

**ASSESSMENT OF THE EFFECTS OF ETHNIC CONFLICT ON ACCESS
AND PARTICIPATION OF CHILDREN IN PRIMARY EDUCATION IN
NAKURU COUNTY, KENYA**

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REG NO: E55/CE/20330/2012

**A RESEARCH THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN
PARTIAL FULFILMENT OF THE AWARD OF MASTER OF EDUCATION
DEGREE OF KENYATTA UNIVERSITY**

MAY, 2019

DECLARATION

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

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DEDICATION

I dedicate this Research Thesis in memories of my late husband who was always my encouragement, love and support to further my studies, my sons Edwin, Joseph, Gilbert, Kefah and Vincent for the inspiration and my daughter in-law Janet and friends Agnes, Jane and Faith for their prayers support.

ACKNOWLEDGEMENTS

In the preparation of this work, I am grateful to God for the good health and strength that has kept me going through this study. I thank, in a special way my supervisors Prof. Daniel Sifuna and Dr. Rubai Mandela for their valuable contributions in reading, advising, suggesting and encouragement in developing this thesis both of the Educational Foundation Department, School of Education Kenyatta University who found time to assess my work and provide necessary guidance. Special thanks go to Mr. Justin Makori and Benjamin Nyamweya for their support and encouragement during the times of preparing this work. I thank, in a special way my children and family members who assisted me in various ways. Further, thanks go to the various staff, children and the various community members of Nakuru County for responding to the instruments of the study. I say thank you. Despite appreciating all the above persons any error of omissions and commission remain solely my responsibility.

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ABBREVIATIONS AND ACRONYMS

EFA:	Education for All
EUGCAC:	European Guidelines on Children and Armed Conflict
IDPs:	Internally Displaced Persons
MDGs:	Millennium Development Goals
PEV:	Post-Election Violence
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNICEF:	United Nations International Children's Emergency Fund

ABSTRACT

This study assessed the effects of ethnic conflict on access and participation of pupils in primary education. The initiative was to examine the relationship between ethnic conflict on access and participation of pupils in learning activities to enable amend the underachievement challenges through curbing the effects of ethnic conflict in Nakuru County. The study was based on assessing the effects of ethnic conflict on access and participation of children in primary school education in Nakuru County. The objectives of the study were; to assess the causes of ethnic conflict and effects on access and participation of children in primary school education, to determine whether physical displacement affects access and participation of children in primary school education, to assess if property destruction affects access and participation of children in primary school education, to ascertain whether ethnic politics affect access and participation of children in primary school education and to find out the level at which ethnic inequalities affect access and participation of children in primary school education in Nakuru County. The study was carried out in public primary schools in Nakuru County. Nakuru County was appropriate for this study because the researcher was concerned with assessing the effects of ethnic conflict on access and participation of pupils in primary education. The target population of the study comprised of 3,335 respondents. This target population includes primary school pupils, head teachers, teachers, parents, chiefs, opinion leaders and religious leaders. The study employed the human needs theory by Burton (1990). He argues that conflict is deeply rooted in unmet or inadequately fulfilled basic human needs of the parties and their individual members. Both purposive and stratified random sampling were adopted to select a sample size of 138 respondents (100 standard eight pupils, 13 head teachers, 13 class teachers, 3 parents, 3 opinion leaders, 3 religious leaders and 3 chiefs). The study further used semi-structured questionnaires and interview schedules to collect data for analysis using the statistical package for social sciences (version 23). The data was analyzed both qualitatively and quantitatively. Nakuru County has the highest incidents of ethnic conflicts and the area has people from different ethnic mixtures and hence the reason for choosing the area for this study. The study found in part that there was discernible effect for ethnic conflicts on access and participation of pupils in primary education. The study recommends that there is need to enhance capacity building programs in primary schools through organizing workshops, seminars and inviting guest speakers on related issues among learners.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter describes the background to the study, the problem statement, and purpose of the study, objectives and research questions. The chapter further discusses the significance of the study, scope and limitations, including assumptions, theoretical and conceptual framework and operational definition of terms that will guide the study.

1.2 Background to the Study

Education is a fundamental human right and essential for the existence of all other human beings. It promotes individual freedom and empowerment and yields important development benefits. Yet millions of children and adults remain deprived of educational opportunities many as a result of ethnic conflicts. UNESCO has laid down international legal obligations for the right to education to promote and develop the right of every person to enjoy access to education of good quality, without discrimination or exclusion. The Universal Declaration of Human Rights (1948) and the United Nations Convention on the Rights of the Child (UNCRC, 1989) both state that all children have a right to education. The Convention of the Rights of the Children (CRC) Article 28 stipulates that all children have a right to education. Children in the same manner are entitled to the wide set of rights enshrined in the UN on the Child rights such as, the right to develop to their full potential, enjoy his/her own culture and identity and care and protection (UNICEF, OPEC, 2009).

The right of a child to education has further been emphasized by the Education for All (EFA) initiative, which seeks, by 2015, to ensure that all children, particularly children in difficult circumstances, and those belonging to ethnic minorities, have access to and complete, free and compulsory and good quality primary education (Inter- Agency Network for Education in Emergencies, 2004). However, issues of content, quality, safety, access and participation in primary education continues to be particularly a difficult challenge for war-affected children. This means there are weak policies to combat physical displacement. This paved way for the study to fix the policies.

The World Bank reports that as a result of the conflict in Bosnia and Herzegovina, 50% of its schools required repair or reconstruction. The level of destruction was even higher in Iraq, at 85%. Schools and places of learning are often explicit targets during periods of armed conflict. UNESCO (2010) reports that, “education has been attacked in at least 31 countries in Africa, Asia, Europe and Latin America over the past three years”. One of the most afflicted countries is Afghanistan, which witnessed a dramatic increase in attacks on schools, from 242 in 2007 to 670 in 2008 (UNESCO 2010). This research, therefore, undertook to assess the effects of property destruction on access and participation in primary education.

1.2.1 Effect of Conflict on Education in Africa

According to UNICEF (2007), 80% of the World wars fought in Africa and Asia between 1914 and 1918 have left more than 27 million children and youth without access to formal education. However, Otunnu (2006) is of the opinion that armed ethnic conflict in Africa is rooted in structural, economic, social, political and religious conditions and it is intimately linked to poverty, inequitable development and discrimination. Many developing countries

are therefore locked in a vicious cycle of poverty, inequitable development and discrimination in which, the multiplicity of these factors generate the desperation and fear which in turn lead to ethnic conflict. According to Jean Bourdon (2006), the greatest challenge facing Sub-Saharan Africa as a whole is full access (enrolment and completion rate) as stipulated by MDG's and EFA goals.

According to UNESCO (2013), several factors are responsible for low access and participation of children in primary education in Sub-Saharan Africa. The factors are retrogressive culture, poverty and insecurity from ethnic conflicts. Exposure to conflict affects children in several ways, ranging from direct killings and injuries, to more subtle, yet persistent and irreversible effects on schooling, health, nutrition, future opportunities and well-being. Further, Conflict-affected countries include over 20% of all children of primary school age, but account for around half of all out-of-school children of primary school age.

According to Watkins, (2013) children living in displacement camps had limited access to education which is often disorganized, temporary, under-resourced, overcrowded and limited to primary education. Accessing schools outside the camps may not be possible for security reasons and restrictions to the movement of certain population groups. In addition, displaced children sometimes fail to attend school because their labour is needed to contribute to household income (Rodriguez & Sanchez, 2009; UNICEF & UIS, 2013).

1.2.2 Inter-ethnic Conflict effects on Education in Kenya

According to Mkutu (2008) ethnic conflicts can largely be attributed to the geographical distribution of politically active ethnic groups. Land, politics and cattle robbery is the core of inter-ethnic conflicts in Kenya especially Rift Valley areas of Mt. Elgon, west Pokot,

Marsabit, Molo, Transmara and Garrisa. The conflicts are politically motivated and can be traced to the multi-party politics in the 1990s (CIDCM, 1999). According to Nystrum (2000), the Kenya African National Union (KANU) which ruled Kenya from 1963 to 2002, is widely associated with instigating ethnic violence targeting sections of the population affiliated or suspected of supporting opposition parties. This has caused recurrent conflicts which directly displaces population, destruction of education facilities, and affects enrolments and continuity of education in primary schools. The barriers to attaining Education for All (EFA) initiative targets countries affected by current or recent conflicts (INEE, 2004). As a result of ethnic conflicts, a decision is often made to close down schools in areas likely to be affected by violence (IANS, 2009; Mulkeen, 2007). Heightened perceptions of violence and insecurity may affect the recruitment of teachers to some areas, and disrupt examination systems; the supply of teaching materials and the development and update of curricula (UNESCO 2011). Despite the insecurity both perceived and real during inter-ethnic conflicts, a number of pupils continue to attend school (Shemyakina, 2011). Community and institutional factors are fundamental in boosting the resilience of pupils so that they are not in perpetual fear of being attacked and en-route in the school. Most pupils who continue attending school feel safer within the precincts of the school. Education thus provides psychosocial protection by giving the pupils a sense of normalcy in contexts where everything else has been shaken by conflict.

Kenya's administrative units were created along ethnic boundaries by the British colonial administration, and they illustrate Kenya's present ethno-geography. The British divided the Kenyan territory along ethnic lines into eight regions; each region was sub-divided into districts, often according to ethnic groups and subgroups. For example, the Luo are based

mainly in Nyanza region; the Luhya, in Western region; the Kikuyu in Central region, the Somali, in North Eastern region; and the Mijikenda, in the Coastal region. The Rift Valley region is dominated by the Kalenjin, but also has the Maasai and other ethnic groups.

The post-colonial government further consolidated this ethno-political structure by aligning parliamentary constituencies with ethnic boundaries, which has remained the style of Kenyan politics and regional administration until today. Hence, from the district to the regional level, ethnic groups are clustered together so that regions in Kenya are ethnically distinct. According to Oucho (2002), ethnicity is the fulcrum of administrative boundaries, constituencies and development patterns in Kenya. This meant that the administrative units that were created along ethnic boundaries greatly affected the country's unity. This paved way for the study to find out whether ethnic grouping affected access and participation in primary education.

1.2.3 Free Primary Education Policy

After attaining independence in 1963, the prioritization of the education policies in Kenya was driven by the manpower needs of the nation. The government identified ignorance and illiteracy as major problems and education was meant to tackle these areas. According to UDHR (1948), Article 26 stipulated that everyone has a right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. The FPE initiative focuses on attaining EFA and in particular, Universal Primary Education (UPE). The key concerns are access, retention, equity, quality and relevance and internal and external efficiencies within the education system (MOEST, 2005).

The overall goal of FPE is to build the human capital capacity through investing in children at an early age. Basic skills not only help individuals but also have an impact on the income, growth potential, population and public sector performance. Kenya recognizes a child as anyone less than eighteen years of age (Children Act, 2001). The Education Act Cap 211 of 1968 (Revised in 1970/1980) is the main legal document in Kenya governing education. It covers administration issues, management and curriculum development. The Teachers Service Commission (TSC) Act Cap 212 of 1967 not only covers remuneration and other administration issues but stresses on the professional conduct of the teachers.

In January 2003 the NARC government implemented the free primary education program with the aim of providing more opportunities to the disadvantaged school age children (Otach, 2008). This resulted in significant increase in enrolments in a majority of the schools. The FPE implementation in 2003 is critical to attaining the EFA as a key objective to realizing the UPE goal (MOEST, 2005). The policy abolished school fees and other levies arguing that fees and levies posed a serious hindrance to children wanting to access education in schools (Okwach , 1997). The free primary education policy has been described as laudable (Rob et al., 2004), because of its effect on gross enrolment rate (GER) which increased from 92% in 2002 to 104% in 2003 of the school age children population (Otach, 2008)), resulting in more than 1.5 million children who were previously out of school joining primary schools (UNESCO, 2005).

The Sessional Paper No.1 of 2005 a policy framework was developed to achieve Education For All (EFA) training and research in the 21st century (Republic of Kenya, 2005). The document articulates specific objectives and strategies of enhancing access, equity, quality

and relevance at each level of education while Sessional Paper No. 14 of 2012 stipulates that key policy issues are provision of free and compulsory primary and secondary education to all children (MOEST, 2005). The presence of ethnic conflict has seriously affected the growths enrollment that have been achieved by the year 2003. It has prevented the full access and participation of children in primary education.

However, even with the education policy frameworks, serious challenges have bedeviled the implementation of the FPE policy, (UNICEF & World Bank, 2009). They include congested classrooms, limited physical facilities and shortage of qualified teachers, which negatively impact on the quality of teaching and learning must have on the other hand contributed to indiscipline in schools. Teacher: pupil ratio, for instance, it emerged that in some schools the ratio was 1:70 which was far beyond the recommended maximum rate of 1:40. Such a high ratio has got its own challenges, (Okwach & George, 1997). For instance, teachers find it impossible to attend to all learners, especially the slow ones. Teachers are not able to give adequate assignments to the pupils, as they cannot cope with the marking and teaching workload (UNESCO, 2005).

Conflicts have compounded challenges facing FPE like inadequate teaching and learning materials, congestion in classrooms and variations in teacher pupil ratios in primary schools (Okwach & George, 1997). Further, occurrence of ethnic conflicts has complicated the benefits FPE has brought into primary school education. The effects of conflicts which include burning of schools, destruction of property and forceful evictions and displacement of populations among which are school going children has retarded the efforts towards FPE. Classrooms are congested, no space for movement during lessons, poor lighting and

insufficient number of desks. Some schools have been reported to experience massive enrollments especially in towns near areas which have experienced ethnic conflicts while the rural primary schools remain with fewer children and teachers (UNESCO, 2005). In the process, FPE is constrained due to inadequate facilities and teaching materials.

This means that lack of enough teaching and learning resources hinder the achievement of FPE. Therefore the study sought to find out whether lack of enough teaching and learning resources affects access and participation of children in education.

The process of replacing teachers who migrate from conflict areas is never met. This affects the quality of FPE. Some parents then start transferring their children to private schools citing poor quality of FPE (UNICEF & World Bank, 2009). Teachers complain that pupils' frequent transfers from one school to another at any point of the term and in any class affect content delivery (Eldah et al 2005). Without additional investments, a quality FPE is therefore difficult to achieve and dropout rates and illiteracy are likely to increase (GoK, 2005).

1.2.4 Effects of Ethnic Conflict in Education in Nakuru County

The Rift Valley region especially Central Rift have experienced a recurrence of ethnic conflicts since the dawn of multiparty democracy in 1992. This has made it a big impediment to education by primary school going children. The violence has been recurring after every electioneering year since 1992 except 2013. According to Mkutu, (2008) more than 220 people were killed in the areas such as Molo, Oleguruone and Kuresoi in 2008 these act stopped pupils from going to school because of fear. Almost 170,000 people among them

children fled to make shift camps, to friends and relatives elsewhere in the country, while others had nowhere to go. This physical displacement to new environment caused learning difficulties for both teachers and pupils as they tried to cope with the new environment.

Some pupils dropped out of schools because admitting them to new schools meant they had to repeat in the same class. The armed ethnic conflicts have had a negative impact on education systems, economic and human loss, destruction of property, closure of schools. Some families are left with nothing and these results in economic and social inequalities among communities. Conflict has also left many children with disabilities like hearing impairments, visual impairments, and physical disabilities due maiming.

Many schools were closed and others burnt as children became separated from their parents as they fled the battle zones (Kimani, 2009). Children were left with physical disabilities and emotional trauma as a result of the atrocities they witnessed. Teachers fled areas as the remaining buildings in the already burnt down schools became camps for the Internally Displaced Persons (IDPs) and the Armed Forces (Kimani, 2009). According to Stewart et al., (2001), some of the most visible effects of ethnic conflict include the destruction of infrastructure, as well as the collapse of government provision of goods and services, including schooling, due to lack of financial resources or the diversion of finances to policing efforts. Wangechi (2013) conducted a study on the effects of armed conflict on education and established that 33.3% of the opinion leaders from Molo, Njoro and Kuresoi pointed out that historical disputes over land ownership caused armed ethnic conflicts amongst the different ethnic groups in Nakuru County

As teachers and pupils moved to safer areas in most towns in Nakuru County like Molo town, Njoro, Elburgon and Nakuru town, there was straining of the available infrastructure where the high number of children had to share sanitary facilities, classrooms and playgrounds. School infrastructures were used as homes by IDPs making access to learning a challenge (Mani, 2002). Learning resources like books, chalk boards, libraries were not enough for the high number of pupils who required them. On the part of staffing it was even worse as most of them had to ensure their families were safe, therefore did not concentrate in learning activities. This posed a great challenge to pupils' access and participation to primary education in Nakuru County.

In terms of children enrolments in primary schools as a result of FPE in Nakuru County, there was gradual increase in enrolment between 2004 and 2007. Grand totals on enrolment increased from 56,211 in 2004, to 57,177 in 2005; 62,421 in 2006 and 68,469 in 2007. An increase in enrolment was experienced in 2008 to 83,211. This was after the post-election violence and many displaced people from other areas of Rift Valley and other parts of Kenya moved to Nakuru County. The enrolment in schools dropped to 61,539 in 2009, and started to increase to 65,539 in 2010 and 70,305 in 2011 (MoEST, 2008). This implies that the conflicts that began in December 2007 and spilt over to early 2008 made pupils flee from their schools to other parts of the county. They must therefore have sought for transfers due to conflicts for their security.

1.2.5 Causes of Ethnic Conflicts in Nakuru County

The causes of ethnic conflicts in Nakuru County have many dimensions but two major ones stand out: colonial settlements (formerly white settler's farms) which were later given to

some communities and the re-introduction of multiparty democracy (politics) in Kenya. The colonialists displaced indigenous people (Kalenjins and Maasai) and made Nakuru a colonial farmland. They brought in African laborers from different parts of Kenya mainly the Gikuyu, Luo, Kisii and Luhya communities. By the end of 1961, there were about 40,000 people from diverse communities in Nakuru County and about 160,000 in the farms (UK aid, 2012). Fifty per cent of the farm laborers were Gikuyu. This made the Kalenjin and Maasai unhappy with the settler population. In time, differences and tension resulted between the two largest communities, the Gikuyu and the Kalenjin over land.

Although the tensions are longstanding, conflict has been mostly provoked by the politicization of perceptions of economic exploitation, exclusion and unequal access to resources and opportunities. By the time of the re-introduction of multiparty politics in 1991, the Rift Valley was ripe for conflict and tensions simmered below the surface among many of the communities. The ideological claim of the Kalenjin was that the migrants from other communities; most notably the Gikuyu represent historical injustices. This feeling is informed by their perception that the ‘migrant’ communities, particularly the Gikuyu and Kisii, favor their own in elections and they were allocated white farms for free. Leaders are elected on Ethnic grouping or lines.

Further, Otunnu (2006) goes further to clarify that ethnic conflicts are caused by rooted unequal structural, economic, social, political and religious conditions and it is intimately linked to poverty, inequitable development and discrimination. According to Gentleman (2012), before the advent of multiparty in 1991, no clashes had been witnessed between the local communities in Nakuru. They co-existed peacefully until the bad seed of hatred was

planted among them through the politics of marginalization. Both at national and local level, politicians, MPs and civic leaders used historical land issues and ethnicity to incite communities against each other and raise more votes. As a result, violent clashes between ethnic groups erupted across the country from 1991 to 2008.

Kenya National Commission for Human Rights (KNHCR) (2012) further established that, conflict started when opponents of ex-president Daniel Arap Moi claimed he exploited factional violence through competition over land and ethnic patronage to bolster his own power and to discredit a multi-party approach to politics. As several politicians and church leaders called for an end to one party rule, KANU leaders, especially from Kalenjin and Maasai communities responded with calls for ethnic decentralization which among others enticed for all outsiders in the Rift Valley to return to their "motherland". This perpetuated a cycle of violence and areas that bore the brunt of the clashes included; Kamwaura, Londiani, Sitoito, Temuyota, Enoosupukia and Tipis in Narok. Violence then spread to Nakuru municipality just after the 1997 general elections, bubbled by the government's decision to hive off part of Mau forest into a settlement scheme (Oyugi, 2000). The study sought to assess the way ethnic conflict affect access and participation of children in primary education.

1.3 Statement of the Problem

In Kenya, access and participation is an issue of ultimate concern. Assessment of the effects of ethnic conflicts on access and participation of children in primary education in Nakuru County indicate that pupils have low access and participation due to ethnic conflicts. This mainly leads to physical displacement, property destruction and ethnic inequalities. Pupils in

Nakuru County are challenged by the occurrences of ethnic conflicts which disrupt educational activities that make most of them drop out of school, become orphans, migrate to IDP camps and the like influence on academic performance is minimal.

County has been affected by ethnic conflicts that have affected access and participation in primary education. It is therefore imperative for the government to pursue this phenomenon of ethnic conflicts in this particular area.

1.4 Purpose of the Study

The purpose of this study was to assess the effects of ethnic conflict on access and participation of children in primary school education. The initiative was to examine the relationship between ethnic conflict on access and participation of pupils in learning activities to enable amend the underachievement challenges through curbing the effects of ethnic conflict in Nakuru County.

1.5 Objectives of the Study

- I. To assess the causes of ethnic conflicts and effects on access and participation of children in primary school education in Nakuru County
- II. To determine whether physical displacement affects access and participation of children in primary school education in Nakuru County.
- III. To assess if property destruction affects access and participation of children in primary school education in Nakuru County.
- IV. To ascertain whether ethnic politics affect access and participation of children in primary school education in Nakuru County.

- V. To find out the level at which ethnic inequalities affect access and participation of children in primary school education in Nakuru County.

1.6 Research Questions

- i. What are the causes of ethnic conflicts and effects on access and participation of children in primary school education in Nakuru County
- ii. How do physical displacements affect access and participation of children in primary school education in Nakuru County?
- iii. To assess if property destruction affects access and participation of children in primary school education in Nakuru County
- iv. To ascertain whether ethnic politics affect access and participation of children in primary school education in Nakuru County.
- v. To find out the level at which ethnic inequalities affect access and participation of children in primary school education in Nakuru County.

1.7 Significance of the Study

It was hoped that the findings of this study may benefit relevant government ministries in education, interior security, planning as well as the County governments in resolving ethnic conflicts on accessibility and participation of children in primary education. The findings may be useful for giving information on ethnic conflict resolution mechanisms on primary school education development. The Kenya institute of education and curriculum development departments may benefit by using the findings to develop books and teaching

materials to teach children on the negative impacts of ethnic conflicts and prevent conflicts from reoccurrence along generation lines. The findings revealed the root causes of ethnic conflict and how it affects accessibility and participation in the primary school education. The teachers, pupils and parents are to benefit from this study as findings may help them in resolving daily conflicts at school, home and neighborhoods example pupils from different backgrounds to relate well and share available textbooks teachers to serve all pupils without discrimination. The findings may contribute to developing early warning signs and mechanisms to help quell ethnic tensions, conflicts and violence which greatly affect children and women. NGOs and other private actors in the education industry may gain insightful knowledge to help them meaningfully train communities on conflict resolution frameworks. The study findings are likely to benefit the children by receiving psychosocial interventions, trauma therapy and peace building and coexistence. The communities may benefit from the study findings in that the more the numbers of people in the country know about the effects of conflict on education the more possible it may be to create a culture of peace and conflict resolution mechanisms.

1.8 Limitations of the Study

The study was limited to assessment of the effects of ethnic conflict on access and participation of children in primary education in Nakuru County. The population of the research consisted of 100 pupils, 13 head teachers, 13 teachers 3 parents 3chiefs, 3 opinion leaders and 3 religious leaders in primary schools in Nakuru County. The researcher carried out this study from April 2018 to April 2019 which was only a short period; nevertheless the study focused more on. primary schools and on key informants.

However, the researcher introduced himself and socialized with the respondents to create understanding. The respondents too, were assured about their confidentiality of their identity and were therefore asked not to indicate their names. Despite the fact that some of the respondents did not submit the questionnaires; the 81.16% response rate was adequate for data analysis.

1.8.1 Delimitations of the Study

The study targeted only public primary schools in Nakuru County. For more conclusive results both public and private schools should have been studied. Although all areas should have been covered, this was not possible because of the available resources to conduct the study as well as the ground and other logistical constraints. The respondents were parents, head teachers, teachers, 8 pupils' chiefs, opinion leaders, parents and religious leaders Teachers were selected as respondents because they are the implementers of educational policies and the head teachers' managers of the schools the schools while parents were the providers of the pupils and resources for the teaching and learning.

1.9 Assumptions of the Study

The study assumed that:

- I. Ethnic conflict affects the accessibility and participation of children in primary school education.
- II. Communities in Nakuru County are continually involved in ethnic conflicts during election times.

- III. The children and communities in Nakuru County encourage one another to live in peace and harmony.
- IV. Respondents would be as honest as possible to give true and reliable information.

1.10 Theoretical and Conceptual Framework

According to Nicholai (2008), over half of the world's primary-aged children out of school are estimated to live in conflict-affected fragile states or zones. The World Bank (2005) has conceptualized ethnic conflict as development in reverse. Assessment of the effects of ethnic conflict on access and participation by children in primary education is based on the basis of physical displacement of populations, property destruction, ethnic politics and ethnic inequalities. In this regard, the study utilized the conflict management theories.

Conflict theorists provide explanations of the causes of ethnic and armed conflicts and Burton (1990) in his human needs theory has explored the link between inter group conflict and the realm of basic human needs, identity, recognition, and survival. He argues that conflict is deeply rooted in unmet or inadequately fulfilled basic human needs of the parties and their individual members. According to Burton (1990), protracted social conflicts represents prolonged and often violent struggle by communal groups for basic needs such as security, recognition, acceptance, fair access to political institutions and economic participation. He stresses that many multi-ethnic society states emerge which are dominated by a single communal group. This group (or a coalition of groups) ignores the needs of other communal groups' thereby breeding exasperation and polarization.

Burton (1990) also emphasizes that the non-fulfillment or threats to the fulfillment of basic needs as a cause of conflict. He mentions psychological needs like identity, security, recognition, autonomy, self-esteem and a sense of justice as important for the behavior of individuals and characteristic of the ethnic groups which articulate powerful driving forces of psychological and material needs. Closely related are fears about denial of needs, perceived threats to security, identity and survival. He views them as the critical causal factors of intergroup conflicts. Lederach (1997) supported Burton (1990) as he pointed out that internal conflict build around identity groups living in close proximity. They often erupt as expressions of accumulated pain with marked emotional and psychological patterns of institutionalized hatred and division. The conflicts are characterized by deep-rooted intense animosity, fear and severe stereotyping. According to Lederach (1997) conflict causes division among groups based on fear of survival, victimization, divisive political rhetoric, myths of differences and boundaries.

An “us” versus “them” dichotomy develops along ethnic lines. These dynamics, driven by real-life experiences and subjective perspectives and emotions, render national and mechanical processes and solutions aimed at conflict transformation not only ineffective but also irrelevant and offensive. Burton (1990) has argued that all internal conflicts contain some of the following elements. First, their protracted and often vicious nature can be attributed to the belligerents “irrational motives”. Secondly, ancient hatreds, religious fervor, or loyalty to kith and kin may explain why some internal conflicts drag on even past the stage where it should cease. Thirdly, incompatible identities and values at the base of most internal conflicts make compromise extremely difficult. Fourthly, there are structural elements of war, the array of incentives to continue violence and the disincentives for compromise that

inhibit negotiation and settlements. The theory is relevant to the study because ethnic politics, competition for resources, ethnic rivalries and unfulfilled needs are some of the root causes of ethnic conflicts in Kenya.

According to Burton (1990), the ethnic conflicts have major repercussions among the people witnessing and experiencing them as large populations are displaced, children separated from their families creating internally displaced persons. The conflicts often lead to killing, injuring and maiming of children and parents, while others are orphaned and some become bread winners in their homes. Physical disabilities and emotional trauma are other effects of armed ethnic conflicts (Burton, 1990). Burton (1990) further pointed out that children drop out of schools to head household as others are unable to cope with demands of education due to atrocities of war. Parents and guardians also affected by the conflicts do not have the education resources or the emotional stability to support and sustain the education of their children (Burton, 1990). Burtons' (1990) human needs theory of conflict was relevant to the study as ethnic armed conflicts in Nakuru County has led to displacements, physical and emotional repercussions on children that has affected their education access and participation.

1.11 Conceptual Framework

The conceptual framework presents the frame of reference which will guide this study. The framework underlying this study comprises of four five factors which emanate from ethnic conflict and their impacts on access to primary school education in Nakuru County. These factors are; physical displacement of persons, property destruction, ethnic politics and ethnic

inequalities and their linkage to access and participation of children in primary school education.

Figure 1.1 Illustrates the variables that affect access and participation of children in primary school education. If the variables are adequately addressed, they may form a basis for developing a model for access and participation of children in primary education in conflict prone zones in Nakuru County. The access and participation model can be used in primary, secondary and tertiary institutions to target the young people to prevent reoccurrence of armed ethnic conflicts along generational lines. The first independent variable looks into how ethnic conflicts causes physical displacement of children by focusing on low enrolments, migration of teachers, school drop outs, separation of children from parents or families and the psychological trauma as an aftermath effect on children. The second independent variable looks into property destruction which narrows down to burning and destruction of schools, closing of schools, looting and loss of properties by families. The third independent variable is on ethnic politics with a specific focus on ethnic animosity, low intermarriages, ethnic tensions and marginalization of some communities in conflict zones. The fourth independent variable centers on ethnic inequalities by looking at property acquisition, resettlements and compensation on property loss and how this affects access and participation of children in primary education.

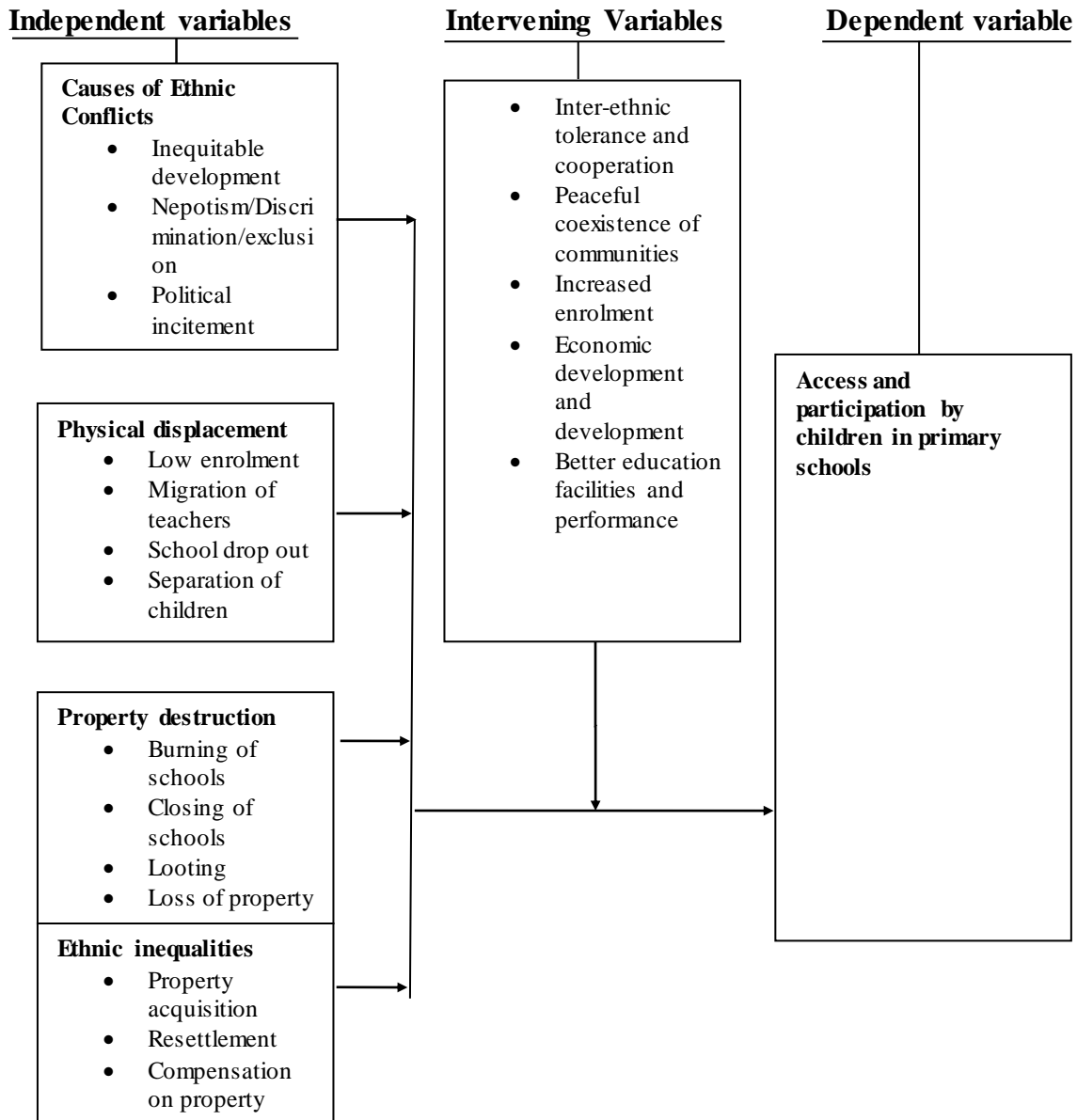


Figure 1.1: conceptual framework

The dependent variable is access and participation by children in primary education and looks into addressing of the four independent variables effectively. However, to realize the benefits listed on the independent variables, there are intervening variables which should be taken into consideration. They include inter-ethnic tolerance, peaceful coexistence of communities, increased enrolment, economic development, better education facilities and performance.

From the conceptual flow chart figure 1.1, The dependent variable (the access and participation by pupils in primary education) is an interaction of independent variables (causes of ethnic conflicts, physical displacement, property destruction and ethnic inequalities) in the learning process. The dependent variable (access and participation by children in primary education) is an indicator showing fulfilment in the access and participation in educational activities demonstrate a high rate of access and participation of pupils in primary education. Their absence would lead to low access and participation of pupils in primary education. The interaction of all these variables would determine the level of pupils' access and participation in primary education.

The access and participation level of the pupils explain the extent independent variables have interacted in access and participation in the learning process in schools. It permitted a conclusion to be made on the assessment of access and participation on pupils' primary education. High level of access and participation shows those pupils who were not involved in ethnic conflicts had improvement in accessing and participating in educational activities. These children were present, well-adjusted socially and interacted well in the access and participation of educational activities. The pupils received proper encouragement, controlled and emerged independent free disturbance in their work. They were focused, balanced and fit in the process of learning.

On the other hand, low access and participation represents pupils who in most cases missed class due to ethnic conflicts and were exposed to the unfavourable environment; hence had little or no care from the schools. Any incompetent handling of these pupils at this stage when they appear not to meet the expectations of the school makes them drop out of school. They found no one to turn to for support to develop good educational foundation and

interests that shaped their future educational progress. The low-access and participation level is evidence of depression, withdrawal, poor communication skills and low self-esteem denying them a fair chance to high access and participation in education. The school environment seemed to reject them as social misfits leading to drop out and low access and participation in primary education. Finally, the access and participation needs measured influence and factors behind the existence of ethnic conflicts in Nakuru County.

1.12 Operational Definition of Terms

Access to education: Refers to opportunities available for children to enter and complete the education process.

Conflict: Refers to confrontation and struggle between groups of people, with opposing needs, ideas, beliefs, values and goals.

Ethnic Conflict: Means cleavage between groups of people due to differentiations in ethnic identities.

Opinion Leaders: Refers to key informants who will be interviewed and involved in the data collection in the study.

Ethnic group: Refers to a group of people with characteristics in common that distinguishes them from other people in the society .Members of an ethnic group may have ties of ancestry, culture ,language, nationality , religion or a combination of all.

Gender disparity: Refers to the differences in male and female students' access and participation in education often through the acts of discrimination.

Insecurity: Refers to the state of being subject to danger or fear of personal harm caused by constant revenge missions or quest for limited resources.

Internally Displaced Persons: Refer to the people who have been forced to shift out of their place of inhabitation within their country to live somewhere else in their country due to security concerns as a result of conflict which is ongoing in their area of residence.

Participate: refers to the act of taking part in an activity

Physical displacement: Refers to having to move out of your residential area to another area as a result of tension brought about by conflict or war.

1.13 Organization of the Study

The study is organized into five chapters. Chapter one presents the background to the study, statement of the problem, objectives, research questions and significance of the study. In addition, it presents the limitations, assumptions, theoretical framework and conceptual framework, operational definition of terms and organization of the study. Chapter two deals with review of related literature where empirical literature is presented. Chapter three focuses on the research methodology of this study. It contains the research design, population, sample and sampling procedures, research instruments, instrument validity, instrument reliability, and data collection procedures and data analysis techniques. Chapter four deals with the data analysis, interpretation and discussion while chapter five focuses on the summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter highlights the literature that has been reviewed internationally and locally with regard to the effects of ethnic conflict on access and participation of children in primary school education. The literature reviewed is geared to the causes of ethnic conflicts, the effects of physical displacement, property destruction, ethnic politics, ethnic inequalities and their effects on access and participation of children in primary school education.

2.2 Causes of Ethnic Conflicts

According to Sommers (2002), ethnic, religious or other group differences often characterize current conflicts, but this is only part of the picture. The root causes are usually found in competition for resources and often in the struggle for power and influence. Certain characteristics are common to many or most of the armed conflict regions in Africa. These regions experience multiple forms and levels of conflict concurrently where armed conflict begins at the local level with a minor dispute that spirals out of control. This is an indicator that there are no proper control mechanisms by the government to curb these conflicts. The causes are therefore intertwined between a number of factors like religion, politics and cultural settings. The study aimed at finding out the magnitude ethnic conflict affects access and participation of children in primary school education in Nakuru County

In most of these affected areas, it is not continuous but sporadic, and shifts from one area and one community to another leaving behind a devastating negative impact on social, economic, educational and political structures. Communities which were located near the colonial

capital, a rail line or port, or centers of colonial commerce were well situated to take advantage of these opportunities. Members of such groups were frequently found in schools, government offices, and commercial houses established in these areas (Horowitz, 1985). This is a pointer that uneven distribution of resources goes back to the colonial era and the toll has taken root. Most of the amenities especially security were concentrated near areas where colonial masters settled unlike other areas disadvantaged from these services. It therefore, required a careful study to find out the level at which ethnic inequalities affect access and participation of children in primary school education in Nakuru County.

According to Galtung (2000), conflicts are differences existing where people have incompatible goals. He further was of the opinion that decisions such as to steal or not to steal, wrong versus right; honest or dishonest bring about interpersonal conflict. Interpersonal conflict is between two or more people and develops from improperly managed interpersonal conflicts. The conflicts affect relationships between people for example fights between two children from different tribes or even husband and wife. The research shows that serious stereotyping and propaganda existed between the various communities living together. This paved way for the study to ascertain extent ethnic politics affect access and participation of children in primary school education in Nakuru County.

According to Yamano and Peininge (2005), intergroup conflict affects or involves two or more groups typical examples being conflicts between local South Africans and foreigners in 2008; ethnic conflicts witnessed in 1992 between the Kalenjins and the Kikuyus in Njoro, Molo, Kuresoi and Nakuru in Kenya; conflicts over land between the Kikuyus as “foreigners”, the Maasai, the Kalenjin and the Samburu as “natives”. The crux of the conflicts was to regain what the Natives believed rightfully belonged to them. This was proof

enough that politics of malice and insincerity dominated between the different incompatible goals. The present study was interested in finding out the level at which ethnic inequalities affect access and participation of children in primary school education in Nakuru County.

In other instances, colonial powers favored ethnic groups more systematically and deliberately. According to Platteau (2000), the Germans clearly favored the Ewe in Togo, the English the Baganda in Uganda, and the Belgians the Tutsi in Rwanda and Burundi and the Lulua in Congo. These groups became more educated in comparison with their fellow countrymen and women, a situation that helped build resentment and frustration among the excluded groups.

Even though ethnic groups were constructed by colonial administrations, the advantage or disadvantage of belonging to a particular ethnic group soon consolidated ethnic differences into material ethnic divides and violence as happened in Rwanda between the Tutsi and Hutu communities. From the study, it is apparent that colonial governments created inequalities among diverse communities. The current study tended to find out the level at which ethnic inequalities affect access and participation of children in primary school education in Nakuru County.

The shrinking natural resources; pastures and water, triggered by environmental degradation and erratic precipitation patterns in the pastoral areas of Kenya over the last few decades has led to a competition over these resources causing armed ethnic conflicts (Sommers, 2002). Again, the marginalization and neglect of pastoralists' communities by the regional governments, poor infrastructure, and lack of social services like education and health care, the resultant poverty and ignorance among the communities also make them more vulnerable

to misuse by politicians who would want to make use of them to gain political mileage out of conflicts (Fisher, 2002).

The approach of the national general elections every five years brings back memories of deaths and instability in the former Rift Valley and in many parts of Kenya. According to a study by Gettleman (2012), before the advent of multiparty in 1991, no clashes had been witnessed between the local communities in the Rift Valley region. They co-existed peacefully until the bad seed of hatred was planted among them. He added that, both at national and local level, politicians, and civic leaders used historical land issues and ethnicity to whip up communities against each other and raise more votes and violent clashes between ethnic groups erupted across the country from 1991 to 2008, Waki Report (2008).

The Waki Report (2008) in the Post-Election Violence (PEV) in Kenya reveals that a total of about 1550 people died as a consequence of PEV. The geographical distribution of death was unequal with most of the PEV deaths concentrated in the former provinces of Rift Valley (744 Nyanza (134 and Nairobi (125) and counties like Uasin Gishu (230), Nakuru (213) and Trans Nzoia (104). The report further said that a total of 5,561 people suffered injuries resulting from sharp pointed objects creating various disabilities, 1229 blunt objects, 604 soft tissue injury, 360 gunshots and 557 arrow shots. There were 2671 burns, 164 assaults and a total of 117216 private properties and 491 government properties destroyed.

Another study by Gore (1994) in Africa, lists possible forms of ethnic inequalities arising from exclusions from access to land, to production factors (labour, inputs), to formal and informal employment, and to organizations and representation. Numerous examples of ethnic tension and violence in the African countryside are rooted in severe conflicts over access to scarce resources including the conflicts between local Nuni and Mossi immigrants in western

Burkina Faso, between farmers and Masai herders in Kenya and Tanzania, and between local fishermen from Kayar and migrant fishermen from Saint-Louis in Senegal (Platteau, 2000).

Given the lack of in-depth research devoted to the ethnicity factor in Kenyan society, reliable data on access to and opportunity for education for the 42 ethnic groups does not exist. Studies on causes of ethnic conflicts in Kenya have been done but none has directly and conclusively examined the causes and effects of ethnic conflicts on the access and participation of primary school children in Nakuru County. Most of these studies were only desktop researches, but this study was field based to find out if similar causes were experienced in primary education in Nakuru County. It was also vital to find out changes in causes as a result of the new constitution in Nakuru County.

2.2.1 Effects of Physical Displacement on access and participation of children in primary education

According to UNDP (2009), the year 2008 saw an estimated 1800 killed in violence and an additional 600,000 to 700,000 were displaced as a result of the post-election violence in Kenya. Additionally, the tribal violence in 1992-1993, fighting in the Rift valley region between the Kalenjin and the Kikuyu killed 1,500 people, displaced about 300,000 and led to closing of schools which affected the education of children in the Rift Valley region (Kimani, 2009). Children were left with physical disabilities and emotional trauma due to the atrocities witnessed. Moreover, foreign election observers accused the authorities of pursuing a policy of ethnic cleansing in the fighting. Ethnic clashes were especially violent due to the availability and use of small arms and the erosion of traditional tribal power structures that had been broken and displaced (Wamwere, 2008). There have been a number of changes in the constitution leading to several policies in the governance. This paved way for further

assessment on effects of physical displacement on access and participation of primary school children to see the changes as a result of the new constitution and multiparty democracy.

Kibunei and Timaiyu (2010) established that dropping out of school among many children has been another consequence of ethnic violence. Correspondingly, Mokoro and Mesgen (2010), many school going children dropped from schools because some schools were burnt or looted in the course of the violence. Similarly, the NCKK (1994), over 10000 people in Trans-Nzoia sub county were displaced as a result of tribal clashes. A similar number were out of school in Bungoma and Narok Counties respectively. This disruption of education activities was widespread in all the clashes prone regions in Western Kenya, Rift Valley and Coast regions (Kaufman, Chaim, 1996). Nevertheless, no specific study has been done on the manner physical displacement affect access and participation of children in primary school education whenever ethnic conflicts erupt. Therefore, the study sought to find out whether ethnic conflict result into physical displacement of persons thus affecting access and participation of children in primary education in Nakuru County.

Consequently, this clashes negatively affected enrolment levels, access and participation of school going children. The long-term consequences of a prolonged time out of school, and permanently dropping out also translated into a loss of opportunities for young people living through conflict (Bird et al., 2009). Alderman and Kinsey (2006), save the Children's experience in conflict-affected countries shows that given the centrality of teachers in any learning process, a reduction in numbers of qualified teachers due to displacement has a significant impact on children's learning outcomes. This is a pointer that children living in conflict prone areas have prolonged time out of school and permanently dropping out of school which translate into loss of opportunities for young people. Therefore the researcher

sought to determine whether physical displacement affects access and participation of children in primary school education in Nakuru County.

Teachers in displacement scenarios affect the ratio of teacher to pupil to escalate as teachers seek job opportunities elsewhere. Thus, only a few teachers are left to offer learning in conflict prone areas (Thuo, 2010). In other cases, teachers have to deal with increased number of pupils as whole communities flee the violence in other areas. In this study, displacement of teachers is seen as affecting the quality of education offered due to increased workload levels and strain on the available facilities to meet the needs of increased children enrolments in primary schools.

Similarly, ethnic armed conflict contributes to long term disruption of attendance of teachers, students and staff, permanent drop-out of teachers, lowering of the quality of education offered, persistent de-motivation and distraction of teachers, students and staff by fear or, trauma and falling recruitment of staff leading to teacher shortages (Akresh & Damien, 2008). The World Bank (2005) highlighted that teaching forces are often severely debilitated by conflict. This leads to extremely low enrollment trends and in other cases low pupil to teacher ratio and therefore leave gaps on access and participation of children in education. In Rwanda, more than two-thirds of primary and secondary school teachers were killed, displaced or fled; in Cambodia, the carnage was even greater leaving the system with almost no trained or experienced teachers. This is clear indication that conflicts cause unnecessary understaffing and low enrolment trends in the affected areas. This conflicts result into overstretching of resources where the effected children transfer to. This study sought to determine whether physical displacement affects access and participation of children in primary school education in Nakuru County.

According to Kamugi (2001), Laikipia West, a settlement area where people from various parts of Kenya bought land through Mitukanio and Laikipia west farmers land buying companies have often been experiencing ethnic conflicts. The cosmopolitan communities continue to witness sporadic attacks by armed bandits for Livestock theft further aggravating the bad situation. In places like Sipili and Ol Moran, a number of homesteads were deserted as owners fled due to insecurity as violent skirmishes locked the areas for 5 months leading to the closure of 11 primary schools which disrupted participation of children (Yamano&Peininge, 2005). As a result, children were separated from their families as others became orphans with some dropping out from school bringing an end to any hope of furthering their education. This is an indicator that serious havoc was created among the learners bringing learning to almost a standstill for some children. This is a pointer that families loss property. Families are forced to move out of their homes due to insecurity. Therefore, this study sought to determine whether physical displacement affects access and participation of children in primary school education in Nakuru County.

In the Mt. Elgon region, the government forces continued their crack down on the Sabaot Land Defense Force (SLDF) which was accused of perpetrating human rights abuses and torturing civilians. The SLDF forcefully recruited children to fight as child soldiers which affected them psychologically and injured the children physically. Similar studies need to be done in Nakuru County to assess the extent to which physical displacement affect access and participation of children in primary schools.

According to Buckland (2005), conflict represents a major impediment for the realization of the EFA and Millennium Development Goals (MDGs), especially for the universal completion of primary education and gender equality in primary and secondary education.

Similarly, over half of the world's primary-aged children out of school are estimated to live in conflict-affected fragile states (Nicolai 2008). Given that armed conflicts vary in duration, intensity and localization, educational systems may be affected in different ways hindering access and participation of children in basic education levels. This study sought to assess the way physical displacement affect access and participation of children in primary education in Nakuru County.

According to UNESCO (2010), sometimes displacement of people may result in the use of school facilities as shelter and haven of safety. Consequently, teaching may not resume in these institutions and children would have to travel to schools elsewhere or drop-out of school completely. Keriga and Burja (2009) added that insecurity affects teacher-student ratio as teachers are likely to transfer to schools in safer regions. A report by (UNICEF, 2005) also points out that sexual violence is often a consciously deployed weapon of war. It can include rape, mutilation, exploitation and abuse. This is common especially among children who have been separated from their families and communities and thus negatively hinders access and participation in basic education.

All the above factors tend to increase the likelihood of HIV transmission in conflict zones while the breakdown of school systems inhibits safeguards that could counter these risks. In addition, the hopelessness of life in a war affected area can foster risky behavior among young people and they may develop other emotional and behavioral disorders. According to World Bank (2005), displacement, both within the country's borders and across borders, places enormous pressures on education systems and results in millions of learning days lost. Otunnu (2002) also reckons that a climate of impunity prevails during armed conflict, when

the protective social institutions, in this case, schools collapse leaving children particularly exposed to danger.

Rape and other sexual violence are widely used as a war tactic in many countries. Insecurity and fear associated with sexual violence keep young girls out of school (Dyan& Kristopher, 2006). This compromises the quality of education in the area by increasing the teacher pupil ratio (Mokono, 2010). Children who dropped out of school during conflicts have been found to increase. Consequently, parents lose hold of their children and most of them become truants. This was especially common in situations where families sought refuge in towns during the PEV (Njuguna, 2010).

The Daily Nation (2011) reported that after the PEV, even those children who were able to continue with their education, their performance was greatly compromised owing to high teacher pupil ratio. This was due to several reasons such as forced transfer of schools by children, ethnic animosity and delayed replacement of teachers who had fled conflict prone areas. In Rwanda, many schools were the scene of atrocities during the genocide of 1994 between two ethnic groups, Hutu and Tutsi.

Mkutu (2008) further observed that armed ethnic conflicts have adverse physical, social emotional and psychological consequences for children and result in a range of rights violations. Nathan (2000) pointed out that children in conflict have special needs since they might have witnessed persecution or massacre of their family or community members and may be physically and psychologically anguished. Children are orphaned, recruited as armed soldiers, or separated from their parents and traumatized by violence (Machel, 2001).

Although ethnic conflicts vary in their nature and magnitude, they intensify school drop-outs and repetition leading to drastic decrease in attendance rates resulting in wastage. In theory,

scholars have discussed various channels through which conflicts affect access to education. According to Fredriksen (2009), ethnic conflict may reduce expected returns to schooling since education is unlikely to be viewed as a value-enhancing commodity in a conflict-prone area. Additionally, several studies have examined the quantitative impact of conflict on education.

Across quantitative analyses show that states in civil war experience a decline in enrolment by between 1.6 to 3.2 percentage points, which means a decline of 64,000 students for a country with a normally enrolled population of 4 million (Lai &Thyne, 2007). However, Rwanda is a striking case because of the dramatic increase in enrolment after the ethnic conflicts and genocide in 1994. Lopez and Wodon (2005) demonstrate that within five years of the genocide, enrolment rates in Rwanda returned to their pre-conflict levels.

Violent conflict has interrupted education progress in several countries leading to poor retention of pupils in school as a result of fear of attack and displacement. Children and schools are on the front line of armed conflicts, with classrooms, teachers and pupils seen as legitimate targets rendering their retention impossible (Kathryn & Pauline, 2005). Population displacement, disintegration of families and communities, rape and sexual abuse, and the collapse of health services are among the factors that make the spread of HIV/AIDS a critical concern (Machel, 2001). There is a clear indication that children witness persecution and massacre of their family members. That conflict reduces expected returns to schooling. **This** study sought to establish the way physical displacement of children and their families affect access and participation in primary school education in terms of enrolments, teacher-pupil ratios, retention and quality of education offered. The researcher sought to establish the way

physical displacement affect access and participation of children in primary education in Nakuru County.

The European Union Guidelines on Children and Armed Conflict adopted in (2003) confirm that, over the last decade, armed conflicts are estimated to have claimed the lives of over 2 million children, maiming 6 million, orphaning 1 million and creating up to 20 million child refugees worldwide, making it the greatest cause of their suffering (MacDonald, 2007).

According to the research carried out by World Bank (2005), a profound and lasting effect of conflict on education, however is on quality rather than access. Quality tends to deteriorate as qualified teachers disperse, and learning materials and supplies become less available. Quality education is further compromised by dropout and repetition, disrupted attendance, over age pupils and in some cases, inadequately prepared teachers especially in a region that has experienced recurrent conflict. This is a clear indication that children suffer most and that conflicts compromise the quality of education in affected areas. This study sought to establish the way physical displacement affect access and participation of children in primary education in Nakuru County.

According to Watkins, Justino, Leone and Salardi, (2013), situations of displacement are sometimes temporary for instance, in the case of Timor but can last decades like the case of Sudan and DR Congo. This has left whole generations without access and participation to primary education and the important social structures provided by schools and teachers. Children affected by conflict not only need ordinary schooling but the entire process of re-education. They tend to be ignored by ministries of education and taken up by NGOs (UNESCO 2006). There is evidence of data that physical displacement disrupts access and participation of educational activities paving way for a study to assess the extent physical

displacement affects access and participation of children in primary education in Nakuru County.

This study sought to establish the way physical displacement of children and their families affect access and participation in terms of enrolments, teacher-pupil ratios, retention and quality of education offered in primary school education

2.2.2 Effects of Property Destruction on access and participation of children in education

During ethnic conflicts, the involved groups often than not lose their properties. According to Kimani (2009), during the post-election violence of 2007-2008, fighting in Rikia Nakuru County erupted when the Rift Valley landowners and protectors army issued 27 leaflets with warnings that they were ready to fight for their rights till the last drop of blood was shed. In the same period, 162 people were displaced, 5 people including two children were killed and schools were burnt down.

Some schools were also converted into refugee camps while others were burnt down. Under such conditions, many schools in the area did not re-open its doors to children and therefore hindered the access and participation of children in primary school education .Dabalen and Paul (2012) posited that conflict may also lead to destruction of schools and educational infrastructure, displacement, death of students and teachers, closure of schools for an indefinite period and problems in harmonization of school calendars. According to Buckland (2008), conflict affects education in many ways. Most tragically, it results in the death or displacement of teachers, staff and students. For example, more than two-thirds of teachers in primary and secondary schools were killed or displaced as a result of the Rwandan genocide. State collapse in Somalia coupled with targeted attacks on educational infrastructure

grounded the country's educational system to a halt (Abdi 1998). War and conflict also often destroyed and damaged schools and educational infrastructure. Similarly, 58% of primary schools in Mozambique had been closed or destroyed as a result of its long civil war (Brück 1997). This pinpoints that schools and property are destroyed. Learners are left without access and participation. The researcher sought to assess the way property destruction affects access and participation of children in primary school education in Nakuru County.

Buckland (2005), the World Bank report on conflict in Bosnia and Herzegovina, 50% of its schools required repair or reconstruction. Similarly, 58% of primary schools in Mozambique were closed or destroyed as a result of its long civil war (Brück, 1997). The World Bank (2005) carried out a research study on effects of conflicts on education and established that conflict constitutes a major obstacle to the achievement of EFA and the SDGs especially the sector goals of universal completion of primary education and achievement of gender equality in primary and secondary education. According to Buckland (2008), conflict affects education in many ways. Most tragically, it results in the death or displacement of teachers, staff and students. For example, more than two-thirds of teachers in primary and secondary schools were killed or displaced as a result of the Rwandan genocide. State collapse in Somalia coupled with targeted attacks on educational infrastructure grounded the country's educational system to a halt (Abdi 1998). War and conflict also often destroyed and damaged schools and educational infrastructure. Similarly, 58% of primary schools in Mozambique had been closed or destroyed as a result of its long civil war (Brück 1997). There is a strong hint that conflicts constitute a major obstacle of the achievements of the EFA and the SDGs. Conflicts ground a country's educational system to a halt. The

researcher sought to assess the way property destruction affects access and participation of children in primary school education in Nakuru County.

This is because schools rarely escape the ravages and destruction of violent conflict. The first impact of conflict on education is the loss of life, physical and psychological trauma experienced by teachers and students, parents, siblings, and community members either directly as targets of war or indirectly as victims in the cross fire. The destruction brought by war and violent conflicts is likely to mean that, children are deprived of key services such as access and participation in education though such are a child's right. Education can be disrupted by the absence of teachers, or by an environment which, landmines and other explosive remnants of war jeopardize their safety (Nathan, 2000). There is clear sign that destruction of property brought by war and violent conflicts deprive children of key services. Destruction of schools in Nakuru County during ethnic conflicts has not been conclusively studied to show its effect on access and participation of children in primary schools. This forms one of the premise upon which this study was conducted.

Even when schools and pupils remain in place during a conflict, the instruction they receive is of lesser quality. Education materials are often in scarce supply, and school premises might be damaged or destroyed outright (Mani, 2002). He further reported that conflict is enormously destructive of educational infrastructure and buildings. Schools are targeted in conflict because they are seen to represent the state, and as public buildings, they are often commandeered as barracks used for storage, or occupied by displaced persons. This is a clear signal that conflicts enormously destruct educational infrastructure and buildings. This study

aimed to critically assess the effects of property destruction on access and participation of children in primary school education in Nakuru County.

Timor Leste, which experienced a short but intense spasm of violence following the independence referendum in 2000, is an example, with an estimated 95 percent of classrooms damaged in the conflict (Dryden-Peterson, 2009). However, the extent of school property destruction during the 1991-1992 multiparty democracy politics, the 2005 constitutional referendum and the PEV in 2007-2008 has not been conclusively established especially in Nakuru County which bore the blunt of the skirmishes.

Reports from several conflict-affected countries in Africa show that schools, teachers, pupils and parents are often targeted by violent attacks (O'Malley, 2010; UNESCO 2011). This study therefore sought to find a linkage between property destruction, access and participation of children in primary school education in Nakuru County.

2.2.3 Effects of Ethnic Politics on access and participation in education

It is suggested that ethnicity per se, in the absence of politicization does not cause conflicts. In most cases when politicians intervene, there is a strong allegation and mistrust put against them for being partisan (Dida, 2012). The United States of America saw some of the most violent confrontations between the white settlers and indigenous Indians, Spanish, Jamaican, Haitian as well as black. The whites considered the other ethnic population as subordinates. These immigrants faced some of the most chilling aspects of ethnic oppressions which constrained their access to education and other livelihood opportunities.

According to Mani (2002), the nature of armed ethnic conflict dictates that fighting takes place where people live, rather than on a battle ground. If the roots of a conflict lie in ethnic hatred or resentment, all members of the despised group including children become

vulnerable, not just the combatants representing them. Narayan (2002) in his study posited that armed conflict is a mechanism of social transformation that may originate either in competing claims over resources, power, or in conflicting cultural or social values, and is often aggravated by low levels of human security.

According to Mkutu (2008), armed conflict is a fight, a struggle, or a disagreement between people with different ideas or beliefs. He also sees it as being in opposition including ,a state of opposition, fight or struggle, clash of feelings or interests, violent collision and disagreement between two or more people, between people, groups or states. Further, Kimani (2009) observed that conflict is an intrinsic and inevitable aspect of social change. It is an expression of heterogeneity of interests, values and beliefs that arise as new formations generated by social change come up against inherited constraints.

Moreover, ethnic conflicts within a country affect neighboring states, pose great threats to both regional and global security and stability and emerge as a key concern for policy makers (Tsebelis, 2002). Kenyans have typically in the past voted along ethnic lines since the advent of multiparty democracy era in the country in 1992. Presidential candidates and their political parties have always got huge following and support from geographical zones dominated by groups whose ethnicity is the same as that for the presidential candidates.

Ethnic groups whose presidential candidates win in elections are viewed by the rest of the ethnic groups as being favored by the ruling elite. This in due course leads to development of envy, tension and conflict resulting from a perception of the politics of exclusion. Ethnic politics has been found to fuel ethnic conflicts due to incitement and inequalities in resource distribution and development. According to UNESCO (2010), few children attend primary school in conflict-prone areas owing to fear of attacks, displacement and the children's

recruitment into armed conflicts leading to low attendance. The indication here is that Ethnic politics has been found to fuel ethnic conflicts due to incitement and inequalities in resource distribution and development. However, the effect of ethnic politics in Nakuru County on access and participation of children in primary school has not been fully conducted.

Politics in Kenya has been ethnicized since independence and continues to affect the peaceful co-existence of different communities. Kenya's administrative units were created along ethnic boundaries by the British colonial administration, and they illustrate Kenya's present ethno-geography. The British divided the Kenyan territory along ethnic lines into eight regions; each province was subdivided into districts, often according to ethnic groups and subgroups. For example, the Luo are based mainly in Nyanza region; the Luhya, in Western region; the Kikuyu in Central region. The Rift Valley region is dominated by the Kalenjin, but also contains the Maasai and other ethnic groups.

The post-colonial government further consolidated this ethno-political structure by aligning parliamentary constituencies with ethnic boundaries, which has remained the style of Kenyan politics and provincial administration until today. This in itself has entrenched ethnic politics across Kenya leading to tension and conflicts with the least provocation. Nakuru County though cosmopolitan has distinct clustering of ethnic boundaries and settlements which are distinct from one tribe to another.

Hence, from the sub county to the county level, ethnic groups are clustered together so that regions in Kenya are ethnically distinct. An argument can be made; following Ouchos (2002) that ethnicity is the fulcrum of administrative boundaries, constituencies and development patterns in Kenya. These trends continue to form the basis of ethnic conflicts based on resource distribution and development, discrimination and access to opportunities. This is a

pure warning that Kenyans live in clusters of ethnic groupings distinct from another. This study endeavored to assess the extent ethnic politics affect access and participation of children in primary school education in Nakuru County.

The underlying cause of unequal access to education is the patron-client relationship between the ethnic group of the ruling elite and the government that prevails in Kenya. Political and economic power, and the wealth affiliated with it, is highly skewed to the ruling ethnic group, whose exclusionary practices have created marked inequalities in access to resources, including educational resources. It therefore could be argued that the ruling group uses the resources of the state for the special benefit of its own ethnic community and its allies, and this would be reflected in the educational development patterns in a country. There is a strong clue that allies of the ruling class are advantaged than those of the opposing side. They have easy access to national resources. This study therefore sought to find out the manner ethnic inequalities affect access and participation of children in Nakuru County.

Recent writings on ethnicity in Africa stress the role of the colonial state as the architect of ethnic groups, through the creation of administrative units that were subsequently labeled in ethnic terms (Oucho, 2002). This approach has emphasized the extent to which ethnic consciousness was externally imposed in a context of unequal power relations. The colonial legacy in Africa created uneven development in agrarian commercialization, transport investment and educational opportunity, and thus the location of an ethnic group's home territory determined its access of public goods, such as education (Oucho, 2002).

Gurr's (1993) quantitative study, which attempted to make cross-regional global comparisons, indicates that Sub-Saharan Africa is the region with the largest number of politicized communal or ethnic groups, defined as groups which experience "economic or

political discrimination", according to defined criteria, or groups which "have taken political action in support of their collective interests", and that these groups comprise more than This study therefore sought to find out the way ethnic inequalities affect access and participation of children in Nakuru County 40 per cent of the population of the region. This can be clearly ascertained in Kenya's politics which is a conglomeration of communal parties, each trying to fight for the fair share of resource distribution and equitable development. This results show that political discrimination or economic are experienced among ethnic groupings to cater for own interests. This study sought to find out the level at which ethnic inequalities affect access and participation of children in primary school education in Nakuru County.

The ever incessant inter-ethnic conflicts in Nakuru County particularly in Kuresoi and Molo is a matter of great concern to the resident communities, international assistance agencies, peace builders, religious organizations and the government. In fact according to the evidence produced by the KNHRC (2005), ethnic violence pitting the Agikuyu and the Kalenjin which erupted in November 2005 was largely associated with a referendum in which the former supported while the latter opposed the draft constitution.

The ethnic violence involved the expulsion of Kikuyu and Kisii communities from Kuresoi Constituency. This disrupted the access and participation of children in both secondary and primary education though the magnitude of the effect has not yet been established. In Africa, the youth are viewed both as vulnerable and innocent group involved in armed conflicts. This has been occasioned by the fact that they lack both in protection and resources (Khadiagala, 2003). According to a UNDP (2007) report and the Government of Kenya social, unstable governments, economic marginalization, insecurity, poverty and development challenges have helped drive the youth into armed conflicts and violent situations. Youths are used as

weapons to protect their communities whenever ethnic conflicts resulting from political incitements occur.

Since the youth militant groups have dominated Kenya's political history, such groups as Taliban, Jeshi la Mzee, Baghdad Boys, Angola Msumbiji, Chinkororo, Alshabab and Mungiki are a new face of youth. Apart from the involvement of the youth in conflict situations, such other actors as the state and its mercenaries, militias, rebels, vigilantes, criminal bands, ethnic and religious armed wings, private companies and others have played a role in influencing inter-ethnic conflicts in most African countries Kenya in particular especially during campaigns for general elections. Further, different communities have a tendency of negative perceptions against each other. Ethnic stereotypes in Kenya are a major cause of ethnic tension that has led to bloodshed and displacement for many years in Nakuru County (TJRC, 2008).

In the case where politicians feel that their greatest threat comes from an opponent who enjoys support of a particular ethnic group, incitement among the ethnic groups may result so that the opponent's supporters may be displaced during the elections; in order to cause a disadvantage on the side of the opponent. The first multiparty general elections in Kenya in 1992 saw forceful evictions of ethnic groups with different political views from those of their counterparts in Nakuru County. This is a strong pointer that some communities are forcefully evicted during ethnic conflicts. This disadvantages the opponent group. The study sought to determine whether physical displacement affects access and participation of children in primary school education in Nakuru County.

A strong allegation too stands in that politicians incited their ethnic groups to raid and steal livestock from other ethnic groups. This livestock theft stokes animosity between the ethnic

groups. In most cases the politicians have been reported to hire goons to cause confusion during elections so that the voting patterns favor their elections. This is clear that politicians indulge in incitement. On the contrary, little information is available to show the extent to which ethnic politics affect access and participation of children in primary school education in Nakuru County. Therefore the study sought to ascertain whether ethnic politics affect access and participation of children in primary education in Nakuru County.

2.2.4 Effects of Ethnic Inequalities on access and participation of children in education

Ethnic inequalities occur after ethnic conflicts and greatly hinder access and participation of children in primary school education. Using Municipal level data to investigate the impact of 1992-1998 Tajikistan civil conflict on school enrolment and attainment, Shemyakina (2006) established that conflict has gendered effects on school access. The study showed that exposure to Tajik conflict had little or no effect on boys' school enrolment but had a large negative effect on girls. The study concluded that households facing uncertainty such as conflict are more inclined to investing on education for boys rather than girls.

However, different findings were reported by Akresh and De Walque (2008) while studying the effects of the 1994 Rwandan genocide on schooling, they established that school enrolment and attendance for boys was more affected than girls' because boys were more likely to be drawn into the conflict as child soldiers. The conflicts led children to drop out of schools to head their families as a result of poverty. Children also suffered emotional disturbance as many were left orphaned by the conflict (Wamwere, 2008). Moreover, Shemyakina (2006) attributes ethnic-conflict to loss of opportunities and jobs leading to low returns to schooling by children. He further maintains that conflicts could discourage households from sending children to school because conflict disrupts household livelihoods,

deters investment, reduces productivity and leads to loss of property. There is an indication that conflicts make pupils not to go back to school. Children are orphaned. The study sought to determine whether physical displacement affects access and participation of children in primary school education in Nakuru County.

This in effect intensifies the likelihood of poverty by unexpectedly reducing financial resources available to many households hence forcing them to withdraw their children from school due to inability to pay school fees (Dryden-Peterson, 2009). In an attempt to maintain their existing level of consumption, children of school going age in conflict-prone areas may be forced to work rather than attend school. Holmes (2010) notes that in a context of economic difficulty, households are less concerned with education, especially if they have to pay for it, as basic needs such as food, security and health are of outmost importance.

Wairagu (2007) conducted a study on ethnic conflicts in Turkana District and established that frequent raids of Turkana's cattle by the Pokot led to overnight poverty in the District. The conflicts left households which were unable to meet school costs leading to low school enrolment and retention of children in primary school education. In his study on ethnic clashes, Barasa (1992) pointed out that clashes have also prevented many primary school graduates from pursuing education because of financial constraints. This is clear indication that families who loose property in ethnic prone areas may not be able to take their children to school. This leads to low enrolment and retention of children in primary education. This study sought to assess the way property destruction affects access and participation of children in primary school education in Nakuru County.

Prospects for entry, progression and completion of primary school are closely linked to household circumstances. Children from poor households, rural or from ethnic or linguistic

minority face higher risks of dropping out of schools. However, a similar study has not been conducted in Nakuru County to ascertain the effect of ethnic inequalities on access and participation of children in primary school.

Lowering the risk of dropout requires a broad set of policies aimed at reducing underlying vulnerabilities, including poverty-related factors and problems linked to education quality. Increasing the income of poor families through cash transfers can help enhance education prospects. Poverty and crowded conditions in IDP camps increase the risk of sexual violence and prostitution. For girls, getting to and from school becomes even more of a personal safety hazard during the period of conflict (Galtung, 2000).

The United Nations Children Fund (UNICEF, 2005) reported that of the 25 countries with the highest proportion of children orphaned by AIDS; about one-third have been affected by armed conflict in recent years. According to UNICEF (2012), wars, earthquakes, tsunamis, flooding and other emergencies like ethnic conflicts wreak havoc on society and affect access to schooling. The right to education is most at risk during emergencies and during the transition period following a crisis. This was congruent with the PEV in Nakuru County though the scope of ethnic inequalities has not been ascertained yet.

In 2011, Save the Child conducted an in-depth survey among 300 youths in Eastern Democratic Republic of Congo on factors that hinder access to formal and non-formal education. The respondents stated that the prevailing conflict in the area disrupted household livelihood strategies such as farming which in effect contributed to low household income. For example, the study reported that households in the area could not safely access their farms and thus unable to generate income from selling farm produce which would have otherwise been used to pay school fees. Furthermore, displacement of people and looting of

personal property led to collapse into total poverty. As a result of lack of school fees many school children dropped out of school or attended irregularly.

Bird and Higgins (2009) conducted a qualitative study in Northern Uganda. They found out that, compared to the rest of the country, the Northern region lagged behind in school retention. Due to the widespread poverty caused by the conflicts, households in the region were unable to retain their children in school. Kinyanjui (1974) conducted a study on the pattern of regional imbalances in the distribution of educational resources and opportunities in Kenya. The study revealed significant disparities between provinces (counties) and districts (sub counties), along such dimensions as the proportion of primary-age group children actually in school, the distribution of secondary-school places, and the opportunity to continue with further education, and so on. These findings, however, went unexplained.

According to Court (1979), Kenya's education policy emphasizes academic achievement as the criterion for advancement within the system. It concluded that so long as access to higher quality schools is visibly related to factors other than individual ability and regional and ethnic disparities in the provision of educational facilities are not redressed, it is difficult to accept that the Kenyan government follows the ethos of equal opportunity.

Faced with these difficulties in explaining inequalities in education, and bearing in mind Noyoo's (2000) assertion in reference to African cultures, that ethnic frameworks are the most important determinants of the pattern of development projects in Africa, the question arises why ethnicity has not been considered as a factor in shaping inequalities in education. This study explores the effects of ethnic inequalities on access and participation of children in primary school education. The researcher sought to find out whether ethnic inequalities affect access and participation of children in Nakuru County.

2.2.5 Knowledge Gaps in Literature

Given the lack of in-depth research devoted to the ethnicity factor in Kenyan society, reliable data on access to and opportunity for education for the 42 ethnic groups does not exist. Studies on causes of ethnic conflicts in Kenya have been done but none has directly and conclusively examined the causes and effects of ethnic conflicts on the access and participation of primary school children in Nakuru County. Most of these studies were mostly desktop researches, but this study was field based to find out if similar causes were experienced in primary education in Nakuru County. It was also vital to find out changes in causes as a result of the new constitution in Nakuru County.

This section viewed related literature on access and participation of learners in primary school education. It has discussed the history and rationale of ethnic conflicts on the way ethnic conflicts affect access and participation in Kenya schools. It has come out clear that ethnic conflicts are a hindrance to access and participation in education and hence a need to investigate whether ethnic conflict result into physical displacement of persons thus affecting access and participation of children in primary education in Nakuru County.

This chapter reviewed the knowledge gaps in literature with regard to the effects of ethnic conflicts on access and participation of children in primary school education. Conflicts cause physical displacement of children, teachers and families leading to closure of schools. This limits access and participation of children in primary school education. Conflicts and clashes further leave children with physical disabilities and emotional trauma due to the atrocities witnessed.

For instance, during the 1992 multiparty election violence, various authorities were reported as having pursued a policy of ethnic cleansing which led to children dropping out of school.

Some schools were burned or looted in the course of the violence. This negatively affected enrolment levels, access and participation of children in school. The children and teachers in conflict prone areas lose opportunities to pursue their goals. Displacement of teachers affect learning process due to a reduction in numbers of qualified teacher's low learning outcomes and increased teacher to pupil ratios.

Permanent drop-out of teachers, students and staff lower the quality of education offered and further disrupts the free primary education policy aims. Ethnic conflicts also create tension, fear and distraction of school activities in conflict prone areas. Separation of children from their parents and families enhances school drop outs. Ethnic conflicts also result in loss of many learning days due to destruction of educational infrastructure, displacement of families, death of students and teachers and closure of schools for indefinite periods. This greatly affects the harmonization of school calendars and syllabus coverage.

Displaced persons many a times use school facilities as IDP camps for safety. Similarly, this disrupts the reopening of schools as scheduled. During conflicts, teachers, children and parents experience loss of life, physical and psychological trauma either directly as targets of war or indirectly as victims in the cross fire. Education materials are often in scarce supply, and school premises might be damaged or destroyed outright. There is also loss of livelihoods, investment, productivity and property leaving behind poverty stricken and vulnerable families. This lowers children enrollment levels and retention rates.

Some children, boys in particular are recruited into armed conflicts, others drop out while some are either killed and girls are raped in the course of conflicts resulting in early pregnancies and HIV/AIDS infections. Moreover, many teachers are forced to transfer to

other schools in safer areas. This compromises the quality of education in the areas experiencing conflicts by increasing the teacher pupil ration.

Moreover, ethnic conflicts in Kenya are consolidated along ethno-political structures which have formed the fulcrum of administrative boundaries and development patterns in Kenya. Therefore, ethnic conflicts are rooted in the competition for resources and struggle for power and influence. Politics of ethnicity and resource distribution also raises the levels of ethnic animosity and conflicts. Some of the causes emanated from colonial rulers who confined ethnic groups to specific regions and administrative units that were subsequently labeled in ethnic terms. Further, the shrinking natural resources; pastures and water, triggered by environmental degradation and erratic precipitation patterns in the pastoral areas also forms the basis for ethnic conflicts and animosity.

2.3. Summary of Literature Review and Gaps

This chapter reviewed literature with regard to the problem of the study which was to assess the effects of ethnic conflict on access and participation of children in primary education in Nakuru County. It has discussed the history and rationale on the effects of ethnic conflict and the way ethnic conflicts affect educational activities in terms of pupils' access and participation. The objectives were; the causes, physical displacement, property destruction, ethnic politics, ethnic inequalities and the manner they affect access and participation of educational activities in Kenya. It has come out clear that ethnic conflict is a major problem of access and participation of children in primary education and hence a need to assess the effects of ethnic conflict on access and participation of children in primary education in Nakuru County. This is an indicator that there are no proper control mechanisms by the

government to curb these conflicts. The causes are therefore intertwined between a number of factors like religion, politics and cultural settings. The study aimed at finding out the magnitude to which ethnic conflict affects access and participation of children in primary school education in Nakuru County. There is a clear indication that children witness persecution and massacre of their family members. That conflict reduces expected returns to schooling. This study sought to establish the way physical displacement of children and their families affect access and participation in primary school education in terms of enrolments, teacher-pupil ratios, retention and quality of education offered. This study sought to establish the way physical displacement affect access and participation of children in primary education in Nakuru County. This is a clear indicator that families who loose property in ethnic prone areas may not be able to take their children to school. This leads to low enrolment and retention of children in primary education. This study sought to assess the way property destruction affects access and participation of children in primary school education in Nakuru County. In most cases the politicians have been reported to hire goons to cause confusion during elections so that the voting patterns favor their elections. This is clear that politicians indulge in incitement. On the contrary, little information is available to show the extent to which ethnic politics affect access and participation of children in primary school education in Nakuru County. Therefore the study sought to ascertain whether ethnic politics affect access and participation of children in primary education in Nakuru County. This study explores the effects of ethnic inequalities on access and participation of children in primary school education. The researcher sought to find out whether ethnic inequalities affect access and participation of children in Nakuru County.

The next chapter dwelled on description of the procedures and strategies used in the research.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, location of the study, target population, sampling procedures and sample size, research instruments, pilot study, validity and reliability and data collection procedures, data analysis and ethical considerations.

3.2 Research Design

According to Kombo et al. (2002), research design is the scheme; outline or plan that is used to generate answers to research problems. This study adopted a descriptive survey research design. According to Kothari (2004), descriptive design allows the researcher to describe and record, analyze and report conditions as they exist. The choice of the descriptive survey research design was motivated by its suitability for the instrument to collect a large amount of data. The design also provides a practical framework for collecting data from a large sample of groups and ensures strong data reliability. This research plan was further preferred because it permits the collection of data through questionnaires administered to a sample. The study further adopted both qualitative and quantitative approaches by using semi-structured questionnaires and an interview schedule to collect primary data from the respondents. Qualitative research approach is preferred in this study because it is suited to small scale analysis, in depth study and probing of highly secretive and sensitive issues (Creswell, 2005 study). The researcher aimed at assessing the effects of ethnic conflict on access and participation of children in primary education in Nakuru County.

3.3 Location of the Study

The study was carried out in public primary schools in Nakuru County. The County was chosen as it has been experiencing ethnic conflicts as of 1991 with the advent of multiparty democracy politics to the year 2008 during the post-election violence (PEV). Nakuru County was appropriate for this study because the researcher was concerned with assessing the effects of ethnic conflict on access and participation of pupils in primary education. The findings of this study were not generalized to other parts of Kenya which experienced or were experiencing ethnic conflicts because the context of the conflicts may be different.

3.4 Target Population

Population according to Kothari (2013) is the universe of interest. It is the total number of subjects or the total environment of interest to the researcher. According to Castillo (2009), a research population is generally a large collection of individuals or objects that is the main focus of a scientific query. The study targeted all the 573 public primary schools that had reached class eight out of the 720 registered in Nakuru County. The schools had a population of 57,138 standard eight pupils enrolled in 2014 as reported in the year 2014 Basic Education Statistical booklet by the Ministry of Education. The primary schools are distributed across the 9 Sub-Counties in Nakuru County. In total, there were 27,569 boys and 29,569 girls respectively. The average number of standard eight pupils per school in Nakuru County was 100 in the year 2014.

The researcher identified the 5 Sub Counties for the study namely; Kuresoi North and South, Molo, Njoro and Naivasha with 51 locations and 318 primary schools which were seriously hit with ethnic conflicts by conducting oral interviews with chiefs, opinion leaders, head teachers and religious leaders. The 5 sub-counties had a total number of 31,743 standard

eight pupils selected for the study. The head teachers were targeted since they were managers and allocators of resources at the school level and could reach them in their working stations on request. The researcher reached the pupils and class teachers in their respective schools. Pupils gave correct information once the researcher tactfully handled them.

The target population included sub counties, public primary schools and stakeholders (religious leaders, chiefs, teachers, head teachers, opinion leaders).The religious leaders were included in the sample population because they are sponsors of most schools, they have invested in schools and have interest in the spiritual wellbeing of the learners. Children were selected in the study because they are the direct consumers of the education program and that whenever it is disrupted, they are the most affected. Head teachers were selected for they are the managers of the schools and implementers of the educational policies. Teachers are the actual implementers of educational innovations in schools. Opinion leaders are the voice of any society who ensures that institutions run smoothly. Parents provide children to the schools and other resources. Chiefs as patrons of security ensure there is security in their areas of jurisdiction especially during ethnic conflicts and they alert higher authorities for support.

3.5 Sampling Techniques and sample size

3.5.1 Sampling Techniques

Purposive sampling technique was used to select 318 of the 573 public primary schools which had reached class 8 from the 5 sub-counties in Nakuru County to participate in the study. There were 318 head teachers, 318 standard eight class teachers, 2,495 standard eight pupils 51 chiefs 51 opinion leaders, 51 parents and 51 religious leaders totaling to 3335

respondents. The study selected 3 chiefs, 3 opinion leaders, 3 parents and 3 religious leaders from each of the 51 locations. The choice of class eight pupils was informed by the fact that majority may have experienced the 2007-2008 post-election violence and other periodical ethnic clashes. This was because the schools were identified to be experiencing ethnic conflicts by observation and interviewing in the County. The study respondents were categorized into seven groups namely head teachers, class teachers, class 8 pupils, parents, opinion leaders, religious leaders and chiefs. It was important to have categories since they formed part of the stakeholders and their views were vital to the study. There are nine sub-counties in the County that formed the stratum (See Appendix V: map of the study area). The primary schools sampled as target study site are shown in Table 3.1.

Stratified random sampling technique helps to identify sub-groups in the population and their proportions for instance children, teachers, parents, chiefs and opinion leaders in this study. The technique selects from each sub-group to form a sample size for the study. According to Sakaran (2003), stratified random sampling technique groups a population into separate homogeneous sub-sets that share similar characteristics so as to ensure equitable representation of the population in the sample. The stratum was identified on the basis of head teachers; standard eight pupils, class teachers, parents, chiefs, opinion leaders and religious leaders. Purposive sampling was considered as the most important kind of non-probability sampling for qualitative research (Creswell, 2003). This was because the sample was selected based on the judgment and the purpose of the research that was looking for those who had had experiences related to the phenomenon of ethnic conflicts and its effects on education in Nakuru County.

TABLE 3.1: Sampling Frame

Respondents	Total Population	Target
Head teachers	573	318
Standard eight pupils	57183	2495
Class Teachers	573	318
Chiefs	573	51
Opinion Leaders	573	51
Religious Leaders	51	51
Parents	51	51
Total	59577	3335

Source: Nakuru County Education Office

3.5.2 Sample Size

According to Kothari (2004), sample size is the number of items to be selected from the universe or population to constitute a sample for study or research. Determining the sample size for a study was necessary because the size of the population usually makes it impractical and uneconomical to involve all members in a research project (Welmen, 2001). The minimum sample size for this study was calculated to increase precision, confidence and variability. The study used purposive sampling to select a sample size of 200 respondents (13 head teachers, 13 class teachers, 100 standard eight pupils, 3 chiefs, 3 opinion leaders, 3 religious leaders and 3 parents). Simple random sampling through the raffle design method was used to pick 13 head teachers, 13 class teachers, and 100 standard eight pupils, and 3

chiefs, 3 parents, 3 opinion leaders and 3 religious leaders from each stratum of the target population. The choice of 100 standard eight pupils was by default due to the fact that the study directly targets primary school children to adequately explain the experiences and challenges they went through during the ethnic conflicts.

Table 3.2 sample size

Respondents	Target population	Sample size
Head teachers	318	13
Standard eight pupils	2,495	100
Class teachers	318	13
Chiefs	51	3
Opinion leaders	51	3
Religious leaders	51	3
Parents	51	3
Total	3,335	138

Source: Nakuru County Education Office

A simple proportional formula ($P \times n/N$), where P is the population used to select the respondents while small n is the total target population and N is total sample size for the questionnaire administration as shown in table 3.2

3.6 Research Instrument

In order to achieve the objectives of the study, the researcher used three sets of self-made instruments derived from background of the study, purpose of the study, the objectives guiding the study, literature reviewed and study design. These instruments are interview

schedule (Appendix I) for chiefs, opinion leaders and religious leaders. The researcher used open-ended questionnaires (Appendix II) for the parents, class teachers, head teachers, chiefs, opinion leaders and religious leaders. Another open-ended questionnaire (Appendix III) was used to collect data from the standard eight pupils from various schools. The instruments were cross checked by the supervisors and perfected after piloting to ensure their validity. Questionnaires are research instruments used to collect information geared towards addressing specific objectives (Kombo et al., 2002). Other questionnaire items had open ended questions.

3.6.1 Interview Schedule

The researcher conducted in-depth interviews using an interview schedule for the key informants the chiefs, opinion leaders and religious leaders. Interviews are the key for generating data in qualitative research (Ritchie & Lewis, 2003). Interviews were preferred in this study because they allowed for probing and gave respondents an opportunity to giving their feelings and opinions on the effects of ethnic conflicts on access and participation of children in primary school education in Nakuru County. The interview questions were directed to the participant's live experiences, feelings, beliefs and convictions about the theme (ethnic conflicts) in question. The interviews were reciprocal to allow for an informal interactive process. The interviews utilized open-ended questions and comments with both the researcher and the respondents engaging in a dialogue. The researcher audio-recorded some interviews with the permission of the interviewees. The interview procedure was directed to an individual key informant in this study to gather more in-depth information on the research topic.

3.6.2 Questionnaire

A semi-structured questionnaire was administered to the respondents (class teachers, parents and head teachers) selected for this study. Questionnaires are research instruments used to collect information geared towards addressing specific objectives (Kombo & Tromp, 2006). The questions were both open and close-ended to give the respondents more flexibility in answering the questions about their experience on the effects of ethnic conflicts and how it impacts access and participation of children in primary school education in Nakuru County. . The purpose of the questionnaire was to find out information on issues regarding teachers and parents' experiences and perspectives on the effects of ethnic conflicts on access and participation of children in primary school education.

3.7 Pilot Test

The research instruments were discussed with the supervisors for constructive criticisms to offer useful suggestions for improving some of the items. The final stage of refinement of the instruments conducted a pilot study in order to enhance their validity and reliability. The research instruments were pre-tested at Molo primary School in Molo division. The school and the participants in the pilot study were not involved in the main study. The pilot study involved 10 respondents. Mugenda and Mugenda (2003) recommend that 10% of the sample size to be considered as a sample size in a pilot study. A total of 4 standard eight pupils, 1 class teacher, 1 head teacher, 1 parent, and 1 opinion leader, 1 chief and 1 religious leader were involved in the pilot study. The aim of piloting was to help identify if there were misinterpretation, ambiguities and unnecessary or inadequate items in the instruments. It was also used to check the suitability and level of language, to find out whether the instruments elicited the type of data anticipated and to gain basic administrative experience in conducting

the research in preparation for the larger study (Ritchie & Lewis, 2003). Piloting was also done in order to find out whether the type of data collected were meaningfully analyzed in relation to the stated research questions and objectives guiding this study. The procedures to be used in pre-testing the instruments were identical to the one that was used during the actual data collection. Responses from the pilot study was extracted and grouped into various themes and categories. Through the pilot study, any inconsistencies or errors or omissions in the instruments helped to validate the instruments and improve their reliability.

3.7.1 Instrument Validity

Validity is the degree to which an instrument measures what is supposed to measure (Kothari, 2004). The face validity of the research instruments was ensured through expert judgment, systematically reviewing literature, background to the study and research objectives. The instruments were assessed using the above parameters to determine whether the set of items accurately represent the variables under study. Comments and suggestions made by the pre-test respondents were incorporated in order to address some insufficiencies or ambiguities in the questionnaire. The three research tools covered the same over-lapping themes and objectives to ensure that the data obtained, clarify, illustrate and complement each other. This harmonization of research results helped to strengthen validity of the research as a whole (Creswell, 2005).

3.7.2 Instrument Reliability

Mugenda and Mugenda, (2003) defines reliability as a measure to which a research instrument yields consistent results or data after repeated trials. The instruments were pre-tested to identify the most likely source of random errors and hence respond to them before the actual study. The teachers were requested to clarify some questionnaire items and

responses to the children to help in removing ambiguity and hence ensure the reliability of items (Ritchie & Lewis, 2005). Pilot testing was carried out to ensure the reliability of the instruments by checking on the consistency of the responses to the questions. Cronbach's alpha coefficients was used to test the internal consistency estimate of reliability of the test scores with a threshold of 0.7 ($\alpha > 0.7$). The Cronbach's alpha coefficients was calculated with the help of Statistical Package for Social Sciences (SPSS). The higher the score, the more reliable the alpha scores for acceptability of reliability coefficients (Creswell, 2002). A correlation coefficient greater or equal to 0.7 will be accepted (George & Mallery, 2003).

3.8 Data Collection Procedure

Data collection is defined by Kombo et al. (2002) as the process of gathering specific information aimed at proving or refuting some facts. The importance of data collection is to promote decision making and response allocation that is based on solid evidence rather than on isolated occurrences, assumption, emotion, and politics. In this research, the respondents were pre-contacted for briefing about the intention and purpose of the study. Relevant permissions were sought from relevant authorities before the administration of questionnaires. The researcher visited the sampled schools to administer questionnaires to head teachers, class teachers and standard eight pupils.

The selected chiefs, parents, opinion leaders and religious leaders were visited, interviewed and given questionnaires to respond to as the interviews went on. Arrangements were made with the class teachers on the day and time to administer the questionnaires to the standard eight pupils. With the help of the class teachers the sampled children were put in one class in every school and the researcher explained the purpose of the study to assure them of confidentiality. The respondents were allowed to stay with the questionnaire for one week so

that they could answer the questions properly. After one week, a follow up was done to collect the questionnaires for data analysis.

3.9 Data Processing and Analysis

Data analysis consists of examining categorizing; tabulating or otherwise recombining the evidence to address the initial prepositions of the study (Savenye, Robinson, 2004). Further, data analysis refers to examining what has been collected in a survey or experiment and marking deductions and inferences (Kombo et al., 2002). The study used primary data consisting of both quantitative and qualitative data. The collected data was edited, collated to eliminate errors and coded for analysis using the Statistical Package for Social Sciences (SPSS version 23) tool. The data was analyzed both quantitatively and qualitatively. In analyzing the quantitative data from the closed ended questions in the questionnaires, the study used descriptive statistics (Kothari, 2004).

Qualitative data was analyzed on an ongoing and cyclical process throughout the data collection. After data collection, data reduction was done in order to identify and focus on what was meaningful by grouping data into patterns and themes observed. Content analysis was done by linking qualitative data to the research questions. Thematic analysis was conducted by grouping collected data into themes that helped answer the research questions. Qualitative data was analyzed based on content and thematic analysis by developing a thematic framework from the key issues, concepts and themes observed (Nsubuga, 2006). Frequency distribution tables were used to present the data analysis findings.

3.10 Ethical Considerations

Before data collection exercise, the researcher obtained permission from the National Council for Science and Technology. Permission was sought from important Government

offices, Head teachers of the respective schools and local administration. The researcher assured the participants of confidentiality and that no names were to be written questionnaires or included in the data analysis reports to protect the anonymity of the research participants.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1 Introduction

This chapter dealt with data analysis, presentation and interpretations of the findings. The study aimed at assessing the effects of ethnic conflict on access and participation of children in primary education in Nakuru County. The findings of this study are in line with the objectives which guided the study as follows: to determine the causes of ethnic conflicts, how physical displacement, property destruction, ethnic politics and ethnic inequalities affect access and participation of children in public primary school education in Nakuru County. This study adopted a descriptive survey research design.

4.2. Instrument Return Rate

Tool performance is the proportion of the questionnaires returned after they have been issued to the respondents. This study targeted a sample size of 138 participants out of which 112 participants (74 pupils, 13 head teachers, 13 class teachers, 3 chiefs, 3 opinion leaders, 3 religious leaders and 3 parents) completely filled in the questionnaires and returned for analysis. This translated to a response rate of 81.2%. The high response rates were achieved due to constant reminder and close follow up of the sampled participants. A high response rate ensures that the survey results are representative of the target population. The use of the drop and pick method improved the response rate. Zikmund et al, (2010) observed that in descriptive research, a response rate of above 50% is adequate for analysis, 60% good and 70% and above to be very good while according to Mugenda and Mugenda (2008), a

response rate of 50% or more is adequate. The high response rate increased the validity and usefulness of the study results.

4.3 Participant's Demographic Profile

This section describes the characteristics of the study population based on the data collected and analyzed. In particular, the study sought to understand the gender distribution, age categories, and level of education.

On participants' demographic profile the study sought to find out the gender distribution. The results are as shown in Table 4.1

Table 4.1: Gender Distribution of the Respondents

Gender	Frequency	Percent (%)
Male	59	52.7
Female	53	47.3
Total	112	100.0

Source: pupils' questionnaires fieldwork (2017)

This section examined the respondent's gender and the results presented in Table 4.1 show that 52.7% of the respondents were male while 47.3% were females. The results show that the study sample had relatively more male participants than the female participants. This meant that the study benefited from a variety of viewpoints, ideas and insights in providing the information sought by the study on the effects of ethnic conflicts on access and participation of children in primary school education Nakuru County.

The study further sought to find out the age categories of the participants in the study sample.

The results are shown in Table 4.2

Table 4.2: Age Categories of the Participants

Age Category in years	Frequency	Percent (%)
10-15 years	79	70.5
15-25 years	6	5.4
25-35 years	11	9.8
Above 35 years	16	14.3
Total	112	100.0

Source:

Table 4.2 shows that 70.5% of the participants were 10-15 years of age, 5.4% were aged 15-25 years, and 9.8% were aged between 25-35 years while 14.3% were aged 35 years and above. These results show that the children were the majority and the youngest in the study sample. This implies that the study benefitted from the views of the children on how ethnic conflicts hinder their access and participation in primary school education.

The study also, sought to assess the education levels of the participants and the results are as shown in Table 4.3.

Table 4.3: Education Level of the Participants

Level of Education	Frequency	Percent (%)
Standard Eight	74	66.1
Form Four	10	8.9
Diploma	21	18.8
University	7	6.2
Total	112	100.0

In Table 4.3, the results show that 66.1% had attained standard eight level of education, 8.9% had attained form four level of education while 18.8% attained diploma level of education while 6.2% had university level of education. The results imply that majority of the participants were adequately educated and therefore were able to provide the required study information through the questionnaires and interview schedules.

4.4. Ethnic conflicts and their effects on access and participation in education.

The first task of this study was based on the first objective of the study thus using questionnaires for class eight pupils and their class teachers the study sought to find out the existence of ethnic conflicts in the study area, sources, frequency, causes, effects and relationship between ethnic conflicts and access and participation of children in primary education.

4.4.1 Existence of Ethnic Conflicts

In response to the existence of ethnic conflicts, the study required the participants; opinion leaders, teachers and chiefs to indicate whether there was ethnic conflicts in the study area. The results are as shown in Table 4.4.

Table 4.4: Existence of Ethnic Conflicts in the Study Area

Response	Frequency	Percent (%)
Yes	106	94.6
No	6	5.4
Total	112	100.0

Table 4.4 the results show that 94.6% of the participants; opinion leaders, chiefs, parents among others agreed that there were ethnic conflicts in their areas of residence. However, 5.4% of the participants were of the contrary opinion that there were no ethnic conflicts in their area. This means that majority of the participants were in a position to provide the requisite information sought by this study regarding the effect of ethnic conflicts on access and participation of children in primary school education. To confirm this, in an open ended question, a teacher from Molo sub-county posited that:

“Every time elections were held in Kenya, deep in their mind those allied to the party mostly from Nakuru county, began to call for the forceful removal of other ethnic groups from the county as they were viewed as antagonists adherents in order to protect their regional interests from outsiders”

Further, a public opinion member from Njoro sub-county said that:

“During voting time in Nakuru County, the approach (of using violence) was tempting, since aspirants for various political posts could rid their constituencies of likely opposition supporters. For the President, aggression offered a way of pushing out supporters of rival (presidential) candidates from the entire county. It was mandatory for presidential candidates to garner at least 25% of the votes cast in twenty four of the forty seven counties. If likely opposition supporters were expelled from the county in large numbers, it would be much harder for any of their rivals to reach that yardstick.

On the sources of ethnic conflicts in Nakuru County, the results showed that of the 3 chiefs (C) sampled in the five sub-counties, 1(33.3%) from Kuresoi, 1(33.3%) from Molo and 1(33.3%) from Njoro pointed out that competition over scarce resources, favoritism and discrimination, tribal animosity had caused ethnic conflicts in Nakuru County. Additionally, out of the 3 Opinion leaders sampled, 1(33.3%) from Kuresoi, 1(33.3%) from Molo and 1(33.3%) from Naivasha responded that historical land injustices committed by colonialists and subsequent governments contributed to occurrence of ethnic conflicts.

In addition, the 3 religious leaders sampled, 1(33.3%) from Molo, 1(33.3%) from Njoro and 1(33.3%) from Naivasha responded that voting along ethnic lines during general elections, biased resource allocation through development funds like Constituency Development Fund kitty and bursaries had resulted into ethnic conflicts. The 3 parents sampled, 1(33.3%) from Kuresoi, 1(33.3%) from Molo and 1(33.3%) from Njoro responded that shrinking natural resources; pastures and water and land boundaries have been the major causes of ethnic conflicts. These ethnic conflicts have from time to time disrupted education programs and

activities in Nakuru County. In support of this view, a chief from Naivasha sub-county posited that:

“Since 1993, the Kenya Government has systematically carved out huge parts of Mau forest for settlement by other communities. This has caused constant conflict between the Ogiek who see the destruction of the forests and the alienation of their lands as a continued threat to their existence.”

Further, a religious leader from Kuresoi sub-county said that:

“Many (witnesses) recalled with dismay, fear and disgust the negative and inflammatory role of vernacular radio stations where they singled out Kass FM (broadcasts in Kalenjin) as having contributed to a climate of hate, negative ethnicity, and having Kikuyu FM stations including Kameme and Inooro incited violence in Nakuru county. The vernacular music too had very serious impact on other members believed to be outsiders.”

From the excerpt, the radio stations should preach peace and encourage diverse communities to live in harmony instead of distancing them.

4.4.2 Frequency of Ethnic conflicts

On pointing out the frequency of ethnic conflicts, this section required the participants to indicate the frequency of occurrence of ethnic conflicts in Nakuru County as shown in Table 4.5.

Table 4.5: Frequency of Ethnic Conflicts

Frequency	Frequency	Percent (%)
Monthly	10	8.9
Quarterly	14	12.5
Semi-annually	21	18.8
Annually	67	59.8
Total	112	100.0

Table 4.5 shows that ethnic conflicts occurred monthly (8.9%), quarterly (12.5%), semi-annually (18.8%) and annually (59.8%). These results imply that majority of the conflicts occurred annually. The results showed that the participants had varied views regarding the frequency of occurrence of the ethnic conflicts probably due to diversity of ethnic mix and expanse of the settlement patterns which the study covered in Nakuru County. In an open-ended question, a chief from Naivasha sub-county said that:

“Especially as we were approaching election years, it was definite that fighting had to break out. So people could be seen moving back to their ancestral lands for fear of attacks. More so rumors kept going round and round.”

From the excerpt, above it should be a lesson to Kenyans that they embrace peace and live in harmony with each other. We are a one people and elections come and go.

4.4.3 Causes of Ethnic Conflicts and Their Effects on Access and Participation in Education

The study further assessed the causes of ethnic conflicts and their effect on access and participation of children in public primary school education. 38 participants filled in the questionnaire in which the first statement sought to determine if ethnic conflicts are caused by competition over scarce resources and favoritism as shown in Table 4.6.

Table 4.6: Causes of Ethnic Conflicts

Statements on Causes of Ethnic Conflicts	SA	A	N	D	SD
Ethnic conflicts are caused by competition over scarce resources and favoritism	47.4%	34.2%	13.2%	2.6%	2.6%
Politics of exclusion in terms of resource distribution and development leads to ethnic conflicts	31.6%	42.1%	13.2%	7.9%	5.2%
Political incitement which turns communities against each other causes ethnic conflicts	36.8%	39.5%	10.5%	10.5%	2.6%
Historical land injustices committed by colonialists and subsequent governments has caused conflicts	47.4%	23.7%	21.1%	2.6%	5.2%
Colonial settlement patterns and migration of workers continue to cause ethnic tensions and conflict	26.3%	34.2%	28.9%	7.9%	2.6%
Voting along ethnic lines during general elections causes conflicts	44.7%	26.3%	13.2%	7.9%	7.9%
Politicization of perceptions of economic exploitation and unequal access to opportunities results in conflicts	34.2%	36.8%	23.7%	2.6%	2.6%
Disputes over land boundaries has caused a lot friction among ethnic groups	26.3%	42.1%	13.2%	7.9%	10.5%

Where; SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree

Table 4.6 shows that majority of the participants; religious leaders, opinion leaders and chiefs (44.7%) strongly agreed that ethnic conflicts are caused by competition over scarce resources and favoritism.

The results are congruent to those of Sommers (2002) that shrinking natural resources; pastures and water, triggered by environmental degradation and erratic precipitation patterns and competition over these resources causing armed ethnic conflicts. The second statement asked the participants whether politics of exclusion in terms of resource distribution and development leads to ethnic conflicts. From the findings, majority (42.1%) agreed with that politics of exclusion in terms of resource distribution and development lead to ethnic conflicts.

The statement also established that majority of the opinion leaders and chiefs (39.5%) were in agreement that political incitement which turns communities against each other cause ethnic conflicts. The statement further sought to determine whether historical land injustices committed by colonialists and subsequent governments has caused conflicts. The results show that majority of the participants (47.4%) were strongly in agreement that historical land injustices committed by colonialists and subsequent governments had caused ethnic conflicts. The statement also asked the participants whether colonial settlement patterns and migration of workers continue to cause ethnic tensions and conflict. From the results, majority of the chiefs and opinion leaders (34.2%) were in agreement that colonial settlement patterns and migration of works continue to cause ethnic tensions and conflict.

The statement also sought to establish whether voting along ethnic lines during general elections cause conflicts. The results show that majority (44.7%) were strongly in agreement

that voting along ethnic lines during general election causes conflicts. The results support those of Fisher (2002) that resultant poverty and ignorance among the communities also make them more vulnerable to misuse by politicians who would want to make use of them to gain political mileage out of conflicts. The statement further asked the participants whether politicization of perceptions of economic exploitation and unequal access to opportunities results in conflicts. Majority of the participants (36.8%) were in agreement with the statement that politicization of perceptions of economic exploitation and unequal access to opportunities result in conflicts.

The statement also asked the participants whether disputes over land boundaries had caused a lot friction among ethnic groups and majority of the participants (42.1%) were agreement with the statement that disputes over land boundaries has caused a lot of friction among ethnic groups. On whether the causes of ethnic conflicts have been effectively addressed, majority of the participants were of the opinion that lack of knowledge, unequal land distribution to IDPs, mistrust among communities, lack of political goodwill and commitment by politicians have been great obstacles. Additionally, the statement wanted to find out the effect of the causes of ethnic conflicts on access and participation of children in primary school education.

Majority of the participants indicated that causes of ethnic conflicts also causes war, trauma and psychological problems, drop out of schools by children, forced migration and displacement of communities, closure of schools, early pregnancies and absenteeism and poor enrolments/attendance in schools.

According to respondent A, a community leader from Molo, the main cause of ethnic conflict had always been land. He said:

“Those whose ancestral home was Nakuru kept telling us to go back to our mother land where we had come from. That means at no one time would they stop calling us names.”

Respondent B, a religious leader from Kuresoi supported the believe as he said:

“They claimed historically, they were the rightful owners of the land and we came to grab their resources, the elections were only used as a pretext for ethnic tension.”

Respondent C, an opinion leader from Mauche of Njoro sub-county said the conflicts of 2007 and 2008 were pre-arranged even before the election results were announced. She revealed:

“I do not know any other home because I was born in Njoro. My parents bought this land therefore this land is legally mine. I cannot go anywhere else, I will also defend my land I will fight back with everything I have.”

The excerpts suggested that members from the different ethnic communities in Nakuru County constructed historical disputes over land ownership as a cause of ethnic conflict. This could be an indication that due to the conflicts over land ownership, peaceful co-existence among the different ethnic groups had been affected over the past years and that might have affected education of children in Nakuru County.

That results agreed with Wamwere (2008) who said that aspirants to political office harp on the high value attached to land to woo a support base, often deliberately or craftily inciting communities against each other over land ownership. For instance the 1992 and 1997 conflicts in Kenya were motivated by the ruling party Kenya Africa National Union (KANU) to remain in power following incitement by politicians and political parties formed along tribal lines with great devastation on educational resources (Wamwere, 2008).

This result was also in line with the literature reviewed by World Bank (2003) which pointed out that armed ethnic conflict constitute a major obstacle to the achievement of Education for All and the Millennium Development Goals of universal completion of primary education and that might have been the case in Nakuru County. However, World Bank (2005) supported the researcher's assumption by saying that peace education can however have a key role in conflict prevention especially if it is taught to the young people in schools. World Bank (2005) further said that it is the young generation who have room for attitudinal change and are more accommodative to change. Therefore, programs on peace education should begin with the young children to prevent future armed ethnic conflicts. The researcher delved more to find out from the respondents if there were other local constructions of armed ethnic conflict and the effect on education of children in Nakuru County and the implication for peace education.

An opinion leader from Kuresoi North sub-county lamented that:

“The relationship with land is not merely a question of possession and production but a material and spiritual element, which they should fully enjoy as well as means to preserve their cultural heritage and pass it on to future generations.”

4.4.4 Effects of Ethnic conflict on Access and Participation in Public Primary Education.

This section required the class teachers to state whether ethnic conflicts affected access and participation in primary school education as shown in Table 4.7.

Table 4.7: Effect of Ethnic Conflicts on Access and Participation in Primary School Education

Response	Frequency	Percent (%)
Yes	109	97.3
No	3	2.7
Total	112	100.0

Table 4.7 show that majority of the teachers 109 (97.3%) were in agreement that ethnic conflicts affect access and participation of children in primary education. Further, the participants stated that ethnic conflict causes displacement, chronic absenteeism and transfer of pupils and therefore affects their access and participation of primary school education in Nakuru County.

The study further conducted a correlation analysis to establish the relationship between causes of ethnic conflicts and access and participation of children in primary school education. The results are as shown in table 4.8

Table 4.8: Relationship between Causes of Ethnic Conflicts and Access and Participation of Children in Primary Education

		Causes of Ethnic Conflicts
Access and Participation of children in Primary Education	Pearson Correlation	.763*
	Sig. (2-tailed)	.026
	N	112

*. Correlation is significant at the 0.01 level (2-tailed).

Table 4.8 shows the existence of a strong positive and significant Pearson Correlation Coefficient of 0.764 at a p-value of 0.026. This implies that causes of ethnic conflicts have a significant effect on the access and participation of children in primary school education since the p-value 0.026 is less than the conventional 0.05. The results support those of Sommers (2002) that ethnic, religious or other group differences often characterize current conflicts, but this is of part of the picture. In fact, the root causes are usually found in the competition for resources and often in the struggle for power and influence. Respondent B posited that:

“Before elections, we are all friends but as the elections approach, we start fighting. We are told the other group is our enemy. Then they leave. We should stop the fighting because we are the ones who suffer as our children do not attend school.”

From the excerpt there is indication that, community members constructed incitement by politicians and tribal leaders for political and retrospect economic gain as cause of ethnic conflict.

Due to the armed ethnic conflict, there was lack of a peaceful co-existence among the different ethnic community members and it affected the emotional being of the children thus affecting their education. According to Blumar & Buttlan (2008) from literature reviewed, conflicts fought in Africa and Asia leave more than 27 million children and youth without access to formal education and with emotional and physical disabilities and that might be no exception in Nakuru County, Kenya. Peace education would help instill a culture of peaceful resolutions to conflicts that might help prevent armed ethnic conflicts occurrences in the future.

4.5 Effects of Physical Displacement on Access and Participation of Children in Primary School Education

The second task of this study was based on the second objective, “to determine how physical displacement affects access and participation of children in public primary school education in Nakuru County. ‘Using questionnaires for class eight pupils and their class teachers the study sought to find out the effects of ethnic conflicts on physical displacement of children, teachers and families, the effect of ethnic conflicts on teacher-pupil ratio in public primary schools the effects of ethnic conflicts on pupils’ enrolments and retention in public primary schools. If ethnic clashes negatively affects enrolment and retention levels in primary schools

In the interview schedule, the study required the participants to provide information on the effects of ethnic conflicts on physical displacement of children, teachers and families.

The results revealed that of the 3 chiefs (C) sampled, 1(33.3%) from Kuresoi, 1(33.3%) from Molo and 1(33.3%) from Njoro responded that death, disabilities due to injuries and maiming during conflicts caused physical displacement of children, teachers and families. Out of the 3 opinion leaders sampled, 1(33.3%) from Kuresoi, 1(33.3%) from Molo and 1(33.3%) from Naivasha responded that loss of property and investments and migration into IDP camps were the major causes of physical displacement of teachers, children and families from their homes. Out of the 3 religious leaders sampled, 1(33.3%) from Molo, 1(33.3%) from Njoro and 1(33.3%) from Naivasha responded that death, injuries and pain suffered and transfer of teachers fleeing conflict prone zones was as a result of ethnic conflicts.

Moreover, out of the 3 parents sampled, 1(33.3%) from Kuresoi, 1(33.3%) from Molo and 1(33.3%) from Njoro responded that ethnic conflicts caused deaths, injuries, rape and engagement in crime by children. This affected access and participation of children and teachers in primary school education in Nakuru County. F, a religious leader from Njoro reported that:

“The attacks were barbaric, callous and calculated to drive out the targeted groups from their farms, to cripple them economically and to psychologically traumatize them”

From the excerpt, it was apparent that the conflicts had far reaching effects on pupils’ access and participation in education. The conflicts subjected them to harsh conditions in life.

The interview schedule further sought to establish the effect of ethnic conflicts on teacher-pupil ratio in public primary schools. From the responses on whether there are ethnic conflicts in Nakuru, majority of the participants concurred that the conflicts were not frequent but were associated with general elections and strive for boundaries and land. The participants also pointed out that the causes of ethnic conflicts were: land disputes, political incitement, community hatred, and unequal distribution of resources given that Nakuru County is cosmopolitan and diverse in terms of resident communities or tribes.

The participants in addition indicated that ethnic conflicts often affect the teacher-pupil ratios due to migration and displacement of populations as happened during the post-election violence of 2007-2008, fear of reprisals, loss of lives, transfer of teachers and property destruction. The teacher pupil ratio increases when there is influx of teachers and children from various parts of Kenya to Nakuru County and also decreases when there is migration,

displacement of populations and transfer of teachers from Nakuru County to other areas deemed peaceful and friendly.

The interview schedule further asked the participants to discuss the effects of ethnic conflicts on pupils' enrolments and retention in public primary schools. Thus, the study sought to determine whether ethnic conflicts affect pupils' enrolments and retention in primary school and all the participants were in agreement in their responses. On ways ethnic conflicts affects enrolment and retention of children in primary school, the participants indicated that displacement of families, loss of lives, property destruction like burning of houses, transfer and migration of teachers and children either increases or decreases enrolment and retention of children. When there is movement of displaced communities to Nakuru County, there is increased enrolment in available primary schools while the reverse is also true when communities move out due to ethnic conflicts. Charles, a pupil from Subukia said that:

“Throughout the conflict, I was very terrified I thought I was going to die. My father was beaten up and our house burnt down. I and my sister fled. We walked until our feet got swollen. We did not have food to eat and we went for shelter in Nakuru town. We slept in the corridors somewhere in the streets for a good number of days.”

Further, Ongwae a pupil from Nakuru north sub-county narrated that:

“We wondered whether our parents were alive or dead. I felt very sad since I could not speak to my friends who had attacked us. We were told they were bad. We despised them we were afraid of them. We did not want to learn in the same class with them. In the camp we sang songs, played games like soccer and also talked about our families and villages. I could not go back to school. I felt so sad when I remembered all these things. I hate the war.

Paul a pupil from Naivasha pointed out that:

“Because of war, I did not make it in my examinations and repeated class eight.”

From the above excerpt, it is clear that ethnic conflicts make pupils not to fulfill their goals life. They create unnecessary disturbance thus causing setbacks in education’

Indeed, that result agreed with Wamwere (2008) who said that ethnic conflicts in Kenya lead to displacement of persons, creating Internally Displaced Persons.

In the questionnaires, the study required the participants to provide information on the effect of physical displacement on access and participation of children in primary school education. 38 participants comprising of head teachers, class teachers, parents, chiefs, religious leaders and opinion leaders participated in filling the questionnaire. The intent of the first statement was to find out if ethnic conflicts displace families causing closure of schools and disruption of education activities. The results are portrayed as in Table 4.9.

Table 4.9: Effects of Physical Displacement on Access and Participation of Children in Primary School Education

Statements on Physical Displacement		SA	A	N	D	S D
Ethnic conflicts displaces families causing closure of schools and disruption of education activities	26.3%	42.1 %	18.4%	7.9%	5.3%	
Children displaced during conflicts drop out hence affect retention of children in school	28.9%	36.8 %	26.3%	2.8%	5.2%	
Ethnic clashes negatively affects enrolment levels in primary schools	34.2%	44.7 %	7.9%	10.5 %	2.7%	
Teachers displaced during ethnic conflicts affect teacher-children ratios	31.6%	47.4 %	18.4%	2.6%	0%	
Sexual violence and rape is used as a weapon of war during ethnic conflicts	23.7%	39.5 %	15.8%	13.2 %	7.8%	
Children suffer psychological and emotional trauma during ethnic conflicts due to atrocities witnessed	26.3%	42.1 %	15.8%	7.9%	7.9%	
Displaced children get harmed with physical injuries and disabilities	23.7%	44.7 %	18.4%	7.9%	5.3%	
Young boys are recruited as child soldiers to protect their communities during ethnic conflicts	21.1%	42.1 %	18.4%	7.9%	10.5%	

Where; SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree

Table 4.9 shows that majority of the participants (42.1%) were in agreement that conflicts displace families' thus causing closure of schools and disruption of education activities while 26.3% strongly agreed that conflicts displace families thus causing closure of schools and disruption and education activities. This result is congruent to that of Kibunei and Timaiyu (2010) who established that dropping out of school among many children has been another consequence of ethnic violence. Correspondingly, Mokoro and Mesgen (2010) posited that many school going children dropped from schools because some schools were burnt or looted in the course of the violence. The second statement sought to determine if children displaced during conflicts drop out hence affect retention of children in school. Majority (36.8%) of the class teachers were in agreement in their response that children who are displaced during conflict drop out of school.

The third statement sought to determine if ethnic conflict negatively affect enrolment levels in primary schools majority the head teachers (44.7%) were in agreement that ethnic clashes negatively affect enrolment levels in primary schools. The fourth statement required the participants to provide information on whether teachers displaced during ethnic conflicts affect teacher-children ratios. Majority (47.4%) of the head teachers were in agreement that teachers displaced during ethnic conflicts affect teacher-children ratio. The fifth statement sought to establish if sexual violence and rape is used as a weapon of war during ethnic conflicts. Majority (39.5%) of the chiefs was in agreement in their responses to the statement that sexual violence and rape was used as a weapon of war.

The sixth statement asked the participants whether children suffer psychological and emotional trauma during ethnic conflicts due to atrocities witnessed. Majority (42.1%) were

in agreement that children suffered psychological and emotional trauma due to atrocities witnessed during ethnic conflict. Additionally, the statement asked the participants in the seventh statement to state if displaced children get harmed with physical injuries and disabilities. The results show that majority (44.7%) of the participants were in agreement that displaced children get harmed with physical injuries and disabilities. The eighth statement asked the participants whether young boys were recruited as child soldiers to protect their communities during ethnic conflicts. Joseph an opinion leader narrated that:

“Ethnic conflict was carried out by organized groups of people, wielding crude weapons, and carrying out the violence systematically. There was burning of homes, maiming of people, looting of animals and other property. The conflict was tribes pitted against each other. I had to flee from my home to Nakuru town. Schools were closed as they became shelter for those fleeing, our children could not learn since there was no peace and no resources to support learning.”

This excerpt analysis is an indication that ethnic conflict had material and psychosocial effects on family members as they lost their property. Due to the losses experienced they were not in a state to support education of their children. The education of children was further affected by the conflict as they lost learning resources.

Further discussions with the respondents revealed that, those experiences of ethnic conflict affected any little peaceful existence they might have had and that affected their relationships in all areas of life.

The statement further wanted to find out how physical displacement of children, families and communities affect the access and participation of children in primary school education. The

participants further indicated that school drop-out; low level of participation by children, closure of schools, increased insecurity and destruction of schools, teaching materials and migration into IDP camps affects access and participation of children in primary school education in Nakuru County. Allan, a religious leader said that:

“Due to the fighting, some families were left without parents. ”The older children dropped out of school so that they can work to provide basic needs for their siblings’ and this led to creation of child-headed households. Some of these children were absent from school for long periods as they sought means of survival and to them, school is no longer a priority and it has greatly affected their education.”

Further, this section analyses the pupils’ questionnaire in which 74 pupils participated in the study. The statement asked the pupils to respond to whether ethnic conflicts weaken functioning of education systems leading to transfer of teachers. The results are shown as in Table 4.10

Table 4.10: Effects of Ethnic Conflict on Teacher-Pupil Ratio in School

Statements on Teacher-Pupil Ratio in School	N	Yes	No
Ethnic conflicts weaken functioning of education systems and leading to transfer of teachers hence only few teachers to teach	74	86.5%	13.5%
Ethnic conflicts have resulted in death of teachers who are yet to be replaced by the government	74	71.6%	28.4%
The recurring ethnic conflicts have caused tension and slowed down economic development and lowered its attractiveness to new teachers	74	68.9%	31.1%
Due to ethnic conflicts in Nakuru county, most schools lack adequate number of teachers	74	73.0%	27.0%

Table 4.10, majority (86.5%) of the pupils were in agreement that ethnic conflict weaken functioning of education systems and lead to transfer of teachers hence only few are left behind to teach while 13.5% of pupils were of the contrary opinion. When asked whether there were ethnic conflicts, the pupils concurred and further indicated that the conflicts occurred annually and especially near election time or whenever there were political incitements of various communities who had different political perspectives.

On whether ethnic conflicts have resulted in death of teachers who are yet to be replaced by the government, majority (71.6%) of the pupils were in agreement that conflicts resulted in death of teachers who are yet to be replaced while 28.4% had different views in response to the statement . Additionally, the statement asked the pupils whether recurring ethnic conflicts had caused tension and slowed down economic development and thus affected its attractiveness to new teachers. According to the results, majority of the pupils (68.9%) were in agreement that recurrence of ethnic conflicts had caused tension and slowed down economic development while 31.1% did not agree with the statements. Further, the statement asked the pupils if due to ethnic conflicts in Nakuru County, most schools lack adequate number of teachers. The results show that majority (73%) of pupils were in agreement with the statement that due to ethnic conflicts most schools lack adequate number of teachers.

A pupil from a school in Naivasha said that:

“All those teachers from other communities living in Nakuru County fled leaving behind those from one community that claimed to be in their ancestral land. This means that the teacher-pupil ratio was greatly affected.”

Supporting the sentiment was another pupil from a school in Molo town who lamented that:

“Since the inflow of pupils from clash areas, teachers do not often mark our books. Our performance was now becoming lower and lower.”

From the above quotations it is clear indication that ethnic conflicts create unnecessary understaffing in conflict prone areas while overstretching of resources is experienced in the schools where these children migrate to.

Finally, in this section the study conducted a correlation analysis to establish the relationship between physical displacement and access and participation of children in primary education. The results are presented in Table 4.11.

Table 4.11: Relationship between Physical Displacement and Access and Participation of Children in Primary Education

		Physical displacement
Access and Participation of children in Primary Education	Pearson	
	Correlation	.769**
	Sig. (2-tailed)	.000
	N	112

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.11 shows that there was a strong and positive Pearson Correlation Coefficient (r) of 0.769 at a p-value of 0.000. This implies that physical displacement is significant in the access and participation of children in primary school education since the p-value 0.000 is less than the conventional 0.05. The results support those of Alderman and Kinsey (2006)

who posited that given the centrality of teachers in any learning process, a reduction in numbers of qualified teachers due to displacement has a significant impact on children's learning outcomes.

4.6 Effects of Property Destruction on Access and Participation of Children in Primary School Education

The third task of this statement was based on the third objective of the study. Using questionnaires for class eight pupils and their class teachers the statement sought to find out the effects of ethnic conflicts on property destruction and effect on enrolment on access and participation of children in primary school education.

In the interview schedule the key informants, the statement required the participants to provide information on the effects of ethnic conflicts on property destruction. The results revealed that of the 3 chiefs (C) sampled in the four sub-counties, 1(33.3%) from Kuresoi, 1(33.3%) from Molo and 1(33.3%) from Njoro responded that ethnic conflicts led to property destruction through burning of houses and schools, vandalism and theft of school equipment and other items which are very necessary for continuation of primary school education.

Furthermore, out of the 3 opinion leaders sampled, 1(33.3%) from Kuresoi, 1(33.3%) from Molo and 1(33.3%) from Naivasha responded that ethnic conflicts have often led to loss of property, investments and school infrastructure in Nakuru County especially 1992, 1997 and 2007-2008 during the post-election violence. In addition, the 3 religious leaders sampled, 1(33.3%) from Molo, 1(33.3%) from Njoro and 1(33.3%) from Naivasha responded that

ethnic conflicts has caused destruction of crops, buildings for schools, churches, businesses and residential homes leading to massive losses.

The 3 parents sampled, 1(33.3%) from Kuresoi, 1(33.3%) from Molo and 1(33.3%) from Njoro responded that ethnic conflicts caused loss of livelihoods, homes, businesses, schools and theft of domestic animals which is the main stay of their lives. This directly affected access and participation of children in primary school education in Nakuru County.

In this section the statement sought to determine the effects of property destruction on access and participation of children in primary school education. Table 4.15.38 participants comprising of head teachers, class teachers, parents, chiefs, religious leaders and opinion leaders participated in filling the questionnaire. The first statement's intent was to establish whether schools are burnt down during ethnic conflicts which disrupt primary school education and activities.

Table 4.12: Effect of Property Destruction on Access and Participation of Children in Primary School Education

Statements on Property Destruction	SA	A	N	D	SD
Schools are burnt down during ethnic conflicts which disrupts primary school education activities	28.9%	44.7%	15.8%	7.9%	2.7%
Some schools are converted into IDP camps and affects re-opening of schools for children	23.7%	47.4%	21.1%	2.6%	5.2%
Destruction of schools cause problems in harmonizing education calendars and programs	31.6%	50.0%	10.5%	5.2%	2.7%
Communities lose property leaving them vulnerable to poverty which hinder children to attend school	31.6%	44.7%	18.4%	2.7%	2.6%
There is loss of lives experienced by teachers, children and communities	26.3%	42.1%	13.2%	10.5%	7.9%
Education materials are in scarce supply and school premises may be damaged during conflicts	31.6%	42.1%	10.5%	7.9%	7.9%
Schools are targeted during ethnic conflicts because they represent the state and are barracks for IDPs	23.7%	47.4%	15.8%	7.9%	5.2%
Families lose property and are left homeless which affects participation of children in schools	28.9%	44.7%	15.8%	5.3%	5.3%

Where; SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree

Table 4.12 show that majority (44.7%) agreed that schools are burnt down during ethnic conflicts which disrupt education activities, 7.9% disagreed while 2.7% strongly disagreed. The second statement required the participants to respond on whether some schools are converted into IDP camp which affects re-opening of schools for children. The findings indicate that majority (47.4%) agreed that schools are burnt down during ethnic conflicts thus disrupting education activities while 21.1% were neutral in their responses. The third statement asked the participants whether destruction of schools cause problems in harmonizing education calendars and program. Majority of the participants (50%) agreed, while 31.6% strongly agreed that destruction of schools affect school calendars and programs.

The fourth statement asked the participants whether communities lose property leaving them vulnerable to poverty which hinders children to attend school. Majority (44.7%) were in agreement that some schools are converted into camps which effects reopening of schools while 18.4% were indifferent in their responses to the statement. The fifth statement asked the participants whether there is loss of lives experienced by teachers, children and communities and majority (42.1%) of the participants agreed that lives were lost.

The sixth statement asked the participants whether education materials are in scarce supply and school premises may be damaged during conflicts. The results presented show that the majority (42.1%) agreed that there was scarce supply of education materials and that school premises were damaged during conflicts while 36.1% strongly agreed. The results are congruent to those of Dabalen and Paul (2012) who posited that conflict may also lead to destruction of schools and educational infrastructure, displacement, death of students and

teachers, closure of schools for an indefinite period and problems in harmonization of school calendars.

The seventh statement asked the participants whether schools are targeted during ethnic conflicts because they represent the state and are barracks for IDPs. The results showed that majority (47.4%) agreed that schools are targeted during ethnic conflicts. The eighth statement required the participants to provide information on whether families lose property and are left homeless which affects participation of children in schools. Majority of the participants (44.7%) were in agreement that families lose property and are left homeless while 15.8% were neutral in their responses to the statement.

Even when schools and pupils remain in place during a conflict, the instruction they receive is of lesser quality. The results are congruent to Mani (2002) that education materials are often in scarce supply, and school premises might be damaged or destroyed outright. He further reported that conflict is enormously destructive of educational infrastructure and buildings. Schools are targeted in conflict because they are seen to represent the state, and as public buildings, they are often commandeered as barracks used for storage, or occupied by displaced persons.

The statement further asked the participants to state how property destruction during ethnic conflict affects access and participation of children in primary school education. Majority of the participants reported that lack of learning resources, disruption of school calendars, lack of basic needs and lack of school infrastructure are caused by property destruction. The statement further asked the participants to suggest ways the government and local ethnic communities could use to resolve ethnic conflicts and property destruction to ensure

education of children is not affected. Majority of the feedback suggested that peace building and harmonization of different ethnic communities, provision of security personnel in conflict prone areas, organization of regular peace meetings and securing of public institutions during conflicts. A parent from Molo narrated that:

“When we heard screams and saw houses on fire, we knew that violence had begun. My home was near Muchorwe where the violence began. I told my children to run towards the shopping center as I struggled to run behind them with my blind husband. By then, many people were overtaking us the attackers were pursuing us, eventually, my husband advised me to leave him lest both of us be killed he told me to take care of the children in case he doesn’t make it. After a few minutes I heard him scream and beg for mercy. On arrival at the shopping center, I heard that he had been killed. His death really haunted my mind and I was so much stranded as what I was to do next. My children had to be away from school as we had to stay in refugee camp two years.”

The statement in the pupils’ questionnaire sought to establish the effects of ethnic conflict on pupils’ enrolment in public primary schools. In the first statement, the statement asked the pupils whether ethnic conflicts in their areas had made pupils to drop out of school and they all agreed that ethnic conflicts make pupils drop out of school. Moreover, the statement asked the pupils to explain how ethnic conflicts made pupils to drop out of school and majority of them pointed out that conflicts resulted in burning of houses, fleeing of families, teachers and children, destruction of properties and stealing of domestic animals.

Other children lost their parents to the hand of death and therefore lacked fees and shelter leading many of them to drop out of school. The statement further sought to find out the

effect of ethnic conflicts on pupils enrolment in public primary schools as shown in Table 4.13.

Table 4.13: Effect of Ethnic Conflict on Pupils Enrolment

Statements on Pupils Enrolment	N	Yes	No
i. Ethnic conflicts lead to inability of parents to pay school fees thus low enrolment rates	74	95.9%	4.1%
ii. Ethnic conflicts causes physical displacement of children, teachers and families causing low enrolments	74	91.9%	8.1%
iii. Ethnic conflicts lead to tension, fear and insecurity which has slowed down pupils enrolment levels in primary schools	74	89.2%	10.8%
iv. During ethnic conflicts there is pressure among boys to join militant groups and leading to low school enrolment and high school drop-out rates	74	81.1%	18.9%

Table 4.13, majority of the pupils (95.9%) agreed that ethnic conflicts lead to inability of parents to pay school fees thus low enrolment rates. Similarly, majority (91.9%) of the pupils agreed that ethnic conflicts cause physical displacement of children, teachers and families causing low enrolments.

Furthermore, the pupils agreed (89.2%) that ethnic conflicts leads to tension, fear and insecurity which has slowed down the pupils' enrolment levels in primary schools. Likewise, when asked whether during ethnic conflicts there is pressure among boys to join militant groups and leading to low school enrolment and high school drop-out rates, majority of the pupils (81.1%) agreed with the above statement. A parent from Rongai sub-county said that:

“My son had secured a place in Form One at Kagumo High School in Nyeri County, exclusively inhabited by the Agikuyu ethnic group, but I would rather look for another school in Bomet” , a County where I hail from. My child cannot go to school within the area because what I witnessed during the violence is still fresh in my mind.”

From the excerpt, it is clear that ethnic hatred has created fear to an extent that people from other communities cannot allow their children to study in schools far away in other communities incase conflicts erupted. To some, even education was not a priority when it came to ethnic conflicts.

The study conducted a correlation analysis to establish the relationship between property destruction and access and participation of children in primary education. The results are as shown in Table 4.14.

Table 4.14: Relationship between Property Destruction and Access and Participation of Children in Primary Education

		Property Destruction
Access and Participation of children in Primary Education	Pearson Correlation	.766*
	Sig. (2-tailed)	.013
	N	112

*. Correlation is significant at the 0.01 level (2-tailed).

Table 4.14, there exist a strong, positive and significant Pearson Correlation Coefficient of 0.766 at a p-value of 0.013. This implies that property destruction significantly impacts the access and participation of children in primary school education since the p-value 0.013 is less than the conventional 0.05. The results are congruent to those of Dabalen and Paul (2012) who posited that conflict may lead to destruction of schools and educational infrastructure, displacement, death of students and teachers, closure of schools for an indefinite period and problems in harmonization of school calendars.

4.7 Ethnic Conflicts and Ethnic Politics

The fourth task of this study was based on the fourth objective of the study thus: To ascertain how ethnic politics affects access and participation of children in primary school. To do this, the study sought to determine the Effect of Ethnic Politics on Ethnic Conflicts, Effect of Ethnic Politics on Access and Participation of Children in Primary Education, Relationship between Ethnic Politics and Access and Participation of Children in Primary Education,

The interview schedule for the key informants required the participants to provide information on the effects of ethnic politics on ethnic conflicts. The findings revealed that of the 3 chiefs (C) sampled in the five sub-counties, 1(33.3%) from Kuresoi, 1(33.3%) from Molo and 1(33.3%) from Njoro responded that ethnic politics was one of the greatest sources of ethnic animosity and conflicts. Bias and favoritism for some communities and marginalization of other communities especially the minorities caused a lot of conflict over resource allocation especially bursaries and development projects. Furthermore, out of the 3 opinion leaders sampled, 1(33.3%) from Kuresoi, 1(33.3%) from Molo and 1(33.3%) from Naivasha responded that ethnic politics was the ‘poison’ which drove tribal clashes, hatred and strive for resources like land and community boundaries.. In addition, the 3 religious leaders sampled, 1(33.3%) from Molo, 1(33.3%) from Njoro and 1(33.3%) from Naivasha responded that ethnic conflict was fuelled by ethnic politics and control of power and resource distribution through CDF, development projects and bursaries to various communities. The 3 parents sampled, 1(33.3%) from Kuresoi, 1(33.3%) from Molo and 1(33.3%) from Njoro responded that favoritism was at the center of ethnic politics and occurrence of ethnic tension and conflicts which often end up causing disastrous effects on both the favored and unfavored communities.

The study sought to determine the effect of ethnic politics on access and participation of children in primary school education. In the first statement, the study sought to determine whether ethnic politics fuels conflicts due to incitement and resource distribution inequalities. The results are as shown in Table 4.15.

Table 4.15: Effect of Ethnic Politics on Access and Participation of Children in Primary School Education

Statements on Ethnic Politics	SA	A	N	D	SD
Ethnic politics fuels conflicts due to incitement and resource distribution inequalities subvert	31.6%	42.1%	21.1%	2.6%	2.6%
Ethnic based administrative boundaries are a source of ethnic conflicts or clashes	28.9%	44.7%	13.2%	7.9%	5.3%
Ethnic hatred or resentment makes all despised groups including children vulnerable to conflicts	31.6%	47.4%	7.9%	10.5%	2.6%
Politicians use ethnic polarizations and tension to garner more votes in general elections	23.7%	47.4%	21.1%	2.6%	5.2%
Exclusionary politics lead to unequal access to resources and education	26.3%	42.1%	21.1%	7.9%	2.6%
Youths are used as weapons of war to protect communities during ethnic conflicts occur	26.3%	44.7%	15.9%	5.2%	7.9%
Politicization of ethnic stereotypes leads to ethnic clashes and bloodshed	31.6%	44.7%	18.5%	2.6%	2.6%
Political incitement of ethnic groups to raid and steal livestock causes animosity and ethnic conflicts	21.1%	47.4%	13.2%	7.9%	10.4%

Where; SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree

Table 4.15, majority of the participants (42.1%) agreed while 31.6% strongly agreed. The results support Narayan (2002) who posited that armed conflict is a mechanism of social transformation that may originate either in competing claims over resources, power, or in conflicting cultural or social values, and is often aggravated by low levels of human security.

Additionally, the study required the participants to respond on whether ethnic based administrative boundaries are a source of ethnic conflicts or clashes. The results show that majority (44.7%) agreed while 13.2% were indifferent to the statement in their responses. The participants also agreed (47.4%) that ethnic hatred or resentment makes all despised groups including children vulnerable to conflicts. The participants further agreed (47.4%) that politicians use ethnic polarizations and tension to garner more votes in general elections.

On whether exclusionary politics lead to unequal access to resources and education, majority (42.1%) agreed with the statement. Moreover, majority of the participants (44.7%) also agreed that youths are used as weapons of war to protect communities during ethnic conflicts occur. Similarly, the results support those of Mkutu (2008) that armed conflict is a fight, a struggle, or a disagreement between people with different ideas or beliefs.

Furthermore, the statement asked the participants whether politicization of ethnic stereotypes leads to ethnic clashes and bloodshed. Majority of the participants (44.7%) agreed that politicization of ethnic stereotypes lead to ethnic clashes and bloodshed, while 31.6% strongly agreed in their responses to the statement. In addition, the statement asked the participants whether political incitement of ethnic groups to raid and steal livestock causes animosity and ethnic conflicts. The findings indicate that majority of the participants (47.4%) agreed.

The statement also asked the participants to suggest ways ethnic politics affect access and participation of children in primary school education. The participants pointed out that ethnic conflict leads to displacement of people, loss of lives, absenteeism and poor participation of children in schools, unequal distribution of resources like bursaries and CDF fund allocation. On the ways politicians use to incite communities against one another, majority indicated that use of hate speech, use of biased political arguments, funding of youth groups to cause chaos and holding of private meetings in which vernacular language is used to incite their tribesmen.

The study further wanted to establish the relationship between ethnic politics and access and participation of children in primary school education. The results are as in Table 4.16

Table 4.16: Relationship between Ethnic Politics and Access and Participation of Children in Primary Education

		Ethnic Politics
Access and Participation of children in Primary Education	Pearson Correlation	.767*
	Sig. (2-tailed)	.022
	N	112

*. Correlation is significant at the 0.01 level (2-tailed).

Table 4.16 shows the existence of a strong positive and significant Pearson Correlation Coefficient of 0.767 at a p-value of 0.022. This implies that ethnic politics has a significant impact on the access and participation of children in primary school education since the p-

value 0.022 is less than the conventional 0.05. The results are congruent to those of Dida (2012) that ethnicity per se, in the absence of politicization does not cause conflicts. In most cases when politicians intervene, there is a strong allegation and mistrust put against them for being prejudiced.

4.8 Ethnic Conflicts and Ethnic Inequalities

The fifth task was based on objective five thus: “To find out the level at which ethnic inequalities affect access and participation of children in primary school education in Nakuru County.” the study sought to find out the effects of ethnic inequalities on ethnic conflicts, effect of ethnic inequalities on access and participation of children in primary school education, effect of ethnic inequalities on pupils retention in primary school and relationship between ethnic inequalities and access and participation of children in primary education.

The interview schedule for the key informants asked the participants to respond to the question on whether there is effect of ethnic conflict on ethnic inequalities in Nakuru County. The results revealed that the 3 chiefs (C) sampled in the five sub-counties, 1(33.3%) from Kuresoi, 1(33.3%) from Molo and 1(33.3%) from Njoro responded that the participants pointed out that ethnic conflict causes ethnic inequalities because the targeted communities lose property, investments and lives. Additionally, out of the 3 Opinion leaders sampled, 1(33.3%) from Kuresoi, 1(33.3%) from Molo and 1(33.3%) from Naivasha responded that ethnic inequalities have resulted from skewed distribution of resources and support as part of the post-ethnic conflict recovery process. In the process, the disadvantaged communities, parents and children struggle to provide for the families and also participate in primary school education.

In addition, the 3 religious leaders sampled, 1(33.3%) from Molo, 1(33.3%) from Njoro and 1(33.3%) from Naivasha responded that ethnic inequalities have left some children are left as bread winners in cases where parents are killed and therefore drop out of school to vend for their siblings. The 3 parents sampled, 1(33.3%) from Kuresoi, 1(33.3%) from Molo and 1(33.3%) from Njoro responded that ethnic inequalities have led to children dropping out of school because resources are skewed and access to opportunities is limited due to ethnic conflicts. This has lowered enrolment levels and quality of education received as attendance levels are also reduced as result of poverty brought about by ethnic conflicts and inequalities.

The study sought to determine the effects of ethnic inequalities on access and participation of children in primary school education. The results on Table 4.17 show the effects of ethnic inequalities.

Table 4.17: Effect of Ethnic Inequalities on Access and Participation of Children in Primary School Education

Statements on Ethnic Inequalities	SA	A	N	D	SD
Children from poor households have higher risks of dropping out of school during conflicts	34.2%	39.5%	21.1%	2.6%	2.6%
Ethnic conflicts lead to loss of opportunities, jobs and low return to schooling by children	31.6%	44.8%	10.5%	7.9%	5.2%
Conflicts lead to loss of household livelihoods and children drop out of school to support their parents	31.6%	42.2%	13.2%	10.5%	2.6%
Poverty and crowded conditions at IDP camps increases risks for sexual violence among school children	23.7%	42.2%	21.1%	7.9%	5.2%
During conflicts, households are unable to access farms or markets to generate income to pay for school	26.3%	39.5%	23.7%	7.9%	2.6%
Ethnic inequalities after conflicts limits access to quality education by children	34.2%	36.8%	15.8%	5.2%	7.9%
Widespread poverty caused by ethnic conflicts leaves households unable to retain children in school	34.2%	42.2%	18.4%	2.6%	2.6%
Ethnic inequalities leads to early marriages for girls and drug abuse by boys as a result of school dropouts	28.9%	39.5%	13.2%	10.5%	7.9%

Where; SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree

Table 4.17, majority of the participants (39.5%) agreed that children from poor households have higher risks of dropping out of school during conflicts. On whether ethnic conflicts lead to loss of opportunities, jobs and low return to schooling by children, majority of the participants (44.8%) agreed that ethnic conflict lead to loss of opportunities jobs and low return rates of children to schools. The result are congruent to Shemyakina (2006) who attributed ethnic-conflict to loss of opportunities and jobs leading to low returns to schooling by children. He further maintains that conflicts could discourage households from sending children to school because conflict disrupts household livelihoods, deters investment, reduces productivity and leads to loss of property.

Further, majority of the participants (42.2%) agreed that conflicts lead to loss of household livelihoods and children drop out of school to support their parents. The statement also asked the participants whether poverty and crowded conditions at IDP camps increases risks for sexual violence among school children, majority of the participants (42.2%) agreed that poverty and crowded conditions at IDP camps increases risks of sexual violence among school children. The finding support Wamwere (2008) that children also suffer emotional disturbance as many were left orphaned by the conflict. In addition, on whether during conflicts, households are unable to access farms or markets to generate income to pay for school, majority (39.5%) agreed with the statement. The statement also asked the participants on whether ethnic inequalities after conflicts limit access to quality education by children. According to the results, majority (36.8%) were in agreement that ethnic inequalities after conflicts limit access to quality education.

Moreover, the study asked the participants whether widespread poverty caused by ethnic conflicts leaves households unable to retain children in school. The results show that majority (42.2%) were in agreement. The statement further asked the participants whether ethnic inequalities lead to early marriages for girls and drug abuse by boys as a result of school dropouts majority (39.5%) were in agreement.

On the ways in which ethnic inequalities shape or form inequalities in access and participation of children in primary school education, majority indicated that tribalism, nepotism, early marriages and school drop outs were the outcomes. On ways in which ethnic inequalities could be resolved, the participants suggested that ensuring communities are united, equal distribution and sharing of resources, encouraging forgiveness and reconciliation, establishment of mobile schools in IDP camps and addressing of boundary issues properly be done.

The pupils' questionnaire sought to establish the effect of ethnic inequalities on pupils' retention in public primary schools. In the statement on whether ethnic conflicts have made pupils not to attend school regularly, majority were in agreement. The pupils explained that ethnic conflicts causes fear, displacement and migration into IDP camps, disruption of their normal lives, loss of property and businesses which support their parents to educate them and also loss of parents and siblings leaving them orphaned and vulnerable to early marriages, drug abuses and drop out of schools. The study further analyzed the effect of ethnic conflicts on retention of pupils in school as shown in Table 4.18. The first statement sought to determine whether ethnic conflicts and persistent insecurity force school going children to stop attending primary school.

Table 4.18: Effect of Ethnic Conflict on Pupils Retention in School

Statements on Pupils Retention in School	N	Yes	No
Ethnic conflicts and persistent insecurity force school going children to stop attending primary school	74	95.9%	4.1%
During conflicts, pupils travel far to get to their schools and most of them drop out of school	74	89.2%	10.8%
Conflict has a negative effect on pupils retention due to ethnic inequalities and politics	74	86.5%	13.5%
Many children drop out of school during ethnic conflicts due to recruitment into militant groups for boys and early pregnancies for girls due to rape	74	91.9%	8.1%
Some pupils are forced to join their families in seeking livelihoods during ethnic conflicts at the expense of their education due to economic hardships and poverty	74	90.5%	9.5%
Ethnic conflicts disrupts household livelihoods and families are unable to afford to pay for educational costs not catered for by FPE	74	91.9%	8.1%

Table 4.18 indicate that the majority (95.9%) were in agreement that ethnic conflict and persistent insecurity force school children to stop attending school. Also, on whether during conflicts, pupils travel far to get to their schools and most of them drop out of school, majority (89.2%) were in agreement most pupils drop out of school due to long distance.

Moreover, on whether conflict has a negative effect on pupils' retention due to ethnic inequalities and politics, majority (86.5%) agreed that conflicts have negative effects due to ethnic inequalities and politics. In addition, the pupils also agreed (91.9%) that many children drop out of school during ethnic conflicts due to recruitment into militant groups for boys and early pregnancies for girls due to rape. They also agreed (90.5%) that some pupils are forced to join their families in seeking livelihoods during ethnic conflicts at the expense of their education due to economic hardships and poverty. The pupils were also in agreement (91.9%) that ethnic conflicts disrupt household livelihoods and families are unable to afford to pay for educational costs not catered for by FPE.

The study conducted a correlation analysis to establish the relationship between ethnic inequalities and access and participation of children in primary school education. This is as shown in table 4.19.

Table 4.19: Relationship between Ethnic Inequalities and Access and Participation of Children in Primary Education

		Ethnic Inequalities
Access and Participation of children in Primary Education	Pearson Correlation	.764*
	Sig. (2-tailed)	.030
	N	112

*. Correlation is significant at the 0.01 level (2-tailed).

Table 4.19 shows the existence of a strong positive and significant Pearson Correlation Coefficient of 0.764 at a p-value of 0.030. This implies that ethnic inequalities have a

significant impact in the access and participation of children in primary school education since the p-value 0.030 is less than the conventional 0.05.

The results support those of Holmes (2010) who noted that in a context of economic difficulty, households are less concerned with education, especially if they have to pay for it, as basic needs such as food, security and health are of utmost importance.

4.9 Summary of the Study

In chapter four the researcher presented the results related to the tools of the study, (questionnaires and interviews). Tables that explained the results of the research questions which showed the visible effects of ethnic conflict on access and participation of children in primary education. The next chapter is the summary, conclusions and recommendations of the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusions and recommendations of the findings by research objectives of the study both for policy and further research.

5.2 Summary of the Findings

The findings that relate to objective one are competition over scarce and shrinking resources, favoritism and biasness, discrimination on resource allocation and distribution of development fund and bursaries. Voting along ethnic lines during elections, politics of exclusion, incitements and hatred messages in areas having diverse ethnic mixes was to assess the effects of ethnic conflict on access and participation of children in primary school education in Nakuru County. The objectives of the study were; to assess the causes of ethnic conflicts and effects on access and participation of children in primary school education in Nakuru County, to determine how physical displacement affects access and participation of children in primary school education in Nakuru County, to assess how property destruction affects access and participation of children in primary school education in Nakuru County, to ascertain how ethnic politics affects access and participation of children in primary school education in Nakuru County and to find out how ethnic inequalities affects access and participation of children in primary school education in Nakuru County.

The first objective sought to examine the causes of ethnic conflicts and their effects on access and participation of children in public primary schools in Nakuru County. From the findings,

the study established that competition over scarce and shrinking resources, favoritism, bias and discrimination on resource allocation and distribution particularly constituency development fund (CDF) and bursaries. Furthermore, ethnic conflicts have resulted from tribal animosity, historical land injustices by both the colonialists and successful governments after Kenya attained independence. Furthermore, voting along ethnic lines during general elections, the use of politics of exclusion, incitements and hatred messages in areas having diverse ethnic mixes has emotionally wounded various communities and often resulted to ethnic conflicts especially during elections. These conflicts have disrupted education activities and programs, impoverished communities through loss of livelihoods, caused school drop outs by children, forced migration and displacement of communities, led to closure of schools, early pregnancies due to raping of young girls, chronic absenteeism and poor enrolments/attendance in schools by primary school children.

The second objective analyzed the effect of physical displacement on access and participation of children in public primary schools in Nakuru County. The findings revealed that physical displacement during ethnic conflicts resulted in death, rape of women and young children, disabilities due to injuries and maiming caused during conflicts and displacement of children, teachers and families into IDP camps. Physical displacement also caused loss of livelihoods in terms of farming, businesses and job opportunities. Closure of schools resulted from loss of property, teaching materials and use of schools as barracks for displaced families which disrupted education activities in primary schools. Physical displacement caused children to drop out of schools which directly affected children enrolment and retention levels, psychological trauma, great changes to teacher-pupil ratios and reduced quality of education indicated by absenteeism and low grades attained.

The third objective sought to assess the effects of property destruction on access and participation of children in public primary schools in Nakuru County. The findings revealed that property destruction during ethnic conflicts comprises burning of houses and schools. There is also vandalism, theft of school equipment and teaching materials, loss of investments and livelihoods, increased insecurity, closure of schools and rise in school drop-out rates. Further, ethnic conflicts have caused destruction of crops, churches, businesses and residential homes leading to massive losses. This has resulted in schools being converted into IDP camps to house persons fleeing conflict zones. This affects re-opening of schools, problems in harmonizing education calendars and programs, attendance levels, retention and teacher-pupil ratios. The quality of education is also affected due to limited access to teaching materials, construction of new classrooms and participation of traumatized teachers and children.

The fourth objective assessed the effects of ethnic politics on access and participation of children in public primary schools in Nakuru County. Findings revealed ethnic politics as the greatest source of ethnic animosity. Conflicts, tribal clashes, tension, and hatred and strive over resources leading to marginalization. Politicians use ethnic polarizations and tension to garner more votes in general elections. Use of hate speech and incitement of communities against one another has been the centerpiece of ethnic politics. Furthermore, exclusionary politics and stereotyping of certain communities has hampered equal distribution and access to resources and education of children in primary schools. Further, politicians fuel ethnic clashes by funding youths and using them as weapons of war to protect communities during ethnic conflicts. As a result, most youth drop out of school as they engage in crime and are also traumatized due to the atrocities witnessed. Political incitement further causes loss of

livelihoods through raiding of livestock, property and businesses. Use of hate speech during conflicts gravitate displacement of people, loss of lives, absenteeism in schools and poor participation of children in schools.

The fifth objective sought to determine the effect of ethnic inequalities on access and participation of children in public primary school in Nakuru County. The findings revealed that ethnic conflict causes ethnic inequalities because targeted communities lose property, investments and lives. Further, during the post-ethnic conflict recovery, inequalities results from skewed distribution of resources, opportunities and support to both the families and children. This has left communities, parents and children disadvantaged in terms of food, resources and access to quality education especially in IDP camps. In some instances, some children have been left as bread winners to fend for their siblings. This has led to children dropping out of school, reduced enrolment, low returns to schooling after recovering from the effects of ethnic conflicts and trauma, low attendance levels and retention. Some children particularly girls are sexually abused and therefore get early pregnancies. In the process, they drop out of school. Teachers are also not spared especially when their lives and livelihoods are threatened. Thus, migration of teachers as a result of ethnic inequalities and conflicts affects the teacher pupil ratios and the quality of education

5.3 Conclusions

From the findings, in regard to the first objective, the study concluded that ethnic conflicts are caused by competition over scarce and shrinking resources, favoritism, discrimination; tribal animosity, historical land injustices, voting along ethnic lines, during general elections, politics of exclusion, biased resource allocation among communities. The causes of ethnic

conflicts disrupted education activities and programs; impoverished communities, caused school dropout by children, closure of schools, absenteeism and poor enrolments and attendance levels in schools.

In the second objective, the study concludes that ethnic conflicts caused physical displacement of children, teachers and families. Physical displacement during ethnic conflicts resulted from death and death threats, rape, disabilities due to injuries and maiming. Physical displacement also meant that families lost livelihoods, opportunities and closure of schools. Thus, physical displacement caused increase in school dropout, reduced children enrolment and retention levels, psychological trauma, low teacher-pupil ratios and reduced quality of educational outcomes.

In the third objective on the effects of property destruction, the study concluded that ethnic conflicts resulted in burning of houses and schools, vandalism, theft of school equipment, teaching materials, loss of investments and livelihoods. Property destruction further increased levels of insecurity for children, teachers and parents, closure of schools, enhanced school drop-out rates. Moreover, destruction of crops, churches, businesses and residential homes lead to massive losses. Thus, schools were used as IDP camps which affected re-opening of schools, disruption of education programs, attendance levels; retention and teacher-pupil ratios. This lowered the quality of education and access and participation of teachers and children in primary education.

In the fourth objective, the study concluded that ethnic politics was the greatest source of ethnic animosity, conflicts, tribal clashes, tension, and hatred and strive over resources. This directly affected access and participation of children in primary school education. Ethnic

polarizations and exclusionary politics result in unequal access to resources and education of children. Recruitment of youth into communal gangs increased school drop outs and engagement in crime. Loss of livelihoods, investments and property made it difficult for parents to educate their children leading to absenteeism and poor participation of children in schools.

In the fifth objective, the study concluded that ethnic conflict caused ethnic inequalities because of loss property, investments and lives. Further, during the post-ethnic conflict recovery, inequalities resulted from skewed distribution of resources, opportunities and support. This left communities, parents and children disadvantaged in terms of food, resources and access to quality education especially in IDP camps. Children who became bread winners dropped out of school to fend for their siblings. This affected access and participation in education due to reduced enrolment, low returns to schooling, low attendance levels and retention of children. This also affected the teacher-pupil ratios and quality of education outcomes.

5.4 Recommendations

The study made the following recommendations;

There is need for trauma counseling to be offered to victims of the post-election violence. The government of Kenya needs to seriously address the problem of land and put policies in place for citizens regarding owning land and property anywhere in the Republic of Kenya to avoid recurrence of ethnic violence in various parts of the country. On the effects of ethnic conflict on access and participation of children in primary education the researcher

recommended that the government should seriously address the issues related with distribution of resources, marginalization, favoritism and discrimination.

5.5 Suggestions for Further Research

From the recommendations, regarding, the first objective on assessment of the effects of ethnic conflicts on access and participation of children in primary education. The study recommends that, a longitudinal research be conducted to establish the real causes of ethnic conflicts in other parts of the country. In line with the second objective on assessment of the effects of ethnic conflicts on access and participation of children in primary education. The study suggests that a research be conducted to find out the real effects of physical displacement This study was carried out in primary schools in Nakuru County. It is therefore imperative that other studies be conducted in other counties to cover secondary schools to find out the effects of ethnic conflict on access and participation of learners both in secondary and primary. Further, other studies should be carried out to investigate about the effects of property destruction and ethnic inequalities in other counties.

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APPENDIX I:

LETTER OF INTRODUCTION

KENYATTA UNIVERSITY

DEPARTMENT OF EDUCATIONAL FOUNDATIONS,

P.O. BOX 43844,

NAIROBI

Dear respondent,

**RE: RESEARCH INSTRUMENTS ON ASSESSMENT OF THE EFFECTS OF
ETHNIC CONFLICTS ON ACCESS AND PARTICIPATION OF CHILDREN IN
PRIMARY EDUCATION IN NAKURU COUNTY, KENYA**

I am a postgraduate student at Kenyatta University pursuing a master's degree in education. I am carrying out a research on the effects of ethnic conflicts on access and participation of children in primary education in Nakuru County, Kenya. The attached questions are aimed at gathering relevant information about your school in connection to the area under research. Your response will be held in strict confidence. Please complete all the sections as objectively as possible. Your co-operation will be highly appreciated. All information that is collected in this study will be treated confidentially. Participation in this survey is voluntary and any individual may withdraw at any time.

Yours faithfully

NYANG'AU SABINA MORAA

REG NO: E55/CE/20330/2012

APPENDIX II:

INTERVIEW SCHEDULE FOR CHIEFS, RELIGIOUS LEADERS AND OPINION LEADERS'

Instructions: (Please read the instructions given and answer the questions as appropriately as possible).

Section A: General Information

1. Indicate your gender
2. What is your age?
3. What is your highest level of education?
4. How many years have you worked in Nakuru County as a chief, religious leader or opinion leader?.....

Section B: How ethnic conflict affects teacher - pupil ratio in public primary schools.

6. Are there ethnic conflicts in Nakuru County?
7. How frequent are the ethnic conflicts in Nakuru County?
8. What are the causes of the ethnic conflicts in Nakuru County?
9. Has the ethnic conflicts in Nakuru County resulted to changes in increased or reduced teacher pupil ratios?

Section C: Effects of ethnic conflict on pupils' enrollment and retention in public primary schools.

12. Have the ethnic conflicts in Nakuru County affect pupils' enrollment and retention in public primary school?

13. If yes, in what ways does the ethnic conflict affect the pupils' enrollment in public primary schools in Nakuru County?

.....

Section D: Effects of ethnic conflict on physical displacement of children, teachers and families

14. Have ethnic conflicts in Nakuru County caused physical displacement of children, teachers and families?

15. If yes, in what ways have ethnic conflicts caused physical displacement of children, teachers and families?

Section E: Effect of ethnic conflict on ethnic inequalities in Nakuru County

16. Have ethnic conflicts caused ethnic inequalities in Nakuru County?

.....

17. If yes, in what ways have ethnic conflicts caused ethnic inequalities in Nakuru County?

.....

Section F: Effect of ethnic politics on ethnic conflicts in Nakuru County

18. Have ethnic politics caused ethnic conflicts in Nakuru County?

19. If yes, in what ways has ethnic politics caused ethnic conflicts in Nakuru County?

.....

Section G: Effect of ethnic conflicts on property destruction in Nakuru County

20. Have ethnic conflicts caused property destruction in Nakuru County?

.....

21. If yes, in what ways has ethnic conflicts caused property destruction in Nakuru County?

Thank you for your time and participation

APPENDIX III:

QUESTIONNAIRE FOR CLASS TEACHERS

Instructions: (Please read the instructions given and answer the questions).

SECTION A: General Information

1) What is your gender?

a) Male [] b) Female []

2) Indicate your age bracket.

a) 10-15yrs [] b) 15-25yrs [] c) 25-35 years [] d) Above 35 years []

3) What is your highest level of education?

a) Std8 [] b) Form four [] c) Diploma [] d) University []

4. Are there ethnic conflicts in your area?

Yes [] No []

5. How frequent are ethnic conflicts experienced in your area?

a) Monthly [] b) quarterly [] c) semiannually [] d) annually []

6. Have ethnic conflicts in your area made pupils' not to access or participate in primary school education?

a) Yes [] b) No []

7. If yes, explain your answer

.....

8. The following statements relate to the effect of physical displacement on access and participation by children in primary school education. The statements seek responses on a 5-

point scale as follows: **1: Strongly Disagree, 2: Disagree, 3: Indifferent, 4: Agree, 5: Strongly Agree. Tick as appropriate**

SECTION TWO: PHYSICAL DISPLACEMENT

Statements displacement	Physical	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
i. Ethnic conflicts displaces families causing closure of schools and disruption of education activities						
ii. Children displaced during conflicts drop out hence affect retention of children in school						
iii. Ethnic clashes negatively affects enrolment levels in primary schools						
iv. Teachers displaced during ethnic conflicts affect teacher-children ratios						
v. Sexual violence and rape is used as a weapon of war during ethnic conflicts						
vi. Children suffer psychological and emotional trauma during ethnic conflicts due to atrocities						

witnessed					
vii. Displaced children get harmed with physical injuries and disabilities					
viii. Young boys are recruited as child soldiers to protect their communities during ethnic conflicts					

ix.

From your experience, how is the quality of education affected during ethnic conflicts?

.....

.....

x. How does physical displacement of children, families and communities affect the access and participation of children in primary school education in your area?

.....

.....

9. The following statements relate to the effect of property destruction on access and participation by children in primary school education. The statements seek responses on a 5-point scale as follows: **1: Strongly Disagree, 2: Disagree, 3: Indifferent, 4: Agree, 5: Strongly Agree. Tick as appropriate**

SECTION TWO: PROPERTY DESTRUCTION

Statements destruction	Property	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
i.	Schools are burnt down during ethnic conflicts which disrupts primary school education and activities					
ii.	Some schools are converted into IDP camps and affects re-opening of schools for children					
iii.	Destruction of schools cause problems in harmonizing education calendars and programs					
iv.	Communities lose property leaving them vulnerable to poverty which hinder children					

to attend school					
v. There is loss of lives experienced by teachers, children and communities					
vi. Education materials are in scarce supply and school premises may be damaged during conflicts					
vii. Schools are targeted during ethnic conflicts because they represent the state and are barracks for IDPs					
viii. Families lose property and are left homeless which affects participation of children in schools					

ix. How does property destruction during ethnic conflicts affect the access and participation of children in primary schools in your area?.....

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

x. What are the ways the government and local ethnic communities could use to resolve ethnic conflicts and property destruction to ensure education of children is not affected?

.....
.....

10. The following statements relate to the effect of Ethnic politics on access and participation by children in primary school education. The statements seek responses on a 5-point scale as follows: **1: Strongly Disagree, 2: Disagree, 3: Indifferent, 4: Agree, 5: Strongly Agree.**

Tick as appropriate

SECTION TWO: ETHNIC POLITICS

Statements on Ethnic Politics	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
i. Ethnic politics fuels conflicts due to incitement and resource distribution inequalities					
ii. Ethnic based administrative boundaries are a source of ethnic conflicts or clashes					
iii. Ethnic hatred or resentment makes all despised groups including children vulnerable to conflicts					
iv. Politicians use ethnic polarizations and tension to garner more votes in general elections					
v. Exclusionary politics lead to unequal access to resources and education					
vi. Youths are used as weapons of war to protect communities during ethnic conflicts occur					

vii. Politicization of ethnic stereotypes leads to ethnic clashes and bloodshed					
viii. Political incitement of ethnic groups to raid and steal livestock causes animosity and ethnic conflicts					

ix. How does ethnic politics affect access and participation of children in primary school education in your area?

x.

What ways do politicians use to incite communities against one another and how does this affect access and participation of children in primary school education?

.....

11. The following statements relate to the effect of Ethnic Inequalities on access and participation by children in primary school education. The statements seek responses on a 5-point scale as follows: **1: Strongly Disagree, 2: Disagree, 3: Indifferent, 4: Agree, 5: Strongly Agree. Tick as appropriate**

SECTION TWO: ETHNIC INEQUALITIES

Statements on Ethnic Inequalities	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
i. Children from poor households have higher risks of dropping out of school during conflicts					
ii. Ethnic conflicts lead to loss of opportunities, jobs and low return to schooling by children					
iii. Conflicts lead to loss of household livelihoods and children drop out of school to support their parents					
iv. Poverty and crowded conditions at IDP camps increases risks for sexual violence among school children					
v. During conflicts, households are					

unable to access farms or markets to generate income to pay for school					
vi. Ethnic inequalities after conflicts limits access to quality education by children					
vii. Widespread poverty caused by ethnic conflicts leaves households unable to retain children in school					
viii. Ethnic inequalities leads to early marriages for girls and drug abuse by boys as a result of school dropouts					

ix. How does ethnic inequalities shape or form inequalities in the access and participation of children in primary school education in your area?

.....
.....

x. Are there ways ethnic inequalities could be resolved during and after conflicts to ensure children effectively access and participate in primary school education in your area?

.....

.....

12. The following statements relate to the causes of ethnic conflict and effects on access and participation by children in primary school education. The statements seek responses on a 5-point scale as follows: **1: Strongly Disagree, 2: Disagree, 3: Indifferent, 4: Agree, 5: Strongly Agree. Tick as appropriate**

SECTION TWO: CAUSES OF ETHNIC CONFLICTS

Statements on Causes of Ethnic Conflicts	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
i. Ethnic conflicts are caused by competition over scarce resources and favoritism					
ii. Politics of exclusion in terms of resource distribution and development leads to ethnic conflicts					
iii. Political incitement which turns communities against each other causes ethnic conflicts					
iv. Historical land injustices committed by colonialists and					

subsequent governments has caused conflicts					
v. Colonial settlement patterns and migration of workers continue to cause ethnic tensions and conflict					
vi. Voting along ethnic lines during general elections causes conflicts					
vii. Politicization of perceptions of economic exploitation and unequal access to opportunities results in conflicts					
viii. Disputes over land boundaries has caused a lot friction among ethnic groups					

ix. Have the causes of ethnic conflicts been effectively addressed and if not, what are the obstacles facing such initiatives in your area?

.....

.....

x. How are the causes of ethnic conflicts affecting access and participation of children in primary school education in your area?

.....

.....

APPENDIX IV:

PUPILS' QUESTIONNAIRE

Instructions: *(Please read the instructions given and answer the questions).*

SECTION A: General Information

- 1) What is your sex? a) Male b) Female
- 2) Indicate your age bracket. a) 10-12yrs b) 13-14yrs c) > 14 years

Section B: How ethnic conflict affects teacher - pupil ratio in public primary school.

3. Are there ethnic conflicts in your area? Yes No
4. How frequent are the ethnic conflicts experienced in your area? Monthly quarterly
semiannually annually
5. The following statements relate to the effect of ethnic conflict on teacher - pupil ratio in your school. Indicate whether each statement is true or false.

Statements	True	False
Ethnic conflicts weaken functioning of education systems and leading to transfer of teachers hence only few teachers to teach		
Ethnic conflicts have resulted in death of teachers who are yet to be replaced by the government		
The recurring ethnic conflicts have caused tension and slowed down economic development and lowered to its attractiveness to new teachers		
Due to ethnic conflicts in Nakuru county, most schools lack adequate number of teachers		

Section C: Influence of ethnic conflict on pupils’ enrollment in public primary school.

6. Has ethnic conflict in your area made pupils’ not to join or drop out of school? Yes No

7. If yes, explain your answer

8. The following statements relate to the effects of ethnic conflict on pupils’ enrollment in public primary school. Please indicate whether each statement is true or false.

Statements	True	False
Ethnic conflicts lead to inability of parents to pay school fees thus low enrolment rates		
Ethnic conflicts causes physical displacement of children, teachers and families causing low enrolments		
Ethnic conflicts led to tension, fear and insecurity which has slowed down pupils enrolment levels in primary schools		
During ethnic conflicts there is pressure among boys to join militant groups and leading to low school enrolment and high school drop-out rates		

Section D: Influence of ethnic conflicts on pupils’ retention in public primary school.

9. Have ethnic conflicts in your area made you not to attend school regularly? Yes No

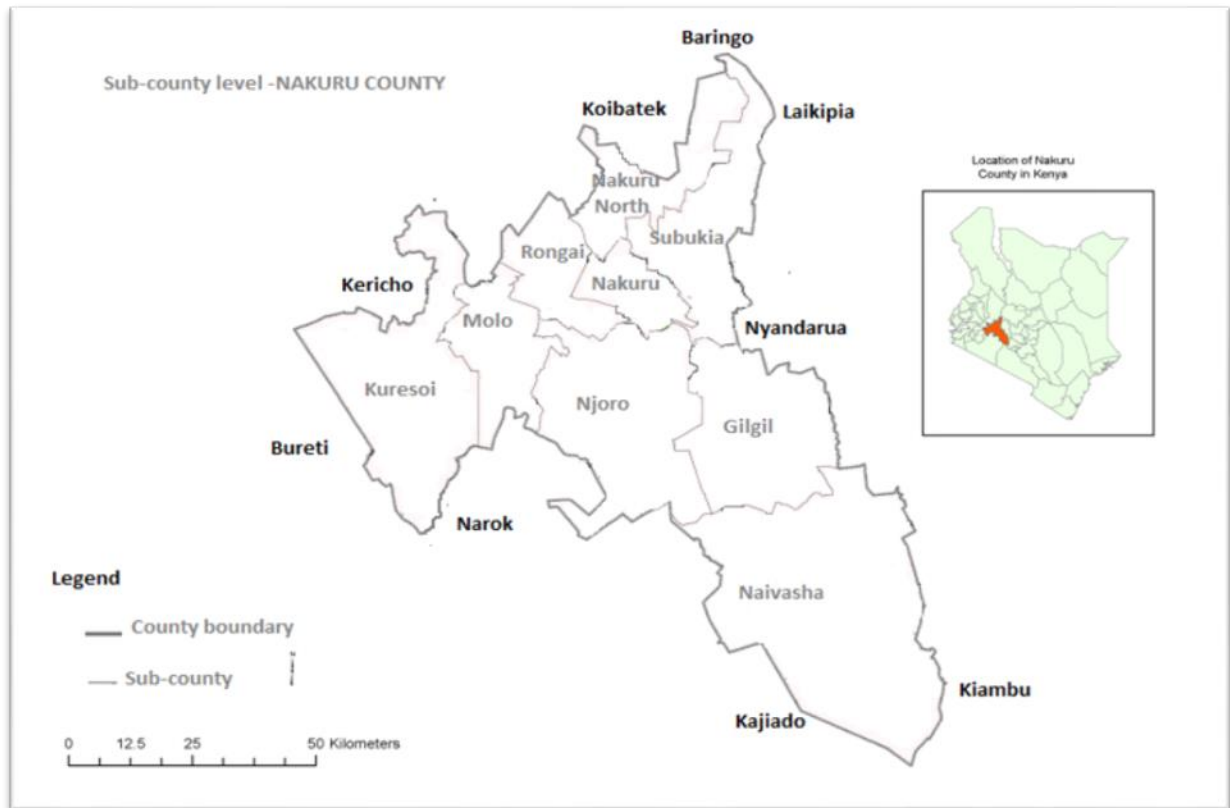
10. If yes, explain your answer?

11. The following statements relate to the effect of ethnic conflict on pupils’ attendance in public primary school? Indicate whether each statement is true or false.

Statements	True	False
Ethnic conflicts and persistent insecurity force school going children to stop attending primary school		
During conflicts, pupils travel far to get to their schools and most of them drop out of school		
Conflict has a negative effect on pupils retention due to ethnic inequalities and politics		
Many children drop out of school during ethnic conflicts due to recruitment into militant groups for boys and early pregnancies for girls due to rape		
Some pupils are forced to join their families in seeking livelihoods during ethnic conflicts at the expense of their education due to economic hardships and poverty		
Ethnic conflicts disrupts household livelihoods and families are unable to afford to pay for educational costs not catered for by FPE		

APPENDIX V

MAP OF THE STUDY AREA



SOURCE: Nakuru County Education Office

APPENDIX VII

RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

NACOSTI/P/16/2647/6754

20th July, 2016

Nyangau Sabina Moraa
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effects of ethnic conflict on access and participation in primary education in Nakuru County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **19th July, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Nakuru County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nakuru County.



The County Director of Education
Nakuru County.

APPENDIX VII

RESEARCH PERMIT

CONDITIONS

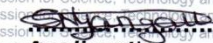

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**


REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation
RESEARCH CLEARANCE PERMIT
Serial No. A-10165
CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MS. NYANGAU SABINA MORAA
of KENYATTA UNIVERSITY 843-20106
molo, has been permitted to conduct
research in Nakuru County
on the topic: 'EFFECTS OF ETHNIC
CONFLICT ON ACCESS AND
PARTICIPATION IN PRIMARY EDUCATION
IN NAKURU COUNTY, KENYA
for the period ending:
19th July, 2017

Permit No. : NACOSTI/P/16/2647/6754
Date of Issue : 20th July, 2016
Fee Received : Ksh 1,000


Applicant's Signature

Director General
National Commission for Science, Technology & Innovation