

**EFFECTS OF CATTLE RUSTLING ON ACCESS AND  
PARTICIPATION IN PRIMARY EDUCATION IN ALALE  
DIVISION, WEST POKOT COUNTY, KENYA.**

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT FOR THE  
AWARD OF MASTERS DEGREE IN THE DEPARTMENT OF  
EDUCATIONAL FOUNDATIONS, SCHOOL OF EDUCATION,  
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## DECLARATION

I declare that this thesis is my original work and not a duplication of similar published work of any scholar for academic purpose as partial requirement of any college or otherwise. It has never been submitted to any other institution of higher learning for the award of certificate, diploma or degree in any field of study. I further declare that all materials cited in this paper which are not my own, have been diligently acknowledged.

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## **DEDICATION**

I dedicate this work to my mother Magdalene Munyereti Simatwa, who despite being a widow, after my father was killed by Cattle Rustlers, defeated all the odds in order to see her children go through secondary school education. She inculcated positive virtues in me that have become the pillars of my life.

## **ACKNOWLEDGEMENT**

Special thanks goes to Almighty God for enabling me accomplish this work despite all the challenges I encountered. Secondly, my gratitude goes to my supervisors, prof. Sifuna Daniel and prof. Augustine Karugu for their tireless advice and guidance. Their encouragement motivated me to continue with the work

My family members played a significant role in this journey by giving both moral and financial assistance. May our father in heaven bless each one of you in a special way.

I am also greatly indebted to all my friends who supported me in their own many unique ways. You are special people in my life.

## **ABBREVIATIONS AND ACRONYMS**

<b>ASAL</b>	Arid and Semi-Arid Lands
<b>CR</b>	Cattle Rustling
<b>D.S.D</b>	Descriptive Survey Design
<b>EFA</b>	Education for All
<b>FAWE</b>	Forum for African Women Education
<b>FGM</b>	Female Genital Mutilation
<b>FPE</b>	Free Primary Education
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>MDG</b>	Millennium Development Goals
<b>NARC</b>	National Rainbow Coalition
<b>NGO</b>	Non-Governmental Organizations
<b>SCDE</b>	Sub-County Director of Education
<b>SFP</b>	School Feeding Program
<b>SSE</b>	Subsidized Secondary Education
<b>UNICEF</b>	United Nations Children Education Fund
<b>WFP</b>	World Food Program

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## ABSTRACT

This study investigated the extent to which cattle rustling had impacted on pupil's access and participation in primary education in Alale Division, North Pokot Sub-county. The study investigated enrolment, retention, drop-out and absenteeism rates of both pupils and teachers in schools. It also evaluated general performance of schools' KCPE results. It is intended that this research will shed light to education stakeholders in this region so as to manage better children's access and participation in education in this cattle rustling prone region. This study was guided by 'cattle complex' theory advanced by Melville Herskovits (1926), which posited that pastoralists hold insatiable, irrational and irresistible love for cattle. This theory explains why pastoralists would use any means including stealing cattle from their neighbors in order to maintain a large herd of cattle. The study reviewed related literature on causes of cattle rustling among pastoralists and effects on pupils' access and participation in education. It also reviewed Government, NGOs and Religious Organizations efforts in education matters. Descriptive Survey Design was used to elicit information from the respondents. The study was limited to 5 schools within Alale Division. The study sampled out 200 pupils and 20 teachers from the 5 sampled schools for the study. The respondents comprised of Headteachers, an education officer, an administration officer, NGO official, a religious leader and 15 members of the community. The research instruments used for collecting data were questionnaires, interview schedules and Focus group discussions. The reliability of the instruments was determined using test-retest technique. To measure validity of the instruments, the researcher availed the instruments to the supervisors for scrutiny to determine if they addressed adequately the objectives of the study. The study generated both qualitative and quantitative data which were analyzed using descriptive and inferential statistics. The results were presented in the form of frequency distribution tables, bar graphs and pie charts. Based on the research findings, the researcher found out that indeed cattle Rustling was an impediment towards Access and Participation in primary Education in Alale Division. There were high school drop-outs, Absenteeism of both teachers and pupils, poor schools infrastructure and general insecurity. All these translated to low quality of education as realized from poor exam results. The study recommended that boarding schools to be increased to shield the pupils from negative cultural practices and to guaranteed them maximum security. The community also needed sensitization to have mental shift from cattle rustling to embracing other alternative sources of income. However, the researcher pointed out areas of research gaps that can be exploited for further research to improve education in North Pokot Sub-county. Study can be conducted on effects of Cattle Rustling on secondary schools and also on how CR is affecting girl-child education.

# **CHAPTER ONE**

## **INTRODUCTION AND CONTEXTUALIZATION OF THE STUDY**

### **1.0 Introduction**

This section analyzed this study about effects of cattle rustling on access and participation in primary education in Alale Division in the following divisions; background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitation, assumptions of the study, theoretical framework, conceptual framework and finally definition of terms.

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

Globally, basic primary education is recognized as a fundamental human right. According to UN-Declaration on Human Rights (1948), Article 26, it states that everyone has the right to free and compulsory elementary education. It further states that education shall promote understanding, tolerance and friendship among nations, races and religious groups for the purpose of maintenance of peace. This declaration stipulates further that education shall be directed to the full development of human personality. UN-Conference (1990) held in Jomtien, Thailand reinforced the rights of children to acquiring basic education. The conference came up with the Education for All (EFA) goals. The aims of EFA were to Universalize Primary Education and massively reduce illiteracy by the end of the decade. World Education Forum (WEF) held in Dakar, Senegal in the year 2000, saw the member states re-affirm their

commitments to EFA goals. The year 2005 was set as the year for global gender parity in education and 2015 for attainment of EFA goals.

World Education Forum also entrusted UNESCO with the overall responsibility of coordinating all international players and sustaining the global momentum on achieving EFA goals. UNESCO (2009) stipulates that education is universal and the opportunities should be equal without regard to race, sex, economic, social or any other destination.

United Nations children's Fund (UNICEF) was created by UN assembly by 1946 to help children in poverty stricken countries in developing world. Its mandate was to ensure that all children realize their rights to education and develop to his or her full potential.

In order to reinforce EFA goals, Sub-Saharan Education Ministers came up with framework of Action-Education for African Renaissance in the twenty first century in Johannesburg, South Africa in 1999. They singled out armed conflict in the African continent as an impediment to schooling of children.

The world has set the Millennium Development Goals (MDG) to be achieved by all nations before the end of the century. To realize this millennium goals, Kenya has come up with vision 2030 of which the driving force towards its achievement has been singled out to be education. This means that each and every country of the world should invest heavily in education in order to realize MDG.

In order to enforce EFA goals, in the year 2000 Kenyan Parliament enacted children's act that recognized education as a basic right to all children.

*“.....Every child shall be entitled to education of which its provision shall be the responsibility of the government and parents” (GOK, 20. 11)*

Kenya government made some strides towards achieving compulsory Free Primary Education (FPE) and subsidized secondary education in the year 2008. The government contributed Ksh. 10,265 for every Kenyan student in secondary school.

It is evident here, that the Kenya Government in conjunction with other international bodies has put some efforts to improve education in the country. Sifuna (1994) reiterated that the government of Kenya has committed a lot of resources since independence to attain Universal Primary education, skilled manpower and to meet the great demands of education countrywide.

Despite all these international and national efforts towards realization of EFA goals in the world by 2015, Education for All (EFA) remains a pipe dream in Alale Division of Pokot North Sub County. These global Education goals are adversely hampered by the protracted cattle rustling that is rampant among the pastoralist in this region. This retrogressive act has been rife in Alale Division since independence despite the government commitment to eradicate poverty, illiteracy and diseases. Cattle rustling (CR) can be singled out as the main impediment towards access and participation of children in primary education in Alale Division, Pokot North Sub County. Since independence, successive governments seems to have done very little to ameliorate

this menace of CR. UNESCO (2008) pointed out that worldwide, nomads are among groups that are neglected by their respective governments. UNESCO (2011) highlighted that over 10 million children drop out of school each year in sub-Saharan Africa due to economic and conflict related matters, notably, due to the havoc brought about by CR. Alale Division lies squarely in this category of regions disadvantaged by conflicts, and in this case the menace of CR. Alale Division is bordered by Turkana county at the North and Karamojong of Uganda at East. These two neighbors are pastoralists who equally dearly love cattle. This geographical placement puts this division in a precarious position prone to cattle rustling. These cattle raids among these pastoralists have degenerated to a level that one cannot be able to directly identify the aggressor and the aggrieved. During these raids and counter – raids schooling of children in this region is adversely affected. As a result of this menace, many children drop out of school; chronic absenteeism among pupils is also noticeable.

**Table 1.1 Class 7 School dropouts in four primary schools in Alale division (SCDE 2014).**

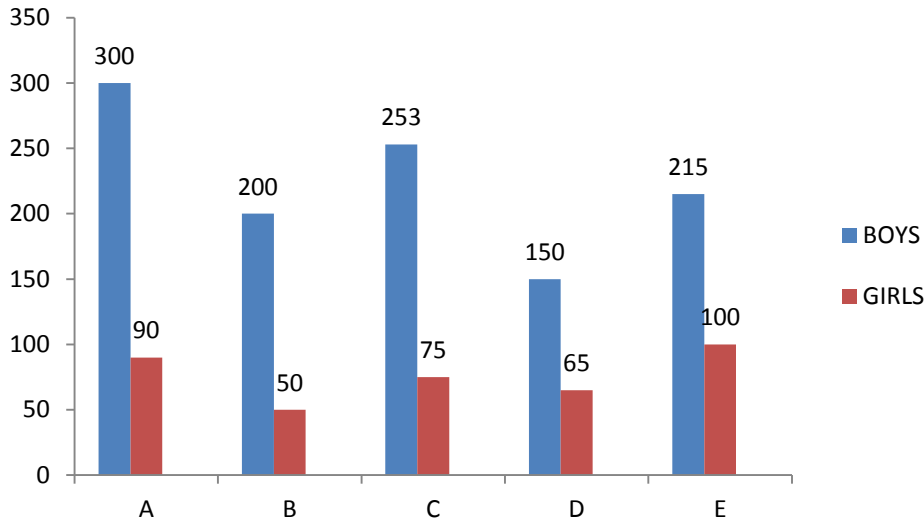
Schools	2012				2013					
	Roll	Gender	Dropouts	%	Roll	Gender	Dropout	%		
Natimeri		B	24	10	41.6		B	21	08	38
	32	G	08	03	37.0	33	G	11	05	45.4
Kalapata		B	16	07	43.7		B	18	06	33.3
	23	G	07	03	42	25	G	05	02	40
Kiwawa		B	18	08	44		B	21	10	47.6
	28	G	20	06	60	27	G	07	04	57.8
Naqwailap		B	14	04	28.6		B	20	07	35
	25	G	11	05	45	30	G	10	04	40

Teachers are neither spared; they are intimidated, threatened and sometimes attacked by raiders. School infrastructure is also destroyed. Bishop (1985) pointed out that if threat were posed in teaching – learning environment, curriculum implementation was thwarted. Johnson (1960) posited that curriculum implementation is hampered by the degree to which teacher’s commitment is constantly interfered.

The government of Kenya has tried to stamp out CR in pastoralist communities but with minimal impact. In the year 1984, the government engaged itself in a massive disarmament exercise to weed the pastoralist in Northern Kenya – notably Pokot community of illegal firearms. This only served to the advantage of the Karamojong

from Uganda who could easily attack the disarmed Pokot. This predisposition to attacks from their neighbors prompted these pastoralists to re-arm themselves. Recently, the government has tried to bring the warring communities to negotiate peace agreement but too little success. In equal measures the government of Kenya has tried to force parents in Alale Division to take their children to school but to a little success since forced development seems to be resisted by the people. The government in conjunction with World Food Program (WFP) has tried to provide free meals to all primary schools in the region but still this seems to have done very little to entice children to join schools. The value held to cattle by these pastoralists, notably the Pokot people seems to be the underlying factor that is fueling cattle rustling in this region. The value attached to education by the local people seems too remote that it is overwhelmed by the love of cattle.

The enrolment rate in primary schools in Alale Division is dismal in comparison with other regions of the sub-county and more so the entire county. The entire vast division of Alale has approximately a population of 5000 pupils in Primary schools (SCEO Records, 2012), which is too low compared with other divisions like Kacheliba that has over 15000 pupils in Primary schools. Class transition rate is so poor in Alale Division, notably for girl child. For every 10 girls joining standard one in Alale Division, six are likely to drop out of the system before sitting for KCPE, (SCEO 2011). This disparity is reinforced by parents who would rather marry off their daughters at that tender age in order to replenish their stolen cattle through bride wealth fetched by the girls in form of cattle.



**Figure 1.1 Enrolment in five primary schools in Alale division 2012**

**Source: SCDE 2014)**

The boys like their fathers, hold little value to education and therefore likely to opt out of the system before attaining standard seven. For example Kalapata primary school had 20 boys dropping from the system within one term alone in the year 2012 (SCDE 2013). The main informal education the boys get here is how to take care of cattle. The boy-child begins being a nomad at an early age as five years old. He is also introduced to weaponry at tender age for he is expected to grow to be the protector of the community.

Alale Division registers dismal performance in KCPE results. As indicated in Table. 1.3. It is evident that the division registers low grades in KCPE results. Since in inception of 8.4.4 system of education, there has never been a student registering more than 400 marks in the entire division. As indicated in the table most students score between 250 – 200 marks.

**Table.1.2 Alale Division KCPE Performance Analysis for 2013/2014**

School	Roll	KCPE MARKS 2013			KCPE MARKS 2014			
		350-300	299-200	199-100	Roll	350-300	299-200	199-100
		%	%	%	%	%	%	%
NATIMERI	20	12.5	58.33	29.16	26	11.53	65.38	23.08
NAUYOPONG	19	-	68.4	31.57	18	-	77.78	22.22
ALALE	22	9.09	59.09	31.81	20	10	70.00	20.00
LONGOROK	09	-	44.4	55.6	12	-	41.67	58.33
KIWAWA	11	9.09	54.54	36.36	09	-	66.67	33.33
KALAPATA	13	-	38.4	61.6	11	-	45.46	54.54
NAQWAILAP	09	11.11	55.56	33.33	14	14.28	42.85	42.85
CHELOPOY	30	13.33	50	36.67	26	7.69	57.69	34.61
KAURIONG	18	11.11	55.56	33.33	15	6.67	66.66	26.66

**Source: SCDE 2015.**

If the vice of CR in Alale Division is not addressed with seriousness it deserves, CR will continue being a major impediment to the access and participation of children in education in this region and Kenya is unlikely to achieve its vision 2030. It is this persistence of CR and its effects to schooling of children in Alale Division that has prompted this research.

### **1.2 Statement of the Problem**

It is evident that despite international and national commitments towards provision of basic education to all children, Alale Division of North Pokot Sub County is still lagging behind in basic education as a result of the sporadic cattle rustling which is

curtailing access and participation of children in education in primary schools. Due to this retrogressive practice, school enrolment in Alale Division, remain uncomfortably low, notably for girl child, who is perceived by the community as a remedy to replenish stolen cattle, through the bride wealth she fetches through early forced marriage she is subjected to. Alale Division, despite its vastness, has a mere total enrolment of approximately 5000 pupils in primary schools, girls accounting for less than 30% of this number (SCDE2014).

Boys are indoctrinated at early ages to hold uncompromised value in pursue of cattle. They are made to believe that the only means to a successful life is to have a large herd of cattle and not any other alternative. Due to this believe, the youth will strive to acquire cattle by all means including rustling from their neighbors. In the course of these raids and counter-raids, children's access and participation in education is greatly hampered. High dropout rate is registered as well as chronic absenteeism of both pupils and teachers who feel insecure in the hands of marauding warriors. This unfavorable working condition has prompted many teachers to seek transfers to safer grounds elsewhere in the county thus exacerbating the problem of under staffing in this region. For example Longorok primary school has only three trained teachers. In this division, averagely 10 teachers seek for transfers each term by feigning chronic diseases (SCDE 2013).

Despite numerous measures undertaken by the government, religious organizations, NGO's and other bodies of good will, cattle rustling is still rife in Alale Division. The government has tried to disarm the pastoralist but only to attain little success. Equally,

peace initiatives by Religious organization and NGO's seem to impact very little on the Menace. If this menace of CR is not curbed soon, access and participation in education matters by primary school age going children will be adversely interfered, and opportunities that would have otherwise been available for children to advance academically, would be permanently curtailed, hence the country is unlikely to achieve vision 2030. It is this concern that has prompted the researcher to undertake this research since no other research of the nature has been undertaken in this region to investigate the extent of the effects of cattle rustling to children's access and participation in primary education in Alale Division, Pokot North Sub-county.

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

The main purpose of this study was to investigate the influence of cattle rustling on learner's enrolment in schools, retention rate and drop-out rate. The study also investigated the rate of absenteeism of learners and teachers in this cattle rustling prone region. The study evaluated the general performance of schools K.C.P.E results in the past two years. Likewise, study investigated the influence of CR on teacher's adequacy and efficiency in this insecure environment.

### **1.4 Research Objectives**

This study set out:

- i. To identify the Causes of cattle rustling amongst the pastoralists
- ii. To investigate the Effects of cattle rustling on pupils Access in Education in primary schools in Alale Division.
- iii. To investigate the Quality of Education provided in Alale Division.

- iv. To investigate the Effects of cattle rustling on pupils participation in Education in primary schools in Alale Division.
- v. To identify the impact of cattle rustling to the Efforts of Government, Religious organizations and NGOs in improving Accessibility and Participation of children in primary Education in Alale Division.

### **1.5 Research Questions**

The study was guided by the following questions:

- i. What are the causes of cattle rustling amongst the pastoralists?
- ii. How does cattle rustling affect children's Access in primary Education in Alale Division?
- iii. How does cattle rustling impact on the Quality of Education provided to primary schools in Alale Division?
- iv. How does cattle rustling affect children's participation in primary Education in Alale Division?
- v. What are the effects of cattle rustling to the Efforts of the Government, Religious Organizations and NGOs in improving Access and Participation of children in primary education?

### **1.6 Significance of the Study**

This study will help education stakeholders in Alale Division, get insight on how best to implement curriculum matters in spite of cattle rustling menace. It will also create awareness on the effects of cattle rustling to all education stakeholders, hence to find ways to improve the situation. This study is also expected to create attitudinal change

towards education to both parents and children in Alale Division. It is intended that it can create mental shift from cattle as the only means of survival to embracing education as the sure way to better life. The research also hopes that it will contribute knowledge on how the problem of cattle rustling can be mitigated in this region. The results of this research can also be used to ameliorate the problem of cattle rustling elsewhere in West Pokot County whereby similar conditions prevail. Lastly this research results can be a gateway to other researches on cattle rustling in West Pokot county or other regions in Kenya.

### **1.7 Limitations of the Study**

This study was limited to five sampled schools in Alale Division due to vastness and poor terrain of the division. Only class 7 and 8 pupils were sampled for this study because they could communicate effectively with the researcher and also be able to fill the questionnaires correctly. Poor road network made it difficult for the researcher to transverse all parts of the division.

### **1.8 Delimitations of the Study**

It was a difficult task for the researcher to get in-depth information from some respondents who feared repercussion from the community for divulging sensitive information to a stranger. The researcher generalized results from only class seven and eight samples. The researcher had to source the help of a guide who would explain the purpose of the research to the residents and hence convince them to participate actively.

### **1.9 Assumptions of the Study**

In this study, the researcher assumed that all the respondents could cooperate and provide reliable responses. The researcher assumed also that learning in schools in Alale Division, North Pokot Sub County had been going on despite the Menace of cattle rustling.

### **1.10 Scope of the Study**

The study was limited to Alale Division North Pokot Sub-county because this is the region that is adversely affected by cattle rustling and thus captured the attention of the researcher. The residents here have been engaging in cattle rustling with its neighbors the Turkana and Karamojong for a long time. Therefore, the researcher wanted to investigate the extend at which cattle rustling had impacted on education in this region.

### **1.11 Theoretical Framework**

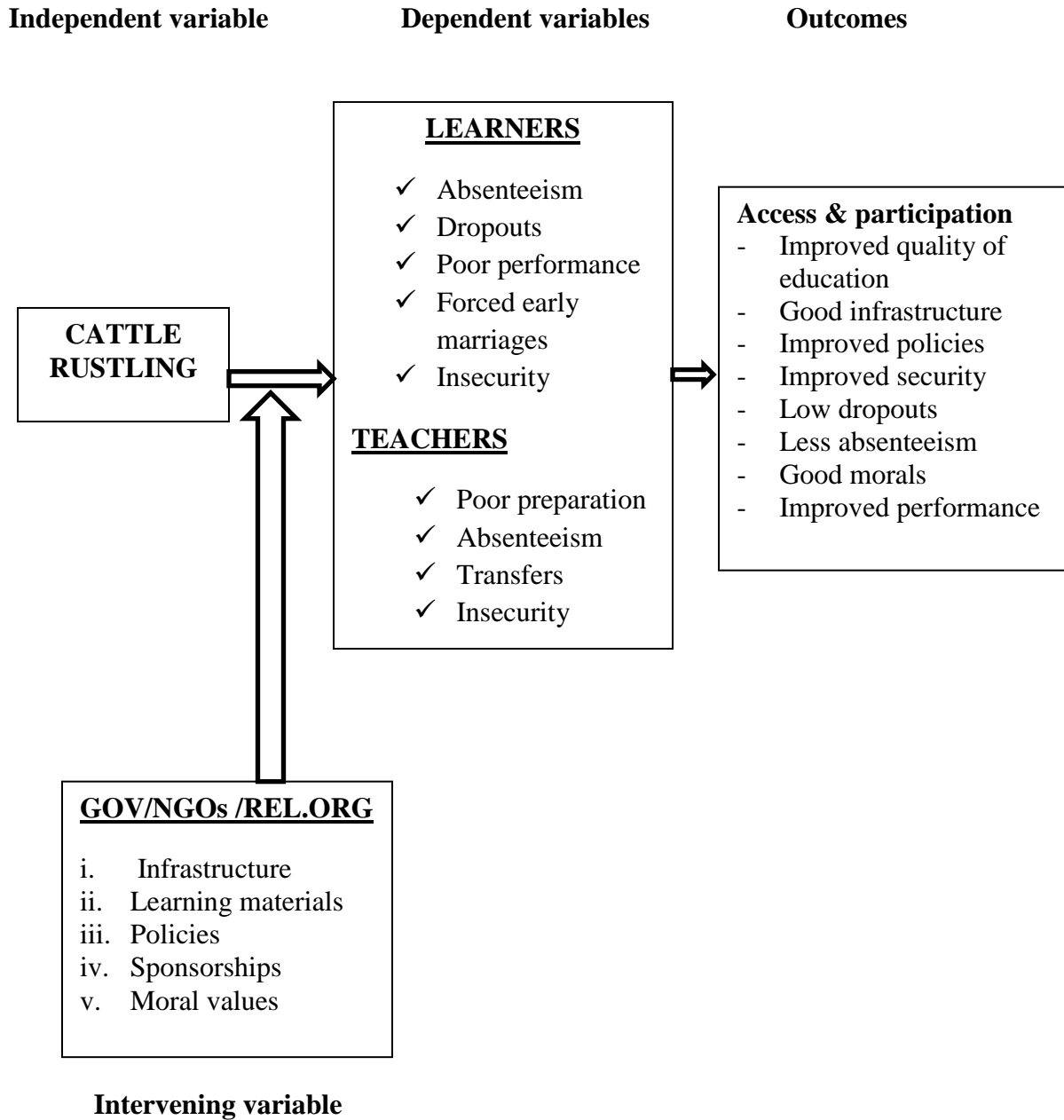
The study was modeled on ‘cattle complex’ theory which has both anthropological and environmental connotations. This theory was advanced by an American anthropologist Melville Herskovits (1926). He was concerned with the values the pastoralists held on their cattle. Herskovits investigated how and why cattle ownership was crucial to the acquisition of prestige and authority among the Fulani people of Nigeria who were perceived to hold irrational, irresistible and irreversible liking of cattle. This theory postulates that pastoral people have obsessive love for cattle. To the pastoralists, cattle are everything that can bring happiness and success in life. Their worldview is centered on cattle. Other than economic value, cattle to them have also

cultural and spiritual values held so dearly by the community. This insatiable desire of wanting to own more and more cattle, end up driving pastoralist to want to acquire cattle from their neighbors through any means available – including raiding from them.

Sometimes pastoralist cattle are decimated by natural calamities like drought, famine and diseases. This leads to massive loss of cattle and other domestic animals. Faced by such situation, pastoralists are forced to replenish their lost cattle by raiding from their neighbors or by marrying off their daughters so as to be given a herd of cattle as dowry.

Like the other pastoralists in Africa, the Pokot people, notably of Alale Division, North Pokot sub county have a deep passion for their cattle to an extent that; they would rather die while defending them. Boys are indoctrinated at tender age to value cattle more than anything else in life. A man with a large herd of cattle commands more respects and status than one who is employed and salaried. This is because cattle serve all aspects of their lives: economic, cultural and spiritual, that money cannot be equated with. Cattle to them are source of food through its meat and milk. They are used in all cultural rituals and sacrifices to God and ancestors. Perhaps this could be the reason why the community holds little regards to education of their children. Cattle rustling as a way of acquiring more cattle could be an impediment to access and participation of children in Alale Division to education. This theory will try to gauge the residents' worldview on cattle as a means of trying to find out if it is the cause of the poor access and participation of children towards education.

## 1.12 Conceptual Framework



**Figure 1.2: Conceptual Framework**

Craig (1993) pointed out that poor organization and insecurity in learning environment affects curriculum implementation. From the conceptual framework, we can deduce

that cattle rustling is the Independent Variable that influence learners schooling by making them not to enroll in schools, cause absenteeism and also influence high dropout, either to go take care of family cattle or engage themselves in cattle rustling. Cattle rustling is also a contributing factor to the poor performance by schools realized in this region. Equally, teachers who are the implementers of the curriculum are neither spared by this monster of Cattle Rustling. Teachers feel insecure in their places of work, hence delivering insufficient content to the learners. Therefore, subsequently, learners become the secondary victims of cattle rustling through the unfavorable working conditions for the teachers. In this case teachers and Pupils becomes subjects to Cattle Rustling.

The government of Kenya, NGOs and religious organizations who are also main players in the provision of education to the learners in this place are likewise interfered by cattle rustling in their roles. These stakeholders are the main providers of schools infrastructure, learning materials, sponsoring the needy children among other provisions. School policies are also derived from government in conjunction with religious organizations. These policies may be difficult to be implemented in such hostile environment. All these negative effects inflicted on stakeholders by cattle rustling menace, eventually spill over to affecting the schooling of children in primary schools in this region. However, through the intervention of these stakeholders education in Alale Division has managed to go on despite the menace of Cattle Rustling.

It is evident from this conceptual framework, that CR is being the epicenter from which all the failures of schooling of primary children in Alale Division rotate on.

### **1.13 Operational Definition of Terms**

<b>Seclusion</b>	The period the Pokot initiates are confined in a particular place for special training pertaining cultural norms, values and beliefs.
<b>Moranis</b>	The state of being a warrior, the defender of the Community's rights against external aggressors
<b>Cattle Complex</b>	Theory The theory that explains the obsessive, irrational, Irresistible and insatiable love for cattle by pastoralist.
<b>Tegla Lorupe Peace race</b>	A peace race initiated by peace activist Tegla Lorupe in order to create peaceful co-existence among warring tribes.
<b>Active citizen Organization</b>	An organization concerned with sensitizing pastoralist Communities against the vice of cattle rustling.
<b>Action Aid</b>	An NGO in ASAL areas concerned with development agendas in those regions.
<b>World Vision</b>	An active NGO in ASAL areas notably Alale Division, Supporting education and social matters affecting the people negatively.
<b>Operation Nenda Shule</b>	A government initiative through the local administration, notably, the District commissioner to force parents to take children to school in Alale Division.

#### **1.14 Organization of the Thesis**

This chapter presents the problem investigated in the proper context for the benefit of the researcher and readers. It outlines the significance, objectives and assumptions on which the study was based. Chapter two presents the review of related literature highlighting the effects of CR on quality of education, access and participation of learners in Alale Division, North Pokot Sub County. Chapter three outlined the research design, study locale, population sampling techniques and data collection procedures. Data analysis and interpretation was dealt in chapter four. A summary of the finding and conclusion, recommendations and suggestions for further research are presented in chapter five.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

This chapter will review literature on the study of effects of cattle rustling mostly on children's access and participation in primary education in Alale division, North Pokot District under the following sub titles; causes of cattle rustling among pastoralist communities, effects of cattle rustling on children's access to education, impact of cattle rustling on children's participation in education matters, role of government in provision of education and lastly participation of religious organizations and NGO'S in provision of education.

#### **2.1 Causes of Cattle Rustling Among Pastoralists**

Historically, the act of cattle rustling is quite an ancient practice, with the first suspected one having taken place over seven thousand years ago (Rugendas 1802-1858). Cattle rustling are the forceful raiding of livestock from one community by another using weapons and thus leaving behind destruction of property and loss of lives. Whereas cattle rustling is a thing of the past in America, Australia and other regions of the world, this vice is still life and rife in the African continent, notably, among the pastoralists like the Fulani of Nigeria, Dinga people of Sudan, Merille of Ethiopia, Karamojong of Uganda, Turkana and Pokot of Kenya among other pastoralists.

In Morocco, Christians and Muslims warriors engaged in semi-ritualized cattle rustling in the 12<sup>th</sup> century (Rugendas 1802-1858). In Australia cattle rustling was referred to as doffing and the rustler as duffer. In America, cattle rustling was conducted by ‘cow boys’ who rode on horses.

There are many causes of cattle rustling; cultural causes, ecological and political causes. Ng’ang’a (2012) pointed out Pokot culture as the cause of cattle rustling between Pokot and its neighbors. He cited the Pokot myth that all cattle belong to them, given to them by God. When a Pokot man raids cattle from another community, he believes that he is only taking back what initially belonged to him but had been deprived from him by another community. Edgerton (1964) asked Maasai men what they think about;

*“...we think about where to get more cattle, how to trade in cattle, how to feed our cattle, wives and children and how to be rich of cattle, that’s all” (Edgerton, 1964).*

To the pastoralists, notably the Pokot people of northern Kenya, cattle is the epicenter of their existence. Their worldview is coined around cattle. Just as Herskovits (1926) pointed out in his ‘cattle complex theory’, the Pokot likewise, have irrational, irresistible and insatiable lust to own as many cattle as possible. Typical Pokot man derives much pleasure from the sight, smell and touch of his cattle (Jacob 1963). This explains the reason why a typical Pokot man cannot sell his cattle to pay school fees for his children because to him cattle brings quicker returns unlike the prolonged educational output.

Gulive et al (2002) pointed out that livestock play a significant role in the lifestyle of a pastoralist, Cattle guarantees economic stability, socio-cultural status and religious benefits. Therefore, to the pastoralists, tampering with the number of their cattle is tampering with their chances of survival.

In Alale Division of Pokot North Sub-County, the man with the largest herd of cattle commands more respect than the one who is employed and salaried. The man with large herd is perceived by the community as endowed with wisdom, bravery and courage. He serves as refuge for those in need of cattle for rituals, fines, dowry among other needs that demands the use of cattle. On the contrary, the employed man is perceived as a stranger due to his prolonged absence in the village. He is also perceived as having been contaminated by foreign cultures not in tandem with their existence. It is only through education this stereotype mentality can be shifted to embrace modernity.

High bride wealth payment by Pokot can be singled out as another cause that perpetuates the menace of cattle rustling. A bride fetches as high as 40 herd of cattle in this region. This means that a poor man has remote chance of marrying. (Hudson, 1966) inquired from a pokot man why he steals cattle from other communities. He replied;

*“...I can’t stand the sight of seeing a child crying for milk.” He went further to say “...everyone wants to find a wife, friends and happiness but without cattle one cannot achieve any of these”. (Hudson,1966)*

‘Sapana’ cultural ceremony is another factor perpetuating cattle rustling among the Pokot in Alale Division. In this ceremony a man is required to spear his favorite bull and serve meat to his friends and elders so that he can be incorporated in the elderhood club and hence allowed to participate in community matters as an elder. In this regard, every male member above teenage would strive to undergo this ceremony by all means including engaging in cattle rustling so as to acquire the bull for the ceremony.

Women praises for the successful cattle rustlers and mockery for the weak and cowards through songs and ululations is perhaps another factor fueling this practice. The successful raiders are perceived as heroes and accorded great respect by the entire community. Their raiding prowess is admired by all young girls who in turn strive to marry them.

While in seclusion after circumcision, the Pokot initiates are indoctrinated with cultural values that the society holds dearly on. Boys are taught how to defend their community against external aggressors and how to generate wealth through rustling. Bravery is a virtue that is highly emphasized.

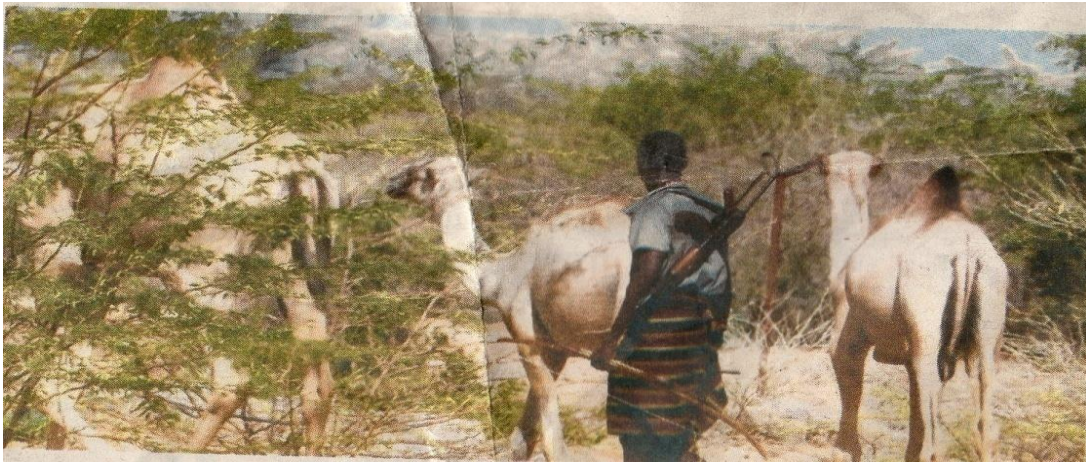
The animosity between the Merille and Turkana of Kenya is aggravated by merilles circumcision ceremonies which demands that an aspiring candidate is required to kill an enemy; in this case a Turkana, before undergoing this rite of passage (Daily Nation Tue. July 8, 2018).

In Samburu, cattle rustling are a cultural activity which each newly circumcised warrior is supposed to undertake in order to be allowed to marry. Having scrutinized the factors in pastoralists culture that perpetuates the menace of cattle rustling, there seems only a glimpse of hope in education as the only meaningful mitigation, that can emancipate the pastoralists from ideology of cattle for survival. World Bank (2015) acknowledged that education play significant roles in societies; it reduces poverty by developing skills, attitudes and creates self-awareness for one to cope up intelligently with the fast changing society. FAWE (2017) posited that education broadens an individuals perspective and sharpens his/her intellect about the world including awareness of all the social, cultural, economic and political forces influencing ones existence.

The ecological issues aiding cattle rustling are persistent drought and diseases that disseminate pastoralist cattle hence the need to replenish them through raiding. Nunow (2000) postulated that among the Somali people, cattle raids are conducted after a dry season to replenish the lost cattle during the drought. Mkutu (2000) posited that whenever scarcity of pasture and water or diseases depleted a community livestock, it sought to replenish the numbers through raiding.

Other than cultural and ecological factors fueling cattle rustling, there are other causes like proliferation of small arms, high poverty level as a result of marginalization of ASAL areas by successive governments and bad politics in a country.

The Pokot acquired many guns from Uganda after the fall of the reign of Uganda dictator Idi Amin in 1979. The Karamojong looted Moroto barracks and took all the weapons of which they sold some to the Pokot. Later on the Pokot sold these guns to the Marakwets, (Chesereck et al 2011). Since these guns are expensively bought, then the owners would want to use them maximally to generate wealth for themselves through cattle rustling and recently also highway robberies.



**Figure 2.1: An armed Pokot man herding his livestock (Daily Nation Tue. Jul.8, 2017)**

Clement Greiner (2013) cited that politicians fuel cattle rustling for their political and economic gains. Some politicians in pastoralist communities do not enlighten the community by teaching them the alternative sources of income instead they encourage them to continue wallowing in their cultural cocoons while their (politicians) children excel in education arena.

These politicians fear that if they make their communities see the light of education, their political dynasty will be in jeopardy. Sometimes they also fear losing votes by reprimanding the cattle rustlers, lest they face reprisal.

Rev canon Peter Karanja- general secretary of NCCCK, while presenting memorandum on cattle rustling to parliamentary select committee in charge of security claimed that there was a strong link between cattle rustling and political patronage in pastoralist communities (Daily Nation Monday, 8<sup>th</sup> June, 2009).

ASAL areas were perceived by colonialist and hence successive governments to be hostile and therefore consigned them to development neglect, schools and other social facilities in these regions are in dilapidated states. Coclough and Lewis (1993) noted that the achievement of schooling for all is not merely a matter of seeing sufficient formal attendance at school but also ensuring that the material and human resources available are sufficient to allow minimally acceptable learning to proceed. Njeru and Orodho (2008) observed that availability and adequacy of learning resources such as teaching force, physical facilities and instructional materials influence quality of education in a region.

It is evident that in ASAL areas, the government recognizes the importance of these pastoralists only when it requires their political support, notably during general elections. This is the time they are promised a lot of goodies but in vain. There was need for Research to be conducted to establish the hidden factors perpetuating CR in this region.

## **2.2 Influence of Cattle Rustling on Children's Access to Education**

Education is the key to overall development of any nation in the world. UN conference held in Jomtien (1990) came up with a framework to universalize primary education

and massively reduce illiteracy by the end of the decade. World Education Forum (W.E.F) held at Dakar (2000) in Senegal re-affirmed member states commitment to achieving Education for All (EFA) by 2015. This was to be done through expanding early childhood education, providing free and compulsory primary education, promoting learning and life skills for young people and adults among other ways.

On attainment of political independence in 1963, the government of Kenya and private sector collectively endeavored to enhance development of education in the country. This aspiration has consistently been reflected in various government documents such as National development plans, sessional papers and educational commission reports. Most importantly is the sessional paper No. 10 (1965) on African Socialism and its application to planning. The major concern of this paper is that every Kenyan child irrespective of gender, religion and ethnicity has the inalienable right to access basic welfare provisions, including education (Orodho 2008). Since then, the government has placed education at the center of its national development agendas. The Kenya government has committed a lot of resources since independence to attain universal primary education, skilled manpower and to meet the great demands of education countrywide (Sifuna 1994).

With the rampant conflicts around the world, notably Africa, these Millennium Development Goals of EFA might not be realized. Graca Michel, the wife of the former South Africa president Nelson Mandela presented a report in 1996 on children and armed conflicts to the nations general assembly which was to condemn unregulated terror and violence meted on children during these wars. She pointed out

that over one million children in Eastern Democratic Republic of Congo dropped out of schools because of civil conflicts in that country. Ellen Johnson Sirleaf in 2011, as the president of the republic of Liberia reported that the 14 years civil war in Liberia affected the schooling of nearly 500,000 children. Many schools were either damaged or destroyed during these wars, (UNICEF 2012).

UNESCO (2016) reported that more than 10 million children drop out of schools in sub-Saharan Africa each year due to conflicts and economic pressure. The report further indicated that over 67 million children worldwide dropped out of school in the year 2008 with sub-Saharan Africa recording more than 50% of this number. This is attributed to rampant conflicts in the African continent.

Cattle rustling being one of the regional conflicts among pastoralists, plays a significant role as an impediment towards access of education by children. Historically, cattle rustling is quite an ancient practice all over the world notably Africa but little research has been done on its impact on education. UNICEF (2016) claims that Kenya has more than a million children of primary school age that are out of school and 40% of them are from pastoralist communities. The researcher realized that research was needed to establish the extent to which CR had affected pupils' access to education in Alale Division.

### **2.3 Effects of Cattle Rustling on Quality of Education in Alale Division**

According to Bishop (1985), if threat were posed in the learning environment, curriculum implementation was adversely thwarted. Craig (1993) posited that poor

organization and insecurity in learning environment affect curriculum implementation. Quality of education offered to primary children in Alale Division, North Pokot Sub County had been characterized by lack of schools. The available schools are situated quite far from pastoralists, hence, denying the young children especially those in lower primary the chance to access quality education. A study by Sifuna (2005) shows how the provision of education facilities in Kenya since the colonial era had been skewed in favor of densely populated agricultural communities.

Even with the few available schools, children in Alale Division still find it difficult to access them due to insecurity posed by marauding cattle rustlers from the neighboring Turkana and Karamojong tribes. In the year 2015 Kalapata Primary school in Alale Division was closed down for several months due to cattle rustling menace. When the cattle rustlers strike, they do not spare the school children; to them the young ones of their enemies will grow to be tomorrow's killers and the women are killed because they are potential producers of more enemies.

When schools close due to cattle rustling, teaching learning materials are abandoned. They are destroyed by ants and roaming animals. Sometimes the raiders destroy the learning facilities like libraries, books and furniture. UNICEF (2016), observed that lack of adequate school equipment is a hindrance to learning. It is common thing to read in Kenyan daily newspapers about incidences of cattle rustling in various parts of the country. Notably, six schools in Isiolo were closed down as families fled clash torn areas between pastoralist groups fighting over pasture and water (Nation 8<sup>th</sup> Oct 2015). Those who seek refuge in campsites face poor learning facilities. The

makeshifts classes are prone to destruction by passers-by, noise, hot sun and rain. Duhham (1992), posited that teaching in stressful condition have a negative impact on learners.

In another incident more than 5000 people fled their homes in Arabel location Marigat district after two standard six pupils of Kapindasum primary school were killed by cattle rustlers. This situation adversely affected education in the area with four primary and one secondary schools closing down. Learning was also paralyzed in eight pre-primary schools in this region (Daily Nation, Saturday 3rd October 2017). Due to insecurity posed by cattle rustling in pastoralists communities, it is evident to find a group of armed raiders escorting their children to schools and keep vigil within the school compound to guarantee security of the learners. In such a situation children learn under tense atmosphere which is not conducive for acquisition of knowledge and skills.

Teachers are not either spared by this menace of cattle rustling. Teachers in these regions feel insecure hence poor delivery of content to the learners. Johnson (1960) pointed out that curriculum implementation is hampered by the degree to which teachers commitment is constantly interfered by insecurity. Mullin (1991) asserted that the teacher is more important than the curriculum and that a teacher's ability, enthusiasm and care determines the degree to which the students become educated. In this regard, teachers in CR prone areas do not have conducive environment for proper preparation of content to be delivered to the pupils in classrooms. Oluoch (1982), argued that lack of resources both human and material was a major constrained to

curriculum implementation process. In this situation, inadequate personnel in the learning institution means more workload to implementers which may result to superficial coverage of the syllabus content. Insecurity also facilitates chronic absenteeism of both teachers and pupils. These inconsistencies in learning institutions are replicated by poor performance in national examinations. None of the children schooling in Alale has ever managed to join a national school as compared to children in other divisions less affected by cattle rustling like Kapenguria Division and Kacheliba (SCDE 2017). Study conducted in India showed that absenteeism rate of teachers was low in schools with better infrastructure and conducive working environment free of threats (Chandhury et al 2006).

The hostility of the working environment of a teacher posed by the menace of CR prompts many teachers to seek for transfers to safer grounds. Some teachers go to an extent of feigning chronic sicknesses in order to be granted the transfer they dearly need. Despite the hardship allowance of 30. % of teacher's basic salary introduced by TSC to entice teachers to withstand hardships in these cattle rustling prone areas, many teachers in Alale Division, have opted to do away with it for safer grounds. There is a big shortage of teachers within Alale Division which is a clear pointer to explain the poor performance in schools. Schools in Alale Division have an average of 5 teachers managing 8 classes (SCDE 2017). Disproportionate pupil–teacher ratio (PTR) affects effective curriculum implementation. PTR of more than 40 affects quality of teaching while PTR of less than 40 result to wastage in both human and physical resources (Rep of Kenya 2013) Ironically the few teachers who are residents

of Alale prefer to work outside their home division, living their children without role models to emulate.

Alale Division is also characterized with poor road network. Most parts of the division are impassable and therefore render transportation of persons and goods difficult. There are regions in this division that children have never encountered a motor vehicle and if at all they have, then a lorry ferrying relief food supply. It is alleged that once a kid from Alale saw a van and exclaimed at its speed yet to him it was only but a toddler and so wondered how fast it would move once it grew up to be a lorry. This tells how poor the infrastructure is in this region. The few boarding schools available in this region cannot be accessed easily by all residents. Some children are forced to travel several days on foot to reach these schools, with the danger of encountering cattle rustlers and wild animals glaring at them. Research was needed to find out whether Cattle Rustling had an impact on pupils access to education in this region.

#### **2.4 Cattle Rustling; An Impediment to Children's Participation in Education**

Cattle rustling can be pointed out as one of the greatest impediment towards children's participation in education among pastoralist. Owiny (1991) argues that if schools in an area are empty, or almost so, but there is the presence of enough children of school-going age, then the demand for school has diminished to a point of being questioned. One should question aspects Such as attitudes towards school, factors influencing parent's decisions such as livestock in the case of the pastoralists and the need to adjust to the school system in light of the socioeconomic environment that governs their existence.

Pastoralists have an intensive devotion to cattle to the extent that it permeates all aspects of their culture. This could be the reason why children of pastoralists would aspire more for cattle ownership other than school education. More pastoralists believe that school education provides their children with nothing to take back home for use instead it contradicts the dictates of their existence. With many cattle easily gotten through CR, education ceases being important source of a brighter future to these pastoralists. Gorham (1980) posited that many of the Maasai express feelings of a cultural and economic loss in terms of those Maasai who are educated. Moranship among the Maasai is highly valued by the community. Most boys of school going age, abandon schooling at this stage to join cattle rustlers.

In order to replenish their stolen or dead cattle, fathers discontinue their daughters from schooling, force them to undergo FGM, hence marry them off to wealthy men who in turn will reward them with large herd of cattle as bride prize. Mkutu (2000) pointed out that whenever scarcity of pasture, water or disease depleted community's livestock, it often sought to replenish numbers by marrying off their daughters.

Girls' education in Pokot community is not valued since they are seen as potential sources of wealth through bride prize they fetch through marriage. That explains the reason why out of 10 girls enrolling in class one, 4 of them are likely to reach standard eight (SCDE 2017). Parents fear that girls who go to school get spoilt to the extent that they make decisions to marry outside their society. Holland (1996) posited that to make education less attractive to girls, pastoralist communities put higher bride wealth on illiterate girls. During these raids and counter raids some raiders are killed hence

living their wives widowed and children orphaned. Finding themselves without bread winners, boys drop out of schools to engage on wealth looking mission. They join elders in revenge missions to avenge deaths of their fathers as well as restock their families' stolen cattle.

Cattle rustling practice has earned Pokot people a bad name outside their borders. The community has been labeled, "cattle thieves", "killers" among other negative adjectives. These titles do not augur well with the integration of Pokot children with other communities. These labels have made some Pokot children schooling outside their county; seek transfer back to their county schools due to social exclusion they encounter. It is common to find Pokot children admitted in Turkana and Marakwet county secondary schools, seek transfers back to their county schools. In the year 2015, two Pokot boys who had been admitted in Lodwar high school, Turkana County, downplayed the offer and instead joined Chewoyet High School in Pokot County (SCDE, 2017).

CR can be singled out as one major factor to why the Pokot community register poor participation in education matters. This explains why the entire community has only one person with the title of professor; John Lonyang'apuo, while other communities in Kenya have several professors.

## **2.5 Roles of Government, Religious organizations and NGOs in Improving Accessibility and Participation of Children in Primary Education**

Colonial government deemed ASAL areas as hostile and ungovernable and therefore consigned them to development neglect. The pastoralist lifestyle was perceived primitive by the colonial government. These communities were left to continue with their cultural lives while the other parts of the country were opening up to educational development.

On attainment of political independence in 1963, the successive governments have endeavored to enhance development of education in the country, though with no equal measures to all parts of the country. Little has been done by successive governments to improve education standards of pastoral communities notably the Pokots of Alale. It is common to find children in ASAL areas learning under trees or in dilapidated classrooms.

In the year 2000, the Kenya parliament enacted the children's act that recognized education as a basic right to all children. Following this act, the government introduced Free Primary Education in the year 2003 and subsequently, subsidized secondary education in 2008. Sifuna (1994) pointed out that the Kenya Government has committed a lot of resources since independence to attain Universal Primary Education, skilled manpower and to meet the great demands of education country wide.

Despite all these international and National efforts, education for all (EFA) remains a farfetched thing in Alale Division due to rampant menace of CR. People's lifestyles here are dictated by the demands of culture and ignorance as a result of having not been awoken to embrace development agendas by successive governments.

In order to facilitate access and participation of children in education in Alale Division, government has tried to post more teachers from TSC to the region, provide the few existing schools with textbooks and other learning materials but, all these efforts are still insignificant to change the plights of people here.

The government came up with a program called, "*Operation Nenda Shule*" which used local administration to force parents to send their children to school. This initiative failed to keep children in school because the community was not involved in its inception, hence resistance from the local population. Sifuna (2003) stated that past approaches and interventions of a top-down planning in which pastoralist communities have been the recipient rather than the planners of their education, should cease to dominate nomadic education policies. (ibid) many pastoralists from ASAL regions have willingly settled whenever they have been sufficiently motivated to do so. In order to bolster participation and retention of children in schools, the government provides schools with food under school feeding programs (SFP). Cotton (1982) reported that a study in Haiti discovered that schools with feeding program had higher enrollment attendance and retention compared to those without. Sifuna (2005) revealed that one school enrolment in Turkana District dropped from 300 to 40 pupils at the end of the term because of lack of food.

In its efforts to curb the Menace of CR, the government has tried many times to disarm pastoral communities of their illegal firearms but to the realization of negligible success. Notably, is the 1984 - 1986 government punitive military operation against the Pokot with the purpose of seizing illegal firearms. Thousands of Pokot livestock were confiscated while others died. This act only served to aggravate the situation because the raiders had to re-arm themselves and organize cattle raids to replenish their lost stocks during the military operation.

For the purpose of improving the security of people and their animals, the government has recruited home guards amongst the population. These home guards sometimes keep vigil in schools to ensure safety of the children from the marauding cattle rustlers from neighboring tribes; Turkana and Karamojong.

Religious organizations notably the Catholic Church has done commendable work in many ASAL areas in Kenya. Most of the schooled persons in this ASAL area owe their success to the Christian organizations. Other than addressing spiritual needs of the people, these Christian organizations also engage themselves actively in education matters. Most existing schools in Alale Division are the efforts of Catholic Church missionaries. Examples of these Catholic Church sponsored schools are Kauriong, Kalapata, Natimiri and Amakuriat primary schools among others.

Other active religious organizations in this region are Lutheran church of Kenya and Anglican Church of Kenya. These religious organizations have tried to open up this region to link it with other parts of the county. They are actively involved in sponsoring education of orphaned children and the poor. Religious organizations have also tried to change the culture of people which is deeply rooted in cattle ownership but with little success. People require alternative source of income which they can adequately access. Their efforts to make people embrace Christianity and discard outdated cultures have been met with great resistance from the elders.

World vision - Kenya and 'Action Aid' among other NGOs have been in the forefront towards improving schooling of children in Alale Division. They are actively involved in improving infrastructure as well as sponsoring education of needy children. In conjunction, with religious organizations they have started Rescue Centre called "Kasei" whereby girls running away from FGM and forced early marriages seek refuge. Many a times, warriors have raided this rescue center with attempts to snatching away these girls. The rescue centre is guarded by assigned home guards. These NGOs are also actively involved in reconciling the warring tribes involved in sporadic cattle raids. These raids and counter raids have degenerated to a level that you cannot be able to point out the aggressors and victims at any particular time.

A renowned athlete and peace ambassador, Tegla Lorupe came up with "Tegla Lorupe Foundation" in 2006. This is a Foundation that uses the power of sports to advocate for peace amongst the pastoralists engaging themselves in cattle rustling and also weeding off other retrogressive cultural practices like FGM and forced early

marriages. This program involves bringing together warriors from various pastoral communities bordering each other to socialize in sports participation, intercultural beauty contests and dances.

Despite all the efforts by religious organizations to try and pacify the hearts of the people, initiate development agendas and the NGOs engagement to facilitate change in this region, the act of cattle rustling, still persist and continues to interfere with the quality, access and participation of children in education in Alale Division, North Pokot Sub county. Therefore, the researcher found it shrewd to conduct research in this region to find out how Cattle Rustling is frustrating the efforts of the Government and other education sponsors in improving children access and participation in education.

## **2.6. Summary**

Cattle rustling is a common phenomenon in many pastoral communities in Kenya and other parts of Africa. This is attributed to the value held to cattle by these pastoralists. This cattle world view has made these pastoralists to engage each other in sporadic cattle raids that have caused their communities a lot of losses. Many people have been killed or maimed in these raids and counter-raids. As a result of these cattle raids, education of children in these regions have been adversely affected. Some researchers have looked at this menace of cattle rustling in these ASAL communities. Katam (2004) assessed the condition of the environment, state of facilities and equipment of cattle rustling prone area of Tot division, Marakwet County. She came to the conclusion that indeed cattle rustling had negative impact on schools learning facilities

on acquisition and storage. Galgalo (2008) examined the impact of cattle rustling on quality of education in Chalbi Sub-county, Eastern Province. In his research he pointed out cattle rustling as an impediment to realization of quality education in the region.

There is no comprehensive information in the literature that show the extent at which CR affect access and participation of children in education in primary schools in the affected areas. It is this knowledge gap that has prompted this research to be undertaken in Alale Division, North Pokot Sub-county, to elucidate the extent at which CR impacts on education in this cattle rustling prone region.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 Introductions**

This chapter described research design used in this study, location of the study, study population, sampling procedure techniques, research instruments used in data collection, ethical considerations observed by the researcher, pilot study undertaken, data collection procedures and data analysis technique.

#### **3.1 Research Design**

This study used Descriptive Survey Design (D.S.D) to elicit information about the effects of cattle rustling on children's access and participation in education in primary schools in Alale Division. Gay (2007) posited that D.S.D is appropriate because it aims at gathering facts, knowledge, opinions and attitudes about the people, events or procedures. Borg (1989) says that survey collects data about variables or subjects as they are found in a social system or society. Additionally, high reliability was easy to be obtained through D.S.D method by presenting all subjects with standardized stimulus which ensures that observer subjectivity is greatly eliminated (Mugenda & Mugenda 1999).

The researcher found D.S.D suitable for this study because it involved eliciting information from sampled groups of population representing the attitudes, feelings and opinions of the entire targeted population. It was appropriate because it was time saving and cost effective for the researcher. The researcher also found it appropriate for collecting data on conditions that are already in existence or ongoing; in this case

conditions of CR in Alale Division, Pokot North Sub county. D.S.D method allowed the researcher to solicit opinions held by different respondents in this cattle rustling prone area and hence come up with appropriate conclusions about the effects of cattle rustling on access and participation of children in education matters in primary schools in this region.

### **3.2 Location of the study**

This study which investigated the effects of cattle rustling on children's access and participation in education was carried out in Alale Division of North Pokot Sub County, West Pokot County (appendix 11). Alale Division is bordered by Turkana County at the North and Karamojong of Uganda at the Western Side. The main economic activity of the Pokot people of Alale Division is pastoralism. Likewise, its neighboring communities; Turkana and Karamojong depend on pastoralism to meet their daily needs. This geographical placement puts the residents of Alale Division in a situation prone to cattle rustling. Protracted and intermittent cattle rustling in Alale Division, has impacted negatively to the schooling of children despite the government efforts to introduce Free Primary Education (FPE). There is a large number of children in this region who do not attend school. Alale Division is categorized under Arid and Semi - Arid Lands (ASAL) that have few resources that can be tapped to satisfy the needs of the residents. According to Republic of Kenya (2003) these ASAL areas have an average of 65 percent poverty level characterized by very low access to basic services. It is in this regard that the researcher has chosen Alale Division as a favorable region to conduct this research.

### **3.3 Target Population**

The target population refers to all the members of real hypothetical set of people, events or objects to which we wish to generalize the results of our research (Borg & Gall 1977). The total pupils population of Alale Division of Pokot North Sub-county is approximately 5000 pupils and 62 teachers. This study targeted class 7 and 8 pupils with total enrolment of 780 pupils from 21 primary schools. The research also sampled head teachers, a religious leader, NGOs, parents, a local administration officer and an education officer. However a sample of not less than 10% was sampled for the success of this research. Gay (1992) pointed out that a 10% of the total population is considered minimum for a small population from which the results will be applied to. Singleton (1990) observed that the ideal setting for any study is directly related to the researcher's interest.

### **3.4 Sampling Procedures**

According to Breakwel (2006) sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent a larger group from which they are selected from. This study employed stratified random sampling and purposive sampling techniques.

Five primary schools out of 21 were purposively sampled out so as to ascertain the magnitude of the effects of cattle rustling on access and participation of children in education in Alale Division, North Pokot Sub-county. Purposive sampling technique was ideal for selecting schools for this study because it allowed the researcher to target specific schools that are likely to have experienced the effects of cattle rustling due to

their proximity to the borders with their neighbors. These schools were in a better position to give real picture of the effects brought about by cattle rustling to education in this region.

The five selected schools for study represented 24% of the total number of schools in Alale Division. Gay (1981) pointed out that a sample of 10% of a population is considered a minimum for a small population. Therefore, 24% in this study was considered ideal for the study.

A sample of 20 teachers of affected schools out of 62 teachers in Alale Division was purposively sampled. This was 32% of the targeted teachers' population. Equally, head teachers from affected schools were purposively targeted. This method was also used to select available NGOs officials, religious leaders, local administrators and education officers. These education stakeholders in Alale Division were in a better position to give the much needed information by the researcher pertaining effects of cattle rustling on access and participation of children in education in primary schools in Alale Division. According to Peil (1982) purposive sampling technique is suitable method because the sample chosen will fill certain criteria and is chosen for intensive study as they are considered typical. Good (1963) posited that purposive sampling technique is the best single way to obtain a representative sample. Nungu (1979) concurred with him and added that purposive sampling saves time, money and easy to manage.

However, 200 pupils were selected to represent approximately 780 pupils' population targeted by the study using stratified sampling technique which was suitable for homogeneous sub groups. This was 26% of the targeted population. The pupils were drawn from two strata-boys and girls from standard seven and eight. They were grouped into males and females and then simple random sampling used to select the respondents who the questionnaires were to be administered to. Stratified sampling of pupils was to ensure that inclusive gender diversity views are accommodated in the study. The researcher sourced pupils' respondents from standard seven and eight because they were in a better position to fill the questionnaires appropriately. They were also able to participate actively in the interview schedules and focus groups because they were able to understand the topic for discussion.

Hence, the researcher sampled out 15 members of the community: who in this case were parents, using purposive sampling technique. They were able to divulge their experiences about cattle rustling and its effects to education in the region. They were also in a better position to give possible solutions to ameliorate this menace of cattle rustling so as to facilitate smooth access and participation of primary children in education matters.

### 3.5 Sample Size

**Table 3.1: Sample Size**

<b>Respondents</b>	<b>Target population</b>	<b>Sample size</b>	<b>Percentage</b>
Pupils	780	200	26
Teachers	62	20	32
Headteachers	21	5	24
Education officers	-	1	-
Administration officers	-	1	-
Religious organizations	-	1	-
NGO's	-	1	-
Community	-	15	-

### 3.6 Research Instruments

This study used questionnaires, interview schedules and focus group discussions to collect the views of the samples.

#### 3.6.1 Questionnaires

The researcher administered the questionnaires to the teachers and pupils of the sampled schools. The questionnaires were intended to highlight challenges and attitudes of teachers and pupils in this cattle rustling prone area. Teachers questionnaires focused on the challenges they encountered in curriculum implementation brought about by the menace of CR. They also enlightened on how they cope up with this hostile environment and their suggestions on how best accessibility and participation of children in education in Alale Division, Pokot North Sub county can be improved despite the menace of cattle rustling. The pupil's questionnaires captured the attitudes of pupils towards cattle rustling and their

challenges in accessing and participating in education. Their suggestions on how best they thought their problems could be mitigated were addressed.

Both open-ended and closed-ended questionnaires were used. The close ended questionnaires provided factual data for qualitative analysis (Mugenda & Mugenda 1999). Open ended questionnaires allowed the respondents to record responses freely without being restricted to pre-conceived answers. The researcher found the use of questionnaires appropriate because it was easier to administer to a large number of pupils and teachers. It was also time saving and the data collected could easily be analyzed. This instrument was aimed at asking pupils to provide information based on their experiences in that cattle rustling prone area.

### **3.6.2 Interview Schedules**

The interview schedules was used by the researcher to gather information from purposefully sampled teachers, heads of sampled schools, an education officer, a NGO official, a religious leader, local administrator and some members of the community. Through these instruments, the researcher was able to investigate the challenges these education stakeholders had been experiencing in facilitating education matters in a region engulfed with sporadic cattle raids. The interview schedules were also intended to capture the strategies that could be used to enhance access and participation of primary school children in education matters in this region despite the protracted cattle raids amongst the pastoralist.

The researcher found this instrument useful because it was possible to elicit in-depth information by probing the respondents and allow them to clarify some issues. Mugenda and Mugenda (1999) observed that the interview instrument yields high response as well as personal and sensitive information can be easily extracted from the respondents. Kerlinger (1973) adds that people are willing to communicate orally than writing and therefore data is readily provided. According to Gal et al (1976), interviews allow interviewers to follow up the respondents answers so as to obtain more information and also to clarify vague statements.

### **3.6.3 Focus Group Discussions**

Focus group discussions were used to solicit information from selected group of parents. This instrument was suitable for obtaining data on group attitudes and perceptions in order to bring to the fore the problems they encounter and suggested possible solutions (Mwiria and Wamahiu, 1995). The researcher engaged the respondents in groups of between four and six people. These small manageable groups enabled the researcher to elicit responses from all individuals in the groups. Mikkelson (1995) pointed out that focus group is the appropriate method of soliciting information in the shortest time possible.

### **3.7 Pilot Study**

One school was used for pre-testing the validity of the research instruments (Kalapata Primary School). This school is found in Kalapata location, it is the most hit school by cattle rustling due to its location that makes it more vulnerable to cattle rustling. Mulusa (1990) posited that pretesting of research instruments helps to review and

adjust ambiguous items. Piloting exercise was helpful to the researcher to identify and correct the errors before putting the instruments into use during data collection exercise.

### **3.8 Validity**

According to Orodho (2008) validity refers to the extent to which an instrument measures what it was supposed to measure. This study adopted content validity which indicates whether the test items represent the content that the test was designed to measure. The piloting of the instruments assisted to determine the accuracy, clarity and suitability of the instruments. Piloting the instruments helped the researcher to identify inadequate and ambiguous items such that those that failed to measure the variables intended to were modified or disregarded completely and new items added.

According to Huch (2000), content validity is done by expert judgment. Therefore the researcher availed the research instruments to the supervisors for scrutiny so as to determine whether the items in the instruments adequately addressed the objectives of the study.

### **3.9 Reliability**

According to Wiersman (1985), reliability is the consistency of the measuring instruments in measuring whatever it measures. It is the degree to which an instrument will give similar results for the same individuals at different times. Reliability in research is influenced by random error, which is the deviation from a true measurement, after the pilot study. The respondent questionnaires were tested using

split-half techniques. Split-half method is a type of reliability based on the coefficient of internal consistency of questionnaire as a research instrument. The researcher divided the instruments into two halves of even and odd numbers after it had been administered. Each half was scored independently of the other with items of the two halves matched on content and difficulty. If test is reliable, the score on the two halves will have a high positive association coefficient (Orodho, 2008). The researcher found high positive association coefficient on the two halves. This procedure was preferred because of its ability to measure internal consistency of the instrument being tested. The researcher used test-retest method to assess the reliability of data. This involved administering same instruments twice to the same group of subjects. There was a time lap of one week between the first and second testing periods. The correlation coefficient was obtained to ascertain the coefficient of reliability or stability. The coefficient was found to be high, to guarantee high test-retest reliability and vice versa.

### **3.10 Data Collection Procedure**

For the effective returns from the research to be realized, the researcher pre-visited the sampled schools to make prior arrangements with the schools administration. On the material days, the researcher administered teachers' questionnaires in the staffroom during break time to ensure high returns. Thence; the researcher met the sampled pupils in a classroom and gave them instructions on how to fill the questionnaires before issuing them out to be filled while monitoring to ensure that they did not consult. Interview schedules for head teachers, an education officer, administration officer, Religious leader and NGO official took place in their respective offices as

this gave them conducive environment to participate fully in the process. Focus group discussion for the parents was held under a tree as this is how group talk is held in this community.

### **3.11 Data Analysis Technique**

Data from the study was first edited to identify and eliminate errors made by respondent. Qualitative data was edited, organized into themes and categories and present in discussion form. This facilitated a better way of discussing the findings, drawing conclusions and making recommendations.

Quantitative data was also edited and coded. Coding was done to translate responses into specific categories. Code numbers were assigned to each answer of survey question and from these the coding list was obtained. The coded items were then analyzed with the aid of the statistical package for social sciences (SPSS). Descriptive statistics such as percentages and frequencies were used to describe the data. The results were presented in tables and figures.

### **3.12 Ethical Considerations**

The researcher provided the informants with prior information on the purpose of the research, the procedures involved and any unforeseen risks or discomfort they might encounter in the course of the research participation. The researcher gave the participants full freedom to choose freely how to respond to the researcher's questions. They could either choose to answer or ignore them based on their personal reasons. Privacy and confidentiality of the respondents was guaranteed by the researcher. The

anonymity of the respondents was also guaranteed if they wished so. Once these ethical issues were addressed, the respondents were comfortable to participate in the exercise and the researcher got in-depth information needed for the success of this research.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND DISCUSSION

#### 4.1 Introduction

This chapter presents the findings of the study. The purpose of the study in this case was to investigate the effects of CR on access, participation and quality of education of primary school children in Alale Division, North Pokot sub-county, west Pokot, County-Kenya. Data was analyzed by use of SPSS computer software. Quantitative data was analyzed through frequencies and percentages while qualitative data was categorized and presented in discussion form. The data was organized in frequency tables and presented in form of bar graphs and pie charts.

#### 4.2 Respondents Background

In order to establish the demographic characteristics of his respondents, the researcher presented the following questions;

##### 4.2.1 Pupils Background

**Table 4.1 Age bracket of the pupils**

Age	Frequency	Percentage
< 11 years		
12 – 14	68	34
15 – 17	118	59
18 – 20	14	07
<b>Total</b>	<b>200</b>	<b>100%</b>

From the table 4.1, it is clear that most of the students ranged between the ages of 15 - 17 years. From this finding, we can conclude that there is late joining of school by children or there could be frequent interruption in the movement up the class ladder. Most children in this age bracket were supposed to be in mid secondary level.

Head teachers interviewed, said that most children delay joining school either because schools are located far away from their homes or maybe parents fear for the safety of their young children posed by marauding cattle rustlers. Likewise, parents involved in FGD, echoed the sentiments of the headteachers. However, some parents were categorical that they couldn't send all their children to school because they needed some of them to remain at home to take care of sheep, goats and calves. They made it clear that the lazy and stubborn children were the ones to be send to school because their usefulness at home was very minimal.

#### 4.2.2 Demographic information about teachers

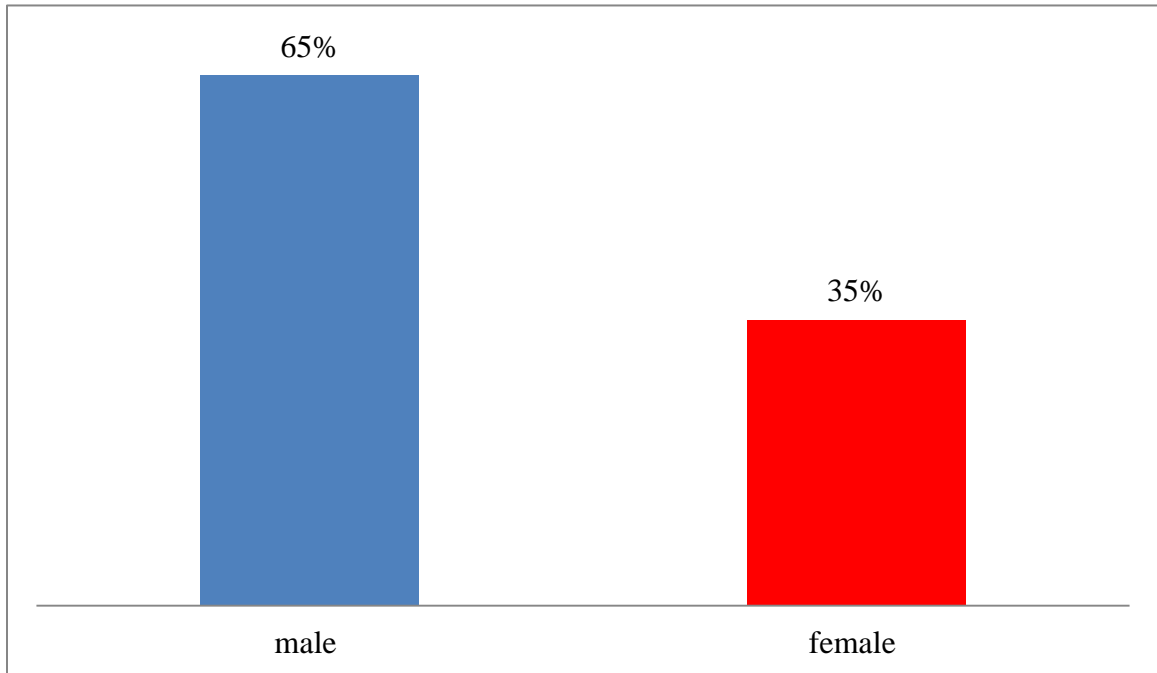
**Table: 4.2 Teachers experience and qualifications**

<b>Personal data</b>	<b>F</b>	<b>Percentage</b>
<u>Teachers years of service</u>		
<5 years	6	30
5 – 10	13	65
Over 10	1	5
<u>Length of time in current stations.</u>		
< 5 years	11	55
5 – 10	5	25
Over 10	4	20
<u>Academic/professional qualification.</u>		
P1	16	80
P2		
P3		
BED	3	15
ATS	1	5

Results in table 4.2 indicate that majority of the teachers had worked between 5 – 10 years. This implies that they had enough experience in teaching profession and were in a better position to give comparisons of different working conditions. In that case, they were in a position to provide education under this difficult state posed by cattle rustling.

However, most of the teachers (55%), had served less than 5 years in this region. This gives an impression that most of the teachers were new in this region, maybe due to frequent change over. Despite this short stay in their respective stations, the researcher was convinced that they had stayed long enough to have the insight to the effects of cattle rustling to education in this region.

The findings also revealed that most of the teachers had formally undergone a teacher training program thus implying that they were in a better position to provide professional inputs about teaching – learning activities.



**Fig. 4.1 Gender of Teachers in Alale**

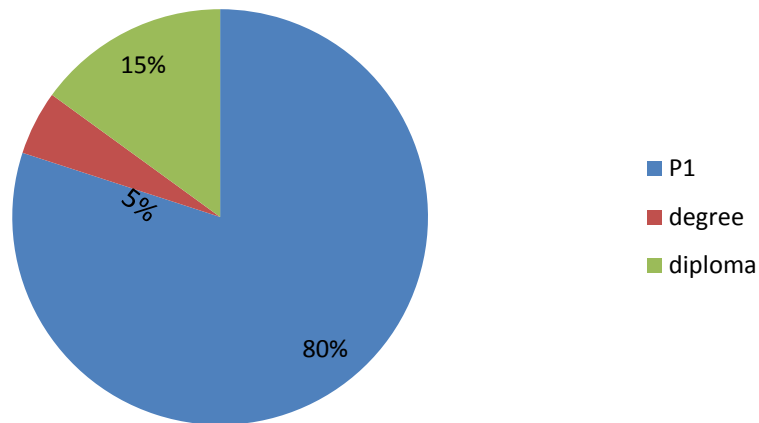
Majority (65%) of the teachers in this division were male with female forming only 35%. This implies that gender disparity in education is still a big obstacle in this region. It could also be that the unfavorable conditions brought about by the menace of CR impacts more negatively to the girl child education in this region. From the interview schedules, it was reported that the educated girls from this region preferred getting married elsewhere outside their home division. They claim they cannot get suitable partners within their territory because most boys were uneducated and the few who had managed to complete primary schooling suffered from inferiority complex.

After getting married this educated girls relocate to their new found homes thus leaving the up growing girls within without role models to emulate.

**Table 4.3 Age of Teachers in Alale**

<b>Age of teachers</b>	<b>Frequency</b>	<b>Percent</b>
<20 years		
21 – 35	9	45
36 – 50	7	35
51>	4	20
<b>Total</b>	<b>20</b>	<b>100</b>

Majority of the interviewed teachers were young between 21 and 35 years. This implies that they were energetic and equipped with modern knowledge in tandem with the education curriculum offered in the country. However the headteachers involved in interview schedule, reiterated that most of those young teachers were very much unsettled in their respective schools. They pointed out that most of these young teachers frequently seek permission to go and visit their spouses who hardly visit them in this hostile regarded place. From this assumption, it can be understood that this region require improved infrastructure and provision of other social facilities attractive to especially the young teachers,



**Fig. 4.2 Teachers Educational Levels**

As indicated in the fig.4.2, majority of the teachers were P1. This implies that teachers in this region have minimal opportunities to pursue higher professional education levels due to hardships encountered posed mainly by CR.

**Table 4.4 Home Division of the Teachers**

Home division	Frequency	Percent
Alale	2	10
Kachetba	5	25
Kongela	4	20
Kapenguria	6	30
Other parts	3	15
<b>Total</b>	<b>20</b>	<b>100</b>

Ironically, most of the teachers in this division come outside Alale Division. Most of them come from Kapenguria Division which is more developed and residents have more access to education. From this we can deduce that the young people in Alale division have few role models from their vicinity to emulate. One headteacher

interviewed claimed that in his school all the teachers came from outside the division the school is situated. Most community members involved in FGD lamented that their educated children never came back home after getting employment. This claim can be eluded to lack of social amenities in this place needed by the educated people .One parent emotionally retorted how it had taken her many years without seeing her son who works elsewhere away from home division.

*“ It is now five years since last I saw my son.i don’t know whether he is stil a life or dead.i wish I had not taken him to school, he would be at home taking care of our cattle”*

From this sentiment, one will come in terms with the fact that a lot of sensitization is required in this region to make the community realize the benefits accrued in education.

**Table 4.5 Demographic Information about Headteachers.**

<b>Personal data</b>	<b>Frequency</b>	<b>Percentage</b>
Year of service		
<5 years	1	20
5 – 10	3	60
Above 10	1	20
Academic/professional qualification		
P1		
BED	4	80
ATS	1	20
Length of time in current station		
<5 years		
5 – 10 years	1	
Above 10 years	3	20
	1	60
		20
<b>Total</b>	<b>5</b>	<b>100%</b>

Results in table 4.5 show that headteachers were formally qualified and had served for reasonably long periods of time (between 5 – 10yrs), implying that they had basic knowledge of management and enough insight on cattle rustling in Alale Division. However, it is unfortunate that all the headteachers used as respondents were Male. This revelation shows that lady teachers are not comfortable to work in this hostile environment brought about by cattle rustling. Similarly, the interviewed education officer, administration officer (Chief), religious organization and None Governmental Organization (NGO) official, were all Male.

**Table 4.6 Pupils Rating of Cattle Rustling**

<b>Rating scale</b>	<b>Frequency</b>	<b>%</b>
Frequently	120	60
Occasionally	60	30
Seldom	20	10
Never	-	
<b>Total</b>	<b>200</b>	<b>100%</b>

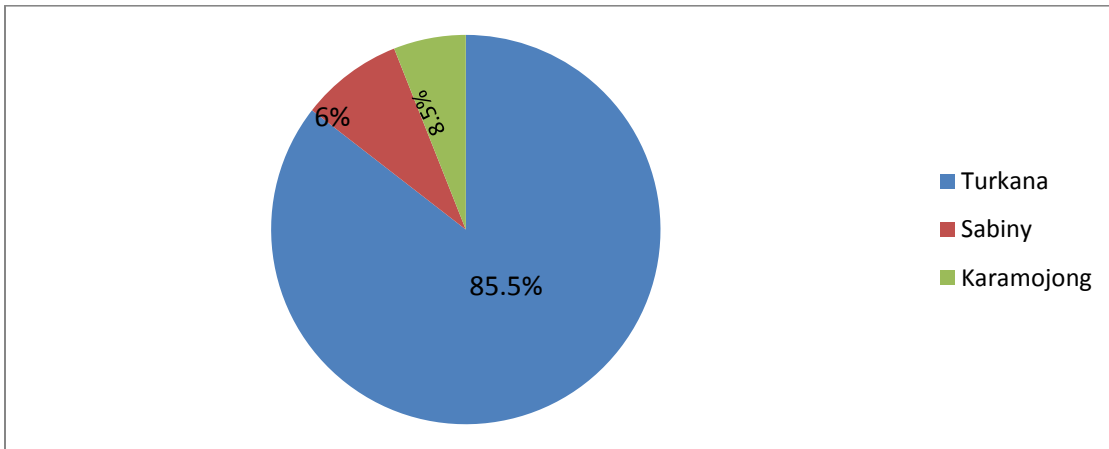
From the table 4.6 it is evident that CR is a rampant phenomenon in Alale division. (60%) of pupils seems to agree that CR do occur frequently and thus interfere with the learning process. This is in tandem with Omulando and Shiundu (1992) who posited that insecurity interfere with socio-economic background of a region resulting to poor support of schools by community. The teachers also concurred with the pupils' claim that cattle rustling occur frequently. 65% of the teachers claimed that CR occurs frequently. It is therefore clear that CR is a common disruptor of smooth learning in

Alale Division. These evidence of pupils and teachers were also supported by the interviewed headteachers. One of the head teachers said:

*“CR is as common as seeing children playing. Gunshots here are just as common as singing of the birds”*

Similarly, the administrator officer interviewed gave the same narration as that of headteachers. The administrator who in this case was an assistant chief, narrated how he couldn’t remember last when he had a sound sleep. He said that, sometimes he is forced to be away from his home for a whole week while accompanying the security officers in pursued of cattle rustlers. The administration officer narrated how he had evaded death twice in the course of the attack of cattle rustlers.

*“God has been merciful to me. This scar here kept me unconscious for a whole week. It’s a miracle that I am still a life.” He went further, “The population here has significantly reduced, men hardly spend time with their wives. They are always on the move either pursuing cattle rustlers or on an avenging spree.”*



**Fig. 4.3 Community that Mostly Engages Alale Community in CR as Reported by Pupils**

Most pupils claimed that Alale community engaged frequently with the Turkana in cattle rustling. This can be explained by the fact that Turkanas, like the Pokots are also pastoralists who equally love cattle and are obsessed by its ownership. In a similar gesture, the teachers concurred with the pupils that the Turkana people who live North of Alale community are common raiders of cattle to the Alale community. 75% of the teachers agreed with this claim.

All the headteachers interviewed except one, gave the same sentiments like the one of the pupils and teachers. The headteacher who suggested that the Karamojong are the main invaders, hails from the western part of the division bordering the Karamojong and therefore a common victim of CR from the Karamajong. The geographical placement of Alale community puts it in the centre of conflict from it's neighbors who are equally pastoralists. The administration officer agreed with the earlier mentioned respondents that the common offender of cattle rustling to Alale Division is Turkana community.

Most of the community member involved in FGD vehemently claimed that their greatest enemy is Turkana community. Most of them displayed open bitterness towards this community. One villager claimed that given an opportunity, he wouldn't spare the life of a Turkana man because he perceives anyone of them as the cause of his children predicaments. This man claimed that Turkana men raided all his cattle and killed his wife.

*If today I found a Turkana man roaming around this village, I swear I would skin him a life because equally I know he would do the same to my people if he found any in his territory (**parent**)*

From these sentiments, it is clear that there is deeply entrenched animosity among these pastoralist communities that require urgent intervention if this communities have to realize peace that is detrimental to national development

### **4.3 Causes of Cattle Rustling**

**Table 4.7 Common Causes of Cattle Rustling as Reported By Pupils**

<b>Reasons for CR</b>	<b>Frequency</b>	<b>%</b>
Cattle for dowry	27	13.5
Sign of bravery and courage	23	11.5
Source of wealth	51	25
To restock stolen or dead cattle	40	20
Make use of arms	12	6
Cattle needed for cultural rituals	16	8
Cattle bring prestige and honor	31	15.5
<b>Total</b>	<b>200</b>	<b>100</b>

Most pupils, (25%) reported that Alale community engaged in cattle rustling so as to acquire wealth for their families. Wealth in this community is measured by the number of cattle an individual owns. 20% of the respondents claimed that the community engaged in CR so as to restock their stolen or dead animals. Some of the headteachers interviewed claimed that some of the young boys in that community were the custodian of huge herd of cattle

*Sometimes some of these boys disappear from school for weeks and you can guess that they have gone to join their elders in the cattle finding mission as they claim. Some of them come back to school with bullet injuries but you cannot make inquiries for the sake of your safety.(headteacher)*

Teachers claims for the causes of cattle rustling were equally varied, though seemingly most of them (30%), gave an indication that the Alale community engaged in CR mostly because they wanted to generate more wealth in form of cattle for their families. Some teachers respondents indicated that cattle rustling is engaged because the pastoral communities owned offensive weapons like AK 47 which were expensively bought and therefore had to be used maximally to generate wealth. The head teachers interviewed also concurred with the pupils and teachers by claiming that cattle is the epicenter of the community's economy and therefore everything possible was done to acquire more for better stability and security for existence of their future generation. One head teacher interviewed had this to say,

*“People raid because they do not have alternative source of getting wealth. Their livelihood depends solely on cattle. For them, to eat, to marry or to have any recreational activity, cattle play significant role.”*

Another head teacher had this to say;

*“What do you expect of a person with a gun which was expensively bought to do? The rule of the game will demand that the owner has to do everything possible to replenish the cattle lost in buying the item”*

The parents, who were involved in the focused group discussion, came to an agreement that cattle is the epicenter of their existence. These findings are in tandem with that of Guliv et al (2001) who posited that cattle played a significant role in the

lifestyle of a pastoralist, they generated economic stability, socio-cultural status and religious benefits. One parent involved in FGD asserted that without cattle, the community was destined to doom;

*“A cow is second to God. It is the cow that feeds us, cloth us and make our sons to have wives. Without cattle there is no existence here”.*(parent)

The administration officer, like the NGO and religious organization officials, agreed that Alale community engaged in CR because cattle are their sole source of income. They sell cattle to buy food and other household necessities.

*“I think poverty is what is driving these pastoralists to raid each other. The government should put affirmative action in this regions so as to change their economic dependence. These people need education for mental shift from cattle to other sources of wealth”.*(assistant chief)

A religious leader interviewed had this observation to make,

*“These people lack knowledge of God, they are too traditionalists. Education will open their minds. They need to acknowledge Jesus as their Lord and God and discard all their evil ways. Once they accept Jesus as their Saviour their land will have plenty of peace and wealth.”*

The causes of CR seemed to be intertwined because one cause seems to relate to the other in one way or the other. For example, there were those who claimed that, the community engaged in CR because they needed cattle for dowry payment. In this case when many cattle are paid as dowry, it results to shortage of cattle in the family and thus increase of poverty level which hence, will prompt them to restock through cattle rustling.

Some community members were in agreement that it was quite difficult for a young man in that region to get a spouse if he was not well endowed with huge herd of cattle to pay as bride prize. Dowry in this community was as high as 40 herd of cattle per bride yet some men would marry as many as six wives. A man with many wives here was regarded with high esteem and given leadership roles in decision making. They affirmed that if a young man portrayed signs of cowardice and laziness he would be subject of ridicule in the community and he was unlikely to marry any of the girls from the community.

Laziness and cowardice here is construed to refer to those who are not willing to engage in cattle rustling or even be involved in protecting the community against their aggressors. The number of herd of cattle an individual owned here determined the number of wives one would desire to have. An elderly man involved in FGD openly displayed his prowess of having six wives courtesy of his many cattle and other domestic animals. He bragged that he would do anything he desired under the sun with his huge herd of cattle

*'If today I wanted to add myself the seventh wife, I would confidently do it because I have the capacity. I would easily snatch a lazy boy his lover'*

#### **4.4 Effects of Cattle Rustling on Access to Education**

The researcher found it necessary to get information from the respondents on how cattle rustling had affected access of children to education in Alale.

**Table 4.8 Time Taken to Travel to School as Reported by Pupils**

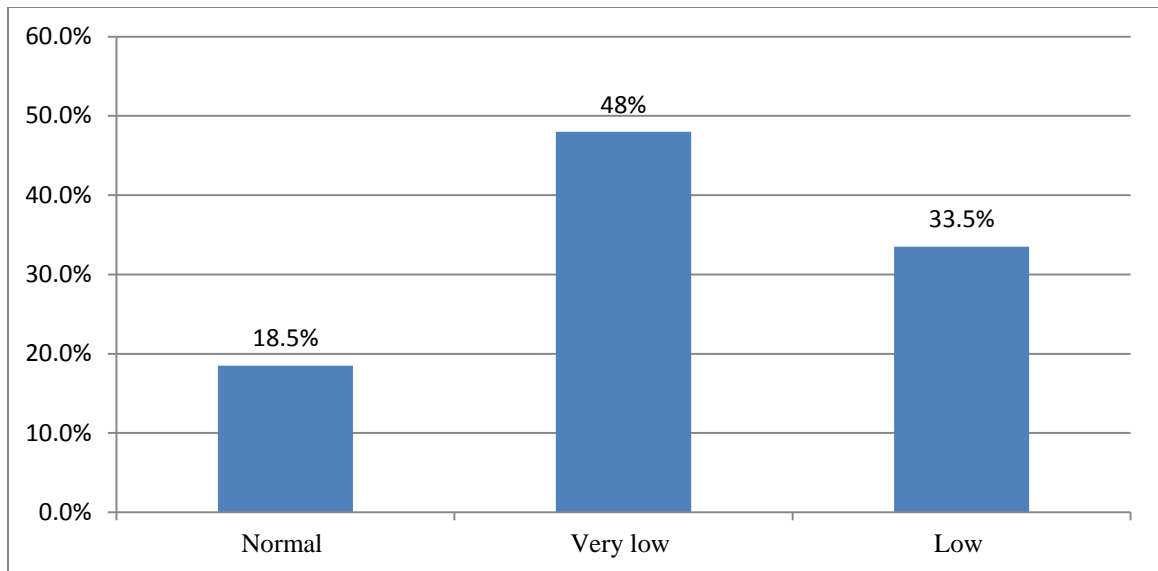
<b>Time taken</b>	<b>Frequency</b>	<b>%</b>
Less than 30 minutes	18	9
More than 1 hour	13	6.5
More than 2 hours	25	12.5
1 am a border	26	13

As shown in table 4.8 above, the study found out that most of the pupils (65.5%), took more than 1 hour to travel from their homes to schools. Due to this long distance travelled by children to schools, the risks of encountering cattle rustlers is enhanced. This could also be the reason why children started schooling at an advanced age in this region. This conforms with Bogonko (1992), who argued that long distance from home to school could be the leading cause of school drop outs.

**Table 4.9 Absenteeism due to Cattle Rustling as Reported by Pupils**

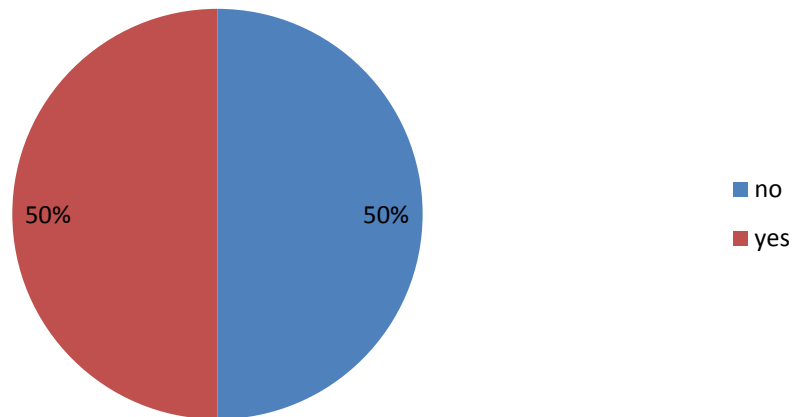
<b>Rate scale</b>	<b>Frequency</b>	<b>%</b>
Frequently	116	58
Occasionally	63	31.5
Rarely	21	10.5
Never	-	-

Most of the pupils (58%), affirmed that they were frequently absent from school as a result of cattle rustlers attacking their villages. This assertion is in tandem with the argument of, Bishop (1985) who said that if threat were posed in a learning environment, curriculum implementation was adversely thwarted



**Fig 4.4 School Attendance by Pupils during Cattle Rustling Raids As Reported By Teachers**

Most teachers reported that school attendance by pupils during cattle rustling menace was very low. It can be concluded here that this is attributed to the risk of encountering cattle rustlers while on their ways to schools. Teachers especially those in the regions prone to cattle rustling agreed at (65%) that cattle rustling indeed disrupted their work. This is in agreement with Johnson (1960), who said that curriculum implementation is hampered by the degree to which teachers commitment is constantly interfered by insecurity



**Fig. 4.5 Teachers Experience on Schools Closure Due to Cattle Rustling**

Half of the teachers reported that they had encountered closure of schools at least once in their respective stations due to CR menace. The claim of teachers was echoed by three headteachers out of five sampled for the study, who confirmed that indeed they had closed their respective schools at least once, due to intensity of cattle rustling in the region.

*“It’s not really closing the school but closing the classrooms because as soon as the children hear gunshots, they scamper for safety and will be away from school as long as the insecurity persist”.* (**headteacher**)

Similarly, the education officer, administration, religious and NGO’s officials agreed with this claim of schools closure due to cattle rustling. The education officer in the interview schedule said,

*“It is prudent that schools close down during intense cattle rustling raids in order to safeguard the lives of the pupils and teachers”* (**Educ.Officer**).

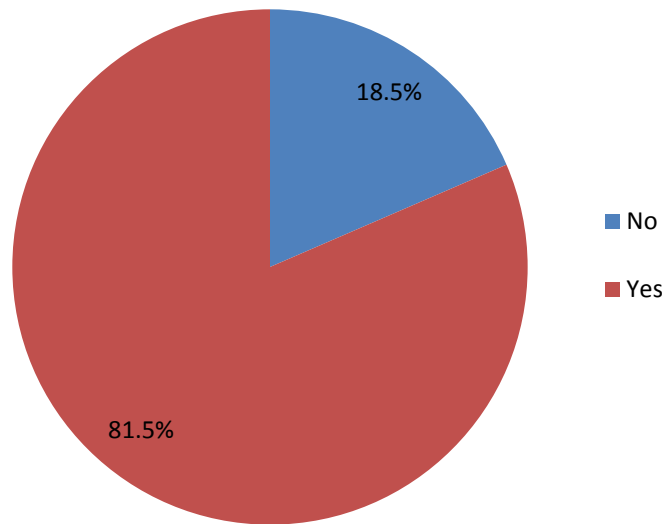
A parent in focus group discussion acknowledged that she could not allow her children to go to school during this period of intense CR because cattle rustlers were ruthless and they could harm them.

*“Our enemies would gladly kill our children when they find them on their way to school. Therefore, once we get a word that the raiders are likely to strike our village, we seek refuge in the highlands whereby it is a little safer for us and children”.*(parent)

As the intensity of withdrawing children from schools during this time takes effect, headteachers are left without options, other than closing the schools. It is clear here that for any meaningful learning to take place in this region, these frequent interruptions posed by the menace of cattle should be mitigated.

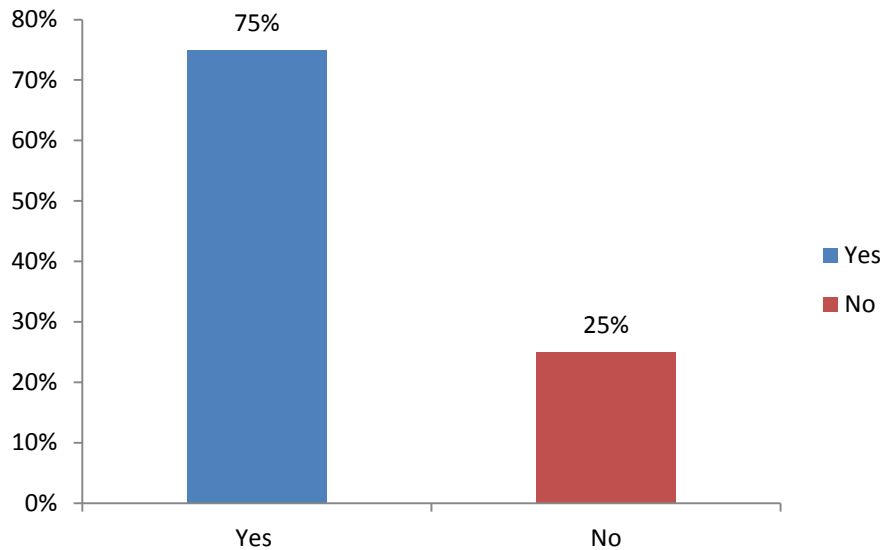
#### **4.5 Effects of cattle rustling on pupils participation in education in Alale**

In order to gauge the extent to which cattle rustling had affected pupils’ participation in education matters, the researcher used questionnaires, interview schedules and focus group discussion to elucidate the views of education stakeholders.



**Fig. 4.6 Dropping out of School to Defend the Community as Reported by Pupils**

The researcher sought to know from the boys if they would drop from school to engage cattle rustlers. Most pupils notably boys (81%), affirmed that they could drop from school to engage the cattle rustlers in defending their community. Most boys at that level of class 7 and 8 owned personal cattle and therefore felt indebted to repulse the enemies who were out to rob them of their only means of survival. This ideology held dearly by young people in this community on the value of cattle, portray a community that sees cattle as their only means of survival. For this community to be emancipated from this ideology, alternative sources of income should be displayed to them. Otherwise the notion of cattle as the only assurance to existence will continue to dominate the minds of this community and hence catapult the menace of cattle rustling to worst levels.



**Fig. 4.7 Boys Drop-out Visa Vis Girls as Reported by Teachers**

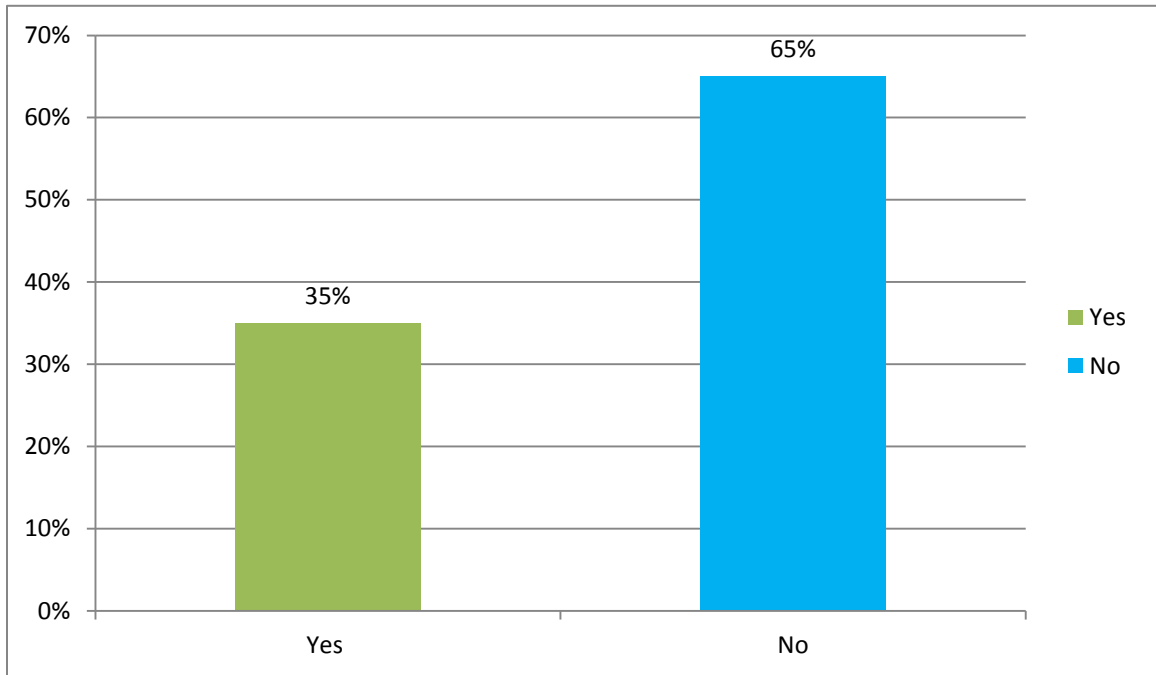
Most teachers (75%), agreed that they had encountered cases of boys dropping out of schools to engage in cattle rustling. Equally, head teachers unanimously reported in the interview schedules that it was a common phenomenon for boys in class seven and eight to drop out of schools at the heights of cattle rustling menace. The headteachers said that the boys dropped out of school either to defend their community against the aggressors or to accompany their elders to cattle raid expeditions.

*“During one holiday, my school lost the lives of three boys who had accompanied their elders for wealth finding mission (CR)”.*  
**(headteacher)**

The parents in the focus group discussion did not find any hitch for a child dropping out of school to engage in ‘wealth finding mission’. Indeed cattle rustlers had the blessings of the community and they were held up in high regards for their bravery.

*“It is a shameful death for a man to die of hunger while there is something he can do to save himself and his children. A dog cannot die in the river when it sees a passage”.* **(parent)**

From this sentiments one would clearly deduce that the people in this community would easily lay down their lives for the sake of their cattle or even in the course of searching for more cattle.



**Fig 4.8: Whether they could Allow Their Favorite Bull to be Sold for School**

### **Needs**

Most pupils (65%), did not agree with the idea of allowing the sale of their favorite bull in order to meet for their school demands. Parents engaged in focus group discussion, equally did not buy the idea. To them, cattle is much more important than education. One parent firmly lamented.

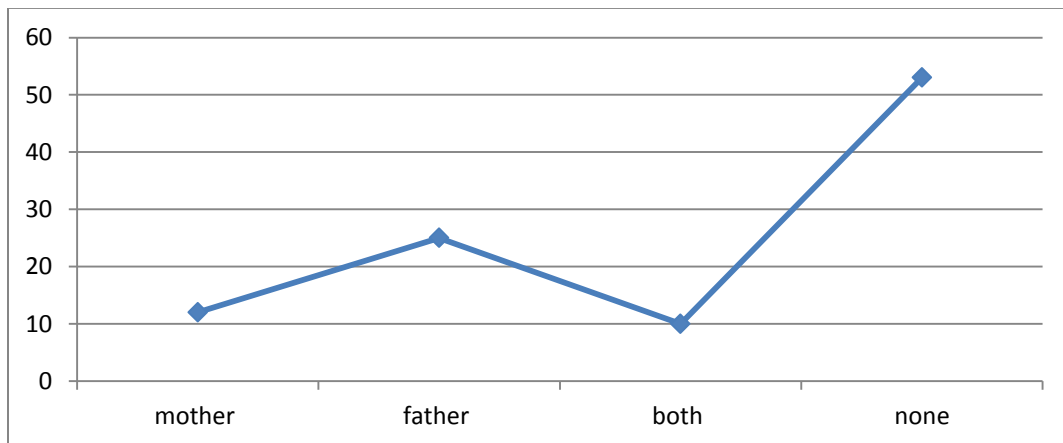
*“How can I sell my cattle to pay for something I am not sure of it’s returns?” (parent)*

From these sentiments, one can clearly understand that few parents have lived to see the returns from education. The only way this parent can get a conviction about

importance of education is by seeing fruits accrued to it. This requires that the few educated children in this region should be offered employment for them to bring back returns home for the rest of the community to acknowledge its importance. The NGO official who was engaged in interview schedule had this to say.

*“These people are very rich. They have so many cattle and goats but they can’t sell any to buy school needs for their children. They are afraid to reduce their stock numbers. It seems they derive pleasure from seeing large herd.”(NGO official)*

It is evident here that most of the community members are not willing to sell their cattle to meet for the school needs of their children. This could be alluded with the fact that most of them could have not felt the benefits brought along by education. Therefore the only way out for children to realize their education dreams is through scholarships from well-wishers, county government intervention and the national government.



**Fig 4.9 Orphaned Children due to Cattle Rustling as Reported by Pupils**

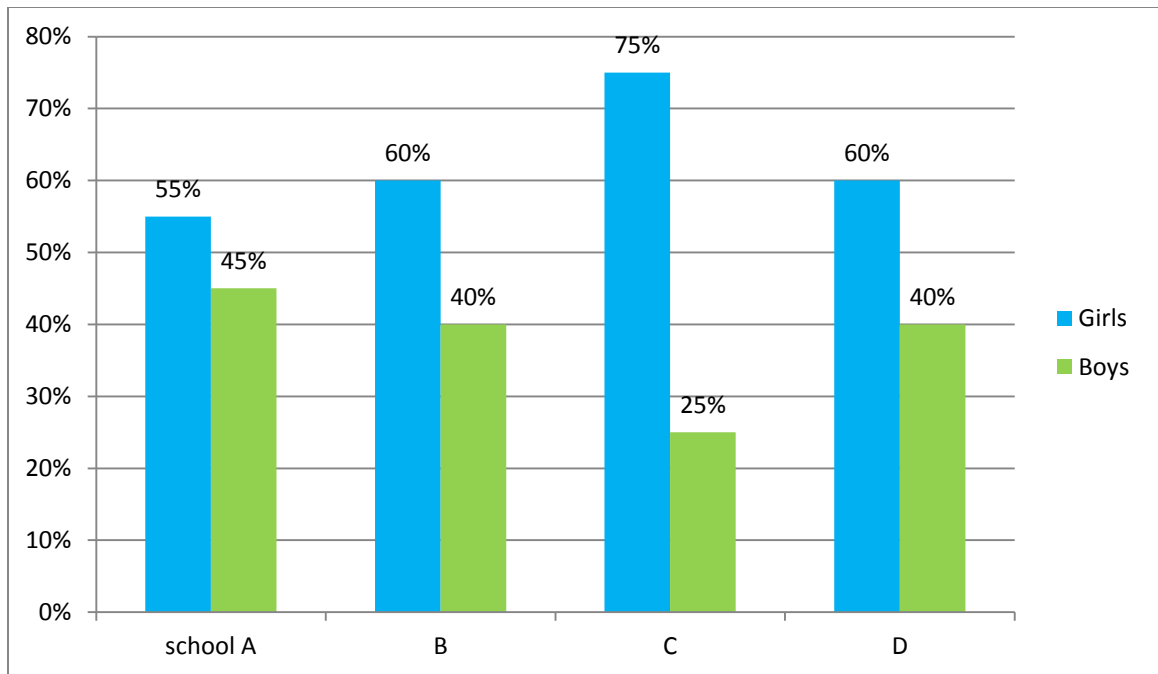
Though there were many students (53%), who reported that they had not lost any of their parents to death due to cattle rustling, still a good number, (25%) reported that

they had lost their fathers, another (12%) said that they had lost mothers and (10%) said that they had lost both parents. With this high rate of orphaned children they are vulnerable to dropping out of school to engage in revenge mission or look for wealth (cattle) for their siblings. Girls bare more effects of this situation, because most of them are forced to drop out of school to tend for their young siblings. A parent in focus group discussion confirmed this by saying.

*“Young children left by their parents are either taken care by their older siblings or relatives. He went further to say that, girls who have undergone FGM are required to get married to salvage their families from poverty – they ensured that the family get cattle for the young ones to have milk.”(a parent)*

Headteachers also affirmed this claim when all of them confirmed that many of those dropping out of schools were orphans.

*“you can clearly see the bitterness of an orphan child in the eyes. Once they grow up, you are convinced that they will definitely join their elders in avenging mission.”(headteacher)*



**Fig 4.10 Gender that Mostly Drop-out of Schools in Alale**

From fig. 4.10, it is evident that girls are the ones who drop out of school more than boys. This can be alluded to the fact that there are myriad reasons why girls can drop out of school. During focus group discussion with parents, they gave diverse reasons why girls exited out of schools more than boys. Some parents said that they did not see the need for a girl wasting a lot of time in school, instead she could have started a family and fetch dowry to their homes. One parent had this to say,

*“When the cattle rustlers took all my cattle, my daughters were the only hope left to me. I knew that once they got married, I would get some cattle”.*

Some girls drop out of school to take care of their siblings after the death of a mother or both parents. Forced marriages whereby girls are subjected to abduction was a common practice in this region. It is also evident that girls could not bear long, the risks associated with marauding cattle rustlers, as they move to and from schools.

*“When the Karamojong cattle rustlers find our daughters, they abduct them and make them their wives. It is their easiest way of having wives without paying dowry” (a parent).*

Similarly, headteachers attested to this claim by confirming the dismissal enrollment of girls in their respective schools.

**Table 4.10: Girls Enrollment visa vis boys as Reported by Headteachers**

Schools	Frequency		%	
	B	G	B	G
A	197	53	78.8	21.2
B	236	74	76.13	23.87
C	148	67	68.84	31.16
D	300	94	76.14	23.86
E	245	102	70.61	29.39

Table 4.10, shows that girls’ enrollment is lower than that of boys in all the sampled schools. In some schools girls’ enrolment was less than a third of that of boys. For example primary A had enrolment of 78.8% of boys visa vis 21.2% of girls. When the researcher sought to know from the community members why they did not send their girls to school. Some of them claimed that formal education would spoil their daughters. They cited examples of educated girls within their midst whom they referred to as defiance. They lamented that most of the educated girls end up getting married outside their community and more so deny them the bride wealth they dearly value. This finding agrees with, Mkutu (2000) who postulated that whenever scarcity

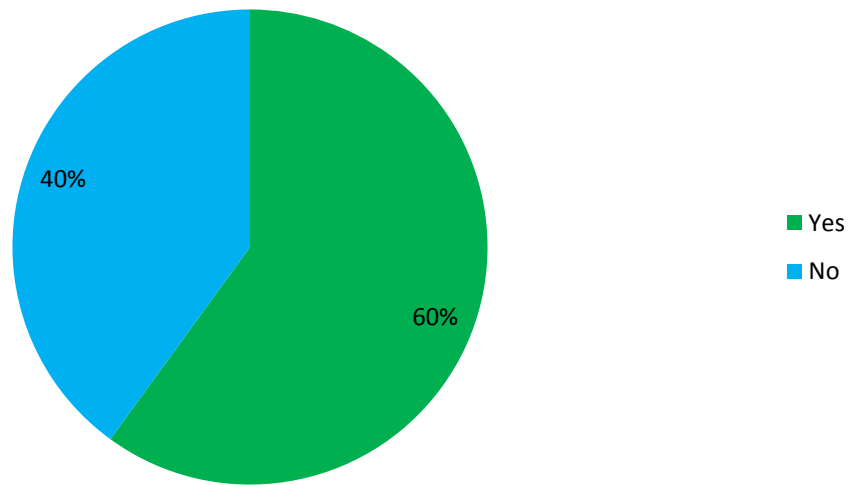
of pasture, water or diseases depleted community's livestock, it often sought to replenish numbers by marrying off their daughters.

#### **4.6 Effects of Cattle Rustling on Quality of Education in Alale Division**

**Table 4.11 Previous Term; Class 7 Assessment test Results as Reported by Pupils**

<b>Mark /500</b>	<b>Frequency</b>	<b>%</b>
Above 350	2	1
Between 350 – 300	16	8
Between 299 – 250	40	20
Between 249 – 200	98	49
Between 199 – 150	30	15
Below 149	14	7

Table 4.11, clearly shows how poor the quality of education is in Alale Division. Out of total mark of 500, only a few (01%), pupils managed above 350 marks. Most students (49%), scored between 249 – 200 marks. This dismal performance could only be attributed to frequent disruption of learning process by cattle rustlers. All the headteachers interviewed attributed this poor performance to the unfavorable learning environment brought about by the menace of sporadic cattle rustling in this region. One of the headteachers lamented that his school enrolment was hardly full at any given time. Equally, he claimed that it was not easy to find all teachers in school at the height of cattle rustling.



**Fig. 4.11 Cases of Cattle Rustlers Destroying School Learning Resources as Reported by Pupils**

Most of the pupils (60%) reported that they had witnessed at least once the destruction of school properties by cattle rustlers. This is affirmed by researcher’s observation checklist which showed that most schools had poor structures and few learning resources.

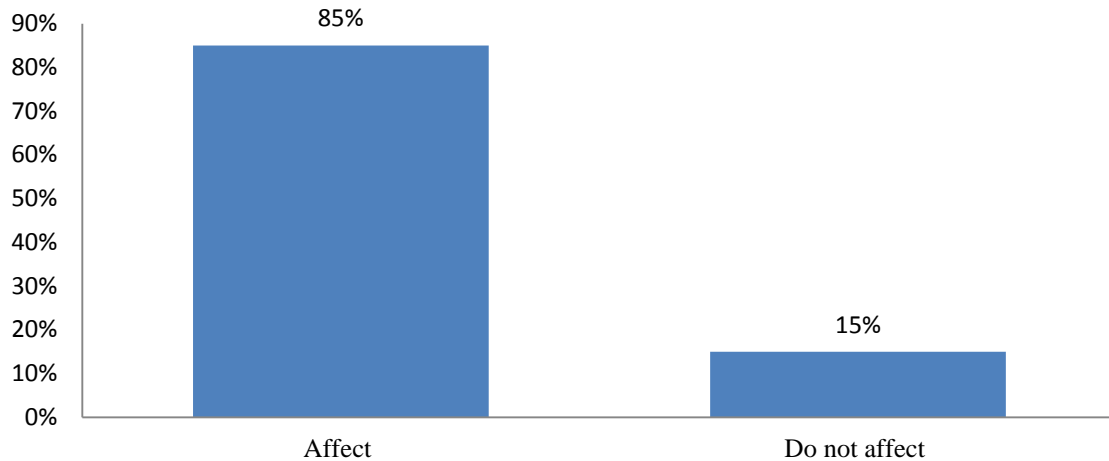
**Table 4.12 Observation Checklist**

School	Books	Food Store	Desks	Classrooms
A	Few	None	Enough	Permanent
B	Few	Poor	Few	Permanent
C	Few	Fair	Enough	Semi-permanent
D	Few	Fair	Enough	Semi
E	Few	Fair	Few	Mixed

From the observation checklist, it is clear that most schools had semi-permanent structures while a few had permanent structures. These findings supported the findings of Sifuna (2005) who showed that the provision of education facilities in Kenya since colonial era has been skewed in favor of densely populated agricultural communities. However, few schools in this region had well managed food stores. In some schools five pupils could be seen sharing a book. Most schools had enough desks. This could be alluded to the fact that most pupils drop out of school thus the excess number of desks seen. Headteachers of three schools confirmed that their schools had filed records indicating that their schools had been attacked at least once by cattle rustlers who burn, loot and destroy school properties. The headteacher of one primary school had these to say,

*“ These cattle rustlers, when they strike they don’t spare a thing. They come to schools to loot food and sometimes burn down structures. Schools loose a great deal of books and other learning resources after these raids.”(headteacher)*

This destruction of school facilities and infrastructure is a big set back to the achievement of education in this region. UNICEF (2001) observed that lack of adequate school equipment is a hindrance to learning. Therefore it is paramount that the security agencies should strive to secure schools from these marauding cattle rustler.



**Fig. 4.12: Whether cattle rustlers affect teachers’ preparation of content delivery.**

A small percentage of teachers (15%) refuted the claim that cattle rustling affect their preparation of content delivery. However a larger percentage (85%) stated that cattle rustling impacted negatively to their preparation for content delivery. This unpreparedness by teachers in content delivery is one of the reasons for poor performance in education in Alale division. More than half of the teachers(65%) reported that they could not complete syllabus due to intensity of cattle rustling which caused frequent disruption to learning. This findings agrees with the findings of Duhham(1992) who posited that teaching in stressful condition have negative impact on learners. It is therefore a point of concern, since these pupils are expected to compete in national exams with their counterparts from the rest of the country whereby learning environment is favorable.

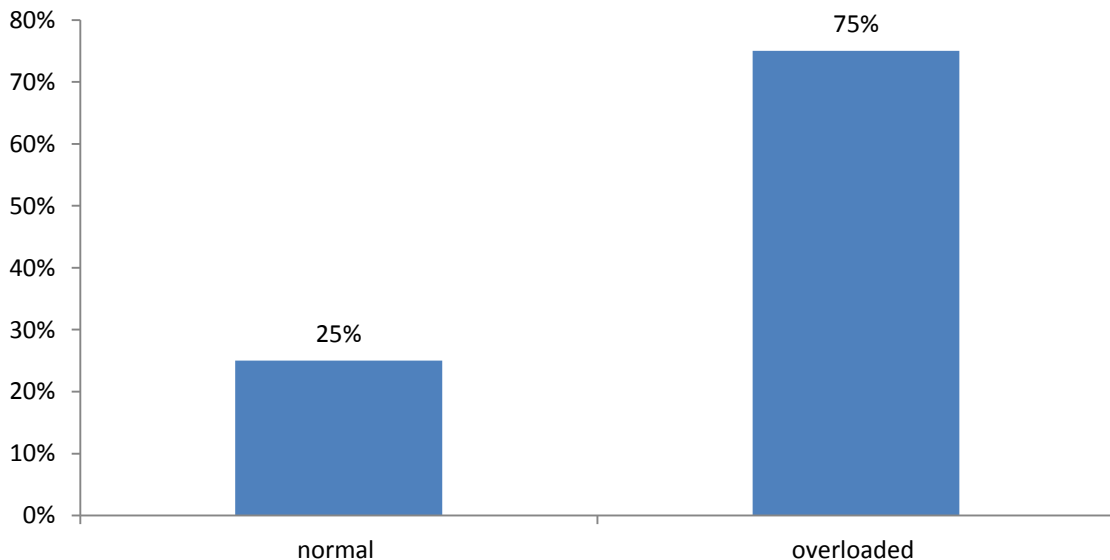
Beside the assertion of the teachers, the headteachers who are the immediate supervisors of syllabus coverage in schools also agreed with teachers that there was a

challenge of syllabus coverage due to menace of cattle rustling. All the headteachers affirmed that syllabus coverage was not completed in time for all the subjects.

*“Sometimes pupils sit for KCPE before completing syllabus. Candidates in my school, for consecutively three years have sat for exams without completing syllabus” (headteacher)*

The education officer, who hardly visited the schools for inspections, also agreed that syllabus coverage was a big challenge in these schools that experienced frequent disruption. On the issue of teachers seeking transfers enmass to go to safer regions, the education officer did not mince his words by saying:

*“Some teachers opt to use crude methods to get transfers when they find difficulties to get. Some would feign sickness while others would even opt to desert duties. There are cases whereby some teachers have turned to physical confrontation with their superiors while demanding for the transfer” (Ed. Officer)*



**Fig. 4.13 Teachers Workload as Reported by Teachers**

Majority of the teachers (75%), reported that they were overwhelmed with the workload. This could further explain the reason for poor quality of education in this division. The headteachers interviewed agreed with the teachers. They added that some teachers taught more than forty lessons per week which was too much above the recommended standard given by the ministry of education.

*“I have six teachers in my school against eight classes. This means that each teacher including the headteacher is assigned a class to teach all the subjects and still remain with two classes to share their lessons” (Headteacher)*

Quality education is dependent to diverse factors which cumulatively brings success. It is clear from the respondents that provision of quality education in this region has been seriously compromised by CR. For better education to be realized in this region the schools should be well staffed and safety of these teachers to be guaranteed.

#### **4.7 Effects of Cattle Rustling on Government Efforts**

The researcher had to seek for views from pupils, teachers, headteachers and other stake holders on how cattle rustling was frustrating the efforts of government in endeavoring to provide FPE to all Kenyan children so as to fulfill its vision 2030. Vision 2030 is anchored on three main pillars – economic, social and political pillars. All these pillars are geared towards making Kenya industrialized, middle – income economy by 2030. For this vision to be realized, all parts of the country must develop simultaneously. Education is cited as the driving force towards the achievement of vision 2030. No country shall boast of development without investing generously in the education of its people. Hence, the researcher sought to know from the respondents

if the efforts of the government in endearing that the pupils of Alale get education like their counterparts elsewhere was being curtailed by the existence of cattle rustlers.

**Table 4.13: Cases of Teachers and Education Officers Being Attacked by Cattle Rustlers as Reported By Pupils.**

Measuring scale	Frequency	%
Very many	22	11
Many	86	43
A few	78	39
None	14	7

Slightly more than a third of pupils (43%) affirmed that indeed teachers and education officers had been attacked by cattle rustlers at least once. This clearly explains why many teachers are seeking for transfers to safer grounds rendering the place understaffed. To put more emphasis on the nature of problems they undergo, most teachers (40%), reported that many teachers have bore the wrath of cattle rustlers. The headteachers, likewise echoed the sentiments of teachers. However, they added that sometimes cattle rustlers demanded for money, clothing and even cooked food from the teachers. They added that in some cases some teachers have been shot and wounded by cattle rustlers.

*“In the year 2013, a teacher was seriously wounded when he hesitated to respond to the demands of the cattle rustlers. The only lady teacher in the school also escaped rape narrowly”.*(**Headteacher**)

Parents involved in focus group discussion, also cited cases whereby teachers became victims of cattle rustlers brutality.

*“Two teachers sought refuge in my house at the peak of intense fighting between the invaders and our men. I can still clearly remember how terrified the teachers looked. I don’t think those teachers are still in this division”.(Parent).*

From these responds, it is in order to conclude that poor quality of education is exacerbated by this cruelty meted on teachers by cattle rustlers. Bishop (1985) stated that if threat were posed in teaching-learning environment, curriculum implementation was greatly thwarted

**Table 4.14: What Government should do to Improve Education in Alale Division as Reported By Pupils**

Measuring scale	Frequency	%
Provide boarding schools	76	38
Employ police reservists (KPR)	42	21
Bring schools closer to community	40	20
Employ more teachers	30	15
Mobile schools	12	6
<b>Total</b>	<b>200</b>	<b>100</b>

From table 4.14, we can deduce that most pupils (38%), felt that more boarding schools in the area could guarantee them access, participation and quality education. This explains the fact that distance to school from homes could be an impediment to access, participation and realization of quality education by learners in Alale division. Beside pupils, most teachers(40%) agreed that the most effective way to improve education in Alale division was to have more boarding schools. Some teachers (35%), suggested improved staffing of teachers, while (10%) felt that having schools close to the clients (pupils), would improve their access and participation, hence better quality.

All the headteachers were in conformity with pupils and teachers because they equally suggested boarding schools as the sure way to mitigate the problem of superficial education offered to pupils in Alale Division. The headteachers felt that children in boarding schools could be shielded from community's stereotyping especially cattle rustling. Girls in boarding schools could also be partially protected from early forced marriages. They also said that boarding schools would confine pupils in a given territory hence making it easier for the security agencies to provide them maximum security. The religious leaders and NGOs officials also backed the idea of boarding schools and additional rescue centers for girls fleeing from forced marriages and female genital mutilation (FGM).

*“Children in boarding schools are easily shielded from destructive cultural practices of their people. Change in a community begins by mental change of the young ones. Education and Christianity is the sure way of demystifying the notion of cattle held strongly by the community. It is only in boarding schools that this goal can be realized.” (Rel. leader).*

Though there are a few rescue centers in existence, managed by religious organizations and NGOs, it was the wish of these education stakeholders that the government should subsidize their efforts to have more rescue centers. Half of the parents engaged in focus group discussion supported the idea of more boarding schools as a sure way to guarantee their children education.

*“If I had grown up in this generations, I would have embraced schooling to the highest level. I want my daughter to reach university. Boarding school is the only safer place where she will be shielded from the greed of the father who might be tempted to marry her off”.(a parent)*

In equal measures the rest feared that their children could lose touch to their community's ideals. Therefore some suggested schools to be build closer to their habitations or mobile schools for those practicing nomadism.

#### **4.8 Effects of Cattle Rustling on Religious Organization and NGOs**

**Table 4.15 Religious Organizations that Support Education in Alale as Stated by Pupils:**

<b>Religious organization</b>	<b>Frequency</b>	<b>%</b>
Catholic	126	63
ELCK	34	17
ACK	24	12
Others	16	8

It can be figured out from the table 4.15, that catholic church is the predominant sponsor of schools in Alale Division as alluded by (63%), of pupils. This can be supported by the fact that most elites of Pokot community, notably those from Alale division are beneficiaries of Catholic Church sponsorship. Even the most vocal politicians from this region are claimed by the community to be the beneficiaries of bursaries from these organizations.

Like the pupils, most of the teachers (65%), echoed pupils sentiments that, Catholic Church is the most involved church in education matters in Alale Division. They attributed most educational successes to this church. In the same manner, data gathered through interview on headteachers and other education stakeholders, was in harmony with that of teachers and pupils. They all attributed the success of education

in Alale Division mostly to religious organizations, notably Catholic Church. One parent Mr. Lokudo had this to say about Catholic Church;

*“Most of these schools in our divisions were built by catholic church. My two sons in secondary schools are sponsored by Amakuriat catholic church missionaries”***(a parent)**

The other active religious education partners in this place are the ELCK,ACK, Redeemed church, Full Gospel church among others the administration officer interviewed showered these religious entities with praises. Apart from sponsoring education matters in this region, these religious organizations are also credited for the provision of health services, water for both human and animals consumption. They are also actively involved in teaching people modern methods of agriculture. They are great people

**Table 4.16 NGOs that Support Education in Alale Division as Stated by Pupils**

<b>NGOs</b>	<b>Frequency</b>	<b>%</b>
World vision	96	48
ACTED	14	7
Action Aid	40	20
UNICEF	18	9
SETAT	22	11
Others	10	5

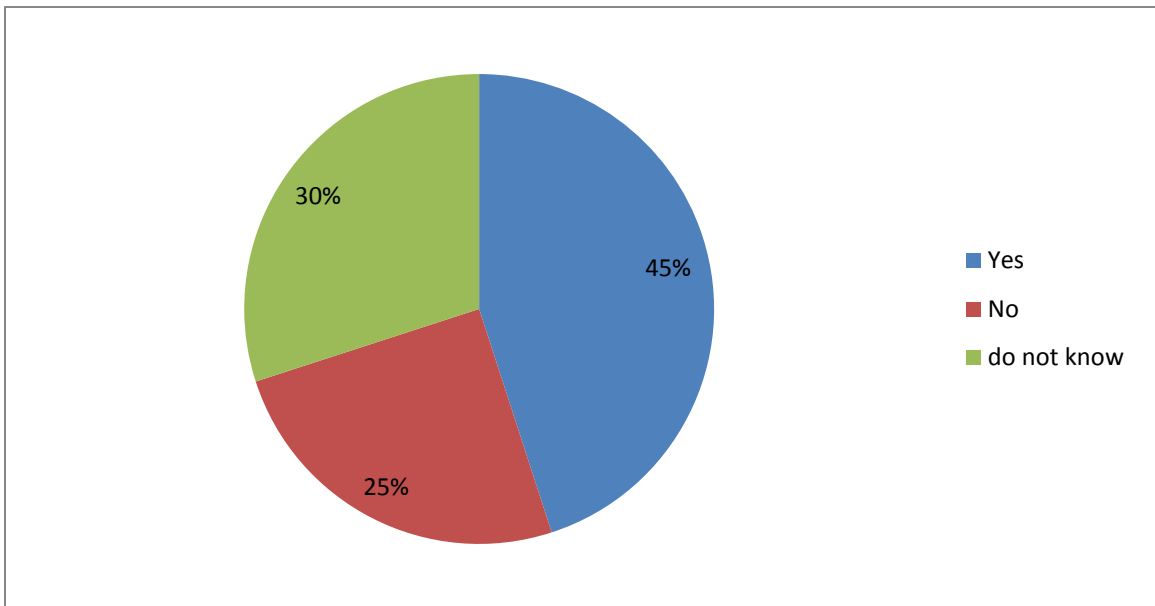
As shown in table 4.21, world vision as attested by pupils is in the forefront (48%) in the provision of education support to schools in Alale Division. Alongside the religious organizations, NGOs partner with the government to improve education in Alale division. World vision is the major education partner in Alale Division as

supported by 50% of the teachers. Equally all the head teachers interviewed, echoed what teachers and pupils had affirmed. However, they added that world vision is also engaged in organizing workshops for teachers for capacity building on educational matters and other disciplines like guidance and counseling among others.

*“World vision supports almost all the school programs in this division. All the classrooms in this school were built by world vision. It has also looked for sponsors for the orphans and children from poor families. World vision is also actively involved in health matters among other provisions.” (Headteacher)*

To echo the sentiment of the headteachers, a parent also showered world vision with praises;

*“My son is the beneficiary of world vision sponsorship. He is now in Chewoyet Secondary School, courtesy of world vision sponsorship”.*



**Fig. 4.14: Cases of Cattle Rustlers Attack to Religious Organization and NGOs.**

The researcher sought to know from the pupils if there have been cases in Alale Division whereby cattle rustlers had attacked a religious organization or an NGO. In

response, 45% of the pupils affirmed that there had been cases whereby cattle rustlers attacked either a religious organization or NGOs. 25% negated that there were neither cases of attack to NGOs nor religious organizations in that region. Interestingly, 30% of the pupils said that they did not know whether such cases existed. The researcher inquired from the teachers whether there had been cases of cattle rustlers attacking religious organizations and NGOs. 80% of teachers said that they had either witnessed or heard about such incidences. However, 20% of the teachers said that they had no idea about it. An assistant chief had this to say:

*“Most NGOs officials here are not Pokots and therefore feel insecure in the midst of people whom they do not understand their language or culture. They also do not understand terrain well. In case of an attack by cattle rustlers they do not know how to go about in securing their safety. Some of them have ended up hurting themselves in the course of fleeing from the cattle rustlers. It is also true that some of these religious and NGOs persons have ended up being molested by cattle rustlers.”*

#### **4.9 How Education can be Managed in Alale Division Despite CR menace**

All the education stakeholders involved in this research gave their mitigation suggestions on how learning can be enhanced in Alale despite cattle rustling menace.

**Table 4.17 How Education can be Improved in North Pokot Despite CR as Stated by pupils**

<b>Suggestion</b>	<b>Frequency</b>	<b>%</b>
Boarding schools	102	51
Food provision	46	23
More churches	8	4
More security in schools	34	17
Enhance employment	6	3
Disarmament of illegal arms	4	2

A few pupils (02%), supported the idea of disarming communities with illegal firearms. However, most pupils (51%) supported the idea of the government building more boarding schools near their settlement areas. Most teachers(75%) felt that education is the tool that can turn around the community's stereotype mentality of obsessive love for cattle. Very few teachers (10%), saw disarmament as the option available to mitigate the problem of cattle rustling in this region.

The headteachers, administration officer, religious leader and NGO official were also of the idea of affirmative action to be put on education in this region in order for the people to have mental shift from cattle to employment, business and other alternative sources of income. However, parents engaged in focus group discussion, vehemently opposed the idea of disarming the community of the offensive weapons. One parent had this to say:

*“Disarming is a very delicate issue. Who will protect us from our enemies?” when she was told by the researcher that the government would provide protection she retorted, “which government? The government that watch helplessly when our cattle are being driven away by the Turkana and the Karamajong!”*

An assistant chief and NGO official also added their voices on mitigation of this menace of cattle rustling. An assistance chief said;

*“Sometimes security officers find it very difficult to intercept cattle rustlers because of poor road network. The cattle rustlers take advantage of the difficult terrain to evade reinforcement of security officers. This leaves the locals solely to face the intruders.”*

Religious organizations and NGOs have come to the limelight as the un disputable education partners in North Pokot sub county. It is therefore clear that for any meaningful education process to take effect in this region, these education

stakeholders should be accorded every help they require in order to do their work with ease. It has also been pointed out by the respondents that poor road network is hampering the efforts of education well-wishers in this region. It is therefore the responsibility of the county government in conjunction with the national government to ensure that there is improved road network in this part of the country so that the menace of cattle rustling can easily be monitored by security agencies. Thence, education will be made easily reachable by all education stakeholders.

#### **4.10 Summary**

The research found out that there was late entry of children in schools because schools are situated far from their homes and also there was fear of children encountering marauding cattle rustlers. Most teachers in Alale Division came from other divisions. There was high drop out of children in all sampled schools. The boys dropped out to join their kinsmen, in cattle rustling spree while the girls were subjected to early forced marriages to fetch bride wealth to replenish lost cattle. Teachers work was constantly interfered by cattle rustlers. This resulted to poor quality of education in this region. There is acute shortage of teachers since many teachers seek for transfers to other divisions secure from cattle rustling. Most respondents suggested that boarding schools could shield the pupils from harmful cultural practices of their community and they could also be accorded better security by government security agencies. Government agencies, NGOs and Religious organization, play significant role in bettering education in Alale Division despite the Menace of cattle rustling

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMEDATIONS**

#### **5.1 Introduction**

The purpose of the study was to find out the effects of cattle rustling on access and participation in Primary Education in north Pokot Sub County. This chapter provides a brief overview of the main findings of this research, conclusion made by researcher, recommendations and suggestions for further researches on the same field.

#### **5.2 Summary of the Findings of the Study**

From the pupils background information, the researcher found that most pupils joined school at advance ages. Most class 7 and 8, pupils were aged between 15-17years most of the teachers used as respondents were male (65%), most of these teachers came from outside this division and they had stayed in their current stations for a period less than five years.

The first objective of this study was to find causes of Cattle Rustling in Alale Division 65% of teachers and 60% of pupils suggested that Cattle Rustling was a rampant phenomenon in Alale Division. It was also found out the community of Alale Division engaged mostly Turkana community in cattle raiding. Myriad causes were cited by respondents as causes of Cattle Rustling; cattle were raided for economic fulfillment, for payment of dowry, to replenish the dead and stolen ones, to get returns from the expensively bought arms among other reasons.

The second objective was to find out effects of Cattle Rustlers on access to education by pupils in Alale Division. Most pupils (65%) took more than one hour to reach their respective schools. The study revealed that pupils could not access education because of the marauding cattle rustlers who could harm them on their ways to their respective schools which were situated far away from their villages. It was also found out that schools calendar were frequently interrupted by the invasion of cattle Rustlers. Most teachers' respondents (65%) attested that Cattle Rustlers affected their service delivery.

In the objective of effects of Cattle Rustling on pupil's participation in education, it was found out by the researcher that most boys (80%) dropped out of school to engage Cattle Rustlers in defending their community when attacked by aggressors. During this period, they do not participate in school activities. Some head teachers affirmed that some pupils had ended up being killed during this period. It was also established that most parents and pupils were not willing to sell their cattle to buy school needs. Most respondents claimed that many pupils were orphans as their parents had been killed by the Cattle Rustlers. Girls are cited to be casualties of deaths of their parents as they are forced to drop out of school to take care of their siblings. They are sometimes forced to get married to help their families replenish lost cattle to cattle Rustlers. All selected schools for the research had more enrollments for boys Visa Vis Girls.

On the effects of Cattle Rustling on quality of education offered in Alale Division, the researcher discovered that most class 7 pupils in the Division scored 200 marks in the

end year exam. Only,(01%) of the pupils scored above 350 marks. It was also established that Cattle Rustlers often attacked schools and destroy properties, including infrastructure. Researcher's checklist confirmed this assertion, since many schools had dilapidated infrastructure and missing most essential facilities. Most teachers (85%) claimed that Cattle Rustling menace impacted negatively on their preparation of content delivery. Teachers also affirmed that due to Cattle Rustling, they hardly complete syllabus coverage in time. It was also reported that some teachers could feign sickness in order to get transfer to secure regions outside this division. The research also showed acute shortage of teachers in schools in this region.

The research also found the following on the effects of Cattle Rustling on government efforts in provision of education in Alale Division. Most respondents said that it was difficult task for the government to ensure universal education in Alale Division. Most respondents said that it was difficult task for the government to ensure universal education in Alale Division due to the menace of Cattle Rustling. The findings showed that indeed some teachers and education officers had become victims of Cattle Rustlers aggression. All the respondents agreed that education in this region was administered under a tense atmosphere.

The last objective of this study was to investigate the effects of Cattle Rustling to the efforts of Religious organizations and NGO's in improving education in Alale Division. The research showed that the most predominant religions organization that sponsors schools in Alale is Catholic Church. Others are ELCK, ACK, Full Gospel

among others. These churches help in building school infrastructure and provision of pupil's necessities.

It was also established that the most active NGO is the World Vision as affirmed by 48% of pupils and 50% of teachers. Equally, they help in building infrastructure, provide learners needs and capacity building for teachers by organizing workshops. All respondents agreed that Cattle Rustlers have at least more than once attacked these special education stakeholders, adversely affecting their work.

### **5.3 Conclusion**

Based on the study findings, the following conclusions are made;

First, the main cause of Cattle Rustling between the Pokot of Alale Division and its neighbors notably the Turkana is to acquire more cattle for economic independence and prestige. Cattle is also needed for payments of dowry and other cultural activities. These reasons and others make the people of this region to hold great importance to cattle. The people here are ready to lay down their lives in the course of defending their cattle from Cattle Rustlers.

Cattle Rustling is an impediment towards access to education by children in Alale. Some children cannot access to education due to the fear of encountering marauding Cattle Rustlers while on their ways to school. Schools close impromptu during the height of Cattle Rustling this denying pupil's smooth acquisition of knowledge.

The study established that there was poor participation of learners in schools, throughout the year. High drop-out rates were reported in all schools indicating that class transition was very poor in this region. It is also clear that some pupils participate in Cattle Rustling. As attested by respondents, girls are the most casualties of Cattle Rustling as they are forced to drop out of school to take care of their siblings or to get married to replenish stolen cattle through bride wealth she fetches.

The quality of education offered in Alale Division is poor. There is general dismal performance as attested by 01% pupils who scored 350 marks in end year 2018 class seven exams. The school infrastructure in this region is in pathetic state. Teachers work is constantly interfered by Cattle Rustlers and thus make them not have adequate time to prepare for content delivery. Likewise, it was noted that there is adverse shortage of teachers in schools.

In spite of government efforts of ensuring access and participation of pupils in education, Cattle Rustling is a big obstacle towards achievement of this policy in Alale Division. It is clear that teachers and other education stakeholders work under tense environment in this region. Cattle Rustlers loot and destroy school properties.

Religious organizations and NGO's who are very important education stakeholders are adversely affected by Cattle Rustlers who sometimes attack them in their respective stations. They also discourage their efforts when they destroy schools infrastructure that they have invested a lot of resources in them.

#### **5.4 Recommendations of the Study**

The following recommendations are intended to solicit viable intervention from a number of education stakeholders so as to improve primary education in Alale Division.

- The government in conjunction with other stakeholders to build more boarding schools. Boarding schools can serve to detach pupils from negative influence of cultural practices of their people and this give them humble time to pursue education. It is also easier for these boarding schools to be accorded maximum security by security agencies unlike scattered schools across the Division.
- The government to teach people of Alale through “barazas” the alternative sources of wealth other than cattle.
- People of Alale to be disarmed alongside their neighbors and the government to ensure them prompt security.
- Government, Religious leaders and NGO’s to initiate sustainable projects which can empower the community socially and economically.
- The public to be educated through” Barazas “and churches on the negative effects posed by Cattle Rustlings to a community.
- The government to provide school feeding program to all schools in this region. This will guarantee steady participation of learners in schools.
- Government should improve school infrastructure to guarantee provision of quality education.

- Government to give affirmative action to this region. This can be done by employing all educated people in this region for the people to feel the returns of education.
- Affirmative action to be put on girl child education in this region, so that girls can have enough role models to emulate.

The government and other stakeholders to provide scholarships to bright pupils and students.

- More rescue centers to be erected to accommodate and guarantee girls running away from retrogressive cultures (FGM and Early forced marriages) security and continuity in education.
- The government to guarantee, teachers and other education stakeholder's security.
- The government to consider initiating risk allowance for teachers working under such conditions.
- The government in conjunction with other education stakeholders to provide other essential services like health services, water, electricity among others.
- Government should ensure that there is good road network in this region. This will ensure that all the region opens up for development. Proper road network will also ease the movement of security officers hence make them to curtail easily the activities of Cattle Rustlers. Availability of roads will also help religions organizations to reach the people interior and preach to them hence pacifying them and eventually make them to discard this practice of Cattle Rustling.

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

The present study was limited to the effects of cattle rustling on access and participation in primary education in Alale Division of North Pokot Sub-county.

Therefore it would be prudent to undertake research on the following areas;

- i) Since the study was confined to Alale Division, similar study can be replicated in other Divisions with similar problem of Cattle Rustling.
- ii) A similar study can be conducted targeting access and participation of secondary schools in education in North Pokot Sub County.
- iii) There is need to undertake research on how cattle rustling affect girl child education in North Pokot Sub County.

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## **APPENDIX 1**

### **FOCUS GROUP DISCUSSION GUIDE FOR COMMUNITY MEMBERS ON THE EFFECTS OF CATTLE RUSTLING ON ACCESS AND PARTICIPATION IN PRIMARY EDUCATION IN ALALE DIVISION, NORTH POKOT SUB-COUNTY, KENYA**

**Dear respondent,**

I am a masters student from Kenyatta University seeking to know from you how cattle rustling has affected primary school Education in this region. The findings of this study will be used to meet the requirements of masters of education (M.ED) Course. You were chosen as a respondent since you are a stakeholder in education. Please respond to all items as fully as possible. The responses will only be used for the purpose of this research and will be treated with utmost confidentiality it deserves. Do not write your name.

#### **Causes of cattle rustling**

1. How often does cattle rustling occur in this region?
2. Have you witnessed attacks on schools in this division by cattle rustlers?
3. What do you think are the main causes of cattle rustling between your community and  
Neighboring communities

#### **Cattle rustling on pupils access to education.**

4. How does cattle rustling affect boys' access to education?
5. How does cattle rustling affect girls' access to education?
6. What efforts are being done by the community to ensure access to education by children despite cattle rustling?

#### **Cattle rustling on pupil's participation in education**

7. How does cattle rustling affect boy child participation in education?

8. How does cattle rustling affect girl- child participation in education?
9. According to your views, what is the general attitude of this community towards education of their children?

**Cattle rustling on government provision of education**

10. How is cattle rustling interfering with government efforts to provide FPE to children in Alale Division?
11. What extra measures should the government employ to guarantee children in Alale division access and participation in education matters?

**Cattle rustling on religious organizations and NGOs in education**

12. What are the effects of cattle rustling on the work of religious organizations and NGOs in supporting education in Alale Division?
13. What do you think religious organizations and NGOs should do more to improve further the education in Alale despite the challenges of cattle rustling?
14. Tell me any other thing about cattle rustling and education that we have not discussed?

*THANK YOU FOR YOUR CO-OPERATION.*

**APPENDIX 2**

**INTERVIEW SCHEDULE FOR THE HEADTEACHERS ON THE EFFECTS  
OF CATTLE RUSTLING ON ACCESS AND PARTICIPATION IN PRIMARY  
EDUCATION IN ALALE DIVISION NORTH POKOT SUB – COUNTY,  
KENYA**

**Dear respondent,**

I am a masters student of Kenyatta University seeking to get information from you about the effects of cattle rustling on primary school children. The findings of this study will be used to meet the requirements of masters of education (M.ED) Course. You were chosen as a respondent since you are a stakeholder in education. Please respond to all items as fully as possible. The responses will only be used for the purpose of this research and will be treated with utmost confidentiality it deserves. Do not write your name.

**Background information of Respondent**

1. SEX .....
2. AGE .....
3. YEARS OF EXPERIENCE .....
4. HOME DIVISION .....
5. COUNTY .....

## QUESTIONS BASED ON THE OBJECTIVES

	OBJECTIVE	PROBING QUESTIONS
1.	Causes of cattle rustling	<ul style="list-style-type: none"> <li>• What do you think are the main causes of cattle rustling between the community of Alale and its neighbors?</li> </ul>
2.	Cattle rustling on pupils access to education	<ul style="list-style-type: none"> <li>• How does cattle rustling affect pupils access to education. (Boys/Girls)</li> <li>• Have you at one time close the school?</li> <li>• Do cattle rustlers attack learners on their way to school?</li> </ul>
3.	Cattle rustling on pupils participation in education	<ul style="list-style-type: none"> <li>• How does cattle rustling affect boy- child participation in education?</li> <li>• How do cattle rustling affect girl child participation in education?</li> <li>• According to you, what is the general community attitude towards education of their children?</li> </ul>
4.	Cattle rustling on government provision of education	<ul style="list-style-type: none"> <li>• How are cattle rustling interfering with governments efforts to provide FPE to children in Alale Division?</li> <li>• What extra measures, should the government employ to guarantee children in Alale Division access and participation in education matters?</li> </ul>
5.	Cattle rustling on religious organizations and NGOs in education	<ul style="list-style-type: none"> <li>• What are the effects of cattle rustling on the work of religious organizations and N.G.Os in supporting education in Alale Division?</li> <li>• What do you think religious organizations and NGOs should do to improve further education in Alale Division despite the menace of cattle rustling?</li> </ul>
		<ul style="list-style-type: none"> <li>• Tell me any other thing about cattle rustling and education that we have not discussed?</li> </ul>

*THANK YOU FOR YOUR CO-OPERATION*

### APPENDIX 3

#### QUESTIONNAIRE FOR PUPILS ON THE EFFECTS OF CATTLE

#### RUSTLING ON ACCESS AND PARTICIPATION IN PRIMARY EDUCATION

#### IN ALALE DIVISION, KENYA.

**Dear respondent,**

I am a masters student of Kenyatta University seeking information from you on how Cattle Rustling has affected Education in Primary schools. The findings of this study will be used to meet the requirements of masters of education (M.ED) Course. You were chosen as a respondent since you are a stakeholder in education. Please respond to all items as fully as possible. The responses will only be used for the purpose of this research and will be treated with utmost confidentiality it deserves. Do not write your name.

1. GENDER:      Male                       Female
2. CLASS:
3. AGE:            i) 12 – 14 years      
                      ii) 15 – 17 years      
                      iii) 18 – 20 years   
                      iv) Above 21 years

#### **PART B; CAUSES OF CATTLE RUSTLING**

1). How often do cattle rustling occur in this region?

1. Frequently
2. Occasionally
3. Rarely
4. Never

2). Which community commonly engage in cattle rustling with your community?

- i.      Sabiny
- ii.     Turkana
- iii.    Karamajong

The following could be the causes of cattle rustling between your community and neighbors. Indicate 'agree' or 'disagree' against them.

Causes		Agree / disagree
i.	Cattle needed for paying dowry	
ii.	It is a sign of bravery and courage	
iii.	Cattle gives food through meat, milk and blood	
iv.	Cattle brings prestige and honor	
v.	To restock after death of cattle or when stolen	
vi.	To make use of expensively bought arms	
vii.	Cattle needed for cultural ceremonies and rituals	
viii.	Any other reason? Specify	

3). Given the choice between cattle and education, which one would you choose?

Cattle

Education

**PART C: CATTLE RUSTLING ON ACCESS IN EDUCATION**

4). How long does it take you to reach school from home?

i). Less than 30 minutes       iii). More than 1 hour

ii). About 1 hour       iv). I am a border

5). Do you think the number of teachers in your school are enough?

Yes

No

6). Give reason (s) for your answer above

.....

7). How often do you become absent from school because of cattle rustling?

i). Frequently       iii). Rarely

ii). Occasionally       iv). Never

8). How is pupils access to schools in Alale when cattle rustling is on?

i). Low       iii). Very low

ii). High       iv). No difference

9). Have you ever experienced the closure of your school because of cattle rustling?

Yes       No

10). Do you think cattle rustling is interfering with your education?

i). Very much       iii). A little

ii). Much       iv). Not at all

11). Given the opportunity to school outside West Pokot County, would you accept the offer?

Yes       No

12). Give the reason (s) for your answer

.....

**PART D: CATTLE RUSTLING ON PUPILS PARTICIPATION IN EDUCATION?**

13). Would you drop out of school to go and defend your community against cattle rustlers?

Yes       No

14). Would you encourage your parents to sell your favorite cattle to buy your school needs?

Yes

No

15). Give reasons for your answer

.....

16). Have you lost a parent or both parents lives to cattle rustlers

Yes

Not

17). If the answer is yes, which parent?

i). father

ii).Mother

iii). Both parents

18). Are there boys who drop out of school to join cattle rustlers in your community?

Yes

No

19). Are there cases whereby cattle rustlers have attached schools and destroy property?

Yes

No

20). What do you think the government should do to improve education in Alale?

.....

**PART F: CATTLE RUSTLING ON RELIGIOUS ORGANIZATION AND NGOs IN EDUCATION**

21). Which religious organization sponsor education needs in your schools?

22). Which NGO provide education needs in your school?

.....

23). Are there cases whereby cattle rustlers have attacked a religious organization or NGO?

Yes

No

24). If yes which one .....

Yes

No

25). What other things can be done by religious organization and NGOs to improve education in Alale Division?.....

26). Tell me any other thing about cattle rustling that you know.

.....

*THANK YOU FOR YOUR CO-OPERATION*

**APPENDIX 4**

**TEACHERS QUESTIONNAIRE ON THE EFFECTS OF CATTLE RUSTLING  
ON ACCESS AND PARTICIPATION IN PRIMARY EDUCATION IN ALALE  
DIVISION, NORTH POKOT SUBCOUNTY, KENYA.**

**Dear respondent,**

I am a masters student from Kenyatta University seeking information from you on the effects of Cattle Rustling in primary Education in this region. The findings of this study will be used to meet the requirements of masters of education (M.ED) Course. You were chosen as a respondent since you are a stakeholder in education. Please respond to all items as fully as possible. The responses will only be used for the purpose of this research and will be treated with utmost confidentiality it deserves. Do not write your name.

**PART A: BACKGROUND INFORMATION**

1. Sex:  male  female
2. Age: .....
3. Highest Academic qualification .....
4. Highest professional qualification
  - i). untrained
  - ii). Certificate
  - iii). Diploma
  - iv). Bachelor's degree
  - v). Post graduate
5. Teaching experience
  - i). below 5 years
  - ii). 6 – 10 years
  - iii). 11 – 15 years
  - iv). 16- 20 years
  - v). above 21 years

**PART C: CAUSES OF CATTLE RUSTLING**

- 6). How often do cattle rustling occur in this region
  - i). Frequently
  - iii) Seldomly

ii). Occasionally

iv) Never

7). Which community commonly engage in cattle rustling with this community?

i). Sabiny

ii). Turkana

iii). Karamajong'

8). The following could be the causes of cattle rustling between the Pokot Community of Alale division and its neighboring communities. Indicate “agree or disagree” against the suggested causes.

Causes		Agree / disagree
i.	Cattle are needed for paying dowry	
ii.	Cattle are the only source of income	
iii.	Cattle source of food through meat, milk and blood	
iv.	Cattle are security to poverty	
v.	Cattle are needed for cultural ceremonies and rituals	
vi.	To make use of expensively bought arms	

### PART C: CATTLE RUSTLING ON PUPILS ACCESS TO EDUCATION

9). How often does cattle rustling disrupt your work?

i). Frequently

iii). Seldomly

ii). Occasionally

iv). Never

10). How is pupils access to school when cattle rustling is on?

i). Low

iii). Very low

ii) High

iv). No difference

11). Have you ever experience closure of the school because of cattle rustling?

Yes  No

12). Do you think cattle rustling is interfering with pupils education?

i). very much  iii). A little

ii). Much  iv). Not at all

**PART D: CATTLE RUSTLING ON PUPILS PARTICIPATION IN EDUCATION**

13). Which gender of pupils is adversely affected by cattle rustlers?

Boys  Girls

14). Give reasons for your answer

.....  
.....

15). Are there boys in your school who have dropped out of school to engage in cattle rustling?

i). Very many  iii). None

ii). A few  iv). I don't know

16). Are there cases whereby cattle rustlers have attacked schools and destroy property?

Yes  No

17). What do you think the government should do to improve education provision in Alale division?

.....

18). Are there orphans in your school that either a parent or parents were killed by cattle rustlers?

i). Many

iii). None

ii). A few

iv). I don't know

**PART E: CATTLE RUSTLING ON GOVERNMENT PROVISION OF EDUCATION**

19). Have you ever been a direct a victim of cattle rustler?

Yes

No

**PART F. CATTLE RUSTLING ON RELIGIOUS ORGANIZATION AND NGOs**

20). Which religious organization sponsor the provision of education needs in your school?

21). Which NGOs provide educational support in your school? .....

22). Are there cases you know, whereby cattle rustlers have attacked religious organizations or NGOs interests?

Yes

No

23). If the answer is yes, state the name of the religious organization or NGO

24). What do you think can be done by religious organizations and NGOs to better education in Alale division?

.....  
.....



3	Cattle rustling on pupils participation in education	<ul style="list-style-type: none"> <li>• How does cattle rustling affect boy child participation in education?</li> <li>• How does cattle rustling affect girl child participation in education?</li> </ul>
4	Cattle rustling on government provision of education	<ul style="list-style-type: none"> <li>• How is cattle rustling interfering with governments efforts to provide FPE to children in Alale Division?</li> </ul>
5	Cattle rustling on religious organizations and NGOs in education	<ul style="list-style-type: none"> <li>• What are the effects of cattle rustling on the work of religious organizations and N.G.Os in supporting education in Alale Division?</li> <li>• What do you think religious organizations and NGOs should do to improve further education in Alale Division despite the menace of cattle rustling?</li> </ul>
6		<ul style="list-style-type: none"> <li>• Tell me any other thing about cattle rustling and education that we have not discussed?</li> </ul>

*THANK YOU FOR YOUR CO-OPERATION*



3	Cattle rustling on pupils participation in education	<ul style="list-style-type: none"> <li>• How do cattle rustling affect boy child participation in education?</li> <li>• How do cattle rustling affect girl child participation in education?</li> <li>• According to you, what is the general community attitude towards education of their children?</li> </ul>
4	Cattle rustling on government provision of education	<ul style="list-style-type: none"> <li>• How is cattle rustling interfering with governments efforts to provide FPE to children in Alale Division?</li> <li>• What extra measures, should the government employ to guarantee children in Alale Division access and participation in education matters?</li> </ul>
5	Cattle rustling on religious organizations and NGOs in education	<ul style="list-style-type: none"> <li>• What are the effects of cattle rustling on the work of religious organizations and N.G.Os in supporting education in Alale Division?</li> <li>• What do you think religious organizations and NGOs should do to improve further education in Alale Division despite the menace of cattle rustling?</li> </ul>
6		<ul style="list-style-type: none"> <li>• Tell me any other thing about cattle rustling and education that we have not discussed?</li> </ul>

*THANK YOU FOR YOUR CO-OPERATION*

**APPENDIX 7**

**INTERVIEW SCHEDULE FOR THE ADMINISTRATION OFFICERS ON  
THE EFFECTS OF CATTLE RUSTLING ON ACCESS AND  
PARTICIPATION IN PRIMARY EDUCATION IN ALALE DIVISION  
NORTH POKOT SUB – COUNTY, KENYA**

**Dear respondent,**

The findings of this study will be used to meet the requirements of masters of education (M.ED) Course. You were chosen as a respondent since you are a stakeholder in education. Please respond to all items as fully as possible. The responses will only be used for the purpose of this research and will be treated with utmost confidentiality it deserves. Do not write your name.

Background information of Respondent

- 16. SEX .....
- 17. AGE .....
- 18. YEARS OF EXPERIENCE .....
- 19. HOME DIVISION .....
- 20. COUNTY .....

**QUESTIONS BASED ON THE OBJECTIVES**

	OBJECTIVE	PROBING QUESTIONS
1	Causes of cattle rustling	<ul style="list-style-type: none"><li>• What do you think are the main causes of cattle rustling between the community of Alale and its neighbors?</li><li>•</li></ul>
2	Cattle rustling on pupils access to education	<ul style="list-style-type: none"><li>• How does cattle rustling affect pupils access to education. (Boys/Girls)?</li><li>• What efforts does the community do to ensure their children access to education despite cattle rustling?</li></ul>
3	Cattle rustling on pupils participation	<ul style="list-style-type: none"><li>• How do cattle rustling affect boy child participation in education?</li></ul>

	in education	<ul style="list-style-type: none"> <li>• How do cattle rustling affect girl child participation in education?</li> </ul>
4	Cattle rustling on government provision of education	<ul style="list-style-type: none"> <li>• How is cattle rustling interfering with governments efforts to provide FPE to children in Alale Division?</li> <li>• What extra measures, should the government employ to guarantee children in Alale Division access and participation in education matters?</li> </ul>
5	Cattle rustling on religious organizations and NGOs in education	<ul style="list-style-type: none"> <li>• What are the effects of cattle rustling on the work of religious organizations and N.G.Os in supporting education in Alale Division?</li> <li>• What do you think religious organizations and NGOs should do to improve further education in Alale Division despite the menace of cattle rustling?</li> </ul>
6		<ul style="list-style-type: none"> <li>• Tell me any other thing about cattle rustling and education that we have not discussed?</li> </ul>

*THANK YOU FOR YOUR CO-OPERATION*

## APPENDIX 8

### INTERVIEW SCHEDULE FOR THE NGOs OFFICIALS ON THE EFFECTS OF CATTLE RUSTLING ON ACCESS AND PARTICIPATION IN PRIMARY EDUCATION IN ALALE DIVISION NORTH POKOT SUB – COUNTY, KENYA

**Dear respondent,**

I am a masters student of Kenyatta University seeking information about the effects of Cattle Rustling to primary Education in this region. The findings of this study will be used to meet the requirements of masters of education (M.ED) Course. You were chosen as a respondent since you are a stakeholder in education. Please respond to all items as fully as possible. The responses will only be used for the purpose of this research and will be treated with utmost confidentiality it deserves. Do not write your name.

Background information of Respondent

21. SEX .....
22. AGE .....
23. YEARS OF EXPERIENCE .....
24. HOME DIVISION .....
25. COUNTY .....

#### QUESTIONS BASED ON THE OBJECTIVES

	OBJECTIVE	PROBING QUESTIONS
1	Causes of cattle rustling	<ul style="list-style-type: none"><li>• What do you think are the main causes of cattle rustling between the community of Alale and its neighbors?</li></ul>
2	Cattle rustling on pupils access to education	<ul style="list-style-type: none"><li>• How does cattle rustling affect pupils access to education. (Boys/Girls)?</li><li>• What efforts does the community do to ensure their children access to education despite cattle rustling?</li></ul>

3	Cattle rustling on pupils participation in education	<ul style="list-style-type: none"> <li>• How do cattle rustling affect boy child participation in education?</li> <li>• How do cattle rustling affect girl child participation in education?</li> </ul>
4	Cattle rustling on government provision of education	<ul style="list-style-type: none"> <li>• How is cattle rustling interfering with governments efforts to provide FPE to children in Alale Division?</li> <li>• What extra measures, should the government employ to guarantee children in Alale Division access and participation in education matters?</li> </ul>
5	Cattle rustling on religious organizations and NGOs in education	<ul style="list-style-type: none"> <li>• What are the effects of cattle rustling on the work of religious organizations and N.G.Os in supporting education in Alale Division?</li> <li>• What do you think religious organizations and NGOs should do to improve further education in Alale Division despite the menace of cattle rustling?</li> </ul>
6		<ul style="list-style-type: none"> <li>• Tell me any other thing about cattle rustling and education that we have not discussed?</li> </ul>

*THANK YOU FOR YOUR CO-OPERATION*

**APPENDIX 9:**  
**TIME SCHEDULE**

Proposal preparation	April 2018-May, 2018
Submission of proposal for examination	June 2018– July, 2018
Approval of proposal	July 2018
Data collection and analysis	Oct 2018– Dec 2018
Thesis writing	Jan 2019- May,2019
Submission of thesis for examination	June 2019-Oct,2019
Preparation of final draft	Nov,2019
Binding and final submission	Dec 2019
(KSHS.)	

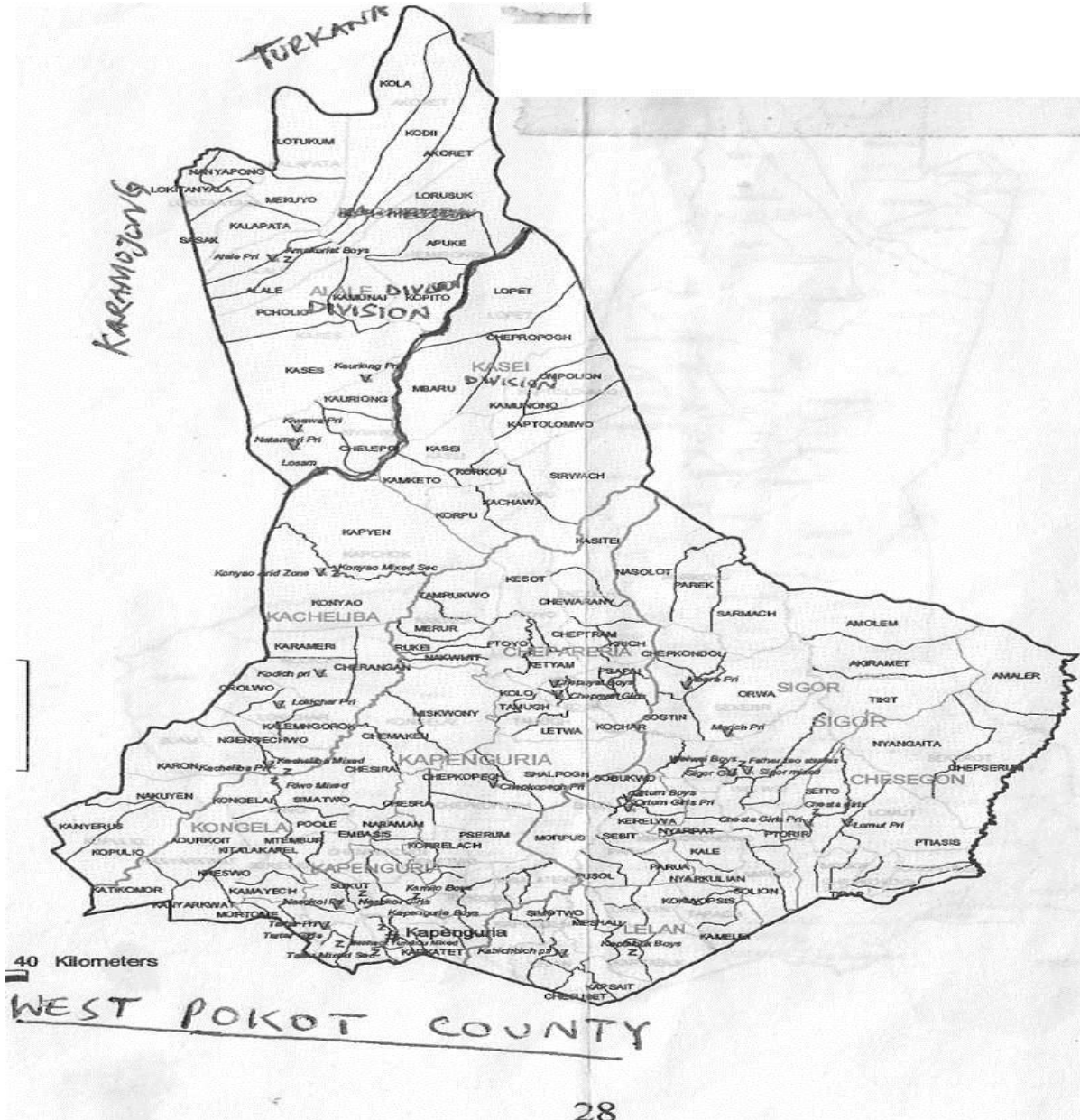
**APPENDIX 10**

**BUDGET**

ITEM	<u>TOTAL COST</u> (KSHS.)
Secretariat	40,000
services	5,000
Stationery	40,000
expenses	
Travelling	
expenses	
Communication	5,000
expenses Binding	
expenses ,	
Total	90,000

APPENDIX 11

MAP OF ALALE DIVISION-WEST POKOT COUNTY



**APPENDIX 12: PERMIT LETTER FROM NACOSTI**