressed some levels of discrimination. About 1.2 per cent of the children withdrawn from child labour felt that

they were discriminated against at school. All girls (3.6 per cent) felt they were discriminated because of their gender and/or because they were once pregnant, while 19 per cent of the children felt that their colleagues were discriminated because of their conditions/disabilities (including physical, albinism, deafness and blindness). Discrimination as a result of having been engaged in child labour was also low at less than 17 per cent.

Figure 9: Non discrimination



3.2.4 Physical space

The classroom/learning environment was assessed using the school observation checklist. All the community members, teachers, and most of the pupils interviewed felt that the classroom/learning environment were adequately safe and secure for learning. They however felt that water provision was in short supply and hindered learning. It was observed that cleanliness is maintained. The pupils and teachers also felt that seating space was inadequate due to influx by children benefiting from free primary education, like wise, supplies for learning materials were felt to be sufficient. A total of 97.6 per cent reported that they felt that the school environment was safe and secure; 25.3 per cent have observed fellow pupils abusing drugs and/or alcohol; 71.1 per cent had access to safe drinking water at school; 96.4 per cent had access to adequate sanitation. In all the schools visited, there were separate toilets for both boys and girls. Also, 84.6 per cent also reported that they had access to adequate resources and furniture.

Table 2: Physical space

Response	Safe and secure school and classroom enviroment? (%)	Observed children smoke drugs or drink alcohol in your school (%)	Access to adequate safe water in your school (%)	Access to adequate sanitation in school (%)	Access to adequate age-appropriate furniture and resources within reach (bookshelves, chalkboards) schools (%)
Yes	97.6	25.3	71.1	96.4	84.6
No	2.4	74.7	28.9	3.6	15.4

CHAPTER FOUR

4. CONCLUSIONS AND RECOMMEDATIONS

The District Partners in Kitui, with support of the ILO-IPEC project in Kitui, are credited for reduction of child labour related problems. The support of the project has for instance ensured that the school environment is conducive for children withdrawn and prevented from child labour; that such children are secure, protected and are accessing support from all levels to remain in and complete their schooling; that children affected by child labour in the target areas have access to quality and relevant education opportunities and that educational facilities are conducive to physical and emotional well being of children affected by child labour. It is therefore imperative that the government, parents and other stakeholders continue with focused interventions to ensure that the gains are sustained and improved on.

Increased collaboration between development partners, government officials at the district and local levels will ensure children vulnerable to child labour are prevented and/or withdrawn from this abuse and that they are reintegrated and maintained in school.

This situational analysis provides a basis on which further evidence based action to ensure the above is taken. It is important that similar studies are conducted periodically to guarantee relevance and responsiveness to the needs of the affected children by the intervention.

Recommendations expected to turn around the situation include:

- a) scaling up campaigns and advocacy among the parents to encourage their children to pursue education by demonstrating to them the importance of education and the pitfalls of not being educated;
- b) improve the conduciveness of schools to accommodate withdrawn/prevented children with a view to reducing the stigma towards these children;
- c) encourage educated residents/alumni to act as role models by conducting talks in schools;
- d) increased participation of community members in supporting reintegration of the withdrawn/prevented children;
- e) improve the supervision of children at school and at home to deter negative peer influence by the teachers and parents/guardians respectively;
- f) more sensitization targeted at teachers to handle the withdrawn/prevented children as special cases to enhance retention;
- g) provide adequate facilities to children with special needs and reduce the cost of retaining these children in school;
- h) more parents to join support groups/IGAs to improve their incomes;
- i) enforce the law on compulsory FPE. Village elders to collaborate with the local administrative arm of government by availing lists of children not attending school to the chiefs for enforcement;
- j) introduce courses that are attractive to post primary children in polytechnics;
- k) encourage children not able to attend secondary schools to enroll in polytechnics;
- l) extend the programme (in terms of time, but also reach);
- m) discourage schools from forcing children to repeat classes;
- n) ensuring accountability by beneficiary school headteachers;
- o) mainstreaming family values and lifeskills in the entire school curriculum;

- p) involve the Education Zonal Inspectors in the programme;
- q) take the programme to the village level for more awareness;
- r) provide lunch in schools;
- s) there should be regular meetings between parents/community , county education office, children department, labour, KNUT and probation office to discuss matters affecting children welfare in schools;
- t) TSC County director should be a member of the DCLC;
- u) besides the trained teachers, guidance and counseling cases that need special attention should be done by professional counselors;
- v) teachers should give constant update to the parents on the progress of their children withdrawn from child labour;
- w) teachers should be role models to the children. Show children love, understanding and always seek to raise the esteem of the children with special needs and not to treat them like any other child in the school.

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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 Kitui 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 (Q)	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) at least 3 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 work.	[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/prevented from child labour in education.	[1] Not at all true [2] A little bit true [3] Mostly true [4] Very true

No.	Question (Q)	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/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/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/promptly 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 (Q)	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 making 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 (Q)	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/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

No.	Question (Q)	Response categories/ codes
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
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 labor 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 (Q)	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/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/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 of 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/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/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 (Q)	Response categories/ codes
3.11	The school is able to access child welfare services and other support systems to children withdrawn/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 (Q)	Response categories/ codes
3.22	The school has a feeding program for under-nourished pupils. <i>[Mark Very True if the program is provided to all pupils.]</i>	[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 (Q)	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/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 Kitui 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 you 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. Does 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 children to 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 to 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 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 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: Access 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 to children who have to be reintegrated after they were engaged in child labour?	Yes No Don't known/no response	1 2 99	Q 29
28.	What do you think makes the school environment not conducive to 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 been 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	
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	

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

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

1. _____
2. _____

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 and other physical abuse (1)					
Sexual abuse and exploitation (2)					
Child labour (3)					
Harmful Cultural Practices (e.g. FGM, early/forced marriage (4)					
Neglect (5)					

3. Situation of children in school – the greatest challenge

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

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

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

Most occurring challenges facing working or former working children who are in school?	Discrimination at school (age, gender, CL 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)
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: FGD

Group composition: _____

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 Kitui 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.

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 you 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/prevented from child labour in the education process? Which ones? f. Are you familiar with any policies that address gender based violence against boys and girls in the school environment? Which ones?

Dimension	Question
	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 in 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/prevented from child labour). k. Does your school allow readmission of children withdrawn/prevented from child labour? l. Would you like a child withdrawn/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?
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?

Dimension	Question
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: _____

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 Kitui 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

12-15 years

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 have 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 Q. 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

Questions (Q)	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 of 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.			
23. The teacher uses positive methods to manage pupil behavior.			

Questions (Q)	Not at all true	Somewhat true	Very true
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).			
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.			

	Not at all true	Somewhat true	Very true
19. Pupils are not permitted to leave school grounds without the knowledge and permission of school staff.			
20. Older pupils do not have <i>unsupervised</i> 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.			
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	Enrolment		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		

International Programme on the Elimination of Child Labour (IPEC)
International Labour Organization (ILO)
4, route des Morillons, CH-1211 Geneva 22 - Switzerland
www.ilo.org/ipecc - e-mail: ipecc@ilo.org

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