

**INFLUENCE OF CATTLE RUSTLING ON PUPILS' ACCESS TO  
PRIMARY EDUCATION IN BARTABWA DIVISION IN BARINGO  
NORTH DISTRICT OF KENYA**

**By**

**Mwangi Jane Catherine Wangu**

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## **DECLARATION**

This research project is my original work and has not been presented for any other degree in any other university.

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Mwangi Jane Catherine Wangu

Registration number: E55/66730/2010

This research project has been submitted for examination with our approval as University Supervisors.

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Dr. Grace Nyagah, Senior Lecturer and Chairperson

Department of Educational Administration and Planning,

University of Nairobi

---

Dr. Daniel K. Gakunga, Lecturer

Department of Educational Foundations,

University of Nairobi

## **DEDICATION**

This research work is dedicated with lots of love, respect and appreciation to my children Titus Brian Mwangi, Ben Moses Wangariria and Tracy Nyawira.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>ASALs</b>	Arid and Semi-Arid Lands
<b>EFA</b>	Education for All
<b>KNHCR</b>	Kenya National Human Rights Commission
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organization
<b>UNHCR</b>	United Nations High Commission for Refugees
<b>UPE</b>	Universal Primary Education
<b>JETEM</b>	Journal of Emerging Trends in Economics and Management Sciences

## **ABSTRACT**

The study sought to find out the influence of cattle rustling on pupils' access to free primary education in Bartabwa Division in Baringo North District of Kenya. Access to good quality education in several conflict-affected areas is seriously imperiled not only due to the direct effects of fighting, but also because schools, teachers, students and staff are often targeted by violent attacks. In the face of repeated incidents and threats of attack, children are afraid to go to school and parents are scared of sending them to school whereas teachers will be afraid to go to work.

With such magnitude of violence in place Schools have closed to prevent attacks and the government may be reluctant to reopen schools because threats of attack may still be present. As a result most areas that experienced cattle rustling recorded low pupil enrolment since most parents feared for the lives of their children. Most schools in these marginalized areas also register high dropout rates due to insecurity reasons. Teachers on the other hand have been forced to desert duty and relocate to other places. All these happenings cause serious problems towards accessing primary education.

The researcher formulated study objectives with the main objective being to find out the influence of cattle rustling on pupils' access to free primary education in Bartabwa Division in Baringo North District of Kenya, with the goal of identifying major causes, the effects, the challenges and the measures taken to stop cattle rustling in the division. Research questions were derived from the specific objectives and were later used to come up with questions for the questionnaires. The study was guided by Peace Building Theory of Redekop which identified five interrelated categories of human identity needs. The theory stipulates that deep rooted conflict is about identity.

The study used descriptive survey design using both qualitative and quantitative approaches because it intended to avail useful detailed information on the factors influencing pupils' access to primary education in cattle rustling prone areas of Bartabwa Division in Baringo North district. The instruments used in collection of data included questionnaires and interview guides. They were designed for the different groups of sample representatives.

The study established that cattle rustling had various causes such as need to expand boundaries, incitements by politicians, competition for grazing fields and it was a lucrative business to some people. The study also established out that cattle rustling had effects on pupils' access to primary education. Some pupils dropped out of school as a result of cattle rustling others became orphans, others feared attacks while at school therefore they stopped going to school and teachers stopped going to school for fear of being the targets. All

this crippled accessibility of education by pupils in Bartabwa Division in Baringo North District.

The study made the recommendation that in order to improve the situation on the area the government in partnership with Non-Governmental Organizations should set up more boarding schools to shorten the distance and improve on security by building police camps near the boarding schools. In order to stop the practice of cattle rustling the government to eradicate black markets for cattle. Also, all security agencies and relevant line ministries should collaborate with each other and with key education stake holders to ensure that the cattle rustling is promptly and effectively resolved so that pupils can continue with their education without fear.

## **CHAPTER ONE**

### **INTRODUCTION**

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

Cattle rustling is the stealing or planning, organizing, attempting, aid or a betting the stealing of livestock by any person from any community where the theft is accompanied by dangerous weapons and/or violence. This makes it become one of the forms of insecurity especially in communities where it is practiced. Insecurity in the society is one of the major challenges facing education in the world today. (Harbon and Wallenstein 2009), observes that although the incidences of civil wars has decreased in recent years, the legacy of violence still persists across many countries around the world, especially in Africa, Caucasia, the Balkans, and the Middle East. The economic, political and social consequences of civil wars are immense since they displace people, destroy capital and infrastructure, disrupt schooling, damage the social fabric, endanger civil liberties, and create health and famine crises. Almost 750,000 people die as a result of armed conflict each year (Geneva Declaration Secretariat 2008), in addition more than 20 million people worldwide were internally displaced by civil wars at the end of 2007 (UNHCR 2008).

According to O'Malley (2010), access to good quality education in several conflict-affected countries is seriously imperiled not only due to the direct effects of fighting, but also because schools, teachers, students and staff are often

targeted by violent attacks such as cattle rustling. In Middle East countries such as Afghanistan and Pakistan continue to face insurgent groups who have repeatedly attacked education institutions and as a result security fears have resulted in the closure of over 70% of schools in Helmand province of Afghanistan (UNICEF, 2009). In Gaza, the occupied Palestinian territory, Israeli military attacks in 2008 and 2009 left 350 children dead and 1,815 injured, and damaged 280 schools. The types of attack included the burning, shelling and bombing of schools, the occupation of schools by armed forces, the murder, torture, abduction and rape of teachers, students, education aid workers and school staff by armed groups or military forces, and the forced recruitment of child soldiers (O'Malley, 2010). These attacks lead to the death of teachers and students, the destruction of infrastructure, and also result in severe psychological trauma to those exposed to them. In the face of repeated incidences of cattle rustling and threats of attack, children are afraid to go to school and parents are scared of sending them to school whereas teachers are afraid to go to work. With such magnitude of violence in place schools have closed to prevent attacks and the government may be reluctant to reopen schools because threats of attack may still be present. (Mulkeen, 2007). Schools and teachers have also been targeted by insurgents in Thailand's three southern most provinces (Mulkeen 2007).

In Africa, violent conflicts such as cattle rustling severely affect the quality and functioning of educational institutions and the expansion of technology (Otach,

2008). According to UNHCR (2008), African countries ravaged by civil wars are characterized by physical destruction and as a result interrupted the education of children through the damage to schools, absence of teachers, fears of insecurity and changes in family structures and household income (Mincer, Malin and Kennedy, 1994). Blattman & Miguel (2010) observes that around 28 million children of primary school age in conflict-affected countries in Africa are out of school. African countries totally devastated by civil wars such as Somalia have witnessed classrooms, teachers and pupils been seen as legitimate targets. This type of scenario instills fear among children to attend school, among teachers to give classes, and among parents to send their children to school (Commission on Human Security, 2003).

When the Commission on Human Security (2003) issued its report on human security context, it put human security in a global context with its emphasis on international peace and stability, alongside the human elements of security civil rights and development (Kumssa, Jones & Williams, 2009). The report confirmed that schools in conflict affected countries suffer disproportionately. For example, education infrastructure was substantially damaged in Burundi and Mozambique. The re-emergence of conflict in Liberia in 2001-2003 damaged or destroyed school infrastructure and an estimated 23 percent of all primary schools were destroyed while 16 percent suffered major damages (Kumssa et al., 2009).



Machel (1996) cited in United Nations report on Impact of Armed Conflict on Children observes that two million children died in Mozambique during armed conflicts between 1986 and 1996. Consequently, six million children were seriously injured or permanently disabled, and millions more were separated from their families, physically abused, abducted into military groups and, particularly in the case of girls, traumatized by sexual violence and rape.

In Kenya, the introduction of free primary education in 2003 was received with mixed reactions across the country (UNESCO, 2005). The government's task force reported that the implementation of the program was faced with a number of glaring challenges that required to be addressed. Cattle rustling was one of the major challenge the government faced in its effort to implement free primary education in the marginalized parts of the country. With the rise in number of cases of cattle rustling in Baringo district in the past one decade, most people feared for their lives hence disruption of normal daily routines. As a result most areas that experienced cattle rustling recorded low pupil enrolment since most parents feared for the lives of their children (Katam, 2012). Most schools in these marginalized areas also register high dropout rates due to insecurity reasons. Teachers on the other hand have been forced to desert duty and relocate to other places. All these happenings cause serious problems towards accessing primary education (Katam, 2012). Therefore, this study embarked on finding the causes, effects and challenges with an aim of coming up with measures that can be used

to curb cattle rustling in the specific area of study and also to have education come back to normal and children to enjoy their free primary education services.

### **1.2 Statement of the problem**

Provision and access to education is an important priority for any country and it remains a very basic right that each and every child needs to get. The Kenya government policy to achieve Universal Primary Education (UPE) has to be seen within developments in the wider international context.

However, serious challenges have bedeviled the implementation of the FPE policy despite the Kenya's government efforts towards the realization of Education For All (EFA), (UNICEF & World Bank, 2009).

The variables for investigation include major causes for cattle rustling, effects and challenges of cattle rustling on pupils' primary education which include learner security and institutional factors. Hence, this study sought to determine the influence of cattle rustling on pupils' access to free primary education in Bartabwa Division in Baringo North District of Kenya where learning has been affected severely by cattle rustling.

### **1.3 Purpose of the study**

The purpose of the study was to determine the influence of cattle rustling on pupils' access to free primary education in Bartabwa Division in Baringo North District of Kenya.

#### **1.4 Objective of the study**

The study was guided by the following research objectives:

- i. to establish major causes of cattle rustling in Bartabwa Division in Baringo North District.
- ii. to establish the effects of cattle rustling on pupils' access to free primary education in Bartabwa Division in Baringo North District.
- iii. to identify the prevailing challenges of access to free primary education as a result of cattle rustling in Bartabwa Division in Baringo North District?

#### **1.5 Research Questions**

The study sought to answer the following questions:

- i. what are the major causes of cattle rustling in Bartabwa Division in Baringo North District?
- ii. in what ways does cattle rustling affects pupils' access to free primary education in Bartabwa Division in Baringo North District?
- iii. what are the challenges of access to free primary education as a result of cattle rustling in Bartabwa Division in Baringo North District?

#### **1.6 Significance of the study**

It is hoped that the findings of this study will bridge the gap of lack of sufficient information on the effect of cattle rustling to pupils' learning in ASAL areas. The

results of this study may be useful to the Ministry of Education policy formulation on the need to enforce security measures for schools in cattle rustling areas. The District Education Officers, the head teachers and parents may also find the information useful in ensuring security and retention of school children. The results of the study are likely to influence further scholarly research by other researchers who may be interested in this field of knowledge and initiate appropriate mitigation.

### **1.7 Assumption of the study**

The study was carried out in the light of the following assumptions:

- i. That the respondents would be willing to co-operate and give truthful and sincere answers to the items listed in the questionnaires and interview schedules.
- ii. The schools and education offices would have proper records on enrolment, retention, dropout of pupils in the targeted areas.
- iii. That the information generated could help the government realize the importance of curbing cattle rustling practices.

### **1.8 Limitations of the study**

This study was faced by the following limitations. Since cattle rustling is a sensitive security issue, respondents were likely to be suspicious of the intention of the research, especially in relation to questions pertaining to frequency of raids among communities. The researcher had therefore, to clarify that the research is

purely for academic purpose only. During data collection there are probabilities that some respondents may not have given factual data and this can be a limitation since it might have affected the variables of this study. The researcher depended on help from opinion leaders in the community to sensitize the respondents on the significance of giving factual data to the researcher. Again the sample size of Bartabwa Division was too small compared to the entire District and the country, thus, the generalization may therefore not be a true reflection of the influences of cattle rustling on pupils' access to free education in other parts of the District.

### **1.9 Delimitations of the study**

Delimitation is the act of restricting a study to a certain subject (Kombo, 2006). In this study only one division –which is worst hit by cattle rustling–was involved. The research was conducted in cattle rustling areas of Bartabwa Division in Baringo North District, Kenya. Due to time, poor terrain and budget constraints, the study was carried out only in public schools. It concentrated on learner security factors, institutional factors, major causes of cattle rustling, effect of cattle rustling on access to education and challenges faced. It sought the views of education managers, teachers, pupils, area chiefs and elders in Bartabwa Division in Baringo North.

### **1.10 Definition of operational terms**

**Access:** Refers to opportunity to enroll in, attend and complete a formal or non-formal education programme.

**Cattle rustling:** Refers to stealing or planning, organizing, attempting aid or betting the stealing of livestock by any person from any other community where there is theft accompanied by dangerous weapons and/ or violence

**Commercialization** refers to the ready market or cash for stolen or raided animals.

**Children:** All learners aged between 0 and 18 years.

**Displacement of population:** Refers to people being forced to find alternative safer places within their home regions.

**Institutional factors** refer to factors such as teachers, learners and buildings.

**Learner related factors** refer to factors such as age, gender and ethnicity that influence pupils' access to primary school education in cattle rustling areas of Bartabwa Division in Baringo North District.

**Learners** refer to people including children, youth and adults who participate in education programmes.

**Pastoral communities** refer to people who keep animals.

**Security** refers to protection from threat, danger, injury or loss.

### **1.11 Organization of the study**

Basically, the study is organized in five chapters logically following each other. Chapter one is an introduction and comprises of background of the problem, statement of the problem, purpose, objectives, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions,

definition of significant terms, organization of the study. Chapter two deals with literature review related to the influence of pupils' access to primary education in conflict areas of Bartabwa Division in Baringo North district. Chapter three deals with research methodology focusing on introduction, research design, target population, sample size and sampling technique, research instruments, validity of instruments, data collection procedure, data analysis techniques. Chapter four focuses on data analysis, interpretation and discussion. Finally, chapter five provides summary of research findings, conclusions and recommendations and suggestions for further studies.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

The chapter is subdivided into the following sub headings: overview of Cattle rustling; major causes of cattle in rustling and its effects on pupils' access to primary education which include learner related factors that influence pupils' access to primary education and institutional factors influencing pupils' access to primary education and the challenges faced by pupils in cattle rustling prone areas. Later there is a summary of the whole chapter, theoretical framework and finally conceptual framework.

#### **2.2 Overview of Cattle Rustling and its Influence on Education**

Cattle stealing often referred to as cattle rustling/raiding, involves the theft of livestock and it is a major reason of conflict in the world. While this practice has some precedence in the cultural histories of most pastoral communities, it has degenerated into a vicious criminal enterprise that has broken free of all checks offered by respective cultures. Some conflicts within and between pastoralist communities such as cattle rustling and raiding have long history and have to some extent become an aspect of traditional pastoralist culture. However, such traditional conflicts have become increasingly destructive and less manageable.



Cattle rustling continue to threaten human security throughout East Africa, but countries affected have in most cases been conducting national rather than regional initiatives to combat the problem. The act of cattle rustling in Kenya involves forceful acquisition of livestock and it is quite common amongst pastoralists in the arid and semi-arid regions of Kenya. This practice is more pronounced in Marsabit, Samburu, West Pokot, Baringo North in Kenya. Traditionally, cattle rustling often involved small-scale violence and theft of the best livestock or replacement of animals lost through drought or disease. Loss of human lives was rare, and when this occurred, compensation in the form of cattle was paid by the killers' families to the victims or their families in case of death. The contemporary situation has however changed due to proliferation of small arms and commercialization of cattle rustling. There exists large-scale violent cattle rustling, between neighboring pastoral communities in Kenya (Hendrickson et al. 1996). (Doss et al. (2008) argues that the commercialization of cattle rustling where wealthy businessmen, politicians, traders or local people finance raids among the pastoral communities has greatly interfered with the future and assets of the pastoralists. This has forced pastoral communities to arm themselves for protection against intruders. The threats caused by the increasing numbers of human deaths and livestock losses due to cattle rustling and other organized raids probably influences the pastoralists' mobility and/or their migratory decisions as well as herd size, thereby undermining their asset base and livelihood sources. Thus, besides lack of pasture and water, pastoralist migration could also be

influenced by the perceived threats of cattle rusting and the insecurity generated by it. All this has negative implication to education since when parents have to move with their children so as to protect them in case cattle rustlers come to raid. Again, schools are deserted and teachers are left with no choice but also move, hence collapsing education in Kenya. Cattle rustling have had very negative and severe impacts on the communities that are involved in these conflicts. The study highlighted several consequences of cattle rustling which are negatively impacting on the communities under focus.

### **2.3 Major causes of cattle in rustling in Bartabwa Division in Baringo North District**

The main livelihood of the Pastoralist communities in the semi-arid parts of Northern Kenya is livestock keeping. Pastoral communities occupy the arid and semi-arid lands (ASALs) of Samburu, Turkana, Pokot, Baringo North, Trans-Nzoia, Marakwet, Isiolo and Marsabit regions of the country and mainly rely on livestock farming and pastoralism for their subsistence (Dietz, 1987).

The major causes of cattle rustling among pastoralists include but not limited to Intensified cultural practices, proliferation of small arms among pastoralists, competition for water and grazing grounds, political incitements among many others.

Pasture and water conflicts have long been part of the socio-cultural pattern of the pastoral communities in Kenya. The communal land ownership tenure system mostly evident in pastoralist areas provides everyone an equal right of exploiting the resources. The lands are traditional tribal grazing areas, such that migration in search of pasture and water by one tribe into areas that belong to other tribes often causes conflict between pastoralists. Besides, livestock movements into grazing lands and watering points that stretch into crop-growing areas also result in conflicts (Dietz, 1987). The practice of cattle-rustling has evolved over the years. Understood in the traditional sense, cattle-rustling, was considered to be a deeply entrenched cultural practice where young men, known as “morans” would steal livestock as a means of re-stocking or acquiring more heads of cattle for various purposes, which included raising enough animals for the payment of dowry, or as a show of heroism and/or a means to wealth enhancement (KHRC 2010).

Traditionally cattle-rustling used to occur during specific times since it was mainly associated with rites of passage into adulthood. After circumcision, the newly initiated men took part in cattle raids to demonstrate their prowess and valor. These expectations may be compelling men to engage in cattle rustling activities in order to replenish (after loss) or increase their herds (Mkuta 2000). The recent upsurge of incidents of cattle-rustling has been greatly facilitated by the ready availability of small arms and light weapons in the cattle-rustling prone areas. Journal of Emerging Trends in Economics and Management Sciences

(JETEMS) report revealed that unscrupulous business people with links to politicians and some government officials were reported to have organized and supervised cattle rustling for individual gain, they purchase stolen livestock at low prices and fetching high profits by selling them in major urban centres. Those activities implied that raiding had become a source of lifestyle to those who owned guns. Politicians also assisted communities acquire guns and ammunition and guaranteed markets for stolen animals and provided food and transport for raiders to targeted areas and back. In recent years, due to proliferation of small arms and commercialization of cattle rustling, there is a large-scale violent cattle raiding between neighboring pastoral communities in Kenya (Hendrickson et al. 1996).

Access to illegal firearms is blamed on the porous Kenyan boundaries in the north with Sudan; to the east with Somalia; and to the west with Uganda and the resistant armies of Joseph Kony. According to JETEMS report, it revealed that availability of small arms and light weapons has for many years been found to trigger violent conflict especially in cattle rustling. It further reported that fire arms can easily be concealed and transported from one place to another. The increased use of weaponry in cattle-rustling by the pastoralist communities has not only grown to become a major daunting security threat to the lives of the pastoralists but also a key threat to the very core of their livelihoods, which is anchored on ownership of large herds of livestock. Cattle rustling and banditry

activities in Kerio Valley and in areas bordering West Pokot and Baringo districts has displaced 32,000 people accounting for 23percent of the total population of Tugen district (Doss, McPeak & Baret, 2008). This implies that schools in these areas have been deserted and therefore access of education by pupils has become very difficult.

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

It is believed that violent conflicts around the world have involved around 300,000 children, both boys and girls, under the age of eighteen (Blattman et al 2010, World Bank 2005). More than 27 million children are estimated to be out of school as a result of emergency situations. According to the 1996 United Nations report on the Impact of Armed Conflict on Children, coordinated by Graça Machel, two million children died during armed conflicts between 1986 and 1996 in Mozambique. Six million children were seriously injured or permanently disabled, and millions more were separated from their families, physically abused, abducted into military groups and, particularly in the case of girls, traumatized by sexual violence and rape.

Cantwell (1997), revealed that in Rwanda alone, as many as 300,000 children were killed within a period of three months in 1994, while vast numbers were physically and psychologically maimed and forced to flee their homes. In Chechnya, 40 per cent of civilian casualties from February to May 1995 were children. In Bosnia and Herzegovina, over 15,000 children were killed during

fighting. (UN, 1996). Many children drop out of school before completing a full primary cycle. In sub-Saharan Africa alone, 10 million children drop out of primary school every year. In Pakistan, almost half of children aged 7 to 16 from the poorest households are out of school, compared with just 5 percent from the richest households. In conflict affected poor countries, 28 million children of primary school age are out of school – 42 percent of the world total. Children in conflict-affected poor countries are twice as likely to leave schooling before completion as compared to other conflict free areas. Only 79 percent of young people are literate in conflict affected poor countries, compared with 93 percent in other poor countries. State and non-state parties involved in armed conflicts are increasingly targeting civilians and civilian infrastructure. Schools and schoolchildren are widely viewed by combatants as legitimate targets, in clear violation of international law. With over 60 percent of the population in many is critical to overcoming the economic despair that often contributes to violent conflict. Too many children entering school systems fail to complete a primary education cycle (UNHCR 1994).

In 1996, Graça Machel presented her report on children trapped in armed conflict to the United Nations General Assembly. The report revealed the hidden face of conflict the face of a child subjected to unspeakable brutality. ‘This is a space devoid of the most basic human values’, the Machel report commented. ‘Such unregulated terror and violence speak of deliberate victimization. There are few

further depths to which humanity can sink. The international community must denounce this attack on children for what it is intolerable and unacceptable' (Machel, 1996). According to UNESCO (2012), approximately 42 percent of children in Sub-Saharan Africa drop out of school early. Ensuring that children enter school at the appropriate age, that they are prepared for school and that schools can deliver high quality education in the early grades are among the key requirements for reducing dropout rate. (Ibid, 1996). Although rapid significant progress has been made in providing access to education for a number of children in the past decade, there is still over 11.4 million school aged children who are out of school in the Eastern and South African region (UNESCO 2008). It is believed that violent conflicts around the world have involved around 300,000 children, both boys and girls, under the age of eighteen. (Blattman et al 2010, World Bank 2005). More than 27 million children are estimated to be out of education as a result of emergency situations. A large proportion of these are internally displaced (Mooney, Craven & Halse, 2005).

In Kenya, recurring conflicts such as cattle rustling have often disrupted learning and adversely affected school systems and substantially damage. Both girls and boys are endangered but girls seem to be more vulnerable to the repercussions of the conflict. Boys keep moving with poisoned arrows in defense of their cattle (Kikechi et al., 2012). At this time due to the insecurity in the area girls are prone to sexual harassment and brutality leading to rape. Security should therefore be

tightened in conflict prone zones and also affected are the youth who are disadvantaged since they go to fend for themselves and their family. Increase in crime destabilizes communities and denies the young people opportunities to access basic education (Kikechi et al., 2012).

Cattle-rustling menace in some parts of Baringo North leads to many deaths. Children are not spared the agony and those who survive suffer poverty and neglect. Consequently, affected parents of cattle rustling together with their children hide in market places, local chiefs' camps, religious centers, or roam in the village begging for security and maintenance. These parents are not able to finance their children's education. It is noted that the psychological trauma the children suffer is likely to hurt them for the rest of their lives. Many of these children have been forced to leave school (Katam, 2012).

Institutional factors in relation to effects of cattle rustling on school factors include the environment of teachers and the learning space. In extreme cases of violent conflict, schools have been used as battlefield for conscripting child soldiers and attacking teachers. In the conflict in Mozambique, for example, 45 per cent of the primary schools were destroyed, and in Rwanda 66 per cent of the teachers fled or were killed UNESCO (2012). During and after the *Intifada*, Israel forced the closure of schools for Palestinian children in occupied territories, in some cases for two years or longer and this seriously disrupted learning.



The destruction of infrastructure, the absence of teachers and reductions in schooling capacity during violent conflicts across the world affects primary schooling disproportionately (Aguilar & Retamal, 1998). Due to the destruction of industries and infrastructure, job opportunities for skilled labor like teaching may become scarce where schools do exist they tend to be temporary, under-resourced, overcrowded and limited to primary education. In cases of refugees residing in camps, accessing schools outside the camps may not be an option due to issues of safety. The loss or confiscation of personal documents also makes enrolment difficult for displaced populations (Aguilar & Retamal, 1998).

Aguilar & Retamal (1998) further argue that education has the potential to act as a force for peace but too often schools are used to reinforce the social divisions, intolerance and prejudices that lead to war. No country can hope to live in peace and prosperity unless it builds mutual trust between its citizens, starting in the classroom. State and non-state parties involved in armed conflict are targeting school children, teachers, civilians and schools with almost total impunity. This is especially true where rape and other forms of sexual violence are concerned. EFA stakeholders should act as a far more forceful advocate for human rights. Schools should be seen first and foremost as places for imparting the most vital of skills: tolerance, mutual respect and the ability to live peacefully with others (Aguilar & Retamal, 1998).

According to Mooney et al., (2005), armed groups involved in conflicts have always targeted educational facilities with classrooms routinely bombed, burned or threatened. The combined effect of attacks on children, the fear, insecurity and trauma experienced by people living in conflict zones, and damage inflicted on schools is holding back progress on all the education for all goals. It should be noted with concern that the promise of action tomorrow is a poor response to children who are today losing their only chance of an education. Journeys to school become a life threatening experience and conflict and displacement have grave consequences for education. It is believed that education systems cannot be fully insulated from the effects of violence (Mooney et al., 2005).

The damage that armed conflicts cause on education is something that cannot be underestimated. Current patterns of violence with armed parties actively targeting children and schools are destroying opportunities for education on what may be an unprecedented scale (World Bank, 2005). Once safe and protective policies are put in place, it ensures regular school attendance and reduction of truancy. Regular school attendance is interrupted when children and their family members fear violence or abuse on their way to and from school. Therefore, it is necessary and very important to make sure that a fence has been put around the school for security purposes. When children are safe and protected in school, they can pursue their education to completion and will enhance retention rate.

## **2.5 Challenges of Access to Education in relation to the Effects of Cattle Rustling**

United Nations Children's Fund (2010) has established that many parents in conflict regions of Kenya refuse to send their children to school for fear of being attacked. A hostile school environment is by itself a hazard as it affects the learners negatively. Long distance to and from school attributes to low enrolment of pupils to schools. In the recent Marigat attack, for example, the schools were turned into homes for the displaced meaning learning had to come to a standstill.

The increased incidents of conflicts have continued to cause distortions and disturb security and provoke a situation of insecurity. Cattle rustling among pastoral communities living in Baringo district are one of the factors contributing to insecurity causing low access to schools (Katam, 2012). Teachers are not spared either and following the conflict of cattle rustling there has been registered mass displacement of teachers. There is distortion of normal life and learning and teaching has been adversely affected. Teachers therefore seek transfers to other areas that have not been affected by conflict. Teachers are reluctant to take up employment in areas where the first language is different from their own. Due to their endangered life, they are not able to perform their duties effectively. As violence increases, professionals leave the area for fear of insecurity and teachers are not excluded. If the insecurity is heightened they opt to take transfers or quit

jobs and so learning is paralyzed, so unless security is assured, it is needless to say that the education system will continue taking a nose dive compared to other sectors (Kikechi et al., 2012).

## **2.6 Summary of Literature Review**

This has explored literature related to pupils' access to education. In this study, the literature review has basically presented the general information of cattle rustling and what it entails. The review focused on several factors including an overview of cattle rustling, major causes of cattle rustling and its influence on pupils' access to primary education; learner related factors that influence pupils' access to primary education, institutional factors influencing pupils' access to primary education. In addition it focused on effects and challenges of cattle rustling on pupils' primary education. From the literature review, it was noted that very little has been written about cattle rustling in Bartabwa Division in Baringo North District of Kenya and yet it is a common cause of conflict in the area. It is clear from the studies that have so far been conducted that none of them has focused on the influences of cattle rustling on pupils' access to primary education in Bartabwa Division in Baringo North District. This is the research gap that exists and this study will play a significant role in bridging the same.

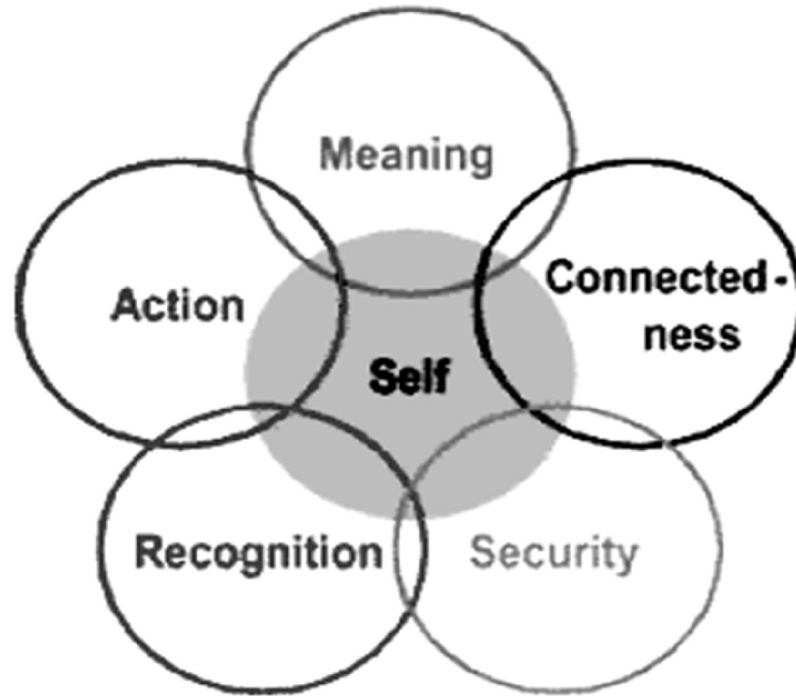
## **2.7 Theoretical Framework**

The theoretical framework identified in this study is based on Peace Building Theory of Redekop (2002). Redekop identified five interrelated categories of human identity needs, namely, meaning, connectedness, security, action and

recognition. The theory stipulates that deep rooted conflict is about identity - the beliefs, values, culture, religion, meaning systems, history, and imagination - that form the core of an individual and by extension, their group. This identity can be described as human identity needs. Individuals are, therefore, prompted to react against social environments that threaten their identity. Such threats include cattle rustling, ethnic violence, insecurity, displacement of populations, among others.

In this study, for example, the areas of conflict include culture, values and history which lead to disruption of children's education in Baringo County. The practice of cattle rustling creates insecurity which dehumanizes the affected communities. They no longer find meaningful value in their livelihoods. When values linked to specific identity needs of a group are violated, the immediate reaction is communal conflict. Conflict often subjects the affected people to look for a serene environment conducive for continuing with their normal activities like farming, cattle keeping and learning, among others. To resolve this conflict, there is need for recognition, appreciation, significance, dignity of self-worth, and regaining face. It is, therefore, incumbent upon the administrative authorities in the areas concerned to take meaningful, significant action by bringing together warring parties to promote peaceful, harmonious coexistence. The diagram 2.1 summarizes the said interrelatedness of human identity needs according to the theory discussed.

**Fig 2.1 Interrelatedness of Human Identity Needs**

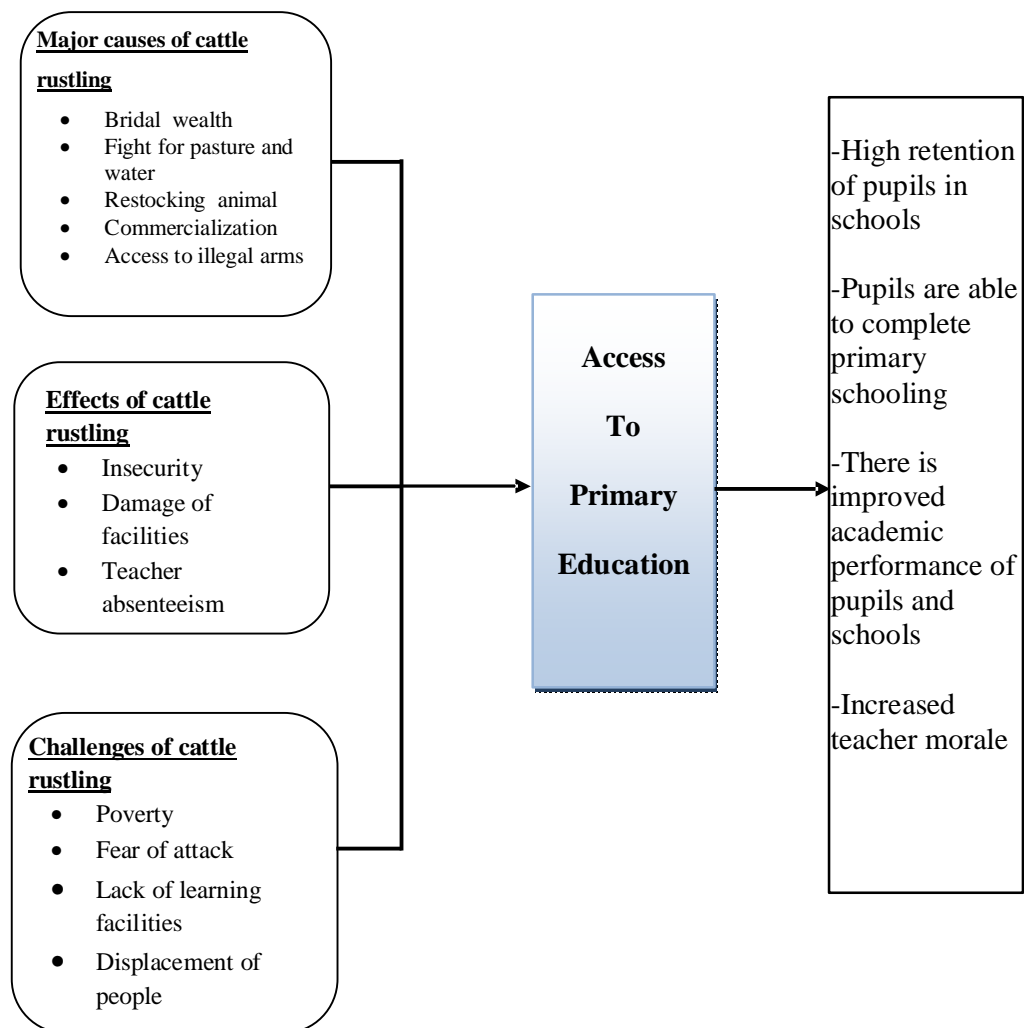


Adapted from Redekop (2002)

## 2.8 Conceptual Framework

According to Orodho (2003), a conceptual framework is a model of presentation where a researcher conceptualizes or represents the relationship between variables in a study. A conceptual framework contains independent variables, moderating variables as well as the dependent variables. The outcome of a dependent variable largely depends on the changes that take place among the independent variables in a given government.

**Fig. 2.2 Conceptual Framework**



The conceptual framework in figure 2.2 illustrates how the variables under the study relate and influence each other. That is relationship between the cattle rustling and pupils' access to primary school education. Pupils' access to primary education can be influenced by the major causes of cattle rustling, the effects of cattle rustling which include learner and institutional related factors and the challenges that result from cattle rustling.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covers the research design, target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedure and data analysis techniques.

#### **3.2 Study Design**

A research design refers to the procedures used by the researcher to explore the relationship between variables from subjects into groups, administer measures in relation to the groups and analyze the data. According to Orodho (2004), descriptive survey design is a technique in which detailed information concerning a social phenomenon is gathered by posing questions to respondents. The study used descriptive survey design using both qualitative and quantitative approaches because it intended to avail useful detailed information on the factors influencing pupils' access to primary education in cattle rustling prone areas of Bartabwa Division in Baringo North district. Qualitative approach deals with synthesizing the collected information while quantitative approach deals with analyzing numerical values, charts and tables. This choice of design was based on the fact that it seeks to obtain information that describes existing phenomena by asking individuals their perception, attitude, behaviour or values .It can be used to explore and/ or explain existing status of two or more variables. It is a flexible design and a measurement of characteristics of a large population.

### **3.3 Target Population**

Mugenda and Mugenda (2003), assert that target population is the population to which the researcher wants to generalize to the absolute population of a study. The study will be conducted in Baringo North district which is composed of four administrative divisions namely: Kabartonjo, Kipsaraman, Barwessa and Bartabwa. The division under study is Bartabwa which has 22 public primary schools, 22 educational managers, 22 head teachers, 240 teachers, 1110 pupils and 10 village elders and area chiefs. (District Education Office Baringo North 2013).

### **3.4 Sample size and Sampling technique**

A sample is a smaller group obtained from the accessible population. Each member in a sample is referred to as a subject. Mugenda and Mugenda (2003) affirmed that sampling is a process of selecting a number of individuals for study in such a way that the individuals selected represent the large group from which they were selected. Basha and Harter, (1980) state that 30 percent of any target population is adequate for the tabulation of a sample population. Hence, this hypothesis was used to arrive at sample of public primary schools and head teachers. Moreover, simple random sampling procedure was used to arrive at 10 percent of the total population (Gay, 1996).The study involved simple random sampling technique to select pupils in each school. To include boys and girls,

stratified sampling was used. Standard 6 to 8 were selected by purposive sampling since they were in a position to express themselves better and also they had been in school for a longer period of time. All the head teachers of the sampled school were involved in the study. The study sample therefore comprised of the following: seven (7) education managers who included (DEO, QASOs, AEOs, TAC Tutors, DOs ) (7)head teachers, 20 teachers and 110 pupils and 6 area chiefs and community elders as illustrated in Table 3.1 below:

**Table 3.1: Sample Size**

<b>Group/Respondents</b>	<b>Population size</b>	<b>Sample Size</b>	<b>Percentage</b>
Education managers	<b>22</b>	<b>7</b>	<b>31</b>
Head teachers	<b>22</b>	<b>7</b>	<b>31</b>
Pupils	<b>1100</b>	<b>110</b>	<b>10</b>
Teachers	<b>200</b>	<b>20</b>	<b>10</b>
Elders	<b>150</b>	<b>6</b>	<b>4</b>
Total	<b>1494</b>	<b>150</b>	<b>10</b>

### **3.5 Research Instruments**

The research instruments that were employed in collection of data in this study were the structured questionnaires and interview schedules. Mugenda and Mugenda (2003), states that questionnaires are commonly used to obtain important information about the population. The researcher constructed two questionnaires; one for one education managers and teachers and the other one for

the pupils. The questionnaires contained background information of the respondents and question items that sought to analyze the causes, effects and challenges of cattle rustling in relation to access to education. The questionnaire carried both open ended and close ended items. The interview on the other hand gives an opportunity to capture some key issues that are not provided for in the questionnaire by having leading or guiding questions. The interview was scheduled prior to commencement of study and administered to chiefs and village elders of the sample. The interviews were meant to gather information on the influence of cattle rustling in the area under study. They specifically gave an insight on the challenges faced as well as the effects of cattle rustling. Generally, interviews were used in this study because they also afforded the researcher a chance to make first hand face-to-face interaction with the respondents who may not have been literate enough to fill questionnaires.

### **3.6 Piloting**

Pilot study was conducted to determine the validity of the research instrument the relevant and the clarity to show any inappropriate questions so that the questions are rephrased. It is given to schools not selected in the study but with similar characteristics to those selected in the study sample. The pilot study was done to Terenin Primary school which was not involved in the study. During the actual study, these students were left out since they had participated in the pilot process.

### **3.7 Instrument Validity**

According to research scholars, there are two forms of validity, namely, content and face validity. According to Mugenda and Mugenda (2012), content validity is a measure of the degree to which data collected using a particular tool represents a specific domain of indicators or content of a particular concept. They also define face validity as the degree to which an instrument is judged to be relevant in obtaining accurate and meaningful data on the variables of interest. Further, Borg and Gall (1989) explain that content validity is the degree to which the sample test or instrument items represent the content that the instrument is designed for while face validity is the degree to which an instrument appears to measure what it is supposed to measure. To ensure that the research instruments collected the expected data, different measures were taken to ensure both content and face validity. The instruments were given to the supervisors, colleagues, and other experts in research who checked and further interrogated them on content and face validity. Their feedback helped in making necessary adjustments that were identified.

### **3.8 Instrument Reliability**

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. However, reliability in the research is influenced by random error. Random error is the deviation from a true measurement due to factors that have not been effectively addressed by the researcher. To test the reliability of the questionnaire

the researcher selected subjects through simple random sampling and assigned them to different groups which yielded different repeated readings. A reliable coefficient therefore was computed to indicate how reliable the data is. The Pearson product moment correlation coefficient formula was used to determine how the items correlate. The reliability of the questionnaire was computed using SPSS (version 20) to determine Cronbach's reliability coefficient. A correlation coefficient of 0.71 for educational managers, headteachers and teachers and 0.67 for pupils. This therefore was achieved compared to the acceptable threshold of 0.5 and was treated as being acceptable.

### **3.9 Data Collection Procedure**

The researcher obtained a permit from the National Council for Science and Technology at Utalii House through an introduction letter from the University of Nairobi and then sought clearance from the employer in Nairobi. The researcher wrote a letter of introduction to every teacher in the sampled schools and the District Education Officer in the district under study. The researcher visited the schools as per appointed times, created rapport with the head teachers and teachers and issued the questionnaires. She then requested the teachers to help in administering the questionnaires to the pupils in their respective classes, in which case they were very willing and cooperative to do. The respondents were assured confidentiality would be maintained. The interview schedules were administered by taking paper notes on different dates as per appointment and making sure there

was eye contact all the time. The selected respondents were the chiefs and the village elders.

### **3.9.1 Data Analysis Technique**

The data gathered by use of questionnaires was examined to ascertain its accuracy, competence and to identify those items wrongly responded to. The data was validated, edited and then coded. The validation process was to enable researchers to determine the return date of questionnaire. Data from interviews and open ended items in the questionnaire constituting qualitative data in form of words and phrases were transcribed and then arranged as per emerging themes. Some data however was quantified where possible and with quantitative data from the structured questionnaire items. All quantitative data was coded, classified, recorded and prepared on a sheet as per the objectives of the study. They were subjected to descriptive statistics by use of the Statistical Package for Social Sciences (SPSS). Frequencies and percentages were used as tools of analysis in order to answer research questions.

Frequency tables were used to present the information from which interpretation was done by comparing the frequencies and percentages. The study was analyzed by making inferences and conclusions from the data gathered. SPSS version 20 was used to be used to generate frequencies and percentages that were presented using tables. Qualitative data from open ended questions was analyzed through content analysis in order to make inferences.



## **CHAPTER FOUR**

### **DATA ANALYSIS, DISCUSSION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter deals with data analysis, presentation and its interpretation. The results of the study are presented and discussed in relation to the research questions outlined in chapter one. This study aimed at investigating the influence of cattle rustling on pupils' access to free primary education in Baringo north district of Kenya, Bartabwa Division. The presentation and were done under the following sub-headings in each category of the respondents; questionnaire return rate, demographic information, causes of cattle rustling, effects of cattle rustling and challenges of cattle rustling.

Quantitative data were summarized into frequency tables whereas qualitative data were carefully selected and summarized to reflect the situation as reported by the respondents.

#### **4.2 Questionnaire return rate**

Response rate refers to the extent to which the collected set of data includes all sample members (Fowler, 2004). Response rate is calculated by the number of questionnaires collected or the number of people with whom interviews are completed divided by the number of the entire sample. In this study, data was collected from several sampled primary schools in Baringo North District. All of the sampled schools accepted to participate and responded to the questions. A total of 150 questionnaires were distributed and 145 were returned. On the

category of teachers and educational managers, there were 34 questionnaires issued out but only 29 were correctly filled and returned. This made 87.5 percent representation of the population in that category. On the pupils' category, all the questionnaires issued out were filled and returned, making a 100 percent response rate. This was attributed to fact that the researcher went class by class ensuring that questionnaire filling was done and again she had the help of the class teachers. The total response rate came to 96.7 percent for both categories. According to Babbie (2002), a response rate of above 50 percent is adequate for analysis and given that this study received a 96.7 percent response rate, it is excellent for a good analysis.

### **4.3 Background Information of the teachers and educational managers**

Before presenting the analysis of the findings, it was important to analyze the demographic characteristics of the respondents in order to establish whether the data were obtained from the relevant groups and the data obtained regarding this information is presented in this section.

#### **4.3.1 Gender Distribution**

The study sought to know the gender distribution of the respondents. Table 4.1 shows findings of the study.

**Table 4.1: Distribution of respondents by gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Cumulative Percentages</b>
Male	21	60.0	60.0
Female	14	40.0	100.0
<b>Total</b>	<b>35</b>	<b>100.0</b>	

From the responses, the majority (60 percent) were male while the female were 40 percent as shown in the figure 4.1 above. The fact that male gender was the majority by a large extent may be a confirmation that the education sector in Kenya is male dominated. The gender imbalance is not likely to affect the study as the nature of the research and questions asked were not gender sensitive and any unlikely error as a result of the gender imbalance may be tolerated. However given that most of the responses in the research questions relied on opinions and perceptions, the gender distribution is expected to accommodate the perception and opinions from both genders.

### 4.3.2 Highest level of Education of the Respondents

The study sought to find out the highest level of education of the respondents.

**Table 4.2: Highest level of education**

Level	Frequency	Percentage	Cumulative Percentage
Diploma	20	57.1	57.1
Graduate	6	17.1	74.3
Others	9	25.7	100.0
<b>Total</b>	<b>35</b>	<b>100.0</b>	

From the responses, the majority (57.1 percent) has a Diploma level of education, 17.1 percent have a graduate and 25.7 percent have other forms of qualifications as shown in the figure 4. 2 above. Considering that the majority of the respondents have Diploma level of education, it shows that the respondents had the necessary capacity to adequately respond to the questions.

### 4.3.3 Duration of Service

The study sought to find out the duration of service of the respondents as employees of their respective institutions.

**Table 4.3: Duration of Service**

<b>Years of Service</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Cumulative Percentage</b>
1-5 years	16	45.7	45.7
5-10 years	10	28.6	74.3
Over 10 years	9	25.7	100.0
<b>Total</b>	<b>35</b>	<b>100.0</b>	

Majority of the respondents (45.71 percent) had served their institutions for 1-5 years, 28.57 percent had an experience of between 5-10 years and 25.71 percent had worked for over 10 years in their respective institutions as shown in table 4.3 above. This means that most of the respondents had the necessary information and knowledge about the sampled area especially on the various causes of cattle rustling, their effects and the challenges.

#### 4.4 Teachers and Educational Managers Analysis.

In the division cattle rustling is caused by many intertwined and intricate factors. The respondents were asked to rate the extent to which they agreed with the listed statement

##### 4.4.1 Causes of cattle rustling

Table 4.4 below shows the responses ranked in descending order of those who said to a very large extent.

**Table 4.4: Causes of cattle rustling**

Respondents Opinion	Frequency Responses (F) and their percentages (%)										
	Very small extent		Small extent		Moderate extent		Large extent		To a very large extent		Total %
	F	%	F	%	F	%	F	%	F	%	
Proliferation of small arms among pastoralists	4	11.4	1	2.9	7	20	6	17.1	17	48.6	100.0
Competition for grazing grounds	7	20	3	8.6	1	2.9	7	20	17	48	100.0
Cultural practices	3	8.6	2	5.7	5	14.3	9	25.7	17	45.7	100.0
Incitements from politicians	6	17.1	3	8.6	7	20	5	14.3	14	40	100.0

Poverty	1 1	31.4	3	8.6	5	14.3	5	14.3	11	31.4	100.0
Competition for supremacy	9	25.7	3	8.6	3	8.6	11	31.4	9	25.7	100.0
Revenge among pastoralist	6	17.1	7	20	6	17.1	7	20	9	25.7	100.0
Financing by businessmen	1 5	42.9	8	22.9	5	14.3	2	5.7	5	14.3	100.0

From table 4.4 above, a major cause of cattle rustling is the availability of the illicit small arms and light weapons which has for many years been found to trigger cattle rustling majority of the respondent, 48.6 percent respondents indicated that possession of small arms have contributed greatly to cattle rustling escalation in Bartabwa division, the findings collaborate the JETEMS report that alluded to the arming of communities in preparation to war, they further said that illicit arms and light weapons can easily be concealed and transported from one place to another as it has been witnessed in Baringo North district. 48 percent, said to a very large extent cattle rustling was caused by competition for grazing grounds. These findings are in line with JETEMS report which found out that physical boundaries cutting across traditional migratory routes and cattle rustling among the Kalenjin, Pokot, Turkana, Samburu and other neighboring districts continually bring increased problems in accessing traditional resources such as water and pasture.. In this study,

45.7 percent said to a very large extent it is caused cultural practices, 42.9 percent said to a very small extent it is caused by financing by businessmen, 40 percent said to a very large extent it is caused by incitements from politicians, 31.4 percent said to a very large extent it was caused by poverty however 31.4 percent said to a very small extent it was caused by poverty 31.4 percent further said cattle rustling to a large extent is caused by competition for supremacy, 25.7 percent said to a very large extent it is caused by revenge among pastoralist. From table 4.4 above, it is clear that in the top three of the causes were, proliferation of small arms among pastoralists, competition for grazing grounds and cultural practices. A study done by Hendrickson et.al, (1996), confirms that, due to proliferation of small fire arms and commercialization of cattle rustling, there is a large-scale violent cattle raiding between neighboring pastoral communities in Kenya. Another study done by Dietz (1987) says that livestock movement into grazing lands and watering points result into conflicts as a result of competition and sometimes the grazing lands and watering points stretch into crop-growing areas which result into conflicts. A study done by KHRC (2010) confirms that cultural practices is a major cause of cattle rustling since it is considered to be a deeply entrenched cultural practices where young men known as “morans” steal livestock either as a show of heroism or for re-stocking their livestock for various purposes including payment of dowries.



#### 4.4.2 Effects of cattle rustling on pupils' access to free primary education

The respondents were asked to rate the extent to which they agreed with the listed statement about the effects of cattle rustling to pupils' access to primary education. Their responses were ranked in from the highest to the lowest, in terms of those who strongly agreed as shown in table 4.5

**Table 4.5: Effects of cattle rustling**

Respondents Opinion	Percentage Response (%)										
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total %
	F	%	F	%	F	%	F	%	F	%	
Leads to pupil drop out	0	0	0	0	0	0	4	11.4	31	88.6	100.0
Leads to poverty	0	0	0	0	0	0	5	14.3	30	85.7	100.0
Causes insecurity in learning institutions	0	0	0	0	0	0	7	20	28	80	100.0
Disrupts learning activities in school	0	0	0	0	0	0	10	28.6	25	71.4	100.0
Death of parents	0	0	2	5.7	4	11.4	8	22.9	21	60	100.0
Forces teachers to desert duty hence teacher	3	8.6	1	2.9	0	0	9	25.7	20	57.1	100.0

shortages											
Leads children to be involved in armed conflicts	2	5.7	9	25.7	2	5.7	7	20	15	42.9	100.0
The morans who practice cattle rustling have no opportunity accessing education	1 3	37.1	5	14.3	7	20	3	8.6	7	20	100.0

From table 4.5 above, 88.6 percent agreed strongly, that cattle rustling leads to pupil drop out. This concurs with Blattman et.al (2010), who mentioned that more than 27 million children are estimated to be out of school every year as a result of emergency situations, of which cattle rustling in Baringo North District is considered to be an emergency case. This is also cited by Katam, 2012 who said that many of the children in conflict areas such as cattle rustling have been forced to live school. 85.7 percent strongly agreed that leads to poverty, 80 percent strongly agreed it causes insecurity in learning institutions and 71.4 percent strongly agreed that it disrupts learning activities in school. This confirmed by Kikechi et.al, (2012), who said that there is insecurity in learning institutions. Girls are prone to sexual harassment and brutality which eventually may lead to rape. This denies the pupils the

opportunity to access basic education. They continue to say that recurring conflict in Kenya such as those caused by cattle rustling often disrupts learning and adversely affect school system and substantially damage. Both boys and girls are endangered. Boys keep moving with bows and arrows in defense of their cattle. 60 percent strongly agreed that causes death of parents, 57.1 percent strongly agreed it forces teachers to desert duty hence teacher shortages, 42.9 percent strongly agreed it leads children to armed conflicts. 37.1 percent strongly disagreed that the “morans” who practice cattle rustling have no opportunity accessing education.

#### 4.4.3 Challenges of cattle rustling

The respondents were asked to rate the extent to which they agreed with the listed statement about the challenges of cattle rustling to pupils' access to primary education. The table 4.6 shows the findings.

**Table 4.6 Challenges of cattle rustling**

Respondents Opinion	Percentage Response (%)										
	Very small extent		Small extent		Moderate extent		Large extent		To a very large extent		Total %
	F	%	F	%	F	%	F	%	F	%	
Inability for pupils to travel to schools due to insecurity	0	0	0	0	2	5.7	2	5.7	31	88.6	100.0
Poverty due to stolen cattle	1	2.9	6	0	0	0	6	17.1	28	80	100.0
Fear of attack while at school	0	0	1	2.9	4	11.4	6	17.1	24	68.6	100.0
Lack of enough teachers	1	3	0	0	2	6.1	10	30.3	20	60.6	100.0
Lack of learning facilities due to	1	2.9	1	2.9	5	14.3	8	22.9	20	57.1	100.0

destruction												
Death of parents to support pupils	2	5.7	0	0	3	8.6	12	34.3	18	51.4	100.0	
Forced early marriages due to poverty	4	11.4	3	8.6	9	25.7	6	17.1	13	37.1	100.0	
Children involved in cattle rustling	9	25.7	8	22.9	4	11.4	7	20	6	17.1	100.0	

From table 4.6 above, majority of the respondents accounted that 88.6 percent to a very large extent leads to inability for pupils to travel to schools due to insecurity. This has also been cited by United Nations Children Fund, 2010, which established that many parents in conflict regions of Kenya refuse to send their children to school for fear of being attacked. This has also been the case in Baringo North where learning came to a standstill due to cattle rustling attack. Further, 80 percent said to a very large extent there is poverty due to stolen cattle, 68.6 percent said to a very large extent there is fear of attack while at school, 57.1 percent said to a very large extent leads to lack of learning facilities due to destruction, 57.1 percent said to a very large extent there is lack of enough teachers, 51.4 percent said to a very large extent it causes death of parents who support pupils and 37.1 percent said to a very

large extent there is forced early marriages due to poverty. 25.7 percent said to a very small extent children are involved in cattle rustling. This concurs with Aguilar and Retamal, 1998 who said that the destruction of infrastructure, absence of teachers and reduction in school capacity during violent conflicts across the world affects schools disproportionately which has been the case in Bartabwa Division in Baringo North District due to cattle rustling.

## 4.5 Pupils' Analysis

### 4.5.1 Causes of cattle rustling

The respondents were asked to affirm or negate the statements relating to causes of cattle rustling. Table 4.7 shows the findings of the study.

**Table 4.7: Causes of cattle rustling**

Respondents opinion	Percentage response (%)				
	Yes		No		Total (%)
	F	%	F	%	
Possession of guns by nomadic tribes	99	90	11	10	100.0
Incitement by politicians	92	83.6	18	16.4	100.0
It is a business to some people	88	80.7	21	19.3	100.0
Poverty among nomadic tribes	79	71.8	31	28.2	100.0
Enmity between tribes	67	60.9	43	39.1	100.0
Culture and traditions	64	58.2	46	41.8	100.0
Need for revenge	55	50	55	50	100.0

From table 4.7 above, 90 percent strongly affirmed that affirmed that possession of guns by nomadic tribes is a major cause of cattle rustling. Further, 71.8 percent affirmed that poverty among nomadic tribes is cause, 60.9 percent affirmed that it is caused by enmity between tribes. The respondents were equally divided in terms of need for revenge and another 59 percent negating, 58.2 percent affirmed that culture and traditions is cause with 50 percent affirming. A study done by Hendrickson et.al, (1996), confirms that, due to possession of guns by nomadic tribes there is increased insecurity and especially due to cattle rustling, in which case they said, “There is a large-scale violent cattle raiding between neighboring pastoral communities in Kenya”. 83.6 percent affirmed that incitement by politicians was one of the causes and 80 percent affirmed that cattle rustling are a business to some people.



#### 4.5.2 Effects of cattle rustling

**Table 4.8: Effects of cattle rustling**

<b>Respondents opinion</b>	<b>Percentage response (%)</b>				
	<b>Yes</b>		<b>No</b>		<b>Total (%)</b>
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	
Learning is disrupted in schools	104	94.5	6	5.5	100.0
Schools become insecure for pupils	103	93.6	7	6.4	100.0
Death of parents	102	92.7	7	7.3	100.0
Leads to shortage of teachers in school	101	91.8	9	8.2	100.0
Teachers abandon schools	99	90	11	10	100.0
Pupils drop out to engage in cattle rustling	76	69.1	34	30.9	100.0
<b>Average</b>					

The respondents were asked to affirm or negate the statements relating to the effects of cattle rustling. From table 4.8 above, a 94.5 percent affirmed that

learning is disrupted in schools. This was confirmed by O'Malley (2012), who said that access to good quality education in several conflict affected countries is seriously imperiled not only due to direct effects of fighting, but also because schools, teachers students and staff are often targeted by violent attacks, 93.6 percent affirmed that schools become insecure for pupils, closely 92.7 percent affirmed that it leads to death of parents, and 91.8 percent affirmed that it leads to shortage of teachers in school, 90 percent affirmed that teachers abandon schools. 69.1 percent affirmed that pupils drop out to engage in cattle rustling. According to a study done by UNHCR (2008), African countries ravaged by civil wars and in this case the war is caused by cattle rustling, are characterized by physical destruction and as a result interrupted the education of children through the damage of schools, absence of teachers and fear of insecurity. Mulken (2007) found out that in face of repeated incidents and threats of attack, children are afraid to go to school and also parents are scared of sending them to school for fear of attack. Katam, (2012) revealed that as a result of cattle rustling most areas that experience cattle rustling recorded low pupil enrolment since most parents feared for their lives. He goes further to add that those same areas teachers are forced to desert duty and relocate to safer grounds. All these happenings cause serious problems towards accessing primary education. This is evident with pupils' responses which indicated that there is high dropout rate and teacher desertion of duties is caused by cattle rustling.

#### 4.5.2 Challenges of cattle rustling to pupils' access to primary education

**Table 4.9: Challenges of cattle rustling**

Respondents opinion	Percentage response (%)				
	Yes		No		Total (%)
	F	%	F	%	
Schools are destroyed and children have no classes	109	99.1	1	0.9	100.0
Parents die and no one support pupils	108	98.2	2	1.8	100.0
Children fear being attacked in school	106	96.4	4	3.6	100.0
Families become poor and withdraw pupils from schools	104	94.5	6	5.5	100.0
Teachers are not found in school to assist pupils	89	82.4	19	17.6	100.0
Girls married off due to poverty when cattle are stolen	84	77.1	25	22.9	100.0
Boys forced to cattle rustling to provide for families	61	55.5	49	44.5	100.0
<b>Average</b>	95	86.2	15	13.8	100.0

The respondents were asked to affirm or negate statements that related to challenges of access to primary education by pupils' due to cattle rustling.

Table 4.9 above show that, 99.1 percent strongly affirmed. This concurs with

Mooney et al (2005) who affirmed that armed groups involved in cattle rustling have always targeted educational facilities with classrooms routinely bombed, burnt or threatened. These combined attacks on children, the fear, insecurity and trauma experienced by people living in cattle rustling zones and damage inflicted on schools is holding back progress on all the education for all goals as many schools are destroyed and children have no classes .On the same note 98.2 percent affirmed that parents die and no one support pupils. 96.4 percent affirmed that children fear being attacked in school, 94.5 percent affirmed that families become poor and withdraw pupils from schools, and 81.8 percent affirmed that teachers are not found in school to assist pupils.76.4 percent affirmed that girls married off due to poverty when cattle are stolen, 55.5 percent affirmed that boys forced to cattle rustling to provide for families. This figure could not have been a bone of contention because it is their custom for men to go fed for their family.

#### **4.6 Chiefs and Village Elders' Responses**

The researcher conducted a discussion through an interview schedule. From the discussion, majority of those interviewed revealed that most of the communities affected by cattle rustling end up losing their livestock. This creates poverty hence affecting the pupils because their basic needs are not met and therefore lack concentration in their class work.

It also strongly emerged from the discussions with the informants that practice of cattle rustling leads to abuses of children's rights and collapse of education.

For instance, traditionally teenage boys after circumcision were engaged in cattle rustling from the neighboring communities hence abandoning learning. They also raised challenges such as traditional beliefs, for example moranism being a major pull factor that increased school dropouts among boys and also insecurity owing to cattle rustling and attacks from neighboring communities. According to the chief of Bartabwa Division, factors that exacerbate incidences of cattle rustling lie in cultural practices that are deeply rooted in lifestyle of pastoral communities, moranism, circumcision and payment of dowry are very common among pastoral communities.

The village elders during the interview showed that banditry and cattle rustling have had negative impact on the community especially on women and children. There has been massive theft of livestock, looting and destruction of property, collapse of education systems, insufficient infrastructural facilities. These and many other problems make survival of victims of cattle rustling difficult. Persistent conflicts between Tugen and Pokot communities have caused negative impacts on the assessed division where education system has been affected by cattle rustling. At least four schools have been closed as conflict heightened, closure of the schools have caused a major blow to the free education programme being implemented by the Kenyan government.

According to the village elders interview, they highlighted that pupils hardly attend classes on daily basis and sometimes only a handful make it to class for lessons, this has caused schools to be closed and others are merged because

primary school net enrollment is very low due to high drop-out rate. An example given is Chepkesin Primary School which has been merged with Buruiyo Primary School after the closure of Chepkesin Primary School.

### **Summary**

This began with the introduction. Demographic information of the respondents was carried out to determine the kind of the respondents the data was acquired from. Gender of the respondents revealed that there were more males than female respondents, however this did not influence the responses in any way since the questions in the questionnaire were not gender sensitive. It was followed by the level education and duration of service of educational managers, head teachers and teachers. This showed that the respondents were capable of adequately responding to the questions in the questionnaire and had necessary knowledge about the sampled area to provide almost factual information.

The other parts of the chapter discussed the findings of the study beginning with causes of cattle rustling, effects of cattle rustling and challenges of cattle rustling.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter discusses the findings in summary from which conclusions are drawn and recommendations made. This is an overview of what has been tackled in previous chapters in summary. It also highlights the conclusions made on the findings of the study as well as the recommendations that can be employed by the stakeholders to curb the cattle rustling and improve the performance, retention and completion of their education.

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

The study sought to find out the influence of cattle rustling on pupils' access to free primary education in Bartabwa Division in Baringo North District of Kenya. Study objectives were formulated and research questions were derived from the objectives. The instruments used in collection of data included questionnaires and interview guides. They were designed for the different groups of sample representatives. Quantitative data collected, was then coded and inputted in statistical package for social science (SPSS). The results were then carefully analyzed and well presented to represent the actual situation on the ground. Qualitative data was closely analyzed qualitatively and important information extracted from what the interviewees said. The data was then presented making relevant citations in comparison with the studies that had

been done earlier and that related to the topic of study. Summary and conclusions were derived from the findings of the study.

### **5.3 Major findings of the study**

The study found out that cattle rustling had several causes. These causes were ranked by the researcher in order of the rating level, that is “to a very large extent” being the highest rating level, it was used as ranking criteria. As is shown in table 4.4 in the previous chapter, in the top three of the causes were proliferation of fire arms among pastoralists, (48.6 percent said to a very large extent). It was followed closely by competition for grazing grounds which rated 48 percent and cultural practices, (45.7 percent said to a very large extent) among other causes. Table 4.7 showed similar results with possession of guns by nomadic tribes ranking the first, (90 percent of the pupils said yes). It was followed by incitement by politicians, where 83.6 percent of the pupils confirmed and a business to some people where 80 percent of the pupils’ respondents equally agreed.

The study showed that cattle rustling had various effects to the pupils’ access to education. Ranked in the criteria mentioned above, table 4.8 showed that cattle rustling leads to pupil drop out ranked number one, with 88.6 percent of the respondents strongly agreeing. It was followed by cattle rustling leads to poverty, with 85.7 percent strongly agreeing. The third major cause cattle rustling causes insecurity in the learning institutions where, 80 percent of the respondents strongly agreed. Other effects included, disrupts of learning



activities in schools, leads to death of parents, forces teachers to desert duty hence teacher shortages and cattle rustling leads children to armed conflicts. Further, Table 4.8 confirmed the findings whereby 94.5 percent of the pupils said yes learning is disrupted in schools, 93.6 percent others said yes schools become insecure for pupils and 92.7 percent said yes it leads to death of parents.

The study also revealed that there were major challenges that involved cattle rustling. They were again ranked in the criteria mentioned above. From table 4.6 in chapter four, inability for pupils to travel to schools due to insecurity ranked number one, where 88.6 percent of the rated it to a very large extent. Poverty due to stolen cattle was the second, with 80 percent of the respondents rating it to a very large extent and fear of attack while at school ranked number three with 68.6 percent saying to a very large extent. Table 4.9 shows other causes to be, schools are destroyed and children have no classes being the first with 99.1 percent of the pupils' agreeing. Parents die and no one support pupils was the second with 98.2 percent of the pupils agreeing and families become poor and withdraw pupils from schools, coming in at number three of the challenges where 94.5 percent of the pupils said yes.

#### **5.4 Conclusion of the study**

The study also set to investigate the effects of cattle rustling in Bartabwa division of Baringo North District of Kenya. In view of the above, it is evident that cattle rustling is caused by proliferation of small arms among pastoralists,

competition for grazing grounds, cultural practices, incitement by politicians and commercialization of cattle rustling (business to some people) among other causes.

It was also evident that cattle rustling had several effects which included; pupils dropping out of schools, poverty in the affected areas, insecurity in the learning institutions, disruption of learning in schools, teachers abandon schools and death of parents among other effects.

The study also revealed that cattle rustling brings about challenges to access of education by pupils. The major challenges identified were; inability for pupils to travel to schools due to insecurity, poverty due to stolen cattle, fear of attack while at school, disruption of learning and shortage of teachers in schools, among other challenges.

In light of the above mentioned effects and challenges, the study therefore concludes that cattle rustling has a big negative influence on pupils' access to primary education and in particular, Bartabwa Division in Baringo North District.

### **5.5 Major recommendations from the study**

- i. The community should be enlightened on better methods of dowry payment other than cattle as this will reduce cases of rustling. In addition, the governmental and non-governmental organizations should demarcate the land to avoid conflict due to competition of pasture and water.
- ii. The government should eradicate black market for cattle to reduce cases of cattle rustling as this is brought about by the commercialization of animals.
- iii. In order to improve the situation on the area the government in partnership with Non-Governmental Organizations should set up more boarding schools to shorten the distance and improve on security by building police camps near the boarding schools.
- iv. The warriors should be enlightened to stop the practice of cattle rustling as it causes teachers' and pupils' absenteeism, damage of school facilities, hence disrupting learning.
- v. All security agencies and relevant line ministries should collaborate with each other and with key education stake holders to ensure that the conflicts are promptly and effectively resolved.
- vi. The government should have an appropriate action taken against cattle rustlers.

- vii. Security forces should deal firmly with people found stealing cattle or engaging in cattle rustling. This will discourage any further acts of cattle rustling hence improve the security and cause children to school.

### **5.6 Suggestions for further research**

- i. Since the study targeted only on Bartabwa Division, similar studies can be undertaken and if possible other parts that are affected by cattle rustling.
- ii. The study focused on primary schools and therefore there is need to carry out the same study in other levels of education.

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## APPENDICES

### Appendix 1: Letter of Introduction

**University of Nairobi**

Department of Educational Administration and Planning

P.O Box 92

Kikuyu.

Head teacher

.....Primary School

Dear Sir/ Madam

**RE: INVOLVEMENT OF YOUR SCHOOL/OFFICE IN AN  
ACADEMIC STUDY**

My name is Jane Catherine Wangu Mwangi. I am a postgraduate student at the University of Nairobi pursuing Masters of Education degree in Education in Emergencies I am currently conducting a research on the influence of pupils' access to primary education in conflict prone areas/ cattle rustling areas of Baringo North district. Your school has been chosen for this study and I would like to assure you that information collected will be used solely for research purposes and your identity will be treated with utmost confidentiality. Your co-operation will be highly appreciated.

Thank you,

Yours faithfully,

Jane Catherine Wangu Mwangi

## Appendix II Education Managers and Teachers' Questionnaire

### Introduction

This questionnaire is intended to gather information on factors influencing pupils' access to primary education in conflict areas of Baringo participation to cattle rustling areas of Baringo. You are requested respond to all questions as honestly and accurately as possible.

### SECTION A: Background Information

1. Please indicate your gender? Male  Female
2. What is your highest level of professional training? Diploma  Graduate   
Others (specify) .....
3. How long have you been in this position?  
1-5 years  5-10 years  Over 10 years



**SECTION B: Major causes of cattle rustling**

Please indicate the extent to which you consider the following factors as the causes of cattle rustling in Bartabwa Division

Use the scale of: 1=To a very large extent 2= Large extent 3= moderate extent 4= Small extent 5= Very small extent

No.	Factor	1	2	3	4	5
1	Competition for water and grazing grounds					
2	Competition for supremacy among nomadic tribes					
3	Revenge among pastoralists					
4	Cultural practices					
5	Proliferation of small arms among pastoralists					
6	Incitement from politicians					
7	Financing by businessmen					
8	Poverty					

9. Kindly state any other factor that you consider as a cause of cattle rustling in Baringo North.

.....

.....

.....

**Section C: Effects of cattle rustling on pupil access to education**

Kindly indicate the extent to which you agree with the following statements as effects of cattle rustling on pupils’ access to primary education

Use the scale of: 1= strongly agree 2= Agree 3= Not Sure 4=Disagree 5= strongly disagree

No	Statement	1	2	3	4	5
1	Cattle rustling lead to pupils drop out					
2	Fighting causes insecurity in learning institutions					
3	Disrupts learning activities in schools					
4	Fighting leads to death of parents					
5	Death of cattle leads to poverty					
6	The morans who practice cattle rustling have no opportunity for accessing education					
7	Insecurity forces teachers to desert duty hence teacher shortages					
8	Revenge forces children to join armed conflicts					

9. Please indicate any other effect of cattle rustling on pupils’ access to education.

.....

**Section D: Challenges of Pupils access to education as a result of cattle rustling.**

Please indicate the extent to which the following challenges related to cattle rustling affect access to education.

Use the scale of: 1=To A very large extent 2= Large extent 3= moderate extent 4= Small extent 5= Very small extent

No	Challenge	1	2	3	4	5
1	Poverty due to stolen cattle					
2	Death of parents to support pupils					
3	Children involved in cattle rustling					
4	Lack of learning facilities due to destruction					
5	Inability for pupils to travel to schools due to insecurity					
6	Lack of enough teachers in schools					
7	Fear of attack while at school					
8	Forced early marriages due to poverty					

9. Kindly indicate any other challenge that emanates from cattle rustling and affects access to education by pupils.

.....

.....

### Appendix III: Pupils' questionnaire

#### Introduction

This questionnaire is intended to gather information on factors influencing pupils' access to primary education in conflict areas of Baringo participation to cattle rustling areas of Baringo. You are requested respond to all questions as honestly and accurately as possible.

#### Section A: Causes of Cattle rustling

Please tick the correct answer for the following questions on causes of cattle rustling.

No.	Cause	Yes	No
1	It is their way of life		
2	They don't value other neighboring tribes		
3	Steal from those who have taken their cattle		
5	Poverty among nomadic tribes		
6	Nomad tribes have guns		
7	Some are paid by politicians to steal cattle		
8	It is a business to some people		

**Section B: Effects of cattle rustling on access to education**

Please tick the correct answer for the following questions on the effect of cattle rustling towards your access to education.

No.	Effect	Yes	No
1	Schools become insecure for pupils		
2	Pupils drop out to engage in cattle rustling		
3	Learning is disrupted in schools		
5	Teachers abandon schools		
6	Death of parents		
7	Leads to shortage of teachers in schools		

**Section C: Challenges of cattle rustling on pupils' access to education**

Have you seen the following happen to your fellow pupils due to cattle rustling?

No.	Challenge	Yes	No
1	Girls married off due to poverty when cattle are stolen		
2	Boys forced to cattle rustling to provide for families		
3	Children fear being attacked at school		
5	Families become poor and withdraw pupils from school		
6	Schools are destroyed and children have no classes		
7	Parents die and no one supports pupils		
8	Teachers are not found in school to assist pupils		

**Thank You**

## **Appendix IV: Community Elders Interview Guide**

### **Introduction:**

Before I start, I want to remind you that there are wrong or write answers in this interview. I am interested in knowing what you think, so feel free and frank to share your point of view regardless of whether you agree or disagree with what you hear. It is important that I hear your opinion.

1. What are the main causes of cattle rustling in Baringo North?
2. Who is usually affected in case of cattle rustling incidents?
3. What is the community's position or stand on cattle rustling?
4. Does the community benefit in any way from cattle rustling?
5. How does cattle rustling affect school going children?
6. How do teachers get affected by cattle rustling?
7. In general how do you think a cattle rustling affects access to education by pupils?
8. How secure are schools for both pupils and teachers?
9. Who do you think is responsible for cattle rustling?
10. What can be done to ensure access to education in this cattle rustling prone area?
11. What is the role of culture and tradition in cattle rustling?
12. Kindly elaborate on the relationship that exists between search for dowry and cattle rustling in Baringo North.

13. Early marriages are blamed for raising the demand for cattle to pay dowry in some regions, how is this one a challenge to access in education by pupils from this region?
14. Are there cases where young men drop out of school in order to engage in activities such as cattle rustling?
15. What role do politicians play in fueling or curbing cattle rustling activities in Baringo North District?

## Appendix V: Letter of Authority

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550  
Mobile: 0713 788 787, 0735 404 245  
Fax: 254-020-2213215  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/989**

Date: **7<sup>th</sup> June 2013**

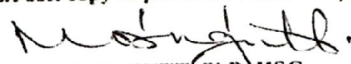
Jane Catherine Wangu Mwangi  
University of Nairobi  
P.O Box 92-0902  
Kikuyu.

#### **RE: RESEARCH AUTHORIZATION**

Following your application dated **3<sup>rd</sup> June, 2013** for authority to carry out research on "*Influence of cattle rustling on pupils' access to free primary education in Baringo North District of Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Baringo North District** for a period ending **30<sup>th</sup> June, 2013.**

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

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

  
**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:  
The District Commissioner  
The District Education Officer  
Baringo North District.



**Appendix VI: Authority letter from the council**

**PAGE 2** **PAGE 3**


**Research Permit No. NCST/RCD/14/013/989**  
**Date of issue 7<sup>th</sup> June, 2013**  
**Fee received KSH. 1000**

**THIS IS TO CERTIFY THAT:**  
**Prof./Dr./Mr./Mrs./Miss/Institution**  
**Jane Catherine Wangu Mwangi**  
**of (Address) University of Nairobi**  
**P.O Box 92-0902, Kikuyu.**  
**has been permitted to conduct research in**

**Location**  
**Baringo North District**  
**Rift Valley Province**

**on the topic: Influence of cattle rustling on**  
**parents' access to free primary education in**  
**Baringo North District of Kenya**

**for a period ending: 30<sup>th</sup> June, 2013.**



**Applicant's Signature** **For Secretary**  
**National Council for**  
**Science & Technology**

**Appendix VII: Authority letter from the DEO**

**OFFICE OF THE PRESIDENT  
PROVINCIAL ADMINISTRATION  
&  
INTERNAL SECURITY**

Telegrams "Districter" Kabartonjo  
Telephone: 020-2446648  
When replying please quote  
Fax: 020-2446627  
Ref. NO: ADM. 13/13 VOL.1/38



DISTRICT COMMISSIONER'S OFFICE,  
BARINGO NORTH DISTRICT,  
P.O. BOX 100,  
KABARTONJO.  
Date: 10<sup>th</sup> June, 2013

**TO:**

- Headteachers
  - Parents
  - Pupils
  - Education Stakeholders
- BARINGO NORTH DISTRICT**

**RE: MWANGI JANE CATHERINE WANGUI**

The above named researcher has been permitted to carry out research on *Cattle Rustling, Impact on Pupils Access to Free Primary Education* in Baringo North District.

Please accord her the necessary assistance.

DISTRICT COMMISSIONER  
BARINGO NORTH

A handwritten signature in blue ink, appearing to read 'Mang'.

**S.M. KARIUKI  
FOR: DISTRICT COMMISSIONER  
BARINGO NORTH**