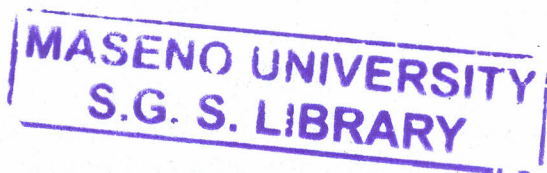


**CHILD PARTICIPATION IN THE SOAPSTONE PRODUCTION AND ITS
INFLUENCE ON SCHOOL GOING CHILDREN IN TABAKA DIVISION,
GUCHA SOUTH SUB COUNTY, KISII COUNTY, KENYA**

BY



JOYCE NYAKERARIO NYANDIKA

**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULLFILMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS
DEGREE IN SOCIAL DEVELOPMENT AND MANAGEMENT**

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

MASENO UNIVERSITY

© 2015

ABSTRACT

Child participation is a human right framework demonstrating that many different provisions in the conventions on the rights of the child which reject the punitive treatment of children explicitly promote the child's human dignity, physical and mental integrity, free expression influence in decision making in their wellbeing. Soapstone mining and carving at Tabaka Division has been ongoing since 1895. The bedrock of the soapstone spreads across at 25 square kilometer area. Most of the soapstone is sold as finished products in the form of carvings locally and abroad. The problem lies in that despite lots of efforts have been put in place for improving and protecting the rights of the children based on the interest of their welfare, children continue to participate in work which affect their life socially, mentally and academically and thus hinders them in living life to the fullest. The general objective for this study is to explore child participation, in the soap stone production and its influence on school going children in Tabaka Division, Gucha South Sub-county Kisii County. It is on this strength the study sought to examine the prevalence levels of child participation in soapstone production, examine the socio-economic factors promoting child participation in soapstone production and analyze the challenges facing child participation on soapstone production efforts aimed at reducing child participation in soapstone production. The study was guided by the participatory theory propounded by Goethe which emphasizes that the traditional approaches in the societies needs to be merged with scientific knowledge children have their own capacities as experiencing subjects who are capable of autonomous social action and cultural creation. The study was of a cross-sectional descriptive design. The study population comprised of 364 children of classes five, six, seven and eight who participate in soapstone production. Glenn's formula was used to arrive at the sample size. Simple random sampling was used to arrive at the representation of respondents (pupils) per school. Teachers and chiefs were interviewed in this study. They were selected purposively. Qualitative data was collected through key informant interviews, in-depth interviews and semi-structured questionnaire. Quantitative data was collected using a semi-structured questionnaire. Qualitative data was analysed manually where the emerging themes were verified then presented using verbatim quotes, narratives and analysed reports. SPSS (Version 20) was used to facilitate quantitative data organisation and analysis where frequencies were used to summarise the data which was presented through tables of frequencies and percentages. Prevalence levels were revealed to be high among children at the age of 10-14 years falling under classes 4-8. The need for money was pointed out as a major factor that enhances child participation in soapstone production. The study revealed poverty as key drawback to implementation efforts on policies related to child participation. Hence, efforts put in place to fight unhealthy child participation in soapstone production cannot be achieved. In summary, soapstone production by children was considered to have both pros and cons in relation to going to school. As much as it affected pupil performance due to increased absenteeism, it enabled some children to remain in school instances where they used the money to meet school related expenses which at times their parents were not able to meet. Conclusively, properly created child participation policies need to be developed to enable quality and beneficial child participation practices. This will make child participation satisfactory to children, school and the society at large.



CHAPTER ONE

INTRODUCTION

This chapter focused on the background to the study, problem statement, research objectives, research questions, rationale of the study, scope and limitations of the study and theoretical framework.

1.1 Background to the study

Children participate in work which is prohibited and it's a common phenomenon, particularly in the developing world. Child participation is regarded as one of the most serious areas of concern worth investigating keeping in view the seriousness and a human right violation of children in the world. It can be defined as both paid and unpaid work and activities that are mentally, physically, socially or morally dangerous and harmful to children (Haspels & Jankanish, 2000). The term reflects the engagement of children in work that is prohibited, and morally undesirable or by blocking access to education and more so when work negatively affects a child's physical development as a result of hazards through exploitation and, adverse implication on children's health growth psycho-social development and educational opportunities(Anker, 2000).

Child participation is prevalent in many parts of the world. A study by ILO-IPEC (2013) on child labour found out that, the global numbers of children in child participation stands at 168 million. More than half of them, 85 million, are in hazardous work. There are 13 million (8.8%) of children in child participation in Latin America; almost 78 million or 9.3% in the Pacific and 59 million (over 21%), in Sub-Saharan Africa. This is a clear indication that children participate in work which is prohibited is a world problem. Despite literature giving the general prevalence on child participation in labour, there are no exact figures of child participation on the different activities. It is for this reason that the study sought to provide the prevalence levels of child participation in soapstone production.

In Sub-Saharan Africa children who participate in work labour is common in rural areas (Bass, 2004). This could be attributed to the economic activities and agriculture remains by far the most important sector where child participation can be found (98 million, or 59%), but the problems are not negligible in services (54 million) and industry (12 million (ILO-IPEC, 2013).A study done in Nigeria on Demographic and socio-economic

consequences of child labour in Anambra state, Nigeria revealed half of working children 53% were males against 47% that of females, indicating a gender difference of 3.0% (Onyemelukwe,2011).The result of the study showed the prevalence was slightly higher among males children than their females counterparts. In Lagos alone there were 100,000 boys and girls living and working on the streets (Country wise Data, 2000). In Tanzania about 4,735,528 children or 39.6% of all children aged 5-17 years are engaged in economic activities and 91% of them were rural based (IPEC,2001) while in Kenya, out of 1.01million working children 79.5% of them were agricultural workers while 11.8% in the Service Industry such as domestic labour (Ottolini,2012). The government of Kenya ratified several instruments that directly and indirectly impacts on child protection.

The (GOK) ratified the CRC on 30 July 1990 thereby committing itself to the realization of the right of children. The CRC called upon state parties to protect its children against all forms of harm including child abuse, sale, trafficking, abduction, torture and child labour. In protecting children within a regional perspective, Kenya ratified the ACRWC in the year 2000 (UNICEF,2010).

In Kenya, child participation refers to all children below16 years of age working in any economic activities which interferes with their schooling by depriving them of the opportunity to attend school, by obliging them to leave school prematurely and by requiring them to combine school attendance with excessively long and heavy work (CA 2001;ILO,2009).The children act of 2001 clearly states that work done by children after school hours is perceived as duties which enables them to be responsible citizen in future (ROK, 2008; ILO, 2009). Child participation has streamed into the mind-sets and practices of national and international bodies, NGOs and professional groups over the past 20 years. Save the children Sweden 2010 in England, child workers gave evidence to a parliamentary select committee on child labour in 1831(Hopkins, 1994; Cunningham, 2006 episodes of student protest in Britain; Adams, 1990). For instance, a case study done in Malakisi tobacco farm on perspectives of child labour in Kenya, it extensively revealed that many children engaged in domestic and commercial work in Malakisi location. The study identified incidences of child labour among school going children not attending school. It also reported that children were overworked over weekends and during holiday, over 12% exploitative revealed (Otele, 2010).

The reasons why children participate in work are manifold and depend on the context. Some of the socio-economic factors include; poverty (National Bureau of Statistics(NBS), 2002and Human Development Report (HDR), 2007), population growth (Togunde & Carter, 2008), household size and composition (Togunde & Richardson, 2006), demographic variables like parental educational achievement and number of children (Olawale, 2009), illiteracy and ignorance of poor parents, population explosion-large family size, low family income, un-employment/under-employment, absence of provision for universal compulsory primary education (Venkateshwarrao, 2004) among others. The communities, particularly in the developing world, are unaware of how child participation manifests itself. In cottage industries and mechanical workshops, children participate in work as apprentices in various crafts or trades such as: carpentering, barbing, metal work, weaving, tailoring, catering, hairdressing, and auto repair. In urban areas and towns children participate in work on the streets as vendors, shoe-shine boy, car washers, scavengers, beggars, head-load carriers, feet-washers and bus conductors (U.S Embassy- Lagos, 2000). Though several socio-economic factors likely to relate to child participation have been mentioned by scholars (Olawale, 2009; Venkateshwarrao, 2004; U.S Embassy- Lagos, 2000), literature did not point out the exact socio-economic factors promoting child participation in labour. Therefore, the study intended to reveal socio-economic factors that promote children participation in soapstone production.

Also, many people are ignorant of how child participation is detrimental and harmful to children's life and society in broad (Wazir, 2002).It robs children of the childhood they deserve, leaves broken families, dashed aspiration and misery in its wake(Burgess et.al,2012). Child participation constitutes a key impediment in achieving universal primary education, vision 2030 and Millennium Development Goals in Kenya. After engaging in child participation, it becomes more difficult to join school (Bongo, 2005; UNICEF, 2005). Hence, it is of great concern in Kenya (Ministry of Labour and Human resource Development, 2004). The high poverty levels have seen many children drop out of school in search of work; approximately 27% of children between 5-14 years in the period 1999-2005 were engaged in child participation activities in Kenya. Children were involved in collection of scrap metals, some even young as 5 years were involved, in domestic house-help of where many girls aged 9-10 years were often taken from Soweto slums in Kayole to work in Umoja and Dandora more often the young ones are underpaid and end up getting exploited, overworked and in some instances sexually abused;

working in quarries, this involves both boys and girls some as young as 10 years (UNPD, 2007).

In the pastoralist communities for example in Samburu and Kajiado their children work as herds boys and in return parents are paid directly and this denies children time for leisure (UNICEF, 2009). These children work under hard conditions, scorching on the sun more so, risk their lives to cattle rustlers and wildlife. Children participate in tourist sector; young boys are lured to work as tourist attraction, work as dancers. A high number of samburu communities are trafficked into the coast that is Mombasa and Malindi to work as beach boys and dancers (UNICEF, 2009).

It was observed that children young as 7-10 years old look after livestock, this is very critical since most of them drop out of school. For instance Narok county, children are involved in quarry mining, young boys are employed to scoop sand and load it to the Lorries (ILO, 2010).

In Migori County, Sori Beach D.O in Karungu warned fishermen against employing children, he said such cases have become rampant along Sori, Muhuru and Aluru Beaches, Mr. Mabeya said, "many of the children drop out of school due to poverty and get employed in the motorboats as fishermen. Many people take advantage of the situation to exploit children", (standard newspaper Tuesday, July 21, 2015). Further, in Migori County its estimated 100 children participate in the gold mines in Nyatike sub-county and does affect their health, small particles of gold is a concern because it has high toxicity and detrimental impact on children's development; this was reported by the clinical medical officer in Migori hospital. (AAC meeting, 2013; Annual report, 2012) by children office Migori Sub-County. In Meru County, Children officer Imenti North Sub-County revealed 300 cases engaged in child participation activities, these arises due to marital disputes between parents or guardians (21:02: 2012, News 24 Kenya).

In Kericho children were involved in production of tea, Meru in miraa farms. In big towns such as Nakuru, , Kisumu and Nairobi scavenging for scrap metals, which exposes these children to Infectious diseases such as tetanus through rust waste, in search of plastic bottles (ILO report, 2012).

KIHBS 2005/2006 survey, found out that despite free primary education. There were 1.5 million children out of school, 1.3 million engaged in child participation activities and 36% of children live without their parents (GOK,2009).

The Kenya National Bureau of Statistics, (2008) showed that in 2006, 79.5% of the working children were found in the agricultural sector. In Nyanza Province, children working were 6.5% (Ottolini, 2012). In Kisii County 96% of the children 5-14 years of age attending school, almost half (47%) are also involved in child participation activities (MICS, 2011). On the other hand, out of the 47% of child participants in soapstone production, majority were attending school (96%). The proportion of children involved in child participation varies by the child's gender, age, area of residence, household, economic status and parent's education level. However, there is paucity of information on challenges facing child participation in work. It is for this reason that the study was developed to find out the challenges facing child participation in soapstone production.

1.2 Statement of the Problem

MASENO UNIVERSITY
S.G. S. LIBRARY

In protecting children against child labour the government of Kenya ratified the ILO convention No. 138 on the minimum age of employment and ILO No. 182 on the Elimination of the worst forms of child labour. Enacted the Children Act of 2001. Put in place the constitution of Kenya 2010 being supreme law. Despite this increased concerted efforts from various organs in promoting the welfare of children, it is however worrying that still children from Tabaka Division indulge in activities of soapstone production which denies them the right to proper growth, development and a chance to attend school. Despite literature giving the general prevalence on child participation in labour, there are no exact figures of child participation on the different activities in Tabaka Division Gucha South Sub-County. The study intended to find out the prevalence levels of child participation in labour. The material was relevant in child protection systems to organize programs regulating child participation in Gucha South Sub-County.

Though literature mentions several socio-economic aspects that come with child participation in work, it is not clearly illustrated on how social and economic factors promote child participation in soapstone production. Additionally, there is scarcity of information on challenges facing child participation in work. It is for this reason that the study was developed to find out the challenges facing efforts aimed at reducing child

participation in soapstone production. Therefore this study explored child participation in the soapstone production and its influence on school going children in Tabaka division, Gucha South Sub-County, Kisii County based on the following research questions.

1.3 Research Questions

This study was guided by the following research questions.

- i What are the prevalence levels of child participation in soapstone production in Tabaka Division, Gucha South Sub County, Kisii County, Kenya?
- ii What are the socio-economic factors promoting child participation Tabaka Division, Gucha South Sub-County, Kisii County, Kenya?
- iii What are the challenges facing efforts aimed at reducing child participation in soapstone production in Tabaka Division, Gucha South Sub-County, Kisii County, Kenya?

1.4 Objectives of the Study

The general objective of this study was to explore child participation in the soapstone productions and its influence on school going children in Tabaka Division, Gucha South Sub County, Kisii .County-Kenya. Other specific objectives were to:

- i) Examine the prevalence levels of child participation in soapstone production in Tabaka division Gucha South Sub-county, Kisii County, Kenya.
- ii) Examine the socio-economic factors promoting child participation on soapstone production in Tabaka division, Gucha South Sub-County, Kisii County, Kenya.
- iii) Analyse the challenges facing child participation on soapstone production efforts aimed at reducing child participation in soapstone production in Tabaka Division, Gucha South Sub County, Kisii County, Kenya.

1.5 Scope of the Study

The study was conducted in Gucha South Sub County, Tabaka division. The study focused on public primary school pupils participating in soapstone production. Only children in classes' five to eight who participate in soapstone production from the

sampled schools in the study area were investigated. Pupils from classes one to four were excluded from the study yet they also participate in soapstone production activities. In the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) report of 2005, it is argued that, official age of entry to standard one in Kenya is six years. Hence, pupils in standard five to eight should ideally be aged 10 to 14 years. Therefore, the researcher was of the opinion that children in class five to eight are able to express themselves than the pupils in class one to four. The children who were willing to participate in the study and those who were given consent by their parents are the only ones who were investigated. The results of this study cannot be applied wholesomely to other soapstone production areas in Kenya and other parts of the world as the socio-demographic characteristics of the children may vary from one place to another. The scope of the study is limiting to generalization as it only focuses on one activity, soapstone production, yet children in school going age participate in several activities worldwide.

1.6 Rationale of the Study

This study was prompted by the fact that soapstone production is highly regarded in the community. Since engaging in soapstone production is a quick source of income, it influences school going children's perceptions of schooling and participation in its production. Therefore, there was need to conduct a child centred study to document level of child participation in soapstone production and schooling. There have been no studies conducted on child participation in the soapstone production and its influence on school going children in Tabaka division. This study therefore, acted as a blueprint of what is happening in other areas where children participate in soapstone production too. It was important to see the social and economic factors that create the world of participation in soapstone production. Tabaka division was chosen because it is the most concentrated with soapstone in Gucha South sub-county.

This study was relevant because, by finding social and economic factors promoting to child participation in soapstone production. The data will enable the education sector to use as a base to institute appropriate intervention programs which will ensure improved quality education. Since education is fundamental to improving the quality of life by

lifting people who become educated out of poverty, this contributes in achievement of Millennium Development Goals One and Two: Eradication of Extreme Poverty and Hunger and Achieving Universal Primary Education, respectively (Juma & Hauquitz, 2014). In addition the study was relevant because its findings may be useful to the policy makers who are able to make laws appropriate in relation to children's participation in soapstone production. The study was also useful in ensuring that relevant laws which relate to involvement of primary school children in paid wages, and ensuring that relevant laws are put in place in relation to child participation in work and school attendance.

1.7 Theoretical Framework

A Participatory theory attempts to bridge the distinction between subjects and objects. The theory was propounded by Goethe (1996) and extensively discussed by researchers such as Richard Tarnas (1999). Tarnas believed that Participatory theory is best for addressing the gap between scientific knowledge and community-based research methods. The method enables the community to shape their research agendas as opposed to the traditional theories that made researchers generate their outcomes. Therefore, the approach is best to shift from intra-subjective experience to participation in events in the understanding of the transpersonal and traditional phenomenon (Borda, 2001).

Participatory theory has been employed by scholars across the globe to help in understanding of many projects. Development focused personnel have been observed using the approach to articulate development projects in different parts of the developing and developed nations. The theory has been of importance to the projects as it enables the projects to be integrated with the traditional approaches avoiding non-acceptance of the projects. The realization of the theory was based on the fact that many projects and development plans faced rejection by community members based on traditional reasoning leading to waste of resources (Muro & Jeffrey, 2008).

Participatory theory was of significance to the study as it helped in explaining the role that traditional beliefs and scientific knowledge have towards child participation in soapstone production. Societal rules and regulations highly define child involvement in work in many communities. Children engaged in work as a rule while scientific knowledge through governmental policies and legal systems consider child participation in work as child labor. The Scientific knowledge pointed the different factors that led to

child labor as opposed to those traditional approaches such as family, informal learning institutions and culture that consider societal structures as decision makers in child participation. In regard with traditional approaches the child is a passive actor in societal operations whose influence is defined by the structures. Therefore, a combination of the two were essential in providing understanding of child participation in work as well as the best solutions to the situation (Muro & Jeffrey, 2008; Borda, 2001).

Additionally, the theory helped in finding out from the children whether there are social factors that enhance their participation in soapstone production. Since regarding soapstone production, there could be children who were forced to take part as their parents/guardians had more power and authority over them. The power infringed on the rights of the children making them incapable of contributing to issues affecting their lives. Hence, Participatory theory helped the study to investigate on children's ideas regarding their participation in soapstone production as well as their prevalence levels of participation.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In this chapter a detailed review of the literature related to this study was presented. This presents empirical studies on prevalence levels of child participation in soapstone production, social and economic factors promoting child participation in soapstone production and challenges facing efforts aimed at reducing child participation in soapstone production.

2.1 Prevalence Levels of Child Participation in Soapstone Production

Worldwide, an estimated three hundred and fifty two million children aged between five and seventeen years are engaged in economic activities in paid and unpaid market production (ILO, 2002). Sixty percent of these children reside in “developing countries” such as Asia, and about nineteen percent of those are victims of child participation practices (Herath and Sharma, 2007). India has the largest child population in the world (Subbaraman and Von Witzke, 2007) and 28.3% of children in India are classified as “unreported”; neither do they attend school, nor are they classified as working (National Sample Survey Organization, Government of India, Report No. 473). This is a clear indication that children in many parts of the world and even the western are engaged in child participation. Despite literature giving the general prevalence on child participation in labour, there are no exact figures of child participation on the different activities. It is for this reason that the study sought to provide the prevalence levels of child participation in soapstone production.

According to ILO-IPEC (2008) a study done by Uganda National Household Survey (UNHS) 2005/06, showed that an estimated 2.5 million children aged 7-14 years – 38% of them are engaged in economic activity. This total includes some 1.4 million of children under the age of 12 years. This shows that even in our neighbouring country many children are engaged in economic activities. Therefore, this study established the kind of economic activities children are engaged in. However, it does not show the prevalence

levels of the children participating in the different activities. This called for the need to check on the prevalence levels of child participation in work.

Republic of Kenya (2001), confirms that children make up 14.4% of the total workforce and that more children living in rural areas (19.7%) worked compared to children living in urban areas (9.0%). The number of working children in harmful conditions (89.8%) were in the rural areas compared to 102,861 (10.2%) in the urban areas (ILO-IPEC, 2009). Therefore, this study established the percentage of children working in different economic activities in both rural and urban areas in Gucha South sub-county.

The prevalence of child participation in soapstone production remains high in Kenya. The KIHBS 2005/6 survey found out that 1.01 million children aged 5 -17 years, though not disaggregated by sex, were working for pay, profit or family gain. Further, the survey established that there are 19,542 children working in conditions that fall within the descriptions of worst forms of child labour (KIBHS, 2008). This study determined the different forms of worst forms of child participation that children of different sexes are involved in, in South Gucha sub-county. In Kisii County, the percentage of children involved in child participation, 44.9 are male while 44.8 are female also the percentage of children attending school who are involved in child participation male are 45.1% and 43.8% female (Kisii County, 2011). Therefore this study determined the percentage of children involved in child participation while attending school in Gucha South sub-county

2.2 Socio-economic factors promoting child participation in soapstone production.

The social factor is crucial in the realization of children's rights in Kenya their numerous social held beliefs that impact negatively on children in different cultures many communities have their own definition who is a child. For instance a child, who undergoes the rite of passage, automatically becomes an adult there is an increase in child headed households (African Network for the Prevention and Protection against Child Abuse And Neglect, 2007). The communal values that encouraged helping the suffering is now at risk. The extended family are unwilling to support orphans hence denying them safety net and thus hinders them to grow and develop spiritually, physically and mentally, and hence children from Tabaka find themselves indulging in activities which are outlawed. There is a very close nexus between child participation and illiteracy and they go hand in hand and each one supports the other (UNICEF , 2008). Some studies have

shown that most of the child participators are either total illiterate or partial illiterate and their parents are illiterate (Draft Declaration and Agenda for Action of the National Consultation and Child Labour, 1997). This study established whether most of the child participants and their parents are either illiterate or partially illiterate in South Gucha Sub-County.

Secondly, it is a question of examining the arbitrage between child participation and their education. It is no more leisure which constitutes the alternative to child participation but school as suggested by many reports of the ILO. Within this context, human capital accumulation due to education is felt not only at the individual level of the incoming wages of children but also at the macroeconomic level for the concerned countries particularly as regards economic development and growth. On that subject, a chapter of the literature (Yacouba, 2001; ILO, 2004; & Lachaud, 2005) considers education as an efficient alternative to child participation. Education permits an improvement of the labour productivity of the work of grown-up children, a guarantee for a good integration into the formal professional milieu and of a reasonable salary. Moreover, human capital accumulation due to education is favourable to the process of growth and economic development of the concerned countries. The human capital theory finds a favourable echo here. This study examined the difference in salary of participants who are educated and those not or partially educated in South Gucha sub-county. This is because literature on economic issues is based on influence of economic factors not mentioning that promoting child participation.

Definition of work is different by boys and girls in primary schools (International Speech Communication Association (ISCA), 2003). Some argue that work is dignified and contributes to their own or their families' survival. This is because after work, children are paid and they use money to meet their own expenses and those of their families. Others see work as harmful or exploitative. This is because at times children are not paid or are given less than what they have worked for. On the other hand, they work under very unfavourable weather conditions like cold and heat. Though several socio-economic factors likely to relate to child participation have been mentioned by scholars (Olawale, 2009; Venkateshwarrao, 2004), it did not point out the exact socio-economic factors promoting child participation in work. The study herein showed that poverty, need for money, parental influence and peer pressure enhanced child participation in work.

Children view work as something that enables them; learn to communicate with other people as they interact during work time, learn to support their families with the money they earn, learn new things and acquire different skills as they work, pay school expenses for themselves and their siblings, learn how to handle money and get clothes and food in return for work (ISCA, 2003). On the other hand, some children also view work as something that can harm physical development and lead to injury (ISCA, 2003). In addition, children view earning money leading to dropping out of school to make more money. Children also feel that in the work places, they may fall under the influence of bad people. During work, children are of the view that their self-esteem can be damaged and if they are not treated well in the work places they suffer (ISCA, 2003). It is then necessary for the government and other child protecting organizations to develop policies that protect the environment in which children participate. Since children enjoy participating in work, policies need to be developed to define the degree of their participation.

Children work because of agency and recognition (Save the Children UK , 2005). Agency and recognition in the context of work means that children want to earn money; they want large earnings even if work involves risk; they want to earn their own money, even if it is little, to entertain friends; they want to make new friends in the work place and enjoy the company of friends in the work place. In addition, they want to feel appreciated by their parents and to help the family with money and labour. According to SCUK (2005), children dislike work because of exploitation, violence and abuse. This means that children dislike: long hours of work which hamper schooling and playing and make them tired; doing extra or overtime work without pay; compulsory overtime work; being forced to work overnight; working every day without any leave; low and irregular payment of wages or not being paid at all; beatings, abusive words and sexual abuse by employers and supervisors (Anker, 2000). They also dislike carrying heavy loads and working in damp, dark, dirty, very hot or very cold work place environment. The conditions in which child participation occurs are extremely harsh as it denies the children an opportunity to be paid fairly for their work. It is then necessary for children to participate in work with fair pay (Lachaud, 2005).

Boys who have already dropped out of school and participating in soapstone production viewed those who were going to school to be wasting time (Thatiah, 2007). They argue

that they are wasting time that could use to make money. This shows that they viewed their participation in soapstone production positively as opposed to schooling. Yacouba, (2001); ILO, (2004); Lachaud, (2005) reported that in some parts of Tabaka where soapstone is rampantly mined, boys have no aspiration to continue with their education because they view it as a hindrance to venture into soapstone production. This also demonstrates that children view education or schooling as a hindrance to venture in the income generating activities. Thatiah (2007) reported that one boy envied his friend who had dropped out of school and participated in soapstone production but his parents had restrained them from dropping out of school. This means that he wished to drop out of school and participate in soapstone production like his friends but his parents prevented him. These articles demonstrate that some children prefer to engage in soapstone production than going to school. This can be interpreted to mean that some children preferred work to schooling.

Conclusively, the reviewed literature indicates that children's perception of work is positive or negative depending on the circumstances. It also emphasizes that children learn some skills at work which cannot be learned at school. These skills as it emerges will help the children in the future. One should note that, not all work that children participate in has skills that can be applied in the formal sector. It also indicates that some children prefer work to schooling. This study therefore sought to establish from the children the economic and social factors promoting child participation in soapstone production and of schooling.

2.3 Challenges facing efforts aimed at reducing child participation in soapstone production

Child participation in work is a concept that has been looked into by many nations. In the U.S several policies and legal systems have been developed by the government to protect the children from unauthorized labor. The European nations through WHO and UNICEF were amazed by the high levels in which children in Sub-Saharan Africa involve in child labor. The international involvement led to development of policies in various African states that protected the rights of the children (Anker, 2000). The age of threshold and the scopes of the legislation vary. In majority countries the minimum age for entry to employment is 14 or 15 (ILO,1992). Almost all legislation exempts work in household but some limit the scope further by excluding also domestic service and

agriculture.(Bequele& Boyden,1988). Documentation about effective enforcement of child labor legislation is difficult. In many countries, labor inspectors are seriously understaffed. For example in the Philippines there are fewer than 200 inspectors against almost 400,000 employers (Boyden, 1988). For instance, the Government of Kenya is concerned about the plight of children stated in the various policy papers and in its statement at the 1995 World Summit for Social Development irrespective of all these efforts, child participation still persists in the country (Republic of Kenya, 2008/2009; SCUK, 2005). Lack of comprehensive information on the size and structure of child labor in Kenya has led to the floatation of conflicting estimates. The paucity of comprehensive information is due to many factors, such as lack of an appropriate survey methodology and lack of clear concepts, definitions and classifications of the factors and variables relating to child participation (Republic of Kenya, 2008/2009). There is need for advocacy to review all laws relating to children to harmonize them in order to reduce high cases of child participation in labor.

The legislative structure to reduce child participation approaches the problem through rehabilitative, preventive and protective, programmes. Rehabilitative programmes include; the withdrawal of children from hazardous and exploitative work and redirecting them back to school, provision of income generating activities for the disadvantaged families and guidance and counseling services, amongst others (Republic of Kenya, 2008/2009). Preventive programmes undertaken, on the other hand, cover poverty eradication, advocacy on the rights of the child and capacity building for improved service delivery to institutions. The protective legislation is considered as a powerful tool in combating child participation and as a deterrent to the economic exploitation of children. With all this in practice, no positive results have been attained. Published data on primary school enrolment show that the gross enrolment rate at the national level has declined from 105 percent in 2008 to 90 percent in 2009. This decrease is attributed to the rising incidence of poverty and the harsh effects of Structural Adjustment Programmes (SAPs), especially the introduction of cost-sharing in public health and educational services (Republic of Kenya, 2008/2009; SCUK, 2005).

Kenya's population has posed a great challenge to reduction of school going children to engage in child participation. The population growth rate has declined from 3.4 percent per annum during the 1998/1999 inter-censal periods to 2.9 percent between 2008 and

2009; the age structure of the population remains highly skewed. Those aged less than 15 years account for about 43.7 percent of the total population, compared to 47.8 percent in 1999 (Republic of Kenya, 2008/2009; SCUK, 2005). The 2009 population census revealed, however, that Kenya's population remains youthful with persons aged below 18 years accounting for 51.1 percent of the total population, while those aged 5-17 years account for 35.3 percent. The consequences of having a rapidly growing youthful population include a high dependency ratio, an increasing demand for social services and a rapidly increasing demand for jobs, all of which present major development challenges (Republic of Kenya, 2008/2009). It is clear the available literature appreciate existence of challenges in child participation process though no exact challenges are mentioned.

Kenya has a relatively well-diversified economy with the service sector contributing the largest share, accounting for about 60.0 percent of the total GDP. Agriculture and the manufacturing sectors are the next important contributions to the GDP. They account for 27.0 percent and 14.0 percent of the GDP, respectively in 2009. In terms of overall performance of the country's economy, the GDP growth has shown a declining trend since mid-1980s (Republic of Kenya, 2008/2009). The proportion of children involved in child work varies by the child's gender, age, area of residence, household, economic status and parent's education level. However, there is dearth of information on challenges facing child participation in work. It is for this reason that the study was developed to find out the challenges facing child participation in soapstone production.

As a result of the poor performance of the national economy, the GDP per capita has showed negative growth rates of 0.6 percent, 1.1 percent and 1.5 percent per annum during the years 1996/97, 1997/98 and 2008/2009, respectively (Republic of Kenya, 2008/2009). The low GDP growth rates at 1.1 percent and the negative per capita income reflect the economy's inability to improve the incomes and the standard of living of the population, resulting in high levels of poverty in Kenya during the past two decades, manifested by increasing levels of unemployment (Republic of Kenya, 2008/2009). The continuing slowdown in economic activity is also reflected in the poor performance of the major productive sectors, namely agriculture and manufacturing. (Republic of Kenya, 2008/2009; SCUK, 2005). High poverty levels have seen many children drop out of school in search of work to support themselves (SCUK, 2005). Thus poverty has denied children the right to adequate standard of living, in the event the children are orphaned,

economic hardships have scared members of the extended family not to assist them hence the children from Tabaka find themselves without no support.

Conclusively challenges most faced by Kenya in reduction of child participation in soapstone production have not yet been addressed. The people most affected by poverty are well defined by other socio-economic categories namely, the landless, pastoralists, the handicapped, female-headed households, households headed by people without formal education, unskilled casual workers, AIDS orphans, street children and beggars. The major contributing factor to the exposure of these categories of persons to poverty in Kenya is the increasing inequality in the distribution of wealth and income, poor access to economic and social goods as well as remunerative employment, inequality in the participation in social and political process and in other life choices. On the whole, the high incidence of poverty in Kenya is considered as the main direct cause of child participation in the country (ISCA, 2003). This study therefore sought to analyze the challenges facing child participation on soapstone production efforts aimed at reducing child participation in soapstone production in Gucha South Sub-county, Kisii County.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter focused on study area, research design, study population, sample size and sampling procedures, data collection procedure, data processing, analysis and presentation and logistical and ethical considerations.

3.1 Research Design

This study adopted a Cross-sectional descriptive design. Nachmias and Nachmias (2006) argue that in cross-sectional studies researchers examine relationships between properties and dispositions. The key focus for the cross-sectional study design, as Hopkins (2000) asserts, is to describe some phenomenon or to document its characteristics. The design was applicable to the study as it explained the relationships between child participation and prevalence levels, socio-economic factors and challenges faced. Moreover, the design described the characteristics of child participation in soapstone production. All instruments of data collection to be used in this study were pre-tested and adjusted accordingly and then administered to the sampled respondents.

3.2 Study Area

The study was carried out in Tabaka Division of Gucha South Sub-County. Entire Gucha South Sub-County was carved from the old Gucha Sub-County. The sub-county covers an area of 200.2 km² (Republic of Kenya, 2008). The Sub-County shares common boundaries with Kisii South Sub-County to the north, Rongo sub-county the West, Trans Mara Sub-County to the south and Gucha sub-county to the east (Republic of Kenya, 2008). It is located between latitudes 0⁰ 30' and 0⁰ 58' south and longitudes 34⁰ 42' and 35⁰ 05' East (Republic of Kenya, 2008). Tabaka Division covers a total area of 32.8 km². From the 2009 census, the population of entire Gucha South sub-county was 49,006 males and 61,900 females totaling to 110,906 (KNBS, 2009). The natives in Gucha South sub-county speak Abagusii language.

Figure of Gucha South Sub-county Where Tabaka Division is Located



Source: IEBC 2013

3.2 Study Population

The study population comprised of entire public primary schools in Tabaka Division, Gucha South Sub- County. There were 17 schools in Tabaka Division with a population of 4027; 2317 boys and 1710 girls (District Education Office Gucha South Sub-County ,2014).

3.3 Sample Size and Sampling Procedures

This study selected six schools from Tabaka Division out of the 17 schools which were sampled by using simple random sampling. A sample population was drawn from the entire population of 4027 pupils. The 364 pupils were sampled using Glen Israel's formula (Israel, 1992)

$$n = \frac{N}{1+N(e)^2}$$

n= the required sample size

N- Population size (**364**)

e- The precision level. At a precision level of 95 % with a ± 5 margin of error the set precision level is 0.05

Using the above formula, the required sample size would be calculated as follows:

$$n = \frac{4027}{1+4027(0.05)^2} = 364$$

A sample of 364 respondents were used in the study, the percentage representative of each school against the sample size determined the number of questionnaires distributed in the six schools. The respondents (pupils) were first clustered per classes then drawn by use of simple random sampling. This study selected six public primary schools, which were sampled using simple random sampling as appended here below.

Table 1: The distribution of respondents in each of the six public schools in the study

School	Class Five	Class Six	Class Seven	Class Eight	Representation
Tabaka DEB	11	12	14	10	47
Gosere	19	17	14	13	63
Tabaka Boys	21	25	11	8	65
Nyamue	19	21	10	14	64
Nyagichache	22	19	16	12	69
Etanda	12	15	17	12	56
				Total	364

3.4 Data Collection Instruments

3.4.1 Key Informant Interviews

They are in-depth interviews conducted with persons the researcher identifies as knowledgeable about the phenomenon in question (Bernard, 2002). The key informant interviews were conducted to yield information from 6 Head teachers, 3 Chiefs, Zonal education officer. The Zonal Officer provided information sufficient for objective one and three respectively. The interviews were conducted using a key informant guide. From the interviews qualitative data was obtained. The researcher sought to find out from the teachers and chiefs the prevalence levels of child participation in soapstone production and the challenges facing child participation on soapstone production efforts aimed at reducing child participation in soapstone production.

3.4.2 In-Depth Interviews

In-depth interviews are observed to enable a detailed analysis of cases that represent the research purpose in order to reach high interval validity of ethnographic research (Benard, 2002). In-depth interviews were conducted with primary school going children who participate in soapstone production with the help of an interview guide. The interviews were conducted to explore further why primary school going children participate in

soapstone production and the socio-economic factors that push children towards their participation in soapstone production. Other interviews were conducted with the teachers who interact with the pupils from class five to eight, four in the eight primary schools. The in-depth interviews were intended to gather deep information on the levels at which primary school going children participate in soapstone production and the socio-economic factors that promote child participation in soapstone production.

3.4.3 Semi-Structured Questionnaire

A questionnaire was essential to provide a set of carefully designed answers given in exactly the same form by a group of people about the topics which was the researcher's interest. The questionnaires were administered by the researcher together with two research assistance to collect socio-demographic and qualitative data regarding the objectives from the sampled population. The tool was critical in providing statistical data that was explained by qualitative data. The questionnaire was divided into sections with each addressing key areas of the study such as the prevalence levels of child participation in soapstone production and the challenges facing child participation on soapstone production efforts aimed at reducing child participation in soapstone production and the socio-economic factors promoting child participation on soapstone production.

3.5 Data Processing, Analysis and Presentation

Qualitative and Quantitative data were analyzed and interpreted to give meaningful report. Descriptive statistics were used in analyzing quantitative data with the aid of Statistical Package for Social Sciences (SPSS) software. Quantitative data was presented in frequency distribution tables and percentages. Qualitative, data was thematically analyzed by classifying major issues covered and recurrent themes. This data was later presented in tables of frequencies and percentages.

3.6 Ethical considerations

This research took into consideration various ethical issues like confidentiality so that it enhances the credibility of the research work. This was done to safeguard the respondents during data collection. Informed consent forms were also administered to the respondents. Purpose and methodology of research was discussed with the respondent before any data

was collected. The research embraced the ethical principles of informed consent, respect for privacy, safeguarding confidentiality of data and avoiding harm to subjects and researchers.

Introduction

The study

Demographics

Researcher

Social and cultural

Challenges

Child participation

4.1 Socio-cultural context

The participants

Characteristics

Inclusion

Exclusion

Interviews

Interview schedule

Interview guide

Interview process

Interview duration

Table 1

Table 2

Table 3

Table 4

Table 5

Table 6

Table 7

Table 8

CHAPTER FOUR

DISCUSSION AND FINDINGS

Introduction

This chapter presents and discusses and the findings of the study on the socio-demographic characteristics of the children who were involved in the study. It also presents and discusses prevalence levels of child participation in soapstone production, social and economic factors promoting child participation in soapstone production and the challenges facing child participation on soapstone production efforts aimed at reducing child participation in soapstone production.

4.1 Socio-demographic Characteristics of the Respondents

The pupils interviewed for this study were 364 and their socio-demographic characteristics collected from the semi-structured questionnaire are presented in the tables below. The six primary public schools were of mixed gender, commonly referred to as mixed schools. This affected the distribution of the children represented in the study with males constituting 51.1% and the females 48.9% (Table 4.1). Slight variation in participation was also affected by differences in the number of girls and boys in the various classes who participated in soapstone production and as well willing to be interviewed. The findings are essential in determining the prevalence level of children of different genders in soapstone production.

Table 4. 1: Distribution of Respondents with respect to Gender

	Frequency	Percent
Male	186	51.1
Female	178	48.9
Total	364	100.0

The table below shows the number of ages of the pupils who participated in the study. This emerges in Table 4.2, where a majority (84.6%) of the respondents falls under this age group 10-15. The results corroborate with the argument off In the Southern and

Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) report of 2005, it is argued that, official age of entry to standard one in Kenya is six years.

Table 4. 2: Age Distribution of Respondents

	Frequency	Percent
<10	0	0
10-15	308	84.6
>15	56	15.4
Total	364	100.0



Almost an equal number of children were interviewed from classes 5, 6, 7 and 8 (Table 4.3). This was to ensure that the views of the children from these classes were evenly captured. However, slight differences were noted in the number of children who participated in the study from the various classes. This is because the number of students who participated in soapstone production varied from one class to the other. The difference is also as a result of not all schools being mixed as well as willingness to participate in the study.

Table 4. 3: Class Distribution of the Pupils

	Frequency	Percent
Class 5	73	20.1
Class 6	85	23.4
Class 7	69	19.0
Class 8	137	37.6
Total	364	100.0

The study showed that 76.4% of the respondents had both of their parents alive while 6.1% had one of their parents alive with majority being fathers. The remaining 8.2% of the respondents were total orphans (Table 4.4). The statistics on Table 4.4 was captured from the children in classes 5, 6, 7 & 8 from the sampled schools. This was important as it helped in the assessment of what influenced them to participate in soapstone production

with reference to lack of caretakers. Studies have shown that family breakdown precipitates children's entry into work (Levene, 2006; UNICEF, 2005). Therefore, communal and government techniques need to be implemented to prevent child participation based on parental deaths.

Table 4. 4: Status of the Child

	Frequency	Percent
Both parents are alive	278	76.4
Maternal orphan	34	9.3
Paternal orphan	22	6.1
Total Orphan	30	8.2
Total	364	100.0

Household composition was relevant in the study because it was useful in assessing the factors that influence children's participation in soapstone production. It is often assumed that children from large families are likely to work than those from small families (ILO, 2002). In this study however, it is evident that majority of the pupils are not from large families as they are composed of 3-6 members and this might not be considered large in the traditional African context

Table 4. 5: Household Composition

	Frequency	Percent
<3	21	5.8
3-6	227	62.3
6-10	98	27.0
>10 Specify how many	18	4.9
Total	364	100.0

Number of household members ranged from less than three to greater than ten. More than half 62.3% of the respondents were from household with 3-6 members as in the Table 4.5. The table illustrates that 21 respondents were from households with less than three members while 98 were from households with 6-10 members. On the other hand 18 respondents were from households with great than 10 members.

4.2 Prevalence Levels of Child Participation in Soapstone Production

This objective was important in that it relived from the respondents the prevalence level of child participation in soapstone production as appended here below:-

Table 4. 6: Distribution of Respondents with Regard to the Age at which Children Start Participating in Soapstone Production

	Frequency	Percent
<5yrs	10	2.7
5-9 yrs	49	13.5
10-14yrs	248	68.1
>15yrs	57	15.7
Total	364	100.0

The study showed that 68.1% of the children who participate in soapstone production started participating at the age group of 10-14 years. A total of eleven children in the study (15.7%) reported starting participation in soapstone production at an age above 15 years. At the age group of 5-9 years, 13.5% of the respondents reported having started participating in soapstone production. The remaining 2 children said they started participating in soapstone production at an early age below 5 years (Table 4.6).

Children clearly begin engaging in soapstone production at the age of 10-14 years. At this stage in life the innate drive to participate begins to develop in every human being. Irrespective of call for meaningful and quality participation of children (UNICEF, 2003) in Tabaka children engage in less meaningful, harmful, non-quality work. This is in line with ILO (2002) who reports that worldwide, an estimated three hundred and fifty two

million children aged between five and seventeen years are engaged in economic activities in paid and unpaid market production.

4.1: Distribution of Respondents with respect to Gender

	Frequency	Percent
Male	186	51.1
Female	178	48.9
Total	364	100.0

Findings further demonstrate that children of both genders participate in soapstone production. The table 4.1 explains the variation in gender of the children essential to define the prevalence levels of the different genders in soapstone production. It is clear that both male and female pupils engage in soapstone production at almost equal levels. The information would enable the policy and law makers to develop mechanisms to curb the problem based on tangible information. Studies have shown that working children males were at 53% slightly higher than the females by 47% (Onyemelukwe, 2011).

Table 4. 7: Distribution of Respondents with Respect to Level in School when Starting Participation in Soapstone Production

	Frequency	Percent
Classes1-3	37	10.1
Classes4-8	327	89.9
Total	364	100.0

Findings indicate that majority (89.9%) of the children who participate in soapstone production started participating when at the level of Classes 4-8. The remaining 10.1% reported commencing participation in soapstone production at the level of classes 1-3. On the other hand, five of the respondents did not respond to the question (Table 4.7).

Children who reported having started participation in soapstone production at the school level of classes 4-8, reported doing so for money, family survival and school expenses. This commemorates with KIHBS 2005/6 survey that reported 1.01 million children aged

5 -17 years, though not disaggregated by sex, working for pay, profit or family gain. In addition, in-depth interviews conducted among children during the study proved the same point. A 14 year old boy reported that:

My parents are poor and cannot afford paying for my school expenses. I have worked since I was ten and the money I earn help my family and pay for some of my school expenses. This is why I started working.

From the statement above, it is clear that poverty has increased the prevalence levels of school children participating in soapstone production. If the parents of the boy had sufficient money the boy would not participate in soapstone production. This is in line with ISCA (2003) who argued that children learn to support their families with the money they earn, learn new things and acquire different skills as they work, pay school expenses for themselves and their siblings, learn how to handle money and get clothes and food in return for work.

Information gathered from the key informants gave a clear illustration that children begin participation in various activities related to earning income at a very tender age. The very age of 10-14 years was quoted severally. It is at this age that children are always in classes 4-8 of their primary education. One of the chief reported that:

So many children in Tabaka begin participating in soapstone production at a very tender age. Majority do participate to earn money for personal use while a few participate as a result of financial instability in their families.

This comment confirms the fact that child participation in soapstone production exists in Tabaka. It also explains the fact that children participate in such activities as well as the clear reason as to why they participate. This is in line with Republic of Kenya (2001), who confirms that children made up 14.4% of the total workforce and that more children living in rural areas (19.7%) worked compared to children living in urban areas (9.0%). This then creates an opportunity for researchers and policy makers to find out ways and mechanisms that can be implemented to control child participation in a beneficial way.

4.3 Socio-economic factors promoting child participation in soapstone production

Children who perceived their participation in soapstone production activities favorable were of the opinion that participating in soapstone production activities in obedience to their parents was admirable. Most of them were proud of their participation in such activities because they were of the opinion that they were helping their parents. They were happy because by helping their parents they made their work easier. In the society there are usually social structures with norms exist that govern the behavior of the individuals. According to Dressler (1973), social norms prescribe and proscribe behavior. Prescribe behavior is expressed affirmatively. For example children must obey their parents. Prescribed behavior is expressed in a negative way. The study revealed that children were forced to participate in the soapstone activities against their will.

Table 4. 8: Distribution of Respondents with Regard to How they View Schooling

	Frequency	Percent
Bad	325	89.3
Good	39	10.7
Total	364	100.0

Findings indicate that 10.7% of the respondents perceived their participation in soapstone production activities as good. They viewed their participation as favorable. They were proud about their participation. The children felt that if they would do ferrying of mined soapstone when there was no school for instance during the weekends and holidays then there was no problem. However, 89.3% respondents viewed their participation in soapstone production activities in a bad way. This category was not pleased with their participation in soapstone production though they engage in it (Table 4.8).

Therefore children's obedience to their parents is one of the expectations by the society whereby disobedience is met with negative sanction. Most of the children as they grow internalize these norms through socialization (ISCA, 2003). This is why children felt that it was desirable if they participated in soapstone production in obedience to their parents' request. A class five child in responding to the questionnaire said:

The society expect us to obey our parents and even in church we are taught to do so. Therefore, we must obey.

In addition, the children's In-depth interview revealed that children viewed soapstone production as an income generating activity. They reported that engaging in an income generating activity was a desirable thing as it would help them meet their needs and of the family.

These findings concur with those of ISCA (2003) that some children viewed their participation in work as dignified because they earned money. This money contributed to their own or family's survival. Children in this study were therefore happy to contribute to the welfare of their family. Additionally, some of the children who participated in the in-depth interviews felt that there was nothing wrong with their participation in soapstone production since those who participated in the production performed well in school and had money to buy whatever they wanted. A male class 8 pupil argued that;

Some children who work in soapstone areas have money and they do well in school so they should just leave us to continue working and coming to school.

The children were of the opinion that they manage to successfully combine in soapstone production with going to school. This in line with findings by Bourdillon (2000), reports that some children in Zimbabwe manage to combine work and schooling.

Further some children in in-depth interviews felt that it was good to participate in the various soapstone production activities as the money they earned helped to meet school related expenses. For instance in an in-depth interview a 10yr old boy who was in class five at the time of study reported that:

When I am paid I keep the money. If my parents do not have money for the school books and for making desks I give the money from my savings.

This statement demonstrated that the boy was proud of participating in soapstone production as he helped his parents to meet his school expenses when they were not able to. This view concurs with that of ISCA(2003) which indicates that children perceive work as something that enable them to pay for the school related expenses for themselves and their siblings. From the above findings it is clear that children perceived their participation in soapstone production favorably if it was in response to obeying and helping their parents; if they engaged in it when there was no school and they performed well in school; if the income contributed to family or their own survival and those in

meeting the school related expenses and if the money earned was spent wisely. ISCA (2003) observes that children like work because of urgency and recognition: Earning money even if work involves risk; using their own money even if it is little entertain friends or buy whatever they want; making new friends in the work place; feeling appreciated by parents and helping family with cash and labor. The issue of urgency and recognition was evident in the study as children were proud to earn their own money, spend it and were also proud to be contributors to the welfare of their families. However the children in the study did not mention perceiving work positively because they made new friends in the work place or enjoyed company in the work place as reported by ISCA (2003). The study revealed that children who viewed their participation in soapstone production favorably did so only when their participation had positive effects in their social and school life.

On the contrary the children who looked at their participation in soapstone production as negatively felt that it was not good for them to be involved in soapstone production. This resulted to absenteeism in school. Some of them had a record of irregular schooling. During the In-depth interviews a 14 year old girl who was in standard seven at the time of study was quoted saying:

It is true that some children sneak out of their homes before their parents wake up. I sneaked once. We had arranged with my friend to wake up very early to go to soapstone mining area far away from our homes. And at a place where we were not known. After enduring a lot of hard-work we earned only 100 shillings. That day we did not go to school.

From the quote, it is clear that some children sneaked out of their houses before dawn or before their parents woke up to soapstone mining areas in places far away from their home. As explained by the children, once they would get late in the mining areas, they would absent themselves from school. This absenteeism from school was what made the children feel that participation in soapstone production was not a desirable thing.

From in-depth interviews and Key Informant Interviews, a majority of children and the zonal officer felt that they wasted a lot of time that could be spent studying. The zonal officer said:

The children spend most of their time in the soapstone mines forgetting their school obligations

This especially was the hours which children spent in transporting soapstone. Children were of the opinion that the wasted hours were good for studies to enhance better performance in their school work. They also observed that some children dozed in class due to fatigue from transporting of soapstone. However, the children most of them denied getting involved in activities relating to soapstone production during school days. Some felt that it was not good as they were forced into it by their parents.

In this study, children were of the opinion that while participating in soapstone production; they might fall under the influence of bad people whose morals were questionable. They stated that if they got used to participating in soapstone production activities, they would eventually be influenced to adopt bad behaviors. The key informants confirmed this when they explained that in soapstone transportation, vulgar language was usually involved where people abused one another, fought often, smoked and used drugs. The children therefore felt that if exposed to such environments, they would eventually start to talk and behave like soapstone producers. This conveys with ISCA (2003) asserting that the children viewed the work place as a place where they may fall under the influence of bad people who may influence their behaviors negatively by exposing the children into drugs and early pregnancy.

4.4 Challenges facing child participation on soapstone production efforts aimed at reducing child participation in soapstone production

The objective was important as it helped in the assessment of whether there existed challenges that hinder efforts developed to reduce child participation from being achieved. Studies have shown that there are several aspects of human life that hinder full implementation of mechanisms that enhance reduction of child participation (Levene, 2006; UNICEF, 2005).

Table 4. 9: Distribution of Respondents with Regard to existence of Challenges that affect efforts employed in Reduction of Child participation in Soapstone production

	Frequency	Percent
Yes	260	71.4
No	104	28.6
Total	364	100.0

The study showed that 71.4% of the respondents reported existence of challenges that face efforts aimed at reduction of child participation. The remaining 28.6% refused existence of challenges that face efforts put in place to reduce child participation in soapstone production (Table 4.9).

Table 4. 10: Distribution of Respondents with Regard to Challenges facing efforts created to Reduce Child Participation in Soapstone Production

	Frequency	Percent
Poverty	240	65.9
Traditions	64	17.6
HIV/AIDS	30	8.2
Population	30	8.2
Total	364	100.0

The table above illustrates that majority of the children who participated in the study identified poverty as the main (65.9%) set back to efforts developed towards reduction of child participation in soapstone production. Tradition was mentioned second (17.6%), followed by HIV/AIDS (8.2%). The remaining 8.2% reported population as the challenge that hinders reduction of child participation in Tabaka Division. This is in line with the Republic of Kenya, 2008/2009 and SCUK, 2005 who argue that Kenya's population has posed a great challenge to reduction of school going children to engage in child participation.

In addition, key informants and the teachers' in-depth interviews clearly pointed similar issues as those mentioned by children. Poverty was clearly mentioned across by all participants as the major killer of efforts in reduction of child participation in soapstone production. One of the chief illustrated that:

Shortage of food, clothing, shelter and lack of opportunity for quality education are issues that are promoting child participation in soapstone production. Poverty and diseases like HIV have made children to work. Child headed families are here in Tabaka and those children work in soapstone production mines for survival as well as their education

This statement clearly illustrates that not all categories of people have their children participating in soapstone production mines. This commemorates the arguments of Republic of Kenya (2008/2009) that says the people most affected by poverty are well defined by other socio-economic categories namely, the landless, pastoralists, handicapped, female-headed households, households headed by people without formal education, unskilled casual workers, AIDS orphans, street children and beggars.

This study proved that all this happen due to ineffective legislation of the Kenyan government. A teacher in the in-depth interview argued that:

The ministry of labour is not up to standards with its policies in relation to child participation. The government does not care about the interests of the common 'mwananchi' since we have reported children participating in soapstone mines but nobody seem to care

This means that, ministry of labor is responsible in implementing labor laws to enforce the law regulating employment of children and working condition. However, this is not accomplished due to limited resources and corruption. The general public who consider child participation as normal and acceptable practice and the invisibility of child participation in the informal and domestic sections while Kenya prohibits the employment of children in some specific sectors such as quarrying, mining, fisheries, plantation, agriculture there is no legal minimum age for the employment of children in the informal and domestic sectors. Labor inspection is difficult in the informal and domestic sectors mainly because children move from one place to another no employers

register showing name of children wages are paid to adults. This is in line with the report of the Republic of Kenya (2008/2009). The report states that, major contributing factor to the exposure of these categories of persons to poverty in Kenya is the increasing inequality in the distribution of wealth and income, poor access to economic and social goods as well as remunerative employment, inequality in the participation in social and political process and in other life choices. On the whole, the high incidence of poverty in Kenya is considered as the main direct cause of child labor in the country.

In conclusion, governmental and non-governmental institutions that implement policies and laws related to child participation need to develop proper mechanisms for enforcement of such laws and policies. Stakeholder approach and involvement children in decision making as well as developing policies related to child participation. This will help develop stakeholder embraced programs that finally will help reduce or eradicate child participation in soapstone production in Tabaka Division.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter provides a summary of the observations made in the preceding chapters. This study examined prevalence levels of child participation in soapstone production, social and economic factors promoting child participation in soapstone production and the challenges facing child participation on soapstone production efforts aimed at reducing child participation in soapstone production. Summary and conclusion are derived from the findings and the inferences made from this study are used to develop recommendations and suggestions for further research.

5.1 Summary

Children's participation in soapstone production has a negative implication in schooling. The prevalence levels in Tabaka Division are high and like other child labour practices influence schooling patterns. Absenteeism was observed in schools. Poor performance was also noted and was largely attributed to lack of concentration in class. There were also cases of children involved in soapstone production dropping out of school. On the other hand participating in soapstone production enabled some children to remain in school in instances where they used the money to meet the school related expenses which at times their parents/guardians were not able to meet.

The study revealed that the major factors that promoting children's participation in soapstone production were the need for money. This was categorized as money for a child's own use and for family use. The other factors which also emerged were linked to income in one way or another. This include orphanhood, poverty, coercion, irresponsible parents, obedience of the children gaining favour from the parent and having soapstone producers as children's role models sibling and peer pressure.

Children's perception of their participation in soapstone production and of schooling was divided. Some perceived participation in such activities in a negative way. They argued that as children engaged in the various activities they adopted bad behaviours. They also viewed their participation negatively since some of the children were forced in to it while

others felt it was a difficult task. Other children perceived their participation positively. This was because of the income that soapstone production fetched. The remedies put in place to resolve child participation face severe challenges from cultural beliefs on obedience of parents, poverty and financial constraints to implement the strategies. Additionally the government of Kenya does not have well defined legal systems necessary to control child participation.

5.2 Conclusion

High prevalence rates of child participation in soapstone production activities had to a large extent negative implication for schooling. This is because cases of absenteeism and poor performance were noted in schools. There were also cases of drop out from schools. On the other hand, their participation in such activities was profitable as income earned was used by the pupils as well as parents to meet school related expenses not covered by the free primary education programme.

Children's participation in soapstone production is influenced by several factors. These factors were expressed differently by participants the income factor was present in most of the explanations. The need to satisfy children's own needs and those of the family emerged as a major factor which influenced children's participation in soapstone production.

Children perceived their participation in soapstone production differently. Those who perceived it negatively were forced to participate against their wish as they noted that if they were given an option they would stop participating in soapstone production and concentrate in schooling. Aspects of perception, culture, and poor defined legal systems need to be considered to curb challenges hindering mechanisms developed to manage child participation. The category that participated in soapstone production as a result of other factors apart from force, especially those who were paid, perceived their participation as positive. They were proud because they participated in contributing to the household income, they would meet their own needs and because they were able to combine participating in soapstone and combining both and still would remain combining the two.

5.3 Recommendations

1. Parents and guardians should not involve their children in soapstone production against their wish. This is because the Key Informants reported cases of parents and guardians forcing their children into soapstone production activities. The children complained of the harsh working environment such as scorching sun during the day and dangerous dug holes that cause physical harm or death in instances of landslides.
2. Review of existing child labour policies in Kenya need to be undertaken to ensure non-exploitative and beneficial participation of children in work. This is because the children were of the opinion that they should be allowed to participate in soapstone production when it did not interfere with their schooling timetable. Since the money they earned helped in paying some school expenses that are not covered under the free primary education.
3. Mechanisms should be put in place by parents and the relevant stakeholders to ensure that most of the basic needs of the children are met. This is because it was evident that children participate in soapstone production to be able to meet their own needs and those of the family. The mechanisms should be sustainable to avoid erosion of gains made by any such interventions.

5.4 Suggestions for Further Research

1. Research need to be done to follow up on children who dropped out of school to participate in soapstone production. Specifically the research should focus on finding out whether these people are really fulfilled without having had to further their education beyond the point they dropped from.
2. Money was pointed out as a motivating factor in children's participation in soapstone production. However, it was noted that money earned from soapstone production led to children being disobedient. This opens a field for further research on how possessing money by children influences their attitudes and behaviour patterns.
3. Children's participation in soapstone production is enhanced by the desire to meet their own needs and those of their family. This calls for research to determine the level of poverty in the area focusing on the household income and possible migrants.

REFERENCES

- Admassie A. (2006), Incidence of Child Labour with empirical evidence from rural Ethiopia. ZEF- Discussion Paper on Development Policy No. 32, Center for Development Research (ZEF), Bonn, P.72, 2000. Available on the ZEF Web Site. http://www.zef.de/zef_englisch/f_publ_dp.htm (Accessed on 17/5/2010 at 1525hr).
- African Network for the Prevention and Protection against Child Abuse and Neglect (2007). *Annual Report for the year 2006/2007*.
- Amma, H, Baghdellah, J, Kiondo, E, Madhi, M, Mwandayi, E; & Soko, P (2000): The Nature and Extent of Child Labour in Tanzania: A Baseline Study, ILO-IPEC, March
- Benard, R. H. (2002). *Research methods in Anthropology: Qualitative and quantitative approaches*, 4th ed. Oxford: Altamira Press.
- Bhalotra, S. (2003). "Is Child Work necessary?" STICERD *Discussion Paper No. 26*, London School of Economic: London, P.73.
- Bourdillon, M. (2000). *Earning a life: Working children in Zimbabwe*. Harare: Weaver Press.
- Cockburn, J. (2002). "Income Contribution of Child Work in Rural Ethiopia." Working Paper 2002-12. Oxford University, Centre for the Study of African Economies, Oxford, United Kingdom.
- Collins, J & Rau, B (2000). : *AIDS in the context of development*. Geneva, : UNRISD/UNAIDS
- Corsaro, W. A. (1997). *The Sociology of Childhood*. London: Sage.
- Corrt rell, A, P. (1998) *The resurrection of thinking & the redemption of Faust: Goethe's new 76 Janus Head*

Country Reports, (2000). "Report on Human Rights Practices for 2000" (Washington, D.C.: U.S. Department of State, 2001) at Section 6d. Country Reports (2000): Nigeria at

Section 5, 6d and 6f

Draft declaration and agenda for action of the National consultation and child labour 1997

Frankfort_Nachmias, C., & Nachmias, D. (2006). *Research methods in the social sciences*, 5th ed. London: Hodder Arnold.

Geneva, June (2000). Child labour as a consequence of HIV/AIDS was recognized in a resolution adopted by the International Labour Conference at its 88th Session

Goethe's (1996), way in H. Jackson (Ed) creating harmony-conflict resolution in community permanent publications.

GOK, (2010) The children Act, 2001 Nairobi Government Printers

Hopkins, G. W. (2000). Quantitative Research Design. *Sports Science*, 4(1). Retrieved from sportsci.org/jour/0001/wghdesign.html/2000. Retrieved on 22nd June, 2014.

Hutchby, I., & Ellis, J. M. (1998). Introduction. In Hutchby, I., and Ellis, J. M. (Eds.) *Children and social competence: Arenas of action*, pp. 1-6. London: Falmer Press.

ILO, (2000): *Note on the Proceedings*, Tripartite Meeting on Moving to Sustainable Agricultural Development through the Modernization of Agriculture and Employment in a Globalized Economy (Geneva,), p. 3.

ILO, (2000): *Your voice at work*, Report of the Director-General, International Labour Conference, 88th Session, Geneva,

ILO, (2010), '*Global Employment Trends for Youth*, ' ILO: Geneva

ILO-IPEC, (2008). Understanding children's work in Uganda: *Report on child labour*. August 2008

- ILO-IPEC, (2013). "Marking progress against child labour" - *Global estimates and trends 2000-2012* UNICEF (2005): Progress for children Gender parity and primary education No 2 April
- IPEC, (2001). Country report 2000/2001 integrated labour force and Child labour survey: child labour in Tanzania
- Irungu, G. (2012). World Bank Group: Kenya poverty level constant for six years. Tuesday, May 8 2012 .
- ISCA, (2003). *Save the children's position on children work*. London: Grove Lane.
- Israel, G. (1992). *Determining the Sample Size*. Florida: University of Florida.
- ITUC, (2008). Mini action guide: International Trade Union Confederation June 2008 Forms of child labour
- James, A., C. Jenks & Prout, A. (2004). *Theorizing Childhood*. Cambridge: Polity Press.
- Jenks, C. (2005). *Childhood*, 2nd ed. New York: Routledge.
- John, M. (2003). *Children's rights and power: Charging up for a new century*. London: Jessica Kingsley.
- Juma, J., & Hauquitz, A. (2014). Millennium development goals-Kenya: Sustaining the gains for maternal and child health.
- KIBHS, (2005/6). Child Labour Analytical Report, June 2008
- KIPPRA, (2003). Costs and Benefits of Eliminating Child Labour in Kenya, *Working Paper 10/2003*, Nairobi, Pp. 27- 37.
- Kisii County, (2011). Monitoring and evaluation of children and women, multiple indicator survey.
- KODS, (2014). Poverty Rate, by District Based on District Poverty Data KIHBS, 2005/6

- MICS, (2011).Monitoring the situation of children and women: Kenya, Kisii County.Kenya National Bureau of Statistics.
- Ministry of Labour and Human resource Development,(2004, August). National Draft Plan of Action for Time Bound Programme on The Elimination of Worst Forms of Child Labour In Kenya.
- National sample survey organization, (Government of India Report No. 473)
- NBS, (National Bureau of Statistics), (2002). Household Budget Survey 2000/01,DarEs Salaam, Tanzania.
- Ochen-Awich, E. (2009). Evaluation of Save the Children in Uganda"s Child Protection Strategy in Northern Uganda; *A consultancy Report: Kampala Uganda.*
- Ottolini, D (2012).Unearthing the invisible: Worst Forms of Child Labour in Nairobi and Nyanza Provinces (Kenya) *A Baseline Survey Analytical Report June 2012*
- Pörtner, C. C. (2001). "Children's Time Allocation in the Laguna Province, the Philippines." The World Bank, September.
- Republic of Kenya, (2001).*The 2008/ 2009 Child Labour Report.* Central Bureau of Statistics; Ministry of Finance and Planning, September.Pg. 5 -10.
- Republic of Kenya,(2008). *Kenya Integrated Household Budget Survey2005/2006.* Nairobi: Government Printer. Pp. 51 – 59.
- Richard Tarnas, "Cycles & symbols conference", (1990), Sanfransico Carlifornia
- SACMEQ. (2005). Education in Kenya: education fact sheet. Retrieved frm <http://www.sacmeq.org/education-kenya.htm>
- SCUK (2005).*Children's views and definition of harmful work; Implications for policies and practices.* Bangladesh: Save the Children UK.
- Standard Newspaper, Nyanza/Western news pg 26 Tuesday, July 21, 2015/ The standard

UNHS,(2005/2006). *Kenya Integrated Household Budget Survey2005/2006*. Nairobi: Government Printer. Pp. 51 – 59

UNICEF (2001).*Listening to the children: Child workers in the shadow of AIDS in eastern and southern Africa*. Nairobi

UNPD (2007). United Nations Population Division.

Woodland, M., & Faulkner, D. (2003).Subjects, objects or participants? Dilemmas of psychological research with children. In Christenspen, P., and James, A. (eds.), *Research with children: perspectives and practices*, pp. 9-35. London: Routledge Falmer.
www.kenyalaws.org (Accessed on 30/12/2010 at 1711hr).