

**INFLUENCE OF NON-GOVERNMENTAL ORGANIZATIONS
ACTIVITIES ON SUSTAINABILITY OF PEACE BUILDING
PROJECTS AMONG THE PASTORAL COMMUNITIES IN
KENYA: A CASE OF MARSABIT COUNTY**

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**A Research Report Submitted in Partial Fulfillment of the requirement for the Award of
Masters of Arts in Project Planning and Management.**

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DECLARATION

This project report is my original work and has not been presented in any university for any award.

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DEDICATION

I dedicate this work to my family who have offered me unwavering support relentlessly and shared this journey. Special dedication to my mother and mentor Mrs. Fahathe Galgallo, my Spouse Mr. Hussein Emoi and my loving children Jaffar, Jasmine and Jabbir. I am because you are!!

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ABSTRACT

Marsabit County is one of the counties in the northern part of Kenya bordering Ethiopia. It has encountered ethnic conflicts since independence and this has had a negative impact on the livelihood of people who live there despite having several non-governmental organizations that are involved in peace building. This research sought to establish the influence of non-governmental organizations activities on the sustainability of peace building projects in Marsabit County. The study objectives were; to determine the influence of resource mobilization on the sustainability of projects in Marsabit County, to establish the influence of mediation on the sustainability of peace building project in Marsabit County, to assess the influence of peace education on the sustainability of peace building projects in Marsabit County, and to determine the influence of capacity building on the sustainability of peace building programmes in Marsabit County. The study was anchored on the peace building and conflict theories so as to ascertain deeper understanding on the subject. Descriptive research design was used. Target population for the study was all the 8 NGOs and communities in Marsabit County whose population is 253,506. Sampling was through purposive sampling for NGO and CBO leaders and simple random sampling for the community after a proportionate allocation. The sample size for the study 384 which was arrived at using Krejcie and Morgan table. Data was collected using questionnaires and interview guides. Quantitative data collected was coded into SPSS and analyzed for descriptive statistics such as mean, standard deviation and frequencies and inferential statistics for correlation and regression, while qualitative data will be analyzed thematically. Descriptive data was presented in form of frequency tables. A pilot study was carried out in Mandera Central Sub-County on 40 respondents. Validity of the research instruments was checked by experts and practitioners in peace building. The study findings indicated that resource mobilization had a weak positive significant influence on the sustainability of peace building project ($r = 0.226$ $p = 0.012$); mediation had a moderate positive significant influence on the sustainability of peace building project ($r = 0.432$ $p = 0.001$); peace education has a strong significant influence on the sustainability of peace building project ($r = 0.637$ $p = 0.000$); and capacity building had a strong positive significant influence on the sustainability of peace building project ($r = 0.729$ $p = 0.006$). The findings further indicated that resource mobilization, mediation, peace education and capacity building accounted for 70.1% of the changes in sustainability of peace building projects in Marsabit County. The study recommends that the resources given to the warring communities should be monitored so that they are not diverted into other uses; mediation should be done by professionals who have no interest in the warring communities and at the right time so as to achieve the desired results; peace building should be taught in schools as part of the curriculum in conflict areas; and lastly, the capacity of the communities in conflict areas should be built. The study will be of relevance to all stakeholders in the peace building process in Marsabit County and those doing peace studies. It is recommended that a similar study be carried out in a different area with a view of validating the findings of this study.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

The global rise of NGOs has for example been described as the global associational revolution and the NGOization of public space (Kumar, 2007). The international NGO sector is estimated to disburse more money than the UN (Ossewaarde et al., 2008), and in some cases large NGOs have even overshadowed UN organizations. For example, International NGO, World Vision International spent USD 180 million in post-conflict Mozambique during 1993-1994, whilst the UNDP five-year budget in the same country was USD 60 million (Rhouma, 2018). The expansion of NGOs is widely attributed to the emergence of a new global security reality and extended normative frameworks that promoted the engagement of non-state actors in development and humanitarian work.

Conflicts over natural resources and their management are often perceived of as underpinned by a scarcity of resources or environmental degradation stemming from competition from multiple user groups. Or alternatively, fueled by an abundance of resources which creates a “curse” of elite capture and self-interest by leaders. Recent studies have nuanced this view by challenging the conceived wisdom of the environmental degradation thesis (Norman et al., 2015), and the scarcity-violent conflict and resource curse arguments (Gausset et al., 2005). Instead, these scholars suggest that neither an abundance or scarcity perspective of natural resource conflict is particularly helpful as each of these concepts are subjective (Bob & Bronkhorst, 2014), deny humans the ability to adapt or innovate (Rhouma, 2018) and overlook the intricacies of the socio-political context (Cabot, 2016) and the socially-constructed nature of the arguments (Billon, 2017).

The waves of political instability and conflicts in horn of Africa has devastating effects to the lives and livelihood of the society. More than any other time in history of human kind continued war among the states, communities and religious related not only increased high poverty level but led to mass exodus of people from the affected countries in search of better living and quality of life. Since the time of treaty of Westphalia in 1648 to end the 30 years’ war period among the Europe Countries, the league of nation and the united nation, Peacemaking, peacekeeping and

peacebuilding became not only necessary but critical for human co-existences and harmonious relationship.

In Kenya, pastoral communities have had a long history of conflicts due to the economic, political and physical environment they find themselves in. Conflicts among pastoral communities in Kenya has been a long running phenomenon underpinning their relations owing to the socioeconomic, political and environmental contexts they find themselves in. Politically and economically, people living in the periphery of the country have over the years expressed their dissatisfaction with exclusionary state policies that have failed to capture their aspirations to the extent they feel marginalized in many ways. Approximately 50 years after independence, the Northern Kenya and the upper eastern Region remains largely detached from the rest of the country. In the case of Marsabit County, one notices what (Deng, 2018) refer to as the classical retreat of the state and the superficiality of, first its existence and second, its lack of penetration. In this light, violent and sometimes indiscriminate interventions by the security forces in the form of recovery of firearms or livestock appear very much as primarily directed towards reestablishing the state's unique right to violence and only secondarily towards conflict resolution (Tulel, 2013).

Conflict in Marsabit County is a complex phenomenon. It cannot be isolated from Southern Ethiopia as well as Isiolo, Samburu and Turkana. The history of the conflict makes it even more important to study the conflicts from the perspective of the bigger colonial Northern Frontier Province that included other parts of Northern and North Eastern Kenya like Mandera, then called Gurreh and Wajir. But the conflict is more intertwined with the events of Moyale and Southern Ethiopia than these other areas. From the colonial times, the DCs from both districts as well as the Abyssinian administration would constantly consult over a variety of issues including grazing which forms the core of Northern people's livelihoods. The 2005 conflict which culminated into the killings in Forole and Turbi was the first time the Gabra and the Borana were engaged in open hostilities in their long history of peaceful coexistence. Marsabit County continues to experience challenges to its peace and cohesion fabric. This ranges from inter-ethnic conflicts, resource-based conflicts, cross-border conflicts and most recently, violent extremism. Ethnic tensions were reported between the Gabbra and Borana communities over the ownership of the Elle-Dimtu and Elle-Borr areas of Sololo sub-County with alleged occupation of the area by unknown people from

Ethiopia. In addition, the arrest of a sheikh suspected to be an AlShabaab recruiter brought to the fore the possibilities of presence of radicalized youth in County (NCIC, 2018).

Peace-building as a complex and multidimensional exercise that encompasses tasks ranging from the disarming of warring factions to the rebuilding of political, economic, judicial and civil society institutions (Reychler & Langer, 2020). This was echoed by Ariel (2020) a renowned scholar in his well-articulated definition of peace building as process or approached that seeks to prevent, reduce, transform, and help people to recover from violence in all forms it empowers people to foster relationships at all levels that sustain them and their environment.

The changes in perspective of what peace entails and how to create sustainable peace to avoid countries falling back into vicious circles of violence has led to a significant rise in the interest of peace-building activities from the 1990's and on-wards. The creation of the UN Peace-building Commission and Peace-building Fund in 2005 to support peace-building efforts in countries emerging from conflict can be seen in this light. The UN is today emphasizing the importance of national ownership of peace-building processes to be able to reach successful results (Kester, 2020). The perception of possible peace-building actors has widened, from solely government and opposition leaders with help from external governmental and intergovernmental bodies, to include a broad range of other types of actors. Today, an array of non-state actors such as Non-Governmental Organizations (NGOs), associations, religious entities, business and grassroots organizations, communities and individuals are increasingly involved in different peace-building activities (Debiel et al., 2016).

Numerous conflict prevention, mitigation and peace building interventions have been undertaken in Marsabit County by a multiplicity of actors with varying degrees of successes as well as failures. Most of the peace initiatives in the county have been focused on settling disputes rather than resolving them. The root causes of the recurrent conflicts have always been swept under the carpet. Lack of understanding of the nature and content of the conflicts in these areas has also contributed to poor outcome (Wairimu, 2018). Additionally, the processes of peace building in Marsabit have been largely flawed and poorly organized both by government and civil society organizations. Two approaches are discernible when one analyses these processes. First is the government approach to peace building and conflict mitigation from the perspective of maintenance of law and order

which has dismally failed. This approach has mainly been episodic and reactive. This is further manifested by the periodic attempts by the officers of the Ministry of Interior and Coordination of National Government (provincial administration) and the military to disarm communities in the County, which are self-defeating in the sense that there has not been any commitment from the regional governments to disarm their communities as well. No pastoralist under any pressure whatsoever will surrender their gun when their real or perceived enemies are armed. Disarming communities is not a solution but a problem. Unless this is coordinated from a regional perspective the exercise will remain difficult to accomplish (Cox & Sisk, 2017).

The other approach that has also been embraced by the government is the traditional mechanism of peace building and conflict management which has been found to be effective. For instance, amongst the Boran and the Gabra, the Gada system regulates culture, rituals, economics, politics and security concerns. However, a gradual decline of elders' authority and the politicization of the institutions of the Traditional Authority System have been the hindrance to peace. In addition, the multiplicity of actors like NGOs and CBOs and an attendant competition amongst them is another big challenge that is yet to be addressed. In numerous armed conflicts, rebellions and civil wars, citizens and non-state groups show that they can be more than victims, refugees and impotent bystanders—women in Kashmir organized dialogue across ethnic divides; NGOs documented human rights violations in Nepal; international peace brigades protected trade union leaders in Colombia; a religious community facilitated peace negotiations in Mozambique; the Inter-Religion Council in Sierra Leone brought warring factions to the negotiation table; a Rwandan NGO organized peace camps and soccer games for mixed Hutu and Tutsi teams (World Bank, 2007).

NGO's role in conflict-affected countries is now widely acknowledged, including at the global level. The latest and most prominent indication is the UN Security Council Statement in 2005 highlighting the comparative advantage of civil society in facilitating dialogue and providing community leadership (Cox & Sisk, 2017). A recent UN-Civil Society conference on the role of civil actors in peace building further established the issue on the international policy agenda. The main question in the international debate is no longer whether non-state actors have a role to play in peace building, but how they can best realize their potential. What are the roles of various actors? What are critical factors and pre-conditions for their effectiveness? How can external actor's best provide support?

Despite the great interest in the peace building activities of non-governmental organizations, there is little systematic analysis of its potential and limitations, and little practical guidance on how to support it. What does exist is a wealth of largely descriptive accounts of non-governmental organizations' peace building initiatives, as well as reflections on the conflict implications of development and humanitarian programs. The discourse on non-governmental organizations contributions to peace building is still nascent, with codification of knowledge, critical analysis and good practice still evolving.

1.2. Statement of the Problem

Marsabit County like many other counties in northern Kenya, is one of the most marginalized and underdeveloped regions in Kenya in terms of essential infrastructure such as health, road networks, water, livestock markets and education facilities, which have been grossly inadequate (Starkey & Hine, n.d.). The semi-arid nature of the county brings about competition for the scarce resources among the inhabitants who are mainly pastoralists. In 2013, the National Steering Committee on Peace and Conflict Management claimed that the national government did not have the capacity to provide adequate security to the residents of Northern Kenya in general since sophisticated arms are used in times of conflict. Past attempts at disarming the communities have been largely unsuccessful due to poor coordination with neighboring communities who fear that once disarmed; they may become vulnerable and open to further attacks (GoK, 2013). Marsabit County has experienced various types of conflict over the past decades, which have escalated over time and become more frequent. The frequent conflicts in this region have resulted in hundreds of deaths, displacements, abductions, physical violence, and disruption and loss of livelihoods among other disastrous effects (Njeru, 2011). The most reported cases include the Turbi Massacre of 2005 which led to 90 deaths and displacement of about 9,000 people; and the Moyale conflict of 2013 which led to 200 deaths, 53,968 displacements and 100 burnt houses (Kumssa, 2019), and recently, the Daily Nation reported in June 11th, 2020 that some seven (7) people were killed and over 150 families were displaced due to inter-clan clashes on the Marsabit-Wajir border.

Several initiatives have been put in place to ensure peace. Such include creation of peace initiatives spearheaded by community members, the non-state actors and the County government. Non-Governmental Organizations have spent colossal amounts of money in peace building initiatives

but the results have not been impressive (Golicha, 2017). This calls for a review of the strategies and approaches used in peace initiatives in order to learn from the past and design new approaches that may fit into the current dispensations including the emerging dynamics of conflicts such as terrorism and disputes brought about by devolution. Previous research works on the role of non-governmental organizations in peace building in conflict affected areas especially shows that there is no government that can take on single handily, the weight of peace building in form of aid. With the spate at which conflict has dealt a heavy blow on Marsabit County, economically, socially and otherwise, this research work sought to establish the influence of non-governmental organizations on the sustainability of peace building projects in Marsabit County.

1.3. Purpose of the Study

The purpose of this study was to establish the influence of Non-Governmental Organisation activities on the sustainability of Peace-building projects in Marsabit County.

1.4. Objectives of the Study

This study was guided by the following research objectives;

- i. To determine the influence of resources mobilization on the sustainability of peace-building projects in Marsabit County.
- ii. To establish the influence of mediation on the sustainability of peace-building projects in Marsabit County.
- iii. To investigate the influence of peace education on the sustainability of peace-building projects in Marsabit County.
- iv. To investigate the influence of capacity building on the sustainability of peace-building projects in Marsabit County.

1.5. Research Questions

This study sought to answer the following research questions;

- i. To what extent does resources mobilization influence the sustainability of peace-building projects in Marsabit county?

- ii. To what extent does mediation influence the sustainability of peace-building projects in Marsabit county?
- iii. To what extent does peace education influence the sustainability of peace-building projects in Marsabit county?
- iv. To what extent does capacity building influence the sustainability of peace-building projects in Marsabit county?

1.6. Significance of the Study

The study may be significant to international, national organizations and other stakeholders to develop appropriate projects to respond to the identified needs for peace building strategies. In assessing informal groups experiences and challenges in peace building, the study will endeavor to bring out some of the emerging issues and opportunities for this group of women to participate in peace building processes, thereby making a positive contribution to programming efforts geared towards establishing sustainable peace both at the community and the broader county levels, through an all-inclusive approach.

The study aims at bringing to the core the role NGOs in peace building in Marsabit County. The findings may hopefully shade more light on their exact organization, levels of engagement and the challenges they encounter. One of the benefits of this research work is to researchers and academics. It may be of tremendous help to governments and their agencies in tackling conflicts and the challenges that comes with it. It may also be readily available for international organizations that may need insight into what it is like for non-state actors working in Marsabit County.

1.7. Limitations of the Study

The major limitation anticipated was the unwillingness of some respondents to participate in the study due to its emotive nature especially during the individual interviews, this can lead to some informants signing out of the study before completion of the exercise, the researcher took time to explain the importance of the research to the respondents. Insecurity is another major limitation that was anticipated to be encountered by researcher while collecting data. It is be difficult to collect data from some parts of the Marsabit County as most of participants' may be uncooperative

and scared if the area is insecure. However, this adversity was solved by sampling residents close to the town center and using the area chiefs and administration police who are accommodative.

1.8. Delimitations of the Study

The study was delimited to peace building programmes in Marsabit County pastoralists' communities. Given the pastoralist communities were considered, the themes that emerge from this study are not likely to be transferable to other communities with similar livelihoods and contexts. Thus, it is expected that communities experiencing similar circumstances would be able to make their own comparisons.

1.9. Assumptions of the study

This study assumed that the respondents, understood and were also able to answer and write the questions in the survey tool. In addition, the study assumed that all participants would cooperate and would provide reliable, accurate and honest responses to the best of their ability. Further, the study assumed that the respondents were ready to willingly give true and correct information during the data collection exercise given that permission was granted to the researcher by the relevant authorities.

1.10. Definition of Significant Terms

Capacity Building: is the change of the capacity of an individual over a period of time. In the study it refers to the change of capacity of the members of the community involved in conflict.

Meditation: is a dynamic, structured, interactive process where a neutral third-party assist disputing parties in resolving conflict through the use of specialized communication and negotiation techniques.

Peace Building: Actions undertaken by international or national actors to institutionalize peace, understood as the absence of armed conflict and at least a modicum of political process.

Peace Education: refers to education activities carried out with a view of enlightening people on the importance of peace.

Resource Mobilization: refers to any form of support, either monetary or material offered to the communities that are prone to conflict.

1.11. Organization of the Study

The research proposal is categorized into three chapters. The first chapter entails the introduction which highlights the background of the study, problem statement, purpose, study objectives, research questions, significance of the study, delimitation, limitations and basic assumptions of the study. Chapter two presents a review of literature. The subsections of this chapter include an introduction, review of variables, theoretical framework, conceptual framework, gaps in literature reviewed and summary of the literature. Chapter three is on research methodology that are used, research design, population, sampling procedures, sample size, data collection instrument, pilot test of the research instruments, procedures of data collection, techniques of data analysis, ethics considerations and operationalization of variables. Chapter four presents the data analysis, presentation and interpretation of the findings as well as discussion of the findings. Chapter five presents the summary of the findings, conclusions, recommendations and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter presents a review of the relevant literature of peace building and its rationale as well as the role of non-state actors in formal and informal involvement in peace building processes. In addition, it presents the theoretical framework and assumptions that guide the study.

2.2. Sustainability of Peace-Building Projects.

A key feature of and significant challenge to any peacebuilding that it is a long-term orientation toward building a sustainable and future. According to Roger Mac Ginty, sustainability is one of the that has underpinned thinking about peace. An important consideration within this critical transformational approach is that peacebuilding and development are processes that need to be sustainable in the long-term (Ginty, 2006). Moreover, the sustainability of transformation and peacebuilding have been conceptualized as a long-term proactive process that involves a spiral of peace and development instead of a spiral of peace and destruction (Skarlato et al., 2012). An essential criterion for any peace process is the commitment of negotiating parties to a sustained process (Lederach, 2008). According to (Reychler & Paffenholz, 2001) identifies several distinct characteristics of sustainable peace: the absence of violence; the elimination of unacceptable political, economic and cultural forms of discrimination; a high internal and external legitimacy or support; self-sustainability; and a propensity to enhance the constructive transformation of conflict.

Peace building emanated from John Galtung a prominent scholar in the year 1975. Boutros Boutros-Ghali defined peace building process as a multifaceted process which spans through several stages namely: the pre-conflict, during and post conflict period. In addition, he asserted that peace building is a long-term process which is aimed at building resilient societies that can find their own solutions towards the achievement of sustainable peace and development while reducing the likelihood of the re-occurrence of conflict. Peace building can also be defined as techniques and approaches employed to undo the damaging and negative actions and events that lead to conflict thereby positively transforming communities to realize sustainable peace and development (Barnett et al., 2007).

While the question of how to bring about lasting peace has been a concern of political philosophy for many centuries, the roots of the contemporary concept of peace building date back to efforts by the United Nations in the late Cold War period to help end collective violence within as well as across states. Peace building evolved to a full-fledged concept of international engagement during the 1990s, in the face of civil wars and inter-ethnic violent conflict that could no longer be attributed to superpower rivalry. Many actors working on peace building, especially within civil society, adopt a more expansive definition and approach to peace building, aiming at supporting the transformation of the very fabric of the society and, to a certain extent, of the international system. They argue that making conflict prevention - that is, averting a relapse into armed conflict - the central goal of peace building runs the risk of shortchanging the establishment of sustainable peace for the sake of short-term stability (Barnett et al., 2014).

Peace building, in this view, goes beyond peacekeeping and deals with such issues as equitable socioeconomic development, accountable and transparent governance, impartial justice and true security for all citizens. Peace building, in short, is a process that extends far beyond the immediate post-conflict situation. Peace has to be built at large. Peace building should create conducive conditions for reconstruction and development efforts, but should not be equated and thus confused with these concepts. Peace building differs from peacemaking (the use of force to end violence), and peacekeeping (the threat of the use of force to prevent actors from re-engaging in armed conflict). There are three phases of peace building: prevention prior to the outbreak of violence, conflict management during armed conflict, and post-conflict peace building for up to 10 years after the conflict end. This report focuses on the conflict management and post-conflict phases, although recognizing that conflict prevention is a constant theme even in those phases (Call, 2015).

Sustainable Peacebuilding process should be designed while taking into consideration the links between different types of aid (emergency – post-conflict rehabilitation– development). It is necessary to link together emergency situations with development and both must be linked with post-war rehabilitation. The three dimensions are interrelated. The ultimate objective is the transformation of the context, as well as the attitudes, behavior and incompatibilities of the groups, so that they are turned into an engine for peace. Rehabilitation is considered a phase that immediately follows the emergency, in which short-term and medium-term actions are taken to reestablish services and basic infrastructures (Lind et al., 2020).

2.3. Resource Mobilization and Sustainability of Peace-building Projects.

Previous research has primarily focused on the conditions under which resources work effectively in bringing about peace. A significant contribution was made by Gillanders (2016), who found that resources on their own are ineffective and only when combined with good policies can they actually help in building peace. Daway-Ducanes & Arzadon (2020) complements this by adding the condition that good policies are only made when there are strong and stable political institutions in place. An important assumption underlying the research on the effectiveness of resources in peace building is that it is considered a good foreign policy instrument subject to certain conditions. However, another branch of research on resources focuses on its negative impact in peace building. A traditional major critique is that even though it is supposed to be a purely economic instrument, as stipulated by the World Bank, there is also a strong political connotation attached to it. The most evident setting in which this became clear is the Cold War, during which the major powers aided countries to either reaffirm or win their support (Fiedler et al., 2020). Furthermore, researchers criticize the impact of aid, which is a form of resource, primarily development assistance, on growth, one of the most prominent ones being Zambian economist Dambisa Moyo. In her 2009 book *Dead aid*, she argues that donor assistance to African countries has led to aid dependency, corruption, poor governance and poverty and that it actually hinders growth.

There are several ways in which aid induces security risks, thus also sabotaging the goal of peace building. Firstly, development aid can be seen as an additional, free, income source for governments (Sollenberg, 2012). Because it often is a long-term guaranteed inflow of financial assets, this induces rent-seeking behaviour by the elite. An important underlying assumption connected to this is that there is no system of checks and balances that places constraints on the ability of the elite to enrich themselves (Sollenberg, 2012). This rent-seeking behaviour has important corollaries which affect security. When a government does not have to rely on its citizens for tax income, it does not have an incentive to be accountable to the citizenry. Thus, rent-seeking as a consequence of development assistance deteriorates already poorly developed political institutions that enable the elite to enrich themselves at the expense of the population. Furthermore, rent-seeking behaviour can lead to competition by elites inside and outside the government over control of the aid income. The more lucrative the aid income and the more aid-dependent the government is, the stronger the rent-seeking behaviour and with that, its impact on security (Balcilar et al., 2020).

Secondly, both development and humanitarian aid can lead to insecurity because it sparks and supports rebellion. If the population is not benefiting from development aid, that is, it remains stuck in poverty, this reduces the incentive to support the government and instead choose the side of the belligerent (Uzonyi, 2020). In addition, humanitarian aid, particularly food aid, is an attractive target of theft for rebels. The aid is either directly used to feed and strengthen rebels or it is sold to gain resources to buy weapons (Bannon & Collier, 2003). Thirdly, the distribution of humanitarian aid can lead to insecurity. The underlying assumption here is that aid is not provided to all groups in an equal manner. As different groups benefit from aid in different ways, this can deepen social inequalities, strengthen opposing group identities and thus reinforce inter-group tensions (Karim & Hess, 2001).

Finally, humanitarian aid in particular can contribute to insecurity because it further distorts a conflict country's economy. On the one hand, this occurs when aid organizations import and freely distribute goods, primarily food, that are also produced locally, thereby directly competing with and disrupting local, peaceful economic efforts that are crucial to replace the war-time economy. On the other hand, via certain mechanisms aid can directly support and sustain a conflict economy. For example, this is the case when aid organizations pay local militias to protect its staff and the aid goods (*Security and Aid Work in Militia-Controlled Afghanistan*, 2013).

A major drawback of Sollenberg's research is that her notions about rent-seeking behaviour and aid-induced rebellion fail to clearly explain in what way aid specifically causes these security risks. Her arguments are reminiscent to the resource-curse, which inhibits very similar elements. In addition to aid, natural resources have a similar effect on already weak political institutions in that it leads to unaccountability and enhances corruption. Furthermore, aid, just as natural resources, is another financial revenue from which existing rebel groups or potential rebels can profit, thus forming a strong motivational and enabling factor. As acknowledged by Paul Collier, a researcher that has written many articles about the impact of aid, more case studies should be performed to investigate the negative impacts of aid in more depth (Collier & Dollar, 2002). However, this is complicated by the fact that there is a limited availability of documents that have vigorously investigated the ways in which aid specifically leads to peace building.

2.4. Mediation and Sustainability of Peace-building Projects.

The goal of the community mediation is to restore trust and a common bond, minimize suspicion amongst the affected groups, and move towards reconciliation. Mediation immediately after a conflict is initiated to restore the trust necessary to allow communities to work and live together. Most organizations have also attempted to set up structures to allow for ongoing community dialogue with the aim of preventing the breakout of future conflict (Haider, 2020). Amnesty, diplomacy, mediation, UN interventions, and African traditional strategies have been used in managing conflict in different societies. Given the frequency with which high undertaken in Africa, there is surprisingly little discussion in official circles about the science and art of mediation. There is nothing remotely comparable with the serious and sustained discussion that takes place around the strategy, methods and structures of military peace operations. This is true also of training whereas substantial time, effort and money are devoted to military training in order to ensure success, manage risk and prevent failure, little if any attention is paid to training African mediators (Banini et al., 2020).

It is important to note that many mediation efforts continue to suffer from generic weaknesses, which may worsen as the field expands. These include superficial understanding of a given conflict lack of coordination among mediators; inconsistent standards and strategies that are easily manipulated by conflict parties, lack of diplomatic unity and other sources of leverage behind mediation confused regional diplomacy poor-quality agreements that cannot be implemented and an overall disconnect between mediation and broader strategies for resolution of a particular conflict (Bercovitch, 2007). NGOs play the intermediate role between interest groups and the state. In peace building, inter-mediation and facilitation can take place not only between the state and citizens, but also between conflict parties, within groups and on different levels of society. The main activities within this function are facilitation initiatives (formal or informal) between armed groups, and between armed groups and communities or development agencies. Inter-mediation can be performed by international and/or domestic non-state actors (Genschel & Zangl, 2017).

Domestic NGOs tend to have little involvement in direct facilitation between conflict parties, especially when it involves actual peace negotiations, as this role is primarily played by external parties, especially governments (Norway in Sri Lanka) or multilateral agencies (UN in Guatemala). In some instances, this role can be taken up by international CSOs as in the case of

Comunita di Sant'Egidio in Mozambique or the Geneva-based NGO Center for Humanitarian Dialogue which facilitated the first negotiations in Aceh (Obi, 2018).

One of the most important aspects of mediation in the context of peace-building is the timing of the mediation effort. If initiated at the right or ripe time, mediation attempts have a greater chance of success. For that reason, determining the right time for mediation in conflict situations has triggered intense and arduous study. Bercovitch & Kadayifci, (2002) stated that mediation attempts can be successful when there exists a concatenation of circumstances already tending toward an improvement of the situation. Mutambudzi, (2016) on the other hand, suggested that a distinct moment of ripeness could be assessed according to the dynamics of a conflict specifically its combination of plateau, precipices, deadlocks, and deadlines. This argument is supported by Haider, (2020) while Bercovitch & DeRouen Jr, (2004) suggested that mediation will be more successful if it is initiated well into a conflict, when costs have become intolerable and both parties accept that they may lose too much by continuing their dispute.

2.5. Peace Education and Sustainability of Peace-building Projects

There is emerging international literature that posits that general education (years of schooling) can transform the devastating effects of conflict in post war communities (Samura, 2013). Several qualitative studies provide compelling evidence that education is a priority in post war reconstruction, and these findings lend credence to the idea that general education can serve as a “peace dividend” following conflict, in that demonstrable improvements in access to and the quality of education can provide an incentive for potentially aggressive parties to buy into peace (Kuppens, 2018). Cross-national studies of the determinants of social cohesion found that in most post-conflict communities, the best predictor of high social capital is simply years of formal and informal education (Shuayb, 2016).

A number of large-scale statistical analyses of the determinants of conflict have similarly shown an association between years of schooling and a decrease in risk, both directly and indirectly by influencing other drivers of conflict. For example, econometric analysis of civil war since 1960 concluded that a country that has ten percentage points more of its youths in schools—say 55 percent instead of 45 percent—reduces its risk of conflict from 14 percent to around 10 percent (Samura, 2013). On the other hand, education in post conflict contexts may also possess “two faces”—it can have the effect of promoting peace, inclusiveness, and stability through its structures and content,

and conversely, it may entrench existing inequalities and prejudices, thus fostering conflict (Milton & Barakat, 2016).

Different frameworks for analyzing and implementing peace education as a post conflict reconstruction initiative have been proposed, with the primary concern centering on how education should be organized if it is to serve as a peace dividend. Most analyses focus on the provision of education services across different phases: typically, pre conflict, during conflict, and post conflict or emergency. Pacheco, (2013) for instance, establishes a threefold division between (1) pre conflict preparedness, (2) education during conflicts, and (3) education during the early post conflict reconstruction phase. In these three phases, peace education programs are essential. Prior to war, a proactive PE initiative can contribute to addressing early-warning signs by presenting alternatives to violence, thereby preventing an outbreak of war. Secondly, during the war phase, owing to the fact that inappropriate kinds of education can have a negative impact on the situation at hand, peace educators seek to ease growing tensions and influence a de-escalation of violence. Thirdly, the post conflict context can offer an opportunity for educational reconstruction by situating peace education programs at the core of any post conflict initiative. But in all of these, getting education right would have been a conflict risk factor avoided (Milton & Barakat, 2016).

As stated by Išoraitė, (2019) peace education fights for efforts to tackle violence, people's ability to analyze problems, act critically and participate in encouraging innocent conflict resolution and, finally, cherish harmonious and cooperative relationships between people. These are all essential features for those who want to influence peace from the most intimate levels to the world. Peace education provides people with the means they can relate to themselves, their immediate environment and the world. In order to achieve this, it acts on cognitive, emotional, moral and political aspects of creating content conveys concepts, teaches procedures and encourages attitude towards peace. Asanebi & Okafor, (n.d.) posit that peace education actually does help to make hostile groups more peaceable in their attitudes towards one another. Compared with persons who have not taken part in such programmes, participants in so-called peace-building education projects in countries with armed conflicts often differ distinctly in the extent to which they are prepared to envisage peaceful conflict settlement.

Several studies have addressed the effect of peace education on conflict resolution and communication skills. Supriati & Umar, (2018) found that the implementation of a PEP was

effective on the student's culture of peace, cultural optimism and Clarke-Habibi, (2018), state that enrolling students in a peace education programme helps them to solve their social problems and conflicts creatively. (Kabasakal et al., 2015) show that teaching a PEP decreased aggressive behavior of students and demonstrated that there was significant improvement in their conflict resolution skills. Bar-Tal et al., (2009) in a study of the development and evaluation of a South African peace education program at pre-school level also obtained strong evidence that a PEP decreased aggressive behavior among the children of the target population. The results also indicated that the teacher development course for PEP was well received by the teachers and helped them develop in different areas. The study also showed that peace education can have a considerable positive impact in a country that is recovering from years of political and social violence.

According to Kester, (2020), peace education includes the development of peacebuilding skills (dialogue, mediation, artistic exercise). Then, teachers teach the values of respect, understanding and non-distortion, provide skills for analyzing international conflicts, develop alternative security systems and use democratic and participatory pedagogy. Therefore, peace education as practice and philosophy means the harmonized elements of education and society that contain social goals (why to teach), the content (what to teach) and pedagogy (how to teach) about the educational process promotes peace. Therefore, peacebuilding is a collaborative learning experience, where learners deal with contemporary problems language points), which are related to local and global contexts jointly and collectively. Peace education is crucial for building a culture that reduces the need for peacekeeping by creating a comprehensive program that teaches people to interact with others and avoid unnecessary aggression. There are ten major peace-building goals or peace-building. These goals are based on the assumption that, although violent conflict is inevitable, it is a process by which we can resolve conflicts and reduce violence. Peace education aims to reduce violence and promote peace-building in order to inform the instructions.

On conflict resolution education, Kuppens, (2018) argues that peace education's main goal is conflict resolution education. The goal of learning conflict resolution is to develop skills in understanding that conflict is natural and necessary part of life and becoming a better conflict manager". A study in Liberia by Lawson, (2012) reveals an active group of peace builders called Population Caring Organization (PCO) were organized in cells and held monthly meetings where leaders and elders meet to discuss peace, mediate and reconcile each other with the help of peace

actors, in peace education sessions. It is an affirmation that parties in conflict should understand conflicts as a normal thing, part of life which only needs resolution and not what should destroy them. This is only possible with training. Lawson, (2012) further adds that education on conflicts makes students be able to solve conflicts among their peers and the wider society. It helps to acquire skills that are relevant in solving problems and establishing linkages for peace. A person trained in conflict resolution is highly likely to be successful in tackling conflict the case of MOBAN in Nakivale refugee camp, Uganda. Trainers should also emphasize the aspect of early warning mechanisms as preemption of conflicts (Omondi, 2017).

A summary of the findings of the Heidelberg study ran under the title peace education does matter, Jäger, (2014) shows that participation in peace education projects has a clearly positive effect on individuals' peace-ability. They are more willing to approach members of other conflict parties and to believe in the success of civil conflict management than members of the control group who were unable to take part in the programmes. The study also attests to the motivational significance of external actors' role in entrenched conflict situations. This finding goes so far that the principle of local ownership, which is often given primacy in the context of cooperation, is questioned. Indeed, it was found that in projects with exclusively local ownership, the lack of distance to the conflict and the lack of external support and facilitation significantly decrease the programme's success in many cases (Omondi, 2017).

2.6. Capacity Building and Sustainability of Peace-building Projects.

Capacity building refers to the change of capacity over time, be it of an individual, an organization, a system or a network. Ubels et al., (2010) define capacity as the ability of a human system to perform, sustain itself and renew itself. The United Nations Development Programme (UNDP) perceives capacity development as transformation that empowers individuals, leaders, organizations and societies and must generate change that is guided and sustained by those whom it is meant to benefit (United Nations Development Programmes, 2009). The peacebuilding management structures should therefore have the capacities for peace, are sustainable and adapt to changing contexts for them to contribute effectively in the management of inter-communal conflicts. One of the most effective frameworks for understanding capacity and its development is the Netherlands-based European Centre for Development Policy Management (ECDPM) framework. This framework which is commonly known as the "five capabilities" (5Cs) outlines

the 5Cs that each organization must have to be effective in its operations. All the five capabilities are interdependent, all are necessary and none is sufficient in itself to ensure overall capacity (Ubels et al., 2010).

The first capacity area is the capability of the organization to act and self-organize which is about understanding of its context, setting its vision and strategic direction, and ability to act without being immobilized by government policies or other actors. The second is about the capability to generate development results which includes capacity development of the organization itself and secondly, the programmatic results through the outputs and outcomes of its initiatives. It is about effectiveness and efficiency of its operations to generate the expected results. The third area is about the capability to relate with other stakeholders and actors in their areas of operation. This is vital not only for gaining support and protection within the system or network but for leveraging resources within the network to be more effective. The fourth capability is about the adaptation and self-renewal. The organization should be able to master change and adapt to changing circumstances, inventions, innovations, trends and new ideas. The fifth capacity area is about the capability to achieve coherence and striking a balance between the need to specialize and differentiate against the need to bring things together and achieve greater coherence (Selvarajah et al., 2020).

Another model though closely related to the ECDPM is the Allan Kaplan model that explores capacity development from lenses of six interrelated elements that each organization must possess to be capacitated (Kaplan, 2000). In the model, we have both the intangible elements and the tangible elements. Most organizations focus on the structures, the skills development and provision of materials resources at the expense of context and conceptual framework, visioning, strategy and organizational culture as these are invisible. This model resembles closely the McKinsey 7S model that has seven elements which must be in place for organizational change. These are divided into the hard elements of structure, strategy and systems and the soft elements of shared values, skills, staff and style. All the seven elements are inter-dependent and focus should be on all not just the hard elements that are visible in an organization (Taylor & Machado, 2006).

A study done by Haider, (2009) on community-based approaches to peacebuilding concluded that in conflict-contexts, skills in dispute resolution, cross-cultural communication, consensus building, inclusiveness and the ability to manage power dynamics are especially valuable to

community facilitators. This leads to empowerment of such individuals especially in conflict situations who had deemed themselves unable to effect changes at the individual or community level. These findings are further supported by Okanya, (2008) who found out that trainings especially on human capacity development (general trainings) as compared to specific training had a positive impact on peace building through his research on the Soroti District of Uganda PEACE II project adopted this methodology in its capacity development framework which looks at the three continuum of capacity development; whose capacity is being developed, what capacities are being developed and how are these capacities being developed (Njuguna, 2015).

The peacebuilding management structures that PEACE II strengthened their capacities in the Elwak region include District Peace Committees, Youth for Peace Organizations, Women for Peace Organizations, Livestock market mediation teams and Community Based Peace Organizations. The capacity development was in organizational development, provision of skills trainings, mentoring and accompaniment and provision of grants to implement peacebuilding programmes. Through an Organizational Capacity Assessment (OCA), a tool that Pact Inc. has developed where the organizations self-assess their capacities in various capacity areas, the organizations capacities were assessed and institutional strengthening programmes developed to address the capacity gaps identified (Njuguna, 2015). The organizations were then assisted to develop these capacities through mentoring and coaching and provision of specialized trainings on Monitoring and Evaluation and on Conflict Prevention Mitigation and Response. Once the organizations and staff have improved capabilities, it is believed that their performance increases and that they would have greater impact in their target communities, provided the sociopolitical environment is conducive, the policy instruments are efficient and that organizational arrangements are effective (Otoo et al., 2015). They are therefore better equipped to carry out peacebuilding initiatives in their target communities including preventing conflicts, mediating conflicts and managing conflicts from escalation by mobilizing the necessary resources in their communities to respond to early warning information. Additionally, such organizations would have the necessary technical skills to conduct trauma healing initiatives in the communities, mobilize communities to actively participate in the prioritization, selection and management of peace dividend projects, and engage their communities to dialogue and participate in the drafting and implementation of their community peace agreements.

2.7. Theoretical framework

Theories are an abstraction of reality. According to Francis Abrams, a theory is a contemptuous skill that explains the observed irregularities or reality between two or more variables (Njeri, 2014). According to the oxford dictionary, a theory is a formal set of ideas that is intended to explain why something happens or exists or are principles on which particular subject is based. This study adopts the following theories.

2.7.1. Peacebuilding Theory

Peacebuilding theories help in identifying relationships as a central component, one of the most important needs is for peace builders to find ways to understand peace as a change process based on relationship building. Further, the need of peacebuilding framework towards relationship-building and similar processes is essential rather than a heavy focus on the political and legal aspects of peace agreements, truth commissions and criminal tribunals (Lederach & Appleby, 2010). In the international community's past peacebuilding practices, the main focus has turned towards the political rather than the personal which has tended to mask the underlying psychosocial processes that mainly contribute to the willingness and readiness of people to choose a path of peace and reconciliation rather than engaging in further mass violence and/or abuse of human rights.

As argued by Paffenholz, there is a need to set light to relationship building and reconciliation in which peacebuilding can take place. Although relationship building is a long-term process and it has to be started as soon as possible in order for peaceful achievements to take place. The approach to peacebuilding is versatile and the general view is that peacebuilding aims to create sustainable living conditions for states or specific societies after violent conflicts. Peacebuilding is used as a method for post-war regions/states in order to erase or minimize previously causes of conflict. In order for peacemaking and peacekeeping efforts and operations to be truly successful, it has to include comprehensive efforts to consolidate peace, identify and support structures within the fragile society (Paffenholz, 2018). This process will advance a sense of confidence and wellbeing among people. Through talks, negotiations, agreements and most important, integration, ending civil strife can be the only chance for survival. Efforts may also include disarming the previously warring parties and the restoration of order, the custody and possible destruction of weapons, repatriating refugees, advisory and training support for security personnel, monitoring elections,

advancing efforts to protect human rights, reforming or strengthening governmental institutions and promoting formal and informal processes of political participation. An important element in the definition of peacebuilding is the work toward reconciliation. It means that peace building should incorporate citizens for the purpose of integration that is separated ethnically or by other means (Lederach & Appleby, 2010).

2.7.2. Conflict Theory

The theory was developed by John Galtung in 1996. He suggests that the best way to define peace is to define violence, this theory reflects the general hypothesis that violence is inevitable and the aim of peace action should therefore be preventing, managing, limiting and overcoming violence. Direct violence refers to aggression which includes direct attack, massacre and bodily harm. Structural violence refers to indirect violence caused by an unjust structure and is not to be equated with an act of God for example corruption, nepotism or clannism. Cultural violence includes cultural practices that are accepted yet they violate peoples right such as FGM Galtung theory, proposes peace as absence of war that is absence of direct violence. He views Peace as justice and development that has absence of structural violence. Peace as respect and tolerance between people, peace within ecosystem and peace as having harmony with everyone. Galtung's theory has therefore made this study to explore the meaning of peace building and conflict resolution within the larger community. This peace theory will be used to assess the influence of NGO activities in peace building and conflict resolution through removing direct, structural and cultural violence in Marsabit County.

2.8. Conceptual Framework

The conceptual framework is a diagrammatical presentation of variables in the study. The framework illustrates the interrelationship between dependent and independent variables.

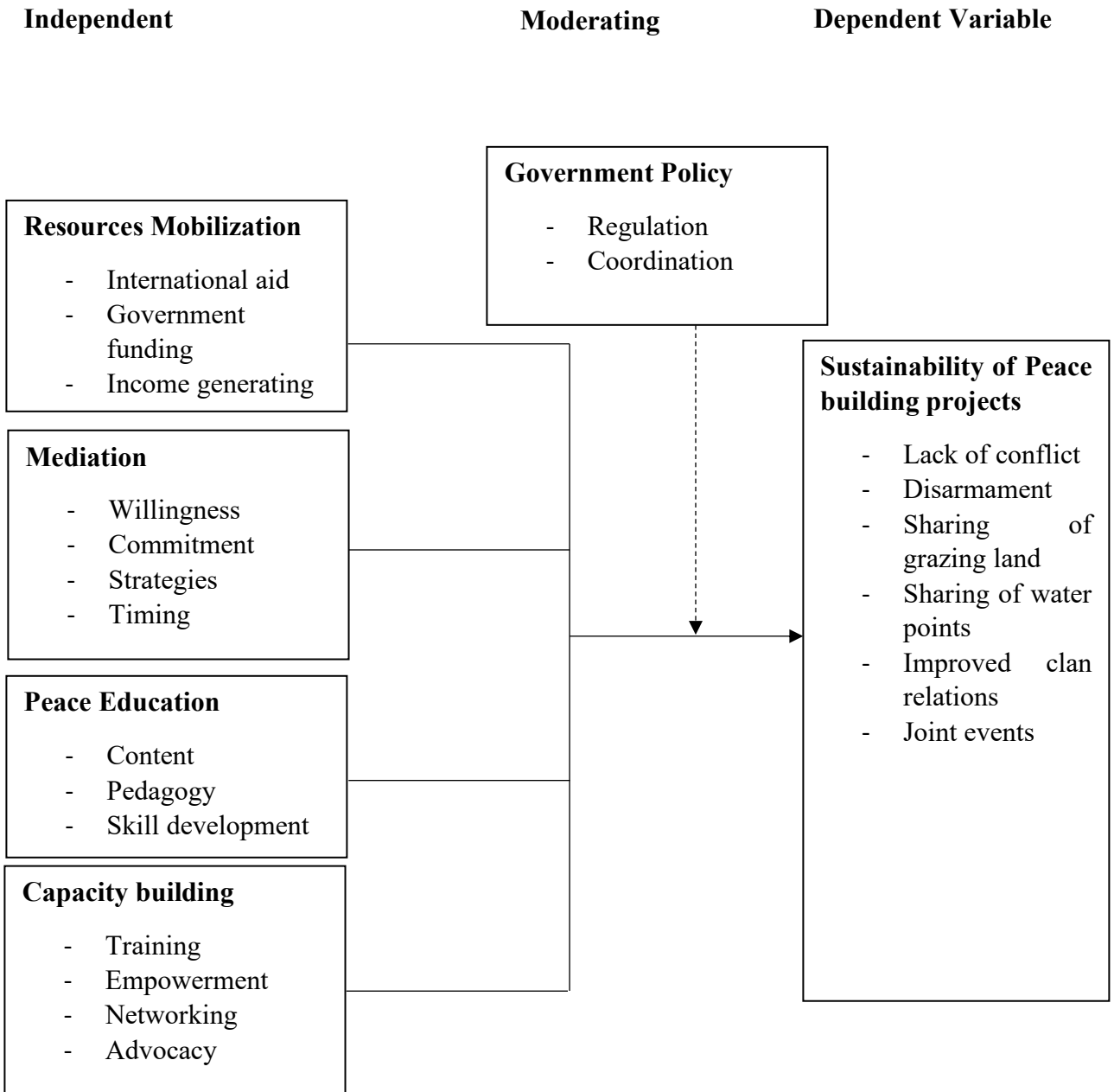


Figure 1: Conceptual Framework

2.9. Knowledge Gaps

This section presents a summary of the knowledge gaps identified by the study.

Table 2.1: Knowledge Gaps

Variable	Author (Year)	Findings	Knowledge Gap
Resource Mobilization	(Lee, 2020)	The study showed that resource mobilization has both a negative and positive influence on the performance of peace-building projects. Aid in monetary terms can be used to buy arms and escalate the conflict or aid can as well be used in provision of services that are geared towards bringing peace	The study does not authoritatively give the influence of resource mobilization on the sustainability of peace building projects.
Mediation	(Wallensteen & Svensson, 2014)	The study found out that mediation was used as a dispute resolution mechanism, hence bringing about peace.	The study does not look at mediation per se as a precursor for sustainability of peace building projects.
Peace Education	Rose and Greeley (2016)	The study found out that education in post conflict contexts possess “two faces”– it can have the effect of promoting peace, inclusiveness, and stability through its structures and content, and conversely, it may entrench existing inequalities and prejudices, thus fostering conflict	The influence of peace education does not come out clearly.
Capacity Building	Otoo, Agapitoya and Behrens (2016)	The study found out that once the organizations and staff have improved capabilities, it is believed that their performance increases and that they would have greater impact in their target communities, provided the sociopolitical environment is conducive, the policy instruments are efficient and that organizational arrangements are effective	The literature reviewed was on formal organizations but not on ad hoc and nascent peacebuilding non-state actors which are many in Marsabit.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter describes the procedure that was followed in conducting the study. It included the following sections: Research design, population, sampling techniques and sample size. Data collection, reliability, validity, data analysis and ethical considerations.

3.2. Research Design

A research design as a plan detailing how the researcher collected relevant and valid data (Iacobucci & Churchill, 2009). This study will utilize a descriptive research design. A descriptive research seeks to describe a unit (a case) in detail, in context and holistically. A descriptive study is concerned with determining the frequency with which something occurs (Bryman & Bell, 2003). This design will be used for the reason that it helps in collection of data that will enable the researcher to meet the objectives of the study.

Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Castillo, 2009). A descriptive study is concerned with finding out the what, where and how of a phenomenon. This approach will allow the researcher to integrate literature, in-depth interviews and the actual survey as main procedures to gather data. The design also enables the collection of quantitative data and allow the researcher to identify patterns of association among the variables in order to confirm the overall interpretation of the relationships between the study variables (Mugenda & Mugenda, 2012).

3.3. Target population

Target population is the complete set of individuals, cases or objects with some common characteristics to which the research wants to generate the results of the study (Kothari, 2017). This study targets local residents, CBOs and NGOs working in Marsabit County. This is based on their roles in peace building within the society. Unit of analysis is the major entity that is being analyzed in a study comprising the 'what' or 'who' being studied. Research describes and explain social groups and behaviour by analyzing and aggregating the behaviour of individual groups (Castillo, 2009). The unit of analysis of the study were members in groups, leaders of CBOs and

NGOs in the county. The unit of analysis was individuals who are above 18 years of age and individuals who have been in leadership position in NGOs for a period of not less than 1 year. The study used the three sub counties, namely, Moyale, Marsabit Central and Marsabit South, mostly affected by conflict in addition to the officials of the 8 NGOs that operate in the sub counties.

Table 3.1: Target Population

Sub-County	Population
Moyale	108,949
Marsabit Central	79,181
Marsabit South	65,376
Total	253,506

Source: KNBS, 2019

3.4. Sample size and sampling procedure

A sample is a small portion of a target population. Sampling means selecting a given number of subjects from a defined population as representative of that population. This section presents the formula that was used to get the sample size for the research as well as the procedure used in sampling.

3.4.1. Sample Size

Mugenda and Mugenda (2012), commenting on sample size observed that there is certain non-definite practice among social research workers that the beginner can adopt. The sample size for the study was 384 gotten by using the Krejcie and Morgan (1970). This was then proportionally allocated as follows in Table 3.2.

Table 3.2: Sample Size

Sub county	Population	Sample Size
Moyale	108,949	166
Marsabit Central	79,181	119
Marsabit South	65,376	99
Total	253,506	384

Source: Researcher, 2020

3.4.2. Sampling Procedure

Simple random sampling was used to select the participating respondents from the three sub counties while purposive sampling was used to select the area chiefs and NGOs leaders. This was used because it allowed the researcher to select respondents who are easily available and have good knowledge on group activities. According to Kothari (2017), purposive sampling helps the researchers build a sample that is satisfactory to their specific needs.

3.5. Data Collection Instruments

The researcher used the following research instruments in collecting the necessary information. These included questionnaire and interview schedules.

3.5.1. Questionnaire for Community Members

The study used questionnaire to collect data from the respondents. Questionnaires are appropriate for the study since they collect information that is not directly observable as they inquire about feelings, motivations, attitudes, accomplishments as well as experiences of individuals. The questionnaires have the added advantage of being less costly and using less time as instruments of data collection (Castillo, 2009). The questionnaire was semi-structured (have both open and close-ended questions). While the close-ended questions guided the respondents' answers within the choices given, the open-ended ones were useful in obtaining a more detailed response essentially in cases where the researcher has no pre-determined options.

3.5.2. Interview Schedule

Interview schedule were used in the study to collect data from key informants, that is the area chiefs and NGO leaders. The administering of interview schedules was done using semi-structured interview guides. This involved the use of some structured questions combined with some open-ended questions. The interviewers asked the questions during interviews. This made it possible for the researcher to obtain data required to meet the specific objectives of the study. The Interview schedules were standardized so that interviewers can ask the same questions in the same manner.

3.6. Pilot Testing of Research Instruments

A pilot test is conducted to detect weaknesses in design and instrumentation and to provide proxy data for selection of a probability sample. The pilot testing was conducted on 40 respondents in Mandera Central sub county. The rule of thumb is that 10% of the sample should constitute the pilot test (Cooper & Schindler, 2016). The proposed pilot test is within the recommendation. The pilot testing group was selected through random sampling. The purpose of the pilot testing was to establish the validity and reliability of the research instruments.

3.6.1. Validity of the Research Instruments

Instrument validity refers to accuracy, meaningfulness and technical soundness of the research instrument (Kothari, 2017). It is the degree to which a test measures what it intends to measure. To this effect questionnaire or interview guide are said to be valid when they actually measure the intended parameters. To enhance the instrument validity, the research instruments was appraised by the supervisor to evaluate the applicability and appropriateness of the content, clarity and adequacy of the construction of the instruments from a research perspective.

3.6.2. Reliability of the Research Instruments

Reliability refers to extent to which an instrument yield measurement that are consistent each time it is administered to the same people (Mohajan, 2017). For the purpose of determining the reliability of the questionnaire, a pre-test was carried. Reliability analysis was used to assess internal consistency among the variables of study. The reliability of the study measures was assessed by computing Cronbach's Alpha coefficient for all items in the questionnaire and a coefficient of 0.81 was attained. But according to Kothari (2017) a construct composite reliability

coefficient (Cronbach alpha) of 0.7 or above, for all the constructs, is considered to be adequate. Hence, the questionnaire was reliable. A questionnaire with a good internal consistency should have high alpha coefficients; all items that return a Cronbach's alpha coefficient of 0.7 or more are considered reliable.

3.7. Data Collection Procedure

To generate data for this research study, the researcher obtained a letter of introduction from the University of Nairobi and thereafter took the letter to the county government for further authorization to collect data. The researcher also sought a permit from the National Commission of Science, Technology and Innovation (NACOSTI) to carry out the study. The researcher then visited the groups and NGOs on different days to collect data. The Researcher used self-administered method to collect information from respondents. This helped in reducing cost and increased the collection rate of properly filled questionnaire.

3.8. Data Analysis Technique

The analysis involves the use of qualitative and quantitative data analysis techniques. The data generated from questionnaires was coded, numbered and classified under different themes for easy of identification and then summarized in answer summary sheet. Entries were made into Statistical Package for Social Science (SPSS). Similarly, responses from unstructured questions on opinion testing were written in a separate sheet and organized in themes. Quantitative data was analyzed using descriptive statistics and correlation analysis (Pearson) through SPSS. Descriptive statistics such as means, standard deviation, frequency distribution, percentages and cross-tabulation were used to present the data results. Content analysis was used to analyze the data from the key informants with data presented through themes and categories.

3.9. Ethical Considerations

Permission to undertake this research was obtained from National Commission for Science, Technology and Innovation and the county administration as well as the University of Nairobi. In achieving high ethical standards, a high level of integrity was observed. Any information or data obtained from the respondents and the informants remained anonymous and their identity was not be disclosed to a third party. Before obtaining information, consent was obtained from the respondents and they were made aware of the purpose of the study and any possible dangers, if any, that may arise in the process of the study for them to take precautionary measures. The

researcher also observed cultural norms and other regulations which govern any group in the society where the information is being sourced. In general, a social science ethical standard was observed to ensure that the study did not raise unethical issues.

3.10. Operationalization of Variables

Operationalization is the process of strictly defining variables into measurable factors. It involves finding a measurable, quantifiable, and valid index for the variables (both independent and dependent variables) in such a way that fuzzy concepts are defined allowing them to be measured, empirically and quantitatively (Bhattacharjee et al., 2012).

Table 3.3: Operationalization of Variables

Type of variable	Objective	Variable	Indicator	Measurement Scale	Data collection tool	Data analysis technique
Independent	To determine the influence of resource mobilization on the sustainability of peace-building projects in Marsabit County.	Resource Mobilization	- International aid - Government funding - Income generating projects	Ordinal	Questionnaire	Descriptive Inferential
Independent	To establish the influence of mediation on the sustainability of peace-building projects in Marsabit County.	Mediation	- Willingness - Commitment - Strategies - Timing	Ordinal	Questionnaire	Descriptive Inferential
Independent	To assess the influence of peace education on the sustainability of peace-building projects in Marsabit County.	Peace Education	- Content - Pedagogy	Ordinal	Questionnaire	Descriptive Inferential
Independent	To investigate the influence of capacity building on the sustainability of peace-building projects in Marsabit County.	Capacity building	- Training - Empowerment - Advocacy - Networking	Ordinal	Questionnaire	Descriptive Inferential

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATIONS

4.1. Introduction

In this chapter, the captured data from the qualitative and quantitative research is presented, analysed, described and interpreted in a systematic manner as the next step of the research process. The documentation and analysis process aimed to present data in an intelligible and interpretable form in order to identify trends and relations in accordance with the research objectives.

4.2. Response Rate

The researcher distributed 384 questionnaires to the respondents out of which 286 were duly filled and returned. This represented 74.5% of the sample size. This was considered to be a satisfactory response rate since according to Mugenda & Mugenda (2012) a response rate of 50% is adequate enough for analysis and reporting while a response rate of more than 60% is considered to be good and that of above 70% is excellent. This was achieved after the researcher made a rigorous explanation to the respondents on how to fill the questionnaires.

4.3. Background Information

The sought to establish the background information of the respondents with a view of establishing their capacity to understand and respond correctly to the questions in the questionnaire. This was done under the following areas; gender of respondent, age of respondent, highest level of education of respondents, and duration involved in peace building.

4.3.1. Gender of Respondent

The respondents were required to indicate their gender on the questionnaire. The findings are as shown in Table 4.1.

Table 4.1: Gender of Respondents

Gender	Frequency	Percent
Female	107	37.4
Male	179	62.6
Total	286	100.0

Table 4.1 shows that 37.4% of the respondents were female while 62.6% were male. This can be attributed to the fact that the life of many pastoralists revolves around men, therefore, finding women who are involved in peace building is difficult. The findings though satisfy the 2/3 gender rule that is stipulated in the Kenya Constitution of 2012, hence there was sufficient representation of both genders. This implies that the feedback from the respondents caters for all the genders.

4.3.2. Age of Respondents

The study sought to establish the age of the respondents with an aim of knowing their ability to answer questions. The findings are presented in Table 4.2.

Table 4.2: Age of Respondents

Age (Years)	Frequency	Percent
18 - 30	39	13.6
31 - 40	147	51.4
Over 40	100	35.0
Total	286	100.0

The findings on Table 4.12 show that 13.6% of the respondents were aged 18 – 30 years, those aged 31 – 40 years were 51.4%, and those aged over 40 years were 35.0%. These findings indicate that majority of the respondents were adults aged above 30 years. It was therefore expected that they have been involved in peace building projects over their lifetime and would provide credible information regarding the study.

4.3.3. Highest Education Level of Respondent

The study sought to establish the highest level of education attained by the respondents. This was deemed important since it would enable respondents understand the questions asked and then answer them in a prudent way. The results are presented in Table 4.3.

Table 4.3: Highest Education Level

Education Level	Frequency	Percent
Primary	98	34.3
Secondary	81	28.3
Diploma	53	18.5
Degree	38	13.3
Others	16	5.6
Total	286	100.0

Table 4.3 shows that 34.3% of the respondents had primary school qualification, 28.3% of the respondents had secondary school qualification, 18.5% had diploma qualification, 13.3% had degree qualification, and 5.6% indicated others. The majority seem to have primary school qualification, this can be attributed to the fact that the residents of Marsabit County are generally pastoralists, this therefore, denies most of them the chance to finish school since they have to move from one place to another in search of water and pasture for their animals. More than 60% of the respondents had secondary school education and more hence they were capable of understanding the questions well and providing the correct feedback.

4.3.4. Duration Involved in Peace Building

The study sought to establish the duration the respondents have been involved in peace building activities. The results are shown in Table 4.4.

Table 4.4: Duration in Peace Building

Duration (Years)	Frequency	Percent
< 5	88	30.8
5 – 10	122	42.7
10 – 15	57	19.9
15 – 20	19	6.6
> 20	0	0.0
Total	286	100.0

The results in Table 4.4 show that 30.8% of the respondents had less than 5 years' experience in peace building, 42.7% had 5 – 10 years' experience, 19.9% had 10 – 15 years' experience, those with 15 – 20 years' experience were 6.6% and lastly, there were no respondents with more than 20 years' experience in peace building. These results show that majority of the respondents had been involved in peace building before hence they have sufficient information regarding peace building.

4.4. Sustainability of Peace Building Projects

Sustainability of peace building projects was the dependent variable of the study. The respondents were asked to indicate their level of agreement with statements regarding peace building. The statements were derived from the indicators of sustainability and measured on a Likert scale, where 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree. The results are shown in Table 4.5.

Table 4.5: Sustainability of Peace Building Projects

	Statement	Mean	Std. Dev.
1	There are no more conflicts	2.21	0.81
2	We graze our animals anywhere in the county	2.89	0.46
3	We share watering points	2.77	1.04
4	We surrendered our arms to the government	3.18	0.52
5	There are improved clan relations	3.88	0.94
6	We hold joint events between clans	2.91	0.39
	Combined	2.97	0.56

Table 4.5 shows that with regard to line item one; there are no more conflicts, the mean was 2.21 with a standard deviation of 0.81. this indicates that the respondents were no in agreement with the statement. The second statement was, we graze our animals anywhere in the county, this returned a mean of 2.89 and a standard deviation of 0.46, this shows that the respondents were not sure with the statement, hence it can be inferred that respondents do not really graze their animals anywhere in the county. The third line item was; we share watering points; the line-item mean was 2.77 with a standard deviation of 1.04, this indicates that the respondents were not sure with the statement but the high standard deviation indicates large variances in the responses. The fourth line item was; we surrendered our arms to the government; the mean was 3.18 with a standard deviation of 0.52 showing that the respondents were not sure with the statement. The fifth statement was, there are improved clan relations; the mean was 3.88 with a standard deviation of 0.94. This shows that the respondents agreed with the statement, hence it can be concluded that there are improved clan relations in Marsabit County. The last statement was; we hold joint events between clans, this returned a mean of 2.91 with a standard deviation of 0.39 indicating that the respondents were not sure of the statement. The combined mean was 2.97 with a combined standard deviation of 0.56, this shows that generally respondents were not sure whether the peace building projects in Marsabit County were sustainable or not.

The results from the interviews indicated that the peace building projects in Marsabit County were not very stable as evidenced by frequent inter-clan as well as cross-border conflicts. One respondent said:

We always get involved in peace building projects always through the help of NGOs but little can be attributed to the efforts, since thereafter, conflict still arises and then we have to start from scratch again.
(Respondent 5)

4.5. Resource Mobilization and Sustainability of Peace Building Projects.

The study sought to establish the influence of resources mobilization on the sustainability of peace building projects.

4.5.1. Extent to which Resource Mobilization influences Sustainability of Peace Building Projects.

The sought to establish the extent to which resource mobilization influences the sustainability of peace building projects. The findings are presented in Table 4.6.

Table 4.6: Extent of Influence of Resource Mobilization on Sustainability of Peace Building Projects

	Frequency	Percent
Not at all	3	3.5
Little extent	9	10.5
Moderate extent	13	15.1
Great extent	47	54.6
Very great extent	14	16.3
Total	86	100.0

The findings in Table 4.6 show that majority of the respondents 47 (54.6%) believe that resource mobilization influences the sustainability of peace building programmes to a great extent. 16.3% believes it influences to a very great extent, 15.1% to a moderate extent, 10.5% to a little extent, and 3.5% believe that resource mobilization has no influence on the sustainability of peace building programmes. The findings are in line with the findings of a study done by Olga et.al., (2013) who asserted that availability of resources during peace building reduces the tensions between the warring sides are creates room for peace programmes to take precedence.

4.5.2. Influence of Resource Mobilization on Sustainability of Peace Building Projects.

The study also sought to find the influence of resource mobilization aspects on the sustainability of peace building projects. The statements were derived from the indicators of resource mobilization and measured on a Likert scale, where 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree. The results are shown in Table 4.7.

Table 4.7: Resource Mobilization

	Statement	Mean	Std. Dev.
1	We receive aid during conflict	2.04	0.73
2	The aid we get is sufficient	2.98	0.69
3	The government supports peace building projects	2.61	0.97
4	Peace building activities are funded	3.51	0.29
5	We have food for work programmes	3.79	0.53
	Combined	2.99	0.70

Table 4.7 shows that, line item one; we receive aid during conflict had a mean of 2.04 and a standard deviation of 0.73 showing that the respondents disagreed with the statement. The second line item was, the aid we get is sufficient, this gave a mean of 2.98 and a standard deviation of 0.69 indicating that the respondents were not sure of that. The third line item was, the government supports peace building projects, this returned a mean of 2.61 and a standard deviation of 0.97, this shows that the respondents were not sure of the statement, the high standard deviation shows that the views were divergent. This can be attributed to the fact that data was collected from different parts of the county, hence there may be parts where the government supports and some where it does not. The fourth line item, peace building activities are funded, the mean was 3.51 with a standard deviation of 0.29, this shows that the respondents agreed with the statement. The fifth statement was, we have food for work programmes, this returned a mean of 3.79 and a standard deviation of 0.53, the respondents agree with the statement. Lastly, a combined mean of 2.99 and a standard deviation of 0.70 shows that the respondents were neutral on resource mobilization as an influencer of sustainability of peace building programmes. The findings are in line with those of Karim and Hess (2001) who claim that as different groups benefit from aid in different ways, there can be deepened social inequalities, strengthening of opposing group identities and thus reinforce inter-group tensions which can lead to peace so that they can get more aid or escalate the tension into wars again.

The study also found from the qualitative data collected that resource mobilization and in particular aid in form of food rations and cash transfers had a dual effect on the sustainability of peace building projects. A respondent said:

The food aid brought here helps people settle down and focus on taking care of their animals without necessarily going to other areas in search of food. (Respondent 3)

Another respondent said:

These aids are bad since some people use the cash transfers to buy guns and bullets which they then use to destabilize the peace of the area. We wish the agencies involved can have a way of monitoring how the resources they give are used. (Respondent 8)

4.6. Mediation and Sustainability of Peace Building Projects.

The study sought to establish the influence of mediation on the sustainability of peace building projects.

4.6.1. Extent to which Mediation influences Sustainability of Peace Building Projects.

The sought to establish the extent to which mediation influences the sustainability of peace building projects. The findings are presented in Table 4.8.

Table 4.8: Extent of Influence of Mediation on Sustainability of Peace Building Projects

	Frequency	Percent
Not at all	1	1.2
Little extent	7	8.1
Moderate extent	10	11.6
Great extent	55	64.0
Very great extent	13	15.1
Total	86	100.0

The findings in Table 4.8 show that majority of the respondents 55 (64.0%) believe that resource mobilization influences the sustainability of peace building programmes to a great extent. 15.1% believes it influences to a very great extent, 11.6% to a moderate extent, 8.1% to a little extent, and 1.2% believe that resource mobilization has no influence on the sustainability of peace building programmes. The findings are in line with the findings of a study done by (Banini et al.,

2020) who claimed that mediation when done at the right time has a great positive influence on performance of peace projects.

4.6.2. Influence of Mediation on Sustainability of Peace Building Projects.

The study also sought to find the influence of mediation aspects on the sustainability of peace building projects. The statements were derived from the indicators of mediation and measured on a Likert scale, where 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree. The results are shown in Table 4.9.

Table 4.9: Mediation

	Statement	Mean	Std. Dev.
1	Mediators are impartial	3.27	0.60
2	Mediations are usually done at the right time	3.11	0.58
3	Warring communities are committed to the mediation process	2.59	0.96
4	Mediation strategies are ok	3.04	0.61
5	Mediation is usually done professionally	3.37	0.47
	Combined	3.08	0.30

Table 4.9 shows that, line item one; mediators are impartial had a mean of 3.27 and a standard deviation of 0.60 showing that the respondents disagreed with the statement. The second line item was, mediations are usually done at the right time, this gave a mean of 3.11 and a standard deviation of 0.58 indicating that the respondents agreed with the statement. The third line item was, warring communities are committed to the mediation process, this returned a mean of 2.59 and a standard deviation of 0.96, this shows that the respondents were not sure of the statement, the high standard deviation shows that the views were divergent. The fourth line item, was mediation strategies are ok, the mean was 3.04 with a standard deviation of 0.61, this shows that the respondents agreed with the statement. The fifth statement was, mediation is usually done professionally, this returned a mean of 3.37 and a standard deviation of 0.47, showing that the respondents agreed with the statement. Finally, a combined mean of 3.08 and a standard deviation of 0.47 shows that the respondents agreed that resource mobilization had influence on sustainability of peace building projects. The findings agree with (Gillanders, 2016), who stated that mediation attempts can be successful when there exists a concatenation of circumstances already tending toward an improvement of the situation.

Mediation was seen to have a moderate influence of sustainability of peace building projects as per the responses received from the interviews. One respondent said:

Mediation when done at the right time which is immediately after a conflict will prevent revenge attacks. (Respondent 2)

4.7. Peace Education and Sustainability of Peace Building Projects.

The study sought to establish the influence of peace education on the sustainability of peace building projects.

4.7.1. Extent to which Peace Education influences Sustainability of Peace Building Projects.

The sought to establish the extent to which peace education influences the sustainability of peace building projects. The findings are presented in Table 4.10.

Table 4.10: Extent of Influence of Peace Education on Sustainability of Peace Building Projects

	Frequency	Percent
Not at all	9	10.5
Little extent	8	9.3
Moderate extent	14	16.3
Great extent	53	61.6
Very great extent	2	2.3
Total	86	100.0

The findings in Table 4.10 show that 10.5% of the respondents believe that peace education does not influence sustainability of peace building projects in any way. 9.3% believe that it influences to a little extent, 16.3% believe peace education influences sustainability of peace building projects to a moderate extent, the majority, that is 61.6% believe that peace education influences the sustainability of peace building projects to a great extent and lastly, 2.3% of the respondents to a very large extent believe peace education influences the sustainability of peace building projects. The findings are in line with the findings of Lawson (2012) who claimed that peace education has

a positive influence on the sustainability of peace building projects by bringing the warring clans together and training them on how to maintain peace.

4.7.2. Influence of Peace Education on Sustainability of Peace Building Projects.

The study also sought to find the influence of peace education aspects on the sustainability of peace building projects. The statements were derived from the indicators of peace education and measured on a Likert scale, where 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree. The results are shown in Table 4.11.

Table 4.11: Peace Education

	Statement	Mean	Std. Dev.
1	We have education on peace occasionally	2.88	0.81
2	What we are taught about peace is relevant	3.39	0.65
3	We are trained on negotiation skills	3.88	0.38
4	Literacy levels are high	2.24	0.42
5	Language used in peace education is acceptable	3.77	0.87
	Combined	3.23	0.68

Table 4.11 shows that, the first statement; we have education on peace occasionally had a mean of 2.88 and a standard deviation of 0.81 showing that the respondents were not sure with the statement. The second line item was, what we are taught about peace is relevant, this gave a mean of 3.39 and a standard deviation of 0.65 indicating that the respondents agreed with the statement. The third line item was, we are trained on negotiation skills, this returned a mean of 3.88 and a standard deviation of 0.38, this shows that the respondents agree with the statement. The fourth line item, literacy levels are high, the mean was 2.24 with a standard deviation of 0.42, this shows that the respondents disagreed with the statement. The fifth statement was, language used in peace education is acceptable, this returned a mean of 3.77 and a standard deviation of 0.87, showing that the respondents agreed with the statement. Finally, a combined mean of 3.23 and a standard deviation of 0.68 showing that the respondents agreed that peace education was an influencer of sustainability of peace building projects. The findings agree with Barakat et.al. (2018) who posited that good peace education reduces the conflict risks and therefore helps in enhancing peace among the warring communities. The findings also partly agree with the findings of Rose and Greely (2016) who claimed that peace education in post conflict contexts may possess “two faces”—it can

have the effect of promoting peace, inclusiveness, and stability through its structures and content, and conversely, it may entrench existing inequalities and prejudices, thus fostering conflict.

The interviews conducted indicated that peace education had a great influence on sustainability of peace building projects in Marsabit county. One respondent said:

Peace education helps us understand the importance of peace. We are educated on how to treat each other as brothers and view our violence as a means of bringing us down. We would appreciate if our children and the community as a whole would be educated frequently on the importance of peace. (Respondent 6)

4.8. Capacity Building and Sustainability of Peace Building Projects.

The study sought to establish the influence of capacity building on the sustainability of peace building projects.

4.8.1. Extent to which Capacity Building influences Sustainability of Peace Building Projects.

The study sought to establish the extent to which capacity building influences the sustainability of peace building projects. The findings are presented in Table 4.12.

Table 4.12: Extent of Influence of Capacity Building on Sustainability of Peace Building Projects

	Frequency	Percent
Not at all	0	0.0
Little extent	3	3.5
Moderate extent	18	20.9
Great extent	58	67.4
Very great extent	7	8.2
Total	86	100.0

The findings in Table 4.12 show that 3.5% of the respondents believe that capacity building influences sustainability of peace building projects to a little extent. 20.9% believe that it influences to a moderate extent, 67.4% which is the majority believe capacity building influences sustainability of peace building projects to a great extent, the majority, and lastly, 8.2% of the respondents to a very large extent believe capacity building influences the sustainability of peace building projects. These findings are supported by Okanya (2008) who found out that trainings especially on human capacity development (general trainings) as compared to specific training had a positive impact on peace building projects.

4.8.2. Influence of Capacity Building on Sustainability of Peace Building Projects.

The study also sought to find the influence of capacity building aspects on the sustainability of peace building projects. The statements were derived from the indicators of capacity building and measured on a Likert scale, where 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree. The results are shown in Table 4.13.

Table 4.13: Capacity Building Aspects

	Statement	Mean	Std. Dev.
1	NGOs help train people on survival skills	3.36	0.66
2	NGOs economically empower the locals	3.61	0.49
3	NGOs advocate for peace	4.17	0.83
4	NGOs mobilize communities for peace building projects	4.26	0.69
5	NGOs provide technical services to locals	3.38	0.31
	Combined	3.76	0.43

Table 4.13 shows that with regard to line item one; NGOs help train people on survival skills, there was a mean of 3.36 and a standard deviation of 0.66 implying that the respondents agreed with the statement, hence indicating that NGOs were involved in training the locals on survival skills post conflict. The second statement was; NGOs economically empower the locals, this returned a mean of 3.61 with a standard deviation of 0.49 showing that the respondents agreed with the statement, hence the locals in Marsabit County are economically empowered by the local and international NGOs working there. The third line item was; NGOs advocate for peace, this gave a mean of 4.17 and a standard deviation of 0.83 showing that the respondents agreed with the statement. The fourth line item was; NGOs mobilize communities for peace building projects, this gave a mean

of 4.26 and a standard deviation of 0.69 showing that the respondents strongly agreed with the statement. It can therefore, be inferred that the NGOs in Marsabit County play a key role in peace building since the mobilize warring communities to come together with an aim of making peace. The last line item was; NGOs provide technical services to locals; this gave a mean of 3.38 and a standard deviation of 0.31 showing that the respondents agreed with the statement. Finally, a composite mean was computed, it gave a score of 3.76 and a standard deviation of 0.43 showing that the respondents generally agreed that capacity building has an influence on the sustainability of peace building projects in Marsabit County. These findings are in tandem with the findings of a study done by Haider (2009) who claimed that capacity building, inclusiveness and balance of power among community leaders are key peace building ingredients.

Capacity building was seen as a key component in peace building based on the interviews done. One respondent said:

If our capacity is built by being trained on different aspects that will enable us earn a living, then will have no reason to raid our neighbours. We will not even have time for organizing the raids since we will be engaged in our different crafts. (Respondent 3)

4.9. Inferential Statistics

The study conducted a correlation analysis and a multiple regression analysis. The Pearson correlation analysis was used to establish the strength of relationship between the dependent and independent variables while regression analysis was used to establish the nature of relationship between the variables in the study.

4.9.1. Correlation Analysis

Pearson's product moment correlation coefficient is used to measure the degree of association between variables. It is a number that lies between -1 and +1. A positive value indicates direct correlation while a negative value indicates inverse correlation between the variables. Table 4.14 shows the results for the correlation analysis.

Table 4.14: Correlation Coefficients

		Sustainability of Peace Building Projects	Resource Mobilization	Mediation	Peace Education	Capacity Building
Sustainability of Peace	Pearson Correlation	1				
Building Projects	Sig. (2-tailed)	.000				
Resource Mobilization	Pearson Correlation	.226	1			
	Sig. (2-tailed)	.012	.000			
Mediation	Pearson Correlation	.432	.223	1		
	Sig. (2-tailed)	.001	.006	.000		
Peace Education	Pearson Correlation	.637	.243	.497	1	
	Sig. (2-tailed)	.000	.002	.000	.000	
Capacity Building	Pearson Correlation	.729	.333	.432	.521	1
	Sig. (2-tailed)	.006	.000	.000	.000	.000

Table 4.14 shows that there existed a weak positive correlation between resource mobilization and sustainability of peace building projects as shown by a Pearson correlation coefficient of 0.226 which is close to zero, the relationship was significant since the p-value was .000 which is less than .05. This indicates that a slight increase in resources given to the community leads to a slight improvement in sustainability of peace building projects in Marsabit County. The relationship between mediation and sustainability of peace building projects was found to be moderate as shown by a correlation coefficient value of 0.432 and significant since .000 is less than .05. This shows that an improvement in mediation process leads to a moderate improvement in sustainability of peace building projects. The study also revealed that the relationship between peace education and sustainability of peace education projects was strong positive as depicted by a coefficient of

0.637 and it was significant as shown by a p-value of $.000 < .05$, hence an improvement in peace education leads to a significant improvement in sustainability of peace building projects. Lastly, a coefficient of 0.729 was found between capacity building and sustainability of peace building projects indicating that the relationship between the two was strong positive and significant since $.006$ is less than $.05$, this shows that an increase in capacity building leads to a significant improvement in sustainability of peace building projects.

Overall, capacity building had the greatest influence on sustainability of peace building projects followed peace education, then mediation and resource mobilization had the least influence on the sustainability of peace building projects in Marsabit County.

4.9.2. Regression Analysis

Regression analysis is used to show the contribution of the independent variables on the dependent variable. The output from the regression analysis included; model summary, analysis of variance and regression coefficients.

4.9.2.1. Model Summary

The model summary is used to show the contribution of the independent variables (resource mobilization, mediation, peace education, and capacity building) on the dependent variable (sustainability of peace building projects). The findings are shown in Table 4.15.

Table 4.15: Model Summary

Model	R	R ²	Adjusted R ²	Std. Error of Estimate
1	0.837 ^a	0.701	0.696	0.990

a. Predictors: (Constant), Resource Mobilization, Mediation, Peace Education, Capacity Building.

Table 4.15 shows a coefficient of determination (R²) value of 0.701, this implies that 70.1% of the changes in Sustainability of Peace Building Projects in Marsabit County can be explained by Resource Mobilization, Mediation, Peace Education, and Capacity Building which were the variables included in the model. The remaining 29.9% of the changes in the dependent variable are explained by factors which were not included in the study. The correlation coefficient value

(R) of 0.837 shows that there exists a strong positive correlation between the dependent and independent variables in the study.

4.9.2.2. Regression Coefficients

Regression coefficients give the contribution of each independent variable to the dependent variable. The results are shown in Table 4.16.

Table 4.16: Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.714	0.112		8.143	.000
Resource Mobilization	0.201	0.393	0.226	2.038	.031
Mediation	0.407	0.244	0.432	2.914	.006
Peace Education	0.598	0.239	0.637	2.456	.013
Capacity Building	0.711	0.178	0.729	4.039	.000

The results in Table 4.16 lead to the regression equation below

$$Y = 0.714 + 0.201X_1 + 0.407X_2 + 0.598X_3 + 0.711X_4 + \epsilon$$

The model indicates that assuming all the variables contribute nothing towards sustainability of peace building projects there will still be a positive change of 0.714 units in sustainability and this was significant as shown by a p-value of $.000 < .05$. It is also observed that a unit change in resource mobilization leads to a change of 0.201 units in sustainability of peace building projects and this contribution is significant as shown by a p-value of $.031 < .05$.

The study further revealed that a unit change in mediation results in a change of 0.407 in sustainability of peace building projects in Marsabit County, this was significant since $.006 < .05$. It was also established that peace education had a positive and significant influence of 0.598 per unit change on sustainability and finally, capacity building contributes a change of 0.711 on sustainability of peace building projects.

4.9.2.3. Analysis of Variance (ANOVA)

The analysis of variance was used to determine the significance of the independent variables in determining the changes in the dependent variable. The findings are shown in Table 4.17.

Table 4.17: Analysis of Variance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	254.128	4	63.532	30.224	.000
1	Residual	170.262	81	2.102		
	Total	424.390	85			

The findings in Table 4.17 gives an F-value of 30.224 and a p-value of $.000 < .05$, which indicates that resource mobilization, mediation, peace education, and capacity building all have a significant influence on the sustainability of peace building projects.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents summary of the findings, discussions of the findings, conclusions drawn from the findings, and the recommendations are also made. The recommendations drawn are focused on addressing the study objectives as well as recommendations for further studies.

5.2. Summary of Findings

The study sought to establish the influence of resource mobilization on the sustainability of peace building projects in Marsabit County. The study found that the respondents were not receiving aid consistently hence affecting the sustainability of peace building projects. It was also established that the aid received was not sufficient. It was observed that government does not offer much support to peace building projects which affects negatively the sustainability of such projects. The study further found that peace building projects are funded but not sufficient to prevent the locals from reverting back to conflicts over the scarce resources. Food for work programmes exist in Marsabit County leading to a positive influence of sustainability of peace building projects. Resource mobilization in general did not have a strong influence on the sustainability of peace building projects.

The second objective was to establish the influence of mediation on the sustainability of peace building projects in Marsabit County. It was found that mediators re impartial during the peace brokerage between the conflicting communities. The study also found out that mediations are usually done at the right time which in turn directly influences the sustainability of peace building projects. Warring communities were also found to be committed to the mediation process with a view of ending the conflicts that exists between them. It was also established that mediation strategies used are ok and mediations are usually done professionally. The study also established that mediation as a whole had a positive influence on the sustainability of peace building projects in Marsabit County.

The third objective was to determine the influence of peace education on the sustainability of peace building projects. The study findings established that education on peace was occasionally done

in the research area. It was also observed that the content disseminated to the locals in the form of peace education was relevant. The study further revealed that they are trained on negotiation skills which are key when warring groups come together so as to broker a peace deal. It was also established that the literacy levels in Marsabit County are generally low, and this impacts negatively on the sustainability of peace building projects, since the residents are still cocooned in their clan beliefs of cattle rustling due to lack of exposure to the outside world via formal education. The language used in peace education was found to be appropriate. Lastly, it was established that peace education influences the sustainability of peace building projects to a great extent.

The fourth objective was to assess the influence of capacity building on the sustainability of peace building projects. The study established that NGOs are involved a lot in the training of people in Marsabit County on survival skills post conflict, this is seen to aid in sustainability of peace building projects. It was also determined that NGOs empower the residents of Marsabit County who are in conflict hotspots economically so that they can stop cattle rustling and move away from the traditional animal keeping pastoralists life, this is seen as a way of reducing the conflicts that arise due to competition for grazing and watering points and in turns it helps improve the sustainability of peace building projects. NGOs are involved in advocating for peace as well as mobilizing the local community to be involved in peace building projects. The study also established that NGOs provide technical services to the residents of Marsabit County. Finally, the study established that capacity building had the greatest influence on the sustainability of peace building projects as shown by a positive correlation coefficient.

5.3. Discussion of the Findings

This section gives an interpretation of the findings as well as describing the significance of the findings in light of what has already been done.

5.3.1. Resource Mobilization and Sustainability of Peace Building Projects

The study established that the mobilization of resources plays a key role in sustainability of peace building projects in Marsabit County. It was observed that food and material aid play a key role in sustainability of peace building projects. This finding is in line with the findings of a study by Collier and Hoeffler (2004) who did an empirical analysis of aid and policy reform and found two overall conclusions. Firstly, they find that aid is much more effective in promoting growth in post-

conflict countries than in other developing countries. Secondly, the pattern of aid payout should gradually reduce back to lower levels by the end of the first post-conflict decade. The reason for this is that aid has a greater effect later on in post-conflict countries than immediately after a conflict. Hence, less money is necessary later in post-conflict countries. This could be due to the fact that the state of the country is less chaotic many years after a civil conflict, which implies a stronger state that is able to use the received money more efficiently. Collier and Hoeffler (2014)'s results also seem to indicate that it is actually hard to evaluate how effective aid is in the early years post-conflict, because the government and the country are not yet capable.

Resource mobilization was seen to have a positive and weak relationship with sustainability of peace building projects. These findings are in line with a study done by de Ree and Nillesen (2019), who in their probability analysis of the role of resources on ongoing conflict in 39 Sub-Saharan African countries found a statistically significant and economically important negative effect of foreign resources flows on the probability of ongoing civil conflicts to continue. Hence, they find that increasing resources flows tend to decrease the duration of a civil conflict and hence increase the probability of peace building projects being sustainable.

5.3.2. Mediation and Sustainability of Peace Building Projects

The study determined that mediation has a positive and significant influence on the sustainability of peace building projects in Marsabit County. It was observed that mediators are impartial in their work, mediations are usually done at the right time. The findings are supported by Northedge and Donelan (1971) who argue that one of the most important aspects of mediation in the context of peace-building is the timing of the mediation effort. If initiated at the right or ripe time, mediation attempts have a greater chance of success. For that reason, determining the right time for mediation in conflict situations has triggered intense and arduous study. Zartman (1985), on the other hand, suggested that a distinct moment of ripeness could be assessed according to the dynamics of a conflict, specifically its combination of plateaus, precipices, deadlocks, and deadlines. This argument is also supported by Touval (1982), Edmead (1971), Kriesberg and Thorson (1991), while others such as Ott (1972), Pruitt (1981), Rubin (1981), and Moore (1986) suggested that mediation will be more successful if it is initiated well into a conflict, when costs have become intolerable and both parties accept that they may lose too much by continuing their dispute.

The study also established that warring communities are committed to the mediation process; mediation strategies are ok and mediations are usually done by professionals. The findings are in tandem with Bercovitch (2017) who observed that the choice of any form of mediation behavior or strategy is rarely random. Rather, it is influenced by factors peculiar to the conflict and internal to the mediator. Mediators try to vary their behavior to reflect the conflict at hand. In low-intensity conflicts, for instance, communication strategies may be more effective; high-intensity conflicts may call for more active, manipulative strategies. Time pressure, mediator rank, and previous relations between the parties all may determine the choice of a strategy. To be effective, mediation strategies and behavior must be truly congruent with the nature of a conflict and the objectives and interests of a mediator. Although the parties are key factors in conflict management, Bercovitch finds the mediation environment to be the strongest indicator of mediation behavior, followed by the nature of the actual mediation event.

5.3.3. Peace Education and Sustainability of Peace Building Projects

Peace education has a strong positive correlation with sustainability of peace building projects in Marsabit County. It was observed that the residents of Marsabit County are occasionally educated on aspect of peace. The study agrees with INEE (2015), who claim that the Peace Education Programme in Kenya developed and endorsed by UNESCO, UNHCR, UNICEF and INEE teaches the skills and values associated with peaceful behaviours. The programme is has been tailored to capacitate and encourage people to think constructively about issues, both physical and social and to develop constructive attitudes towards living together and solving problems that arise in their communities in a peaceful manner.

The study findings also agree with Smith (2027) who claim that in situations where violent conflict already exists peace education may have a protective role, for example, by providing points of stability and daily routine for children if it is possible to keep schools functioning, by helping understand underlying causes of conflict and by strengthening messages within society about the negative impacts of violence. It is a means of educating people about other, non-violent ways of responding to conflict. In situations where peace processes are underway, education may also be a means of contributing to social transformation, for example, through reforms to the education system itself and by educating people about new arrangements for political representation, justice and policing.

5.3.4. Capacity Building and Sustainability of Peace Building Projects

The study found that capacity building has the greatest influence on the sustainability of peace building projects in Marsabit County. There was a very strong positive correlation between capacity building and sustainability of peace building projects. These findings are in line with a study by Fiszbein in a study of World Bank support for Local (1997) discusses the consideration, seeing 'labor, capital and technology' as ' dimensions of combination of skills and professionalism their 'ineffective use' due to inhibiting conditions (personnel policies) can also limit capacity. Similarly, the lack, or poor distribution, of financial resources and equipment or of appropriate methods for information gathering, decision-making, evaluation etc. can result in apparent lack of personal capacity. Failure to grasp that the capacity, or power, to act effectively is conditioned by these circumstances as well as personal knowledge and ability has probably been at the root of many difficulties with capacity building programmes, where donors have seen the need to develop institutional and personal capacity through "training", while recipients have been focused on accessing financial resources'. In the field of community development, promoting the ability of the poor to take control of resources, or empowerment, is also now widely considered as an important component of capacity building.

5.4. Conclusion

Resource mobilizations has a positive but weak correlation with sustainability of peace building projects in Marsabit County. This implies that availability of resources among the warring communities leads to a small improvement in the sustainability of peace building projects. Among the indicators of resource mobilization, provision of aid plays a dual role in sustainability in sustainability. Government also provides support to the conflicting communities that they can bring about peace. It is also concluded that food for work problems play a major role in enhancing sustainability of peace building by engaging the locals in work and then rewarding them for the work done.

It is concluded that mediation has a positive and moderate influence on the sustainability of peace building projects in Marsabit County. Mediators in Marsabit County are impartial hence giving confidence to the factions involved in conflict. Mediations are usually done by professionals and the strategies involved are good as well. Finally, the all the parties that are involved in conflict were observed to be committed to the mediation process.

Peace education was seen as a key influencer of sustainability of peace building projects. The residents are trained on peace occasionally and whatever they are taught regarding peace is relevant in peace building. The literacy levels in Marsabit County are generally low as compared to other parts of the country, this can be seen as a trigger for conflict. An improvement in the curriculum and frequency of peace education leads to greater sustainability in peace building projects in Marsabit County.

Finally, capacity building had the biggest influence on sustainability of peace building. NGOs are involved in training people on survival skills, they empower the locals economically, advocate for peace, mobilize communities for peace building projects and provide technical services to the locals in Marsabit County. These roles played by NGOs with regard to capacity building help in bringing about peace hence improving the sustainability of peace building.

5.5. Recommendations

The study makes the following recommendations based on the study objectives;

- i. Resources given to the warring communities should be monitored so that they are not used for other purposes. Aid in particular had dual influence if accountability is not enhanced. The government should put more effort towards bringing together warring clans in Marsabit County, by availing resources to the NGOs and government agencies involved in peace building.
- ii. Since mediation is a key component in peace negotiation, the local clan leaders should be trained well on negotiation skills and the mediators should be professionals who have no interest in the warring communities so that they cannot be biased in the mediation process.
- iii. Since peace education plays an important role in sustainability of peace building, the study recommends that the literacy levels of the residents should be improved by building several schools and inculcating peace education in the curriculum. It is further recommended that peace education crusades should be done weekly in Marsabit County so that the residents know the importance of peace in their county.
- iv. Lastly, capacity building has the greatest influence on sustainability of peace building projects in Marsabit County. The study therefore recommends that a lot of effort should

be put towards building the capacity of the local community. This will go a long way in engaging the locals and getting them off conflict with the rival clans.

5.6. Suggestions for Further Studies

The study makes the following suggestions:

- i. A similar study be done in a different county where clans or tribes or communities are involved in conflict with a view of validating the findings of this study.
- ii. A study can be done on the influence of traditional conflict mechanisms on the sustainability of peace building projects.

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APPENDICES

Appendix I: Letter of Request of Transmittal of Data

Amina Challa Abdi
University of Nairobi
School of Open and Distance Learning

Dear Respondent,

I am a candidate at the University of Nairobi pursuing a degree in Master of Arts in Project Planning and Management. Part of the requirement for successful completion of my studies is to write a thesis. The topic for my thesis is; **“Influence of Non-Governmental Organization Activities on the Sustainability of Peace Building Projects among the pastoral communities. A case of Marsabit County, Kenya.”**

I have accordingly designed and do hereby attach a questionnaire to collect data. I humbly request you to answer the questions in the attached questionnaire as accurately as possible. Your response is confidential and anonymous and shall be used purely for academic purposes.

Thank you very much for your time and cooperation. I greatly appreciate your support in furthering this noble research effort.

Yours Faithfully

Amina Challa
Reg No: L50/86485/2016

Appendix II: Questionnaire for County Residents

INTRODUCTION

This questionnaire is designed to collect information the influence of non-governmental organizations on the sustainability of peace-building projects, a case of Marsabit County, Kenya. The information will be used for academic purpose only, I therefore request you to spare about 10 minutes and respond to all the items as truthful as possible. You may use a tick or as directed in each item

SECTION I: BACKGROUND INFORMATION

1. Please indicate your gender
 - a. Female
 - b. Male
2. What is your age bracket?
 - a. 18 – 30 years
 - b. 31 – 40 years
 - c. Over 40 years
3. What is your highest level of education?
 - a. Primary
 - b. Secondary
 - c. Diploma
 - d. Degree
 - e. Others
4. For how long have you been involved in peace building?
 - a. Less than 5 years
 - b. 5 – 10 years
 - c. 10 – 15 years
 - d. 15 – 20 years
 - e. Over 20 years

SECTION 2: SUSTAINABILITY OF PEACE-BUILDING PROJECTS

This section is out to establish the sustainability of peace-building projects in Marsabit County, Kenya. To achieve this, you are required to give your opinion on the level of agreement or disagreement on the following statements using a Likert scale of 1 to 5 where;

1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

	Statement	5	4	3	2	1
	There are no more conflicts					
	We graze our animals anywhere in the county					
	We share watering points					
	We surrendered our arms to the government					
	There are improved clan relations					
	We hold joint events between clans					

Kindly explain the challenges you encounter with regard to sustainability of peace building projects.

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SECTION 3: RESOURCE MOBILIZATION

This section is out to collect information on resource mobilization. To achieve this, you are required to give your opinion on the level of agreement or disagreement on the following statements using a Likert scale of 1 to 5 where; 1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

	Statement	5	4	3	2	1
	We receive international aid during conflict					
	The aid we get is sufficient					
	The government supports peace building projects					
	Peace building activities are funded					
	We have food for work programmes					

What are some of the aids you receive from the NGOs involved in peace building?

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SECTION 4: MEDIATION

This section is out to collect information on mediation to this project. To achieve this, you are required to give your opinion on the level of agreement or disagreement on the following statements using a Likert scale of 1 to 5 where; 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

	Statement	5	4	3	2	1
	Mediators are impartial					
	Mediations are usually done at the right time					
	Warring communities are committed to the mediation process					
	Mediation strategies are ok					
	Mediation is usually done professionally					

In what ways do you think mediation influences peace building?

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SECTION 5: PEACE – EDUCATION

This section is out to collect information on peace education with regard to this project. To achieve this, you are required to give your opinion on the level of agreement or disagreement on the following statements using a Likert scale of 1 to 5 where;

1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

	Statement	5	4	3	2	1
	We have education on peace occasionally					
	What we are taught about peace is relevant					
	We are trained on negotiation skills					
	Literacy levels are high					
	Language used in peace education is acceptable					

What are your views on the influence of peace education on sustainability of peace building projects?

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SECTION 6: CAPACITY BUILDING

This section is out to collect information on capacity building with regard to this project. To achieve this, you are required to give your opinion on the level of agreement or disagreement on the following statements using a Likert scale of 1 to 5 where;

1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

	Statement	5	4	3	2	1
	NGOs help train people on survival skills					
	NGOs economically empower the locals					
	NGOs advocate for peace					
	NGOs mobilize communities for peace building projects					
	NGOs provide technical services to locals					

What are the activities done by the non-state actors geared towards building the capacity of the locals?

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Thank you very much.

Appendix III: Interview Schedule for Clan Leaders and Chiefs

INTRODUCTION

This interview is designed to collect information for academic purposes only. The accuracy of the information you give will be key to the research study. The research findings are hoped to make a significant contribution towards the influence of NGOs on the sustainability of peace building programmes in Marsabit County.

SECTION A: Demographic Information

1. Gender
2. Age
3. Occupation

SECTION B: Information on Specific Study Variables

4. Briefly describe the peace building programmes in this area.
5. Which NGOs are involved in peace building in this area?
6. Are the peace building initiatives by NGOs sustainable? Give reasons for your response.
7. Which resources have been mobilized by the NGOs? What effect do they have on peace building?
8. Are NGOs involved in mediation? What are the effects?
9. Are NGOs involved in peace education? What are the effects?
10. Are NGOs involved in capacity building? What are the effects?



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