



Fighting Commercial Sexual Exploitation of Children



UN/ILO INITIATIVE TO END CHILD LABOUR

Study of Good Practices in Interventions in Kenya

Vol. 2

Nairobi, April 2002



102B09/344
engl cp.2

International Programme on the Elimination of Child Labour



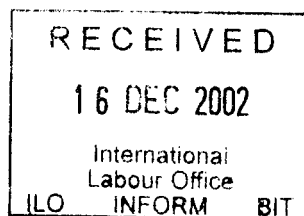
KENYA

The ILO's International Programme on the Elimination of Child Labour (IPEC) is dedicated to the progressive elimination of child labour worldwide, emphasizing, as a matter of urgency, the eradication of its worst forms. IPEC works to achieve this through country-based programmes which implement concrete measures to end child labour; and through international and national advocacy and awareness-raising aimed at changing social attitudes and promoting ratification and effective implementation of ILO conventions relating to child labour.

Funding for this report was provided by the Austrian Development Cooperation.



International Labour Organisation
International Programme on the Elimination of Child Labour



**Fighting Commercial Sexual
Exploitation of Children**

**Study of Good Practices in
Interventions in Kenya**

Vol. II

**Report by
Dr. Philista Onyango**

427.29

5.2

April 2002

Copyright© International Labour Organization 2002

Publications of the International Labour Office enjoy copyright under Protocol 2 of the Universal Copyright Convention. Nevertheless, short excerpts from them may be reproduced without authorization, on condition that the source is indicated. For rights of reproduction or translation, application should be made to the ILO Publications Bureau (Rights and Permissions), International Labour Office, CH-1211 Geneva 22, Switzerland. The International Labour Office welcomes such applications.

Libraries, Institutions and other users registered in the United Kingdom with the Copyright Licensing Agency, 90 Tottenham Court Road, London W1T 4LP (Fax: (+44) (0) 20 7631 5500; email: cla@cla.co.uk), in the United States with the Copyright Clearance Center, 222 Rosewood Drive, Danvers, MA 01923 (Fax: (+1) (978) 750 4470; email: info@copyright.com) or in other countries with associated Reproduction Rights Organizations, may make photocopies in accordance with the licences issued to them for this purpose.

First published 2002

The designations employed in ILO Publications, which are in conformity with United Nations practice, and the presentation of material therein do not imply the expression of any opinion whatsoever on the part of the International Labour Office concerning the legal status of any country, area or territory or of its authorities, or concerning the delimitation of its frontiers.

The responsibility for opinions expressed in signed articles, studies and other contributions rests solely with their authors, and publication does not constitute an endorsement by the International Labour Office of the opinions expressed in them.

Reference to names of firms and commercial products and processes does not imply their endorsement by the International Labour Office, and any failure to mention a particular firm, commercial product or process is not a sign of disapproval.

Published by the **ILO** Area Office in Dar es Salaam.

ACKNOWLEDGMENTS

Studies such as this one are not possible without the kind and generous contributions of many individuals and organizations. As such, we are sincerely indebted to ILO/IPEC staff in Nairobi and Dar es Salaam, officials from government departments, all the social and development partners of ILO/IPEC, representatives of NGOs, trade unions, universities and professional groups who gave their valuable time for the interviews and discussions. Thank you all for each and every contribution accorded to the study.

To those organizations that allowed us to gatecrash their programmes, (ANPPCAN, CWSK, Ministry of Labour, Pandipieri, Sinaga and SOLWODI) we owe everything, not to mention the contributions of the children and their parents, teachers and child labour committees who had to tolerate the intrusions. The warm welcome received during the visits and the contributions made are highly appreciated and deserve emulation as best practices in research.

To the study facilitators (Jane Ong'olo, Paschal Wambiya, Kennedy Bikuri, Wambui Njuguna, Peter Munene, Florence Shiundu and Joseph Omondi), you deserve all the gratitude and the reward of the Almighty.

CONTENTS

	Page
Acknowledgements	iii
Table of Contents	iv
List of Abbreviations	v
Executive Summary	vi
1. Introduction	1
1.1 Justification of the study	1
1.2 Objectives	1
1.3 Methodology	1
2. CSEC in Kenya	2
2.1 Nature and extent of CSEC in Kenya	2
2.2 Factors in CSEC	2
2.3 Efforts to address the problem	2
2.4 ILO/IPEC programmes addressing CSEC	3
2.5 Other interventions	4
2.6 Opportunities to address CSEC	5
3. GOOD PRACTICES: Prevention of CSEC	6
3.1. Policy Making and Advocacy	6
3.2 Awareness Raising	8
3.3 Direct Action for Prevention.	11
4. GOOD PRACTICES: Withdrawal from CSEC	23
4.1. Background	23
4.2 Efforts to address the problem	23
4.3 IPEC supported interventions: CWSK	23
4.4 Potential Non-IPEC agencies:	27
5. GOOD PRACTICES: Capacity Building/Networking	35
5.1. Ministry of Labour	35
5.2 Ministry of Home Affairs, Heritage and Sports	35
6. Conclusions	37
6.1 Policy making and Advocacy	37
6.2 Awareness Raising	37
6.3 Direct Action for Prevention	38
6.4 Withdrawal, Rehabilitation and Re-Integration	38
6.5 Cross Cutting Issues	39
References	41
Annex I	42
Annex II	43
Annex III	46
Annex IV	47

LIST OF ABBREVIATIONS

AMWIK	Association of Media Women in Kenya
ANPPCAN	African Network for the Prevention and Protection Against Child abuse and Neglect
CLCs	Child Labour Committees
COTU	Central Organization of Trade Unions
CSEC	Commercial Sexual Exploitation of Children
CWSK	Child Welfare Society of Kenya
DCAC	District Children's Advisory Committee
DCLCs	District Children's Labour Committees
ECPIK	End Child Prostitution in Kenya
ECPAT	End Child Prostitution, Child Pornography and Trafficking of Children for Sexual Purposes
FIDA	Federation of Kenya Women Lawyers
FKE	Federation of Kenya Employees
IGAs	Income Generating Activities
ILO	International Labour Organization
IPEC	International Programme on the Elimination of Child Labour
KCPE	Kenya Certificate of Primary Education
KNUT	Kenya National Union of Teachers
MOEST	Ministry of Education, Science and Technology
NGO	Non governmental organization
NSC	National Steering Committee
PTAs	Parents Teachers Associations
SAPS	Structural Adjustments Programmes
SOLWODI	Solidarity with Women in Distress
STDs	Sexually Transmitted Diseases
TEMAK	Teenage Mothers' Association of Kenya
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
WHO	World Health Organization

EXECUTIVE SUMMARY

Commercial sexual exploitation of children (CSEC) is a crime that gravely undermines all the good intentions societies have for their children, and calls for concerted efforts to combat it. The vice has been on the increase in Kenya where it is estimated that some 10,000-30,000 children (mainly girls) are in prostitution. It has also been observed that some children who have been in domestic service also end up in prostitution and a large number of these children suffer sexual abuse in their place of employment. However, with 18% of children reported to be working in domestic service, the figures above are likely to be an underestimate.

This study of Good Practice interventions for CSEC in Kenya was part of an overall study by ILO/IPEC conducted in Kenya, Tanzania, Uganda, and Zambia. The main objective was to identify and disseminate good practice interventions that could be replicated or scaled up. Twenty two Action Programmes supported by IPEC have been implemented in Kenya since 1992. Currently, there are 12 such programmes.

The study looked at almost all action programmes, both old and new, together with ones outside of IPEC funding. These are geared towards prevention, withdrawal, rehabilitation and reintegration, involving a range of interventions e.g. awareness raising; mobilizing communities; providing direct support to children so that they go back to school or into skills development; capacity building of different groups dealing with such children; supporting schools, parents and children to start income generation activities (IGAs); running institutions to provide such children with places of safety and uniting such children with their parents.

To some extent, all programmes show examples of good practices, but this study selected certain of these interventions to present in more detail, based on demonstrated major success benefiting significant numbers of children.

Examples of Good practices:-

1. On Policy Making and Advocacy

- Ministry of Labour and Human Resource Development (Ministry of Labour) demonstrates excellence in the process of formulating a policy. In the Ministry's effort to develop a child labour policy in the country, many stakeholders were involved. This provided opportunity to educate different groups about child labour. This has not only improved knowledge, but has also raised awareness. Due to the fact that the process was inclusive, child labour became an issue for other groups as well. The Ministry has also set in place the mechanism for implementing the policy by creating a Division of Child Labour within the Ministry. Issues of child labour are also being mainstreamed into the activities of the whole Ministry, an indication of ownership.

2. On Awareness Raising

- KBC and AMWIK have made extensive use of the media to highlight CSEC. KBC in particular covered the activities of the action programmes, thus making them visible.
- ANPPCAN's action programme demonstrates effective methods to reach different audiences e.g. drama, production of newsreel for cinemas and marches (Global March Against Child Labour). District teams (child labour committees) have been set up to facilitate training at local levels. Successful community mobilization has in turn enhanced ownership and sustainability. Children's cabinet was identified as having a potential for advocacy activities.

3. *On Direct Action for Prevention Targeting Children at Risk*

- ANPPCAN's awareness raising activities led to IGAs in 51 primary schools. It demonstrates a multiplier effect where some schools have started their own IGAs after seeing what was happening in other schools. This programme has been expanded from 4 to 9 districts.
- Sinaga has involved the employers of domestic child workers and made them visible. Many children have been rescued and there are plans for expansion. They endeavour to protect child domestic workers by having contact with the employers and making them accountable. Having contact with the children who are still working ensures monitoring incidents of abuse especially preventing the girls getting into CSE.

4. *On Withdrawal, Rehabilitation and Reintegration,*

- At CWSK's Peace House, girls who have run away from home are provided with place of tranquillity prior to reuniting with their families. While at the Peace House, they are provided with skills which enhance their physical, mental and social well being. CWSK have created links between different organizations leading to the establishment of the Girl Child Network. Its intervention scores very high in the reconciliatory role it has played in bringing the girls together with their parents.
- *Pandipieri Street Children Programme* in Kisumu and *SOLWODI* in Mombasa both have interventions that can be considered good practice.

5. *On Capacity Building*

- Ministry of Labour and Department of Children's Services (Ministry of Home Affairs) have targeted their staff with training on child labour e.g. in Ministry of Labour, Labour Inspectors have been trained, while Children Officers have been trained in the Department of Children's Services. The Department has extended the training to other groups as well. Both have produced manuals and guidelines for use. The Department of Children's services is creating a data bank on children, which will include information on CSEC.

The study also identified some gaps that are hindering effective approaches. These include frequent changes of staff and lack of continuity; inadequate documentation and information sharing with other programmes; lack of adequately trained personnel; slow or ineffective methods for imparting new skills to children. These gaps call for creating structures to ensure the maintenance of institutional memory; enhancing networking and alliance building among stakeholders, capacity building of staff, and improved learning/teaching strategies, in order to fight CSEC effectively.

In conclusion, a variety of good practice interventions exist among the IPEC supported Action Programmes, which can be documented, shared, marketed and finally scaled up or replicated. There are also some non-IPEC supported programmes with good practices. Other opportunities to effectively address CSEC have presented themselves in Kenya that could be tapped. These include the enactment of Children's Act, which has been put into force, the Poverty Reduction Strategy, the Task Force reviewing the labour laws, the Review of Kenya's Constitution and finally the review of Education Act. The involvement of children in issues affecting them is considered good practice by itself.

1. INTRODUCTION

1.1 Justification of the Study

The figure of 3.5 million children out of school, together with the high number of orphans from the HIV/AIDS pandemic, confirms fears that many children may be affected by CSEC. It therefore makes sense to look at what works and determine how best practices can be scaled up. Kenya is a signatory to Convention 182 which demands that countries who have ratified it, must come up with time bound programmes to address the Worst Forms of Child Labour (WFCL).

1.2 The Objectives of the Study

The overall objective of the study is to make a contribution to the effective elimination of the worst forms of child labour in Kenya. Specific objectives, among others, include;

- Consolidation of the experiences of some of the organizations that have been implementing IPEC programme in Kenya,
- Increasing knowledge in approaches and methodologies that could effectively address the problem of sexual exploitation of children in Kenya and
- Identifying areas of good practice interventions that could be replicated or scaled up.

1.3 Methodology

This has included reviewing available materials on CSEC and ILO IPEC programme in Kenya, mainly project proposals and reports and research reports; individual interviews and group interviews. It also included visiting some organizations implementing projects in their head offices and in the field. A list of organizations and individuals interviewed is attached (Annex II). Finally, it included conducting a national workshop where more information was obtained as well as validating the findings. Guidelines for the interviews are in Annex III.

2. CSEC IN KENYA

2.1 Nature and Extent of the Problem

Commercial sexual exploitation of children (CSEC) is a crime which defeats all the good intentions societies have for their children. It is also a criminal offence¹. In Kenya, the presence of the vice is widespread and affects a significant number of children below age 18 years. Available information indicates that 10,000 - 30,000 children in Kenya are to be found in prostitution². Considering that several forms of CSEC have emerged in the country, this is probably an underestimate.

In Kenya, there are no reliable statistics on the number of children in CSE, although there have been sporadic studies since 1962. A recent study on commercial workers revealed that 30% of a sample of 226 respondents were within age range of 15 - 19 years (PHD 2001).

In Kenya, CSEC has taken several forms, the commonest being prostitution and sex tourism, the latter especially in coastal regions. Pornography and child trafficking are also on the increase. Other features of CSEC salient to Kenya include child marriage, survival sex, especially with so many children living in the streets, and sugar daddyism, where young girls have sex in exchange for favours or clothes or school fees.

2.2 Factors in CSEC

Factors associated with CSEC include poverty, structural adjustment programme (SAP), rural-urban migration, teenage pregnancies, family dysfunction and dislocation, breakdown of traditional values and structures, and above all, lack of educational opportunities, especially for girls. Available data in Kenya reveals that few children of school age attend school, and in fact 3.5 million children (32%) were found to be out of school³. Enrolment rates in primary education (% total children enrolled in school against total school-aged children 6-13 years) have been declining from 105%⁴ in 1989 to 87% in 1999. This has been attributed to the cost sharing policy in primary education, emanating from structural adjustment programmes (SAPs). In Nairobi, with increasing number of poor households, primary school enrolment is a mere 49%. While gender disparity is not marked at national level, it is evident in North Eastern, Nairobi and Coast provinces where there are fewer girls enrolled in primary schools. Gross Enrolment rates according to MOEST is appended. See Annex I.

The above situation is exacerbated by low completion rates. The national completion rate stands at 48 percent (CBS, 2001). With so many children out of school, it is not surprising that CSEC has increased. Furthermore, fewer children managed to get into secondary education. According to the CBS Survey, many children stop schooling at primary level. In 1998, with poverty at its highest level, only 40% of children between 14 and 17 years managed to join Form One. This left a large proportion of the age group outside the school system.

The Gross Enrolment rates (1989-1999) for secondary school are a mere 21%, using a projected population aged 14 - 17 years. However, the 1999 figure shows gross enrolment rate of 23% (Nairobi had only 14% of its children enrolled in secondary schools and only 1% of girls).

2.3 Efforts to Address the Problem

The lack of reliable data has made programming rather difficult and it is not surprising that there is no policy on CSEC in the country. With the coming of IPEC programme in 1992 and the First World Congress against CSEC in Stockholm in 1996, efforts have been made to address the vice. For example, in preparation for

¹Children's Act 2001; sections 15, 119h, 119n)

²ECPAT International, 2000.

³CBS, 2001

⁴The reason for 105% figure is that many children enrolled in primary school are over 13 years

the World Congress, a Task Force was formed under the leadership of the Ministry of Home Affairs where stakeholders from line Ministries, NGOs and religious organizations participated. From Stockholm, the Task Force went further and drafted a National Plan of Action, which still has to be adopted and implemented.

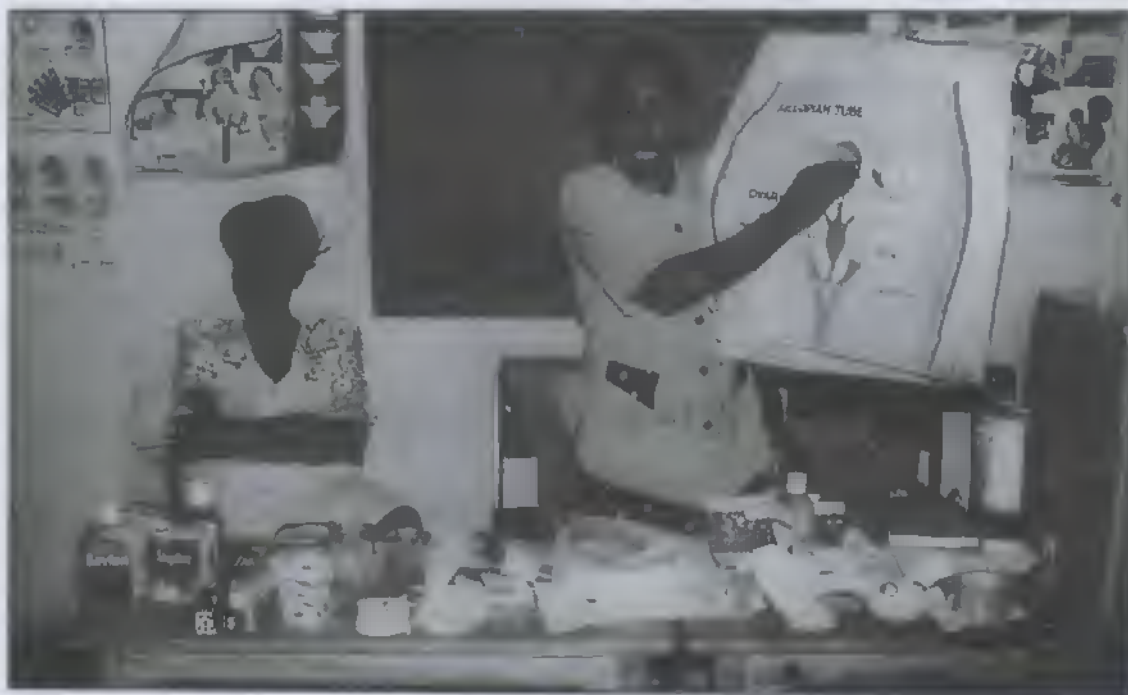
Efforts to address CSEC reached their peak between 1997 - 1999 when Convention 182 on the Worst Forms of Child Labour was being formulated and adopted by ILO. The process of formulating this Convention was highly participatory and countries were encouraged to engage the civil society and children in the debate concerning what countries consider the worst forms of child labour. This process enabled Kenya to consider CSEC as one of the worst forms of child labour. The dialogue between government, employers and workers unions, NGOs, religious groups and the children, using different strategies such as the Global March Against Child Labour, conferences, symposiums, interviews through and by the media, raised awareness on CSEC in the country.

As a result, Convention 182 on the Worst Forms on Child Labour was ratified in Kenya without much pressure. The media became very active in reporting violations of children's rights, CSEC included. These reports made a large number of organizations dealing with children issues mainstream CSEC into their existing programmes. Organizations with a specific mandate became much bolder in addressing and publicizing the issue.

Although the government, according to ECPAT International, has still to approve its National Programme of Action, efforts are being spearheaded mainly by organizations that have been participating in the ILO/IPEC programme in Kenya. These organizations include government ministries and departments, NGOs, employers and workers unions.

2.4 IPEC Programmes Addressing CSEC in Kenya

On realising that child labour was reaching unprecedented proportions, the Kenya government approached I.L.O. through the Ministry of Labour and Human Resource Development for support to enhance its capacity to tackle the problem. In 1992, the government signed a Memorandum of Understanding and the IPEC programme of ILO was born in Kenya. Since then, 67 action programmes and several mini programmes have been implemented by 22 organizations with IPEC support (see Annex IV for participating organizations).



A counselling Session on Reproductive Health to Children attending Non-Formal Education at Sinaga Centre.

In Kenya, the programme started with a focus on child labour in commercial agriculture, domestic service, cross-border trade, the urban informal sector (street children), quarries and mines, fishing, construction, hotel and tourism industries. Currently 12 Action Programmes are on going. With the adoption of Convention 182, The focus is on WFCL i.e. commercial sexual exploitation of children (CSEC), child domestic work (CDW) and commercial agriculture.

With the onset of IPEC in Kenya, 2 action programmes have been dealing with issues related to sexual exploitation of children. For example, Child Welfare Society of Kenya (CWSK) has conducted programmes in Mombasa and Bungoma, where girls from the streets and those forced into early marriage were rescued and trained in tailoring and hair dressing. CWSK also started a rescue centre for girls at risk of abuse and sexual exploitation. “Peace House” Rescue Centre was established in 1993 to provide a place of safety for street working girls. CWSK has continued with Mombasa and Bungoma programmes, but discontinued the Peace House. A programme in Nairobi targeting children in prostitution is in its formative stage.

Sinaga runs a rehabilitation programme for girls from domestic child labour. A large number of domestic child workers experience sexual exploitation by either their employers or other children in the households where they work. Studies have also shown that child domestic workers often enter prostitution rather than suffer the abuses in their place of domestic work. Therefore, Sinaga’s programme indirectly deals with cases of CSEC and runs interventions that prevent children get into prostitution.

Convention 182 has led to intensification of efforts towards elimination of the WFCL in Kenya. The following action programmes (2000-2001) have a CSEC component:-

- Ministry of Home Affairs (Department of Children Services) – capacity building and improved data collection
- Undugu Society of Kenya -health of street children/CSEC
- ANPPCAN – withdrawal of children and re-entry into school or skills training and counselling

2.5 Other Interventions Against CSEC

Two examples of best practices come from organisations outside of IPEC support⁵. These were OASIS Counselling Centre in Nairobi and Solidarity with Women in Distress (SOLWODI) based in Mombasa.

OASIS has been operating in Kenya for 10 years and has been offering counselling services for children who have been sexually abused. It also offers training on counselling to lay persons, especially, those dealing with children. According to the report, OASIS has trained 500 lay counsellors (ANPPCAN/UNICEF, 2001).

Solidarity with Women in Distress (SOLWODI) was started in 1985 by a Roman Catholic Nun, who wanted to give women,, especially young girls in prostitution, an alternative life. It is based in Mombasa in Ganjoni area. Through its 15 trained peer educators, SOLWODI reaches out to children in commercial sex work in night-clubs, beach hotels and streets, educating these children about alternatives, and the support available at the centre. It works in partnership with others such as the police, probation office and NGOs.

SOLWODI only works with girls “*who make a choice to leave commercial sex.*” Thus, the girls are helped to make their choices. It offers training, which runs between 6 - 12 months on tie and dye, baking, tailoring and hair dressing to the girls. The training costs KShs. 15,000 (US \$ 192) per girl which, the girls pay back after securing jobs. SOLWODI is often invited by different groups, especially the chiefs and assistant chiefs to address public meetings to inform local communities on their work.

There are other efforts such as End Child Prostitution in Kenya (ECPIK) which was initiated in 1995. ECPIK has just developed its 5-year strategic plan. However, those interviewed were of the opinion that

⁵Identified in the Situational Analysis of Sexual Exploitation of Children in Eastern and Southern Africa region.

organizations dealing with abuse of children also deal with CSEC, as there is a strong link between the two. At the recent workshop (18-19 March 2002) a number of organizations were identified as having interventions that can be included in the fight against CSEC during group. These organisations are appended in Annex IV.

2.6 Opportunities to Effectively Address CSEC in Kenya

Since inception of IPEC programme in Kenya, opportunities have emerged that could serve as effective venues to combat CSEC in the country. To begin with, a Division on Child Labour has been created within the Ministry of Labour to ensure the implementation of the proposed policy on child labour, and the implementation of programmes.

Laws related to children have been reviewed and the Children's Act promulgated. Similarly, a Task Force reviewing labour laws has been set up and is now in process. What is needed now is to ensure that legislation is enforced, that CSEC is comprehensively addressed and strategies to combat it are included.

Kenya is reviewing its Constitution and this provides a further opportunity to ensure that factors leading to CSEC are comprehensively addressed and included. The Education Act is also being reviewed.

Finally, Kenya has come up with a Poverty Reduction Strategy Paper (PRSP). Again, what is required now is to ensure that the supply factor is adequately addressed and groups within the supply domain are targeted when implementing this strategy.

3. GOOD PRACTICES: PREVENTION INTERVENTIONS

3.1 Policy Making and Advocacy

3.1.1 Background

Kenya is a state party to the Convention on the Rights of the Child, which the government ratified in 1990 and to the Convention 182 on the Worst Forms of Child Labour that was ratified in July 2001. Kenya has also ratified the African Charter on the Rights and Welfare of the Child. Kenya is therefore, expected to come up with policy and legislative measures to protect children from all forms of exploitation, CSEC included. Besides, Kenya is also expected and in fact obliged to come up with Action Programmes to address as well as to educate the public on the vice.

In 1992, the government of Kenya through the Ministry of Labour entered into an agreement with ILO to initiate the IPEC programme to combat child labour in the country. At this time, CSEC did not have a high profile globally, and many countries, including Kenya, preferred to ignore the problem simply because it was too hidden. Many people interviewed still think that CSEC is not as widespread in Kenya as it is in Asia. However, they do recognize that sexual abuse of children is very common and that there are many children on the streets.

3.1.2 Activities

First on the agenda, was to come up with programmes that could be supported through IPEC. The Ministry of Labour did not go it alone and decided to look for partners within line ministries, workers and employers unions, NGOs, religious institutions. This led to the creation of a National Steering Committee (NSC), which became a policy body to ensure the implementation of IPEC programme in Kenya. This approach saw a multi sectoral system put in place to fight child labour.

The approach used by the Ministry of Labour in constituting NSC was quite innovative. Instead of restricting the membership to its regular social partners such as other ministries, workers and employers unions, the ministry extended invitations to NGOs and religious organizations which were dealing with children issues/child labour, and to Unicef. This created an inclusive process. To ensure the operation of the NSC and the coordination of the programmes to combat child labour in the country, the Ministry created a Child Labour Unit within the Ministry and assigned staff. The NSC identified aspects of child labour to be tackled.

There was no single policy on child labour. Legislation was scattered, and what did exist did not include children working in the informal sector. Formulating a new policy became a priority for the NSC. The process was a participatory one. Government officials in the Districts (Labour Officers, Labour Inspectors, Children's Officers and Education Officers) were asked to share their experiences from the field, as well as NGOs, Trade Unions (COTU and Employers Unions through Federation of Kenya Employers (FKE). It also included a review of studies done on child labour in the country. This led to a national meeting organized by the Ministry for the above groups. The meeting discussed the nature and extent of child labour in the country. It also deliberated on the causes of child labour and possible remedies. Top of the agenda was the need for free and compulsory primary education and the need to review labour relation laws concerning child labour. There was the issue of protection of children already working as well as monitoring work situations in Kenya.

The next stage was to solicit more views through other forums and several meetings were organized for different groups, including government officers operating at provincial level and individuals from universities and international organizations. Professional bodies were also involved in some of the

meetings. Eventually, the services of a consultant were engaged to collate all the information that had been gathered through the process. This led to the development of a draft document in consultation with these organisations and inputs. The ministry revised the draft document to discuss the policy document being proposed. The last meeting where many people participated was in 2001. Participation included representatives from government ministries, namely, Planning, Health, Education, Information, Attorney General's Chambers, Judiciary, Home Affairs, Kenya Institute of Education among others. Also in attendance were international and national NGOs, NGO Council, professional associations, religious organizations and youth. The draft policy was presented by the Ministry and thoroughly discussed before participants were divided into groups to discuss various aspects of the draft and make the recommendations. Since then, the Ministry has produced a final draft, which has been waiting to be presented at the Cabinet.

3.1.3 Effectiveness

While not under-estimating the fact that Kenya has taken so long to come up with a policy on child labour, the process adopted by the Ministry was participatory and inclusive. The process according to views obtained through the interviews with different groups that participated in IPEC programme, enabled many Kenyans to be aware of child labour. While the process was set to solicit views, it also provided an opportunity to educate different groups, making child labour an issue in the country.

This process fed into other processes that were taking place in the country. For example, the process of formulation contributed into the review of children's legislation in Kenya, and the Children's Act that has just been enacted substantially covered child labour, due to the fact that some of the people involved in child labour policy formulation also participated in the review of child legislation. The approach contributed tremendously into preparation for Convention 182 in Kenya. This led to the enrichment of the policy document whose final draft now includes Convention 182 on the worst forms of child labour.

Thanks to the participatory process of policy formulation, child labour issues have been mainstreamed into many other activities. All the key organizations dealing with children's issues -government ministries, international organizations, NGOs, workers and employers unions are aware of the draft policy on child labour. The only regret is that it has taken so long to be a reality. But the slow process has enhanced ownership of IPEC programme in Kenya. This is felt in the Ministry where child labour activities have been going on without external support. In fact, mainstreaming of child labour into other programmes emanated from Ministry of Labour.

Challenges which have led to the delays include the instability of staff assigned to the task, both at the Ministry and at ILO/IPEC. During the period in question, the programme has been through six Permanent Secretaries, 4 Co-ordinators at the Child Labour Unit and 3 National Programme Managers of IPEC! Moving IPEC offices from Ministry headquarters to separate premises did not help the situation. The process of disbursement of funds to Ministry of Labour to facilitate the process was also problematic.

Although the formulation of child labour policy in Kenya by the Ministry of Labour cannot be considered to have met all of the criteria of good practice, it has positive elements worth noting while formulating policies. It was participatory, it enhanced ownership, and it was effective, though less efficient. It was the most involving process in the entire IPEC programme in Kenya. It created networking, which other Ministries now seem to follow. The Ministry welcomed the NGOs without being suspicious, as sometimes is the case of other Ministries in Kenya. It was willing to facilitate others in the NSC without any problem. Ministry of Labour's leadership and guidance is highly appreciated by those who participated in the programme, and sets an example that can benefit other Ministries.

3.1.5 Legal Framework, Implementation Structures and Data

Although the National Policy Paper on Child Labour is awaiting presentation to the cabinet, the Ministry of Labour has established a Child Labour Division to facilitate the process of mainstreaming child labour into government programmes and operations. The creation of a Child Labour Division also creates a framework for implementing the said policy. Apart from this, the government has enacted children's legislation, which came into force in March 2002. This Act deals extensively with exploitation of children including CSEC.

Currently, the Ministry of Labour has constituted a task force, which is reviewing labour laws in Kenya, including issues of child labour not covered by the current legislation. These are interventions that can be considered good practice in addressing CSEC in the country. Thus, although the National Child Labour Policy has not been made official, its benefits are already visible, thanks to the participatory process in its formulation.

During the process it was realised that data on child labour is scarce. This led to IPEC supporting the Central Bureau of Statistics to conduct a survey. This is now complete, and the extra data has enabled programmes to be better focused.

3.2 Awareness Raising



Ex-child workers demonstrating against Child Labour

3.2.1 Background

Since their inception, all IPEC supported programmes have included awareness raising, in an effort to change public opinion on the matter and make people better informed. Awareness-raising programmes are often difficult to justify since the results are hard to quantify.

3.2.2 Activities

In Kenya, a variety of approaches have been used. The Ministry of Labour led with widespread distribution of posters highlighting the dangers of child labour. Kenya Broadcasting Corporation (KBC) trained journalists to report on the problem and efforts being made to tackle child labour, so that 'child labour'

became a familiar issue to those listening to the radio on Saturdays. ANPPCAN on the other hand used drama to mount campaigns against child labour including awareness marches. In cooperation with Association of Media Women in Kenya, KBC took the initiative to develop a multi-media campaign to raise awareness.

Efforts have been made by this group to lobby the government and other service providers as well as to increase the capacity of journalists. This has been done through the electronic and print media. According to available records, interviews have been conducted targeting IPEC programmes in Kenya as well as sectors of work. The on-spot interviews proved very valuable in exposing the worst forms of child labour, and highlighted the success of IPEC's efforts to get children back into school.

Filmgoers have had the chance to see the newsreel on child labour developed by ANPPCAN and Ministry of Information. The Newsreel has been running in cinema theatres throughout Kenya for several years showing the sectors where children work and highlighting the need for education.

3.2.3 Effectiveness

The methods both KBC and AMWIK use cover a large section of the country e.g. Radio covers 98% of the country while Television coverage is 70%. AMWIK also targets the print media.

The KBC/AMWIK interventions have the potential of documenting cases or incidents of CSEC in the country and bringing the plight of such children into the open. This could have a bearing on policies regarding the same. Both have the potential of covering the nation with CSEC using all forms of techniques e.g. spot messages, phone-ins, road shows, conducting workshops for media people and writing features.

The Ministry of Information also has a lot of potential especially the use of rural press since events in rural areas are hardly covered by the national media. Members of NSC and representatives of organizations working on child labour issues have been invited frequently to discuss child labour. Issues of concern have been the legislation especially since Kenya has ratified Convention 182. Most of these activities have been mainstreamed into media houses and as I was writing this report, I received 2 requests to go and discuss child labour. UNICEF also sent 2 reviewers to interview me on child labour. All these activities were planned without knowing what I was doing.

However, for awareness raising activities to be effective they need to be long term and consistent. The process of awareness raising also provides an opportunity for learning for the implementers as illustrated by ANPPCAN's awareness raising activities which are presented below as an example of Good Practice.

3.2.4 ANPPCAN's Awareness Raising Activities

3.2.4.1 Background

ANPPCAN has been a beneficiary of IPEC programme in Kenya since its inception in 1992. It started implementing its action programme in 1993. ANPPCAN identified child labour as a problem from a report on child labour study done in 1985. ANPPCAN had also done a study on street children in 1991. In both studies, it was apparent that some parts of Kenya were producing more of these children than others. Working conditions of these children was detrimental to the development of these children. The children in domestic service were being abused and sexually exploited, leading to prostitution.

The street children study revealed that Kenya was experiencing a second generation of street children (i.e. children whose parents had been street children themselves. A significant number of parents came from rural communities. Children on the street reported all sorts of abuse such as sexual exploitation; some of them had STDs, implying that these children were either in prostitution or were being sexually abused.

3.2.4.2 District Level activities

Since there were programmes providing direct service to street children such as Undugu Society of Kenya (Undugu), ANPPCAN opted for awareness raising and targeted the catchment districts where the street children or their parents originated from. Thus, Kiambu, Makuyu, Siaya and Homa Bay districts were identified.

Teachers, pupils, parents and government officials were targeted in the 4 districts. The aim was to inform and empower these groups regarding child labour so that the issue could be addressed with the ultimate goal of keeping children in school. Activities included conducting training workshops and seminars, community discussions based on drama performances, income generating activities in primary schools, in order to mobilize communities and their resources to fight against child labour.

The project was done in stages, which included, providing the groups with information on child labour, mobilizing the targetted groups to identify the problems in the districts that forced children into these communities into labour market while soliciting views on how to solve the problems identified, synthesizing the information with the implementers at district level and setting priorities, developing action plans (work plans) on how to implement the plans, selling the work plans to teachers and eventually implementing the activities in primary schools.

The objectives of the intervention included:

- To improve and enhance knowledge regarding child labour among teachers and Government officials,
- To increase awareness on the dangers of child labour among professionals and implementers in the districts,
- To create inter-sectoral linkages among the districts, government departments and NGOs to combat child labour,
- To identify a resource base and mobilize resources in the districts to combat child labour.

Drama was used to introduce sensitive issues about child labour and the entry to the districts was through Ministries of Labour and Education. Ten primary schools participated in drama in each district. Each school used a drama teacher to assist children in standard 7 and 8 develop the script.

ANPPCAN's child labour team visited the schools and monitored the rehearsals to ensure that the messages were clear and addressed the issue identified in the study e.g. conditions of work and how children get lured from rural to urban situations.

The dramas were widely performed to children, parents, teachers, pupils from other schools, and community leaders e.g. chiefs and sub chiefs. Officials from Ministry of Labour and Education from the districts also attended the performances and assisted in facilitation of the presentations. Discussions were conducted after each performance and the dialogue recorded. The entire presentations and discussions took six months.

In each district, the best school was selected, using adjudicators from Ministry of Education. The best school was honoured to present the play to government officials, NGOs representatives and other groups working at district headquarters. After the presentations, discussions were held about the play and development issues at the district.

The information obtained from this process was collated and reports produced. District profiles were developed according to available information about each district. This enriched the reports. Information about the district was obtained from official government reports and those of international organizations such as UNICEF, WHO and UNDP. District profiles developed by Institute of African Studies, University of Nairobi were useful. Finally, a workshop to disseminate information about each district was organized

by labour officers and education officer for heads of departments in each district. Before reports were presented, a presentation was made on child labour often by IPEC National Programme Coordinator. The Co-ordinator provided an overview on child labour.

Each department presented their activities and efforts against child labour, together with feedback from the drama presentations. Participants discussed and identified issues, priorities were set, and workplans developed on how to combat child labour in each district according to priority areas. The meeting developed an implementation plan and this led to the creation of **child labour committees**, which were intersectoral in nature. This led to introducing work plans at divisional and locational levels, where child labour committees were also formed. This was followed by training leaders on child labour, which led to the initiation of income generation activities in schools.

3.2.4.3 Global March Against Child Labour

ANPPCAN also got involved in the activities of the Global March Against Child Labour Movement which was a focal point for Kenya and English speaking Africa. Based on the district activities, a child labour committee (Government officials, NGOs, media) was formed to plan the Global March activities, both at national and district levels. A variety of strategies were used including, marches, workshops, symposiums, seminars, posters and educational materials., print and electronic media. Children both in rehabilitation and formal education were also involved in identifying what they considered the worst forms of child labour. All the views were used to prepare a presentation in Geneva during the development of Convention 182.

It is difficult to say whether these activities were conducted efficiently and were effective, One of the challenges of these interventions have been documentation. However, a number of positive effects were observed. For example, the media became more involved in addressing child labour; teams to address child labour emerged in the districts; the issue of child labour became a regular feature for annual schools drama and music festivals in Kenya; and there was a growing realisation that data was deficient, which led to a resolve to conduct further surveys.

3.2.5 Conclusions on Awareness Raising

Although it is difficult to quantify the success of awareness raising, the efforts that have been made by Ministry of Labour, ANPPCAN and KBC/AMWIK as well as other organizations participating in IPEC programme have definitely enhanced knowledge base of child labour in Kenya.

3.3 Direct Action for Prevention

3.3.1 Background

Economic hardship has been present in Kenya for sometime. There are plenty of reports which show that parents are unable to afford educating their children, and this is borne out by the large number of school age children roaming the streets and low completion rates of primary school. According to available information, the majority of children to be found on streets and in child labour, CSEC. included, had actually begun school and then dropped out. The challenge is to keep these children in school.

It is therefore not surprising that IPEC in Kenya identified direct support to at-risk children and their families as a strategy to combat child labour. This is considered a preventive action as it not only prevents drop-outs but also targets the families of those at risk. Through these efforts, many children have been retained in schools since inception of IPEC in Kenya. According to available reports, some 3,375 children at risk of dropping out of school, have been retained in school. While 1,376 child workers mainly from domestic service, commercial agriculture and street working children have been provided with skills. Similarly, some 800-child workers have benefited from improved nutrition and health status.

Above all, over 300 parents have been assisted to engage in income generating activities. The organizations that provided direct support to at-risk children and their families included, Child Welfare Society of Kenya, Malindi DCAC, Ministry of Education, Presbyterian Church of East Africa, Ihururu Parish, Nairobi City Council and ANPPCAN, among others.

This study singles out an intervention of ANPPCAN which used a comprehensive community mobilization strategy to provide direct support to children at-risk of dropping out of primary schools as an example of Good Practice.

3.3.2 ANPPCAN: Community Mobilization for Direct Support to School Children

3.3.2.1 The Problem

Through its previous action programmes, ANPPCAN identified and validated a lot of information regarding child labour in the 4 districts it was operating, including the links between child labour and education, as reported by teachers, departmental heads, education officials, parents and children themselves. In these districts, the retention rates in primary schools were very low. It was found that children were being transported in lorries from Murang'a (Maragua area) to Kiambu district to pick coffee under hazardous conditions, and that female children from Kiambu town were being ferried by a '*matatu*' for prostitution. In Siaya and Homa Bay districts, girls were reported to be leaving schools to work in domestic service, while boys went to work in the beaches of Lake Victoria either washing cars or fishing. The situation has been made worse by HIV/AIDS pandemic which has rendered many children in Siaya and Homa Bay, in particular, parentless.

At the same time community resources – land, commitment, PTAs, school committees, good practices – were available to tackle the problem. ANPPCAN responded to the identified needs of the 4 districts to curb school drop out and empower the parents and communities to keep their children in school, at least until standard 8.

3.3.2.2 Activities

ANPPCAN conducted planning meetings with District Child Labour Committees (DCLC) where work plans were developed on activities to be conducted in selected schools. The activities included educating teachers on child labour, identifying primary schools with high school drop out rates; assisting schools to identify IGAs for schools; identifying groups needed for IGAs; providing training to different groups on their roles; identifying resources in the community which could be used for IGAs and educating parents and children on child labour.

The objectives of the intervention included:

- To reduce the number of children dropping out of school;
- To improve the overall primary school attendance in targeted schools;
- To enhance children's participation on matters affecting them;
- To identify and harness community resources to keep children in school.

Initially 40 primary schools with high numbers of drop-outs were targeted for IGAs. But with mobilization of community resources, 51 schools participated in IGAs, and the number is still increasing.

The DCLCs in conjunction with division child labour committees trained the head teachers and leaders from the community where selected schools were, on child labour issue and how to start and run IGAs. The head teachers conducted discussions in schools with teachers, pupils and school management committees. Collectively, they decided on the type of IGAs to start. The pupils were prepared on their contributions. Class teachers were given the responsibility of identifying children at risk of dropping out of school according to records of attendance, other teachers also got involved to verify information.

In some cases the children, especially prefects also assisted to identify children in need of support.

ANPPCAN provided seed money for IGAs through DCLCs which managed the resources at district. ANPPCAN also donated seeds through its other programmes. ANPPCAN and these groups developed specific objectives for IGAs in school, different roles of each actor in the process. All this was put into a kit together with guidelines on how to identify participating children, which was given to the groups. Finally ANPPCAN also provided the DCLCs with vital information on places to get what was needed for IGAs cheaply e.g. grade animals were sourced from Nandi district cheaply.

3.3.2.3 Monitoring

ANPPCAN staff made several visits to the districts and ensured that reports were produced after every function. The child labour committees also identified their focal points, which were either Ministry of Labour, or Ministry of Education or children's department who took the responsibility to ensure that the task assigned are performed and reports produced. Teachers co-ordinating IGAs were trained by CLC on keeping records and encouraged to produce reports to Education office as well. CLC designated the zonal inspector who chairs the divisional CLC to monitor the activities by checking on the project activities as they visit schools on their normal duties.

3.3.2.4 Changes in Attitudes and Approaches

The programme increased cooperation between the different players and sectors. The district child labour committees were allowed to open bank accounts at district level, where funds for district activities on child labour could be channelled. The mode of supervising field staff and monitoring activities in school changed tremendously and the CLC members who visited the schools were very friendly to the teachers with clear intentions of helping them than finding faults. The Ministry of Education in the districts is now encouraging other schools to start income generating activities in schools as one way of sustaining their activities as well as retaining children in school especially orphans and income-poor children. Due to frequent transfers of staff at district level, the process of implementation got delayed in some districts. Things improved when the focal points for activities was shifted to the Ministry of Education in the districts, where several persons were assigned to co-ordinate the implementation with other members of CLC. Monitoring of IGAs in schools also shifted to school management committees, which were smaller and interacted more with schools than PTAs

3.3.2.5 Mode of Assessment of the Intervention

For the assessment of good practice intervention, one district was visited and interviews conducted with some members of the CLC, teachers, pupils, school management committee, headteachers and some parents. Two schools were visited and observations made on the IGAs activities. A total of 44 adults and 25 children individuals were interviewed either individually or through focus group discussions. These included head teachers, teachers, members of school management committee, parents and children, some of whom were being supported.

Indicators to measure the access of this intervention included records on number of child labour committees formed; whether clubs had been also formed in schools; number of children being supported; amount of money generated; whether the project activities have been copied by some children or parents or teachers and additional activities the schools have undertaken on their own and structures created in schools to implement the IGAs.

3.3.2.6 Relevance of the Action Programme in the District

Those interviewed felt that this programme was very relevant to eliminating child labour including CSEC in the district. The children felt the IGA groups had improved conditions in their school. The practical agriculture they have learnt has helped them in national examinations and benefited their

families. The children know about common diseases of cattle and how to treat them – skills which are useful in their home. The produce had been sold and the income used to buy textbooks and chalk, repair desks, hire watchmen, and construct toilets. All this saved *“our parents from paying money and none of us have been sent home for these things.”* *“We have many orphans in school, but money from our cow and vegetables support them,”* one pupil noted during the interview. It was evident that the children loved their IGAs and the benefits they have received from them. The success of the programme is witnessed by the many visitors who come to see it in practice.

3.3.2.7 Efficiency

Although awareness levels are definitely higher, the efficiency of an intervention like this is hard to measure. However, there is clear evidence that the start-up inputs (seeds, fertilizers and animals) have yielded high dividends. In one school, where funds were given to start brick making (KShs.10,000) the school made enough bricks to build an administration block and construct an entire school (from standard 1-8 classrooms). In all the schools, the profits have been ploughed back into the school. All the IGAs in the 2 schools visited were still going on, despite, the fact that no addition inputs were given.

Some schools have even made efforts to expand the scope of their IGAs by buying other animals to maximize their production; other schools have rented further land. One problem in the implementation has been the regular transfers of staff at field level. Activities had to be delayed to enable the new officers to adjust. Initially school holidays and examination periods caused disruption and delays.

3.3.2.7 Effectiveness

The intention of this intervention was to raise awareness on child labour and retain children in primary schools. To some extent, the intervention has accomplished this. The parents interviewed reported that the school project has helped them with school fees enabling their children to complete primary school e.g. in Humwend School, a parent had the following to say *“my daughter had dropped out of school because I became a widow and was faced with many problems. The head teacher came home and looked for her and told me that the school would support her through the project. She is now in standard 8. This has given me opportunity to organize myself for her secondary education.”*

The discussions held with the school management committees also indicated the effectiveness of the intervention. For example, statements as *“some of the children in our school are now practising what they have learn from here. There are children keeping chicken, pigs, rabbits and growing vegetables for sale in their homes.”* One female committee member remarked, *“my son learnt how to milk a cow from this project. He is now milking at home and now appreciates that milk brings money.”* Another member said: *“this programme has brought the government closer to the schools and also brought the community closer to the schools and we have seen the results. In Humwend before the project started, we had 355 children in school in 1996, but now we have registered over 500 children.”* In the second school (Wagai primary) children registered in school were 572 of whom 279 were girls, compared to 440 at the initiation of the project

The teachers felt that the project reduced the burden of school levies from parents. The money accrued from the IGAs was being used to buy exercise and text books, make desks, buy pencils, pay for national examinations such as KCPE and mock examinations at district level. Children used to be sent home from school for not having paid their fees. But since the project started *“not a single child has been sent home for these small demands and this has made children love working in our IGA activities.”* One teacher in Wagai stated *“the benefits are instant to both the children and the parents. When we started, we faced a problem with parents. Word went round that we were making children work even at weekends. But this did not last. When the parents get to know what the school was doing, they became very co-operative. Children now come even during the holidays to attend to the crops and the animals.”* Since the inception of IGAs in school, 42 schools are participating.

3.3.2.8 Impact

Capacity has been increased at several levels. At district level, the project has brought different departments closer as a member of CLC observed *"I find myself walking to probation office or children's department office as if I belong there."* The CLC members feel they are now conversant with child labour issues not only in Siaya, but in Kenya as a whole. The project has provided them with skills and some of their departments like probation and children's department have become their reporting desks of cases of violation, especially, regarding cases of abduction of children into child labour or sexual exploitation.

For the school management committees, the project has empowered them to run schools properly as the head teachers and project co-ordinators have been trained through the project. It has improved performance in the two schools and the 2 schools were leading in their divisions in KCPE. A multiplier effect has carried the project's impact beyond the initially selected schools, as neighbouring schools decided to start their own groups when they heard about the project and its effect on school's performances.

In Humwend primary school, the children who had performed well in the 2001 KCPE were being supported by the programme as they were orphans. The school was in the process through its management to raise money for their secondary education. The committee reported that the project has brought the government through CLC closer to the schools. The committee members also reported that the project is a good example to the community. It has also created awareness on child labour in the community especially among parents.

From the teachers' viewpoint, the project has improved school attendance and the knowledge the pupils have gained has spread into their families and communities. *"Some of the community people seeing that the schools have animals, also brought their animals"* remarked by one teacher. Cases of some parents and community people buying grade cows after seeing those in the schools were cited as one female teacher reported, *"some of the people here were really surprised and observed that if schools can keep these animals I can also do that. For sure, there are now parents with grade animals."* Several teachers reported buying their own animals. Hence, *"even me I now keep my animal."* Another said, *"I am making bricks at home and I learnt this from the school."* The teachers reported that schools now have child labour clubs.

Perhaps, the greatest impact was on the children themselves. According to the reports available, the IGAs initiated in schools have directly supported some 1573 children (852 boys and 721 girls) at risk of dropping out of school by end of 2000. The composition, according to districts was 536 children in Siaya, 262 in Homa Bay, 234 in Makuyu and 541 in Kiambu. These figures have increased since then. During this period, some 70 children (39 boys and 21 girls) were removed from work situations and placed in schools with IGAs. However, since the incomes have been used to improve conditions in the schools including constructing latrines, classrooms, feeding the children in standard 8 during examination period, many children have benefited besides those whose levies have been paid.

With high numbers of HIV/AIDS related orphans, the project has proved beneficial in keeping such children in schools. In Humwend and Wagai schools, it was learnt that such children are at times provided with maize and beans grown in the schools to take home. In Homa Bay district 2 self help groups have been formed with the initiative of CLC to further support orphaned children and supporting such children from the school IGAs into vocational training centres. According to the report the 2 groups have supported 830 orphans into primary schools and vocational training in the district. These efforts have been attributed to the IGA project in the schools that had influenced the people in the community to respond to the educational needs of their children.

Environmentally, the impact has been positive as schools have planted napier grass and trees, fenced their compounds and constructed latrines. Previously waste land is being productively used to grow vegetables, maize or beans.

All the individuals interviewed were asked what they would do if the project stops and the Ministry of Education decides to take the animals away. All were in unison in preventing this from happening, *"We*

would have let our community down and nobody could trust us at all,” said a School Committee member. And teachers, “We would have failed miserably and we cannot let this happen.” One head teacher commented “We would have lost a source of supporting the children, especially with the new Children’s Act where education is now free and compulsory.” The schools visited had not charged any fees as they were waiting for guidance from Ministry of Education regarding the pronouncements from the President that schools should not charge fees. “With the President’s directives, we shall have to intensify our activities with IGAs to run our schools - we should now think hard to diversify our efforts.” It was apparent that the impact of the project had been felt and IGAs in schools had to continue beyond the expectations of the project.

The impact of this project can be best illustrated by the fact that it has been expanded to 5 more districts and it has attracted two donors. However, one negative effect of the project has been the jealousy created in other schools who started spreading rumours how children were being overworked. This forced the school committees to hold meetings with parents to explain the benefits of the project to them. Some teachers from the rival schools were also invited to visit the school and learn. These schools also started IGAs after seeing what was going on and realized that a lot of money was not needed.

3.3.2.9 Sustainability

Ownership and sustainability of projects is key in fighting child labour, including CSEC. ANPPCAN project was designed with sustainability in mind. Child labour committees were created from district to locational levels with the responsibility of monitoring the projects and providing capacity building to teachers and parents. The CLC involved school management committees instead of PTAs. The school management committees are fully involved in the management of schools and were ready to source resources for schools for their IGAs. For example, in Humwend and Wagai the community provided huge pieces of land for cultivating napier grass and crops. They also identified some community members with knowledge and skills to assist schools with their IGAs.

Thanks to the income generated, the IGAs are self-sustaining and have money to continue investing and diversifying their activities and this in turn ensures sustainability. For example, in Humwend, brick-making has been added to the original activities and in Wagai pig-rearing has been introduced. All those interviewed gave examples of ploughing back some of the money generated in order to ensure sustainability.

Using children’s labour was seen as a sure way of sustaining their projects. It was felt this did not conflict with their studies since agriculture and business are part of the curriculum. The parents interviewed saw the project as keeping their children from mischief during holidays and weekends e.g. *‘the project keeps our children from trouble and bad influence during the holidays. Therefore the project will continue since we have many children here. It is also making them responsible.’* Thus, the benefits being felt guarantee the sustainability of the project.

3.3.2.10 Ethical Soundness

This intervention depends very much on labour provided by children attending school and can easily be seen as exploiting children. However, the participation of children in these activities is guided and the children are well informed and their roles are discussed with them. The roles were prepared by the CLC in consultation with the teachers and the school management committee. The parents are informed of these roles. What the children do is linked to the curriculum so there is no contradiction.

The groups participating in IGAs in schools have been provided with information about child labour and given training according to their roles. The CL Committees have spearheaded the training activities. There is also a kit on what pertains to IGAs in school.

Initially record keeping was poor, but this has been improved by guidelines provided by IPEC and monitoring guidelines provided by CLC. Transparency in supporting the children became an issue. In

early stages, teachers tended to benefit from the produce. This was openly discussed and school management fully brought into the picture. This has improved accountability.

3.3.2.11 Challenges

This intervention faces some challenges that need to be noted. To begin with, it depends on the commitment of those in education offices, head teachers, and those assigned to co-ordinate the project in the schools. It now also depends on the commitment of the school management committees. The committees have to be checked and their commitment affirmed frequently.

A lot of efforts have been concentrated on primary schools, assuming that families would have been organized to help their children continued into secondary education. This is a gap that needs to be attended to. These factors have to be considered for any attempt for expansion or replication.

3.3.2.12 Conclusion

This project has some good practice elements that could benefit other programmes to eliminate CSEC. For example, it has had a visible impact, and has mobilized the community at different levels to own the process. To begin with, it started with empowering the district teams who were trained and facilitated to take charge of the project as Nairobi was too far. The district teams (Child Labour Committees) established their network up to locational levels. These networks were trained and also empowered by the DCLC to be in charge of the project at community level. The PTAs were trained and schools decided on activities to do in order to keep children in school.

Resources have been mobilized at community level ensuring sustainability of the project. The head teachers and project co-ordinators have involved the children, parents and school management committees. The children themselves have initiated the child labour clubs. Whatever the schools have managed to produce through their IGAs has been used to help the children who need the support to stay in school. This has also made the community see its benefits and hence the value and support.

The project has elements of being innovative in the strategies it has adapted. For example, the use of folk theatre to educate the targeted groups as well as a tool to gather information from different groups, creating linkages between different actors in the districts, identification and mobilization of resources, targeting different groups and issues, creating reward system and connecting field activities with other activities in the organization e.g. providing trophies for drama and music festivals in Kenya under the Child Rights programme at ANPPCAN.

However, it has suffered from staff instability. The frequent transfer of government officers made work of CLC difficult. Always, there was a new person arriving into the district and has to be involved in the activity. The Ministry of Education proved to be a better entry and focal point as the Ministry bears the burden of school drop out. It was important to include local people in CLC i.e. officers who live in the district.

It needed a high level of monitoring to ensure that the resources were given to the children who need them. Finally there remains a gap as these children graduate from primary school and would like to continue at secondary school but cannot afford to do so.

3.3.3 Provision of Alternatives and Protection to Child Domestic Workers: Sinaga Women and Child Labour Resource Centre (Sinaga)

Sinaga was started as an NGO in 1993 to assist battered women and delinquents. It became a beneficiary to IPEC programme in 1995 when it started to address children in domestic service.



Ex-child workers at a Non-formal Education Session.

3.3.3.1 Background

According to the studies done on child labour, children in domestic services suffer all forms of abuses. Studies as early as 1985 found children in domestic work being sexually abused; working long hours with little or no pay. Most of these children were found to be anxious and depressed as well as suffering all forms of psychological ailments (Bwibo 1987). While all this was happening, the situation was hidden and it was difficult to reach the children. Most of the employees of these children claim to be their relatives and exert full control over them. In some situations, the children run away, but for fear of being returned to their cruel employers or into another unknown employment situation, some of these children do not return to their rural homes and end up in prostitution in urban centres. The child labour study of 1985 was able to trace former domestic child labour workers who were in prostitution; some of these children were also on drugs.

Interviews conducted with key informants identified domestic child labour as one form of child labour that exposes female children to untold sufferings. For example, it is noted that some of the people who employ these girls sell them for pornographic activities in the country. Thus, domestic child labour exposes children to situations of sexual exploitation. A recent survey on child labour revealed that **18%** of child workers (340,000) were in domestic service.

Therefore, domestic child work featured predominantly in Kenya and was given a priority when IPEC programme was initiated. Apart from raising awareness on the vice, the National Steering Committee decided that there was need for a project to be initiated to specifically deal with children in domestic service. This was felt would bring the vice into the open and at the same time help remove the very young children who were in this service. According to information, children as young as 6 years were working as maids and the younger the child, the more abuse the child was subjected to. Above all, such a programme could prevent the children graduating from domestic service into CSEC which was the trend noted.

In Kenya, when Convention 182 was being formulated, domestic child labour was once more identified as one of the intolerable forms of child labour that needed to be eradicated in the country immediately. Domestic child work is hidden in people's houses and it is a sector difficult to reach even with the most effective and efficient labour inspection machinery. Above all, it has not been subjected to any known legislation in Kenya until recently when Children's Act was enacted. The Act is still to be implemented. If not checked, children

working in domestic service actually end up in worse situations e.g. prostitution, drug use and trafficking, stealing and the like. Because of its hidden nature, different approaches are required.

It seems that children who are too young should be reintegrated to their families and school, while those who are older should be provided with skills which would prevent them getting back to exploitative situations. Because of the multiplicity of factors associated with it, networking and building allies with others become pre-requisite. Sinaga's intervention offers good practice in dealing with domestic child labour and was chosen for the study. The intervention covers prevention, protection and in the process creates alliances with other groups to serve the children.

3.3.3.2 Objectives

The objectives of the project were to;

- Provide pre-vocational and basic literacy skills to girl child domestic workers
- Sensitize communities on gender biases that culminates in the practice of girl child domestic labour
- Provide counselling and life skills training to the girl child domestic workers, and; explore ways of collaborating with initiatives in the rural community in combating child labour.

3.3.3.3 Activities

The programme operates in Kariobangi North Estate in the outskirts of the City Centre. It targets girls in domestic service in households in Kasarani division, Nairobi between the ages of 8-16 years. The target group also includes employers of children, local communities, and children out of school due to assisting their families in economic activities.

Sinaga project activities include provision of basic literacy, skills, counselling to the girls and raising awareness on child labour among the parents and the employers. A significant number of the girls reach the Centre without any basic literacy. Also at the Centre, are very young children who have been removed from work and have to be prepared for reintegration to formal schools. Older children need literacy to move on to the other skills offered at the Centre. These skills include training in cookery, tailoring, typing, and entrepreneurship. The girls are also counselled and offered legal assistance according to their needs.

Sinaga also conducts meetings with employers and parents of the working children on a regular basis, where they are informed of problems the children are facing within employment situations. The employers are encouraged to express their views and later requested to treat their employees with compassion. During the visit, these programmes were going on at Sinaga centre and a meeting had just been conducted between Sinaga and the parents/guardians and employers.

Sinaga has 200 registered children at any given time, who attend the Centre on rotational basis i.e. morning or afternoon, since the majority of them are still employed. Sinaga has removed 50% of these children from abusive work situations. According to staff interviewed at Sinaga, many children remain in employment because their parents need their income. The children who join the project are referred by NGOs, churches, mosques and by other children, especially those who have been through the project and found it useful. A few Kenyans, especially those who see abuse going on, also refer cases. The majority of children are between 8-12 years and recently there was a case of a 6 year old.

According to those interviewed, the girls have been getting more open to them and there is evidence that a large number of the girls get sexually abused by their employers and a large number suffer from all forms of infections such as STDs. Because of this, Sinaga is considering having a rescue centre as they are faced with girls who are being abused and also orphaned due to HIV/AIDS e.g. one staff lamented *"what do we do with sexually harassed girls... It is obvious that the girls are getting abused. Besides we have very young girls that we need to take back to school, but it takes too long to get a sponsor."*

Sinaga is now faced with a real challenge of removing children from abusive working situations in a country where extreme poverty and HIV/AIDS are leaving many children without support. Orphaned children are likely to be exploited by relatives. For example, Margaret 12 years old and her sister 13 years have been sent to work by their elder brother to someone only known as auntie. Auntie pays the brother KShs. 500 and the brother gives both girls KShs. 100 and pockets the rest. The two girls have been sexually abused by the husband of the 'auntie'. Both their parents died of AIDS leaving behind 6 children. The auntie has rented one room for the girls in the slum community, possibly assuming that her husband won't reach them. But the cruel man still managed to rape Margaret during day time when she was working in auntie's house.

Six children were interviewed in a group and 3 were later interviewed individually. The age range was 12 - 17 years. They were all working earning salaries between KShs. 250 - 600. All except one were living with the employers, and were unhappy at this situation. They had been at Sinaga between 2-4 years, because they came without literacy skills. Four were learning tailoring and cookery, one typing and one on ABC.

Sad as the cases appear, the training these girls were getting was perhaps the most practical option to keep them from a slavery-like situation. Margaret's sister had been reintegrated to formal school with the possibility of completing her education.

3.3.3.4 Monitoring

Sinaga conducts follow-up activities with the graduates. For example, the graduates are invited to visit the centre for meetings although only a few attend. Some home visits are made but their frequency is influenced by resources available. Parents or guardians and even employers are invited to the centre for awareness raising and follow-up.

3.3.3.5 Relevancy of the Intervention

Sinaga project is very relevant. To begin with, it is dealing with a hidden sector of child labour where children really get abused. The girls interviewed reported that the skills they were getting were essential in order to remove themselves from abusive working conditions and above all to help them live normal lives like everyone else. However, they felt that the duration was too long and does not address their immediate needs. The project would have been "excellent" if they were given some financial support to help them live independently from the cruel employers.

3.3.3.6 Efficiency

The project is on record for having removed and rehabilitated over 1000 children since its inception. Over 200 children have gone through literacy classes while 778 children have been into skill development. It has also attracted other funders, namely OXFAM, UNICEF and CARE international. This is an indication that the project has been operating well.

3.3.3.7 Effectiveness

The high numbers of the children withdrawn suggests that the programme has been effective, but alternatively it may indicate the magnitude of the problem. The indicators used included the number of girls who have gone through the project and what they now do. A large number of these children have been prevented from getting into prostitution.

According to the interviews with the staff, Sinaga graduates are to be found in self-employment, while others got employment into domestic service, but with better employers (60 of such girls), others found employment in institutions doing catering. Some girls have been supported back to school as they were too young. Follow up of graduates poses a challenge to the programme as the figures were not forthcoming. An attempt to have an association of graduates from the programme did not yield much as only 20 graduates attended the occasion.

3.3.3.8 Impact

According to reports and interviews, the project has accomplished these objectives. The girls have been trained and Sinaga is now considering starting a credit scheme to enable the graduates from the programme become self-reliant. Awareness has been created as Sinaga had targeted churches, chief's meetings, women and youth groups with information on child labour, and organized meetings with employers and parents.

One of the major accomplishments of this project has been providing an opportunity for the employers of child domestic workers to be visible. Getting the employers and parents and making them involved in the centre activities would perhaps be the first step forward to improve working conditions of children in domestic service in Kenya. According to the staff interviewed and some of the children, this contact has made some employers become more supportive and understanding to the children they were employing. At the time of interview, plans were on the way to conduct a workshop with employers to educate them on the rights of children. By providing the girls with skills which help them be self employed as well as helping the girls to get better employers, the intervention has actually protected many children from exploitative situations. However, documentation remains a challenge.

When asked for their employer's reactions to Sinaga's efforts, one girl said *"hee... what for, some even become harsh as they think when we finish, we shall leave their work."* This poses another challenge on the strategy of involving the employers in the project. It was apparent that involving guardians/parents and employers without considering the consequences such a venture may have on children who still depend on their employers and parents/guardians, may not yield much.

Because of its success, Sinaga has expanded its activities to reach other parts of Kenya. To accomplish this, Sinaga has collaborated with other organizations, for example, with TEMAK in Kisumu, which targets teenage mothers. So far, 59 children have participated in the joint programme. Plans are also under way to do the same thing with Child Welfare Society of Kenya to be based in Mombasa by March 2002. Also in plan are joint efforts with the PCEA project to target Nyeri. Sinaga hopes also to go solo with another project on children in domestic service in Kawangware, Nairobi. All these expansion plans simply demonstrate that Sinaga project has impacted on the groups being served and hence the demand.

3.3.3.9 Sustainability

Like other IPEC programmes in Kenya, the initial projects were designed without sustainability as an issue. However, subsequent projects now consider issues of sustainability very seriously. Sinaga is currently improving the quality of products the girls are producing for marketing to raise money for its activities. Current experience in Sinaga is that cakes made by the girls could sell well. Also there are plans to provide lunch to the community around Sinaga as there are many people working in the neighbourhood with no source of proper food. Already Sinaga realizes that collaborative efforts could reduce the cost of serving the girls and plans are under way to work with other organizations.

3.3.3.10 Ethical Soundness

It was evident that the project takes into consideration the girls' views. The girls are fully prepared before any decision is made about them. Confidential information is discussed with the girls when they are ready. The girls are left to continue working for their employers unless the situation demands removal. This is only done when the girls request it, or if neighbours report a case of abuse by an employer and it is confirmed. Staff at Sinaga are fully aware of the trauma children in domestic service go through and are sensitive in dealing with the children. The centre had just recruited the services of a trained social worker at the time of the interview.

It was apparent that the children were involved in the activities, although it was also evident that children wanted to have a say on the duration of the training and how the employers could be involved.

Sinaga faced a problem of instability of programme co-ordinators. It appeared that the programme was in its fifth coordinator. This obviously poses a challenge to the programme. The other challenge is leaving girls

who are actually being abused to continue working while observing the principle of the client's self-determination. How, for example can a large number of employers be made to be accountable and friendly to the children? This calls for close monitoring.

3.3.3.11 Conclusions

Sinaga is facing some challenges. Apart from instability of senior staff, the girls being served seem to have a lot to discuss. Some of these are related to abuse they get in their work situations. The six girls interviewed would have liked to live separate to their employers. One of the girls should have been removed from work immediately and sent for thorough medical investigations, and the uncle should have been arrested for sexually assaulting the girl.

However, Sinaga's intervention has very good aspects that are worth noting. To begin with, this is the only project that is dealing with the most invisible form of child labour where children get abused with impunity. The sheer numbers that seek the services at the centre demands that the programme be scaled up to reach other parts of Kenya. This project has ably demonstrated that the invisible employers can be made visible and linked into a system (organization). Although Sinaga have not yet done so, employers have a resource base that should be tapped in the fight against child labour. The group should be made to really understand the vulnerability of the children, as some of the children are far too young to work for others. This group could be truly a force for collaborative efforts to fight the worst form of child labour in Kenya. The employers of these children should be made to realise that many girls end up in prostitution after the abuse they suffer in their places of employment.

The project also has some very good ideas for collaborative efforts. Although ideas may not fit the category of good practice, the plans of this action project could be put in practice. The collaborative efforts could be an excellent strategy for ensuring that projects like Sinaga are sustained. At the moment, Sinaga is referring cases to Federation of Kenya Women Lawyers (FIDA) and other organizations willing to assist.

3.3.3.12 Opportunities

Opportunities exist for replication of the project to other towns in Kenya. The experiences of Sinaga and those of the Peace House could be merged to create practical, but effective programmes to serve children in domestic service and in prostitution. One sees an opportunity for a community based Peace House run and managed predominantly by young Kenyans (youth) but backed by a small but trained staff to offer professional services, which such children need.

The Peace House could be the Rescue Centre where literacy skills and counselling could be offered temporarily. But, as an outlet, one imagines a modern training institute for the girls run by like-minded NGOs and religious organizations. The products made by the girls in these institutions could be marketed through fair trade organisations. Proceedings from these ventures could be fed back into the projects as well as providing revolving funds to graduates who want to set themselves into small businesses. The same funds could support rescued young girls back to formal schools.

The newly created legal NGOs such as Children Legal Action Network (CLAN) and the Child Rights Advisory and Legal Centre (CRADLE) could team up to provide the direly needed legal protection of these girls. There is evidence that a significant number of these girls are currently being sexually abused and exploited by their employers. Already over stretched organizations may not be able to meet the current needs at Sinaga. With statistics revealing that Kenya has more than 1 million AIDS orphans, the services being provided by Sinaga are vital for the future.

4. GOOD PRACTICES: WITHDRAWAL, REHABILITATION AND REINTEGRATION

4.1 Background

Children started appearing on streets of Nairobi in the 1960s. Boys were the first to appear. However, in the 80s and by the time IPEC programme was being introduced in Kenya, a significant number of girls started to be seen in the streets. A study done on street children (ANPPCAN, 1991) revealed that some of the street girls were being sexually exploited as some were found to be suffering from STIs. There were observations that some of the street girls were also involved in prostitution.

The street children study estimated that some 300,000 children were likely to be in the streets as according to the findings this group of children were of school age but were not in school or any training institution. Thus, children living and working on the streets were considered a priority at the time IPEC programme was introduced in Kenya. Children on the streets were working under hazardous situations. For example, some of the children were used for stealing, drug trafficking, sexual exploitation and the like. Yet, this was an informal sector not covered by any known legislation in Kenya.

4.2 Efforts to Address the Problem

One of the strategic objectives of IPEC programme in Kenya was to remove children from work, especially those in the worst forms of child labour and rehabilitate them and/or reintegrate them with their families. This was on short-term basis. The guiding objective for the country programme during the biennium 2000-2001 was to combat the worst forms of child labour, in particular, in domestic service, street work and child prostitution.

Undugu Society of Kenya (Undugu) in July 2000 under IPEC programme in Kenya set to withdraw 800 working children in the streets and provide them with alternatives where 400 of them (240 boys and 160 girls) aged 15 - 18 would be withdrawn and enrolled in non formal technical skills programme. Some 200 children aged 8 - 12 were to be withdrawn and integrated to their families while being supported for formal education. Those equipped with skills (30 boys and 20 girls aged 16 - 18 years) were to be linked with employment opportunities. Undugu was also supposed to provide some 100 parents with credit to start up small businesses. Finally, 800 children were targeted with basic health care services.

By October 2001, Undugu is on record to have withdrawn 100 children from the streets and actually placed them for skill development (66 boys and 34 girls). Some 887 children instead of 800 children had been provided with medical services. Undugu's action programme simply demonstrates how focused the action programmes of IPEC in Kenya have become. It also demonstrates efficiency, where within a short period many children had been served. Undugu Society of Kenya was founded in 1973 and since then, it has been dealing with street children. It has been extended to Kisumu.

4.3 CWSK Intervention

Child Welfare Society of Kenya (CWSK), an NGO with grassroots representation, was one of the beneficiaries of IPEC programme in Kenya since its inception in 1992. CWSK started to implement IPEC programme in 1993 in Bungoma, Mombasa and in Nairobi, where children at-risk were sponsored back to school, some were provided with vocational training, while others, were rescued and reintegrated back to their families after counselling. The society is on record to have conducted a baseline survey on street children in Nairobi in 1994, supported 418 boys and girls in skills development and 544 boys and girls for formal education in the 3 regions it has been operating. CWSK's intervention was selected for the study on good practice.

Having done studies on street children CWSK embarked on an action programme that targeted street children (mainly girls who were victims of prostitution or early marriage) for withdrawal and sponsorship. At that

time, there were hardly any programmes specifically dealing with street girls. The intervention was popularly known as Rescue Peace House. CWSK's intervention was selected as an example of Good Practice.

4.3.1 The Rescue Peace House

The Rescue Centre was to serve as a temporary place of safety for girls identified on the streets. The girls were to be provided with shelter, food, clothing, medical care and counselling. The anticipated stay period was between 3 - 6 weeks, after which, the girls would be resettled with their parents and placed back into formal schools or informal schools or vocational training, according to specific needs of the girls. The intention was to provide the girls with some sort of tranquillity after the traumatic experiences on the streets. It was short term and the idea was innovative. It had the capacity of 20 children.

The objectives of this project were to;

- Intensify education and medical support for street girls
- Enhance the reunification of street working girls with their parents/guardians
- Assess impact of the rehabilitation of street girls and their families
- Establish a network of NGOs dealing with the street girls.

The girls for rescue were identified by social workers employed by CWSK. The 4-team members were trained in the needs of such children and strategically placed in parts of Nairobi where the girls frequented.

Experience has shown that parents and relatives, especially if they are the perpetrators of the crime, tend to interfere with the withdrawal/rehabilitation process. This made CWSK select a centre some 15 kms from the City Centre, to avoid such interferences. This as Mrs. Kamau, the original co-ordinator of IPEC project at CWSK says *"provided the children with the peace they needed.* The project liased with other organizations such as Undugu Society of Kenya and other groups which were dealing with children such as children's officers and Nairobi City Council, as well as informing church groups. Thus, before long, most organizations dealing with children knew about Peace House, as it is better known.

50 children were targeted during the first project period. The centre was manned by a qualified nurse as a matron, housekeeper, social workers and subordinate staff. The co-ordinator of the project visited the centre very regularly and held discussions with staff. Records were kept on each girl including background information. The girls were given counselling individually as well as in groups, according to their choice. As the girls arrived at the centre, they were taken to be checked by a doctor who was providing such services to CWSK. Many times, the doctor provided services on pro bono basis.

As the girls were settling at the centre, their families were contacted *"when they were ready to be provided information and once rapport had been created to avoid giving misinformation."* Often children found in the streets find it hard to divulge some information to individuals working with them. The staff at Peace House were prepared for this. Thus, sometimes it took longer than had been expected. The home situation was assessed in terms of need. The project supported some parents, while others were referred to other agencies for assistance. While at the centre, the girls were taught how to read and write or given refresher literacy classes to prepare them for integration into formal school. According to records, the majority of the children wished to return to school and were enabled to do so.

The programme faced a lot of challenges. To begin with the neighbourhood became suspicious of the girls as they came to learn that they were coming from the streets. The neighbours had to be educated on the objectives of the programme and later became friendly and even came to visit the girls bringing food or fellowship. Thus, the programme opened its doors to the neighbourhood.

The girls took too long to leave the centre and the short-term rescue became long term making the project become expensive. At times, money took too long to be disbursed, as was the experience of other projects. This made the running of the Centre difficult, although some neighbours assisted with basics. This made

CWSK learn a lesson that centres like the Peace House needed proper planning and real linkages created with other partners such as youth volunteers and professional bodies. Thus, going it alone and depending on external source has problems and there must be an in-built safety net from the implementing organization.

4.3.2 Relevancy of the intervention

The CWSK's intervention was very relevant. Kenya started to experience many female children on the streets. Most of these children were exposed to abuse. According to the records of 48 girls at the centre, 75% had STDs and one had AIDS. This demonstrates why this project was needed at the time and in fact is still needed.

The intervention related well to the elimination of CSEC goal. This project supported the parents of some of the girls to embark on IGAs in order to support their families. The majority of the girls were reported to have come from single headed households, the majority of whom were women. Supporting such parents with funds to involve in activities that could generate income was indeed a sure way of preventing other children from these families becoming victims of CSEC.

Although, due to time limit, the study could not interview a beneficiary from this intervention, most girls would have found the project relevant as it did help quite a number of girls. For example, out of 42 girls placed in school after going through the centre, 25 continued in school and completed their primary education. Those who dropped out did so because of their poor home conditions according to the report.

4.3.3 Efficiency

The CWSK's project was quite efficient in its approach. As part of the rescue process, appropriate assessments were made, the first by a doctor. The Centre also had a matron, who was a nurse, who attended to routine health problems. School-age children, who were the majority, were supported to return to school while efforts were made to trace and support their parents to receive them back into their families.

There were also efforts to link the project with other voluntary groups. The voluntary groups, including the neighbours to the Centre, became very useful when funds were delayed.

The children once resettled at home were regularly monitored by the social workers who closely worked with their parents to offer supervision and support to their children.

4.3.4 Effectiveness

- The girl child project met most of its objectives.
- The girls were rescued from the streets, provided with shelter, food, medical care and reintegrated back into their families. There seems to be linkage between this project and the emergence of the Girl Child Network in Kenya, where NGOs with interest to work with girl children came together to start a network.
- This project intended to rescue 50 girls from the streets and in fact rescued 48 girls almost reaching the targeted number within the specified period (1993-1994). Since then, 140 girls have gone through Peace House.
- Neighbours of the Centre who were initially unreceptive were made to be very friendly and supportive to the girls. Hence raising awareness of the problem street girls face.
- Referral network was also established and the girls who needed specialized services were referred to appropriate agencies. The parents of some of the girls were supported to start IGAs as they were preparing to receive their daughters.

4.3.5 Impact

According to reports, 75% of the girls came to the Centre infected with STDs and indeed in poor health. One area where impact was greatest was the health of the girls. Thus, the improvement of the girls' health was immediate. The improved health enabled the girls to go back to their families and continue with their education. Those old enough went for skill development and it is reported that some of the girls provided with vocational

training, especially in hairdressing have employed other girls after being successful. Other girls are working and earn decent living.

The parents reported having seen marked change in their daughters' behaviour and this was attributed to the counselling the girls received. The teachers who had to deal with the girls observed marked discipline among the girls.

CWSK transferred their experiences from Peace House to their other projects in Mombasa and Bungoma where the target groups of children include children from the streets i.e. children in prostitution, those collecting papers for sale, those begging, in domestic service and those forced into child marriages.

Peace House brought strong networking among different organizations leading to the Girl Child Network whose first coordinator was the first Action Programme Manager of CWSK and was the overall in charge of the Peace House.

One of the major impacts of this project is really the reconciliation role it played on bringing children together with their parents. Often street children, especially, the girls ran away from home and joined the streets. Those of age group 14 - 17 years tend to live permanently on the streets and in fact rebel against their parents due to their age and poor relations at home. The project prepared both the children and the parents and united them once more. It helped a large number of the parents to resume their roles and responsibilities. Considering that most girls have an average of 5 siblings, enabling parents to learn parenting will go a long way to stop other children running away from home.

4.3.6 Sustainability

This was the challenging area of this project. The project design did not take this into consideration. But, this was the trend of all projects supported by IPEC at that time, as Kenya was one of the first countries to implement IPEC programmes. The issue of sustainability came much later when the programme was being implemented.

According to the individuals interviewed, the Peace House would still be operational if, for example, youth was involved as volunteers. Also there was need to involve professional bodies and the Girl Child Network in the activities of the Peace House. There are also views that other activities of CWSK, for example the vocational training offered in Mombasa and Bungoma, could have enriched the activities of the Centre.

It was observed that collaborative efforts are now more practised in Kenya compared to the time when the idea of the Peace House was being considered. These collaborative efforts could be used to revitalize the Peace House concept, which is really needed in Kenya, even more so now due the rise in numbers of children in CSEC.

4.3.7 Ethical soundness

Because of the sensitivity that surrounds children in distress, CWSK was very cautious from the onset with the Peace House. To ensure confidentiality and professional support the girls required, the staff to work with the girls were prepared. Recruitment was also done with this in mind and the Centre engaged the services of 4 trained social workers, a senior nurse and a trained housekeeper who was a nutritionist. The staff met regularly with their supervisor to remind them of the children they were dealing with.

The girls themselves were given opportunity to decide when they were ready to be interviewed by the social workers. Before joining the Centre, the girls were given an option of doing so. The girls were fully involved in making decisions while at the Centre as records indicate. Above all, they were prepared well before being resettled with their families. These included arranging visits with their parents.

4.3.8 Conclusion

- This project has elements of good practice that are useful to pass on. It was noble and creative

as it anticipated the need of abused children to find a place where they can be alone and reflect, and go through the healing process.

- It was worthwhile because it provided these children with the medical care (treatment for STIs etc) they needed, a rare commodity in the streets.
- It was quite effective and efficient. Trained social workers were there to have initial contact with the girls whom they handled with the professionalism they deserved. Referrals were made and children returned to school after being united with their families.
- The project stood a chance to be replicated or scaled up, but it lacked documentation. Documentation could have marketed the Peace House and would have ensured replication. Unfortunately, many projects in Kenya remain at the pilot stage, the major reasons being lack of documentation and dependency on external sources (Bwibo et al, 2001).
- The project was most relevant, but was not designed with sustainability in mind. However, there are elements of Peace House that are very good and can benefit CSEC if replicated. The records show that improving the health of the girls, providing them with help and counselling, many rescued girls were able to go back to school and complete their education. And when the parents were provided with a few funds, most of them were able to engage in IGAs, which helped them support their children.
- The girls equipped with skills were able to create jobs for themselves while some even became employers. These are good practices, which ought to be documented and widely shared with intention of replication and scaling up.

4.4 Potential agencies for fighting CSEC in Kenya supported by other organizations

During the workshop, a large number of organizations were identified as potential agencies with interventions that could be considered good practice to fight CSEC in the country. Since most agencies named operate in Nairobi, it was decided that the few, which operate in other towns, be visited for an assessment. Consequently Pandipieri Street Children Programme in Kisumu and SOLWODI in Mombasa were visited and assessed. The interventions of the two organizations were reviewed as those with good practices for withdrawal, rehabilitation and reintegration of CSEC.

4.4.1 Pandipieri Street Children Programme

Pandipieri Street Children Programme (Pandpieri) is one of the programmes of Kisumu Urban Apostolate Team, which is based at Pandipieri Catholic Centre in Kisumu. The programme that targets street children was initiated in 1980. It has 3 centres for street children namely, reception centre (Nyalenda), rehabilitation centre (Pandipieri) and a half-way house (Bala). On the day of the visit, the reception centre had about 15 children all boys, but it has the capacity for 30 boys and 10 girls. The average stay is 1-4 months, after which, the children move to the rehabilitation centre based at Pandipieri.

The rehabilitation centre on the day of the visit had 25 ex-street children (all boys) and 60 children from poor homes in the neighbourhood. The rehabilitation centre has no facility for girls to stay. Hence, the only girls at the centre were from the neighbourhood. The half-way house (Bala) had only 4 children, all male, on technical training.

The children who come to join the programme are identified through street work which is done during the day by a staff member (a man with some experience but no basic training). The street worker, together with a volunteer and any other staff available, also conduct street work one night a week. The worker also visits Children's Remand Home to find out whether there is a child to be escorted home. The children are given information about the programme and are left to decide to join the centre at their convenient time. After joining the centre, the children are exposed to the activities provided and are helped to change their perceptions regarding street life and decide how the programme could assist them. Home visits are made and children are

united with their families if the home environment is found suitable. If not, the parents are helped towards resuming their roles while the child is kept at the centre.

The programme deals with many cases of domestic child workers where they rescue girls and keep them at the reception centre while ensuring that the employers pay the girls their dues and the girls are later united with their parents, where, awareness of abuse in domestic services is raised.

The programme is also dealing with many cases of children orphaned because of HIV/AIDS. Many children were reported to come from rural communities e.g. homes near the beaches that have been affected by HIV/AIDS. The other children come from communities with high incidents of incest and the children are considered taboo children e.g. Luanda in Bunyore, a densely populated community.

At the reception centre, it was apparent that a significant number of the children were coming from the slum communities in the town. This was reflected in the way they spoke the language and their appearance. Given the level of education and inadequate training, the staff dealing with these children may be faced with a problem of proper assessment of the children. Hence, the generalisation of where the children come from. This is also supported by the observation that the reception centre is too far and hidden from the streets where the children live and accessing it by rural children would be next to impossible, unless the children are taken there!

The programme provides non-formal education and skills training to the children which is structured into 5 phases.

- Phase I : primary education 0 - standard 3.
- Phase II: standard 3 – 5
- Phase III standard 5 – 6/7.
- Phase IV prepares the children for vocational training which includes carpentry, masonry, cookery and tailoring and creative art.
- Phase V includes training on the selected areas of interest among what is offered. During this time, the child moves to the half-way house. The type of training determines the duration the child stays in the vocational programme, which may range from 1-2 years.

The programme is on record to have served over 1,000 children from the streets since its inception. With its preventive programme targeting children from poor families in slums of Kisumu, the programme has served very many children from the slums.

The programme now chairs a sub-committee of DCAC, Kisumu on children in prostitution. The sub-committee that consists of Undugu Society of Kenya and Children's Department has held two planning meetings reviewing a programme which they jointly did in 2001 on CSEC which did not run well as the girls that were taken to Teenage Mothers' Association of Kenya (TEMAK) dropped out, while some girls declined the offer.

4.4.1.1 Relevancy of the intervention

Although, Pandipieri has not been dealing with CSEC and their attempts with Children's Department and Undugu Society of Kenya (based in Kisumu) is being reviewed by the concerned, this programme is very relevant considering that it deals with children from the streets, where CSEC is reported to be rampant. Besides, many groups refer to the programme cases of domestic child workers, whom they rescue and reintegrate with parents. Above all, the centre has space where children rescued from prostitution could be accommodated. The programme regularly visits Children's Remand Homes where children in prostitution are taken after arrests by police.

4.4.1.2 Efficiency

The staff working in this programme appear very efficient, despite, the fact that some are not trained. Because of meetings held among staff on weekly basis and those held between staff and the children, the staff get

frequent feedback and help each other. This has created a lot of order and every one talked to knew what everyone was doing. It was very impressive to find that a teacher at the reception centre was quite aware of what was happening at the rehabilitation centre and vice versa. They were very accurate on the figures of children being served and what they were doing with the children at each phase. The work plans were visible both at the reception and rehabilitation centres for all to read what was taking place on weekly (reception centre) and monthly basis (rehabilitation centre). Suffice it to say, the system was working very well.

4.4.1.3 Effectiveness

The number of children being served was very impressive too. They have used their opportunity of visiting homes to collect very good information on parents and the children. For example, they have collated this information to identify the reasons why children leave home, where children get support and the individuals children have problems with. This will provide vital information on street children when completed.

Perhaps, the most effective part of this programme is how it manages to reintegrate children into their families. The majority of the children who come to the rescue centre are reunited with their families, where schools are contacted to have the children in school, with the programme providing the basics (books and uniforms). This is done on condition that the school agrees to continue allowing the child attend school without paying any fee! Currently, the programme has 35 such children in primary school, 4 in secondary school and 4 in boarding school (the 4 have no parent and the programme has no option, but pay for their fees).

4.4.1.4 Impact

The programme has provided opportunities for street children, where some children have been sent to formal schools, while a large number of the children have been taken through non-formal education which leads to vocational training. The programme staff also visit the children's remand home, where they are able to remove children who have been in domestic service and reintegrate them with their families after providing them with counselling. By allowing a large number of children from poor families in the neighbourhood to join their non-formal education programme, the intervention has prevented many children from going into the streets.

4.4.1.5 Sustainability

At the moment, the programme is being funded through a donor. But Kisumu Urban Apostolate Team runs quite a number of IGAs to support its programmes, one of which is Pandipieri Street Children Programme. Attempts are also made to approach local firms to contribute for specific activities or events. The programme also runs the centres, especially, the hostels very cheaply. The children sleep on the floor with very basic bedding. The meals provided are also basic. The children use one room for sleeping, eating and games at the rehabilitation centre. The situation is not different at the reception centre. All this is done to cut costs.

4.4.1.6 Ethical Soundness

The children are not forced to the centres. They are also free to leave the centres and go back to the streets e.g. *"you have come here what can I do for you."* The children are free to express their views in the weekly meetings. The programme provided to the children is discussed with them individually. The principle of self-determination seems to operate at every level from identification on the streets during rehabilitation and on vocational training. However, denying the children moderate living standard in the name of *"providing them with situations similar to where they come from"* is really an ethical issue for this programme.

4.4.1.7 Participation

There is real consultation between the children and staff. At the reception centre, the children are very free with the teacher/house father. At the rehabilitation centre, doors are left open without any fear of the children stealing. This was also true at the reception centre. All decisions affecting the children are made with them and this was visible. The effectiveness of this approach depends largely on the skills of the staff involved.

4.4.1.9 Challenges

Although, this programme had elements of good practice, there were equally unresolved issues. To begin with, the staff felt that CSEC is a special problem, and that these children may not want to use their services. They reported visiting bars where they tried to talk to the girls without much success. As one of the staff said *“coming to such a programme as ours means a loss of income to many child prostitutes. Currently, the girls we are helping are those living with their parents and perhaps feeling that they have made a mistake of getting pregnant, they become serious and want to learn tailoring for future. This cannot be the case with girls in commercial sex work.”*

Most children in prostitution were reported to be living alone and have children to attend to. This also challenges the training being offered which takes long periods as the girls need money to support their children and pay rent, the money, which the programme does not have.

There was a collaborative attempt to rehabilitate children in prostitution, but police used to arrest the girls and the perpetrators. The girls were taken to the Remand Home, while the perpetrators were arraigned in courts where they were fined. With the Children's Act, the Programme Coordinator of this programme thinks that the perpetrators should go in for more years. She still thinks using the police is the best strategy. This brings in the issue of the capacity of staff to deal with such cases. Allowing police to have access to the girls is a real challenge on strategy being used as it erodes the trust required to work with such girls.

The other challenge is the type of vocational training being given to street children in the programme. They are not only the traditional type with very little concern of their marketability, but they also take too long for children in prostitution that may need resources immediately.

The living conditions at the centres are too basic and border on exploitation of the poor situation of the children. It simply confirms to the children that they are poor and do not need better places. Extreme denial is being justified i.e. what is being provided should not be different from where the children come from. The accommodation provided by the programme is too demeaning and can impact on children negatively, especially on their self-esteem.

4.4.1.10 Conclusion

There is no doubt that Pandipieri Street Children Programme is providing services to children who have been into the streets. Together with other organizations, there are plans to start addressing CSEC. However, there is a need for this group to be provided with knowledge and skills on children in prostitution, especially considering that the bulk of staff are not trained. The programme officer demonstrated this when he confessed that the programme does not find trained teachers useful and all the teachers in the programme are untrained.

Using police to remove the girls from bars, may not be in the best interest of the children. This once more, simply, demonstrates the need for skills development of this team, if the team is to benefit children in prostitution.

4.4.2 Solidarity with Women in Distress (SOLWODI)

SOLWODI was founded in 1985 in Mombasa, Kenya by Sr. Lea Ackermann. At that time it targeted women who were in commercial sex work. However, in 1997 it was registered as an NGO and targeted 3 groups of women namely; those in full time commercial sex work aged 15 - 45 years, high risk groups i.e. young girls aged 15 - 25 years; and barmaids aged 15 - 45 years and not necessarily CSWS. Funding is from GTZ with some support from SOLWODI e.v. Germany.

The objectives are:

- To facilitate and provide guidance and counselling to the target group
- To create awareness of social, health and economic issues to the target group

- To initiate, co-ordinate and facilitate networking geared towards utilizing available resources in other organizations and institutions in order to assist the target group
- To facilitate and enhance the process of assisting the target group towards seeking alternative means of economic self-reliance.

Activities at SOLWODI involve meeting and registering clients (intake); counselling and advice; skills training (soap making, tie & dye); vocational training on tailoring and hairdressing; business training, assessment and follow up; provision of loans and school fees; street work; open day meetings where staff and clients meet to discuss progress; home visits; leadership training; creating awareness; adult literacy; organizing recreation through formation of a choir and reintegration of stranded girls with their families.

SOLWODI has reached 450 clients both in Mombasa and Malindi, according to records and 80% of this have been assisted effectively. It has also provided loans to 85 clients and 50 clients have gone through vocational training which include dressmaking, hairdressing, embroidery, baking, catering and computer studies. 60% have completed and 40% are using the skills to earn a living (SOLWODI Report, Nov. 2001). Meetings used to be conducted on a weekly basis, but this has been changed to once a month. Street work is done twice a week from 5-6 p.m. There are 6 support groups in Mombasa and 4 in Malindi. 35 peer educators have been trained. SOLWODI collaborates with other organizations where clients are referred for treatment, medical checks (those making food), legal advice and drug abuse problems.

4.4.2.1 Challenges

The programme faces many challenges which range from having to deal with clients who are very poor and need financial support for their children, to cases of HIV/AIDS and low self esteem among the clients. There is also a problem of dependency syndrome as many clients saw SOLWODI as a place to solve all their problems (Evaluation Report, Dec. 2001). There is also a problem of resources to serve the clients effectively. Then there are the negative perceptions regarding the clients and SOLWODI itself due to social stigma associated with the trade. The diverse needs of the clients makes it difficult for SOLWODI to meet all the needs of these clients.

4.4.2.2 Monitoring

SOLWODI monitors its activities through home visits, reports provided by the trainers or those being equipped with skills and sometimes through open meetings which are currently being conducted on monthly basis. It also conducts an evaluation meeting every six months.

4.4.2.3 Substantial Changes and Adjustments

SOLWODI began by dealing only with CSWs. Later it changed to include groups at risk of getting into CSW e.g. young persons and women working in bars. When they realised that many young people are in prostitution they changed the target age group to 8-35 years. It has also developed a strategic plan, which moves its activities from welfare to empowerment.

4.4.2.4 Relevancy of the Intervention

SOLWODI deals with women in commercial work. The majority of these women are young, and children constitute about 30%. Most young women started commercial work when they were below age 18. As such, the programme is most relevant.

4.4.2.5 Efficiency

The programme is very efficient. Almost all the clients who join the programme have been assessed and have been put into some sort of skill development. Those who have been trained have been given tools to start IGAs and are actually using their skills.

The few staff (6 and one volunteer) at SOLWODI do more than one job. For example, the social worker doubles for financial administration and is now under going training in accounts. She has also acquired skills

in business administration. The driver who monitors the programme is now taking training in social work through correspondence. All this is done to improve efficiency while minimizing costs of employing many staff.

Those who have gone through training are given a course at SOLWODI on behavioural change to ensure that clients do not go back to commercial work. The children whose mothers are in prostitution and have joined the trade are also trained to ensure that the family is strengthened. It was very rewarding to find a mother and a daughter truly transformed from commercial work to business entrepreneurs. The mother is trading in fruit, while the daughter is a hairdresser, pooling their resources to feed a family of nine persons. Both had been to behavioural change group and have joined a support group. The duo still send money home to the grandmother who takes care of the first born of this family who also has 2 children of her own.

The dates set for meetings both at the centre and among the group members are adhered to, making the clients appreciate meeting deadlines with whatever they do.

4.4.2.6 Effectiveness

- So far, SOLWODI has provided services to 450 women since 1997. Currently, there are some 200 women and girls in their programme. It has given 85 women loans to conduct businesses and enabled 50 of them to receive vocational training.
- In Malindi, 90 women have been served (part of the 450), with 55 women coming to the centre regularly. Meetings are conducted weekly. The programme has managed to make women and children in prostitution reduce their partners, thus reducing their chances of being infected with HIV/AIDS or spreading the same.
- The programme has also managed to link women with other programmes where they also get help. For example, they are helped to get medical services at Marie Stopes and Ganjoni clinic as well as the district hospital in Mombasa and Malindi.
- Children of some of the women have also been provided with school fees, making these children have access to education. In situations where the situation is desperate, the programme has given them limited financial assistance.

4.4.2.7 Impact

The programme has impacted on many families. Both women and girls have been provided with vocational training on tailoring, hairdressing and provided with tools to start businesses. Others are given training on how to start IGAs and assisted with small funds to start off. At the time of visits, 6 girls were interviewed and were being trained in hairdressing, one girl had graduated and was running her own business.

The women visited highly appreciated SOLWODI e.g. *"SOLWODI imenitoa kutoka kwa uasherati" (without SOLWODI I would have died long ago with AIDS)* According to the girls taking hairdressing, SOLWODI stopped them from ruining their future as one stated, *"without SOLWODI I do not know where I would be."* One mother had this to say, *"although my children are not in school, they eat and as you can see they are healthy."* For sure the children looked well fed and were happy. Thanks to SOLWODI! It was apparent that the vocational training, the loans and counselling had benefited the women. One woman who had been trained in tailoring for 2 years was doing very well and moved from living with her parents into her own house (one room very well kept). She was the treasurer of her group, which has been registered by the government.

4.4.2.8 Sustainability

At the moment, SOLWODI gets funding from GTZ, but through strategic planning, the programme has built in activities for sustainability. This includes starting their own training on computer, hairdressing, tailoring, baking and cooking. The programme has the facilities that could be used to do this. It also hopes to hire the skills of its graduates. What the programme needs is the initial capital.

4.4.2.9 Ethical Soundness

The atmosphere at SOLWODI is very cordial and welcoming. Efforts are made to make staff understand that they are working with a special group of clients that need understanding and respect. The clients are accepted for what they are. The driver/social worker who drove me to the programme activity sites demonstrated that the clients are introduced with the respect they deserved. After the introductions, I was left to conduct my interviews. Because of the understanding and the respect, it did not take long before the groups opened up to me and revealed their backgrounds, revealing that they themselves had been in commercial sex work.

The clients coming for the services at SOLWODI are referred by different groups including those who have gone through the programme. When they reach the centre, they are interviewed, and given the option to join the programme. The clients make their own decisions to join and choose their option for vocational training. The clients are counselled to enhance their self esteem which in turn helps them to make informal decisions. There is no condemnation of behaviour and they are not even told to leave their trade! The counselling process helps the clients to discover the alternatives of addressing their issues. In short, the above demonstrates that ethical issues are attended to.

4.4.2.10 Participation

Staff at SOLWODI meet with clients at least once a month to review activities and address problems. But, participation seems to be more among staff members than between the *programme and the girls*. For example, the girls' response to a question like *"what would you like to tell SOLWODI after these discussions or what would you like to ask me."* suggested that the girls may not have the time or opportunity to address their issues during the month: *"we would like to have a drier, a blow drier and some capital when we complete the study, we should be visited more frequently... this year nobody has come and some of us come from very poor homes we need some small support for transport etc."*

4.4.2.11 Challenges

While the idea of "one staff several jobs" is indeed economical and noble, it may have limitations, so that family background is not investigated as fully as it should be, leading to inappropriate placements. With appropriate capacity (even with the principle of self-determination), girls could be helped into group living while receiving training and counselling. A mother of 4 who was earning a decent living from the training she had received in tailoring was obliged to leave her 4 children with her ageing parents. She lives alone, still possibly going on with her trade. When asked about her children she retorted *"two are being supported by their father but live with my parents and two are also with my parents and whatever I get I send to my parents to help them."* She had no intention of bringing the children to live with her. This suggests she is not taking full responsibility, and instead expects her old parents to shoulder the responsibility of upbringing her children, so long as she sends money!

The health status of the clients also presents a challenge. While the majority interviewed appeared happy and healthy, three girls appeared unwell. One girl whose behaviour had been changed seemed to have tuberculosis with nobody realizing. She was living in one room with her mother and other siblings. She reported to have given birth to a baby who died shortly after birth. The possibility of infecting other members of the family with tuberculosis is a risk. Yet, the health aspect of the clients is not really an issue in the programme unless they themselves request and are referred for free medical care.

Thus, lack of staff capacity seems to be limiting the effectiveness of the project. With staff members doing almost everything, it is really easy to miss the obvious.

The strategy of placing teenage girls who have been in prostitution in a male salon whose proprietor and the workers are young and hence youthful is risky, especially if monitoring and follow up is restricted to reports coming from the owners of the salons and once a month meetings.

The content of what is offered to the girls, the level and language being used also poses a challenge. As I was waiting for the interviews in one salon, the proprietor was giving the lectures. The concepts being used to train the girls who were supposed to take a full course on cosmetology for 8 months, were too advanced for them. The education level of the girls ranged between standard 7 to form II. The girls had been there for one month and one week and the instructor was complaining of poor attendance and the girls not dressing well for training! This group was more comfortable speaking in Kiswahili than English. Yet the lecture was in English using terminologies fit for university students.

4.4.2.12 Conclusion

SOLWODI is dealing with women in commercial sex work including CSEC. It has strengths, which illustrate good practice interventions. The staff at SOLWODI are trained in different fields and are still getting training through distance education. One important area of this training is social work.

The skills provided to the women and children are being used and this has improved the lives of women in CSW. With capacity building, SOLWODI, stands a chance to fight CSEC in Kenya. The programme can be replicated or scaled up in other towns in the country.

5. GOOD PRACTICES: CAPACITY BUILDING AND NETWORKING

Since inception of IPEC programme in Kenya, capacity building of different groups was identified as one of the priority areas of activities. For example, if children had to be removed from hazardous working conditions, there was need to improve the skills of labour inspectors and groups dealing with children in the districts as children officers. As such, programmes were mounted in Ministries of Labour and Home Affairs with capacity building in consideration.

5.1 Ministry of Labour

This Ministry coordinates all the activities of IPEC. They have constituted a multisectoral National Steering Committee on child labour and established a Division of Child Labour with 8 staff. The Ministry has been very good in building alliances both with its usual social partners (workers and employers unions), line Ministries namely Education, Home Affairs, Information, Attorney General's Chambers, Local Government (Nairobi City Council), NGOs, and UN agencies such as UNICEF and ILO with whom it has a Memorandum of Understanding on IPEC.

At the Ministry of Labour, labour inspectors and occupational health and safety services staff were trained on hazardous child labour and this led to the development of a training manual. Consequently, 104 labour inspectors were trained and were sensitized of child labour problems in Kenya. Similarly, 65 occupational health and safety officers were trained on the hazards faced by working children in different settings.

5.2 Ministry of Home Affairs, Heritage and Sport

This Ministry hosts the Department of Children's Services (DCS) which is responsible for the children services in the Republic, and has the mandate to ensure that the recently enacted Children's Act is implemented. The Ministry, through the Department, is a member of the National Steering Committee on child labour. At the time of this study, the Ministry was in the process of constituting a National Council on Children where Ministry of Labour is already assured membership by the Act itself. Both Ministries are decentralised and have offices on ground throughout the country

Through the DCS, members of District Children's Advisory Committees were sensitized and trained. The Department also trained KNUT officials in child labour problems. The Department extended training activities to its children officers. The knowledge acquired has enabled children officers to address child labour issues in the districts where they work.

DCS have developed a training manual on child labour, which has been shared with its partners, and also a directory of organizations working in the area of children and disseminated. The Department has further developed a Case Register, which is currently being used by its officers in all the districts to collect information on child labour.

Perhaps the most important aspect of the Department regarding capacity building has been the development of a data bank at its head office. While the data bank also included information on children in need of special protection, information on sexual exploitation of children is given a priority since many cases in this category are being reported to the Crisis Desk, which the Department has initiated. Because of this, the Department has mainstreamed some of these activities into its Budgetary System. According to the interview, a budget line has been established to target child abuse and those in CSEC.

Because of awareness that has been raised through IPEC project, many people are now reporting cases of abuse to the Department. The Department reported receiving many cases of sexual exploitation of

children by their employers and of recent cases of homosexuality has started to be referred. There are cases of early marriage and abuse of children in police stations as well. The Department is planning a stakeholders meeting to discuss how to manage the data bank.

The Department feels the IPEC programme has enhanced networking among different organizations. It has also made the officers from the Department working in the rural area make child labour their issue. However, there was concern that the National Policy on Child Labour has taken rather long although the Children's Act has been enacted and one can use it to address child labour in the country.

While, individuals interviewed reported that ILO/IPEC brought different organizations together, the linkages created between action programmes need strengthening. The area of concern is information sharing among the programmes. Currently, there seems to be less effort towards sharing of experiences. This is made worse by the fact that documentation aspect of this programme still needs to be enhanced. Thus, there is a need to revisit on strategies on how to sustain the already created linkages at national level to enhance networking.

6. CONCLUSIONS

The study team sat in Dar es Salaam and developed some characteristics of what is considered good practices. While it was not possible to find all these characteristics in one action programme, it was amazing to find that almost all the action programmes reflect some elements of good practice.

The study found opportunities of events taking place in the country that could be used to fight CSEC effectively. For example, the Children's Act has just been enacted and the process of constituting a National Council on Children to implement the Act was going on. A Task Force is reviewing labour laws including those of children in the country; Education Act is also being reviewed; the government has ratified Convention 138 and 182 and above all Kenya's Constitution is being reviewed. PRSP is also being implemented in the country. All these are opportunities worth tapping to fight CSEC.

Since the inception of ILO/IPEC programme in Kenya, a lot of activities to combat child labour have taken place. This is supported by the finding that 75 Action Programmes have been implemented in the country. Currently, 8 Action Programmes are being implemented and are still in their formative stages.

The programmes looked at (this was not an evaluation) demonstrating some success illustrated by the number of children that have benefitted from the programmes. The activities of these programmes have impacted in the lives of intended groups. During the National Workshop, a large number of organizations were identified as possible organizations with good practices that could join others in fighting CSEC in the country. Some of these organizations need to be further reviewed or assessed in case they are to be supported for programmes on CSEC.

However, it is apparent that good practice interventions are in plenty in Kenya as summarized below:

6.1 Policy making and advocacy

Ministry of Labour's process on formulating child labour policy, impacted on many people. The process, which was inclusive and participatory, targeting and involving many stakeholders, enhanced awareness on child labour in the country. The process also enhanced ownership within the Ministry itself and was a good example to others. This has led to mainstreaming child labour within the activities of the Ministry leading to sustainability. The inclusiveness of the process made child labour become other organizations' business as well. And with a division on child labour established in the Ministry, the policy is actually being implemented while awaiting presentation to the cabinet.

Considering that most policies are imposed in Kenya, the process used by Ministry of Labour needs to be marketed while addressing the challenges raised and attended to.

6.2 Awareness raising

Several interventions have been reviewed using their reports as well as visiting some of them. The following were identified as having good practice interventions:

- **Kenya Broadcasting Corporation intervention** is very strong on broad-based advocacy activities. Its strategy of using the radio is very effective. It also used the Television. The Radio covers 98% of the country while the Television is reported to cover 70% of the country. Its potential for scaling up the advocacy activities is enormous. It has a lot of potential that is currently being underutilized.
- **The intervention of Association of Media Women in Kenya** uses print media to highlight issues and has covered CSEC in local newspaper, sensitising both the clients and the public at large. This intervention can be scaled up.
- **ANPPCAN's intervention** is strong on community based awareness raising, where the created district teams are involved in awareness raising activities.
- **KBC and ANPPCAN interventions** use drama as a strategy of raising awareness. ANPPCAN has gone further through its child rights project and incorporated its awareness activities into music and drama

festivals from community to national level. These strategies can be replicated or scaled up.

- *Children's cabinet* has the potential of raising awareness and advocating for policy changes.

6.3 Direct Action for Prevention

ANPPCAN and Sinaga provide good practice intervention.

- *ANPPCAN's* intervention targets children at risk of dropping out of school at primary level. Communities are mobilised to keep their children in school through initiating IGAs in schools. This is done through forming child labour committees which work with teachers, children, parents and school management committee to ensure the success of the IGAs. Income from the IGAs are used to keep children with economic challenges in school. The child labour committees are trained and empowered to raise awareness on child labour in the districts. This intervention has been expanded and is operating in 9 districts. The intervention can be replicated as much as possible to benefit many schools in Kenya
- *Sinaga's intervention* targets domestic child workers. The only project in Kenya that directly deals with such children. The intervention provides basic literacy, vocational training and empowers the children to leave exploitative situations after training. It actually prevents domestic child workers getting into prostitution. This programme can be expanded or scaled up. But there is need to build the capacity of staff. It has a potential of involving the employers of the children and providing protection to such children as well.



Ex-child workers performing against Child labour

6.4 Withdrawal, Rehabilitation and Reintegration

- *Child Welfare Society of Kenya* offers good practice, where the girls who have run away from home are not only reunited with their families, but are first provided with a place of tranquillity i.e., the Peace House, where attention is paid to their physical, mental and social well being. The girls are provided with skills on temporary basis, when plans are being made for long term rehabilitation. It also brought strong networks among different children's organizations leading to the Girl Child Network. The project scored high for the reconciliatory role it played in bringing children together with their parents. This intervention can be replicated making it more community based. These efforts could be linked to intervention of Sinaga to truly provide children with temporary shelter when plans are being made for the next step.
- *Pandipieri's intervention* of keeping children at the rescue and rehabilitation centres for shortest possible period is worth replicating with other programmes. But, there is need to ascertain further whether this is due to the rather harsh living arrangements at both centres or the effectiveness of this intervention. The inclusion of staff in the activities of this programme is also worth emulating. Through regular meetings the few staff are able to complement each other very well, although there are training needs.
- *SOLWODI* is the only programme that deals with commercial sexual exploitation of children. The programme covers adults, but there are also many young women and children below age 18. SOLWODI is providing very good vocational training to its clients by attaching them to well run businesses in the city

of Mombasa. It has facilities that can be used for sustainability. It can be scaled up with capacity building in mind. It needs some staff with specialized training to truly empower its clientele effectively. Its flexible approach in using staff could be a good practice for programmes dealing with awareness raising and prevention at large.

- **Undugu Society of Kenya** has been in the field of withdrawal and rehabilitation for a long time in Kenya, specifically dealing with street children in Nairobi and has extended to Kisumu. Its activities are urban based. It now has a programme that specifically deals with girls from the streets who are kept in a centre far from the city centre. The girls are provided with opportunity for both formal and non formal education. However, the programme reviewed was the one supported with IPEC. The reports show major impact of this intervention. For example, within a year, Undugu had withdrawn 100 children from the streets (66 boys and 34 girls) and placed them for skills development. It has provided 887 children with medical services during the period. It has empowered some 100 parents with credit to start small businesses. Thus, the need to scale this programme to benefit many children in other parts of the country. Undugu has a lot of experience on street work and other programmes could benefit from the experiences gained and skills acquired over the years of street work.

6.5 Cross cutting issues

6.5.1 Capacity building

- **Ministries of Labour and Home Affairs** demonstrated good practice in this area. Both Ministries targetted their employees with capacity building. Ministry of Home Affairs went ahead and even trained other partners like KNUT staff. Both have gone ahead and produced manuals and training guidelines on child labour for their staff. Ministry of Home Affairs through Department of Children Services had produced a directory of organizations dealing with children, including child labour. The department has also produced a case register book to be used by its officers to collect information on children reporting for assistance. It is in the process of developing a databank which will also include CSEC. Through a Coalition on Child Rights and Child Protection, the Department has established a Crisis Desk where cases of special needs are being reported. All these are good practices that can be scaled up throughout the country as well as being replicated by other groups.
- During group discussions at the National Workshop, the activities of the **Coalition of Child Protection and Child Rights** emerged. The Coalition that is being co-ordinated by ANPPCAN has been training DCACs throughout the country where child abuse and sexual exploitation of children has featured predominantly. The Coalition has trained professionals and is currently working with Ministry of Education to incorporate issues of abuse and exploitation of children in primary school curriculum. The Coalition also runs Crisis Desks in 4 participating organizations. All these are opportunities for fighting CSEC, good practice notwithstanding.

6.5.2 Monitoring and Evaluation

Almost all programmes reviewed had some elements of monitoring. Common methods include visiting programmes, provision of progress reports; some have guidelines which are sent to the field. However, **Pandipieri** and **SOLWODI** excel on this. The staff involved meet on weekly basis and staff also meet with clients. **Sinaga** also meets with employers of the children. **ANPPCAN** holds frequent meetings with the Child Labour Committees and the committee also conducts meetings with school management teams.

It is really good practice to meet with those being served to evaluate or review activities and these practices should be deliberately replicated.

6.5.3 Networking and Alliance Building

The NGOs were rated high on this at the National Workshop on CSEC . However, **Ministry of Labour** has

good practice in networking and alliance building where different stakeholders are brought in to address an issue e.g. National Steering Committee and other efforts as the Task Force on Labour Laws. **Ministry of Home Affairs** through **Department of Children's Services** has created the DCACs and the National Council of Children.

Some NGOs e.g. **ANPPCAN** have created a Coalition on Child Protection. The Coalition is now working in referral and protection system for the country. All these were considered good practice interventions.

6.5.4 Resource Mobilization

Once more, **Ministries of Labour** and **Home Affairs** have set the pace by mainstreaming some of their interventions into their budgeting systems. The mainstreaming enabled some of the NGOs participating in IPEC programmes to start seeking support of their activities from other donors or groups!

6.5.5 Research

Population and Health Development in Africa was identified at the workshop to have the potential for research on CSEC.

6.5.6.Challenges

This study found major gaps that will have to be addressed to further enrich the identified good practices. Top on the list is the instability of staff involved in Action Programmes. This interferes with the flow of the process and hinders progress. This is already impacting on some programmes negatively. For example, the child labour policy document has remained in draft form for an unacceptable period. Thus the need for structures to be put in place to ensure institutional memory. This will also eliminate the tendency to personalize institutional issues.

Very few Action Programmes are documented with information sharing in mind. There seems to have been no effort to do this. Evaluations seem to have been done, but no feed back given to those concerned. This is a real challenge, as many action programmes seem to have had very good practices, which could benefit others.

Initially, most of these programmes were initiated without any consideration of sustainability but this has changed and the current projects have this in place. Networking and alliance building that was emphasized in the early years and when Convention 182 was being formulated, has actually diminished and will require resuscitation in the future. The quest for having opportunity to come together to address pertinent issues as child labour including CSEC, was demonstrated by the turnover of the last workshop, where a participation of 30 - 35 participants were planned, but over 60 persons attended and stayed on for 2 days.

The merits of keeping children from income-poor families on programmes for so long is a major concern that needs addressing. The prolonged period only adds stress to the children. Vocational training given to children needs reviewing with job opportunities in mind. It does not need much effort to see that a school drop out with weak literacy skills, may not benefit from a prolonged course in typing and computer training for secretarial services. It will be worth the investment (money and time) redesigning appropriate and marketable training courses for these children.

Some of the interventions seem to advance the theory that if one is income-poor, then one deserves a poor environment. The challenge of providing the children with services that do not border exploitation or denial in the name of **"not deviating from their home environment."** One wonders what subjecting children to such squalid and demeaning conditions could do to the children's self esteem as adults.

The greatest challenge however, especially for those implemented by NGOs, lies in staff capacity. A significant number of staff were secondary school graduates with short course training. Some of the staff had even done their courses through correspondence.

To avoid duplication of efforts, it is important that these programmes are helped to come together and map out how they can harmonize their activities and serve the children better.

References

- Abagi, O.** (1997): Status of Education in Kenya: Indicators for Planning and Policy Formulation, IPAR Special Report, Nairobi, Kenya
- ANPPCAN** (1991): A Report to Attorney General's Office on Street Children in Kenya, Nairobi
- ANPPCAN/UNICEF** (2001): A Situational Analysis of Sexual Exploitation of Children in Eastern and Southern Africa, Nairobi, ANPPCAN Regional Office
- Bwibo, N. O. and P. Onyango,** (1987): Final Report to WHO on Child Labour and Health Research, University of Nairobi, Kenya
- Bwibo, N.O, Onyango, P., Masiga, E. and Wachira, S.** (2001): Enhancing Health Knowledge and Learning in Primary Schools in Kenya. Report submitted to Rockefeller Foundation, Nairobi, Kenya
- Child Welfare Society of Kenya** (1989): An Exploratory Research on Child Exploitation in Kenya. In Association with Capital Guardians Associates and Redd Barna, Norway
- Child Welfare Society of Kenya** (2001): Rehabilitation of the Street Working Children, Nairobi, Kenya
- Chissim, F.** (1996): An Exploratory and Descriptive Research on Child Prostitution and Tourism in Kenya, ECPAT UK, London
- ECPIK** (1997): Report on the Workshop of the End Child Prostitution in Kenya, Nairobi, Kenya
- ECPAT** International (2001): Looking Back, Thinking Forward: The Fourth Report on the Implementation of the Agenda for Action Adopted at the First World Congress Against CSEC in Stockholm, Sweden, Bangkok, Thailand
- ECPAT** International (2001): Five Years after Stockholm, The Fifth Report on the Implementation of the Agenda Bangkok, Thailand
- GOK** (2001) : The 1998/1999 Child Labour Report, Central Bureau of Statistics, Nairobi, Kenya
- GOK** (2001): Children's Act
- GOK** (2001): Poverty Reduction Strategy Paper for the Period 2001-2004; Volume I and II, Ministry of Finance and Planning, Nairobi, Kenya
- ILO/IPEC** Action Programmes and Reports from 1992-2000
- ILO/IPEC** (2001): Country Programme Progress Report
- ILO/IPEC** (2002): A Report of a National Workshop on Good Practices, Nairobi, Kenya
- Onyango, P.** (1996): Review of Literature on Child Prostitution in Kenya, Nairobi, ANPPCAN Regional Office
- SOLWODI** (2001): Law Enforcement Awareness Workshop Report, Mombasa, Kenya
- SOLWODI** (2001): Evaluation Report, Mombasa, Kenya
- Suda, Collette A.** (1984): Report of Baseline Survey on Street Children in Nairobi, CWSK, Nairobi, Kenya
- UNICEF** (1999): Government of Kenya 1999-2003 Country Programme of Co-operation. Master Plan of Operations, Nairobi, Kenya
- UNICEF** (2001): Child Workers in the Shadow of AIDS, Nairobi, Kenya

Annex I

Primary School Gross Enrolment Rates by Sex and Province in 1999

	Central	Coast	Eastern	Nairobi	Rift Valley	Western	Nyanza	North Eastern
Boys	96.7	79.4	92.0	61.8	87.9	102.7	93.9	31.6
Girls	100.0	65.8	96.5	52.3	85.7	104.5	91.8	15.1
Total	98.6	73.3	93.9	56.8	86.7	103.4	92.7	24.9

Primary School Completion Rates by Sex 1990 - 2000

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Boys	45.7	46.4	44.7	44.5	44.6	43.0	45.1	46.3	46.4	46.6	46.6
Girls	40.5	41.6	48.2	42.2	43.0	42.1	43.5	45.8	48.1	48.5	48.7
Total	43.2	44.1	46.4	43.4	43.9	47.6	44.3	46.1	47.2	48.0	48.0

Source: Ministry of Education Science and Technology

Annex II

Individuals interviewed

I. Government Ministries

Ministry of Labour and Human Resource Development

- *Mrs. Bertha Mwai, Chief Industrial Relations Officer*
- *Mr. Lemmy Mulati, Under Secretary*

Ministry of Home Affairs, Sports and Heritage

- *Mrs. Margaret Basigwa, Assistant Director of Children's Services*
- *Mr. Simon Karanja, Senior Economist*
- *Ms. Mary Mbuga, Senior Children's Officer*

Ministry of Education, Siaya District

- *Mr. Aloys M. Okoth, Chair, District Child Labour Committee, Siaya and Education Officer*

II. NGOs

Sinaga Women and Child Labour Resource Centre

Staff

- *Ms. Margaret Eshiwani, Programme Coordinator*
- *Ms. Rahab Kungu, Field Officer*
- *Ms. Lillian Gitari, Social Worker*
- *Six (6) children - names not included for protection*

Solidarity with Women in Distress (SOLWODI)

Staff

- *Elizabeth Akinyi, Social Worker/Finance Officer*
- *Roseline Mwenda/Shedia: Social Worker Malindi*
- *Ruth Achieng - beneficiary*
- *Halima Abdala*
- *Seven (7) children*

Pandipieri Street Children's Programme

Staff

- *Susan Auma Wagwau, Programme Officer*
- *Bernard Ogendi, Social Worker*
- *Two (2) teachers and a volunteer*

Child Welfare Society of Kenya (CWSK)

Staff

- *Mr. Julius Kaberere, Executive Director*
- *Ms. Lynnete Ouna*
- *Ms. Elizabeth Kamau, former co-ordinator of IPEC Programme at CWSK now with CARE Kenya*

End Child Prostitution in Kenya (ECPIK)

- *Mrs. Wambui Njuguna, Chairperson of Management Board of ECPIK*

ANPPCAN

- *Mr. Peter Munene, Programme Manager of IPEC Programme at ANPPCAN*

The Child Rights Advisory and Legal Centre (CRADLE)

- *Ms. Millie Odhiambo, Executive Director*

Rescue Dada

- *Ms. Mary Alice Ongur, Executive Director*

III. Interviews in the Community

- *District Child Labour Committee*
- *Ms. Monica Odhiambo, a member of the Committee*

Humwend Primary School

- *Mr. James Omondi, head teacher,*
- *Mr. Gerald Oduo, teacher for standard VII,*
- *Mr. Norbert O. Ogutu, teacher for standard I*
- *Mr. Eliakim R. Odhiambo, teacher for standard I*
- *Ms. Emily Odhiambo, teacher for standard VI*
- *Mr. George O. Ahago*
- *Mr. William Ondinya, teacher for standard VII*
- *Ms. Nancy Odhiambo, teacher for standard II*

School Management Committee Members

- *Ms. Cellestine Onyango PO Box 9, Ukwala*
- *Ms. Tereza Ohnor, PO Box 9, Ukwala*
- *Mr. Joseph Osinga Muriro, PO Box 140, Ukwala*
- *Mr. Evans Odhiambo Oriaro, PO Box 9, Ukwala*
- *Mr. Clement J. Nyamai, Treasurer, PO Box 143, Ukwala*
- *Mr. George Ralak, Chairperson, PO Box 140, Ukwala*
- *Mr. Peter Odhiambo, PO Box 9, Ukwala*

Parent

- *Ms. Joyce Okello*

Children

- *Twelve (12) (names not included for protection)*

Wagai Primary School

- *Mr. Johnstone E. Omondi, head teacher*

Staff

- *Mr. Peter R. Omollo, teacher of standards 8,7,6,5 and 4*
- *Mr. Henry O. Gichana, teacher of standards 8,7,6,5 and 4*
- *Mr. Hudson L. Simiyu, teacher of standards 8,7,6,5 and 4*
- *Ms. Joan A. Sewe, teacher of standards 3, 2 and 1*
- *Ms. Benter A. Onyango, teacher standards 1 and 2*
- *Ms. Lydia Achieng, teacher standards 1, 2 and 3*
- *Ms. Lenice Aganda, teacher standards 4,5,6 and 7*

- *Ms. Janet Owino, teacher standards 1,2 and 3*
- *Ms. Margaret Aluoch, teacher standards 1,2,3 and 4*
- *Mr. Elias Owala, teacher standards 4,5,6,7 and 8*
- *Mr. Maurice Oloo Odindo, teacher standards 4,5,6,7 and 8*

School Management Committee Members

- *Ms. Anastacia Muga, Treasurer standard 3*
- *Ms. Dorothy Juma, standard 4 representative*
- *Mr. Martin Ochieng, standard 7*
- *Mr. Patrick Saya, standard 8*
- *Rev. Fanuel Ochieng Osadho, school chairperson, standard 1*
- *Mr. Saul Sewe, standard 2*
- *Ms. Rusalia Mfwana, ECD*
- *Mr. Arthur Otieno, sponsor*
- *Mr. Gamaliel Obath, sponsor*
- *Ms. Mary Odhiambo, sponsor*
- *Mr. Lucas Alaru, standard 7*

Parents

- *Ms. Alice Oyuera*
- *Ms. Mary Nyapuondi*
- *Ms. Angeline Okwayo*

Children

- *Thirteen (13) (names not included for protection)*

IV Trade Unions

Kenya Union for Domestic, Hotels, Hospitals and Allied Workers (KUDHEIHA)

- *Lucy Ndun'gu, Programme Manager of ILO/IPEC Programme at KUDHEIHA*

V UN Agencies, Other Organizations and Professional Groups

UNICEF KCO

- *Professor Shanyisa Khasiani, Project Officer, Children in Need of Special Protection*

Federation of Women Lawyers (FIDA)

- *Ms. Judy Thongori, Deputy Executive Director*

Department of Sociology

- *Professor Enoch Njeru, University of Nairobi*

Population Council

- *Mrs. Arjmad Banu Khan, Programme Officer, Gender, Family and Development Programme*

Child Life Trust

- *Iron Power, Project Co-ordinator*

VI ILO/IPEC

- *Mrs. Jane O. Ong'olo, National Programme Manager*
- *Mr. Paschal Wambiya*

Annex III

Interview Guide

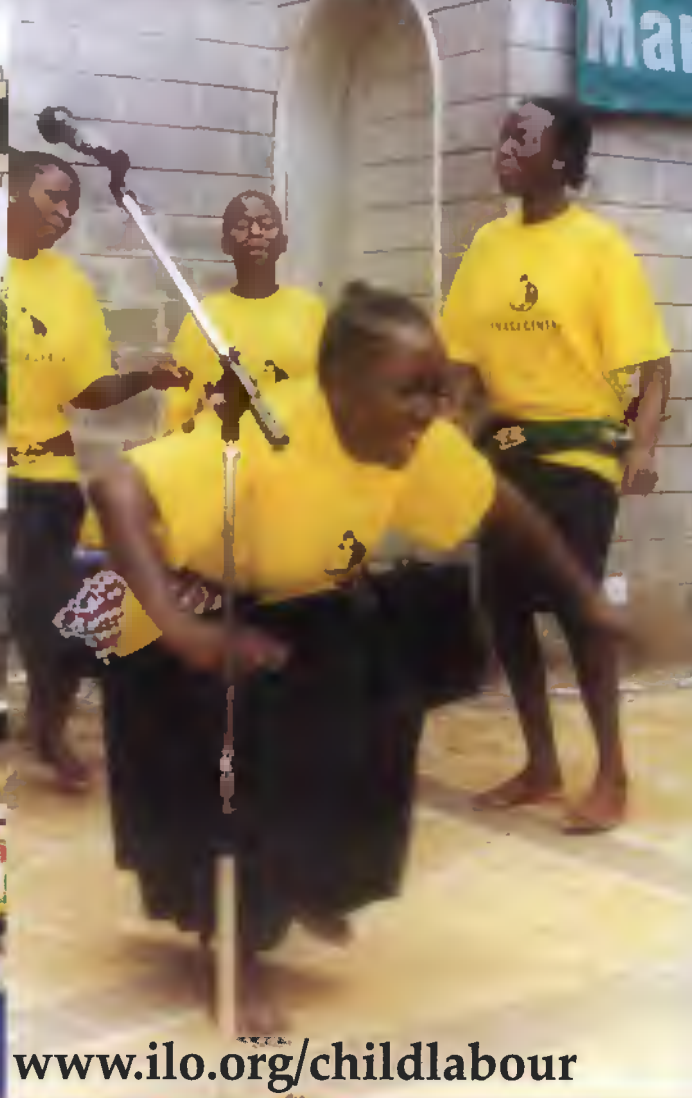
Checklist for interviews and discussions with stakeholders, Good Practice Study on CSEC, Kenya, Uganda, Tanzania and Zambia

Research Group	Organizations directly involved with implementing interventions against CSEC (all levels and types of organizations)
Research methodology	Individual interview and group discussions
Issues to be addressed	<ul style="list-style-type: none">• Perceptions about the problem - what does the intervention intend to address and how is it perceived• Development of the intervention (assessment, design, use of local knowledge etc.)• Objectives• Target group(s)• Partners• Outputs produced• Impact and gaps• Monitoring and reviews• Sustainability measures• Capacity and resources
Some characteristics of Good practice	<ul style="list-style-type: none">• Innovative/creative/worthwhile• Effective• Replicable• Sustainable• Relevant• Responsive• Creates impact• Ethically sound

Annex IV

List of partner agencies - IPEC Programmes

- The Ministry of Labour's Child Labour Unit; Directorate of Occupational Health and Safety Services (DOHSS) and Labour Inspectorate;
- The Ministry of Home Affairs, Children's Department;
- The Ministry of Education;
- The Central Bureau of Statistics (CBS);
- The Central Organization of Trade Unions (COTU);
- The Federation of Kenya Employers (FKE);
- The African Network for the Prevention and Protection Against Child Abuse and Neglect (ANPPCAN) Regional Office (NGO);
- The Child Welfare Society of Kenya (CWSK);
- Sinaga Women and Child Labour Resource Centre;
- Undugu Society of Kenya (NGO);
- Presbyterian Church of East Africa (PCEA);
- Ihururu Parish Nyeri;
- Entrepreneurial Development Centre (EDC);
- Kisii District Children's Advisory Committee;
- Malindi District Children's Advisory Committee;
- Kenya Broadcasting Corporation (KBC);
- Kenya Food and Nutrition Networks (KEFAN);
- Shangilia Mtoto wa Africa;
- International Centre for Health Development and Research (ICDHR);
- Ministry of Local Government, Nairobi City Council (NCC) and
- Kenya Institute of Administration (KIA).



www.ilo.org/childlabour



INTERNATIONAL LABOUR OFFICE
International Programme on the Elimination of Child Labour
4 route des Morillons
CH 1211 Geneva 22
Switzerland

ILO/IPEC – Kenya, ACK Garden House,
3rd Floor, P. O. Box 40513, Nairobi
E-MAIL: ipec@iloipec.or.ke

254 2 717969 - General line
254 2 716946 - Direct line
254 2 716942 - Fax line