INFLUENCE OF CHILD LABOUR ON ACCESS TO EDUCATION OF CHILDREN WITH DISABILITIES IN SAMBURU COUNTY, KENYA

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E83/12594/2009

A THESIS SUBMITTED IN PARTIAL FULFILMENT FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN THE SCHOOL OF EDUCATION, DEPARTMENT OF SPECIAL NEEDS EDUCATION
KENYATTA UNIVERSITY

DECEMBER, 2017
DECLARATION

I confirm that this research thesis is my original work and has not been presented in any other university/institution. The thesis has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works, including internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

Signature  ………………………… Date ………………………
Japheth Mwebia Ringera
E83/12594/09

We confirm that the work reported in this thesis was carried out by the candidate under our supervision as University Supervisors.

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Dr. Paul Kamau
Institute for Development Studies (IDS)
University of Nairobi
DEDICATION

This work is dedicated to children with disabilities in Samburu County, their families’, educators and organizations working for persons with disabilities in Kenya.
ACKNOWLEDGEMENT

During my studies, many people assisted me in form of encouragement and corporation for which I express my sincere gratitude. I wish to thank Dr. Nelly Otube Special Needs Education Department, Kenyatta University, and Dr. Paul Kamau Institute for Development Studies University of Nairobi for their academic support and professional guidance throughout my studies. I wish to extend my gratitude to the pupils, teachers, head teachers and the Samburu County Director of education for their support during the study. Finally, I wish to thank my family for the support accorded to me throughout the process.
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<tbody>
<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency</td>
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<tr>
<td>ASAL</td>
<td>Arid and Semi-Arid Lands</td>
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<td>ANPPCAN</td>
<td>African Network for the Prevention and Protection against Child Neglect</td>
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<td>BEFA</td>
<td>Basic Education for All</td>
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<td>CRC</td>
<td>Convention on the Rights of the Child</td>
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<td>CSID</td>
<td>Centre for Services and Information Disability</td>
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<td>CSEC</td>
<td>Commercial Sex and Exploitation of Children</td>
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<td>CL</td>
<td>Child Labour</td>
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<tr>
<td>CWD</td>
<td>Children with Disabilities</td>
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<td>DANIDA</td>
<td>Danish Development Agency</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>EARC</td>
<td>Educational Assessment and Resource Centre</td>
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<td>FPE</td>
<td>Free Primary Education</td>
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<td>FGD</td>
<td>Focus Group Discussion</td>
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<tr>
<td>GER</td>
<td>Gross Enrolment Rate</td>
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<td>GoK</td>
<td>Government of Kenya</td>
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<td>HIV</td>
<td>Human Immuno-Deficiency Virus</td>
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<td>ILO</td>
<td>International Labour Organization</td>
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<td>IPEC</td>
<td>International Programme on the Elimination of Child Labour</td>
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<td>JICA</td>
<td>Japan International Cooperation Agency</td>
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<td>KESSP</td>
<td>Kenya Education Sector Support Programme</td>
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<td>KDHS</td>
<td>Kenya Demographic and Health Survey on Disabilities</td>
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<td>Acronym</td>
<td>Full Form</td>
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<tr>
<td>KICD</td>
<td>Kenya Institute for Curriculum Development</td>
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<td>KNBS</td>
<td>Kenya National Bureau of Statistics</td>
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<tr>
<td>MDG</td>
<td>Millennium Development Goals</td>
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<td>MMR</td>
<td>Mild Mental Retardation</td>
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<td>ML</td>
<td>Ministry of Labour</td>
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<td>NHIS</td>
<td>National Health Interview Survey on Disabilities</td>
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<td>NACOST</td>
<td>National Council for Science and Technology</td>
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<td>PWD</td>
<td>Persons with Disabilities</td>
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<td>PWDA</td>
<td>Persons with Disabilities Act</td>
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<td>ROK</td>
<td>Republic of Kenya</td>
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<td>SEED</td>
<td>Samburu Empowerment through Education and Development</td>
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<td>SME</td>
<td>Small Micro-economic Enterprise</td>
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<td>SNE</td>
<td>Special Needs Education</td>
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<td>SAP</td>
<td>Structural Adjustment Programme</td>
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<td>UNCRC</td>
<td>United Nations Convention on the Rights of Child</td>
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<td>UNICEF</td>
<td>United Nations Children Education Fund</td>
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<tr>
<td>UN</td>
<td>United Nations</td>
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<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Scientific and Cultural Organization</td>
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<td>UNCHR</td>
<td>United Nations Commission of the Rights of Children</td>
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<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
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<tr>
<td>VSO</td>
<td>Voluntary Services Overseas</td>
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<td>WHO</td>
<td>World Health Organization</td>
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<td>WFCL</td>
<td>Worst Forms of Child Labour</td>
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<td>WB</td>
<td>World Bank</td>
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ABSTRACT

This study sought to find out the influence of child labour on access to education of children with disabilities. It is widely acknowledged that child labour is detrimental to children’s school attendance, participation and completion which is also a precursor to child labour. The specific objectives of the study were: to determine the type of labour performed by children with disabilities as child labourers; to determine how the types of disability influence children into child labour, compare the completion rates of children with disabilities enrolled in school with those without disabilities, identify factors that influence children with disabilities into child labour in Samburu County, and to investigate the preventive processes within the school system that enhance retention of children with disabilities. The study was carried out within the framework of The Social Model Theory. The study was done in Samburu County. The sample size constituted 217 children with disabilities enrolled in school, thirty teachers, three head teachers, six assessment teachers and fifteen parents of children with disabilities. The study used a mixed methods research approach. Analysis of data from questionnaires generated descriptive statistics which was presented in tables, charts and figures. The study used descriptive survey in its methodology. Qualitative data was analyzed thematically based on the findings of the study. Children with disabilities were engaged in child labour on the bases of the nature of their disabilities and the culture of the Samburu people. It was established that there were more boys with disabilities in child labour than girls. The findings further established that there were more children with physical disabilities in child labour than any other disability and that they were discriminated against in school and at home hence their involvement in child labour. From the findings of the study, it was established that the main factors that pushed children with disabilities into child labour were social exclusion, lack of conducive learning environment, lack of assistive devices and lack of learning resources.
CHAPTER ONE

INTRODUCTION

1.1 Introduction
This chapter discusses the background to the problem, the statement of the problem, the purpose of the study, objectives of the study and significance of the study. It further discusses limitations and delimitations of the study, theoretical framework, conceptual framework and operational definition of terms.

1.2 Background to the Problem
It is estimated that there are 150 million children under the age of 18 years with disabilities worldwide (UNESCO, 2010). These estimates further point out that a third of 72 million primary school age children out of school have disabilities and that 90% of children with disabilities in the world’s poorest countries do not go to school (World Vision, 2007).

Further estimates from the World Report on Disability indicate that 80% of children with disabilities live in developing countries (UNESCO, 2011). Majority of these children miss out on education programmes of many countries due to poor data collection, negative attitude towards disabilities and lack of information on how to include them in the education planning and implementation. Access to education for children with disabilities is a basic human right enshrined in Article 24 of the Universal Declaration of Human Rights of 1948. The Declaration compelled member states to ensure that persons with disabilities are not excluded from the compulsory primary education provided by the governments on the basis of disability status.
However, despite this declaration, only 5% of the total numbers of children with disabilities attend school world-wide (World Bank, 2012). Further estimates indicate that a third of the 75 million children out of school worldwide have disabilities (World Vision, 2007). These estimates point out that, less than 10% of children with disabilities attend school in Africa. Other studies indicate that only 2% of children with disabilities (CWD) receive education in developing countries and that disability status has a greater impact on access to education than gender of the child (UN, 2008).

Further estimates indicate that persons with disabilities (PWD) account for 10% of the world’s population which translates into 650 million people out of whom 80% live in developing countries without basic social services such as access to education (UN, 2008). Globally, children with disabilities are often marginalized and experience difficulties as a result of their disability status (Oliver, 1996). Majority of them do not have access to education, employment or rehabilitation services (RoK, 2008). Denying children with disabilities the right to acquire education may lead to a lifelong impact on the learning processes, academic achievement and employment achievements in future hence hindering their potential in economic social and human development. Children with disabilities experience hardships due to widespread cultural, social, and economic prejudices (RoK, 2008). These discriminative treatments lead to stigmatization on the bases of disability which impacts negatively on the child’s access to education.
A recent qualitative rapid assessment study conducted in Kupang India found out that most children with disabilities interviewed and who did not go to school were not involved in income generating activities. They were also not found to be performing household tasks. Instead, they were mostly “idle” (Geria, Omoke & Wamala, 2010). These findings seem to suggest that disability in some cases become a “protective” factor in relation to child labour. This argument is further supported by a working paper from ILO/IPEC, in its argument that disabilities can represent a “push” factor into child labour. This evidence supports a high propensity for “idleness” among children with disabilities but at the same time shows that complete idleness applies to only a relatively small percentage of individuals. More often children with disabilities are found to be substantially involved in productive activities (ILO, 2006). Living with disabilities often means that a child is more vulnerable to violations of fundamental rights, including the right to education (Hiranandani, 2005). The question is whether disabilities make a child more vulnerable to getting into child labour as well.

Children are likely to acquire disabilities because of child labour and children with disabilities may be at greater risk in general Loeb and Edie (2006). This is because they are expected to do the same work as children without disabilities under the same conditions. Children with disabilities have lower chances of attending school when compared with those without disabilities. Depending on the nature of their impairments, children with disabilities may be at a greater risk of workplace health and safety hazards which may result in serious impairment (Loeb and Edie, 2006). A report on the relationship between disability and child labour among children and
families in Uganda established that children with physical disabilities are more vulnerable to child labour than those with sensory and mental disabilities. It further revealed that child labourers with disabilities are more exposed to physical disabilities than those with sensory and mental disabilities (Geria et al., 2010). At the national level, about 4% of the population in Kenya has some form of disabilities (RoK, 2008). The Report on Kenya Population and Housing Census of 2009 captured only four categories of children with disabilities (visually impaired, hearing impaired, physical/self-care and children with mental handicap). The rest of the categories were lumped together as “others”, hence, casting doubt of their accuracy. Different districts indicated varying percentages of persons with disabilities with Rarieda having 8.7% as the highest and Ruiru 1.6% as the least. Samburu had the highest number of children with disabilities (Samburu Central 3.1%, Samburu East 3.8%, Samburu North 2.6%) when compared to other pastoralists communities like Marsabit 2.5%, Ijara 2.5% and Isiolo 2.7% (RoK, 2008).

Even after the ratification of the United Convention on the Rights of the Child (UNCRC) in July 1990, the situation of child labour in Kenya continued to worsen. The Kenya Integrated Household Survey of 2005/2006 indicated that there were 1.7 million children aged 5-17 years out of school (KNBS, 2008). This survey further pointed out that 89.8% of the children out of school were working as child laborers’ thus, being deprived of a worthwhile childhood as well as access to quality education (KNBS, 2008). The survey however, did not capture children with disabilities in child labour. The lack of data on disabilities coupled with lack of appropriate culturally sensitive data and information collection procedures has greatly contributed to the
limited knowledge and misinformation attached to children with disabilities in child labour among pastoralists communities in Kenya. This study intended to find out influence of child labour on access to education of children with disabilities.

1.3 Statement of the Problem

In the experience of many countries elimination of child labour among children with disabilities have been linked to the access of education. Towards this end the Kenya government has ratified and domesticated various policy frameworks in education. They include Article 26 of the universal Declaration of Human Rights (1948). The other conventions ratified by the government include United Nations Convention on the Rights and Welfare of the Child, The Millennium Development Goals (MDGS) and Education for All (EFA) (RoK, 2011).

The government further implemented Free Primary Education (FPE) in 2003 which was seen as critical in the attainment of universal primary education hence access to education including those with disabilities (RoK, 2011). Although there are no concrete studies on the impact of FPE reducing child labour especially among children with disabilities, indications are that more than 3 million children were able to attend school (Sifuna, 2005). These children would have been at home or working as child labourers. The national conference on education held in Nairobi in 2003, noted that child labour was a major challenge to access of education for children with disabilities although it did not give any recommendations on how it could be eliminated. The National Action Plan for All (2003 - 2015) indicated that the government planned to put up measures to increase retention and completion of
children with disabilities (MOEST, 2013). Despite the fact that the plan was very elaborate, there was no concrete initiative targeting either reduction or elimination of child labour among children with disabilities in the entire plan.

The sessional paper No. 1 of 2005, did not acknowledge child labour as a Policy area either (MOEST, 2005). This paper stated that the main objective of the ministry of education was to ensure that all children, including those living in difficulty circumstances and those from marginalized groups have access to complete free and compulsory education. Despite all these interventions, it is estimated that about one million children are out of school. Among them are those with disabilities involved in child labour making access of education elusive.

A Baseline Study on the Situation of Child Labour among Children with disabilities in pastoralist’s communities (CSID, 2013) revealed that Samburu had the highest number of children with disabilities in child labour 69% when compared to other pastoralist communities like Isiolo 51%, and Moyale 41%. Subsequently, this study investigated the influence of child labour on access to education of children with disabilities in Samburu County.

1.3.1 Purpose of the Study

The purpose of this study was to find out the influence of child labour on access to education of children with disabilities in Samburu County.
1.4 Objectives of the Study

The objectives of the study were to:

1. Examine the type of child labour activities performed by children with disabilities that hinder access to education in Samburu County.
2. Determine how the type of disabilities influences participation in child labour in Samburu County.
3. Examine factors that lead learners with disabilities into child labour in Samburu County.
4. Find out the completion rates of children with disabilities enrolled in school in comparison to those without disabilities in Samburu County.
5. Investigate preventive measures within the school system that enhance access to education of children with disabilities in Samburu County.

1.5 Research Questions

This study addressed the following questions:

1. What activities are performed by children with disabilities as child labourers in Samburu County?
2. In which way does the nature of disability influence children into child labour?
3. What factors lead learners with disabilities into child labour in Samburu County?
4. How does the completion rate of children with disabilities enrolled in school compare with those without disabilities in Samburu County?
5. What preventive measures are inbuilt within the school system to enhance school completion of children with disabilities in Samburu County?
1.6 Significance of the Study

The findings of this study may be useful to educationists in Kenya who endeavor to carry out research in the field of child labour. The findings may also contribute to the legal and regulatory framework on issues of child labour among children with disabilities especially those pertaining to their education. Furthermore, the findings of the study may be useful in developing strategies to enhance access to education of children with disabilities while promoting retention and completion rates. The study generated data which may be used to create awareness and enhance social mobilization within the society on cultural practices detrimental to the welfare of children with disabilities. The government may use the data to design policies meant to eliminate child labour among children with disabilities. Gaps brought out in this process would be of good lessons to organizations working for children with disabilities in Samburu County. The study may provide literature to researchers in the area of child labour and disabilities. Specifically it has provided data based on the uniqueness of Samburu County, culture, and the people’s attitude towards disabilities in relation to child labour.

1.7 Limitations and Delimitations of the Study

1.7.1 Limitations of the Study

The study was to find out influence of child labour on access to education of children with disabilities in Samburu County which is a pastoralist community. During the study many limitations were experienced. First there was delay in collecting data from parents since majority of them were illiterate. However, the programme of data collection was revised to allow more time to parents of children with disabilities. This
enabled the researcher to collect all the data that was required from the parents. The other limitation experienced was reluctance of parents to discuss issues related to the disability of their children freely due to taboos associated with disabilities. Some parents believed it was a bad omen to talk about disability. This problem was however, overcome by the head teachers holding meetings with the parents and explaining the purpose of the study and its importance to the education of their children. From the talk, parents volunteered all the information needed for the study.

1.7.2 Delimitations of the Study

The study was carried out in Maralal integrated school, Wamba integrated school, and Mugi integrated school. It targeted children with disabilities who had worked as child labourers and enrolled back to school. The study did not target children in special schools because most of them had moderate and severe impairments which may not have allowed them to engage in child labour. Only the literature related to the variables of this study was reviewed to provide information on the influence of child labour on access to education of children with disabilities. Pupils who were enrolled in school between the year 2011 and 2014 participated in this study. Lastly, the study confined itself to the influence of child labour on access to education of children with disabilities, the extent to which child labour affected their performance was not the concern of this study.
1.8 Assumptions of the Study

The researcher assumed that:

1. Although Samburu culture has a negative attitude towards disabilities, parents and children would discuss disability issues freely.

2. All respondents would be available, cooperative and provide correct information as required.

3. That head-teachers had accurate records of completion rates of children with disabilities in their respective schools.

1.9 Theoretical and Conceptual Framework

The study was based on the social model of disability as discussed by Oliver and Bailey (2002). This model postulates that persons with disabilities should be viewed from human rights and equality perspective rather than the disability status. Equal rights are meant to give empowerment and “ability” to make decisions and the opportunity to live life to the fullest. It also provides children with disabilities an opportunity to access basic human rights including access to education. The model focuses on changes needed to be done in the society for children with disabilities to benefit effectively from these rights.

The model tends to focus on the environmental barriers rather than on the functional limitations of individuals with disabilities. It refuses to see specific problems in isolation from the totality of disabling environment. Thus disability status do not reduce their humanity to participate effectively in the society. The model postulates that a lot of investment has been done on the individually based interventions with very minimal returns. As such environmental modification has been neglected for
many years thus hindering children with disabilities to access education like other children.

In ensuring access to education of children with disabilities, it is the schools responsibility to re-adjust the environment in order to ensure that the needs of all learners with disabilities are met. This is in recognition that attempting to change the learners to fit in the environment is discriminatory and prejudicial. The model emphasizes that children with disabilities could experience numerous challenges in the education system. This could result from inadequate resources and materials in school, negative attitude from other learners and the society, inaccessible school environment, and examination oriented system of education among others. When children with disabilities experience these challenges they tend to drop out of school or do not enroll hence engagement in child labour.

Article 24 of the Universal Declaration in Human Rights of 1948, compels states to ensure that persons with disabilities are not excluded from general education system and from free and compulsory education on the basis of disability. The article further states that persons with disabilities should access an inclusive quality and free primary education on equal basis with others in the neighborhood (Simon et al.2010.) The model therefore discourages the notion that learners with disabilities face challenges due to their disability status. Under those circumstances the option is not to keep them at home to engage in child labour because this will alienate them further from societal participation. Instead the school and the society should be seen as creating barrier free and supportive environment for all children with disabilities. A more appropriate
approach is to identify the barriers and work systematically to overcome them. The model first sees the potential of the child before the disability status in advocate’s access to education of all children with disabilities (Oliver and Bailey, 2002).

The social model of disability applies in this study in that many children with disabilities especially those from pastoralist communities are locked out of educational opportunities due to barriers related to school and society. To ensure access to education of children with disabilities requires eradication of these barriers. Once this is done, it means that more children with disabilities are likely to access education hence elimination of child labour.

This study used the social model of disability because it supports ideas that encourage removal of barriers that hinder the learners with disabilities from accessing education. If these barriers are removed enrolment will increase and transition rate will increase hence reduction or elimination of child labour. Engagement of children with disabilities in child labour may not be eliminated unless children with disabilities have full access to education.

1.10 Conceptual Framework

A conceptual framework is an inquiry of behavior, an explanation and prediction of observations based on the study (Leedy, 2005). In conceptual framework, descriptive categories are systematically placed in a structure to provide explanations and predictions for empirical observations (Kamau, 2010). The main objective of this study was to find out the influence of child labour on access to education of children
with disabilities in Samburu County. Based on the literature review in chapter two, the conceptual framework presents the inter-relationships of the main variables of the study. This framework attempts to integrate forces that contribute to the marginalization of children with disabilities which determine whether they take the option of child labour or schooling. The framework is developed with reference to Social - Model Theory which redefines perceptions of people with disabilities by reframing disabilities as outcomes of interaction within the environment.

Figure 1.1: Understanding Child Labour among Children with Disabilities

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Dependent Variables</th>
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<tbody>
<tr>
<td><strong>Child Labour Activities</strong></td>
<td><strong>Access to Education</strong></td>
</tr>
<tr>
<td>- Cattle Herding</td>
<td>- Enrolment</td>
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<td>- Household Chores</td>
<td>- Retention</td>
</tr>
<tr>
<td>- Farming</td>
<td>- Completion</td>
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<tr>
<td>- Charcoal burning</td>
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Source: Author’s Conceptualization (2015)
The framework outlines the relationship between independent variables such as child labour that make children with disabilities lack access to education and dependent variable which is access to education. Access to education for children with disabilities largely depends on the elimination of intervening variables like cultural norms that treat disabilities as a curse, discrimination, lack of learning resources and disability status. When child labour is eliminated amongst children with disabilities, access to education interns of enrolment, retention and completion are enhanced.

1.11 Operational Definition of Terms

Access to Education

Access to education in this study is defined as the ability of all children to have equal opportunity in education regardless of their disabilities ethnicity backgrounds or social status.

Basic Education: This is the period between standard one and eight of the child’s schooling. It is the foundation stage of children’s education upon which other learning, knowledge and skills are gained.

Child: This study adopts Kenya’s Children Act (2001) definition which defines a child as any person who is less than 18 years.

Child Labour: Child labour in this study means work undertaken by children that prevents them from attending school or inhibits their general growth and development.

Child Work: The term child work in this study refers to activities done by children for purposes of socialization within the cultural set up, like acquiring skills under the
supervision of parents and which do not interfere with the child’s education, growth and development.

**Children with Disabilities:** These are persons under the age of 18 years who have any loss or reduction of functional ability to perform an activity in the manner or within the range generally considered normal for a human being within a certain cultural context.

**Disability:** The term disability in this study means any loss or reduction of ability to function due to impairment or ability to perform an activity at the range considered normal for a human being within a certain cultural context.

**Education Assessment and Resource Centre:** This term is used to refer to a facility set up at an existing special school. The facility provides identification, placement, guidance and counseling to parents with children with disabilities. It also deals with production of learning materials for learners with disabilities and support services for children with disabilities.

**Integrated Schools:** These are schools where children with disabilities learn alongside those without disabilities.

**Inclusive Education:** This is the process by which learners with special needs receive educational services and support appropriate to their individual needs within a regular education setting.

**Special Education:** Special education in this study refers to a programme of instruction designed to meet the unique needs of learners with disabilities.

**Typology:** This term is used in this study to refer to the types of child labour activities done by children with disabilities.
2.1 Introduction

The literature in this section was reviewed to determine what has been done in relation to the problem of access to education and working paths for children with disabilities.

It was therefore reviewed under the following headings:

- The concept of child labour
- Courses of child labour
- Completion rates of children with disabilities
- School and out of school factors that influence child labour
- Preventive processes that enhance school retention for children with disabilities

2.2 The Concept of Child Labour

The term “child labour” is often defined as work that is dangerous in terms of mental, physical development and social growth of a child. This is work which interferes with the children’s schooling by depriving them the opportunity to attend school (ILO, 2004). This definition is pegged on the time of completing secondary education for children without disabilities and therefore does not capture those with disabilities. Globally it is acknowledged that child labour involves all forms of work that threaten the individual child’s mental, social, physical and moral development of the child (ILO, 2002 and RoK, 2002). Such threats lead to interference with schooling opportunities for the child. In Kenya children are known to work in conditions where
they are enslaved or exposed to all types of health hazards (RoK, 2001). The ILO Convention 182, points out that these extremes includes slavery, bondage, forced labour, prostitution pornographic performance and drug trafficking as hazardous work which should be eliminated in the society. The main objective is that all children should be protected and provided with opportunities to holistic growth and development and have adequate access to education which is lacking among children with disabilities.

Throughout history various definitions of the term child labour have emerged. The earliest conceptualization of this term centered on the minimum age. Based on this, it was argued that setting of a minimum age in various countries would help based on “lightness” of tasks being performed but the concept of age is a problem in many societies because it is understood differently in different cultures and the use of years to determine level of responsibility was foreign in many African societies. Responsibility was determined by “stage” rather than age and as such other variables as gender and social background. This universalization of local systems of age ranking and life stages has been a limiting factor particularly for children with disabilities (Mugo, 2009).

Many authors have tried to distinguish between child work and child labour. In various studies child work has been interpreted as activities that are not harmful to the child and do not interfere with their schooling while child labour is exploitative, harmful and interferes with the schooling of the child (Anker, 2000).
Most children with disabilities attend school late depending on the nature of the disability and also the parents’ attitude towards their education. As a result they complete school when they are much older. Other researchers have viewed child labour as work for wages by children in order to support self and sometimes their family (Onyango, 1999). This definition fails to capture situations where children work and are not directly paid especially when working for parents and relatives which is common with children with disabilities.

Child labour remains a widespread problem in developing countries where it has serious consequences in terms of economic and social development. The International Labour Organization (ILO) estimates that there are 317 million economically active children of whom 218 million are child labourers’ around the world (ILO, 2006). Out of this number, 126 million children are engaged in hazardous work. Africa has the highest incidence of child labour with approximately 41% of 5-14 year old children when compared to 21% in Asia and 17% in Latin America, although the number of those with disabilities has not been quantified (UNESCO, 2005).

Many researchers have tried to make a distinction between worst form of child labour “by definition” (unconditional worst forms) and those by the condition also called hazardous work (ILO, 2004). The worst forms of child labour by definition are usually illegal and also prohibited even for adults. These are activities whose status cannot be changed no matter what is done to improve their conditions of working, for example, commercial sex exploitation of children, forced slavery and drug trafficking. The worst category of child labour by condition are activities which can be improved
through modification if they are affecting the health and safety of the children who do them, for example, mining, crushing rocks or carrying heavy loads. “Hazardous work” by children is any activity or occupation that by its nature or type has or leads to adverse effects on the child’s safety, health and moral development (ILO, 2006). In 1999, the Worst Forms of Child Labour Convention No.182 was adopted at the International Labour Conference in Geneva (ILO, 2006). This definition does not capture children with disabilities since some of the activities which may not affect children without disabilities will affect those with disabilities.

Although various case studies have been carried out on working children in various sectors of the economy, the magnitude of child labour in Kenya has not been quantified and especially for children with disabilities. Various institutions have indicated that there are about 3.5 million children aged between 5-17 years engaged in child labour (KNBS, 2001). This estimate is based on children out of school who may not necessarily be working as child labourers and may not be a good measure of the magnitude of child labour. Information on the lack of clarity on the magnitude of child labour in Kenya, especially in relation to children with disabilities greatly influences their access to education.

In Kenya, the legal position is that a child aged 16 years or more can work for pay although under specialized restrictions, yet according to the Children’s Act 2001, a child is any person aged below 18 years (Omosa, Ontitia & Ombati, 2004). For a long time, the Kenyan legal framework lacked a universal definition for a child. The Children’s Act 2001, created a uniform definition where it defines a “child” as a
person under the age of 18 years. This is in line with Article 2 of the Children’s Act and Article 2 of the Child Labour Convention of 1999. Despite this uniformity, the act did not take into consideration children with disabilities.

The child labour policy of 2008 by the International Labour Organization, has also attempted to deal with the problem which came with this cut-off-age. This is done by the use of the concept of primary education. It is argued that a person who has not attained the age of 18 years but has completed primary education shall not be deemed a child and that a person who has attained the age of 18 years but not yet turned 21 shall be deemed a child if they are still undergoing basic education. The problem with this definition is that some children with disabilities are still in primary school even when they are above 21 years (ILO, 2006) hence the definition lacking clarity. As such there is need to clarify the definition of the term child labour especially with regard to children with disabilities.

2.3 Causes of Child Labour

In most societies, children start engaging in child labour by helping their families before going out to work on their own. This is usually dictated by the values and expectations of individual cultures that view this as a natural and right way to introduce children to the roles and responsibilities in the family (ILO, 2004). Child work is also dictated by culture based on what constitutes a child depending on the rite of passage. In some societies, more than three quarters of all economically active children under the age of 18 years are unpaid family workers assisting in both agriculture and non-agricultural enterprises (Keunga, 2008). Agriculture socializes children into work earlier than other kinds of economic activities and it often does so
within the protective environment of their family (ILO, 2004). The question is whether children with disabilities are socialized into child labour the same way as those without disabilities and which activities socializes children with disabilities into child labour in non-agricultural areas.

The pattern of children helping their parents is common in many societies. Children usually help their parents in their day today chores and commercial activities or in small scale businesses. Available literature indicates that the prevalence of child labour is strongly correlated by the average level of income in a society. Child labour is also caused by household factors which are classified as internal and external (ILO, 2004). Internal factors refer to the number of misfortunes that can befall a family. This can be a death of a family member who has been a bread winner. This leaves the family with no source of income and at times debts such that children tend to look for alternatives as a means of survival and in most cases result to child labour.

According to a UNICEF report (2005), 56.8% of Kenyans live below the poverty line (UNICEF, 2005). This means that many children below 18 years come from poor families. The United Nations view poverty as encompassing deprivation of basic goods and services and other vital elements of human rights such as rest, recreation and protection. Poverty eradication has been elusive in Kenya as demonstrated by its increase from 47% in 1997 to 56% in 2003. Although it reduced to 46% in 2006, the post-election violence of 2008 and the depreciation of the Kenyan currency in 2011 may have rendered many more people poor (Njoka, Mugo & Kamau, 2009). These statistics reflects a national picture and fail to capture the specific arrears like arid and semi-arid rears and specifically families of children with disabilities where poverty
levels are likely to be higher. Poverty is also associated with inability of employers to pay for adult workers due to poor financial status hence preference for children. For example, a study conducted in Kiambu among tea plantation workers, revealed that most often children work as a result of being pushed by their parents to assist meet the family’s income due to high levels of poverty (Kamaara, 2003). Although this study did not focus on children with disabilities majority of them are found in poor households. Poor persons with disabilities find themselves in a vicious cycle of poverty and disability, each being a consequence of the other with disability hindering access to education and often leading to social isolation (Kagume, 2013). This study used the narrative methodology commonly used when researching for knowledge based on an individual’s experience like child labour.

On the demand side, child labour flourishes because of unscrupulous employers who make profit by employing children. It is easy to underpay children and expose them to more unfit working conditions than adults. This probably explains the presence of child labour despite the efforts being made to eradicate it. There is also a perception that children are easy to control and are not a threat to the employer (Njoka et al., 2009). Such employers are particularly notorious for exploiting children from poor families. This indicates a link between the supply and demand of child labour among children especially those with disabilities.

Furthermore, Commercial Sex Exploitation of Children (CSEC) has been explained by non-poverty factors whereby young and vulnerable girls who are not adequately supported by their parents and are unable to secure gainful employment move to the
streets in order to earn money and support their families (Njoka et al., 2009). At the community level, some cultural practices like traditional fostering of children, child marriages and herding of livestock are found to predispose children without disabilities to child labour. It is usually worse for children with disabilities due to the stigma attached to the disabilities in many communities in Kenya. Children who are traditionally fostered often become domestic child labourers earlier (ANPPCAN, 2005). Probably this is because they lack appropriate parental love.

According to Mutia (2012), there are several causes of child labour among children with mild mental retardation in Kenya. Key among them are family issues such as mistreatment and negative labelling of children with disabilities. Social cultural practices, such as beliefs on the causes of disabilities and poverty Mutia, (2012). However, this study did not make a comparison with other disabilities to establish if the causes were the same for all the categories of disabilities. The study further pointed out that children with Mild Mental Retardation (MMR) were engaged in child labour to help pay school levies for their brothers and sisters without disabilities. This is an indication that children with disabilities are sometimes used as a source of income by parents. The study used descriptive survey design in its methodology. However, this design did not recognize the different categorization of children with disabilities. In most societies in Kenya, persons with disabilities are seen to be special cases and are treated as such. This kind of treatment makes persons without disabilities isolate and discriminate those with disabilities socially hence the inability of children with disabilities to access education as those without disabilities (Oloituu,
Therefore this study sought to investigate the influence of child labour on access to education of children with disabilities.

2.4 School Completion Rates of Children with Disabilities

The objectives of Millennium Development Goals (MDG) were to eliminate the world’s most pressing humanitarian problems. This was by halving the rates of affliction in such areas as poverty, diseases, and lack of basic education by 2015 (UNESCO, 2006). According to the United Nations Report, there has been progress on the provision of Universal Primary Education (UPE). For example, the number of children who did not enroll in school dropped from 106 million children in 1999 to 69 million in the year 2008. In Sub-Saharan Africa the number of those who did not enroll in school rose from 58% in 1999 to 76% in 2008, although this remains the lowest enrolment in the world, accounting for almost half of the non-enrolled children significant increase in enrolment was realized (Bwonda & Njeru, 2005).

The global goal of universal access to primary education cannot be said to be achieved if children with disabilities are not included in the process. It is estimated that only 10% of children with disabilities are in school and out of this number its only 5% that complete primary education (Bwonda and Njeru, 2005). This means that half of the children with disabilities who enroll in school drop out before completing primary education worldwide. Probably those who drop out engage in child labour. These statistics could be higher in ASAL areas where poverty levels are higher. In India for example, a World Bank Study (2007) indicated that disability has a stronger
correlation to non-enrolment than gender or social-economic status (World Vision, 2007).

According to the MoE, 2010 Survey, the prevalence of disabilities among children aged 0-21 years in Kenya was 13.5% in comparison to the global estimates of 15% as of the year 2010. The survey further found out that there were more children with disabilities out of school than those without disabilities (MoE, 2010). It recommended that more resources were required in public schools to attend to the learners with special needs. However, an overall disability rate of 4.6% was established by the Kenya National Survey of Persons with Disabilities in 2008. This contradicts the WHO and MoE figures of 10% (ILO, 2006; MOEST, 2009). Probably, the different definitions of the term disability in various cultural backgrounds and unavailability of self-reported data of children with disabilities in census especially in pastoralist’s communities might explain the large discrepancies in figures (MOEST, 2012). It is also possible that reported data during census underestimate the number of persons with disabilities due to the stigma and taboos associated with disabilities in many African cultures. For example in Samburu culture a child with disabilities was supposed to be killed by the mother immediately after birth through suffocation using tobacco through orders given by the father (CSID, 2013).

In most communities, school attendance and formal education is a critical aspect of life that children must do to be able to achieve their dreams of becoming “successful” people. However, children with disabilities have less chances to enroll in school. They also have less opportunity to be retained in school hence less chance of completing
schooling when compared to those without disabilities. According to the study done by the World Health Organization in 51 countries only 50.6% of boys with disabilities completed primary education compared to 61.3% of those without disabilities (UNESCO, 2010). The study further established that only 47.7% of girls completed primary education compared to 52.9% of those without disabilities. Furthermore the study established that many children with disabilities did not attend school even in countries with high primary school enrolment rates such as Eastern Europe (UNESCO, 2010).

In Africa the corresponding figures of children with disabilities not attending school in Malawi, Namibia, Zambia and Zimbabwe were between 24% and 39%. Enrolment in school was determined by the type of disability in that children with physical disability had a better enrolment rate than those with other disabilities (UNESCO, 2010). This contradicts the belief held by many scholars that the children with physical disabilities would be hidden at home due to disability stigma.

Although the primary school age population in Kenya has been growing at an annual rate of about 3% to 4%, primary school gross enrolment rates (GER) declined from a peak of 105.4% to 90% in 2001. In February 2003, after the implementation of Free Primary Education (FPE), the Gross Enrolment Rate (GER) was estimated at 103.7%. The Net Enrolment Rate (NER) was estimated to be 70.7% in 2001 (Bwonda & Njeru, 2005). This situation is associated with a combination of social economic and cultural factors which includes high and increasing levels of poverty although these statistics did not capture children with statistics (CSID, 2009).
Despite these developments in the regular education programme, many children with disabilities in Kenya especially in marginalized communities are excluded from the public education system or enrolled when they are over school going age (UNESCO, 2005). Most African countries have demonstrated only a policy level interest in the education of children with disabilities. The main factors associated with this are superstitions and cultural beliefs that disability is a curse from the gods or punishment for sins committed by parents, among others (Omoke, 2013).

Elimu Yetu Foundation, an organization that advocates for the rights of disabled persons in Kenya, estimates that the population of people with disabilities in Kenya is 10% of the total population. About 25% of these are children of school going age. Of the 750,000 children of the schooling age an estimated 90,000 children have been assessed by education assessment personnel but only 14,614 have been enrolled in programmes for children with disabilities while an equivalent number is integrated in regular schools. This indicates that over 90% of children with disabilities who should be in school are either at home engaging in child labour or in public primary schools with little or no specialized assistance (Lokwet, 2013).

It is estimated that only 2% of children with disabilities receive any form of special needs education in Kenya (Chomba; Mukuria; Kariuki; Tumuti & Bunyasi, 2014). Many children with disabilities are left out of the education system due to lack of knowledge on how to include them in education planning and implementation. The problem is compounded by educational system that depend on standardized
examinations which often pose serious barriers to children with disabilities due to rigid administrative and grading systems (UNICEF, 2013).

There is relatively little evidence at school level of details of education provision to children with disabilities among pastoralists communities (UNESCO, 2005). The Ministry of Education acknowledges that research in Special Needs Education among children with disabilities is inadequate. The little research conducted in Kenya has tended to concentrate in urban and high potential areas for reasons of “practicability” and “accessibility” which has alienated many children in pastoralists’ communities whose circumstances are different (Omoke, 2013), hence the focus of this study in Samburu County which is a pastoralist community.

2.5 School and out of School Factors that Influence Child Labour

Quite often the school has been used as a measure in the analysis of child labour. Exploitative labour has been judged on the basis of whether the child is able to attend school or not (Mugo, 2009). This is not an accurate measure because children with disabilities may not attend school due to the nature of their disability. Child labour may be an important source of livelihood for poor families and a factor in ensuring schooling where one child works to sustain a sibling’s schooling. However, most researchers acknowledge that this is detrimental to school attendance, retention, completion and negatively interferes with a country’s economic development (Ringera, 2009).
Access to education for children with disabilities is a basic human right both in the United Nations Declaration on Human Rights and the United Nations Convention on the Rights of the Child. The discussion over the education of children with disabilities has been of concern to many governments. A major development was the Salamanca World Conference on Special Needs Education which was held in Spain in June 1994 that brought together 92 heads of governments and 25 International Organizations (UNESCO, 1994). The conference reaffirmed the need for Education for All (EFA) and put in place a framework for action recommending children with disabilities should be educated in regular schools and within a child-centered environment. This approach paved way for the philosophy of inclusive education. However, little effort has been made to achieve this in regular schools.

Despite the global acceptance of inclusive education, children with disabilities have continued to engage in child labour after dropping out from school (Omoire 2013). Supportive evidence of empirical research indicate that a large proportion of teachers have a negative attitude towards children with disabilities in the inclusive classroom environment (Wamae and Kangethe, 2004). Usually, the teacher’s attitude determines the amount of effort the teacher puts in helping the learner. Majority of them do not use special teaching methods appropriate for learners with mild mental retardation. This frustrates learners which makes them drop out of school and engage in child labour (Mutecigaju, 2015). Most schools with children with mild intellectual challenges lack learning resources to support the education of these learners (Mutecigaju, 2015). Probably this explains the dismal enrolment of children with
disabilities in regular schools. This could also explain the high dropout of children with disabilities from school.

Usually, parents get frustrated when their children with disabilities do not behave as per the expected societal norms (Omake, 2013). Omare (2013), argues that parents make choices about the education of their children guided by the reasons that may not be purely educational but social and economic as well. In situations where education is not seen as leading to benefits, parents will be reluctant to facilitate the education of their children. This will apply where parents are ashamed of having a child with disability and view the child’s education as being unworthy (Omake, 2013). This could be the reason why some parents will opt to withdraw their children from school to work as child labourers and earn some money for the family. Considering that the Samburu culture has a negative attitude towards learners with disability, means that parents would choose to keep their children in school for fear of stigmatization (Omare, 2013).

School-going children in Kenya are under a lot of pressure to excel academically which tends to undermine the education of children with disabilities. The emphasis on education performance which is the main focus of the current system of education, presents teachers with an education system with two conflicting philosophies, one of accommodating differences in class of children with disabilities and the other emphasizing academic achievement of students for the stake of examination purposes (Omake, 2013). Considering that children with disabilities may find the general
curriculum demanding, the likely option is for them to drop out from school and join child labour.

The Sessional Paper No. 1 of 2005 (MOE, 2005), did not acknowledge child labour as a policy area of concern. The paper stipulates that one of the objectives of the Ministry of Education was to make sure that all children including girls, those living in difficult circumstances and marginalized groups like children with disabilities have access to and complete free and compulsory education by the year 2010. Furthermore, the Kenya Education Sector Support Programme (KESSP) was put in place in 2005 as a framework for investment in education during the period 2005 - 2010 (MOEST, 2005). This framework reveals the assumption that expansion of facilities is tantamount to higher enrolment of out-of-school children. The KESSP document discusses child labour only in the context of non-formal education. This framework fails to capture the strategies that may be used to improve accessibility of children with disabilities.

The cost of financing educational services for children with disabilities has been cited as a limiting factor to increased enrolment, retention and transition from one level to another (ROK, 2008). This has been compounded by the fact that majority of the learners with disabilities in school come from poor families which find it difficult to pay levies charged in school. The other limitation is inadequate planning of service delivery programmes for learners with disabilities. This is mainly due to the fact that schools lack trained teachers in the area of special needs education and insufficient financial resources which compromises the quality of education offered to learners.
with disabilities. Considering Free Primary Education (FPE) does not cater for boarding levies and other requirements for children with disabilities, they often tend to drop out from school and in most cases engage in child labour.

From the analyses of all policy processes that have taken place since January 2003, the general assumption is that making education accessible or free increases enrolment and therefore, reduces the number of children out of school. However, this is not always the case. While child labour may to a certain extent be held responsible for keeping children out of school, the school system, quality and quantity concerns may be equally responsible for pushing children to seek alternative occupations (MOEST, 2005). This means that making education free does not result in elimination of child labour automatically, particularly for children with disabilities. Therefore this study sought to find out the influence of child labour on access to education of children with disabilities.

2.6 Access to Education of Children with Disabilities

According to Rockhampton Council (2011), access to education is about removing barriers to open up opportunities for all people including those with disabilities. This means the ability of every individual to have an equal opportunity in education regardless of their social class, ethical, background or disabilities. It is estimated that there are 40 million children with disabilities out of school world-wide (World Bank, 2003). This means a big percentage of children with disabilities do not have access to education and could be engaging in child labour. The World Health Organization estimates that about 80% of the world’s persons with disabilities live in developing
countries meaning, that there are more children with disabilities out of school in developing countries than in developed countries. (World Bank, 2003). In Sri Lanka for example, despite the implementation of special needs education, only less than half of all school going children with disabilities receive educational services (UNICEF, 2003). In Madagascar, only 11% of children with disabilities attend primary school (UNICEF, 2003) while in South Africa only 20% of potential eligible pupils have access to education. Based on this distribution a lot of inequality exists on the basis of geographical location with more children with disabilities coming from the slums, informal settlements and poverty stricken areas which have been marginalized.

In Kenya about 4.6% of the population has disabilities (Omare 2013). Other studies estimate that about 10% of the population or about 3,280,000 children are living with disabilities while other studies indicate that about 80% or 1.4 million children live in slum areas, informal settlement and in the outskirts of major urban centres (Omare, 2013). These studies are silent on children with disabilities in pastoralist communities especially from Samburu. Despite all the challenges that have been experienced in providing education to children with disabilities throughout history, the highest growth enrolment rate of children with disabilities was realized in regular primary schools and integrated units, from 72,121 in 2003 to 159,872 in 2007. This was an estimated growth rate of 118%. This growth rate slowed down in the subsequent years to 7% in 2007/2008 financial year (Mugo and Oranga, 2010). Weruga and Kikechi (2012) in their study about factors affecting access to free primary education, poverty and being orphaned were the main reasons as to why some children with disabilities
were not able to access education. Furthermore (Myle, 2010) in a study, examining the magnitude of child labour in Kenya, found out that elimination of child labour among children with disabilities has been hampered by its complexity. He points out that children are reported to be working for three main reasons, augment household income, and assisting in household chores on parents’ suggestions (Myle, 2010). According to Poipoi (2012), pupils involved in child labour in Homabay County had significantly lower academic achievement mean score than those who did not engage in child labour. Furthermore boys involved in child labour activities had a significantly higher academic mean score than girls involved in the same type of child labour. This study however, did not investigate whether the same discrepancy is seen among children with disabilities. It can be concluded that child labour and gender affects academic achievement of pupils with disabilities.

2.7 Preventive Processes that Enhance School Retention for Children with Disabilities

School access and attendance are some of the factors that determine the success of child’s education. In most cases attendance promotes academic performance since the child is consistently in school while lack of access can lead to child labour. Child labour tends to hinder pupils performance in school and that girls are more in child labour than boys (Muniu, 2014). Although several mechanisms have been put in place by the government over time this situation has not changed much. One of the approaches used by the government was the introduction of Education Assessment and Resource Centers (EARC) in 1984 with the main objective of identification, assessment, intervention and placement of children with disabilities in appropriate
educational programmes (RoK, 1981). However, effective early identification of children with disabilities and provision of intervention strategies are based on well constituted teams of professionals, accurate assessment of special needs and clear referral systems which lacks in our current education system (KNEC, 2010). The requirement of the multi-disciplinary approach to children assessment has not been operationalized due to lack of personnel hence ineffective assessment. The assessment teachers assigned these responsibilities in assessment centres are either not well trained in assessment procedures or lack appropriate facilities to assess children with disabilities (MOEST, 2008). Although in-service courses have been conducted for a few teachers in the assessment centres, effective assessment and referral for children with disabilities has not been effective.

Enrolment of pupils with various disabilities in educational institutions is still low when compared to those without disabilities. According to the statistics of Gender Policy in Education 2007, there were only 23,459 pupils with disabilities enrolled in both primary and secondary schools in the year 2003, with a significant increase in 2003 after the introduction of FPE. The main challenge in the access of education of children with disabilities is lack of guidelines on inclusive education implementation and lack of reliable data on the number of children with disabilities in and out of school (MOEST, 2008). This problem is also compounded by inadequate facilities in schools and lack of equipment for learners with disabilities enrolled in regular primary schools. The other challenge which has been identified is the current rigid examination system which tends to limit learners with disabilities (MOEST, 2008).
The appraisal exercise on SNE (ROK, 2003) observed that pupils with disabilities require a barrier free environment to maximize their functional potentials. This means that learners with disabilities needed appropriate learning resources for education than learners without disabilities. Although the government attempted to create a conducive learning environment by providing financial support to each public primary school in order to remove the existing barriers for learners with disabilities, very little has been achieved since the funds was provided only once.

Learners with disabilities need to be provided with specialized educational resources based on the type and extent of disability. This is because each learner is unique in terms of disability status. Usually, the high cost of specialized equipment for learners with disabilities has remained a limitation to the government’s commitment of ensuring access of education to children with disabilities in line with the global goal for universal primary education. Most schools with children with disabilities experience inadequate provision of learning resources and materials for pupils with disabilities. Due to lack of curriculum support materials teachers teaching learners with disabilities find it difficult to employ a variety of learner centered activities for effective curriculum delivery, (MOEST, 2008). As indicated earlier children with disabilities get a top-up capitation to cater for their specialized teaching and learning resources to enhance their retention in school under Free Primary Education. However, this capitation as never been formalized since it has always been done on an ad hoc basis. The funding on this arrangement is also inadequate for continuous supply of teaching and learning resources in institutions of children with disabilities.

The government lays a lot of emphasis on promoting the philosophy of inclusive
education in regular primary schools as opposed to the practice of educating children with disabilities in special schools and units (Mugo, Oranga, and Singal, 2010). It is envisaged that inclusive education is likely to increase access and retention of children with disabilities hence eliminate child labour. The government under the FPE initiative provides additional capitation grants to enhance the implementation of inclusive education. These funds are given to learners with disabilities already enrolled in special schools and units in regular primary schools and in integrated programmes. The problem of access of education to learners with disabilities has been compounded by inadequate supervision and monitoring of special needs education programs due to lack of trained manpower (MOEST, 2008).

The government lays a lot of emphasis on inclusive education through regular schools for learners with disabilities as opposed to the practice of using special schools and units attached to regular schools. It is envisaged that inclusive education will increase access and retention for children with disability hence eliminate child labour. The government under the FPE programme facilitates provision of additional capitation grants to facilitate implementation of inclusive education. The funds are provided to learners with disabilities enrolled in both special education institutions, units attached to regular schools and integrated programmes.

Mainstreaming education of children with disabilities in all education sub-sectors and programmes has been hindered by a number of challenges. They include inappropriate infrastructure, inadequate equipment, and lack of capacity of teachers to handle learners with disabilities, inadequate and expensive learning materials as well as
inadequate supervision and monitoring of special needs education (MOEST, 2008). Education of children with disabilities has faced several challenges in regard to curriculum development. Although the Kenya Institute for Curriculum Development has developed curriculum for children with visual impairment and hearing impairment, these materials come later after their counterpart’s materials have been developed (Mc Call, Douglas and Mc Linden, 2011). Although a lot of preventive processes have been put in place, children with disabilities continue to dropout out from school and join child labour.

2.8 Summary of Literature Review

Child labour remains a widespread problem not only in developing countries but in many other parts of the world. Most researchers use statistics of non-schooling children to estimate the number of child labourers. This may not be a good measure because not all “out of school” children may be involved in child labour. In addition, some children with disabilities enroll in school when they are the average age in which children enroll in school.

The definition of the term child labour is pegged on work done by children under 18 years that is dangerous in terms of mental, physical development and social growth. Most children with disabilities attend school late due to several factors and may be in primary school or secondary school when they are above 18 years. Although few studies have been carried out among children without disabilities in child labour, very little has been done among children with disabilities in child labour.
Available literature indicates that the prevalence of child labour is strongly correlated by the average level of income in a society. Poverty encompasses deprivation of basic goods and services and other vital elements of human rights such as rest, recreation and protection. Although there has been progress in the provision of universal Primary education for children in regular schools, it has not been the same for children with disabilities especially from marginalized areas. It is estimated that over 90% of children with disabilities are either at home engaging in child labour or in regular schools with little or no specialized assistance. Quite often these children drop out from school to engage in child labour.

There is little evidence at the school level of the details of education provision to children with disabilities especially those from pastoralist communities. However, evidence indicate that a large proportion of teachers has a negative attitude towards children with disabilities in the inclusive classroom setting. In situations where education does not lead to benefits, parents are reluctant to take their children to school. This is common among children with disabilities since they are traumatized by the condition of disability.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the methodology used in the study. Specifically, it discussed the research design, study variables, location of the study, target population sampling techniques and research instruments. It further discussed data collection techniques, methods of data analysis, logistical and ethical issues.

3.2 Research Design

A research design is the conceptual structure within which research is conducted (Kothari, 2004). It provides descriptions of parts of the population that can be generalized (Kitainge & Ng’ang’a, 2007). This study used descriptive survey which employed a mixed method of research approach which involved collecting and analyzing both qualitative and quantitative data to understand the research problem at hand. This approach was appropriate for this study because it helped compare qualitative data obtained through Focus Group Discussions and interviews and quantitative data from closed ended questions. A descriptive survey involves procedures of induction, analysis, classification, enumeration and measurements (Kothari, 2004). According to Amin (2005), descriptive surveys collect data at particular point in time with the objective of describing the nature of existing conditions or identifying standards against which existing conditions at that time can be compared.
The design was considered appropriate for this study because it enabled the researcher to secure evidence of the existence of child labour among children with disabilities through Focus Group Discussions, identified existing situations under which they worked and established influences of disabilities on the working and schooling patterns. Descriptive statistics and themes were used to analyze data that were collected from the selected sample through questionnaires. This is because both methods supplemented each other in that qualitative methods provided the in-depth explanations while quantitative methods provided the hard data needed to address the objectives.

3.3 Variables
A variable is a measurable characteristic that assumes different values among the subjects, thus, it is a logical way of expressing a particular attribute in a subject (Mugenda & Mugenda, 2003). The study explored two types of variables, independent and dependent variables.

- **Independent Variables**
The independent variables in the study included child labour.

- **Dependent Variables**
The dependent variable of the study investigated was access to education of children with disabilities.

3.4 Location of the Study
The study was carried out in Samburu County. It has the highest number of children with disabilities in child labour (69%) (CISID, 2013). The County covers an area of
21,022 km square. It is located within the arid and semi-arid part of Kenya in the Northern part of the Great Rift Valley. Maralal town is the County headquarters. Samburu County is bordered by Laikipia County to the South, Baringo to the South-West, Isiolo to the East, Marsabit to the North-East and Turkana to the North-West. The County comprises Samburu North, Samburu East and Samburu Central sub-counties. By the year 2013, Samburu County had 140 primary schools with an enrolment of 32,783 pupils and a teacher to pupil ratio of 1:41 in public primary schools. The Samburu community has for a long time been organized around cattle herding and raids so that they have found it difficult to accommodate children with disabilities in their day-to-day activities. The proportion of out-of-school children is high in Samburu, with one out of four children aged 6-16 years being out of school (Uwezo, 2012). Although, these statistics include children with disabilities, the actual number out of school has not been documented.

3.5 Target Population

The target population of the study consisted of children with disabilities enrolled in standard five, six, seven and eight in Maralal primary School, Wamba primary school and Mugi primary school. These are classes with the highest number of children with disabilities enrolled from child labour. Some of the children enrolled in these classes had worked in child labour. These are children with physical disabilities, hearing impairments, visual impairments and mental handicaps. Thirty teachers were selected because they were teaching children with disabilities in the integrated programmes. All the three head teachers of the integrated schools were selected because they kept students records by virtue of their management positions. Six assessment teachers
were selected because they were involved in the process of identification, assessment and placement into school of children with disabilities. These are personnel who had interacted with children with disabilities. Thirty teachers were selected because they were teaching children with disabilities in the integrated programmes. Fifteen parents of children with disabilities were selected based on the fact that they were with the children when they dropped out of school.

3.6 Sampling Techniques and Sample Size

This section of the study discussed different sampling techniques that were used to get the sample. It also discusses the size of the sample that was selected for the study.

3.6.1 Sampling Techniques

Samburu County was purposively selected because it had the highest dropout rate of children in primary schools (CSID, 2013). One integrated school with the highest number of children with disabilities from each sub-County were purposively selected. Head teachers of the integrated schools were purposely selected because their schools enrolled children from child labour (Uwezo, 2012). Simple random sampling was used to select 10 teachers teaching in class five, six, seven and eight from each school sampled. This was done through marking ten pieces of paper yes among an equal number of all the teachers teaching class five, six and seven. Two assessment teachers from each sub-county were selected through simple random sampling technique because they were involved in the process of withdrawing children from child labour and recommending appropriate placement depending on their disability. Five parents of children with disabilities were selected through convenience sampling based on those whose children had dropped out of school. Convenience sampling was
appropriate due to the vastness of the county. All children with disabilities enrolled to school in class five, six and seven constituted focus group discussion as follows: Maralal integrated primary school six groups of boys and four groups of girls. In Mugi integrated school five groups of boys and three groups of girls were constituted. In Wamba integrated school, four groups of boys and three groups of girls were constituted.

3.6.2 Sample Size

The sample of this study comprised of 217 children with disabilities enrolled in school from child labour in Standard five, six, seven and eight. Thirty teachers were also selected because they were teaching children with disabilities in integrated programmes and six assessment teachers who were selected because they were involved in the process of identification, assessment and placement of children with disabilities in schools. All the three head teachers of the integrated schools were selected because they kept students records by virtue of their management positions. Fifteen parents of children with disabilities were selected based on the fact that they were with the children at home when they dropped from school.
Table 3:1 Selected Sample size

<table>
<thead>
<tr>
<th>Schools</th>
<th>Head Teachers</th>
<th>Teachers</th>
<th>Parents</th>
<th>CWD Boys</th>
<th>CWD Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maralal</td>
<td>1</td>
<td>10</td>
<td>5</td>
<td>51</td>
<td>34</td>
<td>103</td>
</tr>
<tr>
<td>Mugi</td>
<td>1</td>
<td>10</td>
<td>5</td>
<td>40</td>
<td>27</td>
<td>85</td>
</tr>
<tr>
<td>Wamba</td>
<td>1</td>
<td>10</td>
<td>5</td>
<td>38</td>
<td>27</td>
<td>83</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>30</td>
<td>15</td>
<td>129</td>
<td>88</td>
<td>271</td>
</tr>
</tbody>
</table>

Assessment teachers

| Samburu North | 2 |                |          | 2         |
| Samburu East  | 2 |                |          | 2         |
| Samburu Central | 2 |                |          | 2         |
| Total         |   |                |          | 6         |

Source: County Education Office Samburu, (2012)

3.7 Research Instruments

The researcher used questionnaires, interview guides and focus group discussions to collect data. Two sets of closed ended questionnaires were constructed by the researcher to gather information from the teachers and assessment teachers. The questionnaires consisted of section A and B. Question A consisted of general information while section B consisted question items about typology of work done by children with disabilities, influences of disabilities on child labour, completion rates of children with disabilities and school factors that made children with disabilities drop-out of school. The questionnaires helped gather information which was not available from other sources. The researcher also constructed an interview guide schedule for the parents. The interview guides were able to provide oral information with clarity on the research question. The Focus group discussion sessions for children with disabilities helped in generating qualitative data from small groups of children with disabilities on specific themes that was being investigated. The FGD
guides comprised of two sections. Section A consisted of demographic information about children with disabilities and section B question items.

3.8 Pilot Study

Pilot study is a small experiment designed to test logistics and gather information prior to a target study (Kitaige & Nganga, 2007). The instruments of this study were pre-tested in Kambi ya Juu Integrated primary school in Isiolo County. The school was selected purposively because it had the highest enrolment of children with disabilities from child labour enrolled in school. Isiolo County is a semi-arid area like Samburu occupied by pastoralist communities. The respondents for piloting included five teachers, the head teacher, one assessment teacher from Isiolo Central and three parents from the school. Piloting enabled the researcher to identify weaknesses in the instruments and find out if the proposed data analysis techniques were appropriate for the study. The findings from the pilot study enabled the researcher to refine the instruments because some of them had inconsistencies and ambiguities which needed clarity. Specifically, the head teachers enrolment and completion rates table was reorganized to conform to the ones filled in school to be able to capture data effectively. Consultations with experts in the area of special needs education was done and the instruments revised accordingly to achieve the desired results in the main study. The need of research assistants was identified to ensure efficiency in communication especially with illiterate parents. Finally, the researcher discussed with the supervisors the items in the instruments and ensured they were accurate.
3.8.1 Reliability of the Study

Reliability is a measure of the degree to which a research instrument yields consistent results or data after consistent trials Mugenda and Mugenda (2003). The researcher ensured reliability of the instruments by using methodological triangulation. In this case, questionnaires and interview guides were used to collect data. The use of interview guides was to complement data collected through questionnaires. Further, test-retest method was used to measure the reliability of the instruments used in the study. The same instruments were administered to the same group of respondents selected for piloting after a period of three weeks. The results were analyzed and correlated using pearson’s product moment. The correlation showed that there was a strong positive correlation between the two sets of scores where r= 0.812 for the teachers questionnaire and 0.803 for the assessment teachers. The procedure of using t-tests was appropriate for this study because it compared two means of the same variable taken at an interval.

3.8.2 Validity of the Study

Validity refers to the degree in which a test measures what it is supposed to measure (Kamau, 2010). It is an indication of the extent to which results obtained in a study can be generalized beyond the sample size. Content validity was measured to ascertain whether the items in the questionnaires were addressing the objectives of the study. Questions which were ambiguous or confusing to the respondents were identified and modified to ensure clarity and precision of information in the questionnaires. Difficulty questions were simplified and reframed using appropriate and easy language which could be understood by the respondents. All this was done
in consultation with experts in the area of special needs education and supervisors after piloting.

3.9 Data Collection Techniques

After getting the authorization permit from the National Council of Science and Technology (NACOST), the researcher personally visited the County Director of Education office in Maralal which issued a clearance letter. With the assistance of two research assistants’ residents of Samburu, the researcher conducted the Focus Group Discussions of boys and girls separately in the three schools. The researcher explained to the pupils the importance of expressing themselves freely since the information was meant to improve their access and quality of education. After the Focus Group Discussions were completed the researcher with the help of the research assistants distributed the questionnaires to teachers and assessment teachers and collected them after two days. This gave the respondents an ample time to respond to the questionnaires. The interviews for the parents were conducted by the researcher in each of the schools sampled. A total of five 40 mins sessions of interviews were conducted in each school.

3.10 Data Analysis

Kerlinger (2002) defines data analysis as categorizing, ordering, manipulating and summarizing data to obtain answers to research questions. In analyzing qualitative data, the responses were transcribed into written texts by merging the notes taken during the interviews and focus group discussions into coherent themes. It also involved verbal explanations based on the influences of child labour on access to
education of children with disabilities. Then, results were discussed to complement findings from quantitative analysis. According to (Neuman, 2000) this approach of creating themes when analyzing qualitative data helps the researcher understand the details of the raw data while bringing out the themes to the surface from deep inside the data. Descriptive statistics, was used to analyze quantitative data on school completion rates for children with disabilities. They were coded and graphs and percentages were established as well as cross tabulations that were presented in graphs, tables, and figures.

3.11 Logistical and Ethical Issues

The researcher obtained clearance for the application of research authorization from graduate school Kenyatta University. The researcher then applied and obtained a research authorization permit from the NACOST after submitting the soft and hard copy of the proposal. The copy of a research permit was presented to the County Director of Education Samburu who in turn gave a clearance letter which was taken to the Sub-County Directors of Education. The Sub-County directors of education further gave the approval letters to be taken to respective schools to allow data collection in the sampled schools.

The researcher then discussed the procedures of data collection with respective Sub-County Directors of Education in the three sub-counties and then made appointments with the respective head teachers and EARC personnel. The researcher assured the respondents that all their responses would be treated with strict confidentiality and was only to be used for the purpose of the study. The consent of the respondents was
sought before administering the instruments for data collection. That of the children with disabilities was sought from their parents. The researcher got the consent from the parents to involve learners with disabilities in the study.
CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The study examined the influences of child labour on schooling processes among children with disabilities in Samburu County in Kenya, focusing on five areas which are succinctly captured by the objectives of the study. These were: to establish the typology of work performed by children with disabilities in Samburu County, determine how the type of disabilities influences child labour in Samburu County, identify school factors that lead learners with disabilities into child labour, compare the completion rates of children with disabilities enrolled in school from child labour with those without disabilities and to investigate preventive measures within the school system that enhance retention of children with disabilities in Samburu County. The general and basic characteristics of the respondents and the schools are presented followed by descriptive analysis according to the objectives of the study.

4.2 Demographic Information

This section presents the demographic features from 217 pupils living with disabilities in our study. This number was justified because out of the 230 pupils targeted for the study, 12 pupils did not turn up for the focus group discussions. The demographic data were analyzed in terms of variables such as age, gender and types of disabilities. These are presented in the following sub-headings. This Chapter also aids in answering the question posed by Part A of the developed questionnaire whose aim was to gather general information of the informants.
4.2.1 Demographic Information of the Pupils by Age

The pupils were asked to indicate their gender and age. Table 4.1 presents the findings on gender and age of the pupils living with disabilities who had been withdrawn from child labour, where N represents the total number of pupils with disabilities.

**Table 4.1 Distribution of Pupils Age in Child Labour**

<table>
<thead>
<tr>
<th>Age</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Median</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Mode</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>2.93</td>
<td>2.95</td>
</tr>
<tr>
<td><strong>N= 217</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Results indicate that the Mean, Median and Mode of age of boys and girls respectively is equal. The standard deviation of boys is 2.93 while that of girls is 2.95. The difference in deviation at which boys and girls engage in child labour is 0.2. This means that boys and girls with disabilities engage in child labour around the same age of 14 years. In Kenya, this is the average age at which children complete primary education. This implies that majority of children with disabilities drop out from school to engage in child labour at the time when they were supposed to proceed to secondary school.

Out of the 217 respondents sampled for the study, 129 (59%) were boys while 88 (41%) were girls. The results also show the highest number of pupils with disabilities being male in all the three schools studied. The low number of girls could be an
indication that there are more boys with disabilities in child labour than girls. The Samburu culture, like most of the African cultures, attaches a lot of importance to boys. This means that even boys with disabilities are given more preference in access to education than girls. The community has a very negative attitude towards disability. This implies that the effect of disability in boys is greater than in girls and therefore the former are more likely to drop out from school.

### 4.2.2 Distribution of Pupils by Type of School and Gender

As indicated in the methodology chapter three, this study sampled both boys and girls who had been withdrawn from child labour in three different schools. These schools were Malaral, Wamba and Mugi primary schools. The gender distribution is as indicated in Table 4.2.

**Table 4.2: Enrolment of Pupils with Disabilities by Gender**

<table>
<thead>
<tr>
<th></th>
<th>Physical Challenges</th>
<th>Visual Impairment</th>
<th>Hearing Impairment</th>
<th>Multiple Challenges</th>
<th>Mental Challenges</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malaral:</td>
<td>Boys: 20</td>
<td>10</td>
<td>8</td>
<td>7</td>
<td>5</td>
<td>85 (39%)</td>
</tr>
<tr>
<td></td>
<td>Girls: 16</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mugi:</td>
<td>Boys: 21</td>
<td>9</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>67 (31%)</td>
</tr>
<tr>
<td></td>
<td>Girls: 14</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Wamba:</td>
<td>Boys: 19</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>65 (30%)</td>
</tr>
<tr>
<td></td>
<td>Girls: 14</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>104</td>
<td>35</td>
<td>30</td>
<td>26</td>
<td>22</td>
<td>217</td>
</tr>
<tr>
<td>Percentage</td>
<td>48% 16%</td>
<td>14% 12%</td>
<td>10% 100%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Survey (2015)
As indicated on Table 4.2 Maralal Integrated Programme had the highest number of boys and girls with disabilities re-enrolled back to school from child labour 85 (39%). However, the enrolment is significantly low compared to the total number of children without disabilities enrolled in the regular school programme. A study by Omoke (2013), on quality and quantity for the education of children with special needs revealed that over 90% of children with disabilities were not enrolled in school. These results are consistent with the current study which contends that very few children with disabilities are enrolled in school in comparison to those in regular schools.

4.2.3 Distribution of Children with Disabilities in Child Labour

This part presents data on the distribution of children with disabilities engaging in Child labour.  

Table 4.3: Types of Disabilities Engaging in Child Labour

<table>
<thead>
<tr>
<th></th>
<th>Physical Challenge</th>
<th>Visual Impairment</th>
<th>Hearing Impairment</th>
<th>Multiple Challenges</th>
<th>Mental Challenge</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malaral</td>
<td>36</td>
<td>15</td>
<td>12</td>
<td>13</td>
<td>9</td>
<td>85</td>
</tr>
<tr>
<td>Mugi</td>
<td>35</td>
<td>12</td>
<td>8</td>
<td>7</td>
<td>5</td>
<td>67</td>
</tr>
<tr>
<td>Wamba</td>
<td>33</td>
<td>8</td>
<td>10</td>
<td>6</td>
<td>8</td>
<td>65</td>
</tr>
<tr>
<td>Total</td>
<td>104</td>
<td>35</td>
<td>30</td>
<td>26</td>
<td>22</td>
<td>217</td>
</tr>
</tbody>
</table>

\[N=217\]

As indicated in Table 4.3, the category of children with physical disabilities had the highest number of children, that is, 104 (48%). This could be explained by the fact that physical disabilities are external and therefore could be detected easily unlike other forms of hidden disabilities. Visually impaired learners were 35 (16 %) and hearing impaired were 30 (14%). The mentally challenged learners were 22 (10%)
while those with multiple challenges were 26 (12%). Based on this distribution therefore, it shows that there are more children with physical disabilities enrolled in schools from child labour than any other disability in Samburu County. These findings are consisted with those of Geria et al, 2010 that children with physical disabilities were more vulnerable to child labour than other disabilities.

4.3 Types of Child Labour among Children with Disabilities

The first objective was to find out the type of work done by children with disabilities as child labourers. Table 4.4 presents the enrolment of pupils with disabilities in the three integrated programmes in Samburu County.

<table>
<thead>
<tr>
<th></th>
<th>Physical Challenges</th>
<th>Visual Impairment</th>
<th>Hearing Impairment</th>
<th>Multiple Challenges</th>
<th>Mental Challenges</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Herding</td>
<td>61</td>
<td>00</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>76(35%)</td>
</tr>
<tr>
<td>Percentage</td>
<td>59</td>
<td>0</td>
<td>20</td>
<td>23</td>
<td>13</td>
<td>64(29%)</td>
</tr>
<tr>
<td>Household Chores</td>
<td>21</td>
<td>15</td>
<td>9</td>
<td>10</td>
<td>9</td>
<td>64(29%)</td>
</tr>
<tr>
<td>Percentage</td>
<td>20</td>
<td>43</td>
<td>30</td>
<td>38</td>
<td>41</td>
<td>64(29%)</td>
</tr>
<tr>
<td>Farming</td>
<td>8</td>
<td>10</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>38(18%)</td>
</tr>
<tr>
<td>Percentage</td>
<td>8</td>
<td>29</td>
<td>23</td>
<td>23</td>
<td>32</td>
<td>38(18%)</td>
</tr>
<tr>
<td>Charcoal Burning</td>
<td>5</td>
<td>0</td>
<td>6</td>
<td>10</td>
<td>0</td>
<td>12(6%)</td>
</tr>
<tr>
<td>Percentage</td>
<td>4</td>
<td>0</td>
<td>20</td>
<td>4</td>
<td>0</td>
<td>12(6%)</td>
</tr>
<tr>
<td>Other Activities</td>
<td>9</td>
<td>10</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>27(12%)</td>
</tr>
<tr>
<td>Percentage</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>12</td>
<td>14</td>
<td>27(12%)</td>
</tr>
<tr>
<td>Total</td>
<td>104</td>
<td>35</td>
<td>30</td>
<td>26</td>
<td>22</td>
<td>217(100%)</td>
</tr>
</tbody>
</table>

N=217  Source: Field Survey (2015)
When relating children with disabilities and the kind of activities they were involved in as child labourers, the findings established that 76 (35%) of the pupils with disabilities provided labour in herding, as shown in Table 4.4. The study further established that children were engaged in herding livestock around the homesteads with little payments when doing it for the neighbors and relatives. This could be explained by the fact that Samburu people are pastoralists and have significant attachment to livestock. This finding is consistent with those of (ANPPCAN, 2005) which pointed out that some cultural practices like child marriages and herding of livestock are found to predispose children with disabilities to child labour. Children through the FGD admitted that in most cases they did not get direct payment for their labour, however, they were sure of getting food for supper when left at home by their parent’s when they went to do casual work. The other activity performed by children with disabilities in order of preference as child labourers was household chores 64(29%), as can be seen in Table 4.4. This could be explained by the traditions of Samburu people that classifies children based on gender and assigns them duties based on the same. This means that CWD are assigned duties based on the same gender rule. These findings corroborated with those of ILO (2004) that children start child labour by helping their families before they go out to work on their own as child labourers. The least activity performed by CWD as child labourers was charcoal burning 12(6%). This was mainly because charcoal burning required intense labour such that even the few who were engaged in it only assisted their parents in the same.

Children with Disabilities explained through FGD that working as child labourers in these activities exposed them to health hazards like eye problems and skin diseases.
They also argued that these activities exposed them to truancy and other behavior problems which are manifested in school when they enroll back hence hindering their access to education. The children further argued that involvement in child labour activities affected their schooling even when they re-enrolled back to school as stated by one of the pupils.

*Have dropped from school twice since was enrolled the first time from Child labour. This is because the long stay from school tended to motivate me to be out of school. It has also affected my performance in a big way. 6th January, 2015.*

In determining the activities done by children with disabilities as child labourers, a cross-tabulation of the activities against the disabilities was done. The study noted that while many people have the assumption that there are some disabilities that do not allow children to provide child labour towards family income generating activities, this was not the case as children with the four types of disabilities provided labour which affected their access to education. All forms of disabilities in children did not exclude them in totality from providing child labour. All the pupils with some form of disabilities in this study were actively involved to some extent in providing child labour at home or within the neighborhood. Whether these children were paid or not paid for the work they did greatly interfered with their psychological and mental state of their body which in turn affected their access to education.

In looking at the typologies of labour done by children with disabilities, it was revealed that gender was another factor that influenced the kind of labour children
with specific types of disabilities performed both in school and at home. According to teachers' responses from the questionnaires, girls had a higher tendency of being assigned household chores like taking care of their younger siblings than boys, who had a higher affinity of being assigned work related to herding of livestock as reported by one of the teachers:

*From my observation girls are usually assigned household duties while boys were assigned livestock herding. This is because based on the culture of the Samburu community boys are held in high regard just like livestock keeping. For this reason, more boys received payment for their work than girls. 14th January, 2015.*

Children with disabilities have abilities to be independent in undertaking some functions on their own. This is a way of demonstrating that their inadequacies arising from the nature of disability that they have are not personal tragedies, and that they are surmountable. Sometimes, the rebellion towards undertaking child labour related activities made them to be at odds with the societal expectations, and the occasional pity on them by non-disabled people.

We also observed that 61 (59%) pupils with physical disabilities were involved in herding livestock (Table 4.4). This was especially true for the boys with upper limb related disabilities that made them useful to the households in herding livestock. Another 21 (20%) of these pupils were involved in household chores. It was established that many of them, more than half had disabilities related to their lower limbs or backbone. It was therefore inconveniencing to have them go on long excursions to herd livestock or fetch water in the rivers. The study further found out
that 17 (8%) of this group of children was involved in crop farming and gardening, while 7 (3%) were involved in charcoal burning. Only 20 (9%) of the children with physical disabilities were involved in begging which contradicts the expectations that children with physical disabilities were more likely to be involved in begging compared to children with other disabilities such as visual impairment, hearing impairment, mental challenges and other disabilities.

4.4 Influences of Disabilities into Child Labour

This section presents findings on influences of disabilities towards child labour activities in Samburu County. In the three integrated schools a total sample of 217 children who had various types of disabilities and had previously worked as child labourer was sampled.

The typology of disability is a manifest issue in the kind of labour engagements for children. Children with physical disabilities had a higher propensity of being involved in household chores especially for girls. It was noted that children with hearing impairment had a lower potential of being involved in begging. With these facts in mind, the type of disability also influenced the type of child labour engagements that CWD got involved in. Therefore, one can conclude that the disability type has an impact in the labour the pupils were involved in. The society has a misconceived notion of disability and the social construction of that disability is manifested in the discriminatory functions that children are made to undertake. Such discrimination is cognizant of the gender roles as defined in the cultural norms and traditions of the Samburu people. Children with disabilities face exclusion from benefiting in
opportunities to be involved in ordinary activities, such as playing. There is a tendency to advance the interests of children without disabilities over those with disabilities in Samburu County.

The study established that out of the 217 children, there were 35 (16%) pupils with visual impairments, 30 (14%) with hearing impairment, 104 (49%) with physical handicap, 22 (10%) with mental challenges and those with multiple disabilities were 26 (11%) as indicated on Figure 4.1. This illustrates that there are more children with physical disabilities in integrated schools from child labour than any other form of disability.

Figure 4.1 Types of Disabilities in Children

![Figure 4.1 Types of Disabilities in Children](image)

Source: (Collected data 2015)

Figure 4.1 shows that there were more children with physical disabilities 104 (48%) enrolled in schools from child labour in Samburu County. These findings are in
tandem with those on the relationship between disability and child labour among children established that children with physical disabilities were more vulnerable to child labour than those with other disabilities (Geria et al., 2010. The least category was that of children with mental disabilities. This can be attributed to the fact that the children with mental disabilities are feared for not being able to help themselves when there is eminent danger. Children with mental challenges have below average intelligence quotient (IQ) and therefore, may not be able to make informed and quick decisions when need arises. This may explain the low percentage in their being involved in child labour. In relation to influences of disability into child labour, we found that out of the 35 (16%) pupils had visual impairment. Majority of these learners 15 (43%) were engaged in household chores as child labourers. The reason given by their parents was to ensure their safety.

Security concerns for the livestock and the children with visual impairment were the possible reasons why none of them was engaged in herding activities. Herders are supposed to be alert in order to occasionally ward off cattle rustlers and wild animals which increased the risks the children were exposed to. In addition, children with visual impairments were frequently used by their parents to run errands for the household such as going to the shop or fetching water from the river when they were supposed to be in school. Girls with visual impairment had a higher tendency of being used to fetch water while boys were more likely to be used to run errands for the homestead. Occasionally they were given some money.
The other category of disability found to influence children into child labour was that with hearing impairment. In the sample, 30 (14%) pupils out of the 217 sampled had hearing impairments. Out of this group, 6 (20%) had been engaged in herding cattle. The findings further established that 9 (30%) of the pupils with hearing impairment were involved in household chores such as washing, babysitting and cooking by neighbors and relatives at a little payment. In this light, the findings also showed that 7 (23%) of the pupils with hearing impairment were involved in crop farming at home at the cost of attending school. Another 6 (20%) were involved in charcoal burning. Typically, it was noted that all the children involved in begging under the category of other activities were found to come from extremely poor families. These findings concur with those of a study done in Kiambu which revealed that most often children will work as a result of being pushed by their parents to assist supplement the family income (Kamaara, 2003).

The other category involved in child labour was that with multiple disabilities. This group comprised of 26 (12%) of the total sample size. These were pupils with two or more types of disabilities. In particular, albinism was not considered a disability in Samburu but we noted that some children with this condition had other disabilities related to either visual or hearing impairments among others. Out of the total number of children with multiple disabilities, 6 (23%) were involved in herding. Those involved in household chores were 10 (38%), farming 6 (23%), charcoal burning 1 (4%), and begging 4 (12%) pupils.
The survey established that 22 (10%) out of the 217 children sampled had mental challenges but their teachers confirmed through interviews that they were able to attend classes together with other children. In relation to this category of pupils, 3 (13%) were found to have been involved in herding as indicated in Table 4.5. They were keen to undertake the task according to their parent’s directions and this did not make the mental challenges an impediment to the labour they provided. Another 9 (41%) of this group was involved in household chores such as washing clothes and utensils, cooking and fetching water from the river instead of attending school hence affecting their access to education.

The findings further established that a small proportion of children with mental challenges was involved in crop farming and had the necessary competence to do hoeing and weeding. This could have been contributed by the fact that Samburu people are mainly pastoralists and practice little crop farming mainly along the river bends. In addition, the findings established that no child in this category was found to be involved in charcoal burning however, 3 (13%) pupils of this group were involved in begging, as illustrated by a parent’s comment:

*Considering the poverty levels in the family, I had to engage my son in begging in the market place to supplement the family income. At times I allowed him to be used in short errands like fetching water from the nearby borehole in the outskirts of the market at a small fee. At other times he would be used to carry shop supplies delivered by vehicles (5th January, 2015)*
As already reported by the findings of this study, out of the 217 children involved in the FGD, 129 (59%) were boys while 88 (41%) were girls. Out of the 129 boys, 74 (57%) were engaged in herding as child labourers, 25 (19%) in household chores, 32 (25%) in farming and 20 (15%) in begging. As for the girls 31 (36%) were engaged in herding, 36 (41%) in farming, 57 (66%) in household chores 26 (25%) in charcoal burning and only 10 (8%) in begging. The differences in the activities between boys and girls concerning the chores were based on cultural perceptions. For example, among the Samburu, cattle herding is predominantly a man’s job while women performed household chores.

Parents explained that they had to engage their children with disabilities in several chores in order to raise income for their families. The implication of this was that parents were aware of the dangers that their children with disabilities faced but insisted they had no alternative in trying to increase the family income, regardless of the danger they faced. The study further established that gender influenced the typology of labour that CWD were engaged in. This was due to the fact that the Samburu people are conservative about gender roles based on their cultural traditions and norms. Other considerations that influenced the type of labour subjected to children with disabilities included age of the child, type of disability and competence in achieving the desired outcomes in specific activities.

This objective further sought to find out the influences of the family towards child labour among children with disabilities. The study findings show that, 98 (45%) out of the 217 children sampled said their fathers were responsible for making them work
at home. Children who attributed their child labour at home to their mothers were 119 (55%). The mothers were more involved in influencing their children to work as child labourers at home because of their traditional role of being the one responsible for the maintenance of the homestead and looking after children. They were more engaged with children than their fathers traditionally. Due to this role, children with disabilities attributed their working at home as child labourers more to their mothers than their fathers.

The study also compared the influence of siblings, parents, relatives, and community members on involving children with disabilities in child labour activities which affected their access to education. In this comparison, it was found that majority of the children with disabilities 89 (45%) were made to work as child labourers by their parents, 22 (10%) by their siblings, 76 (35%) by their relatives, and 33 (15%) by the community members as illustrated on Figure 4.2. This shows that parents have a lot of influence in determining whether children with disabilities went to school or engaged in child labour. According to Omoke (2013), in situations where education is not seen as leading to direct benefits, parents will be reluctant to facilitate the education of their children.

The reasons advanced by parents as to why they engaged children with disabilities in child labour was mainly economic hardships. This was more pronounced among parents with low income where it was established that the lower the income, the higher the involvement of children with disabilities in child labour. Consistent with the current study’s results, International Labour Organization, (2004) established that
the prevalence of child labour strongly correlated with the average level of income in a society. Cumulatively, it was determined that out of the 217 children involved in the study, 106 (49%) were orphans and within this, 70 (66%) were actively involved in child labour related activities before being enrolled back to school.

**Figure 4.2: Persons Responsible for Facilitating Child Labour at Home**

The results of the study indicated that the major reason for engaging in child labour and related activities was mainly economic. Consistent with our study results, Kamaara (2003) found that children worked as a result of being pushed by their parents to assist them meet the family income.

The tendency to engage children with disabilities in child labour increased with poverty levels in a household. Therefore, many children in very poor families got involved in child labour to supplement their household’s income. Some parents
indicated that they engaged their children with disabilities in child labour related activities because they wanted them to grow up with a sense of responsibility. They argued that this was a way of making them learn to be self-supportive in future and make them understand the difficulties of providing for families. The implication of this warped thinking made children lose essential time for learning, and interfered with their physical development as illustrated by a comment made by one of the pupils:

*I was made to do various activities like looking after sheep, fetching water, firewood and carrying firewood to sell in the market. These activities made me not to attend school in for some days, They also affected my health since I was made to carry heavy loads at times (6th January, 2015).*

### 4.5 Factors that Influence CWD into Child Labour

The third objective of the study sought to discuss factors that led children with disabilities into child labour. It was established that all the 217 children with disabilities were subjected to child labour before they were enrolled back to school.

Poverty was sighted by parents during their interviews as one of the factors that led children with disabilities into child labour. Out of the fifteen parents sampled for the study 12 (80%) said that they were compelled to leave their children at home looking for their siblings so that they could go out in search of casual work to be able to buy food. This position was supported by another parent who said the following:

*I have nine children of whom one has disabilities. I used to make him stay*
at home looking after goats within the neighborhood so that I can go to the market and look for casual work to by maize flour. This situation went on until the boy was taken to school through sponsorship. 15th January, 2015.

The parents argument was supported by the education assessment teachers where all the six of them said that poverty levels was very high and that it contributed to children being engaged in child labour. This might be attributed to the fact that Samburu County is very dry and has very poor infrastructure. This problem is further compounded by the fact that the Samburu people live a nomadic life of movement from one place to another in search of pasture. This in turn makes access to education for CWD difficult because they are not able to provide basic needs for them to go to school. The findings were supported by Kagume (2013) who established that poor persons with disabilities found themselves in vicious cycle of poverty and disability each being a consequence of the other with disability hindering access to education and often leading to isolation.

The other factor sighted has having a bearing on the engagement of CWD in child labour was culture. Majority 13 (87%) of the parents of CWD in their interview sessions argued that the Samburu culture was too discriminative towards children with disabilities. This was supported by a comment from one of the parents.

"According to the Samburu culture children born with disabilities are supposed to be killed immediately by suffocating him/her using tobacco. This was supposed to be done by the mother through instructions from the farther. 16th January, 2015."

The three head teachers for the three schools sampled said that its difficulty for the parents of CWD in Samburu to admit parenthood of a child with disability. They
further said that due to this fact they like keeping a distance especially in cases where these children are in boarding school.

The typologies of child labour activities performed by pupils with disabilities in school were gender based, marked by Samburu people’s culture. For example, in the three schools sampled in this study, it was established that majority of the girls 46 (52%) were involved in the general cleaning of the classes for long hours compared to 23 (27%) of the boys due to the nature of their disabilities. The study further established that 65 (75%) of the boys were engaged in the general cleaning of the school compound, clearing bushes, cutting grass and tending the school flower gardens during class time. In principle, this pattern reflects the general situation in the homesteads of the Samburu people, however, boys were only involved in the cleaning of male teachers’ toilets in two of the schools sampled. The girls did the same for the female teachers’ toilets sometimes during class time. This was found to hinder the learning process.

We found that 180 (83%) of the children were of the opinion that the nature of the school environment compelled them to be involved in child labour related activities. Of these, 174 (97%) were of the view that they needed to be paid for the work they did in the schools hence the feeling of exploitation by the schools. It was also established that children with disabilities were of the view that the school environment should be conducive for learning based on their disability conditions. These findings were in agreement with the suggestions of the RoK, (2003) that
children with disabilities require a barrier free environment to maximize their functional potential.

Further, we established that 78 (36%) of the girls with disabilities reported of being compelled to fetch water for their teacher’s domestic use which interfered with class attendance. A further 22 (10%) of the boys stated in the interviews that they were involved in fetching water for the schools’ cleaning purposes which is usually fetched long distances as alleged by one of the head teachers:

_School head teachers sometimes required girls to fetch firewood in order to sustain the schools feeding programme where lunch was provided to the students to encourage them to remain in school and attend classes. 6th January, 2015._

In their interviews school administrators stated that they sometimes required girls to fetch firewood in efforts to sustain the school’s feeding programs where lunch was provided to the students to encourage them to remain in school and attend classes. This clearly demonstrates that the teachers, administrators, guardians and parents exploited children with disabilities in their schools.

In some instances, where the three schools had construction projects, some children with disabilities were made to fetch water and carry stones and sand to the construction site as a way of contributing to the schools’ structural developments. The reason for this was due to parents having a preference for this style of contributing to schools infrastructural development rather than contributing financially. This system
of contributing to school development was a response to high levels of poverty that made it difficult to get finances from parents. The consequence of this was that parents left the burden of fetching and carrying the materials to schools in some cases to their children who had disabilities. For boys, they were more involved in carrying construction materials for the development of the school building where 184 (85%) children with disabilities confirmed having carried construction materials such as stones and wooden poles in school.

It was also established that 77 (59%) and 54 (61%) of girls and boys respectively had provided their teachers with labour in their private homes. This clearly demonstrates that some of the teachers took advantage of their pupils and exploited them for private gains such as fetching water from the borehole points, gardening or cleaning their houses. Due to this, it follows that the girls were more prone to exploitation by the teachers than the boys.

The results further established that sometimes, children with disabilities wanted to prove that they were capable of performing some tasks successfully. When children without disability were doing chores like cleaning classrooms or tiding up the school compound, they involved themselves in the activities as a way of making a point that disabilities did not imply lack of capacity to do something. This strained them in some instances depending on the extent of disability.

The perennial shortage of water in some schools was one of the main reasons cited by teachers as the reason children with disabilities were sometimes involved in child
labour related activities in schools at times during class time. They stated that when all the children were required to provide this labour for school activities, some types of disabilities did not impede their ability to perform the tasks. Teachers explained that involving children with disabilities in school work like cleaning and fetching water was a way of integrating them with others which enhanced their self-esteem. This was seen as an important step in the social development of children with disabilities although it interfered with their physical development and school attendance hence interfering with their access to education.

According to the teachers, it is important to note that indeed, there are some activities that can be performed by children with disabilities. For example, those who had mental challenges or having hearing impairments could be involved in fetching water and carrying stones for construction of classes. Similarly, girls with physical disabilities who could walk participated in cleaning of classes. This was an important way of improving the self-esteem of children with disabilities by showing them recognition of their potential to perform tasks which otherwise one would deem impossible for them though it interfered with their learning.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forced work</td>
<td>192</td>
<td>88%</td>
</tr>
<tr>
<td>Running Around</td>
<td>154</td>
<td>71</td>
</tr>
<tr>
<td>Carrying heavy items</td>
<td>99</td>
<td>46</td>
</tr>
</tbody>
</table>
In regard to bullying, children with disabilities reported that they were coerced by fellow pupils to undertake tasks which were difficult or impossible for them. For example, out of 217 children sampled, 192 (88%) stated that they had challenges in walking or running of which, 99 (46%) stated that other children had tried to force them to push wheelbarrows with stones or garbage for disposal. This was difficult because some of them had to use crutches to move from one part of the school to another. This signifies that these children were bullied into performing tasks which they lacked the ability to perform hence hindering their retention in school. The finding has been supported by Oluituua (2012) where it was established that in most societies in Kenya, persons with disabilities are seen to be special cases and are treated as such. This kind of treatment makes those without disabilities discriminate those with disabilities in school.

**Table 4.6 People who Assisted CWD in School**

<table>
<thead>
<tr>
<th>Assistance</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>210</td>
<td>97%</td>
</tr>
<tr>
<td>Friends without Disabilities</td>
<td>141</td>
<td>65%</td>
</tr>
<tr>
<td>Non-teaching staff</td>
<td>93</td>
<td>43%</td>
</tr>
</tbody>
</table>

With regard to the assistance given to children with disabilities in coping with challenges they experienced in school, out of the 217 children sampled, 210 (97%) stated that the first people they turned to for assistance in resolving their challenges in school were their teachers as stated in Table 4.6. When reporting their issues to the teachers in schools, 165 (76%) of these children stated that their teachers were
empathetic to them. When determining how helpful the teachers were in resolving the challenges they faced in the school in relation to providing labour to school, 28 (13%) stated that their teachers were very helpful, 61 (28%) stated their teachers were helpful while 54 (25%) stated that their teachers were somewhat helpful, while 74 (34%) stated that their teachers were not helpful at all. Considering that 165 (76%) children with disabilities confessed that their teachers were considerate, it was surprising that 34% reported that their teachers were not helpful in resolving the challenges they faced in providing labour to school related activities and projects.

Having so many of these children respond that their teachers were empathetic to them indicates that the teachers understood and appreciated the problems children with disabilities faced in the school environment in relation to providing labour. Consequently, the fact that 210 (97%) of the children with disabilities turn to their teachers seeking their intervention in overcoming the challenges they encountered indicates that either teachers are well trained to handle them in the integrated schools or pupils have profound faith in the ability of their teachers to handle these challenges.

The study further sought to find out whether children with disabilities got any assistance from those without disabilities while in school. Out of the 217 children with disabilities sampled in the study, 141 (65%) stated that they sought help from their peers without disability as indicated in table 4.6. They felt that their peers were helpful in overcoming the challenges they experienced in school. Despite the assistance children with disabilities got from friends without disabilities, they further
indicated that they had occasionally been bullied or stigmatized by the way their colleagues without disabilities handled them. They were of the view that children without disabilities sometimes deliberately humiliated them because of their conditions when they sought their help in dealing with child-labour related issues in the school.

In general, many of the children with disabilities expressed satisfaction that their close friends without disabilities were helpful to them. It is worth noting that the study did not measure the level of closeness of friendship between the children with disabilities and the degree of help they got from their peers who did not have disabilities in the integrated schools. This is because measuring the degree of closeness was beyond the scope of this study.

When compared, in terms of assistance, children with disabilities first preference were their teachers, fellow students, and support staff. Further investigations revealed that the reason more of the children with disabilities preferred their teachers was due to the authority the teachers commanded in the schools. This indicates that the support given by staff members was the last option when seeking help to resolve the challenges they faced in relation to child labour. This may indicate that support staff contributes a lot in engaging children with disabilities in child labour.

Based on the findings, it shows that children with disabilities faced numerous challenges in the school environment which hindered access to quality education for children with disabilities. Omoke’s (2013) study investigated the notions of “Special”
and “Experts” and their contribution to issues of quality and equity for the education of children with special education needs. An experience from rural Kenya found out that children with disabilities received little or no assistance in school (Omode, 2013). These findings concur with those of this study that many children with disabilities faced challenges they could not overcome using the available options within the school environment. As such they resorted to seeking the assistance from various personnel in the school environment.

4.6 Completion Rate for Children with Disabilities and those without Disabilities

This section presents and discusses objective four on comparison of the completion rates of children with disabilities with those without disabilities. The presence of children with disabilities in schools demonstrates that they enroll in school. Due to the difficulty of estimating or counting the number of children with disabilities in Samburu County, it becomes impossible to estimate the actual enrollment of children with disabilities in school. It is therefore impossible for the study to determine the actual number of children with disabilities in Samburu County regardless of whether they are enrolled in school or not.

The objective sought to find out the completion rate of schooling for children with disabilities, this study went through the records, including assessment sheets, of pupils with disabilities in the three schools sampled. This was aimed at determining the number of children with disabilities who completed their schooling between 2011 and 2014 and who had dropped out of school but enrolled back. Those who transferred to other schools were excluded from the study due to difficulties in tracing them and
ascertaining if they actually dropped out of school or had successfully completed. In total, there were 105 children with disabilities who could have completed class eight in 2014.

To assess the completion rate of children with disabilities against those without disabilities, this study considered the total number of children who had enrolled in Class five in 2011 and successfully completed Class 8 in 2014 in Malaral, Wamba and Muge integrated programmes.

Table 4.7: Completion Rates for Children with Disabilities and those without Disabilities

<table>
<thead>
<tr>
<th>Disabilities</th>
<th>Maralal</th>
<th>Wamba</th>
<th>Mugi</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children with Disabilities:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrolled 2011</td>
<td>45</td>
<td>32</td>
<td>28</td>
<td>105</td>
</tr>
<tr>
<td>Completed 2014</td>
<td>31</td>
<td>21</td>
<td>19</td>
<td>71</td>
</tr>
<tr>
<td>Completion Rate (Percentage)</td>
<td>69</td>
<td>66</td>
<td>67</td>
<td>68</td>
</tr>
<tr>
<td>Children without Disabilities:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrolled 2011</td>
<td>71</td>
<td>61</td>
<td>49</td>
<td>181</td>
</tr>
<tr>
<td>Completed 2014</td>
<td>63</td>
<td>54</td>
<td>37</td>
<td>154</td>
</tr>
<tr>
<td>Completion Rate (Percentage)</td>
<td>89</td>
<td>86</td>
<td>75</td>
<td>85</td>
</tr>
</tbody>
</table>

\[N=217\]

Source: (Study data collected 2015)

Table 4.7 presents the findings of the completion rates of children with disabilities and those without disabilities in the three sampled schools. The completion rate in Maralal Integrated Program was 69%, Wamba 66% and Mugi 67%. When compared with children without disabilities Mararal had a completion rate of 89%, Wamba 86%
and Mugi 75%. This indicates that the completion rate of children with disabilities in the three schools sampled was lower than those without disabilities. Further, this explains the presence of child labour among children with disabilities. The findings may also suggest that parents and guardians are not keen in supporting children with disabilities in school due to their negative attitude towards disability in the society. This also showed that parents and guardians preferred to take children without disabilities to school over those with disabilities. This was evident in one of the parent’s comment:

*Getting a wheelchair that suited my child to enable her to go to school was beyond my financial ability and therefore, I opted not to take her to school. The cost of facilities that enable children with disabilities to attend school is prohibitive to majority of us in Samburu and that keeps children with disabilities out of school (8th January, 2015)*

Children with disabilities who enrolled in the three schools sampled for the study was 105 in total, those who completed class seven in the year 2014 was 71 (68%), while those without disabilities were 181 and those who completed were 154 (85%). A considerable number, 24 (32%), of the children with disabilities who enrolled in the three schools in the year 2012 dropped out at class seven in 2014. In comparison 27 (15%) of the pupils without disabilities dropped out from school during the same period. This signified a high dropout rate for children with disabilities when compared with those without disabilities. The findings were in agreement with those of MOEST, (2012) which established that the enrolment of children with disabilities was lower than that of children without disabilities.
The other section of objective four sought to find out the perception of teachers on the completion rate of children with disabilities. To achieve this objective, a triangulation of data was achieved by sourcing further information from teachers on the completion rates of children with disabilities and those without disabilities who had been in child labour activities. Teachers in their interviews felt that children without disabilities had a higher rate of completion than those with disabilities. Out of the 30 teachers interviewed, less than half stated that there was no difference in the completion rate of children with disabilities and those without disabilities. It was noted that more than half stated that children with disabilities had a lower completion rate of schooling than those without disabilities. The teachers’ opinions were informed by the observation they made on the completion rates of children in both categories.

We further established that out of the total number of the teachers sampled 11 (37%), very few felt that the completion rates of schooling for both categories of children could not be based solely on disability status. This was due to the fact that some children with disabilities completed school, while those without disabilities in some cases did not. Teachers cited reasons like poverty and intellectual capability of individual learners as differential and hence disability status should not apply. This argument is self-contradicting because the study aimed at looking at these factors as applying in both groups and hence determine whether the disability status influenced child labour and eventual dropping out of school before completion. In summary, the findings established that when all other factors were held constant, there was a higher
tendency for children with disabilities to drop out of school than those without disabilities.

In terms of completion, 21 (70%) of the teachers interviewed felt that children with disabilities completed schooling to a great extent and less than half to a great extent. This contradicts the findings that showed that 71 (68%) of these pupils actually completed Class 7 in 2014 in the three schools. The reasons why teachers indicated that children with disabilities never completed schooling while there was evidence of some of them completing as established by (Wamae & Kangethe, 2004) is subject for further investigation.

**Figure 4.3: Teachers’ Perception on Enrolment and Completion Rates**

![Bar chart showing teachers' perception on enrolment and completion rates.](image)

Source: (Collected data 2015)

The findings of our study suggest that the following factors were considered critical in determining the enrolment and completion rate of children with disabilities in school; poverty, family attitude, school attitude, disability status, and children attitude. Teachers in integrated schools in Samburu County attributed a variety of
factors to the low enrolment rates of children with disabilities in relation to those without.

One key factor that led to low completion rates of children with disabilities, according to the study, was poverty as earlier mentioned. Schooling of children with disabilities required that some of them be provided with specialized equipment like hearing aids, wheelchairs and glasses amongst others that some parents could not afford. Some of the schools had equipment which were obsolete in terms of technology and hence discouraged children with disabilities from attending classes. This was evidenced in the way some parents of children with disability thought that taking their children through schooling process would be a waste of resources since they would not make it academically. In particular, 12 (80%) parents of children with mental challenges said their children would not make it through school since they did not have the resources to enroll them in highly specialized schools that could effectively provide individualized programme. In contrast, 22 (73%) of the teachers interviewed felt that the children with mental challenges involved in this study performed above average in class although some were lagging behind.

It was also noted by teachers in their questionnaires that some families did not want to take out their children with disabilities to school. The parents feared that their children may be ridiculed and made fun of by other community members. It was noteworthy that majority of the parents of children with mental disabilities stated that they had been reluctant initially to send their children with disabilities to school because some community members thought of them as bewitched. This argument was collaborated
by teachers who cited family attitudes as one impediment to the enrolment of children with disabilities in school. These findings were in consistent with those of UNESCO 2011 which established that children miss out on education programmes of many countries due to poor data collection, negative attitude towards disabilities and lack of information on how to include them in the education planning and implementation.

Disability status by itself is one of the factors that determine the extent of schooling. The nature of disability influences parent’s decisions on the schooling of their children. According to our study, most teachers stated that poverty, family attitudes and disability status greatly influenced the schooling outcome of children with disabilities in Samburu County. In addition, teachers cited poverty and stigma as the leading factors that made children subjected to child labour not to enroll in schools. The results were in tandem with the findings of Omoke, (2013) who contended that factors associated with negative attitude towards children with disabilities were superstitions that disability was a curse.

The teachers were asked to rank the order of factors that contributed to low enrolment of children with disabilities in schools by assigning a percentage score to family attitudes, school attitudes, children attitudes, disability status and poverty in terms of the extent to which they contributed to low enrolment of children in Samburu county. The findings are summarized in Figure 4.4.
Children with disabilities and those without disabilities had developed an attitude towards their schools that were either favorable or detrimental to the schooling of children from child labour backgrounds. The children with disabilities who were exposed to ridicule and jeering when undertaking school related activities and made fun of developed a negative attitude. This lead to increased truancy as observed by the teachers. Teachers also noted that some children with disabilities absent themselves from school in order to avoid being mocked by others.

The study established that there were some similarities on the perceptions attributed to the completion rates of schooling by teachers and children with disabilities. A high percentage of teachers stated that poverty was one of the key factors that led to low completion rates which was the same case with children with disabilities. The major concern cited by CWD as a factor that made them have low completion rates in
schools compared to children without disabilities was poverty and discrimination by community, parents/guardians and family members. They mentioned marginalization on account of their disability as another factor contributing to low completion rate. This clearly points out that poverty and disability status were the main factors that impeded their progress in education according to this study. Their attempt to sponsor themselves to schools ended up pushing them further away from schooling as they ended up trying to do odd jobs to achieve their educational ambitions.

None of these children was of the opinion that their academic abilities were an impediment to their schooling process. In fact, some of them took pride at being the best in their classes or subjects and were proud to have performed better than their peers who did not have disabilities. This reinforced their belief in their abilities to work hard in class and achieve good results.

Discrimination, however, was argued to be the largest contributor to either high dropout rate or high transfer rate to other schools. They felt that they were unfairly discriminated against by being forced to do certain jobs which went against their disabilities. They gave discrimination a score of 75% as a factor that was likely to push them out of school. In comparison to disability status, it was surprising to note that children with disabilities expressed optimism that given the right support, they were likely to complete school. This is a sharp contradiction to the teachers’ perception that disability status was a likely factor that could impede on the schooling of children with disabilities and encourage their involvement in child labour.
Figure 4.5 Factors Attributed to Low Completion Rates of CWD

Survey data (2015)

The findings show that there are some similarities on the perceptions that are attributed to the completion rates of children with disabilities by teachers. As indicated on Figure 4.5, poverty was revealed as one of the main contributing factor to low completion rate of children with disabilities hence hindering access to education. This finding has been collaborated by that of Mutia, (2012) which established that the main causes of child labour are family issues such as mistreatment and negative labelling of children with disabilities, social cultural beliefs on the causes of disabilities and poverty.

On a comparative scale, the completion rates for children with disabilities are low as indicated on Figure 4.4. This problem is exacerbated by involving children with disabilities in child labour related work in the homes. Their involvement in child labour within the school environment has been explained by teachers as non-
consequential in impeding their progress in education. Teachers cited the households’ activities as the main impediments of the education of children with disabilities where they heavily relied on their labour to support their families. This could be explained by the fact that Samburu people rely heavily on their livestock in their day to day living. Since the County experiences frequent droughts poverty index is usually high hence inability to access education.

4.7 School Processes that Enhance Retention of Children with Disabilities in School

Objective five of the study sought to establish preventive processes within the school system that enhanced retention of children with disabilities in Samburu County. We established that the three schools in Samburu County had formulated some forms of strategies to ensure that children with disabilities remain in school. These strategies that lead to retention of children with disabilities in schools were aimed at encouraging parents, the community and children with disabilities access education without any hindrance.

The three schools sampled for the study have established methods of tracing children with disabilities out of school. The schools normally make a record of children who are perennially absent from school. They helped them make efforts to track them to their homestead and establish challenges that hindered them from attending school. The work of tracing children with disabilities was done through the assistance of social workers and education assessment teachers.
Such defaulter tracing programs had been used to get girls out of forced marriages and was now being applied to children with disabilities. During the defaulter tracing processes, the school sent a social worker or an Education Assessment Teacher to talk to the child’s parents and establish the reasons why they were not in school. Out of the 217 children interviewed in the study, 163 (75%) had been traced and taken back to school. This signifies that defaulter tracing of children with disabilities helped in rescuing them from child labour engagements within the communities and enabled them to continue with their education.

One of the reasons that made children with disabilities abscond school in Samburu County was poverty. This meant that children lacked basic necessities like food, shelter and clothing. As a result some were used by their parents to engage in child labour to help them meet the family’s basic necessities. All the schools have established school feeding programs in an attempt to increase the amount of time children spent in school learning hence boasting their access to education. The strategy applied in the three schools under study in which the programme was to provide free lunch to children with disabilities in an attempt to encourage school attendance and retention.

The study sought to find out whether school feeding programs had any significant impact on the retention of children with disabilities in school. All the 30 teachers sampled in the interview stated that the school feeding program had increased the number of children being retained in schools and the number of children without
disabilities have also benefited. The programme had a profound effect in reducing the period of time children spent at home and being engaged in child labour.

Children with disabilities, especially those from poor households, face challenges of accessing utilities that they need to improve their schooling experiences. For example most of the offices in the three schools had stair cases which hindered access to learners with assistive devices. It was further established that in the three schools sampled for our study, at least 47 (22%) of the 217 children had been connected to non-governmental organizations that deal with issues of persons with disabilities. By doing so, this reduces the need for these children to be involved in labour related activities such as carrying of stones, sand and water as a contribution to the schools’ infrastructural developments. The schools had stepped up their efforts to net in more sponsors in order to be able to support more children with disabilities. For example, all the three schools had linkages with United States Agency for International Development (USAID) and Japan International Cooperation Agency (JICA) in attempts to make school infrastructure conducive for pupils with disabilities without necessarily passing the burden to the children.

Maralal Integrated Programme worked closely with the World Vision in providing for the needs of children with disabilities in the school. Apart from providing the necessary assistance that enables them to get facilities that help overcome their challenges the World Vision empowers poor parents to start up small scale micro-economic enterprise (SMEs) so that they can find a better way to cater for the needs of children with disabilities both in school and at home.
The study further sought to find out ways used by schools to limit involvement of children with disabilities in child labour. Out of the 30 teachers sampled in the interview, 21(70%) stated that all the schools had started coming up with policies that specifically barred children with disabilities from engaging in child labour related activities. This further reinforced the idea that the disability type may be a precursor to the kind of work these children were made to perform.

It should be noted that children with disabilities were sometimes subject to being bullied or victimized by their peers without disabilities as earlier indicated. This was evidenced by one of the comments of the child.

*I was often forced by my classmates to pick up pebbles and stones using my clutches to move around. This made me develop a very negative attitude towards school. 13th January, 2015.*

To control this, schools established guidance and counseling programmes to enable children with disabilities cope with the challenges they faced. Guidance and counseling was also essential in ensuring that children with disabilities got a balanced view of what really child labour is. The objective, was to make them understand when they are exploited and how to go about overcoming the challenges they faced. Most of the teachers felt that guidance and counseling had proved to be an effective way of making sure that all children regardless of whether or not they had disabilities appreciated the value of non-exploitative work as a way of making them develop a
sense of responsibility. The study further established that majority of the teachers interviewed were of the view that guidance and counseling helped in enhancing life skills.

From the findings of study, most of the teachers stated that developing and enforcing strict rules had helped in curbing cases of exploitation of children with disabilities. The study established that all the three schools used common rules for children with disabilities and those without disabilities which prohibited them not to bully others into labour related activities regardless of disabilities. School administrators made rules that also bar teachers from exploiting children for private purposes. This had reduced the number of cases where both children with and without disabilities have been exploited by their teachers for labour. This includes reducing the number of cases reported or complaints arising from children, parents and community members of children being used to fetch water for the teachers’ private homes, gardening and running on errands.

It was further noted that 119 (55%) of the 217 children with disabilities reported that teachers still exploited them for their own gains. While all the teachers in the study stated that the habit of using children with disabilities to provide them with labour had stopped, children with disabilities gave contrary views. This needs to be investigated because what the teachers stated is sharply contradicted by the children.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
In this chapter, we present the summary of the research findings, draw conclusions and make recommendations based on the study findings. The study had sought to establish the typology of work performed by children with disabilities, to determine how the type of disabilities influence child labour, identify school factors that lead learners with disabilities into child labour, compare the completion rates of children with disabilities enrolled in school from child labour with those without disabilities and to investigate preventive measures within the school system that enhance retention of children with disabilities in Samburu County.

5.2 Summary of the Findings
The findings of this study were based on the five objectives of the study. The findings of each objective were discussed as follows:

5.2.1 Typology of child labour performed by children with disabilities
In relation to this objective, the findings established that children with disabilities engaged in child labour related activities both at home and in school. The activities they were engaged in were determined by the type of disability as well as gender. Majority of children with disabilities were engaged in cattle herding around the homesteads. The study further established that there were more boys with disabilities in child labour than girls and that more girls were involved in household chores as child labourers than in any other activity.
5.2.2 Influences of Disabilities towards Child Labour

Objective two of this study sought to find out influences of disabilities towards child labour. The findings showed that majority of children with disabilities in child labour are those with physical disabilities. The findings further revealed that the majority of children with physical disabilities were engaged in livestock herding. This shows that disability type has an impact in determining the work children with disabilities are engaged in.

5.2.3 School Factors that Lead Children with Disabilities into Child Labour

The findings revealed that child labour activities performed by children with disabilities in school were gender based. Lack of enough support staff made schools engage children with disabilities in work which amounted to child labour. The other factor that contributed to children with disabilities engagement in child labour was social exclusion by the school community. This was due to negative attitude of the Samburu people towards disability which is reflected in the school environment. Bullying from children without disabilities was the other contributing factor and being engaged in work which amounted to child labour in school.

5.2.4 Completion Rate for Children with Disabilities and those without Disabilities

The findings of this study established that the completion rate of children with disabilities in the schools sampled was lower than those without disabilities. Poverty, family attitude, disability status and ridicule from children without disabilities were cited as other contributing factors. High poverty levels among the parents was sighted
as another contributing factor. Negative attitude of parents meant that parents prioritized supporting children with disabilities at the expense of those with disabilities. Most children without disabilities in integrated schools lacked assistive devices and other support materials to enhance their learning hence dropping out of school. Children with disabilities also lacked role models to emulate in the course of their studies.

5.2.5 Preventive Measures that Enhance Retention of CWD

Our study found out that schools have formulated some strategies to ensure children with disabilities are retained in school until completion. Schools have developed strategies like defaulter tracing strategies, introduction of school feeding programmes, establishment of guidance and counselling programmes and enforcement of school rules to curb indiscipline. However, schools have not availed assistive devices to children with disabilities who needed them. They have also not made learning environment conducive in many aspects.

5.3 Conclusions

Based on the findings of this study, the following conclusions were made:
Children with disabilities are engaged in child labour based on the nature of their disability and gender as influenced by Samburu culture. As such, there are more boys with disabilities in child labour than girls, and that there are more pupils with physical disabilities in child labour than any other type of disability. Children with disabilities were discriminated against both at home and in school through their involvement in child labour. Children with disabilities related their disabilities to social expectations
of the society which demonstrated that they were denied many opportunities on account of their disabilities. The low completion rate of children with disabilities may be attributed to high poverty levels in Samburu.

The study established various school factors that push children with disabilities into child labour. The main ones being social exclusion, lack of conducive learning environment, lack of assistive devices and lack of learning resources. Poverty is also seen as a contributing factor in influencing children with disabilities in child labour. At the same time, the nature and extent of their disability explained the type of labour activity they were engaged in. Other factors like poverty and cultural beliefs played a significant role in entrenching labour related activities among children with disabilities. Some activities were assigned along gender lines in accordance to Samburu culture gender role specifications. All the three schools lacked adequate resources for children with disabilities. They also lacked specialized assistive devices for children with disabilities which contributed to them dropping out from schools. Most often children with disabilities engage in child labour after dropping out from school. The three schools sampled lacked preventive processes within the school system that enhanced retention of children with disabilities from child labour backgrounds. Feeding programmes.

5.4 Recommendations

The following were recommendations for various groups with the aim of improving learning conditions for children with disabilities and creating an enabling environment to meet their educational goals.
5.4.1 Recommendations for Teachers

Since children with disabilities experience social exclusion when enrolled in schools from child labour backgrounds, the study recommends a determination of the factors that lead to school dropout of children with disabilities.

A comparison of the school environment factors against household/family environment factors that impact on the schooling process of children with disabilities who are actively involved in child labour should be made to help teacher to re-socialize children back to school after child labour.

The study further recommends strengthening of guidance and counseling programmes to help children with disabilities adjust in school programmes. These programmes should also target children without disability since they are part of the school environment. This can be done through in-service courses for teachers teaching in integrated programs. They can be in serviced on counselling techniques of children with special needs, their parents and siblings. The study also recommends provision of assistive devices and learning resources based on the types of disability to enhance their learning and reduce the dropout rate. This can be done by conducting a needs assessment for children with disabilities in integrated programmes to establish their specific needs.
5.4.2 Recommendation for Schools

Since poverty is the main contributing factor encouraging children with disabilities to drop out of school and engage in child labour, we recommend introduction of feeding programmes to enhance their retention in school. Most children with disabilities lamented that the school environment was a hindrance to their learning. This study therefore recommends that schools create a conducive environment for children with disabilities especially those enrolled in school from child labour. This can be done by ensuring children with disabilities are properly assessed and their needs identified before being referred to school. This means that Educational Assessment and Resource centres (EARC) should be adequately equipped with assessment tools, materials and qualified personnel.

The study further recommends introduction of income generating projects in schools to supplement what is being given by the government in form of education grants. Since most children with disabilities acknowledged being compelled by their parents and guardians to supplement the family income, the study recommends that schools start boarding sections for all children with disabilities enrolled from child labour to enhance their retention in school. This could be done by creating a partnership between the National Government, County government, Non-Governmental Organizations and the local community.

5.4.3 Recommendations for the Ministry of Education

The study established that children with disabilities felt neglected by teachers, it, therefore, recommends that the government should:
Explore the feasibility of additional grant from the Ministry of Education to pupils with disabilities in integrated programmes. This would cater for additional cost of education of children with disabilities which poor parents may not be able to meet. This can be done by calculating the cost of educating a child with disabilities in an integrated programme based on different types of disabilities.

Undertake a critical examination of the attitudes of children with disabilities involved in child labour activities towards their adoption of coping strategies that make them resilient in their schooling process in Samburu County. Since most of the educational institutions of children with special needs are sponsored by religious organization, the Ministry of Education may consider using them to create positive attitude towards children with disabilities. This way the society will see the need of investing more in the education of children with disabilities.

5.5 Areas for Further Research

Our study focused on children with disabilities from child labour backgrounds enrolled in schools. It is therefore necessary to carry out further research to establish the exact number of children with disability in child labour not enrolled in schools. Since the study relied on focus group discussions from children who were in child labour, we recommend further research to establish the extent of risk children with disabilities are exposed to while working as child labourers. This kind of research will be important specifically to policymakers and the government to formulate and come up with policies that can ascertain that these children get access to education.
This study focused on enrolment and completion rates for children with disabilities enrolled in school from child labour, we recommend a further study on the influences of child labour on performance of children enrolled back in school. A study can be conducted on the efficacy of the Free Primary Education (FRE) in withdrawing children with disabilities from child labour. This programme was initiated by the Kenyan Government to make sure that all children regardless of disabilities attain basic education. This kind of research will be important insofar as it will show whether the programme has been helpful to the children with disabilities or not. This study was carried out in Samburu County; there is therefore need for a cross-cultural study to establish the extent to which cultures influence children with disabilities in child labour.

We recommend a national survey be carried out to determine the number of children with disabilities in child labour and determine school and household factors that lead to school dropout.
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APPENDICES

Appendix 1: Focus Group Discussion Guide for Boys and Girls

My name is Japheth Ringera and a student at Kenyatta University. I would like us to discuss your experiences regarding your learning activities in your school. Be honest in the information you provide because it will be of use to you. However, what we discuss here will remain confidential and shall not be disclosed. This work is purely for academic purpose and I promise not to mention any of your names in my report.

Date_______________________________________________________________

Background questions

• What is your name? __________________________

• Which class are you? _________________________

• How old are you? ____________________________

• What is your religion? ________________________

• Whom do you stay at home with?
  Mum [ ]       Dad [ ]       Brothers [ ]   Sisters [ ]   Cousins [ ]
  Others [ ]

Section B

<table>
<thead>
<tr>
<th>Main Question</th>
<th>Probing Notes</th>
</tr>
</thead>
</table>
| 1. Are children with disabilities made to do work as child labourers in school? | - What kind of work are you made to do?
  - Does it interfere with your studies?
  - Does it affect your health?                                              |
| 2. Explain the types of work you are made to do.                              | - Who assigns them?
  - What time are you made to do them                                        |
| 3. Who makes you do this kind of work?                                       | - Father
  - Mother
  - Siblings                                                                  |
| 4. How would you describe the safety of any work you are asked to do?         | - Is it okay based on your disability
  - Is it dangerous                                                           |
| 5. Are there any activities you find difficult carrying out in school?       | - Tell me about any difficulties you might be facing. |
| 6. What do you normally do to overcome                                       | - Do you ask for assistance from                     |
any difficulties? | schoolmates without disabilities?
---|---
7. Does the school have a separate curriculum designed for children with disabilities? | - What would you like changed
8. If the curriculum is common to all of them, | - Do you think it has any effect on the learning processes of those with disabilities?  
| | - Please explain.
9. What would be your proposal on the improvement of work safety? | - Type of work  
| | Environment under which it is done
10. Do you think any form of disability affects your schooling? | - Explain
11. Generally, how would you describe the school environment in relation to your disability? | Is it supportive in terms of ensuring you learn without difficulties?
12. Does the school have its own way of noticing and acting on your difficulties? | - Explain
13. When you inform your teachers about the difficulties you experience, do they take any action? | - What kind of action
15. How would you describe the support you receive from your fellow learners in school activities? | - Enough  
| | - inadequate
16. Generally, how do you think the school should assist children with disabilities to cope with schooling? | - Explain the ways
17. Are there any moments you feel you want to drop out of school? | - Explain
Appendix 2: Questionnaire for teachers

My name is Japheth Ringera and am a student at Kenyatta University. I would like to talk to you about your experiences related to work and learning activities of children with disabilities in this school. All responses will be kept confidential and I will ensure that any information I include in my final report does not identify you as the respondent.

Instructions

Kindly answer all the questions by ticking in the appropriate box or filling in the spaces provided.

Enrolment and Completion rates of children with disability and those without disabilities.

Section A: General Information

1. Gender.................................................................................................................................

2. Designation (Tick whichever is appropriate)
   - Head teacher [ ]
   - Deputy head teacher [ ]
   - Teacher [ ]

3. Years of service/working period (Tick as applicable)
   - Less than 1 year [ ]
   - 6-10 years [ ]
   - 1-5 years [ ]
   - Over 10 years[ ]

Section B: Enrolment and completion rates variables

Enrolment rates for children with disabilities from child labor

4. To what extent do you agree with the following statements regarding the enrolment rates of children with disabilities from child labor?
Use a scale of 1-4, where:

1 = Very great extent 2 = Great Extent 3 = Less Extent and 4 = Not at all

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>Children with disabilities from child labour background never enroll in schools</td>
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<tr>
<td>Children with disabilities enroll for education in schools at the same rate as those without disabilities</td>
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<tr>
<td>Children with disabilities enrolment in schools is minimal when compared to those without disabilities</td>
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<tr>
<td>Children with disabilities are never encouraged to enroll in schools</td>
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<tr>
<td>Children with disabilities are always encouraged to enroll in schools</td>
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Completion rates for children with disabilities from child labor

5. To what extent do you agree with the following statements regarding the completion rates for children with disabilities from child labor in Samburu County.

Use a scale of 1-4 where:
1= Very great extent 2 = Great Extent, 3 = Less Extent and 4 = Not at all

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
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<th>4</th>
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<tbody>
<tr>
<td>Children with disabilities from child labor background enroll in school but never complete</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children with disabilities from child labor enroll in school and complete studies</td>
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<tr>
<td>Completion rates of children with disabilities are high</td>
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<td></td>
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<tr>
<td>Children with disabilities are encouraged to complete school</td>
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</table>

Enrolment rate of children without disabilities

6. To what extent do you agree with the following statements regarding the enrolment rate of children without disabilities in schools in Samburu County?
Use a scale of 1-4 where:

1= Very great extent 2 = Great Extent 3 = Less Extent and 4 = Not at all

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>Enrolment rates for children without disabilities is high</td>
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<tr>
<td>Enrolment rates for without disabilities is low</td>
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<tr>
<td>Children without disabilities never enroll in schools</td>
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<tr>
<td>Children without disabilities are always encouraged to enroll</td>
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</table>

**Completion rates for children without disabilities**

To what extent do you agree with the following statements regarding the completion rates of children without disabilities?

Use a scale of 1-4 where:

1= Very great extent 2 = Great Extent, 3 = Less Extent and 4 = Not at all

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>Completion rates of children without disabilities is high</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion rates of children without disabilities is low</td>
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<td></td>
<td></td>
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<tr>
<td>Children without disabilities rarely complete school</td>
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</table>

**Comparison**

7. To what extent do you agree with the following statements regarding the comparison of completion rates of children with disabilities from child labour with those without disabilities in Samburu County?

Use a scale of 1-4 where:

1= Very great extent 2 = Great Extent, 3 = Less Extent and 4 = Not at all

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Completion rates of children with disabilities from child labor and those without disabilities is the same</td>
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<tr>
<td>Completion rates of children with disabilities and those without varies</td>
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<tr>
<td>Children with disabilities record a higher completion rate than children without disabilities</td>
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<tr>
<td>Children without disabilities record a higher completion rate than those with disabilities</td>
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<tr>
<td>It is not easy to compare completion rates between the two groups of students</td>
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</tbody>
</table>
Your analysis (Kindly tick appropriately. Feel free to tick more than one factor if suitable as a response from you)

7. What factors could you attribute to enrolment rates for children with disabilities from child labor?
   Family attitudes ( ) School attitudes ( ) Children attitudes ( ) Disability status ( )
   Other (specify) ...........................................................................................................

8. What factors could you attribute to low completion rates of children with disabilities from child labor (if any)?
   Family attitudes ( ) School attitudes ( ) Children attitudes ( ) Disability status ( )
   Academic abilities ( ) Discrimination ( )
   Other (specify) ...........................................................................................................

9. What factors would you attribute to high completion rates of children with disabilities from child labor (if any)?
   School support ( ) family support ( ) Children effort ( ) Support from peers ( )
   Other (specify) ...........................................................................................................

10. In your opinion, how would you compare completion rates for children with disabilities and those without (Tick whichever on the appropriate percentage)

<table>
<thead>
<tr>
<th>Children with disabilities</th>
<th>Yes ( ) No ( )</th>
<th>Yes ( ) No ( )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 10%</td>
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<tr>
<td>10-20%</td>
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<td>20-30%</td>
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<tr>
<td>30-50%</td>
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<tr>
<td>50-70%</td>
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<td></td>
</tr>
<tr>
<td>Above 70%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you
Appendix 3: Questionnaire for Assessment Teachers

My name is Japheth Ringera and am a student at Kenyatta University. I would like to talk to you about your experiences related to work and learning activities of children with disabilities in this school. As part of my research project, I am seeking to determine the schooling and working paths for children with disability. I will therefore appreciate if you will complete this questionnaire. Any information obtained for this study will remain confidential.

PART A:

Gender

Duration working in assessment center

PART B

For each of the statements below, please indicate the extent of your agreement or disagreement by placing a tick in the appropriate box.

The response scale is as follows:

1 - Strongly Agree  2 – Agree  3 - Disagree  4 - Strongly Disagree

Typology of work

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children with disabilities are subjected to some form of labor</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Children with disabilities do not perform any forms of labor</td>
<td></td>
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<tr>
<td>There are various forms of child labor that children with disabilities are subjected to</td>
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</tr>
<tr>
<td>The types of child labor children with disabilities are subjected to are strenuous</td>
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<tr>
<td>Children with disabilities are affected by the forms of labor they are subjected to</td>
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</tr>
</tbody>
</table>
Completion rates of children with disabilities

| 1. Children with disabilities enrolled in school from child labour are provided with adequate support in school | 1 2 3 4 |
| 2. Children with disabilities enrolled in school compete their education as well as those without disabilities | 1 2 3 4 |
| 3. School environment can be improved for children with disabilities enrolled in school from child labour | 1 2 3 4 |
| 4. Some children with disabilities drop out from school due to lack of support | 1 2 3 4 |
| 5. Children with disabilities are effectively supported by their families to complete school | 1 2 3 4 |

Influences of disability on schooling for children with disabilities

| • Disabilities can have a negative influence on schooling for affected children | 1 2 3 4 |
| • Children with disabilities can have difficulties in the school environment due to their past working relations | 1 2 3 4 |
| • There is no relationship between disabilities and schooling | 1 2 3 4 |
| • Children with disabilities enrolled from child labour have no problems working and relating with members of the school community | 1 2 3 4 |
| • In Samburu County, children with disabilities perform very poorly in school as compared to those without disabilities | 1 2 3 4 |
Appendix 4: Questionnaire for Head Teachers

My name is Japheth Ringera and am a student at Kenyatta University. I would like to talk to you about your experiences related to work and learning activities of children with disabilities in this school. All responses will be kept confidential and I will ensure that any information I include in my final report does not identify you as the respondent.

Instructions

Kindly answer all the questions by ticking in the appropriate box or filling in the spaces provided.

Enrolment and Completion rates of children with disability and those without disabilities.

**Key:**  
CWD – Children with Disabilities  
CD - Children without Disabilities  
CR - Completion Rate

<table>
<thead>
<tr>
<th></th>
<th><strong>STD 5</strong></th>
<th></th>
<th><strong>STD 6</strong></th>
<th></th>
<th><strong>STD 7</strong></th>
<th></th>
<th><strong>STD 8</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td></td>
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<tr>
<td>2012</td>
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<td>2013</td>
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<tr>
<td>2014</td>
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</tr>
</tbody>
</table>
Section A: General Information

11. Gender..........................................................................................................................

12. Designation (Tick whichever is appropriate)

   Head teacher [ ]   Deputy Head teacher [ ]   Teacher [ ]

13. Years of service/working period (Tick as applicable)

   Less than 1 year [ ]   6-10 years [ ]   1-5 years [ ]   Over 10 years [ ]

Section B: Enrolment and completion rates variables

Enrolment rates for children with disabilities from child labor

14. To what extent do you agree with the following statements regarding the enrolment rates of children with disabilities from child labor?

   Use a scale of 1-4, where:

   1= Very great extent 2 = Great Extent, 3 = Less Extent and 4 = Not at all

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children with disabilities from child labor never enrol in schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children with disabilities enrol for education in schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children with disabilities enrolment in schools is minimal</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Children with disabilities are never encouraged to enrol in schools</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children with disabilities are always encouraged to enrol in schools</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Completion rates for children with disabilities from child labor

13. To what extent do you agree with the following statements regarding the completion rates for children with disabilities from child labor in Samburu County?

   Use a scale of 1-4 where:
1= Very great extent 2 = Great Extent, 3 = Less Extent and 4 = Not at all

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children with disabilities from child labor enroll in school but never complete</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children with disabilities from child labor enroll in school and complete studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion rates of children with disabilities are high</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children with disabilities are encouraged to complete school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Enrolment rate of children without disabilities**

14. To what extent do you agree with the following statements regarding the enrolment rate of children without disabilities in schools in Samburu County?

Use a scale of 1-4 where:

1= Very great extent 2 = Great Extent, 3 = Less Extent and 4 = Not at all

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment rates for children without disabilities is high</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrolment rates for without disabilities is low</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children without disabilities never enrol in schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children without disabilities are always encouraged to enrol</td>
<td></td>
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</tbody>
</table>

**Completion rates for children without disabilities**

To what extent do you agree with the following statements regarding the completion rates of children without disabilities?

Use a scale of 1-4 where:

1= Very great extent 2 = Great Extent, 3 = Less Extent and 4 = Not at all

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion rates of children without disabilities is high</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion rates of children without disabilities is low</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children without disabilities rarely complete school</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Comparison

15. To what extent do you agree with the following statements regarding the comparison of completion rates of children with disabilities from child labor with those without disabilities in Samburu County?

Use a scale of 1-4 where:
1= Very great extent 2 = Great Extent, 3 = Less Extent and 4 = Not at all

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion rates of children with disabilities from child labor and those without disabilities is the same</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion rates of children with disabilities and those without varies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children with disabilities record a higher completion rate than children without disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children without disabilities record a higher completion rate than those with disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is not easy to compare completion rates between the two groups of students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your analysis (Kindly tick appropriately. Feel free to tick more than one factor if suitable as a response from you)

16. What factors could you attribute to enrolment rates for children with disabilities from child labor?
   Family attitudes ( ) School attitudes ( ) Children attitudes ( ) Disability status ( )
   Other (specify)........................................................................................................

17. What factors could you attribute to low completion rates of children with disabilities from child labor (if any)?
   Family attitudes ( ) School attitudes ( ) Children attitudes ( ) Disability status ( ) Academic abilities ( ) Discrimination ( )
   Other (specify)........................................................................................................

18. What factors would you attribute to high completion rates of children with disabilities from child labor (if any)?
   School support ( ) family support ( ) Children effort ( ) Support from peers ( )
   Other (specify)........................................................................................................
19. In your opinion, how would you compare completion rates for children with disabilities and those without (Tick whichever on the appropriate percentage)

<table>
<thead>
<tr>
<th>Children with disabilities</th>
<th>Children without disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 10%</td>
<td>Yes ( ) No ( )</td>
</tr>
<tr>
<td>10-20%</td>
<td>Yes ( ) No ( )</td>
</tr>
<tr>
<td>20-30%</td>
<td>Yes ( ) No ( )</td>
</tr>
<tr>
<td>30-50%</td>
<td>Yes ( ) No ( )</td>
</tr>
<tr>
<td>50-70%</td>
<td>Yes ( ) No ( )</td>
</tr>
<tr>
<td>Above 70%</td>
<td>Yes ( ) No ( )</td>
</tr>
</tbody>
</table>

Thank you
Appendix 5: Interview Guide for Parents

My name is Japheth Ringera and a student at Kenyatta University. I would like us to discuss your experiences regarding your learning activities in your school. Be honest in the information you provide because it will be of use to you. However, what we discuss here will remain confidential and shall not be disclosed. This work is purely for academic and I promise not to mention any of your names in my report.

Date_________________________________________________________________

Background questions

• What is your name? ______________________________________________________

• Which class is you? ______________________________________________________

• How old is your Child? __________________________________________________

• What is the sex of your child? ____________________________________________

• What type of disability does your child have?

Section B

<table>
<thead>
<tr>
<th>Interview Guide Questions</th>
<th>Probing Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are children with disabilities made to do work as child labourers in school?</td>
<td>- What kind of work are you made to do?</td>
</tr>
<tr>
<td></td>
<td>- Does it interfere with your studies?</td>
</tr>
<tr>
<td></td>
<td>- Does it affect your health?</td>
</tr>
<tr>
<td>2. Explain the types of work which CWD are made to do</td>
<td>- Who assigns them?</td>
</tr>
<tr>
<td></td>
<td>- What time are they made to do the work</td>
</tr>
<tr>
<td>3. Who engages CWD in Child labour between the farther, mother and siblings?</td>
<td>- Father</td>
</tr>
<tr>
<td></td>
<td>- Mother</td>
</tr>
<tr>
<td></td>
<td>- Siblings</td>
</tr>
<tr>
<td>4. How would you describe the safety of any work you are asked to do?</td>
<td>- Is it okay based on your disability</td>
</tr>
<tr>
<td></td>
<td>- Is it dangerous</td>
</tr>
<tr>
<td>6. What is your attitude towards your child with disabilities?</td>
<td>- Positive or negative?</td>
</tr>
<tr>
<td>7. Why do children with disabilities</td>
<td>- What would you like changed</td>
</tr>
</tbody>
</table>
### Questionnaire

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
</table>
| 8. Do you think the school engages children with disabilities in child labour? | - Do you think it has any effect on the learning processes of those with disabilities?  
  - Please explain. |
| 9. What kind of labour did you engage your child in?                     | - How safe was it  
  - What kind of environment did child work under which it is done |
| 10. Do you think any form of disability affects your child’s schooling?  | - Explain                                                                 |
| 11. Generally, how would you describe the school environment in relation to the disability of your child? | - Is it supportive in terms of ensuring you learn without difficulties? |
| 12. What kind of labour did you involve your child in?                   | - Name them                                                               |
| 13. Does your child receive any support from anywhere?                   | - Enough  
  - inadequate                                                   |
| 14. Generally, how do you think the school should assist children with disabilities to cope with schooling? | - Explain the ways |

*drop out of school?*
Appendix 6: Research Permit