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# UNIVERSITY OF NAIROBI

FACULTY OF ARTS

DEPARTMENT OF SOCIOLOGY

## TOPIC:

THE EFFECTS OF CHILD LABOUR ON GIRL CHILD  
EDUCATIONAL PERFORMANCE AND RECONSTRUCTION: A  
CASE STUDY OF KAKUZI DIVISION OF THIKA DISTRICT

BY:

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**Declaration**

This research project is my original work and has never been presented for a degree award in any other university.

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I thank you all for your time and support.

## **Dedication**

I dedicate this work to all the girl child labourers in Kakuzi whose plight will forever remain in my heart.

## **Abstract**

This study discusses the effects of child labour on girl child educational performance and reconstruction in Kakuzi Division, Thika District. Child labour is illegal in Kenya; however, it still exists in various places to date. The study noted that it has negative impact on the educational performance of the girl child, but not much research has been done on the extent of this influence. There was also need to ascertain the impact of the family characteristics of the girl child labourer, the community's educational initiatives towards the girl child labourer, the performance of the girl child labourer in school and the extent of their educational reconstruction, especially after the introduction of the free primary education scheme in Kenya in 2003.

Literature review was done on the various aspects of the child labour and girl child labourers such as their educational rights and children rights, labour laws, past efforts towards improving the girl child educational performances, and reconstruction of child labourers who had previously dropped out of school, etc. In addition, the study reviewed literature on Radical and Marxist feminist theories, as utilized by the study.

The study findings were collected through questionnaires and interviews from a random sample of hundred (100) girl victims of child labour between 10 and 17 years of age (forming the general respondents) and twenty (20) key respondents that included teachers, local education officials, provincial administration officials, parents, guardians, and Human Rights Activists, who were purposively selected. They were then analyzed using SPSS, statistical software, and reported through sets of percentages, distribution tables, pie charts, bar and line graphs.

The study found out that the educational performances of the girls in child labour are poorer than those not in child labour. The participation of girls in child labour, the low educational performance of these girls and the high school dropout rate (42%) were largely due to poverty. Most of the girl child labourers have not adequately utilized the free primary education scheme, as confirmed by the limited number of girl child labourers who had previously dropped out of school going back.

Finally, the study recommends sensitization campaigns, policy formulation, educational awareness of local Provincial Administration on the education of the girl child labourer, and urgent need to curb cases of invisible/ hidden child labour as practiced at the individual households. In addition, financial support to girl child labourers through sponsorships or bursaries, tuition waiver or free secondary education, especially for the poor, and continuing free primary education with introduction of school uniforms is required to control absenteeism.

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## Abbreviations

1. ANPPCAN.....African Network for the Prevention and Protection Against Child Abuse and Neglect
2. CBS.....Central Bureau of Statistics
3. CKRC.....Constitution of Kenya Review Commission
4. COTU.....Central Organization of Trade Unions
5. CRC.....Convention of the Rights of the Child
6. DCAC.....District Children Advisory Commission
7. FKE.....Federation of Kenya Employers
8. GoK.....Government of Kenya
9. ILO.....International Labour Organization
10. KCPE.....Kenya Certificate of Primary Education
11. KCSF.....Kenya Certificate of Secondary Education
12. KIPPRA.....Kenya Institute for Public Policy Research and Analysis
13. UNICEF.....United Nations International Children's Education Fund

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## **Chapter 1: General Introduction**

### **1.1 Background**

Child labour in the world has been in existence a long time ago. In industrial Revolution Europe children were of much more help. But in the world today general concern is also tilting towards the education of the girl child, especially in mainland Africa: 'Lack of basic literacy is a much greater problem in developing countries, where some 30% of the population cannot read or write. . . Illiteracy has a strong gender dimension, especially in poorest countries of the world where illiteracy among females is almost twice that of males. Of the 150 million children aged six to eleven who are not in school, 90 million of them are girls. High rates of female illiteracy are linked strongly to poverty. . . A combination of traditional culture and economic pressures keep many girls out of school: rural families tend to be more traditional and less supportive of women's education. But in large families, it is expensive to educate all the children—girls are always sacrificed in favour of educating boys' (Giddens, 1997).

Child labour is one of a number of child abuse and maltreatment cases. Child abuse is harm to or neglect of a child, whether adult or child, which comes in a number of ways ranging from physical coercion, corporal punishment, emotional abuses, or even sexual abuses. There are many signs that show that a child has been abused. If it is physical signs such as injuries on the body or unexplained cases of physical injury that may at times bring a disagreement between the child and the abuser, especially if he/ she happens to be the parent. For emotional cases the child may show withdrawn behaviour that display the child as being afraid of getting into physical contact with the parents, as a sign of guilt.

Child abuses at household levels commonly happen in families where the parents or one of the parents was abused while young or in isolated families dogged by crises and stressing situations, perhaps financial.

Child labour is defined by ANPPCAN, UNICEF and ILO as both paid and non-paid work and activities that compromise physical, psychological and moral development of children in an exploitative way that denies the children the process of being children, pushing them to premature adulthood. Child labour started in Kenya a long time ago. In colonial times the colonial administration employed children in quarries and rail line constructions. Most children were also employed in European settler farms to do some agricultural work or even domestic.

The cause of this high labour force is attributed to poverty, high cost of education, cultural attitudes, poor performance of children in school, or even low awareness of child rights (ILO, 1998/9).

The Central Bureau of Statistics (CBS) estimates that there are about 3.5 million children out of school and working in agriculture, offering domestic services, mining and quarrying, logging, building and construction, tourism and entertainment sectors. By 1999 there was about 32.1% school dropout rate in the country. 19.1% in primary schools and 21.5-30% in secondary schools. 17.4% of the working children are between the 5-17 years making a total of 14.4% of the total labour force in the country. Unfortunately, 43.6% are children between 10-14 years, 30.1% are between 15-17 years.

But majority of them work in both subsistence and commercial agriculture. 34% work in commercial agriculture and fishing, 23.6% work in subsistence agriculture and fishing. Those working in commercial agriculture as reported by ANPPCAN work for long hours under extreme

weather conditions sustaining injuries and harm from agrochemicals. They get low pay, are sexually exploited and do not go to school. And most of these children are girls.

Thika District is largely an agricultural and industrial hub of Central Province. 'The district as a whole has traditionally been rich in agricultural production, having a large number of coffee and tea estates. Because of both its historical industrial and agricultural strength, Thika District has attracted migrants from other parts of the country' (Report on HIV/AIDS and Women Land Rights, 2004). But there is a striking contrast between the urban and rural areas: 'However, rural areas in Thika District are characteristically rural in the sense that smallholders farming is the predominant livelihood and few residents commute daily to urban jobs.'

The District is about 40 km from Nairobi and it was created recently from parts of Kiambu and Muranga districts. It has six administrative divisions: Gatanga, Giatundu, Kamwangi, Thika Municipality, Ruiru, and Kakuzi. Kakuzi Division has luxuriant coffee farms like Muka Mukuu, flower and pineapple plantation estates like Del Monte (K) Limited that have attracted the services of the girl child in both the agricultural and domestic works that make them less conscious of their educational rights (Ministry of Finance and Planning, 2002).

Thika District is the third most populous district in Central Province with 645 713 people, according to 1999 census. There are 329 people per kilometer except Thika Municipality and Ruiru that make 26% with 282 people per square kilometer (Ministry of Finance and Planning, 2002). CKRC hearings from the district rank it the 4<sup>th</sup> most densely populated district in the province. The primary school enrollment rate is 75.3%

confirming the district with the second lowest rate, whereas the secondary enrollment is 28.3% ranking the district the least.

## 1.2 Problem statement

The purpose of the study was to find out the educational performance and reconstruction of the girl child in child labour:

- (1) To find out whether a girl child is able to reconstruct herself educationally after exposure to child labour; how many girls are able to do this?
- (2) And also to find out how the authorities and other stakeholders can help in the educational reconstruction of the girl child in child labour.

The research recognized that education could be understood in various ways. Some of the perspectives in education are for example Jane Thompson's understanding of education as the transmission of ideas and values about the reproduction of certain kinds of social relationships between adult learners in society (Thompson, 1996). It is not only what happens in schools and colleges and all other identifiable institutions that are part and parcel of education system but also the culturally accepted and recognized forms of education.

The struggle to get rid of child labour in Kenya is mainly to fight for girl child education. In the same respect it is arguable that by getting education, the girl child can fight child labour and other related abuses adequately. "Although the link between child labour and schooling is complex, universal education is a central pillar in the struggle to abolish child labour" (Manda, D.K. et al, 2003: 12).

According to 1998/1999 Child Labour Report by the government of Kenya 1.3 million children between the ages of 5-17 years were out of school. Child labour is cited as a serious cause of this dropout rate. The academic performance of the child is adversely affected because the tasks in child labour practice are so demanding in terms of physical effort and time.



With consecutive low performance the children fail to relate the advantages of studying to the benefits from child labour like quick money. They work more than 45 hours every week making them exhausted for effective study. 18.4% of the children had no formal education. Lack of formal education affects their cognitive development (CBS, 1998/9).

Besides regional differences in education gender disparities are prevalent. The girl child is a common victim of these gender disparities in education. Child labour is also blamed for this inequality, where girls stay out of school providing cheap domestic labour. According to 2001 statistics and 1999 population census projections, out of 3,452,810 school-going girl child population only 3,113,800 girls were enrolled in school. During 1989-2003 the non-completion rate for girls was below 50% while the completion rate remained below 50%, except in 2001. At the national level the transition rate into secondary school in 2001 was 47.81% for boys and 44.58% for girls (Bwonda, 2005:11, 23, 30). This shows that there is a big gap to be filled as far as girl child education is concerned in Kenya.

In factoring in some of the major variables to be considered in this research, for example the socio-cultural dimension of child labour or parental attitude, as diminishing the girl child's struggle for her educational right, a structural explanation of educational failure of the rural girl child in child labour, especially, as a regrettable problem that can be remedied, was also be explored. In allocating bursary monies to children, there is no special consideration of the girl child. "Gender consideration is not incorporated in bursary allocation to cater for boys and girls in mixed secondary schools. Yet research data indicates good evidence of existence of gender-based differences in students' performance, with boys performing better than

girls... at the same time available evidence indicated higher dropout rates among girls than boys..." (Orodho, 2003: 33).

### **1.3 Research Questions**

The study made use of the following questions:

1. What is the extent of girl child labour in Kakuzi?
2. To what extent does child labour affect girl child performance in school?
3. What factors account for girl child labour with respect to characteristics of the girl child and that of her family?
4. What other effects does child labour have on girl child?

### **1.4 Research Objectives**

The major objective of the study was to find out the impact of child labour on the educational performance and reconstruction of the girl child.

The specific objectives were as follows:

1. To show the demographic characteristics of the girl child in child labour and of their parents, the community's girl child in labour educational initiatives and the manner in which girl child in child labour participates in education.
2. To demonstrate that child labour has far-reaching effects on the educational performance of the girl child in rural Kenya.
3. To affirm that the girl child suffers the most from child labour and that she cannot transform herself educationally unlike the boy child who is known to go back to school at any age.

## 1.5 Justification for the Research

In Thika and neighbouring districts like Kiambu of which Thika was part of, girl child education remains elusive as Esther Mwangi reported the confession of a 16-year child in News from Africa (2004) married off in Kiambu by the parents. Titus Wainaina reported in Daily Nation (1999) that lack of awareness is to blame for child labour. He says: 'Kiambu is notorious for its child labour practices. The lush flower, coffee and tea plantations attract armies of child labourers.' He cites a 13-year old Jane Wambui who dropped out of class five.

In many instances there are a large number of indications most of which are verbal confirming that the girl child is vulnerable to dreaded situations, but no legal stipulation has been made as an attempt to treat the girl child's case differently to foster a step further in championing for her rights, especially in education. For example, Article 2 of the Convention of the Rights of the Child (CRC) states that the rights in the convention apply to all children with no exception. This is a ruthless proposition if it aims at fighting for the girl child's rights. Although there are a number of articles like Article 28 that champion for free and compulsory education, there are no particular isolated implementation procedures that ensure that the rights of the girl child are taken care of seriously.

The Child Rights Provision in the Kenya Children's Act is equally frustrating. Section 7(1) on the right to education reads

*Every child shall be entitled to education, the provision of which shall be the responsibility of the government and parents*

Section 7(2) is about free education for the children. So there is no particular explicit provision for the girl child except Section 14 that states that no person shall subject a child to female circumcision, early marriage or other cultural rites, customs or traditional practices that are likely to affect the child's life, health, social welfare, dignity or physical or psychological development, which does not itself concern with outright fight for the girl child education, especially in child labour that is our concern here.

Thika has a sharp contrast in the rate of enrollment in both primary and secondary education. CKRC estimates 75.3% in primary and 28.3% in secondary, making a difference of 47.0% of those who do not go to secondary school. Where do they go?

In addition, general statistics show that the girl child's education in Kenya is low precipitating several researches on areas such as the educational expectations and occupational aspirations of the girl child (Karaoke P, 1976; Mutiso M, 2005) but no particular treatment or general discussion has been aroused on the effects of child labour on the education of the same girl child, especially in child labour situations.

## **1.6 Scope and Limitations**

The research was conducted in the entire Kakuzi Division of Thika District marking all cases of child labour and girl child education, dropout rates, academic performance rates and the resultant effects on girl child education.

There is a way that the results of the study may not give an adequate generalized picture of the impact of child labour on girl child education in Kenya. There are differing situations of child labour at differing degrees at different places at different times. This is one of the most profound limitations of the study.

## Chapter 2: Literature Review

### 2.1 Introduction

This chapter focused on the review of literature about the effects of child labour on girl child education. Some of the major aspects of the analyses will feature the history, nature of and trends in child labour in the world and in Kenya with emphasis on female child labour development in Kakuzi Division of Thika District. Child rights and labour laws concerning child labour in Kenya will be explored here as well. The level of educational reconstruction of the girl child in child labour is of the major concern here.

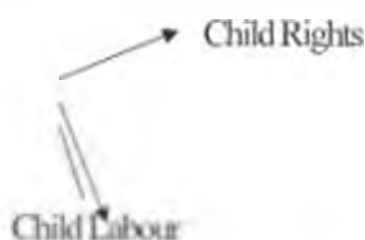
The number and general condition of working children in relation to their education, together with the effects of child labour on girl child education in rural Kenya are reviewed. In addition, the trends in educational reconstruction of the girl child will be projected in the literature. This will find out why it is hard to revive educationally the girl child victim of child labour.

#### 2.1.1 Child Labour, Child Rights and Labour Laws in Kenya

According to UNICEF education is an intervention mechanism that has the potential to equip and empower children not only with literacy, reasoning, and numerous skills, but also with critical social skills, a sense of responsibility, self-respect and respect for others, knowledge of their rights and the capacity to resist exploitation. Therefore, the child's knowledge of her rights in all the spheres of life is a product of education, and the ability to resist exploitation in terms of child labour cannot be achieved without education:

Fig.1

Education



Successful education will lead the child to understand her rights, therefore, preventing child labour. Failed education will lead to the child engaging in child labour. So with good education of the girl child, especially on her rights, it is possible to eliminate child labour.

### 2.1.1 (a) Child Labour

Different people define Child Labour in many ways. The various definitions should capture the essence of the perspectives they are driving at. But it is generally accepted that an element of exploitation should be emphasized to make sure that it is what is dreaded. And one of the commonest definitions is by ILO and UNICEF that defines child labour as any paid or unpaid exploitative work by children that denies them the privilege of being children by considering them adults when it is inappropriate (UNICEF, 1997). The exploitative nature of child labour is when children are paid low wages or salaries for working long hours making them do a job or work that may not be of any use to their personal development.

Other conventional definitions of child labour consider child labour as forced labour. Children may be withdrawn out of school to accompany their parents to places of work, or keep working part time after school against their wish and without their consent. Thus, child labour is any form of work that prevents the child from going to school or if going to school then from performing well by limiting concentration time for studies.

ILO's 1998 Report estimates that 40% of Kenyan children aged 10-14 is in child labour. This corresponds almost to the CBS's 2000 statistics that estimates that about 1.9 million (17.4%) children between the ages of 5-17 are in work. (The general statistics may differ. But the idea is the same.) They cite housework and both subsistence and commercial agriculture as the leading employers of children. 34% of the children work in commercial agriculture, mainly coffee in Central Province, and 23.6% in subsistence agriculture. The Bureau for International Labour Affairs of the US Government citing ILO says: 'However, during peak seasons, Kenyan children account for close to one-half of the workforce in planting, weeding and harvesting on sugar estates, and between 50-60% of the workforce in

coffee plantations.' (1037). It also adds that eleven percent of Kenya's domestic workers are 10-year old girls. Many domestics work for little or no pay, while being isolated from family by the work, and many suffer psychological, physical or sexual abuse (1039).

The plight of the street children in Kenya is also another issue of child labour. ILO documented 1998 about 200, 000 street children in Kenya. Most of them today are in rehabilitation centers but there are still others coming back to the streets. These children are misused, most often used in criminal activities for others' sake. They kill or rob for other people. They are employed to sell small items for business people are entitled to may be food only.

Other sectors and occupations that are major employers include fishing in Nyanza Province, soapstone quarrying in Kisii, sand mining in Ukambuni or gold mining in Western Province.

### 2.1.1 (b) Child Rights

Most of the provisions of the child rights in Kenya are governed by inclusions in the Convention for Rights of the Child (CRC), Kenya Children Act, 2001, Employment Act, and the Constitution of Kenya.

Article 73 of the constitution of Kenya protects everyone against slavery and forced labour and Article 74 prohibits inhuman treatment. Alongside the protection these articles is child labour, although there is no explicit citing. Child labour is considered an inhuman treatment to the child. The constitution takes the child as a person thus the reference to 'anyone'. Most of the work that children do is quite often without their consent. The children may also be loaned out indirectly to creditors to pay off family debt.

In gender equality, no clear-cut indication of the specific rescue of the predicament of the female population or female children except Article 82 (3): 'the expression "discrimination" means affording different treatment to different persons attributable wholly or mainly to their respective descriptions by race, tribe, place of origin or residence or other



local connection, political opinion, colour, creed or sex whereby persons of one such description are subjected to disabilities or restriction to which persons of another such description are not made subject or are accorded privileges or advantages which are not accorded to persons of another such description.’

In addition, the Kenya Employment Act in Section 56 after a series of amendments legitimizes an average of 45 working hours a week of not more than 8 hours of work in a day. But children in child labour are subjected to long hours of working. Is it because they do not know their rights? In Part IV of the Act there is provision for juveniles. A juvenile is defined as a child or young person. A child is any human being under the age of 16, while a young person is a human being under the age of 18. There were/ are also some clauses that are controversial in the Employment Act, for example section 3(1) 1977. Anyone under 18 may be granted the permission to work with a written explanation from whoever wants the child for work, they say. However, the acceptance of the permission is subject to the approval of the commissioner. ILO sees this proposition as baseless and contravenes ILO’s convention 182 on *The Worst forms of Child Labour* for which Kenya is also a signatory.

The Children’s Act on the other hand defines a child as any human being under 18. The child is protected against economic exploitation and any work that is likely to interfere with the education of the child. In section 10(5), child labour is defined as any situation where a child provides labour in exchange for payment. But there is no provision in the entire Children Act (2001) that provides protection for children working in family agricultural activities or enterprises, and who are not paid.

## 2.1.2 Education of working children in Kenya

Government of Kenya through 2003 KIPPRA Statistical Report shows that the rate of school dropout rate in Kenya is far too high. The report estimates 78.8% dropout rate for primary education and 12.7% for secondary education. And it is likewise to other reports that estimate that the completion rate of primary education as 40% but only 26% of the children continues with secondary education. Unfortunately, there is similar enrolment rate but at the end of it all only 35% of the girls complete grade 8 compared and contrasted with 55% of the boys (ILO, 1995: 1048).

Table 1: Distribution of working children by sex and age

	Child characteristics	Number	% Total
Sex	Boys	639 648	53
	Girls	556 906	47
Age	6-9 years	450 789	38
	10-14 years	745 765	62
	10-14 years	745 765	62

Source: GoK, 2001

From the table above the percentage of children between 6-9 years in work is 38%. This is wonderful. A child of an average of nine years in Kenya is in class 3 or class 4. The results of this table then gives this percentage as that of children never enrolled in any class. And it is likewise to the 10-14 years. If by any chance only a negligible percentage of this children are likely to complete the eighth grade due to work and working demands. The average age for Kenyan children finishing the eighth grade is 13-14 years.

Table 2: Age and composition of working children in relation to their education

Age	Schooling			Out of school			Total
	Boys	Girls	Total	Boys	Girls	Total	
6-9	66,454	49,150	115,245	152,321	103,307	255,628	371,592
10-14	150,962	141,560	292,522	269,091	262,528	532,439	824,961
Total	217,416	191,070	407,762	422,232	365,835	788,067	1,196,553

Source: GoK, 2001

According to this table there is high rate of illiteracy in Kenya. The number of children out of school is large. It is also possible to expect the poorest of results from the number of children working, hence substandard acquisition of education. Both boys and girls differ by a small margin in the nature of their education, especially the numbers both in school and out of school. But if we go ahead and project the work, school and test results, we will find out that girls are the most affected.

Fig2

Test results

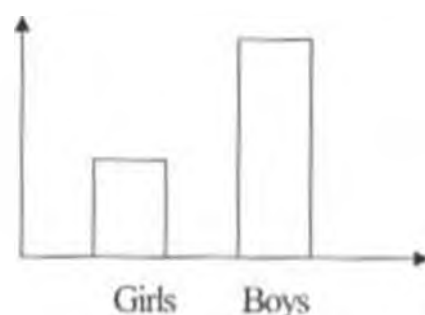


Table 3: Highest education level attained by working children (%)

Highest level	At school	Out of school	Total
None	-	18	12.71
Nursery	8	5	6.77
Primary	87	72	76.78
Secondary	4	3	3.17
Post-secondary	-	0.8	0.04
Not stated	1	1.2	0.53
Total	100	100	100

Source: CoK, 2001

The table assesses the education of working children. Most child labourers drop out of eighth grade. A number of reasons may be cited: poverty, orphanage, and drugs. Then it is easier to predict the kind of life these children will lead. It will be a miserable one. They will not have acquired enough skills with which to survive. Should mechanization be introduced into agriculture that is the greatest employer of child labourers will be the victims have any alternative means of survival? The cost of education is also bound to rise. How will they revive themselves?

Lastly, the table below shows the commonest occupations that engage child labourers. Agriculture and finishing employs the highest percentage of children. The children in agriculture are both male and female. Those in fishing are male, mainly. Market oriented livestock keeping, crop growing and gardening, housekeeping and other restaurant services are other leading occupations. Girls are mostly employed in agriculture and fishing (17.8%) and market gardening and crop growing (3.4%).

Table 4: Proportion of working children by sex and occupation

Occupation	Boys	Girls	Total
Housekeeping and restaurant services	0.5	1.5	1.0
Market gardeners and crop growers	3.2	3.4	3.3
Stall and market sales persons	0.5	0.5	0.5
Other personal service working	0.5	1.5	0.9
Personal related service workers	0.2	0.3	0.3
Shop and sales persons and demonstrators	-	0.3	0.1
Wood treaters, cabinet makers, etc	0.4	0.3	0.4
Subsistence agriculture and fishery workers	27.7	17.8	23.1
Forestry and related workers	-	0.1	0.1
Market oriented livestock keeping	3.7	3.2	3.5

Source: GoK, 2001

### 2.1.3 Effects of Child Labour on Girl Child Education and Reformation

Child labour has several causes that include poverty. Most often children go into child labour to solve their financial problems by raising the family income. In return they waste a lot of time that could be invested on studies. Also, the employers and other people sexually exploit the children. For girls this may lead to pregnancy or contracting HIV/ AIDS meaning the idea of school or the going back to school will be a by-gone issue, for they will have to be responsible as parents or meet their fate. \*Girls and young women are highly vulnerable to HIV/AIDS infections. A number of factors such as limited to or lack of education altogether, denying females better access to information and meaningful economic livelihood, undue exploitation of sexual resources for economic gain, confinement of females to domestic work

on traditional role allocation structures, are in part manifestations of causal factors relating to gender differences in HIV/AIDS impacts" (Kioko, 2004).

In addition, children in child labour work for long hours reducing their concentration level in their schoolwork (ANPPCAN). This persistent over-work may also result to reduction in thinking capacity on strenuous work under stressful conditions. They also work under poor conditions, which sometimes involve the handling of agro-chemicals, or if in the housekeeping occupation, it means they will have to risk fires leading to disabilities of some sort, thus compromising with their studies.

#### **2.1.4 Educational Reconstruction of Girl Victims of Child Labour**

The major focus of this literary review is to affirm the poor educational reconstruction of the girl child after a series of abuses, especially child labour. The center of interest here is the 2003 free education scheme in Kenya. It was received with eagerness and unmatched anticipation. But whom did it help most? You could hear about an 84-year old man going back to school with an intention of reviving his ambition of wanting to learn more about the Bible, but it was hard to hear of any woman upholding similar ambitions (Mwangi, 2004).

Nicole Leistikow writes in women news: 'Kenya's recent introduction of free primary education helps girls forced out of school by poverty to regain lost ground. The girls, however, still face many challenges, from the humiliation of worn-out uniforms to views favouring boy's education'. She also cites some other evidence for example by interviewing Anne Mukuya of Mbagathi Primary School, Nairobi, who says, 'Despite the fact that education is free, there are so many other things that will hinder the girls from performing well. If you told the girl to come without uniform, (she) will not last a month in school.'

The general trend of educational revival in the country targeted male people may be because the country feared them becoming criminals. The street children were taken to the 'Rehabilitation Centres' for example the National Youth Service. It was the same thing done to

the women, but only a few. Why? Most of the female victims of different abuses in Kenya are not really revivable educationally. Most of them have small kids and it is often save to send them to small homes and other nourishment centers to take care of their babies instead of going back to school.

In connection, no house girl in the country has been forced back to school by the government except by individual decision of the particular house girls, which is something rare to come by itself. The bosses of house girls in Kenya do not often set them free or help them to pursue their educational ambitions. This then raises the question, is the society really concerned with the education of girls in child labour of any form? Many people argue that the community is less eager to receive the educational achievement of girls than for boys. This research will find out the truth in this.

### **2.1.5 Summary and Conclusion**

There are a lot concerning child labour and girl child education. The relationship between education, child labour and child rights has been explored with the conclusion that this relationship is complex and intertwined as far as girl child's educational development is concerned. That once a girl child attains adequate educational status, the male colleagues or the environment can never compromise her rights.

Child labour has also come out strongly as affecting the education of the girl child with various effects. There is gender difference in education of children currently in school and also those working with respect to roles and educational performance, but not much has been explored with respect these effects of child labour on the educational reconstruction part of the girl child in child labour.

## 2.2 Theoretical Framework

A theory is a set of explanation statements that specify how and why several concepts are related in the explanation of social realities and phenomena (Giddens, 1997) like child labour and girl child education, for the case here. The research was informed and guided by two feminist theories that inter-worked and inter-reflected: (a) Radical Feminist theory, and (b) Marxist Feminist theory.

Feminism is defined in Wikipedia Encyclopedia as a diverse collection of social theories, political movements and moral philosophies, largely motivated by or concerning the experiences of women, especially in terms of their social, political, and economic situation. It largely focuses on limiting or eradicating gender inequality and promoting women's rights, interests and issues in the society.

The feminists believe that education is there to prevent gender inequalities by showing the relationship between class, gender and race. The conceptual explanation of the differences in educational achievement of boys and girls are also moderated to affirm this belief. But the radical feminists make it worse by seeing male power over women as permeating the whole of society and is deeply embedded in the practices and characteristics of schooling as well as the whole of the education system.

In addition, the feminists demonstrate that school is there to remove the abrasive nature of patriarchal societies by rubbing out sexual stereotyping. Sexual stereotyping is the process whereby individuals are socialized into thinking that they have to act and think in a way appropriate to their sex (Thompson, 1996). Why then do girls drop out of school with marginally better grades than boys? The cases in child labour may confirm this proof. The education that the girls get does not help them to form the correct personalities that may make them the best enjoyers of education. Therefore, education is there to form social personalities to attaining universality, thus educational reconstruction and survival.



### **(h) Radical Feminist theory**

Radical feminist theory asserts that women are of absolute positive value as women and therefore they should not be devalued; women are oppressed everywhere. The radical feminists describe gender as an element of oppression. Of all the children involved in child labour, the girl child is the most affected and that her educational reconstruction is poor as compared to the boy child in similar child labour situations.

Patriarchy is visible in the child labour situation. This affects the girl child involved in child labour, the radical feminists claim. Violence is often exercised in child labour situations as an assertion of male domination, and this situation affects the girl child more than the boy child.

In addition, exploitation is rampant in child labour situations. There is sexual exploitation that is targeted directly on the girl child. The girl child is harassed and sometimes this leads to psychological traumas that subsequently will affect the educational reconstruction of the girl child.

Girl victims of child labour in Thika have not been enlightened on this function of education —preventing social inequalities. They do not feel there even exists this inequality in the Kikuyu patriarchal society. To them things are normal, as long as one can cater for her keep early in life.

In 1995, the GoK created a gender unit (with District Children's Advisory Boards) within the Ministry of Education that works with other ministries, NGOs and community leaders to promote girl's education. These support the radical feminists view that at least some different concern should be turned towards the girl child's education.

### **(h) Marxist Feminist theory**

This is a feminist theory based on the ideas of Karl Marx, German political activist, called Marxism. This theory asserts that women's subordination in the society results not from her biology but from social relations that have a clear and traceable history and that can

presumably be changed. The major assertion here is class oppression through the understanding of Marxian class analysis and feminist social protests/ conflict. It recognizes the claim that there is serious gender oppression and inequality in terms of both position and property ownership. Women are not property owners in Kakuzi Division. Men own most of the firms that perpetrate child labour. Therefore, they do not care about the education of the girl child as such. This also results in the defeat of the women in fighting for the educational reconstruction of the girl child victim.

The child labour situation in Kakuzi is an economic issue. The immediate society is poor and there is an extreme competition for the ownership of the limited resources. Then the need to have children into child labour is a poverty imposition alternative. Families encourage their children to be out of school in the afternoons by taking French leave. After sometime, the children will find no more worth of being in school coupled with the idea that the society praises them for having managed to make their living while young (Wainaina, 1999).

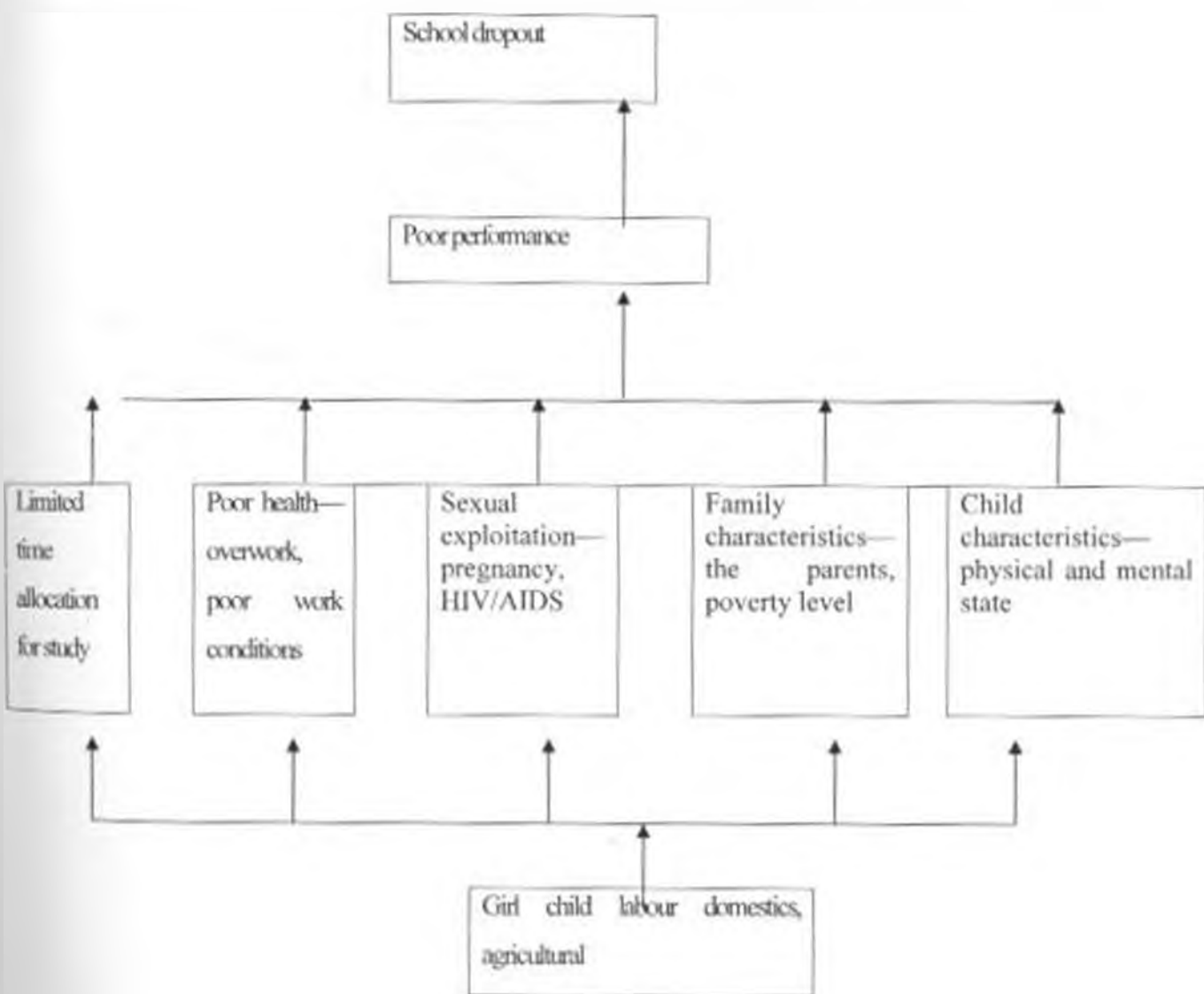
Lastly, the Marxist idea of base and superstructure is an explanation that tells why education is not favoured as much as money in the form of child labour. Girl child education is neglected in favour of child labour because the society may be thinking along the line that after all the overall goal of education is acquisition of money, so education is of little consequence if the child can enter into a job that guarantees her money.

In addition, the victims of child labour are children from poor families. The parents cannot afford to meet their regular maintenance. Child labour is the only possible solace that the children may deem fit to solving their economic demands. It also applies to children of illiterate/ ignorant parents. In most of these families going to school is an option and initiative of the children, as most parents do not see the need. If anything bad like corporal punishment happens in school, those children will be out of school. No one will push for their going back.

### 2.3 Conceptual Framework

The following is the general conceptualization of the object of the study. The arrows lead to the result of the variables. For this case, child labour is the main cause of low-level educational reconstruction of the girl child.

Fig. 3: Conceptual Framework



## **Explanation of the Conceptual Framework**

Child labour is the basic cause of low-level girl child educational reconstruction. The rest of the socio-economic effects to girl child education are as a result of child labour. The effects can act both singly or in combination depending on the magnitude of impact of particular effect. For example, limited time allocated to the studies by the child can result to low performance that will then make the child drop out of school. By dropping out of school, girl child education is affected.

Overwork or poor working environment can affect the health of the children. This may reduce their thinking capacity, hence low performance in both informal and formal education.

Sexual exploitation of children in child labour can affect them psychologically. This then lowers their concentration in their study.

## 2.4 Study Variables and their Operational Definition

1. **Child Characteristics:** the physical or mental state that the child under discussion is found, for example whether the child is handicapped
2. **Family characteristics:** the situation that the child is brought up, for example poverty or economic or socio-political state of the parents
3. **Girl Child Labour:** undue and exploitative work done by female children
4. **Education:** formal and informal acquisition of knowledge; transmission of values and ideas with an intent of maintaining social relations
5. **Over Work:** paid or unpaid carrying out of tasks with an intent of producing goods and services by an excessive exertion of mental or physical effort
6. **School Dropout:** suspension or expulsion or voluntary withdrawal from school due to poor performance or indiscipline
7. **Sexual exploitation:** unfair way with which male or female adults consciously derive sexual resources and pleasure from young children without neither their consent nor consciousness because they enjoy certain degree of respect or fear from the children.

## **Chapter 3: Research Methodology**

### **3.1 Introduction**

Research methodology may be defined in the same way that statistics is defined. Statistics is defined as the general body of techniques for assembling, describing and inferring something from numerical data (Leonard 11, 1996: 05). It is the method used to collect, analyze, present, and interpret data. Research methodologies depend on the kind of project in question. They help to identify, analyze and solve complex problems by making informed and better decisions about uncertain situations of day-to-day dealings. The research methodology for this study was designed in a way that conformed to the objects of the study: the effects of child labour on girl child educational performance and reconstruction in Kenya, a sample study of Kakuzi Division of Thika district.

### **3.2 Site Selections and Description**

Kakuzi Division of Thika District was purposely selected as the research site. Thika District is the hub of Central Province with some leading multi-nationals like Del Monte (K) Limited and British America Tobacco, G.I.T Plant and several manufacture firms that require huge cheap labour. Kakuzi also has numerous major flower and coffee farms.

In addition, Thika's nearness to Nairobi promoted clarification of some objects of the research that aroused doubt in the course of the interpretation or analysis. It also helped the researcher to overcome financial constraints in completion of the study.

### 3.3 Units of analysis and Observation

A unit of analysis is who or what is to be analyzed in the research (Singleton, et al, 1988). People, social roles and positions, and relationships are some of the units of analysis. The unit of analysis of this study was the effects of child labour on the educational performance and reconstruction of the girl child in child labour.

Units of analysis can also go together with the units of observation. For example, from whom will the research be observed or obtained from chiefly, and also who will aid in the collection of data. Girl victims of child labour both in school and dropouts were the major units of observation of this study. Other units of observation included teachers, parents, local ministry of education representatives in the district, the local provincial administration, casual labourers of Del Monte and Kakuzi Limited, farmers, Human Rights Activists, etc.

### 3.4 Sample Size and Sampling Design

Sample size and design is that part of the research plan that indicates how cases are to be selected for observation or experimentation study (Singleton, et al, 1988).

The study used a random sample of girl child labour victims in school and dropouts. The sample size was 100. This was considered manageable and could give a clear picture of the educational performance and the extent of educational reconstruction of the girl child in child labour.

The following was the formula for random sampling and random assignment of the target population. Hundred (100) units of observation were randomly selected and 20 key informants (who included parents, educational and administration officials, human rights activists, etc.) were purposively selected.

$$\text{Simple Random size} = \frac{\text{Target population}}{\text{Total population}} \times \text{sample size (100)}$$

Table 6: Sample Frame of major research sites / facilities/ category of informants in Kakuzi

Farms/ other employers	Farms/ employers to be visited	Estimated number of girl children working per farm/ employer	Total estimate of girl children working and those not working	Number of children to be sampled
Coffee	5	10	50	18
Flower	2	12	24	9
Hotels	1	4	4	2
Construction sites	2	3	6	2
Schools (primary & secondary)	7	15	175	65
Factories	2	5	10	4
<b>Total</b>	<b>19</b>	<b>-</b>	<b>269</b>	<b>100</b>

The target facility/ farm/category was purposely selected. Most of the key respondents were purposely selected.

### 3.5 Sources, Methods and Tools of Data Collection

The kind of data from the study was both cross-sectional and time series data, and both quantitative and qualitative.

The secondary data for this study was collected from existing sources like journals, magazines, pamphlets, newspapers, books, research theses and dissertations, or Internet



search. It was also obtained through observation, intensive and rigorous physical interviews and telephone interviews.

Girl child labourers were interviewed, their family backgrounds identified and then contrasted with the general predicament confronting them; coffee and pineapple commercial estates were visited to assess the extent to which they contribute to the educational needs of the girl child.

The study concentrated on children between 10 and 17 years of age. The study also used children's participation methods to capture any girl child labour experience not adequately captured by the questionnaires. They included

i. Communication mapping—the child was asked to draw those who associated with them on daily basis and how they affected their lives to identify cases of mistreatment.

ii. Happy and sad—the child was asked to tell what made children of their age happy or sad. Girl children in child labour situation gave the real picture of what was happening to them without bias.

### **3.6 Data Analysis and Reporting**

According to Kerlinger (1986: 603) data analysis is the ordering, the breaking down of data into constituent parts in order to obtain answers to research questions. It is the way with which to understand, interpret and use the data collected and subsequently to aid in the reporting of the information and knowledge conceived from the collected data. There are two commonest methods of data analysis: exploratory and confirmatory methods. The study utilized both methods.

Exploratory methods are used to discover what the data seems to be saying by using simple arithmetic and easy-to-draw pictures to summarize data. Confirmatory methods use ideas from probability theory in the attempt to answer specific questions. Probability was important because it provided a mechanism for measuring, expressing, and analyzing the

uncertainties associated with future events, especially the trend of the nature of the impact that girl child labour will have on girl child educational performance and reconstruction in Kenya.

The statistical software package, SPSS, was used to analyze the collected quantitative data, as it offered unusual data-handling capability, especially the numeric from the quantitative data, and also by making it easier to infer and make predictions about the data confirming its reliability.

The results of the research were reported in the form of distribution tables, a set of percentages, pie charts, bar and line graphs. The reported results reflected the general behavioural effect of child labour on girl child educational performance in Kenya now and in future by the use of probability and sequential intervals of the plotted variables.

## **CHAPTER 4: STUDY FINDINGS**

### **4.1 Introduction**

This chapter presents the findings from the study that was carried out in Kakuzi Division of Thika District between August and October 2007 through questionnaires and interviews. The study was conducted at the schools and farms in villages that include Ngekelya A, Milimani, Kisaki II, Githuamba, Bordeni, Kinyangi, Kisaki I, and Mitubiri. The study was also done in Del Monte and Kakuzi multinational farms. Some interviews were conducted at Ihanga Catholic Church on 24th September 2007 during a DC's baraza.

The data was collected and is hereby presented according to the study objectives. Two types of questionnaires were used to capture the general and key responses. Ninety-two out of the hundred questionnaires administered to the general respondents were returned, whereas only eleven out of the twenty questionnaires administered to key respondents were returned. These made 92% and 55% of the respondents in the general and key respondents' categories respectively. But the study observed that the general respondents (girl child labourers) in all the places except schools visited were either in or out of school.

Most of the key informants, according to the returned questionnaires, were married and had at least 10 years experience in their professions. There were some of the key informants without clear designations in their professions. 45% of them are teachers.

### **4.2 Demographic Characteristics of Girl Child Labourers and their Families**

This part of the study demonstrates the objective of the study that concerns the demographic characteristics of the girl child labourer and that of her family. The community's understanding of girl child labourer's educational initiatives is also reflected.

#### 4.2.1 Age-bracket and Number of Girl Child Labourers in Kakuzi

The age brackets of most of the child labourers as given by the key informants ranged from 6-18 years. The following were the age ranges given by the key respondents in years: 6-15, 7-10, 9-15, 10-12, 10-18, 11-14, >13 and 13-18. The average age is 14 years. This is, in most cases, just at standard eight.

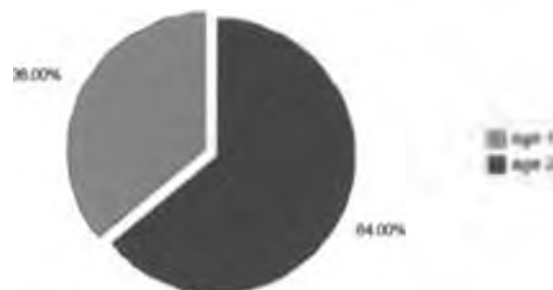
But according to the responses from the key respondents of the age brackets that were fixed at 10-14 and 15-17 years, children falling within the latter category are the worst victims of child labour. The chart below shows the percentage differential in of the numbers of girl child labourers of the age-brackets 10-14 and 15-17 years as given by the general respondents. Girl child labourers in the age-bracket 10-14 years are 36% and those between 15-17 years make 64% of the respondents.

Fig.4: Age brackets of Girl Child Labourers

Key:

Age 1 = 10-14 years

Age 2 = 15-17 years



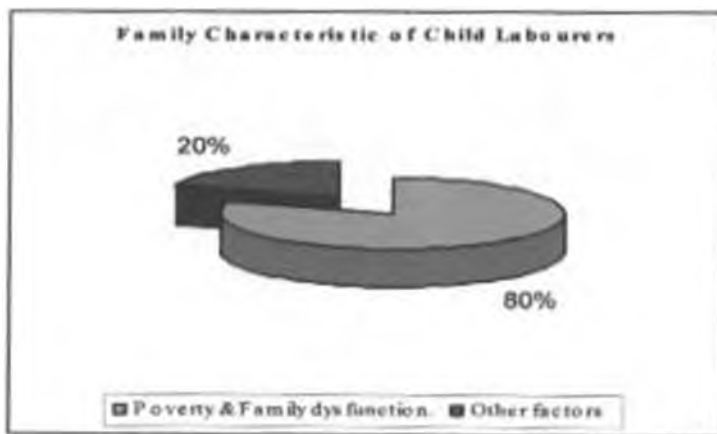
The number of girl child labourers as given by the key respondents was rather inestimable. They are 50% of the population of Kakuzi; 2,000; 7 out of 10 girls in Kakuzi; 500-1500; Slightly over 1,000 without those exported out of the division; 100-500; 3,000; 2:5 (girl to boy child labourers; Over 200. Therefore, the most reasonable conclusion is that there are many girl child labourers in Kakuzi.

## 4.2.2 Family Characteristics of Child Labourers

Majority of the child labourers came from poor backgrounds and were of single parenthood, especially single mothers. About 80% of the respondents indicated that child labour was associated with poverty and family dysfunction. Other reasons included

- Deserted children
- Low-income families
- Squatter problems
- Ignorant parents
- Orphans, especially those whose parents have died of HIV/ AIDS

Fig 5: Family Characteristics of Child Labourers



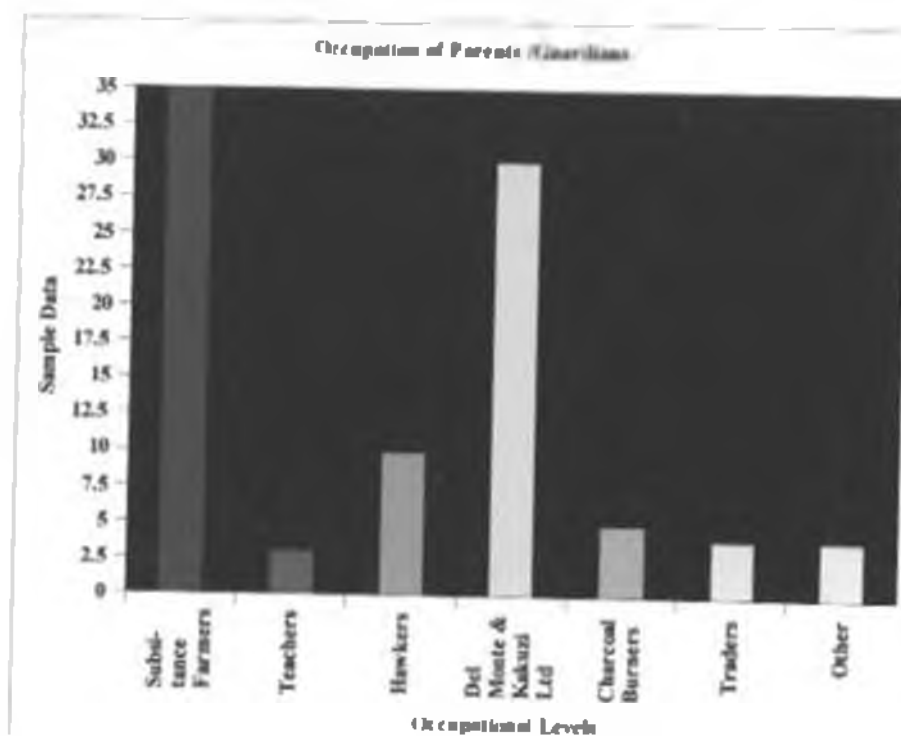
The parents of most of the girl child labourers worked as subsistence farmers while others worked in Del Monte Company and Kakuzi Limited as both casual and seasonal employees. They were either primary school dropouts or illiterate. The parents were the ones paying their school fees. And most of the children were still in school.

Some of the parents were disabled, and widows. They depended on the efforts of the girl children to supplement the family income, hence participation in girl child labour.

Table 7: Occupations of the parents/ guardians of Girl Child Labourers

Subsistence Farmers	Teachers	Hawkers	Del Monte & Kakuzi Ltd Workers	Traders	Charcoal Burners	Others (cooks, drivers, etc.)
35	3	10	30	4	5	4

Fig. 6: Occupations of Parents/ Guardians



#### 4.2.3 Jobs/ Activities of Child Labourers

The most common jobs done by child labourers in Kakuzi were house help and coffee picking. Other occupations included

- Herding
- Roadside selling/ kiosks

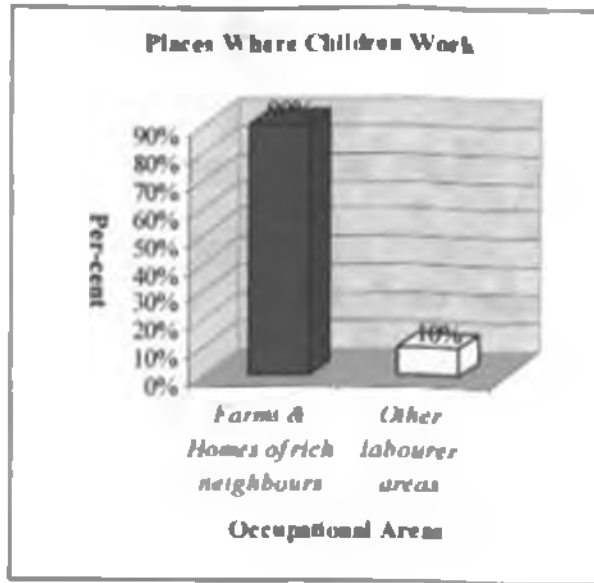
- Fetching water at market places/ on market days
- Prostitution, especially at Kaguku Market
- Fetching firewood for money
- Helping as bar maids
- Babysitting
- Laundering for cash/ food

#### 4.2.4 Places where Child Labourers Work

At least 90% of the key respondents pointed out that the child labourers were either employed in firms or in the homes of rich neighbours. Only one of the informants indicated that some of the child labourers were exported out of the division. Other places where the child labourers were found are

- Market places and centers
- Hotels
- Bars
- Shopping centers, towns, etc.

Fig 7: Places where Child Labourers Work



#### 4.2.5 Period/ Time of Child Labour

Two categories of child labourers emerged here. There were fulltime and part-time labourers. Those who work fulltime were house helps. They do their work throughout the year. But some of the respondents exaggerated this to mean "throughout the year--day and night". Part-time child labourers on the other hand worked during school holidays and at weekends. Others took French leave especially on market days (Wednesdays and Saturdays) or during coffee picking season. But coffee picking season (that corresponds to second term) and weekends were the most common times to find child labourers.

#### 4.2.6 Summary and Conclusion

It was clear from the study findings that children who formed the majority of girl child labourers in Kakuzi were from poor backgrounds. This was reflected in their educational pursuits and their means of survival that included absenting from school on market days, or the kinds of activities they engaged in like coffee picking or even roadside selling.



Therefore, the first objective was been met according to the study. The demographic characteristics of the girl child labourer and that of her family were important in understanding how child labour affected the educational performance of the girl child.

### **4.3 Effects of Child Labour on the Educational Performance of the Girl Child Labourer**

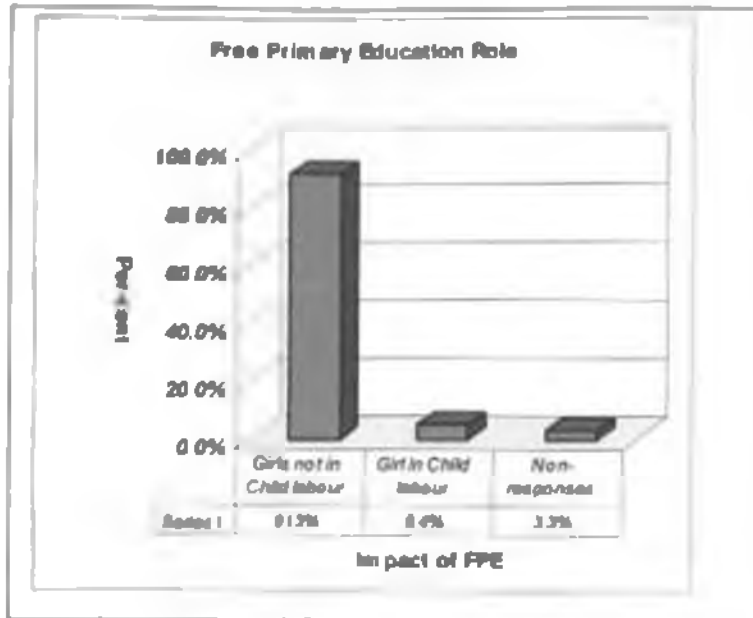
This sections looks at how child labour affected the education performance of the girl child labourer in Kakuzi. It demonstrates the second objective of the study.

#### **4.3.1 Comparison of the Girl Child in Child Labour and the one Not in Child Labour**

When the respondents were asked to show the relationship of the number of girls in child labour to those not in child labour, most of the key informants took the liberty to skip the question. More than 60% of them h left it unanswered while those who answered hinted that the number of girls in child labour in Kakuzi out number those not in child labour, although there was an increase due to free primary education scheme. However, 42% of the general respondents had dropped out of school due to various reasons.

The question above was equally related to question 3 of section IV of the general respondents' questionnaire: "Whom do you think free primary education scheme has helped more, girl child labourer or girl child not in labour?" Out of the 92 responses 84 (91.3%) indicated that free primary education scheme as introduced in Kenya helped those girl children not in child labour, whereas only 5 (5.4%) went for those in child labour and 3 (3.3%) opted not to answer the question. The reasons given ranged from lack of interference in education, limited stress in paying school fees and availability of materials to easy completion rates due to less likelihood of being abused in any way. Those who held it that the education scheme helped child labourers gave reasons like lack of school fees and unlikely exploitation of the children, especially sexually, as attested by the responses on the girl child labourers with children.

Fig 8: The Role Played by Free Primary Education in Kenya



Out of the 92 responses from girl child labourers, 16 (17.4%) of them had children, whereas 76 (82.6%) had no children. Those who had children had less than 2 children portraying an accidental conception that encouraged varied attributions including rape. Two (12.5%) respondents had two children and fourteen had only one (87.5%).

Fig 9: Girl Child in Labour Mothering

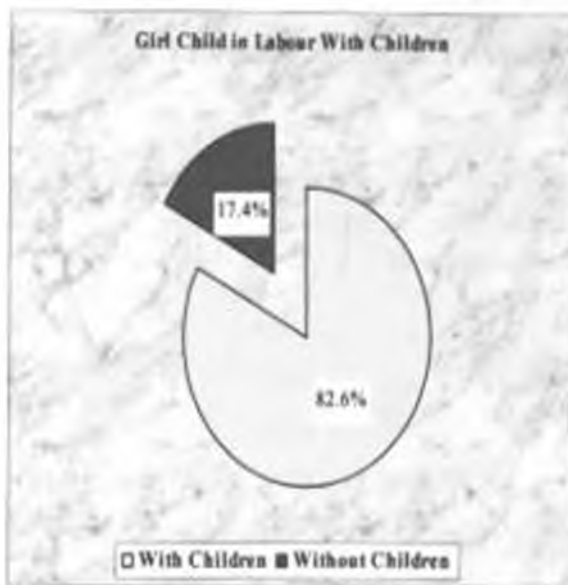
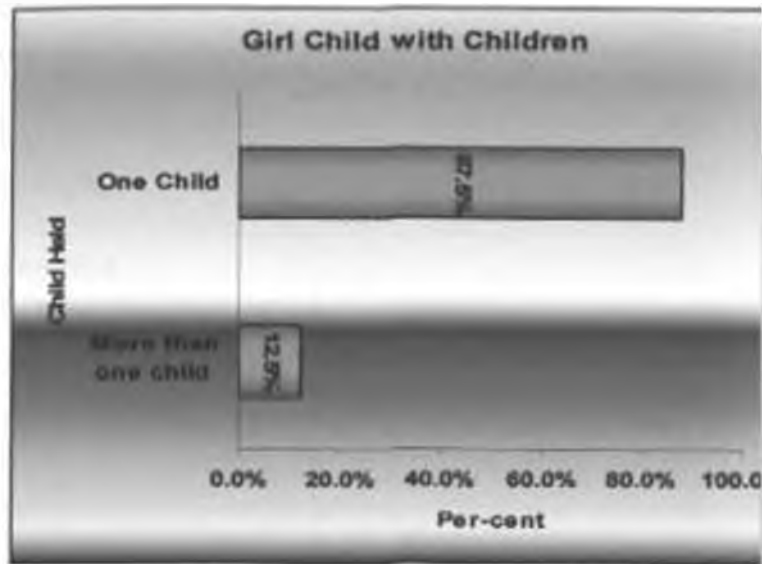


Fig 10: Number of Children per Girl Child Labourer



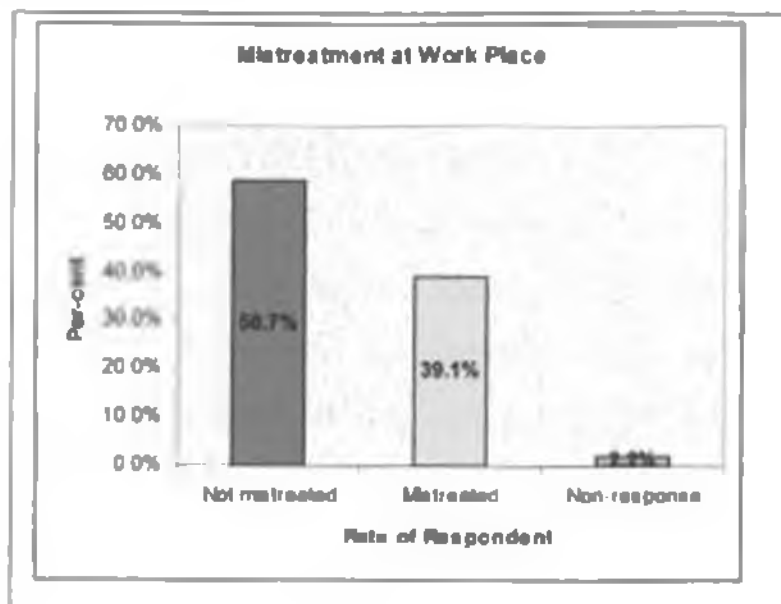
However, both the general and key respondents unanimously agreed that free primary education had improved performance and enrollment in Kakuzi. The number of children that the key respondents thought had gone back to school with the introduction of the scheme was not much. Some of the responses were from a specific locality or institution in Kakuzi while others were generalized figures. This made it hard to make an appropriate estimate. The following were some of the responses: 35% of the 50% of the children were involved in child labour in Kakuzi, very few, hundreds, 500, 04, 21, etc.

#### 4.3.2 Mistreatment of Girl Child Labourers

There was an element of mistreatment arising from the family with most of the responses from girl child labourers. 54 (58.7%) of the girl child respondents indicated that they had not been mistreated in any way, whereas 36 (39.1%) of them showed varied cases of mistreatment that were both serious and less serious; only two (2.2%) did not answer the question. Some of these cases involved very serious issues like rape. They affected the girl

children's performance in many ways: psychological disorientation, marriage and pregnancy hence dropped out of school, unfinished homework early, feel of isolation, bad company, etc.

Fig 11: Mistreatment of Girl Child Labourers at work place



### 4.3.3 Summary and Conclusion

It emerged clear from the discussion of the findings above that the education of the girl child in labour was poor than that of the girl child not in labour. This was equally true on how free primary education helped those in labour. Both general and key respondents confirmed that the education scheme helped girl children not in labour more than those in labour.

In addition, the kind of mistreatment experienced by girl children in labour at home demonstrated negative influence on their educational performance. Therefore, the second objective of the study was met, proving that child labour had far-reaching effects on the educational performance of the girl child labourer.

#### **4.4 Educational Performance and Reconstruction of the Girl Child Labourer in Kakuzi**

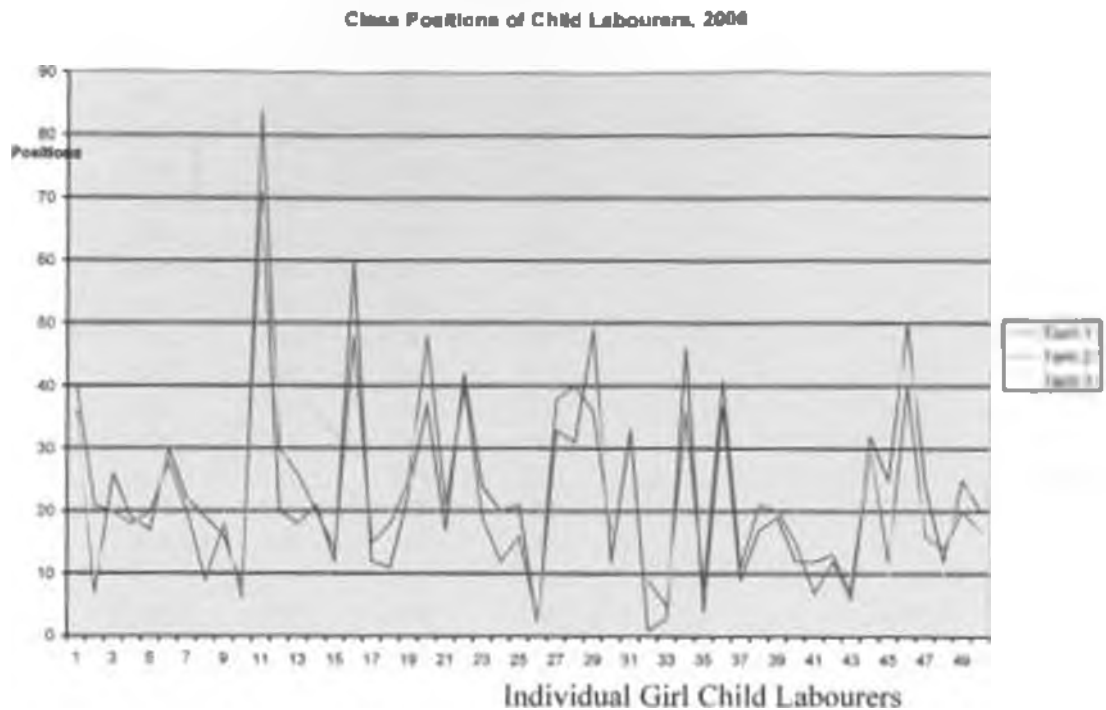
This section demonstrated the third objective of the study that tried to affirm that the girl child suffers the most from child labour and that she cannot adequately transform herself educationally, even after child labour because of other factors beyond her control.

##### **4.4.1 Education of the Girl Child Labourer in Kakuzi**

Girls were discriminated according to most respondents. There were no women leaders of whichever profession in Kakuzi. In addition, the education of girls diminished with higher levels of education. But some of the general and key respondents considered the performance of girls and girl child labourers average, although this was dependent on what was under consideration. Was it period of the year? Even this skeptical group agreed that not many girls proceeded to secondary schools in Kakuzi.

Child labour was blamed for this low performance of girl child labourers. Low child labour contributed to this situation included waste of time working, early exposure to money, low concentration in class, absenteeism that generated conflict with teachers or lack of association with children who performed better because they [girl child labourers] worked most of their time.

Fig. 12: Class Positions of Girl Child Labourers in Kakuzi Schools

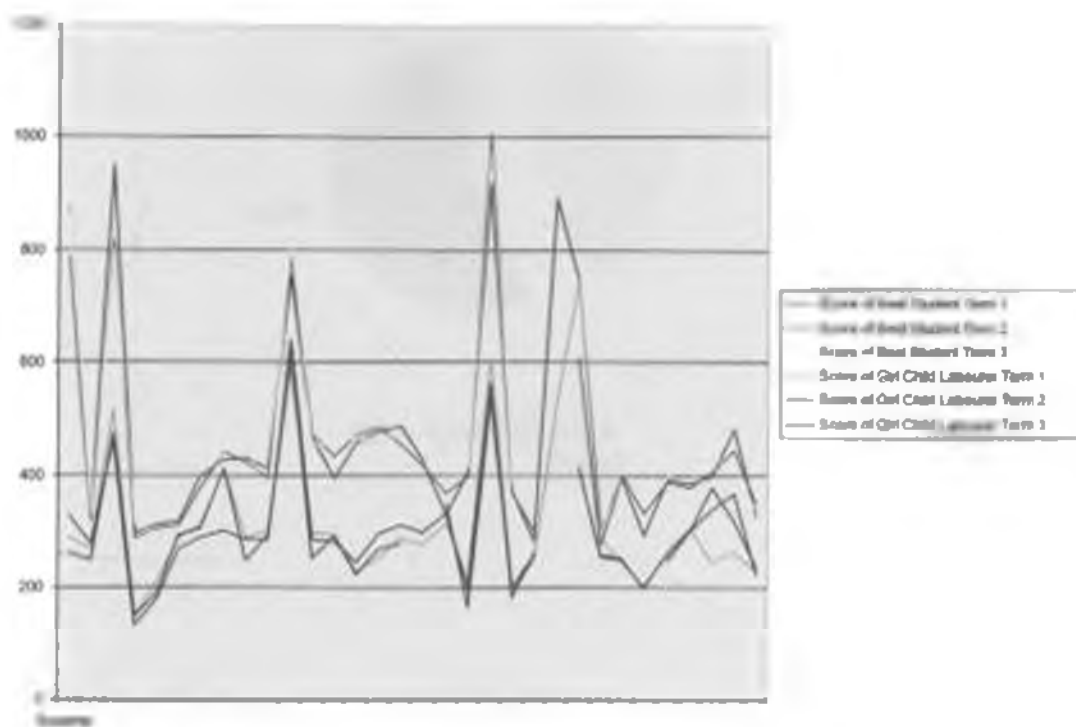


From the table above, there is little discrepancy between performance of the same child in the three terms of 2006, except where the positions for second term or third term were not indicated because the child had either done KCPE for third term or entirely dropped out of school for missing results of both second and third terms. But from the table it can be deduced that positions for second term were lower than for other terms. This was assumed to be due to the interference of coffee picking season (June-August) that falls in second term. It was the same with the marks as indicated below:

**Table 8: Marks/ scores of Girl Child Labourers in Kakuzi Schools**

Score of Best Student			Score of Girl Child Labourer		
Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
876	786	868	288	330	263
330	320	334	270	281	250
952	819	801	517	462	475
300	290	315	152	134	151
314	306	294	210	180	192
320	314	306	290	270	296
400	380	340	312	290	306
430	412	450	408	302	412
432	425	453	290	286	250
411	395	365	303	286	296
756	788	813	589	639	620
465	472	456	300	287	252
394	437	454	298	284	292
458	472	469	230	246	224
478	484	459	254	298	269
489	456	478	290	314	279
430	418	-	276	301	-
329	368	383	316	334	349
408	398	416	214	197	163
918	1007	978	607	564	542
372	369	385	198	185	199
282	302	372	250	263	260
893	-	-	529	-	-
747	610	-	747	416	-
305	278	310	289	258	260
394	398	390	245	250	254
292	332	-	203	199	-
392	390	398	259	262	249
386	379	390	307	302	304
400	406	430	245	340	380
481	445	416	263	368	321
330	350	340	230	222	236

Fig 13: Marks/ Scores of Girl Child Labourers in Kakuzi schools against the best performing children who are either involved or not involved in child labour

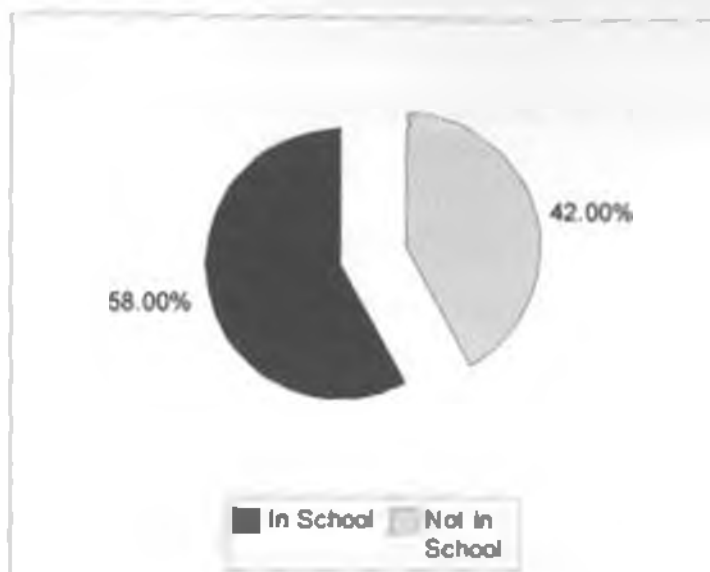


#### 4.4.2 School Dropout Rate

There were 53 girl child labourers in school and whose scores were indicated. Thirty-nine (39) were out of school. The rate of dropout is 42%. Some of the reasons given for school dropout included lack of school fees, sickness, lack of school uniform or finishing KCSE. But most of the general respondents indicated that they got absent from school quite often in order to help their parents, especially on market days.



Fig. 14: Girl Child Labourers in and out of school



#### 4.4.3 Educational Reconstruction of the Girl Child Labourer

Girl child labour was associated with some factors like sexual harassment, limited time allocated to studies, poor health or family characteristics that affected the performances of the girl child labourer as follows:

- i. Sexual exploitation—physical injury that led to absence from school, conflict with teachers, over-involvement in love affairs, rudeness, pregnancy, shame and withdrawn behaviour, exhaustion, etc.
- ii. Limited time allocated to studies—no finishing homework, poor concentration, absence from school, poor results, etc.
- iii. Poor health—reduced concentration.
- iv. Family characteristics—lack of role models, personal insecurity, lack of conducive environment for study, negative attitude towards schooling and had influence, discrimination, etc.

On how free primary education scheme helped to improve school performances and attendance of girl child labourers, the general and key respondents said that

- It saved money for family use
- It helped in the formulation of laws on child rights targeting retention of girls in school
- It reduced number of girls in child labour
- The idea of compulsory education compelled parents to take their children to school.

Therefore, the future of girl child labourers' educational performance is brighter, especially with some involvement of all stakeholders and formulation of good policies.

#### **4.4.4 Roles played by key informants towards the education of the girl child labourer**

The following were roles supposed to have been played by the key informants towards the education of the girl child labourer, as indicated on the returned questionnaires:

- Talking to concerned parents
- Holding community forums and PTA meetings
- Formation of human rights clubs in primary schools
- Reporting serious cases of child labour and other abuses
- Advocacy on child rights
- Guidance and counseling of girl child labourers, etc.

#### **4.4.5 Summary and Conclusion**

The study found out in this section that the educational performance of the girl child labourer was generally low, especially when compared with that of the best student in the class (see table 7 above). There was also high school dropout rate after second or third terms of study. In addition, some factors like sexual harassment compromised the girl child

labourer's educational reconstruction because of their far-reaching consequences like pregnancy.

Therefore, the third objective was met with the demonstration that the educational performance and reconstruction of the girl child labourer was compromised.

## **CHAPTER 5: CONCLUSION AND RECOMMENDATIONS**

### **5.1 Introduction**

The major interest in this chapter was the conclusion, and the recommendations for future study and also for improving the educational performance of the girl child in Kakuzi Division of Thika District. Other areas include the emerging issues in the study that may be of interest to future researchers.

### **5.2 Conclusion**

Poverty came out strongly as the major catalyst in all the activities and socio-economic/ political life of the people of Kakuzi. Girl children, except orphans, were in child labour because of the need to supplement the little income raised by their parents. But in the process they lost the most vital element that should constitute their future lives: education. Their performances went down, although from the projections, there was an average score that only seemed relevant within Kakuzi but not in other areas of Thika District where children perform even better than in the rest of the districts in the country. Therefore, child labour in Kakuzi was largely due to poverty.

Generally, the educational performance of the girl child in Kakuzi was poor, especially for the girls in child labour. The school grades were low during coffee picking season in second term as compared with the rest of the school terms. There was also a high school dropout rate of 42% of the general respondents, and most of the girls did not attain an advanced level of education.

Even with the introduction of free primary education, not much has changed regarding the education of the girl child labourer in Kakuzi. Many children who had previously dropped out of school and joined child labour did not go back to school, although their age brackets were within the school-going age (10-17 years, for this study). Most of the responses indicated that the free primary education scheme was of minimal significance to the girl child in child labour because it did not address the underlying

fundamentals like school uniforms, bursaries or feeding programmes that are crucial to realizing the importance of the education scheme. Any future free education scheme may also be seen in the same light thereby affecting the possibility of girl children of Kakuzi pursuing education and consequently improving their performances.

### **5.3 Recommendations for Improving Educational Performance of Girl Child Labourers**

There were heated debates during most of the interviews conducted by the researcher on what constitutes girl child labour in Kakuzi. Most of the girl child labour concerns have become commonplace that identifying a girl child labourer was not a big problem. People of Kakuzi will tell you to go to Milimani or Ngelelya or Kakuzi Limited to see for yourself. Thus, the issue of child labour has moved away from the local peoples' priorities. The key respondents told the researcher that girl child labour was most common among children of squatters of Kakuzi and Del Monte Limited, the major plantation owners in the Division. However, the following were some of the recommendations given by the general respondents, key respondents and the researcher for improving the educational performance of girl child labourers in Kakuzi:

- Doing sensitization, policy formulation, education and awareness of local Provincial Administration on the education of the girl child labourer.
- Offering financial support to girl child labourers to pursue their education, for example looking for sponsors.
- Curbing issues of invisible/ hidden child labour as practiced at the individual homes with their children without awareness of either.
- Considering girl child labourers in bursary allocation.
- Introducing tuition waiver in secondary education or recommending free secondary education, especially for the poor.

- Continuing free primary education by introducing school uniforms for the very poorest to control absenteeism, etc.

#### **5.4 Recommendations for Further Study**

Kakuzi is a rich study site. Most of the issues on girl child labour or child labour are numerous. They transform from one issue in time to another. For instance, the shift from poverty has gone to the domineering and oppressive practices of Kakuzi Limited of late. The company has instituted private roads that cut across villages preventing access to very vital social amenities or public utilities like schools. The people are harassed and accused of trespass.

Moreover, it sometimes becomes an interesting study to explore the economic or social imbalance between the people of Kakuzi in Kakuzi Division and Kakuzi in Gatanga Division. But the following are some of the areas relating to child labour and education of child labourers:

- The influence of free education scheme (primary and secondary) on child labourers.
- Boy versus girl children in labour: educational performances in Kakuzi.
- The plight of the boy child in Kakuzi.
- School dropout rate and the extent of reconstructing school dropouts in Kakuzi.
- Sexual harassment and exploitation of child labourers, etc.

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APPENDICES

APPENDIX I: QUESTIONNAIRE I

**QUESTIONNAIRE TO FIND OUT HOW CHILD LABOUR AFFECTS GIRLCHILD EDUCATIONAL PERFORMANCE AND RECONSTRUCTION IN KAKUZI DIVISION OF THIKA DISTRICT**

My name is Jean Nduati. I am a student from the University of Nairobi and I have been permitted to research on the effects of child labour on girl child educational performance and reconstruction in Kakuzi.

Your responses will be handled confidentially.

**Section I: Girl Child's Background**

1. Name...(optional).....

.....

2. Age bracket (years)

10-14	15-17

3. Sex

Male

Female

4. Where have you been living for the last 5 years?

.....  
.....

5. What do your parents do for a living?

.....  
.....  
.....

6. If you are staying with someone give his/ her educational status and occupation, if any

.....  
.....

**Section II: Education**

1. Are you in school currently?

Yes

No

2. If you left school, when?

.....  
.....  
.....

3. (a) Why?

.....  
.....

(b) What is your current occupation?

.....  
.....

4. If still in school, who has been paying for your education?

Parent

Guardian

Well-wishers

5. How was your performance in school last year (2006)?

	Term 1	Term 2	Term 3
Your position			
Your marks			
Highest mark in class			

### Section III: Child Labour

1. Are you involved in farm or off-farm work when not in school?

Yes

No

2. Which type and where do you do the work?

.....  
.....  
.....

3. On which days of the week/ months do you work?

.....  
.....

4. Why do you work?

.....  
.....  
.....

5. Are there times that you are unable to attend school because you are working?

Yes

No

6. Would you say the work affects your performance in school?

Yes

No

7. If yes, in which way?

.....

.....

.....

8. Were you involved in any work that you think could have affected your performance last year?

Yes

No

9. If yes, (a) when?

.....

.....

(b) Why?

.....

.....

.....

10. Apart from work, are there other reasons that make you not attend school?

Yes

No

11. If yes, name them

12. Are there any of your sisters who are employed?

Yes

No

13. If yes, indicate

Sister	Age	Year got married	Level of education	Type of work	Place of work
1st					
2nd					
3rd					

14. Do you think child labour affects the girl child's performance in school?

Yes

No

15. If yes, cite some examples of the effects of child labour on girl child performance

.....

.....

16. Do you think the following statement is true or false?

*Very few girls who drop out of school due to child labour go back to school*

True

False

17. Do you think the following effects of child labour contribute to low educational performance of the girl child?

Effect	Your Remarks
Child and family characteristics e.g. poverty, single parenthood, physical challenges, etc.	Yes
	No
Poor health	Yes
	No
Limited time allocation for study	Yes
	No

**Section IV: Other Questions**

1. (a) Do you have children?

 Yes

 No

(b) How many do you have?

.....  
.....

2. As a girl child, have you been mistreated in any way by your family members or other people around you?

 Yes

 No

3. If yes, in which way?

.....  
.....  
.....

4. Has it affected your performance in school?

---

---

---

5. Do girls make maximum use of free primary education in Kakuzi Division?

Yes

No

6. (a) If yes, do you know of any girl child school dropouts who have gone back to school?

Yes

No

If yes, how many

---

(c) If no, what prevents them from going back to school?

---

7. In your own opinion, do you think that children NOT in child labour do better in school than those involved in child labour?

Yes

No

Why?

---

8. Have you ever benefited from Secondary School Education Bursary?

Yes

No





If yes, how much? for how many years?

.....

.....

.....

.....

**Notes**

**Thank you**

## APPENDIX 2: QUESTIONNAIRE 2

### QUESTIONNAIRE TO FIND HOW CHILD LABOUR AFFECTS GIRL CHILD EDUCATIONAL PERFORMANCE AND RECONSTRUCTION IN KAKUZI DIVISION IN THIKA DISTRICT

My name is Jean Nduati. I am a student from the University of Nairobi and I have been permitted to research on the effects of child labour on girl child educational performance and reconstruction in Kakuzi.

Your responses will be handled confidentially.

#### Section I: Background of Key Informants

1.

Name.....  
.....

2. Sex

Male

Female

3.

Marital

status.....

4.

Occupation

&

Designation.....

5. Work experience

<5 years

5-10 years

>10 years

## Section II: Child Labour

1. Which kind of girls are involved in child labour? (age, family background, etc.)

---

---

2. Which kind of work do they do?

---

---

---

3. Where do they work?

---

---

4. Which days/ months/ period of the year do they work?

---

---

5. What is the estimate number of girls involved in child labour in Kakuzi?

---

---

6. What is the relationship of the number of girls in child labour to those not in child labour in Kakuzi?

---

---

## Section III: Education

1. How is the educational performance of the girl child in Kakuzi?

---

---

2. How has been the educational performance of the girl child in child labour?

.....  
.....

3. Has child labour contributed to your answer above?

Yes

No

Explain

.....  
.....  
.....

4. How do the following affect the educational performance of girl child in child labour:

(i) Sexual harassment?

.....  
.....

(ii) Limited time for studies?

.....  
.....

(iii) Poor health and overworking?

.....  
.....

(iv) Family characteristics?

.....  
.....

5. How has free primary education scheme helped to improve school attendance and performance of girls in child labour in Kakuzi?

.....  
.....

**Section IV: Other Questions**

1. What role do you play/ have you played in ensuring that the girl child in child labour is reconstructed educationally?

.....  
.....

2. What is the relationship between child labour and girl child educational reconstruction in Kakuzi?

.....  
.....

3. Whom do you think free education has helped more?

Girl child labourer

Girl child not in child labour

Reason or evidence?

.....  
.....  
.....

4. How many girl children school dropouts have managed to go back to school?

.....  
.....  
.....

5. How is the performance of the girl child education after the introduction of the free primary education scheme?

.....  
.....  
.....

6. What is the likely future trend in the educational reconstruction of the girl child in child labour in Kakuzi Division?

.....  
.....  
.....