

Propositions

attached to the thesis

Rhizomatic Cartographies of Children's Lived Experience of Poverty and Vulnerability in Siaya, Kenya

by

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1. Children living in poverty and vulnerability in Siaya face various concrete and discursive challenges in the spaces of the home, the school, as well as in support programmes. Their lived experience in these spaces is not linear, but complex, contingent and messy and therefore, a rhizomatic cartography (This thesis)
2. Both the strategies that state and non-state actors use for addressing poverty and vulnerability among children and their caregivers in Kenya, and the strategies that these children and caregivers themselves use to overcome poverty and vulnerability, are part of the cartographies of these children's lived experience (This thesis).
3. Understanding children's quotidian experience of poverty and vulnerability requires using methods that capture the messiness of that experience, such as listening softly to children's voice (This thesis)
4. As advocated by Deleuze and Guattari, a 'New Earth' or change in programmes and policies on child poverty and vulnerability might be realised when an encounter with Ayo and other children in Siaya (and their complex experience) makes us to 'stop' and think about how to support such children differently. (This thesis)
5. The state as the main duty bearer for children's rights should put in place support programmes that are responsive and accountable in addressing child poverty and vulnerability. These programmes should acknowledge the rights of children as embedded in the Constitution but also as living rights articulated by children. (This thesis)
6. The politics of knowledge production have predominantly privileged voices from the global North. Scholars from the global South should engage these inequalities by claiming their space in knowledge production and dissemination.
7. Some social protection programmes that are perceived as successful rely on women's unpaid labor yet this labour is often not acknowledged or adequately compensated.
8. The notion of 'smart economics' where some actors present the involvement of women in agricultural value chains in Kenya in terms of making these chains more efficient need to be rethought. Women's participation should instead be seen in terms of ensuring gender equality and equity.
9. Universities should step up their training of researchers on how to deal with painful research experience.
10. Kenya's economic and social development depends, among other factors, on how the strength and voice of the country's children and young people is harnessed.
11. A strong female doctoral researcher juggles participation in the academy, organizational leadership, motherhood, and other intersectional identities. Rather than getting overwhelmed by the rabbit-hole scenario, she sees each node as part of a rhizome and, like Alice in Wonderland, she discovers the 'out-of-the way things' of a PhD thesis.