

**IMPACT OF LAND CLASHES ON ACCESS TO PRIMARY AND  
SECONDARY EDUCATION: A CASE OF CHEPYUK  
SETTLEMENT SCHEME, MOUNT ELGON DISTRICT, KENYA**

**BY**

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**A PROJECT REPORT SUBMITTED TO THE DEPARTMENT OF  
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MASTER OF EDUCATION OF KENYATTA UNIVERSITY**

**MAY, 2011**

## DECLARATION

This is my original work and has never been submitted for any degree programme in any university

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## **DEDICATION**

This research project is dedicated to my wife Eunice Maiba Chepkurui and the entire family for their support, encouragement and prayer while pursuing my master's degree.

## **ACKNOWLEDGEMENT**

I am extremely grateful to the almighty God for good health and strength granted unto me to pursue master's studies, and in particular, to deal with the strenuous exercise of writing this research project. In a special way I wish to remember and appreciate a number of individuals and institutions that helped me write this project report. First, I am greatly indebted to my supervisors Dr. Mary Otieno and Gatimu Kiranga for the technical advice and guidance given to me in the process of writing the project report. Second, I wish to acknowledge the teachers and students of Mt Elgon for accepting to participate in the research without which this research would not have been successful. Finally, I wish to acknowledge Kenyatta university library staff for prompt service given to me while gathering materials for literature review.

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## **LIST OF ACRONYMS**

<b>ADC</b>	Agricultural Development Corporation
<b>ASAL</b>	Arid and Semi Arid land
<b>BoG</b>	Board of Governors
<b>CDF</b>	Constituency Development Fund
<b>DEO</b>	District Educations Officers
<b>DV</b>	Dependant variable
<b>DO</b>	District Officer
<b>EFA</b>	Education for All
<b>FPE</b>	Free Primary Education
<b>FSE</b>	Free Secondary Education
<b>GoK</b>	Government of Kenya
<b>HT</b>	Head teacher
<b>IDP</b>	Internally Displaced Person
<b>IV</b>	Independent variable
<b>KESSP</b>	Kenya Education Support Programme
<b>KTN</b>	Kenya Televisions News
<b>MDG</b>	Millennium Development Goal
<b>MoE</b>	Ministry of Education
<b>NGO'S</b>	Non Governmental Organization
<b>PC</b>	Provincial Commissioner
<b>SMC</b>	School Management Committee
<b>SLDF</b>	Sabaot Land Defense Force

## **ABSTRACT**

This study sought to investigate the impact of land clashes on access to primary and secondary education in Chepyuk settlement scheme, Mt Elgon district. The objectives of the study were to assess the impact of land clashes on enrolment, staffing, and educational infrastructure. The study adopted the descriptive survey design where the three secondary and fifteen primary schools in the region were sampled purposively. The respondents included eighteen head teachers, seventy two teachers, eighteen parents, one hundred and forty four students, and eighteen Boards of Governors (BoG)/School Management Committee (SMC) chairmen, the District Education Officer (DEO), the Area Education Officer (AEO), the District Officer (DO), two chiefs and two councilors. The data was collected using questionnaires, interview schedules and document analysis. The research instruments were piloted in two schools which were not part of the actual study. The reliability of the research instruments were done through test re-test method and Pearson product moment correlation was used to compute the correlation coefficient of instruments. The two supervisors assessed the validity of research instruments before piloting. The data was analyzed qualitatively and quantitatively using descriptive statistics methods. The frequencies, percentages and the mean were used to analyze the data. The analyzed data was presented in tables, bar graphs, and pie-charts. The study established that land clashes impacted negatively on enrolment, staffing and educational infrastructure. It was found that 100% of the schools in the region were closed in 2006/2007, of which 72% have been re-opened and 28% are still closed. It was found that the closure of schools led to mass displacement of pupils/students in which 32.7% stayed

at home, 24.56% sought refuge in relatives places, 13% sought refuge in Chepkitale (Mt Elgon forest) and 29.73% transferred to other schools. It was revealed that while at home/relatives/Chepkitale, 37% of the pupils were looking after animals, 21% were working on farms, 16% were engaged in domestic chores, 15% were hunting and gathering, 6% were employed as casual workers and 5% were recruited as militia. It was also revealed that 97.6% of the teachers were displaced, 1.2% of the teachers were killed and 58.8% of the displaced teachers refused to go back to their schools after clashes. Besides, it was found that land clashes of 2006 to 2008 led to destruction of classrooms (22.3%), text books (29.6%) and latrines (18.8%). The destruction was estimated to be 30.089 million Kenya shillings. The study recommended that the government should expedite the resettlement of squatters in Chepyuk phase three settlement scheme, re-open the schools still closed, recruit and post more teachers and disburse special funding to schools in the region to help them replace educational infrastructure destroyed during clashes of 2006 to 2008.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

The importance of increasing access to education cannot be over emphasized. To an individual it increases chances of getting paid employment, promotion and personal status. To the nation, it increases and promotes productivity, national cohesion, environmental conservation, healthy living, good governance and democratic participation in socio-political issues in the society as well as reduction of crime, all of which are pre-requisite and co-requisite for individual and national development. Thus, expanding access to education is paramount to achieving MDG's and EFA goals.

However, the pursuit of achieving 100% access to education (universal education) has been an elusive endeavour worldwide with most of the developing countries registering low access to education. According to Jean Bourdon (2006), the greatest challenge facing Sub-Sahara Africa as a whole is full access (enrolment and completion rate) as stipulated by MDG'S and EFA goals. A number of factors are responsible for low access to education in Sub-Sahara Africa namely; retrogressive culture, poverty and insecurity (land clashes) among others.

Land is increasingly becoming a source of conflict in Sub- Saharan Africa. In Zimbabwe, the government land redistribution program has triggered conflict which has affected food production and other spheres of life (Joshua Ogada, 2007). In Kenya, the government centralized control of land, distribution and registration has been politicized

leading to frequent conflicts like the one witnessed in Mt Elgon in 2006 to 2008. At independence, the government assumed control over large tract of Arable land some of which were distributed through settlement schemes and other retained by the government as agricultural development corporation (ADCS). With increasing political dissent, the previous regimes began to trade land for political support allocating it to influential individuals, and to groups whose support was needed. In the process, land became an instrument of political patronage much like Zimbabwe (Joshua Ogada, 2007). As a result those people who felt shortchanged in the land allocation took up arms to wage war against the perceived perpetrators of the injustices. These land clashes have erupted in Molo, Likoni, parts of Trans-Nzoia, Sondu and most recently in Mt Elgon (Irene, 2007).

Although, land clashes in Mt Elgon district dates back to 1960's, the period between 2006 to 2008 witnessed the formation of a rag tag army known as Sabaot Land Defense Force (SLDF) that resisted the settlement of certain people in the controversial Chepyuk phase III settlement scheme. The epicenter of SLDF was in Chepyuk settlement scheme, a region that learning was severely disrupted to an extent that all the twenty five (25) schools were closed or destroyed and over 250 teachers from the region were displaced(Irine,2007).

Chepyuk settlement scheme comprises three phases namely: Chepyuk phase one, Chepyuk phase two (Cheptoror) and Chepyuk phase three (Chepkurkur). The phase one and phase two have been finalized with minimal conflicts on a 65:35 sharing ratio between the Ndorobo and the Soi people respectively. In 2006, the government moved in

to settle 1732 families in Chepyuk phase three-settlement scheme on a 50:50 sharing ratio between the Ndorobo and the Soi people. Some of the Soi people who were already staying in the settlement scheme and having huge chunks of land disputed the government modality of giving each bonafide beneficiaries two and half acres among other grievances. As a result, they formed a militia group known as Sabaot Land Defence Force (SLDF) with a sole purpose of resisting settlement of the Ndorobo and perceived foreigners in Chepyuk phase III settlement scheme. The attacks and counter attacks of the SLDF, Ndorobo and the government troops on combatants and civilian population resulted to the displacement of about 66000 persons, closure and destruction of all the twenty five (25) schools as well as displacement of over two hundred and fifty (250) teachers from Chepyuk settlement scheme (Red Cross Society and Irene, 2007). The exact extent to which this land clashes has impacted on access to education in the region is not yet well understood and hence the need for investigation.

## **1.2 Statement of the Problem**

In the 2006, land clashes erupted in Chepyuk, Mt Elgon district. It resulted to closure and destruction of twenty five (25) schools as well as displacement of over two hundred and fifty (250) teachers, a scenario that impacted negatively on access to education in the region (Irine, 2007). A comprehensive research needs to be conducted to provide data on the extent to which land clashes impacted on access to education in the region. The assessment by some of the governmental agencies, NGO's and private individuals on Chepyuk land clashes and its impact on the peoples' lives are scanty and inadequate. Human rights in their reports only highlighted the causes, sponsors and human rights

abuses committed by the SLDF and the government troops (Human Watch Group, 2008). The Red Cross Society and other humanitarian organizations dwelt on the humanitarian assistance and other logistics necessary for alleviating suffering of the people in the clash torn Chepyuk region (Red Cross Society, 2007). Either the private individuals conducted research in other parts of Mt Elgon or their topics of study were not directly on access to education. Therefore, this study sought to investigate the impact of the land clashes on access to primary and secondary education in Chepyuk settlement scheme, Mt Elgon district.

### **1.3 Purpose of the Study**

Based on the problem statement, the purpose of the study was to investigate the negative impact of land clashes on access to primary and secondary education in Chepyuk settlement scheme, Mt Elgon district.

### **1.4 Objectives of the Study**

- a) To investigate the impact of land clashes on enrolment in primary and secondary schools in the region from 2006 to 2010.
- b) To assess the impact of land clashes on educational infrastructure in primary and secondary schools in the region from 2006 to 2010.
- c) To analyze the impact of land clashes on staffing of primary and secondary schools in the region from 2006 to 2010.

## **1.5 Research Questions**

- a. To what extent was enrolment in primary and secondary schools in the region affected?
- b. How was staffing in primary and secondary schools in the region affected?
- c. How was educational infrastructure and instructional materials in primary and secondary schools in the region affected?

## **1.6 Significance of the Study**

The findings of the study have both the theoretical and practical implications for future provision of education in the region and the community at large.

Theoretically, the study was expected to contribute to knowledge base about impact of land clashes on access to education. Practically, the study findings pointed to the policy makers, educationists and stakeholders' areas which need immediate intervention in order to make education accessible to all Kenyans

## **1.7 Limitation of the Study**

The research limited itself to Chepyuk settlement scheme because of its long history of land clashes. Land clashes in Chepyuk (Mt Elgon) dates back to 1970's however; the research confined itself to 2006 to 2010. For conclusive results, all the clashes would have been studied but due limited funds and time, it was not possible. The area has limited literature material and as such, much of literature material was drawn from other regions that had experienced armed conflict.

### **1.8 Delimitation of Study**

The research further confined itself to public and private primary and secondary schools that have re-opened. The research would have included community schools deep in the forest (Chepkitale) but due to the insecurity risk involved, they were left out. The research also confined itself to the head teachers and BoG/SMC chairmen in primary and secondary schools because they were the managers of educational institutions. The research also confined itself to the parents and students in primary and secondary schools because they were the direct beneficiaries of education. The research also confined itself to ministry of education field officers and opinion leaders because they were the leaders vested with the responsibility of overseeing and promoting the implementation of education in the region.

### **1.9 Assumption of Study**

- a. All the schools under the study were affected by the clashes
- b. All the schools under the study had re-opened

### **1.10 Theoretical Framework**

The study was based on conflict theory and the scarcity perspective of resource accessibility theory. Conflict theory is a perspective in social sciences that emphasizes the social, political or material inequality of a social group. It is a collection of tenets which place emphasis on conflicts in human society (Jary and Jary, 2000:105) cited in ([www.wikipedia.org](http://www.wikipedia.org)) by Wikipedia, the free encyclopedia. It is on conflict and what causes conflicts within a particular human society. Therefore, the theory was appropriate to the study topic because land was a trigger factor in Chepyuk land clashes of 2006 to

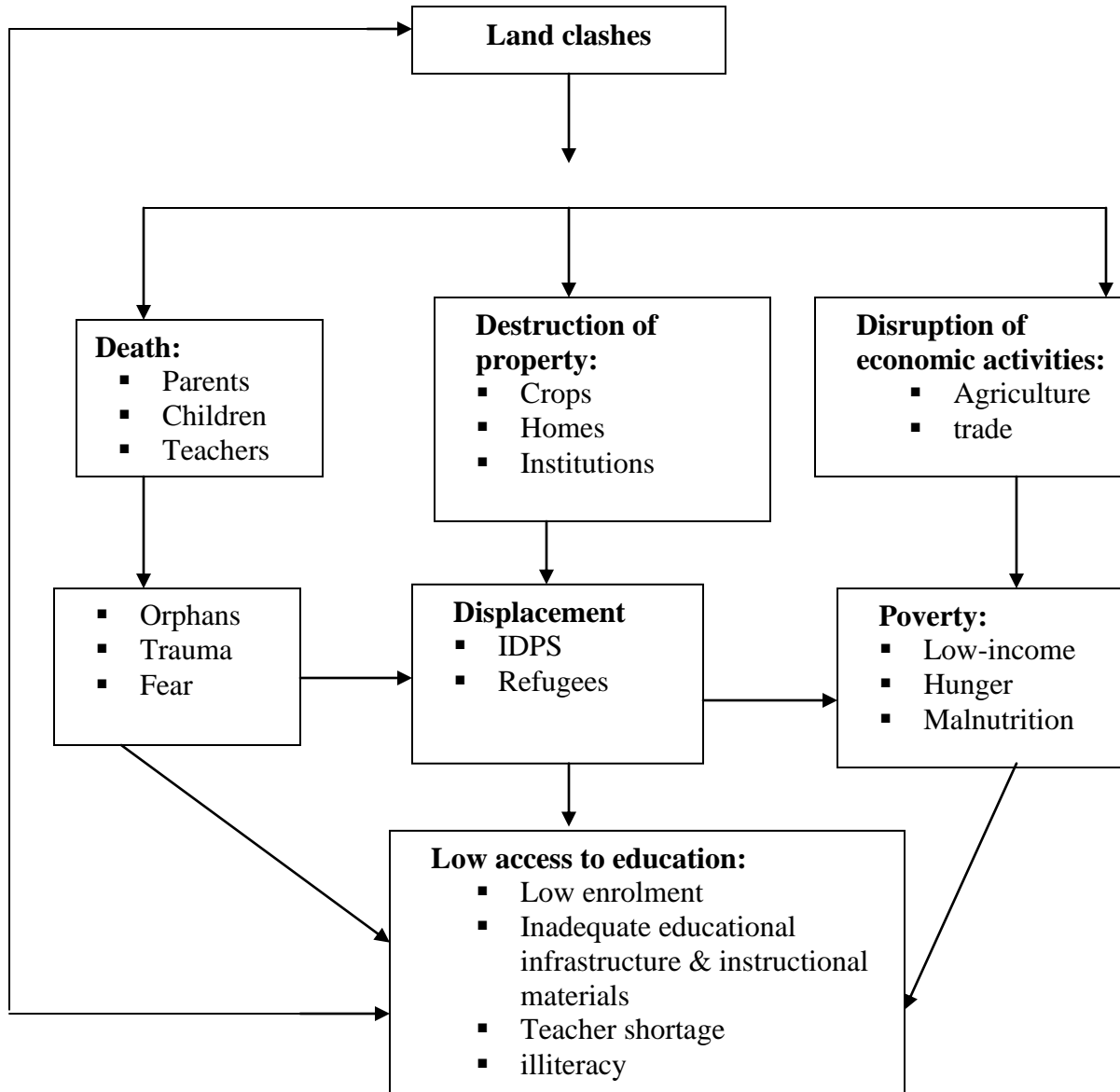
2008. In conflict theory, there are different modes of conflict namely, warfare and revolution. Warfare may take a form of land clashes, as was the case in Chepyuk settlement scheme of Mt Elgon district.

The scarcity perspective of resource accessibility theory though almost similar to conflict theory is more particular on competition over limited (scarce) resources as an important motivating factor for conflict (Simons, 2005). Scarcity may result due to population growth, immigration, decline in economic performance of resources, depletion or diminished quantities of resources or unequal distribution of resources. The theory was appropriate to the study topic because Chepyuk land clashes was caused by scarcity of resources (i.e. land) as was evident by over 7000 applicants against 1732 plots available for distribution (Simiyu, 2008). Scarcity raises the value of resources placing them beyond the reach of the powerless, while encouraging the powerful to appropriate more of the resources. In these circumstances, each group will struggle to access the scarce resources by any means, including violence as was the case in Mt Elgon in 2006 to 2008 (Simiyu, 2008)

### **1.11 Conceptual Framework**

Figure 1.1 diagrammatically illustrates how land clashes impacts on access to education. It causes displacement of parents, pupils and teachers as well as destruction of educational infrastructure and hence low enrolment, understaffing and inadequate educational infrastructure

**Fig 1.1 Conceptual Framework on Impact of Land Clashes on Access to Education**



**Source: Researcher**

## **1.12 Operational Definitions of Central Terms**

**Access to education** - Enrolment and participation rates in education: influenced by availability of educational infrastructure, teachers, security, cost and cultural practices.

**Dependent Variable** - Variable that is dependent upon another variable and in this study it will be the number of students, teachers and educational infrastructure.

**Dropout**- Pupil or student who terminates studies before completion of a course or a level.

**Enrolment**- Number of students or pupils in a primary and secondary school.

**Gross enrolment ratio** - The ratio between students or pupils enrolled in an educational level (e.g. primary or secondary) to the total population of the official age group corresponding to that level.

**Independent variable**- Variable which influences changes in another variable and in this study it will be land clashes.

**Insecurity**- Fear and suffering inflicted to people due to land clashes

**Land clashes**- Conflicts over land as a resource.

**Pupil**- A learner enrolled in a primary school.

**Student**- A learner enrolled in a secondary school.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Literature review is crucial in any research because it helps identify gaps in the previous research and rationalize entry point of the current research as well as shaping and deepening conceptual and theoretical framework (Orodho, 2008). As such literature review in this chapter was carried out under incidences of access to education and land clashes in Kenya

#### **2.2 Incidences of Access to Education in Kenya**

Access to education is measured by the enrolment and participation rates. An enrolment ratio of 100% means the government has accommodated all the school going age population. The pursuit of achieving 100% enrolment ratio (universal education) has been an elusive endeavor worldwide with most of the developing countries registering low gross enrolment ratio. According to Jean Bourdon (2006), the greatest challenge facing Sub-Sahara Africa as whole is full primary enrolment and completion rate as stipulated by MDG'S and EFA goals.

Access to primary education in Kenya is fairly good at a national level with a gross enrolment ratio of 99.8% (Republic of Kenya, 2009). However, some Districts in ASAL's still have extreme low gross enrolment ratio such as Garissa, Ijara and Mandera with gross enrolment ratio of 8%, 8% and 14% respectively (Republic of Kenya, 2009).

Access to secondary education in Kenya is low as compared to that of primary education.

In 2002, primary had a gross enrolment ratio of 88.9% whereas secondary had a gross enrolment ratio of 27.7% (Republic of Kenya, 2009). Low access to secondary education and primary (ASAL'S) is attributed to high cost of education, inadequate infrastructure, retrogressive culture and insecurity among others. However, overall enrolment in Kenya has increased substantially in the previous years due to introduction of FPE and FSE. In 2005, an extra of 1.4 M children enrolled in primary schools representing an access of 2% and secondary school enrolment in the same year rose by 1% (Republic of Kenya, 2006).

### **2.3 Conflict and Access to Education in the World**

Armed conflict whether caused by political unrest or economic factors throughout the world constitutes one of the greatest barriers to education. According to United Nation Report (2011), conflict destroys or damage schools and thus limits educational opportunities in war torn areas, result to teachers either being killed, forced to flee or join fighting, causes children and their families to flee their homes and live in camps with little educational opportunities, causes separation of families or destruction of sources of income for the family forcing children to work instead of schooling, causes destruction of pupils progress report forms preventing them from re-entering other schools, forceful conscription of young boys into rebel armies, abduction of young girls who made sex slaves for rebel commanders. Fear and insecurity associated with conflicts keep children out of school. According to UNESCO (2011), war related causes accounts for 42% of primary school children out of school world wide. It is estimated that 40% of the out of

school children live in war torn counties such as Haiti, Iraq, Lebanon, Timor and some war torn countries in Africa (UNESCO,2011) . According to Irine (2011), war torn countries inMiddle East might not achieve Education for All (EFA) and Millennium Development Goals (MDG'S) by 2015 as anticipated.

## **2.4 Conflict and Access to Education in Africa**

Africa as a continent has registered the highest number of armed conflicts ranging from military coups, civil strife and land clashes. Armed conflicts in Africa have been experienced in Sierra Leone, Democratic Republic of Congo, Uganda, Southern Sudan, and Somalia just to mention a few. These conflicts have adversely affected access to education in Africa. During Burundi turmoil of 1990's, access to education suffered greatest set back in that it resulted to destruction of educational infrastructure worth million shillings, displacement of pupils, parents, and teachers to an extent that there was inadequate educational infrastructure , serious understaffing and low enrolment during and after the crisis (Obura, 2008).

The insurgence of the Kony's Lords Resistance Army (LRA) in northern Uganda and the counter attacks of Uganda government troops greatly affected access to education in the region. It has caused destruction of schools, displacement of people, abduction of girls and boys and turning them into sex slaves and children soldiers respectively. The terror meted on young boys and girls by the LRA militia has kept children out of school in the region (UNICEF, 2011).

Armed conflicts in other parts of the Africa have adversely affected access to education

however they will not be discussed in this report.

## **2.5 Land Clashes in Kenya**

Land clashes arise as a result of conflict over land as a resource. According to Pambazuka (Joshua Ogada, 2007), land is increasingly becoming a source of conflict in Sub-Saharan Africa. In Zimbabwe, the government land redistribution program has triggered conflict that has adversely affected food production and other spheres of life ([www.pambazuka.org](http://www.pambazuka.org)). In Kenya, the government centralized control of land distribution and registration has been politicized leading to frequent conflicts. This is as a result of either perceived or real marginalization or inequality in land allocations as observed by Waki report in reference to post election violence where some communities acted based on long standing anger over land distribution right from independence (Republic of Kenya, 2008). In some instance land conflict was a reaction to illegal and irregular allocation of land in total disregard to public interest and in circumstances that fly in the face of law as observed in Ndung'u report (Rodger SouthHall, 2004). It's against this background coupled with incitement by the politicians that clashes erupted in Kenya in the 1990's in areas such as Molo, Kuresoi and parts of Trans-Nzoia. Furthermore, the fighting that erupted in Mt Elgon between 2006 and 2008 was associated with irregular allocation of Chepyuk phase three settlement scheme (Simiyu, 2008). Worse still the on-going controversy over Mau conservation initiative is as a result of irregular allocation of forest land to some influential individuals. Whenever land conflicts erupt, access to education is seriously hampered

## **2.6 Land Clashes in Chepyuk Settlement Scheme**

Chepyuk settlement scheme is in Kopsiro division, Mount Elgon district. It covers Emia and Chepyuk locations with an area of 94.4 square kilometres and population of 27,734 persons as per census of 1999 (Republic of Kenya, 1999). It was hived off from Mt. Elgon forest to settle the Ndorobos who up to 1965 were staying inside Mt. Elgon forest (Chepkitale).

Thus, Land clashes in Chepyuk settlement scheme dates back to 1971 when the independent government decided to move the Ndorobo from Chepkitale and settled them in Chepyuk settlement scheme, an area adjacent to the Soi people. Since then Chepyuk settlement scheme has been at the centre stage of the conflict between the Ndorobo and the Soi people. The climax of it all was in 2006 when the Soi people formed the rag tag army known as SLDF to resist the settlement of the Ndorobo among other alleged outsiders in Chepyuk phase three-settlement scheme (Simiyu, 2008). The war resulted to closure and destruction of over twenty-five schools as well as displacement of over two hundred and fifty teachers from Chepyuk settlement scheme (Irene, 2007).

## **2.7 Summary of the Literature Review**

Armed conflicts world wide have adversely affected access to education. The barriers that prevent children from accessing education in war torn areas include lack of educational opportunities, teacher shortage, child labour, forceful conscription of young boys into rebel armies and sexual violence meted on abducted girls.

Armed conflicts have erupted in Timor, Yemen, Iraq among other countries in the world. In Africa, conflicts have erupted in Sierra Leone, Democratic Republic of Congo, Uganda, Southern Sudan and Somalia among others. In Kenya, armed conflicts have erupted in areas such as Molo, Kuresoi, Trans-Nzoia and most recently Mt Elgon.

Since the end of the clashes in Chepyuk, Mt Elgon district in 2008, no comprehensive research has been conducted to investigate impact of Chepyuk land clashes on access to education in the region. Some governmental agencies, NGO's and private individuals have conducted assessment on Chepyuk land clashes and its impact on the peoples lives but their work are scanty and inadequate. Human rights for example in their reports only highlighted the causes, sponsors and human rights abuses committed by the SLDF and the government troops (Human Watch Group, 2008). The Red Cross Society and other humanitarian organizations dwelt on the humanitarian assistance and other logistics necessary for alleviating suffering of the people in the clash torn Chepyuk region (Red Cross Society, 2007). Either the private individuals conducted research in other parts of Mt Elgon or their topics of study were not directly on access to education. Therefore, this study sought to investigate the impact of the land clashes on access to primary and secondary education in Chepyuk settlement scheme, Mt Elgon district.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter covered research design, locale of the study, target population, sampling techniques and sample size, research instruments, piloting, data collection and data analysis.

#### **3.2 Research Design**

This study adopted the descriptive survey design. The descriptive survey design was considered the most reliable method in collecting information about aspects of education (Orodho, 2008) because it captured varied views and opinions held by different people.

#### **3.3 Locale of the Study**

The locale of the study was Chepyuk settlement scheme in Mt. Elgon district, Western province, Kenya. Chepyuk settlement scheme comprise two locations namely, Chepyuk and Emia. It borders Kapkateny and Chongeywo locations on the South, Kamuneru location to the east, Chesikaki location to the west and Mt Elgon forest to the north. The rationale for choosing Chepyuk settlement scheme as locale of study hinges on its long history of land conflicts since 1971 (Simiyu, 2008).

#### **3.4 Target Population, Sampling Technique and Sample Size**

##### **3.4.1 Target Population**

The study targeted two categories of respondents namely, informed specialists and consumers or users of education information and services. MoE field officers particularly the DEO and AEO represented the informed specialists. The head teachers, teachers,

BoG/SMC chairmen, parents, students and opinion leaders represented the consumers or users of education services. Therefore, the target population for the study included 1DEO, 1AEO, 1DO, 2Chiefs, 3Councilors, 18Headteachers, 18BOG/SMC Chairmen, 18 Parents, 144Teachers and 1950Pupils/Students.

### **3.4.2 Sampling Technique**

The sampling unit was Chepyuk settlement scheme selected using purposive sampling method. Purposive sampling method ensures that the sample selected is representative (Orodho, 2008). From the settlement scheme, three categories of respondents were selected namely: MoE field officers, school based respondents and opinion leaders. Among the MoE field officers, the DEO and AEO were selected purposively making a total of two (2) MoE field officers. Three (3) secondary and fifteen (15) primary schools out twenty five schools were selected purposively based on characteristics such as boarding/day, mixed/single, provincial/district and private/public. From each school, the Head teacher, BoG/SMC chairman, four (4) teachers, eight (8) pupils/students (being one boy and one girl from each class) in upper primary and secondary and one (1) parent were selected randomly making a total of two hundred and seventy (270) school based respondents. In the category of opinion leaders, the DO, two (2) chiefs and two (2) councilors were selected purposively making a total of five (5) opinion leaders.

### **3.4.3 Sample Size**

Based on the target population and the sampling technique, the entire sampling matrix was two hundred and seventy seven (277) respondents as shown in the table below:

S.N	Target population	Respondents	Population	No. of respondents	Percentage
1	MoE field officers	DEO	1	1	100
		AEO	1	1	100
2	Opinion leaders	DO	1	1	100
		Chiefs	2	2	100
		Councilors	3	2	66.7
3	School based respondents	Head teachers	18	18	100
		BoG/SMC chairmen	18	18	100
		Parents	563	18	3.2
		Teachers	44	72	50
		Pupils/students	1950	144	7.4
	<b>Total</b>		<b>2701</b>	<b>277</b>	<b>10.3</b>

A sample of two hundred and seventy seven (277) respondents constitutes 10.3% of the entire population and is adequate for survey study (Ary, Jacob and Razarieh (1996). It also fits within the recommended sample size of at least 30 cases for educational research ( Orodho 2005).

### 3.5 Research Instruments

The study adopted the use of questionnaires, interview schedules and document analysis. According to Orodho (2008), a questionnaire and interview schedules have the ability to collect large amount of information in a reasonable quick space of time as well as

ensuring anonymity and standardization of the questions. Questionnaires were administered to the head teachers, teachers, and BoG/SMC chairmen because they were literate and thus able to read and interpret them independently. The interview schedules were administered to the students, parents, opinion leaders and MoE field staff because of their varied literacy levels and nature of the profession respectively.

The questionnaire for head teachers, BoG/SMC chairmen and teachers labeled appendix one had both opened ended and closed ended questions. Open ended questions are easy to construct and give greater depth of information (Orodho, 2008). Closed ended questions on the other hand are easy to analyze (Orodho, 2008). The questionnaire was used to collect information on enrolment, staffing and educational infrastructure.

The Interview schedule for students/pupils, parents, opinion leaders and MoE field officers labeled appendix two, three, five and six respectively had semi-structured questions for easy recording of responses by the researcher (interviewer). Interview schedule was used to collect information on the state of education during the clashes.

Document analysis is the best method of accessing valid information from institution records (Mwiria and Wamahu, 1995). The document analysis labeled appendix four contained dummy tables and was used by the researcher to record information from institution documents such files, registers that was used to calculate, pupil teacher ratio and the cost of educational infrastructure destroyed by the clashes.

### **3.6 Piloting of Research Instruments**

The research instruments were piloted to a selected sample similar to the sample in the

actual study. The piloting procedure was similar to the actual data collection. The piloting was done to a population equivalent to 1% of the entire sample. The piloting helped in identifying and correcting deficiencies as well as determining the appropriateness of the instruments (Orodho, 2008). In particular, it helped determine the reliability and validity of the instruments.

### **3.6.1 Validity of Instruments**

Validity testing focused on determining the degree to which the research instruments measured what was suppose to measure (Orodho, 2008). The two supervisors assessed the relevance of the content in the research instruments before piloting.

### **3.6.2 Reliability of Instruments**

Reliability testing focused on determining the degree to which the research instruments give similar results over repeated trials. A test retest method was used to determine reliability of the instruments. The responses from the two tests were expected to be similar or close but if not, then the instruments were presumed to be of low reliability (Orodho, 1998). In determining reliability using tests retest method, the following were undertaken:-

- i) The developed questionnaire was given to a few individual subjects but not the real ones that were included in the actual study.
- ii) The answered questionnaire was scored manually.
- iii) The same questionnaire was administered to the same group after a period of two weeks.

- iv) The responses again were scored manually.
- v) A comparison between the answers in (ii) and (iv) above were made.

The Pearson product moment formula was used to compute the correlation coefficient in order to establish the reliability of the instruments. A correlation coefficient of about 0.85 was found and the instruments were presumed reliable.

### **3.7 Data Collection**

The researcher applied for research permit from the ministry of education. There after proceeded to the DEO'S office, Mt Elgon district to inform him/her on the intended research in the district. Ultimately the researcher visited the sampled division, locations, wards and schools for introduction and appointment.

The researcher administered research instruments to the respondents and the filled ones were collected and kept safely awaiting for editing and analysis.

### **3.8 Data Analysis**

The researcher edited the filled questionnaires and interview schedule to ascertain the completeness, accuracy and uniformity in responses. Incomplete and inaccurate instruments were not used in the analysis.

The data from complete and accurate instruments was analyzed qualitatively and quantitatively using descriptive statistics methods. Calculation of percentages and mean was used to analyze the data. The analyzed data was presented in tables, bar graphs and pie-

## **CHAPTER FOUR**

### **4.0 DATA ANALYSIS AND PRESENTATION**

#### **4.1 Introduction**

This chapter discusses data analysis, interpretation and presentation. The data was analyzed using descriptive statistical methods and presented in tables, pie-charts and bar graphs. Interpretation was done using frequencies, percentages and the mean. This chapter is organized into four major parts. The first section illustrates the findings from the head teachers and BoG/SMC chairman questionnaire. The second section deals with the findings from the parents and pupils interview schedule. The third section illustrates the findings from the ministry of education officers and opinion leaders' interview schedule. The fourth section illustrates the findings from the document analysis.

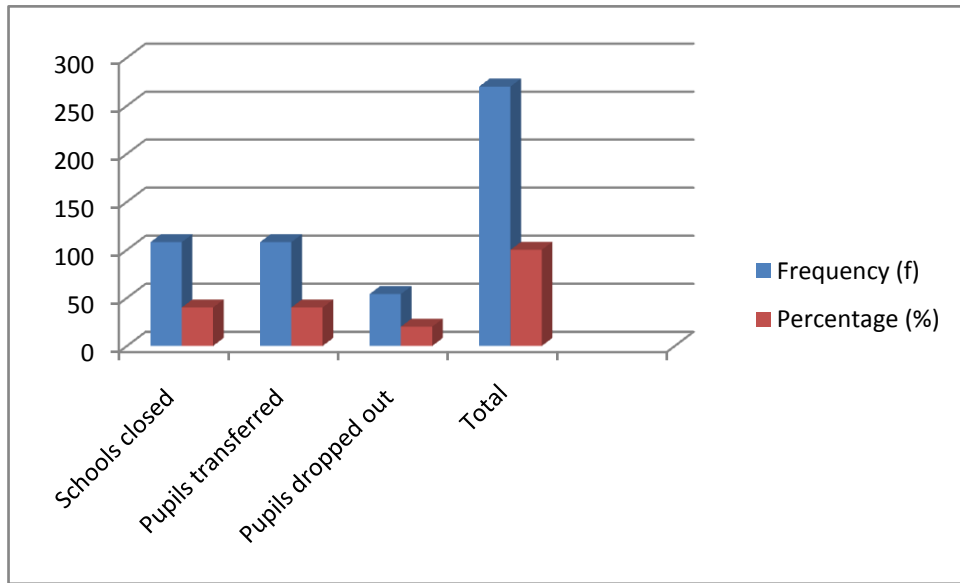
#### **4.2 Findings from the Head teachers, Teachers and BoG/SMC Chairmen on Enrolment, Staffing and Educational Infrastructure**

This section discusses findings from the head teachers, teachers and BOG/SMC chairmen. The findings are dealt with in three parts; enrolment, staffing and educational infrastructure.

##### **4.2.1 Enrolment**

This sub-section illustrates the finding on impact of land clashes on enrolment. The respondents reported that land clashes negatively affected enrolment in Chepyuk settlement scheme as shown in Figure 4.1

**Figure 4.1 –Impact of land clashes on enrolment in Chepyuk settlement scheme**



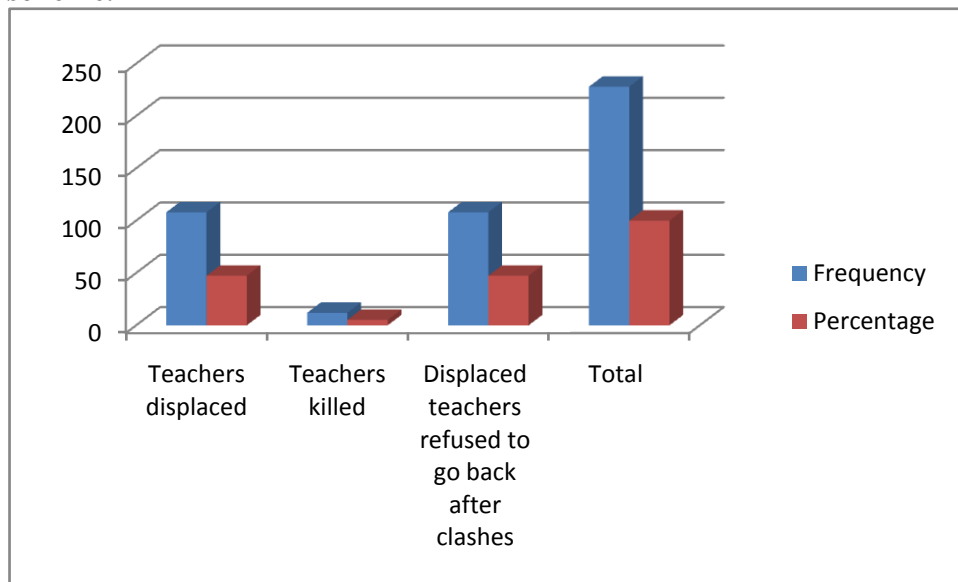
Source: Headteachers/Teachers/BoG/ SMC Questionnaire

Figure 4.1 shows that 40% of the respondents reported that land clashes led to closure of schools, another 40 % indicated that land clashes resulted to pupils transferring to other schools and 20% reported that land clashes resulted to pupils dropping out of school. The findings illustrate how land clashes and any form of armed conflict affect enrolment in war torn areas. They can be compared with that of Obura(2008) on impact of Burundi crisis of 1990's on education. On what happened to candidates when schools closed, the respondents reported that the candidates for 2007 were moved to other centres in Kapsokwony and Kaptama divisions during exam time otherwise before commencement of KCPE/KCSE exams the candidates like other pupils were either at homes, relatives place, Chepkitale or transferred to other schools as discussed in 4.3.2 later in this report.

#### 4.2.2 Staffing

This section illustrates the findings on impact of land clashes on staffing in Chepyuk settlement scheme. The respondents indicated that land clashes impacted negatively on staffing of schools in Chepyuk settlement scheme as shown in Figure 4.2.

**Figure 4.2- Impact of land clashes on staffing of schools in Chepyuk settlement scheme.**



Source: Headteachers/Teachers/BoG/ SMC Questionnaire

Figure 4.2 shows that 47.4 % of the respondents reported that land clashes led to displacement of teachers, 5.2% reported that it led to the killing of teachers and 47.4 said that the displaced teachers refused to be transferred back to their schools after clashes. The findings demonstrates that Chepyuk land clashes of 2006 to 2008 had a far reaching effects on staffing of schools in the region both during and after the clashes. The terror unleashed by the militia on the teachers made them keep away from their working

stations. Some refused to go back to their schools after clashes for fear of recurrent clashes in the region.

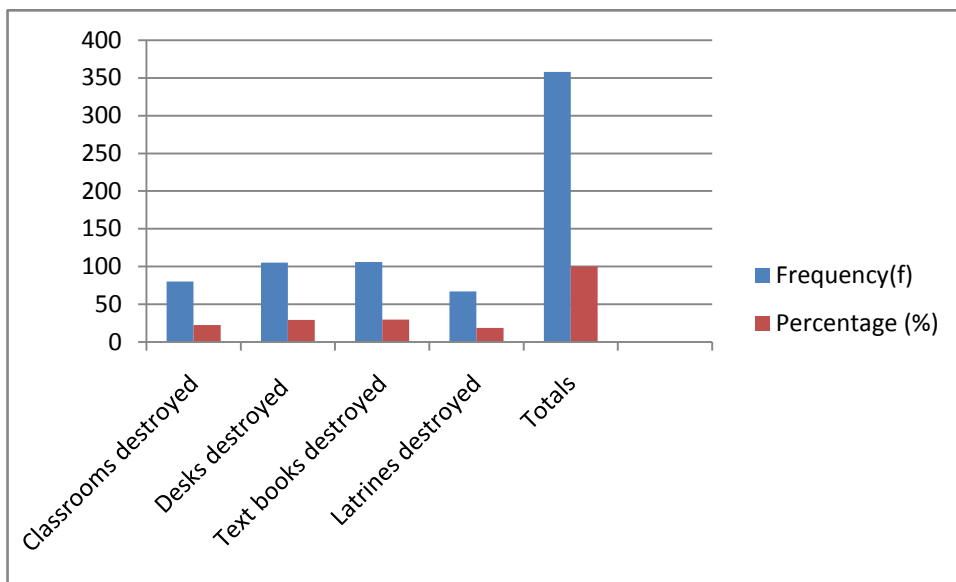
It was also revealed that 97.6% and 1.2 % of the teachers were displaced and killed during the clashes of 2006 to 2008 in Chepyuk settlement scheme respectively. The teachers who were killed during the clashes of 2006 to 2008 in the region were identified as Mr. Kitai and Cheromoi. They were killed for either holding different political views or on suspicion of supporting rival group.

The research further found that 58.8% of the displaced teachers refused to be transferred back to their schools after clashes. The unwillingness by some teachers to go back to their schools after clashes was attributed to the collapsed services in the clash torn Chepyuk settlement scheme as well as fear of recurrent clashes in future. The study found that there were only 97 teachers in all the schools under study as opposed to 193 teachers required. Following the shortage of Teachers Service Commission teachers, the study found that the schools had employed their own teachers whose qualification was questionable and thus compromising the quality of education accessed by pupils/students in the region.

### 4.2.3 Educational Infrastructure

This section illustrates the findings on impact of land clashes on education infrastructure in Chepyuk settlement scheme. The respondents reported that land clashes of 2006 to 2008 impacted negatively on educational infrastructure as shown in Figure 4.3.

**Figure 4.3 Impact of land clashes on educational infrastructure in Chepyuk settlement scheme.**

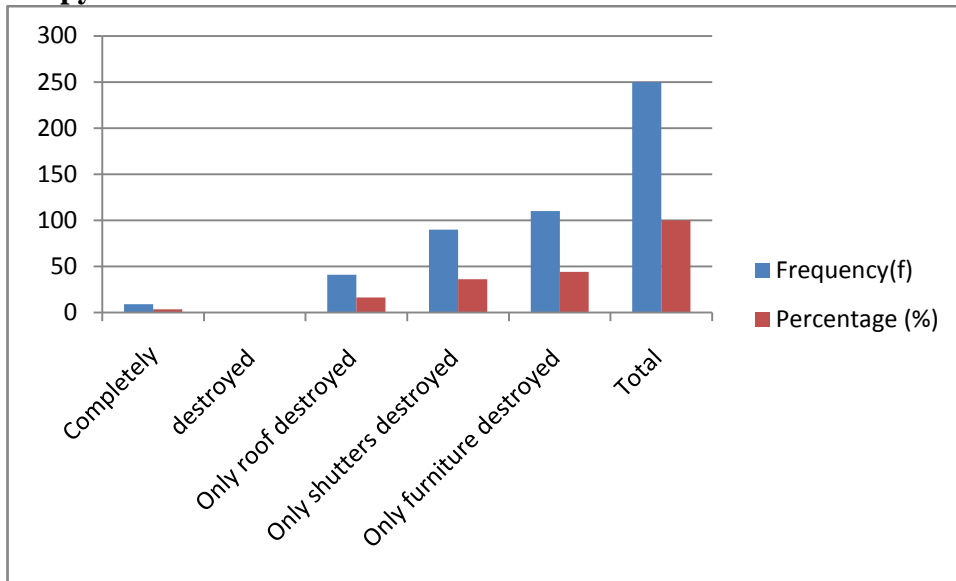


Source: Headteachers/Teachers/BoG/ SMC Questionnaire

Figure 4.3 shows that 22.3% of the responded reported that class rooms were destroyed, 29.3% reported that desks were destroyed, 29.6% reported that textbooks were destroyed and 18.8% reported that latrines were destroyed due to land clashes of 2006 to 2007 in the region. Other educational infrastructure reported to have been destroyed during the clashes included school fence, stationery, teachers houses, school kitchen, world space

satellite radios, food stuffs in stores, lightening arrestors and electricity wires. The educational infrastructure is prone to destruction during land clashes because in rural areas school buildings could be the only substantial permanent structures as UNICEF report (2004) observes that not even schools are safe from attack during times of conflict. The data on extent to which educational infrastructure was destroyed was quantified as shown in Figure 4.4.

**Figure 4.4 – The extent to which educational infrastructure was destroyed in Chepyuk settlement scheme.**

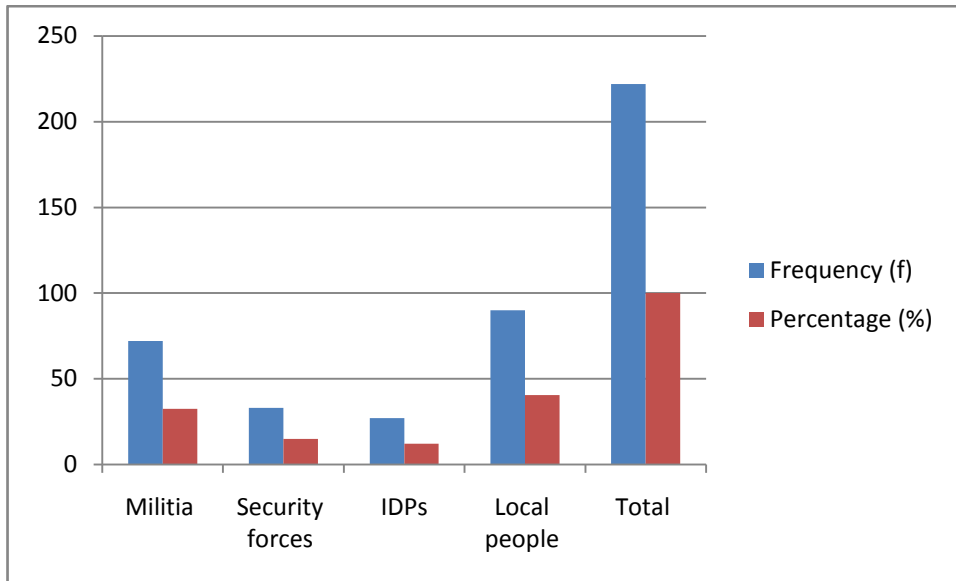


Source: Headteachers/Teachers/BoG/ SMC Questionnaire

Figure 4.4 shows that 3.6% of the respondents reported that the educational infrastructure was completely destroyed, 16.4% reported that only the roofs were destroyed, 36% reported that only the shutters were destroyed and 44% reported that only the furniture was destroyed due to land clashes of 2006 to 2008 in the region. In some instances the

destruction was inform of depreciation on buildings due to misuse by the IDPS or security forces that used them as operational camps. The data on persons who were responsible for the destruction was quantified as shown in Figure 4.5.

**Figure 4.5 Persons responsible for the destruction of educational infrastructure in Chepyuk settlement scheme during the clashes of 2006 to 2008**

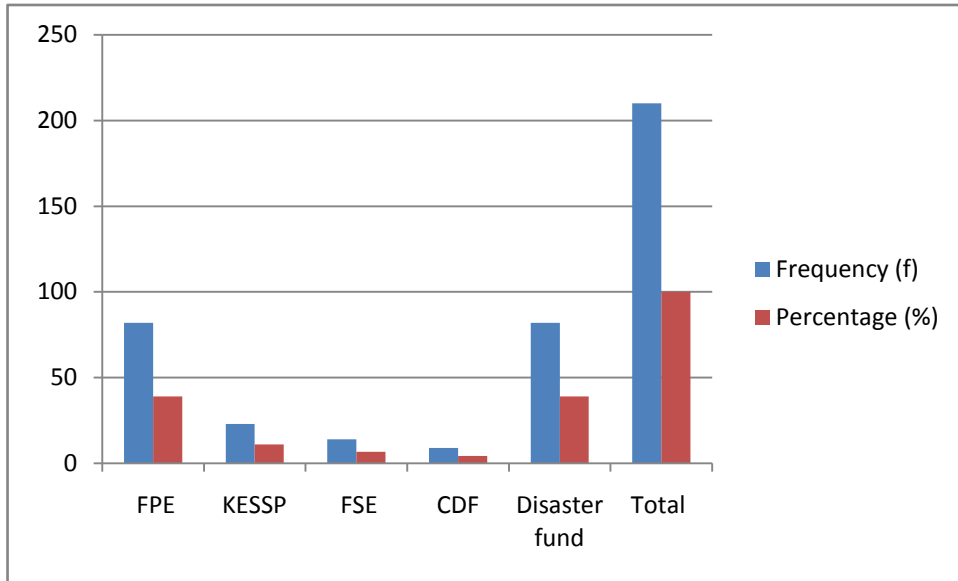


Source: Headteachers/Teachers/BoG/ SMC Questionnaire

Figure 4.5 shows that 32.4% of the respondents linked the destruction with the militia, 14.9% linked the destruction with the security forces, 12.2% linked the destruction with the IDP's and 40.5% linked the destruction with the local people (collaborators of either security or militia). The findings are in tandem with the Human Rights Reports (2008) and apply to any aimed conflict where the militia or security forces employ scorched earth policy. Similarly the IDPs, local people, security forces and militia in war zone use educational infrastructure (furniture) as firewood or they loot them for economic reasons.

The data on how the schools were assisted by the government to replace the educational infrastructure destroyed was quantified as shown in Figure 4.6.

**Figure 4.6 Government funding to school after clashes**



Source: Headteachers/Teachers/BoG/ SMC Questionnaire

From Figure 4.6, the research found out that 39% of the government funding to schools after clashes was FPE, 11% was KESSP, 6.7% was FSE, 4.3% was CDF and 39% was disaster fund. It was found that disaster fund was specifically meant to help schools replace the infrastructure destroyed during the clashes. However due to its inadequacy, part of FPE and FSE was used by schools to replace the infrastructure destroyed. The CDF and KESSP funds were used to fund new projects. Despite the above government funding, the research found that educational infrastructure in schools was still inadequate as shown in table 4.1.

**Table 4.1 Adequacy of educational infrastructure in schools under study ( N=108)**

Infrastructure	V. Good %	Good %	Fair %	Poor %	V. Poor %	Mean
Classrooms	0	56.3	30.8	11.1	1.8	3.2
Desks	6.6	38.3	32.7	17.1	5.3	2.8
Textbooks	0	39.2	33.5	23.6	3.7	2.7
Latrines	15	8.5	38.5	19.7	18.3	2.0

Source: Headteachers/Teachers/BoG/ SMC Questionnaire

From Table 4.1, the study found that schools in Chepyuk settlement scheme were fairly equipped with classrooms, desks and textbooks with mean of 3.2, 2.8 & 2.7 respectively. It was also found that schools in the region were poorly equipped with latrines with a mean of 2.0. The findings demonstrate that the educational infrastructure in the region is inadequate and has adversely affected the quality of education access by the pupils. The findings can be contrasted with the state of educational infrastructure in Burundi during the crisis of 1990's (Obura, 2008).

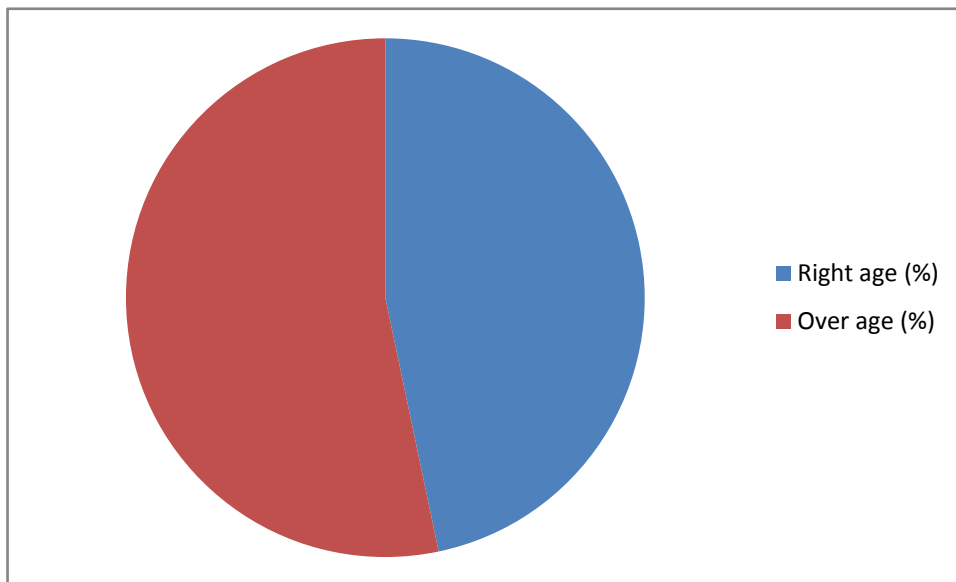
#### **4.3 Findings from the Pupils and Parents on Impact of closure of schools on access to education of pupils in Chepyuk Settlement Scheme**

This section discusses the findings from the pupils and parents interview schedule. The findings under this section are organized into three parts: part one concern the demographic information on pupils' age. Part two concerns the impact of closure of schools on access to education of pupils in Chepyuk settlement scheme. Part three concerns impact of land clashes on candidates' performance.

### 4.3.1 Demographic information on pupil's age in primary and secondary schools

This subsection illustrates the ages of pupils in primary and secondary with a view of determining the over age ones. The data on pupil's age in primary schools under study was quantified as shown in Figure 4.7.

**Figure 4.7 Pupils' age in primary schools under study**



Source: Pupils/Parents Interview Schedule

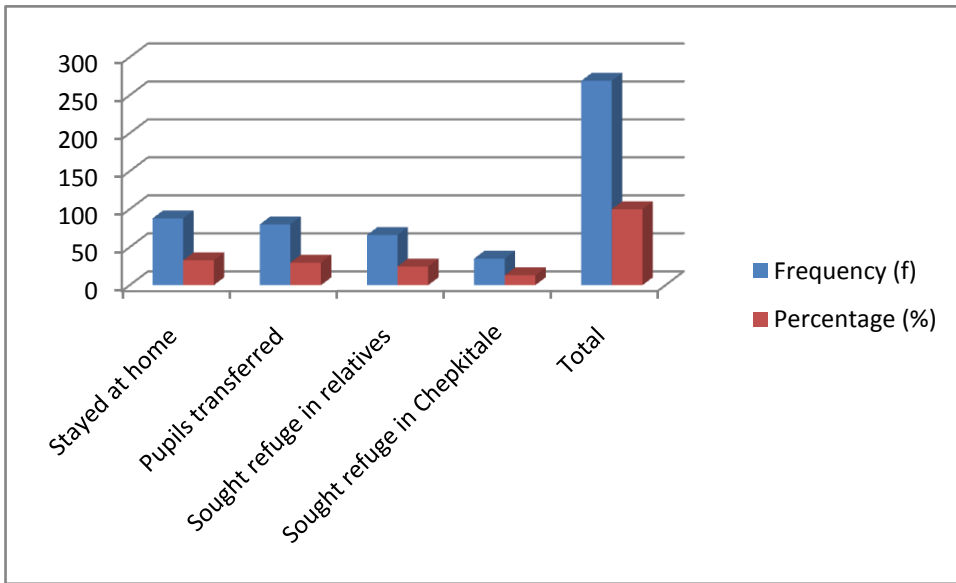
Figure 4.7 shows that 46.7 % of pupils in primary were within the official age for primary education. However, 53.3% of pupils in primary were found to be over age. Keeping other factors constant, the reason to account for the high percentages of over age pupils was attributed to either non enrolment or temporary drop out of pupils during clashes of 206 to 2008 in the region as illustrated in 4.3.2.

It was also revealed that 61% of students in secondary were within the official age for secondary education. However, 39% of students in secondary were found to be over age. Keeping other factors constant, the reason to account for the high percentages of over age students was attributed to either non enrolment or temporary drop out of pupils during clashes of 206 to 2008 in the region as illustrated in 4.3.2. The presence of over aged pupils/students in primary and secondary schools implies low net enrolment ratio in primary and secondary education in the region and is a common characteristics in all regions affected by armed conflicts.

#### **4.3.2 The Impact of Closure of Schools on Access to Education of Pupils/Students in Chepyuk Settlement Scheme during the clashes of 2006 to 2008**

This sub-section provides supplementary information on what happened to pupils/students during the clashes of 2006 to 2008 in Chepyuk settlement scheme. The data on what happened to pupils when schools closed was quantified as indicated in Figure4.8.

**Figure 4.8- The effect of closure of schools on pupils/students during the clashes of 2006 to 2008.**



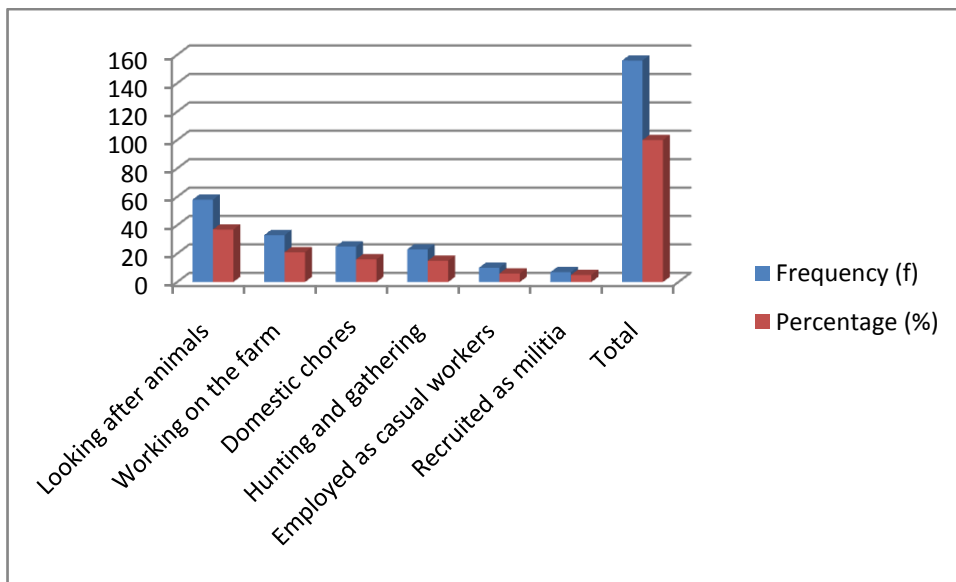
Source: Pupils/Parents Interview Schedule

Figure 4.8 shows that 32.71% of the respondents reported that the pupils stayed at home, 29.73% reported that the pupils transferred to other schools, 24.26% reported that the pupils sought refuge in relatives place and 13% reported that the pupils sought refuge in Chepkitale (Mt Elgon forest).

On whether pupils who transferred to other schools were admitted, 88.5% of the respondents indicated that the pupils were admitted while 11.5% indicated that the pupils were not admitted. On reasons why the pupils were not admitted, 11.1% of the respondents reported that the pupils were denied admission in the new schools because the term/year had started and they could not be admitted in the mid of the term/year, 66.7% indicated that the pupils were denied admission because the classrooms were

full/lack of space in the new schools, 22.2% reported that the pupils were denied admission because they were suspected to be members of militia group. The findings are applicable to any armed conflict because the pupils fleeing the affected areas end up overcrowding in safer areas. Similarly, the warring groups guard against infiltration of their territories by the enemies. In some instances displacement of pupils due to clashes occurred towards the end of the term/year and as a result the receiving schools advised the affected pupils to seek admission as the term/year begins. The data on what the pupils were doing at home/relatives place/Chepkitale was quantified as shown in Figure 4.9.

**Figure 4.9 Activities the displaced pupils were doing at home/relative place/Chepkitale during the clashes of 2006 to 2008.**



Source: Pupils/Parents Interview Schedule

Figure 4.9 shows that 37% of respondents reported that they were engaged in looking after the animals, 21% reported that they were working on the farm, 16% reported that

they were doing domestic chores, 15% reported that they were engaged in hunting and gathering, 6% reported that they were employed as casual workers and 5% reported that they were recruited as militia. The immediate challenge that confronted the pupils at the onset of the clashes was series of migration/shifting to safer places with little schooling.

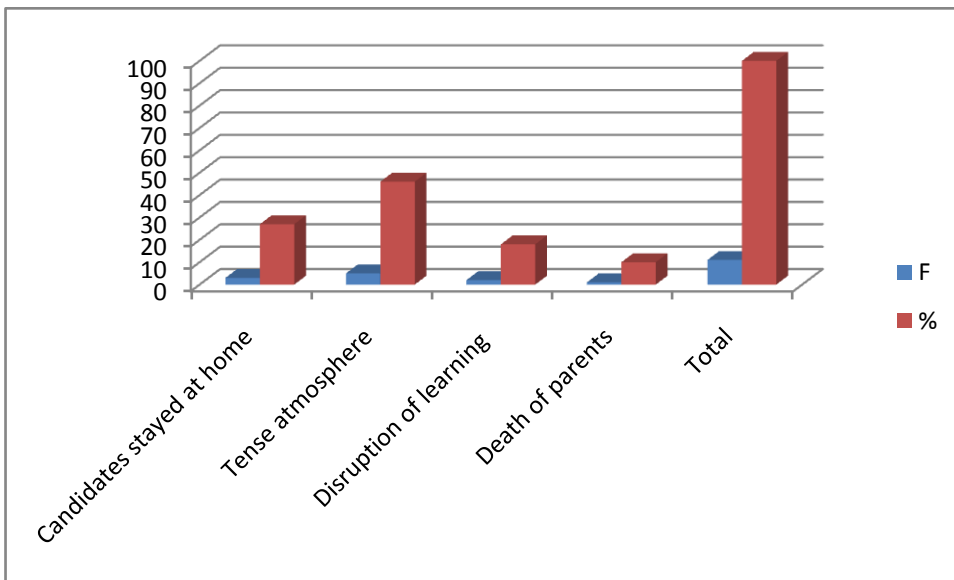
On how long the displaced pupils stayed at home/relatives place/Chepkitale before re-entering into school system, 59% of the respondents reported that the pupils took less than one year, 26% reported that the pupils took between one year and two years, 13% reported that the pupils took between two years and three years and 2% reported that the pupils took above three years before re-entering school. The time pupils/ students spent out of school contributed to non-enrolment during clashes of 2006 to 2008 as well as the problem of over age pupils in both primary and secondary schools in the region as discussed in section 4.3.1 in this report.

On whether the pupils were forced to repeat a class on re-entering school, 34% of the respondents reported that the pupils were forced to repeat a class upon re-entering school after clashes. On reasons for pupils repeating, 86.8% of the respondents reported that the pupils were forced to repeat a class upon re-entering school because of missing learning and 13.2% of the respondents reported that the pupils were forced to repeat a class upon re-entering school because of missing report cards. Missing of learning was attributed to the displacement of pupils as illustrated in Figure 4.12 while lack of report cards was attributed to destruction due to land clashes as illustrated in 4.2.3 in this report.

### 4.3.3 Impact of Land Clashes on Candidate's Performance.

This sub-section illustrates the findings on impact of land clashes on candidate's performance. The study revealed that 4.3% of the displaced pupils were candidates when the clashes of 2006 to 2008 occurred in Chepyuk settlement scheme. On whether the land clashes affected the performance of candidates, 100% of the candidates interviewed answered yes. These were the pupils/students whose performance in the national exam was negatively affected as illustrated in Figure 4.10.

**Figure 4.10 How land clashes caused poor performance of candidates in Chepyuk settlement scheme during the clashes of 2006 to 2008.**



Source: Pupils/Parents Interview Schedule

From Figure 4.10, it was revealed that 27% of the candidates performed poorly because they stayed at home until exam time, 46% performed poorly because of tense atmosphere

due to gunshots in the surrounding, 18% performed poorly because of poor syllabus coverage due to constant disruption of learning and 10% performed poorly due to death of parents and/or close relatives, a situation that made them hopeless.

#### **4.4 Findings from the Ministry of Education Officers and Opinion Leaders on the number schools closed in Chepyuk Settlement Scheme during the clashes of 2006 to 2008**

This section discusses the findings from the ministry of education officers and opinion leaders' interview schedule. The findings are discussed under schools that have re-opened and those that are still closed.

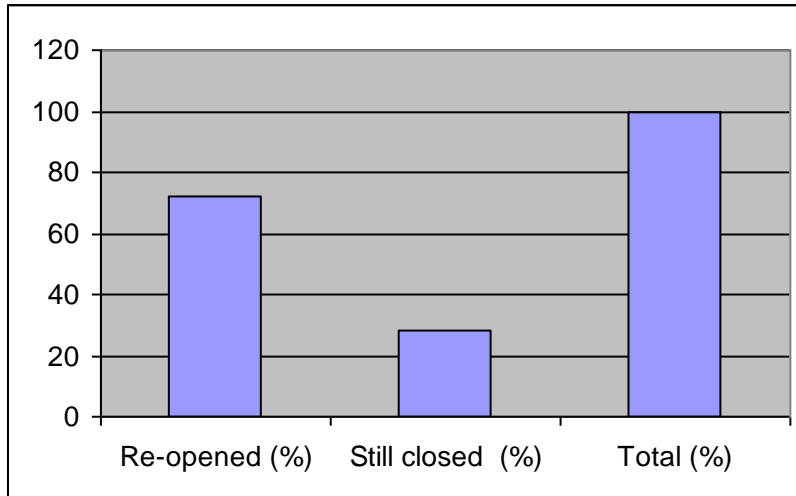
##### **4.4.1 Number of Primary and Secondary Schools Closed**

This sub-section illustrates the findings on the number of primary and secondary schools that were closed in Chepyuk settlement scheme due to the clashes of 2006 to 2008. On the number of primary schools closed, the research revealed that all the 21 schools in the region were closed, a figure that translates to 100% of primary schools that were closed in Chepyuk settlement scheme during the clashes of 2006 to 2008. On the number of secondary schools closed, the research revealed that all the 4 secondary schools were closed, a figure that translates to 100% of the secondary schools that were closed in Chepyuk settlement scheme due to the clashes of 2006 to 2008. The findings tallies with the assessment carried out by the Red Cross Society on the number of primary schools that closed down in Chepyuk settlement scheme during the land clashes of 2006 to 2008 (Irene and Red Cross Society, 2007). When schools are forced to close down due land clashes or any form of armed conflict pupils/students are denied access to education as illustrate in 4.2.3 in this report.

#### 4.4.2 Number of Schools that have Re-Opened and those Still Closed

This sub-section illustrates the findings on the number of primary and secondary schools that have re-opened and those still closed. The findings are as revealed in Figure 4.11.

**Figure 4.11-Number of primary and secondary schools that have been re-opened and those still closed since the clashes ended.**



Source: Ministry of Education/ Opinion Leaders Interview Schedule

From Figure 4.11, it was found that 72% of the schools have been re-opened however, 28% of the schools are still closed to date in Chepyuk settlement scheme. All the respondents interviewed attributed the reason why the schools are still closed to government directive i.e. settlement of squatters in Chepyuk phase three settlement scheme has not been finalized. Closure of schools has hampered access to education as illustrated 4.3.2 in this report.

## **4.5 Findings from Document Analysis on Enrolment, Staffing and Educational Infrastructure in Chepyuk Settlement Scheme**

This section discusses findings from the document analysis. The findings are dealt with in three parts; enrolment, staffing and educational infrastructure.

### **4.5.1 Enrolment**

This sub-section illustrates the findings on enrolment of schools in Chepyuk settlement scheme in May 2006 to 2010 as shown in table 4.2.

**Table 4.2 Enrolment of schools in Chepyuk settlement scheme in May 2006 to 2010**

Year	2006	2007	2008	2009	2010
Enrolment	8245	1045	5188	6705	7684

Source: DEOs Office Mount Elgon

From table 4.2, the research found that enrolment declined from 8245 in 2006 to 1045 in 2007 representing a percentage decline of 87.3%. It was also found that enrolment has been increasing since 2008 when clashes ended. However, the enrolment has not fully normalized as it was in 2006 i.e. enrolment in 2010 was found to be 7684 down from 8245 in 2006 a difference which translates to a percentage decline of 6.8%. The decline in enrolment between 2006 and 2007 was attributed to the closure of schools due to clashes as illustrated in 4.3.2 in this report.

### **4.5.2 Staffing**

This section illustrates the findings on staffing of schools in Chepyuk settlement scheme in May 2006 to 2010 as shown in table 4.3.

**Table 4.3 Number of Teachers in Chepyuk Settlement in May 2006 to 2010**

Year	2006	2007	2008	2009	2010
No of teachers	170	2	50	94	95

Source: Source: DEOs Office Mount Elgon

Table 4.3 shows that the number of teachers declined from 170 in 2006 to 2 in 2007 a difference that translates to 98.8% decline. It was also found that from 2006 to 2010 the number of teachers has been increasing. However the staffing position of schools in the region has not full normalized as it was before clashes i.e. the staffing position in 2010 was found to be 95 teachers down from 170 before clashes, a difference that translates to 4.1%. Taking into consideration the enrolment in table 4.4, the pupil teacher ratio was found to be as shown in table 4.4.

**Table 4.4- Pupil-Teacher Ratio in Chepyuk Settlement Scheme**

Year	2006	2007	2008	2009	2010
Teacher pupil ratio	49:1	523:1	103:1	72:1	81:1

Source: DEOs Office Mount Elgon

The table 4.4 shows that the pupil- teacher ratio increased from 49:1 in 2006 to 523:1 in 2007. It was also found that the pupil teacher ratio has been decreasing from 2008 when clashes ended but it is still high as compared to the recommended pupil teacher of 40:1. The reason to account for the sharp decline in number of teachers and increased pupil teacher ratio in 2006/2007 and thereafter was attributed to the displacement, killing and

refusal by some teachers to go back to their schools after clashes as illustrated in 4.2.2 in this report.

### **4.5.3 Educational Infrastructure**

This section illustrates the findings on cost of educational infrastructure destroyed in Chepyuk settlement scheme during the clashes of 2006 to 2008. The research found that the educational infrastructure worth approximately 35.089 million Kenya shillings was destroyed in Chepyuk settlement scheme due to the clashes of 2006 to 2008. The nature and extent of educational infrastructure destroyed as well as the persons responsible for the destruction is as illustrated in 4.2.3 in this report. The destruction of educational infrastructure is a common phenomenon in war torn areas and it impacts negatively on access to education as was the case with Burundi crisis in 1990's (Obura, 2008)

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter contains summary of the key findings, study conclusions, recommendations and suggestions for further research.

#### **5.2 Summary of Key Findings**

According to the analysis of data obtained, it was established that land clashes impacted negatively on enrolment, staffing and educational infrastructure. It was found that enrolment reduced by 87.3% between 2006 and 2007. The research found that closure of schools and transfer of pupils, each contributed 40% towards enrolment decline while pupils drop out contributed 20%. When schools closed, the research found that 32.71% of the pupils stayed at home, 24.56% sought refuge in the relatives, and 13% sought refuge in Chepkitale and only 29.73% transferred to other schools. While at home/ relative place/Chepkitale, 37% of the pupils engaged in looking after animals, 21% were working on farm ,16% were engaged in domestic chores, 15% were hunting and gathering, 6% were employed as casual workers and 5% were recruited as militia. The research found that 59% of the pupils were out of school for less than one year, 26% took between one year and two years, 13% took between two and three years and 2% took above three years before re-entering school.

The research found that the number of teachers in Chepyuk settlement scheme declined by 98.8% between 2006 and 2007. The research found that the displacement of teachers

and refusal by some displaced teachers to go back to their schools after clashes, each contributed to 47.7% while the killings of teachers contributed to 5.2% towards the decline of teachers. The study found that 97.6% of teachers were displaced and 1.2% were killed. It was also found that 58.8% of the displaced teachers refused to go back to their schools after clashes.

The research found that the clashes of 2006 and 2007 in Chepyuk settlement scheme resulted to the destruction of the educational infrastructure worth approximately 30.089 million shillings. In the opinion of the respondents, 22.3% of the educational infrastructure destroyed was classrooms, 29.3% were desks, 29.6% were text books and 18.8% were the latrines. Out of the educational infrastructure destroyed, 3.6% involved complete demolition, 16.4% involved destruction of the roofs, 36% involved destruction of shutters and 44% involved destruction of furniture. The research found that 32.4% of destruction during the clashes of the 2006 and 2008 was by militia, 14.9% was by security forces, 12.2% was by IDPS and 40.5% was by local people.

### **5.3 Study Conclusions**

From the study findings it is evident that land clashes adversely affected access to primary and secondary education in Chepyuk settlement scheme during the clashes of 2006 and 2008. The clashes led to closure of 25 schools in the region which in turn forced majority of pupils including candidates either to stay at home, seek refuge in relative places or in Chepkitale (Mt Elgon forest). The displacement resulted to the decline of enrolment by 87.3% implying that majority of pupils missed attending school

and instead were engaged in non academic activities like looking after animals, working on farms, doing domestic chores, hunting and gathering, employed as casual workers and to a small percentage recruited as militia. The effects of clashes have persisted to post clashes period: 28.6% of primary and 25% of secondary schools are still closed, a scenario that has adversely denied most pupils an opportunity to participate in primary and secondary education in the region.

Besides, the clashes resulted to displacement of majority of teachers and 1.2 percent of teachers were killed. The shortage of teachers has persisted to post clashes period because majority of displaced teachers refused to return to their schools after clashes. The teacher shortage, high pupil- teacher ratio and employment of unqualified teachers has compromised the quality of education accessed by the pupils in the region.

Finally, land clashes led to the destruction of educational infrastructure which resulted to inadequate learning facilities. Inadequate educational infrastructure has adversely affected the quality of education accessed by pupils/students in the region.

The impact of land clashes interacted to create unfavorable condition for schooling. It resulted to destructions of education network which according to UNICEF (2004) represents one of the greatest development setbacks for regions affected by armed conflict because lost education or vocational skills take years to replace.

#### **5.4 Recommendations**

The following recommendations were made based on the study:

- i. That the government should finalize the resettlement of people in Chepyuk phase three settlement scheme and issue them with title deed. This will help address the perennial problem of land clashes in the region.
- ii. That the government should re-open the schools that are still closed in Chepyuk phase three settlement scheme. This will help increase educational opportunities for schools going age children in the region.
- iii. That more teachers should be recruited and posted to schools in the region or rationalize (balance) teachers in all schools in the district. This will help address the problem of teachers' shortage in the region.
- iv. That extra or special funding be given to the schools in the region to enable them provide adequate educational infrastructure and instructional materials destroyed during clashes.

### **5.5 Suggestions for Further Research**

The following suggestions for further research were made:

- i. Similar study should be carried to assess the impact of land clashes on access to education among Ndorobo people living inside Mt Elgon forest [Chepkitale].
- ii. Research should be conducted on the reconstruction process of education after clashes in the region

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**APPENDIX ONE**  
**QUESTIONNAIRE FOR HEAD TEACHERS/TEACHERS/BOG OR SMC**  
**CHAIRMEN**

**NB- The information will be used for research only and will be kept confidential**

**PART A: ENROLMENT**

1) Did the clashes of 2006 to 2008 negatively affect enrolment in your school?

- (i) Yes                       (ii) No

2) If yes, state how the clashes negatively affected enrolment in your school by ticking any of the options below (you can tick more than one option)

- i. The school closed down
- ii. The pupils transferred from the school
- iii. The pupils dropped out of the school
- iv. Other (specify) .....

3) When the school closed down what happened to candidates (KCPE or KCSE)?

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**PART B: STAFFING**

4) Did the clashes of 2006 to 2008 negatively affect staffing in your school?

- i) Yes                       ii) No

5) If yes, state how the clashes negatively affected staffing in your school

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6) How many TSC teachers were in the school before clashes?

7) How many of the above teachers were displaced due to clashes?

8) How many of the displaced teachers declined to be transferred back to the school after clashes?

9) How many TSC teachers are in the school currently?

10) Are they adequate? i) Yes  ii) No

11) If no, how is the school addressing the problem?

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### PART C: EDUCATIONAL INFRASTRUCTURE

12) Did the clashes of 2006 to 2008 negatively affect educational infrastructure in your school? i) Yes  ii) No

13) If yes, state how the clashes negatively affected infrastructure in your school

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14) Which of the following educational infrastructure/ instructional materials in your school were destroyed by the clashes of 2006 to 2008? (You can tick more than one option)

(i) Classrooms

(ii) Desks

(iii) Text books

(iv) Latrines

(v) Other (specify) .....

15) Give what caused the destruction in 14 above by ticking any of the options below (you can tick more than one option)

(i) Looting/vandalism by the Militia

(ii) Looting/vandalism by security forces (used the school as operational base)

(iii) Looting/vandalism by the IDPs (used the school as camping sites)

(iv) Looting/vandalism by the local people.

(v) Other (specify) .....

16) After the clashes, how was the school helped by the government to replace the educational infrastructure destroyed?

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17) Asses the adequacy of the following in your school currently;

ITEM	V.GOOD	GOOD	FAIR	POOR	Poor
Classrooms					
Desks					
Text books					
Latrines					
Other (specify)					

**APPENDIX TWO**

**INTERVIEW SCHEDULE FOR STUDENTS/PUPILS**

**PART A: PERSONAL DETAILS**

Name of the School----- Class-----

Sex----- Age-----

**PART B: MAIN BODY OF THE INTERVIEW SCHEDULE**

1) Was your school closed during clashes of 2006 to 2008? (i) Yes  (ii) No

2) For 2 (i) above, what happened to you?

(i) Stayed at home

(ii) Transferred to another school

(iii) Sought refuge in Chepkitale

(iv) Sought refuge in my relatives place in safer areas

(v) Other (specify).....

3) For 4 (i) (iii) and (iv) above, what were you doing at home/Chepkitale/relatives place?

(i) Working on the farm to produce food for the family

(ii) Looking after the animals

(iii) Employed as casual worker

(iv) Hunting and gathering

(v) Other (specify) .....

4 a) For 4(ii) above, were you readily accepted/admitted in the other school(s)?

(i) Yes  (ii) No

b) If no, what were the reasons?

(i) Lack of space/ class rooms were full

(ii) The term/year had started and you could not be admitted in the mid of the term/year

- (iii) No reason given
- (iv) I don't know
- (v) Other (specify) .....

5) For 4(ii) and (6) above, how long did it take you to be admitted in the new school(s)?

- (i) Less than one year
- (ii) Between one year and two years
- (iii) Between two and three years
- (iv) Above three years
- (v) Other (specify) .....

6 a) In the event of admission to the new school, were you forced to repeat a class?

- (i) Yes
- (ii) No

b) For 6(a)(i) above, what were the reasons?-----  
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7 (a) Were you a candidate when the clashes of 2006 to 2008 occurred?

- (i) Yes
- (ii) No

(b) For 7(a)(i) above, did the clashes of 2006 to 2008 affect your performance in national examination? (i) Yes  (ii) No

c) For 7(b)(i) above, how did the clashes affect your performance?-----  
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**APPENNDIX THREE**

**INTERVIEW SCHEDULE FOR PARENTS**

1) Were the schools in your area closed during the clashes of 2006 to 2008?

i) Yes  (ii) No

2) For 1(ii) above, what happened to your children?

(i) Stayed at home

(ii) Transferred to other schools

(iii) Moved to the relatives place

(iv) Moved to Chepkitale

(v) Other (specify) .....

3) For 2(i), (iii) and (iv) above, what were the children doing at home/relatives/Chepkitale?

(i) Looking after the animals

(ii) Working on the farm to produce food for the family

(iii) Employed as casual worker

(iv) Hunting and gathering

(v) Other (specify) .....

4) a) For 4(ii) above, were the children readily accepted/admitted in other schools?

(i) Yes  (ii) No

b) If no, what were the reasons?

(i) The term/year had already started and could not be admitted in the mid of the term/year

(ii) Lack of space/class rooms were full

(iii) No reason was given

(iv) I don't know

(v) Other (specify) .....

5) For 4(ii) 6(i) above, how long did it take for your children to be admitted in the new school(s)?

(i) Less than one year

(ii) Between one year and two years

(iii) Between two and three years

(iv) Above three years

(v) Other (specify) .....

6 (a) In the event of admission to the new school, were your children forced to repeat a class?

(i) Yes  (ii) No

b) For 6(a)(i) above, what were the reasons?-----  
-----  
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## APPENDIX FOUR

### **DOCUMENT ANALYSIS**

**Part A – Enrolment in the eighteen selected schools of chepyuk settlement scheme in February 2006 to 2010**

S.N	School	2006		2007		2008		2009		2010		TOTAL		GT
		B	G	B	G	B	G	B	G	B	G	B	G	B +G
1	Kaimugul primary													
2	Kipsikrok primary													
3	Chepyuk primary													
4	Sosaplel primary													
5	Kibumet primary													
6	Kapsogom primary													
7	Cheptoror primary													
8	Kapkirwok primary													
9	Kopsiro primary													
10	Kabukwo primary													
11	Kapkisei primary													
12	Kubura primary													
13	Chepkowo primary													
14	Kebee primary													
15	Gewangoi primary													
16	Kapkirwok secondary													
17	Cheptoror Girls secondary													
18	Chepyuk secondary													
<b>TOTAL</b>														

**Part B –Number of teachers employed by TSC in the eighteen selected schools of Chepyuk Settlement scheme in February 2006 to 2010.**

<b>S.N</b>	<b>School</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>Total</b>
1	Kaimugul primary						
2	Kipsikrok primary						
3	Chepyuk primary						
4	Sosaplel primary						
5	Kibumet primary						
6	Kapsogom primary						
7	Cheptoror primary						
8	Kapkirwok primary						
9	Kopsiro primary						
10	Kabukwo primary						
11	Kapkisei primary						
12	Kubura primary						
13	Chepkowo primary						
14	Kebee primary						
15	Gewangoi primary						
16	Kapkirwok secondary						
17	Cheptoror Girls secondary						
18	Chepyuk secondary						
<b>TOTAL</b>							

**Part C: An estimate of the destruction /damages in Kshs**

S.N	School	Classrooms	Furniture	Text books	Latrines	Fence	Science equipment	Total
1	Kaimugul primary							
2	Kipsirwok primary							
3	Chepyuk primary							
4	Sosaplel primary							
5	Kibumet primary							
6	Kapsogom primary							
7	Cheptoror primary							
8	Kapkirwok primary							
9	Kopsiro primary							
10	Kabukwo primary							
11	Kapkisei primary							
12	Kubura primary							
13	Chepkowo primary							
14	Kebee primary							
15	Gewangoi primary							
16	Kapkirwok Sec.							
17	Cheptror Girls Sec.							
18	Chepyuk Sec.							
	<b>TOTAL</b>							

**APPENDIX FIVE**

**INTERVIEW SCHEDULE FOR THE OPINION LEADERS**

**PART A -DISTRICT OFFICER**

1) How many schools are there in your division?

(i) Primary  (ii) Secondary

2) How many schools in your division closed down due to the clashes of 2006 to 2008?

(i) Primary  (ii) Secondary

3 (a) Are there schools in your division that have not re-opened since the clashes ended?

(i) Yes  (ii) No

b) If yes, give the number of school that have not re-opened

(i) Primary  (ii) Secondary

4) For 3(a) (i) above, what are the reasons for not re-opening these schools?

(i) Insecurity

(ii) Lack of Teachers

(iii) Lack of Students

(iv) Government directive

(v) Other (Specify) .....

**PART B –CHIEFS**

1) How many schools are there in your location?

(i) Primary  (ii) Secondary

2) How many schools in your location closed down due to clashes of 2006?

(i) Primary  (ii) secondary

3(a) Are there schools in your location that have not re-opened since clashes ended?

(i) Yes  (ii) No

(b) If yes, give the number of schools that have not re-opened

(i) Primary                       (ii) Secondary

4) What are the reasons for not re-opening these schools?

(i) Insecurity

(ii) Lack of Teachers

(iii) Lack of Students

(iv) Government directive

(v) Other (Specify).....

### **PART C – COUNCILLORS**

1) How many schools are there in your ward?

i) Primary                       (ii) secondary

2) How many schools in your ward closed down due to clashes of 2006 to 2009?

(i) Primary                       (ii) secondary

3(a) Are there schools in your ward that have not re-opened since clashes ended?

(i) Yes                       (ii) No

b) If yes, give the number of education that have not re-opened

(i) Primary                       (ii) Secondary

4) For 3(a) (i) above, what are the reasons for not re-opening these schools?

(i) Insecurity

(ii) Lack of Teachers

(iii) Lack of Students

(iv) Government directive

(v) Other (Specify) .....

## APPENDIX SIX

### INTERVIEW SCHEDULE FOR THE MINISTRY EDUCATION OFFICERS

#### PART A -DISTRICT EDUCATION OFFICER

1) How many schools are there in your district?

(i) Primary  (ii) Secondary

2) How many schools in your district closed down due to the clashes of 2006 to 2008?

(i) Primary  (ii) Secondary

3(a) Are there schools in your district that have not re-opened since the clashes ended?

(i) Yes  (ii) No

(b) If yes, give the number of school that have not re-opened

(i) Primary  (ii) Secondary

4) What are the reasons for not re-opening these schools?

(i) Insecurity

(ii) Lack of Teachers

(iii) Lack of Students

(iv) Government directive

#### PART B –AREA EDUCATION OFFICER

1. (a) How many schools are there in your division?

(i) Primary  (ii) Secondary

2) How many schools in your division closed down due to the clashes of 2006 to 2008?

(i) Primary  (ii) Secondary

3(a) Are there schools in your division that have not re-opened since the clashes ended?

(i) Yes  (ii) No

b) If yes, give the number of school that have not re-opened

(i) Primary  (ii) Secondary

4) For 3(i) above, what are the reasons for not re-opening these schools?

(i) Insecurity

(ii) Lack of Teachers

(iii) Lack of Students

(iv) Government directive

(v) Other (Specify) .....

APPENDIX SEVEN

REPUBLIC OF KENYA



**NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY**

Telegrams: "SCIENCE TECH", Nairobi  
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Website: [www.ncst.go.ke](http://www.ncst.go.ke)

Our Ref: **NCST/RRR/12/1/SS/657/3**

Date: 19<sup>th</sup> July 2010

Mr. Moikut Simon Ndiwa  
Kenyatta University  
P. O. Box 43844  
NAIROBI

Dear Sir,

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Impact of land clashes on access to primary and secondary education: A case of Chepyuk settlement scheme – Mt. Elgon District*" I am pleased to inform you that you have been authorized to undertake research in Mt. Elgon District for a period ending *31<sup>st</sup> December 2010*.

You are advised to report to the **District Commissioner and the District Education Officer, Mt. Elgon District** before embarking on the research project.

On completion of the research, you are expected to submit two copies of the research report/thesis to our office.

A handwritten signature in black ink, appearing to read 'P. Nyakundi'.

**P. N. NYAKUNDI  
FOR: SECRETARY/CEO**

Copy to:

The District Commissioner  
Mt. Elgon District

The District Education Officer  
Mt. Elgon District



