INFLUENCE OF ETHNIC RELATED CONFLICTS ON STUDENTS' ACCESS TO PUBLIC SECONDARY SCHOOL EDUCATION IN TANA DELTA DISTRICT, KENYA

Kariuki Virginia Wahu

A Research Project Submitted in Partial Fulfillment for the Requirement of the Degree of Master of Education in Education in Emergencies.

University of Nairobi

2013

DECLARATION

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

_____

Kariuki Virginia Wahu

E55/66695/2010

This research project has been submitted for examination with our approval as university supervisors.

_____

Ms. Caroline Ndirangu

Lecturer

Department of Educational Administration and Planning

University of Nairobi

_____

Dr. Daniel K. Gakunga

Lecturer

Department of Educational Foundations

University of Nairobi

DEDICATION

This research project is solely dedicated with a lot of love, respect and appreciation to my dearest mother Esther Njeri Ruiru, for facilitating this course for me.

ACKNOWLEDGEMENT

ABSTRACT

There has been increased insecurity in Tana Delta District in the recent past which has adversely affected learning in this region. The focus of this research was to investigate whether insecurity impacts on students' access to secondary school education in Tana Delta District. The aims of the study were to establish how physical displacement of parents or guardians influences access to secondary school education in Tana Delta, to establish how provision of security influences students' access to secondary school education in Tana Delta, to determine how sexual harassment influences students' access to secondary school education in Tana Delta and to determine how the loss of parents or guardians as a result of conflict influences students' access to secondary school education in Tana Delta. A descriptive survey research design formed the study design. The target population involved school principals, teachers and students of five secondary schools within the study area. Stratified and random samplings were applied. Questionnaires were used for collection of data and the data was arranged, organized, coded, entered and analyzed descriptively with the aid of Ms Excel and SPSS (version 17).

From the results, the level of insecurity within the study area was found to be medium at the time of data collection. Physical displacement of parents and teachers, however, affected students' access to secondary school education which forced students to drop out of school, lack of teachers which led to the merging of some classes, increased absenteeism and lateness. On the effects of physical attacks on access, it was established that most of the classes were interrupted at one time like in the first school time of the year 2012 thereby discontinuing education, area education officials were too quick to note that there were some schools in the volatile areas that were deserted by students and teachers while one school called Buyani Secondary school was forced to close permanently to prevent further damage of property and loss of life. The +physical attacks also led to extensive transfer of teachers and students especially in a school called Ngao Girls' which had four streams but now has been reduced to double stream due to the mass exodus. Most of the transferring students in the region go to Garsen High school which is considered a bit safer owing to its proximity to the district's headquarters. Loss of parents and guardians in relation to education access led to high dropout rates because students had no one to pay their fees and it also made learning to become difficult due to post conflict trauma. There were no cases of reported sexual harassment in relation to conflict and education access. The local community had a role to play in facilitating community policing, vigilante groups and conducting patrols. The girl child was most affected because of few girls' boarding schools in the area and retrogressive cultural values.

The study recommends that the government and relevant stakeholders need to address insecurity in Tana Delta to improve access and participation to public secondary school education, provide warring communities with skills and loans aimed at improving their livelihood and construction of more low cost boarding secondary schools to accommodate large number of students. Finally the study identified some loop holes which can be studied further like looking at the relationship between violent conflicts and secondary students' performance in KCSE in Tana Delta, determining the effects of violent conflicts and its effects on girls' access to education, determining the influence of floods on access to both public primary and secondary school education in Tana Delta, and establishing the impact of poverty on access to education in Tana Delta as a complex emergency region.

TABLE OF CONTENTS

CHAPTER ONE
INTRODUCTION

CHAPTER TWO
REVIEW OF RELATED LITERATURE

CHAPTER THREE
RESEARCH METHODOLOGY

CHAPTER FOUR
DATA ANALYSIS, INTERPRETATION AND DISCUSSION

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMNS

ALMRP	–	Arid Lands Resource Management Program
IDP	–	Internally Displaced Persons
I-PSP	–	Interim Poverty Strategy Paper
SPSS	_	Statistical Package for Social Sciences
KCSE	–	Kenya Certificate of Secondary Education
KIPPRA	–	Kenya Institute for Public Policy Research and Analysis
EFA	_	Education for All
MOE	_	Ministry of Education
NGO	–	Non-Governmental Organizations
UN	_	United Nations
UNESCO	_	United Nations Education, Scientific and Cultural Organization
UNHCR	_	United Nations High Commissioner for Refugees
UNICEF	_	United Nations Children Education Fund
TCRVs	–	Tribal Clashes Resettlement Volunteer Service

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

According to United Nations Education, Scientific and Cultural Organization, UNESCO (2003), education is critical for all children, but it is especially urgent for the tens of millions of children affected by emergencies, be they man made or natural disasters. Yet, for millions of children affected by disaster and crisis, the right to education remains an unfulfilled promise: Approximately 75 million children are out of school worldwide; more than half of these children are living in conflict-affected states. Millions more are living in situations affected by natural disasters. 20 million girls are out of school in conflict zones, and girls only account for 30% of refugees enrolled in secondary school. The world faces a shortfall of 18 million primary school teachers in the coming decade and the areas most in need of education personnel are countries affected by emergencies and disasters.

According to United Nations Education, Scientific and Cultural Organization, UNESCO (2003), in emergency situations, quality education aims at providing physical, psychosocial and cognitive protection, which can be both life-sustaining and life-saving. Education mitigates the psychosocial impact of conflict and disasters by giving a sense of normalcy, stability, structure and hope for the future. Quality education can save lives by providing physical protection from the dangers and exploitation of a crisis environment. When a child is in a safe learning environment, he or she is less likely to be sexually or economically exploited or exposed to other risks, such as recruitment into or joining a fighting group or organized crime. In

addition, education can convey life-saving information to strengthen critical survival skills and coping mechanisms, such as how to avoid landmines, how to protect oneself against sexual abuse, how to prevent HIV/AIDS, and how to access health care and food distribution. Education in emergencies also provides cognitive protection by supporting intellectual development through the teaching of literacy, numeracy, and study skills. It can also teach peace building and conflict resolution. It can provide essential building blocks for future economic stability. Historically, education was seen as part of longer-term development work rather than a necessary intervention in emergency response; humanitarian relief typically involved the provision of food, shelter, water and sanitation and healthcare.

According to United Nations Education Fund, UNICEF (2007), however, with the average conflict lasting 10 years, like in Somalia and Sudan, and families remaining in refugee or internally displaced person (IDP) camps for an average of 17 years, it is clear that education cannot wait for more stable times and that the failure to prioritize education in humanitarian response renders entire generations uneducated, disadvantaged, and unprepared to contribute to their society's recovery. A growing body of evidence on education's life-saving and life-sustaining role has resulted in a change in beliefs, with education now being included in the planning and provision of humanitarian relief. All individuals have a right to education, and those affected by emergencies are no exception, even during conflict and natural disasters. Education is a right clearly articulated in numerous international treaties and declarations, such as the Universal Declaration on Human Rights (1948) and the Convention on the Rights of the Child (1981). In addition, education is an enabling right: gaining and utilizing the knowledge and skills that a basic education affords permit the exercise of other

fundamental rights. In emergencies, increased assistance and innovative programmes offer opportunities to build back better education systems and improve the quality of and access to education.

According to United Nations Children's Fund, UNICEF (2011), the following regions have been actively engaged in emergency education or have participated in preparedness efforts, these are the Balkans; Bosnia and Herzegovina Kosovo, Former Yugoslav Republic of Macedonia, Montenegro, Serbia. There is strong education experience with early childhood development (ECD) and provision of 'safe areas' during acute emergencies. The majority of countries have experienced armed conflict and several remain under threat of outbreaks of violence and resulting displacement. Another region is Latin America; Brazil, Colombia, Cuba, Honduras, Peru. Education in emergencies has primarily been initiated in response to natural disaster, with inputs ranging from infrastructure (buildings, supplies) to curricula and pedagogy (psychosocial support, teacher training). The exception is in Colombia where education work has taken place with displaced children and demobilized child soldiers. Another area is The Middle East; Lebanon, North Iraq, Palestine. Years of education work in emergencies has been carried out in Lebanon, with a major focus on ECD and out-of-school projects. Northern Iraq and Palestine have been involved in emergency education through support of the school systems and conducting research on the impact of conflict, and are now working on preparedness.

According to United Nations Children's Fund, UNICEF (2011), Africa, for all its beauty and rich history, has always been a complex and often harsh continent. Hundreds of ethnic groups, some of which have hostilities that date back to millennia,

live in largely impoverished conditions in a forced co-existence dictated by colonial-era national borders. In the past decade, four of these countries (Mali, Niger, Sudan and Chad) have experienced rebellions or civil wars fought predominantly along ethnic or racial divisions. The ethnic and racial animosity that exists is very real and apparent to anyone who has spent time in the region. These wars occurred for a multitude of standard reasons – politics, resources, religion, history - but it was often quite clear that ethnicity and race were determining factors when the locals chose which side to fight for.

Tana River District is a district of former Coast Province, Kenya. It is named after the Tana River itself. The district capital is Hola (sometimes known as Galole).The major ethnic groups are the Pokomo, many of whom are farmers, and the Orma and Wardey, who are predominantly nomadic. The district is generally dry and prone to drought. Rainfall is erratic, with rainy seasons in March–May and October–December. Conflicts have occurred between farmers and nomadic peoples over access to water, grazing area and farming land. Flooding is also a regular problem, caused by heavy rainfall in upstream areas of the Tana River. On 22 August 2012, in the worst violent incident in Kenya since 2007, at least 52 people were killed in ethnic violence in the Tana River District between the Orma and Pokomo groups. Tana River district presents an interesting case of the nexus between conflict and food security. A recent survey prepared by Arid Land Resource Management Project: ALMRP, Tana River District and presented to the Tana River District Steering Group (2004) found that the district is 79% food insecure and with an incidence of poverty at 62% (InterimPoverty Strategy Paper (I-PSP), 2000–2003, Kenya).

1.2 Statement of the Problem

Ethnic conflicts mostly affect students, who are daily required to move from home to school. Such movements are obviously affected, with students having to stay home or join the revenge teams to attach their rivals (Akbar, Ahmed S. 1995). Teachers, parents and the education administration officers are forced to shut down the schools for the sake of their security and that of the students as well. This makes students lack access to education as they are forced to stay at home in fear of attacks on their way to school.

1.3 Purpose of the Study

This research study was aimed at investigating the influences of ethnic related conflicts on students' access to secondary school education in Tana Delta district in Kenya.

1.4 Objectives of the Study

To fulfill the purpose of the study, this study explored the following specific objectives:

(i) To establish how physical displacement of parents or guardians influences students' access to secondary school education in Tana Delta.

(ii) To determine how provision of security influences students' access to secondary education in Tana Delta.

(iii) To establish how sexual harassment influences students' access to secondary education in Tana Delta.

(iv) To determine how the loss of parents or guardians as a result of conflict influences students' access to secondary education in ethnic Tana Delta.

1.5 Research Questions

The following research questions were formulated:

(i)   How does physical displacement of parents or guardians influence students' access to secondary education in Tana Delta?

(ii)   To what extent provision of security affect secondary students' access to education in Tana Delta?

(iii)   How does sexual harassment affect secondary students' access to secondary education?

(iv)   How of the loss of parents or guardians as a result of conflict affect secondary students' access to education in ethnic conflict situations?

1.6 Significance of the Study

This study may be useful to various groups beginning with the Ministry of Education which needs to know the future of education in the regions that have been frequently been victims of ethnic conflicts which have eventually brought to a stand-still education process. Teachers, parents and education officers will also be informed on important aspects which can be put in place or can be practiced to reduce the impact of ethnic violence on education dissemination process in such schools. This research will also be of importance to emergency related organizations, so that they can effectively plan on how to respond to such situations of ethnic conflict, in a speedy way to reduce the damage on the education system.

1.7 Limitations of the Study

This study posed a great challenge to the researcher in that the area under study was still a volatile area security wise and it was currently   raining heavily and most parts

of the region were experiencing floods. Therefore visiting the region became a risky affair to the researcher. Another challenge is that the schools are far apart so it was costly for the researcher to cruise the targeted number of schools. This was overcome by planning ahead to have enough financial resources and to know when it is appropriate to conduct the research.

1.8 Delimitations of the Study

Tana Delta District is a district with three constituencies which are wide apart and with very few schools within the region itself so getting to all the schools in the region was going to be a challenge for the researcher. But since the target population targeted all the seven public secondary schools then she was going to bear the cost of going to all these schools by saving in advance.

1.9 Basic Assumption of the Study

This research study assumed that the respondents would be willing to divulge information and accurate ones despite their fears and psychological turmoil to a stranger. Another assumption was that the observations made would represent the actual situation during an emergency onset owing to the fact that the researcher would visit the region when it was convenient for her to do so. This was to be overcome by using the administration to get information from the students.

1.10 Definition of Significant Terms

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

Drop –out refers to a student that terminates studies at any stage before completion.

Conflict refers to a struggle or a contest between people with opposing ideas, beliefs, values or goals. In other words a conflict is a state of disharmony incompatible and antithetical persons, ideas or interests.

Education refers to the total process of developing human ability and behavior.

Gender refers to the general categorization of people based on their sex status.

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

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

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

Internally Displaced Persons refer to the people who have been forced to shift out of their towns to other towns within their country due to security concerns as a result of conflict which is ongoing in their area of residence.

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

1.11 Organization of the Study

The study was organized into five chapters. Chapter one introduced the problem statement and describes the specific problem addressed in the study as well as design components. Chapter two presented a review of literature and relevant research associated with the problem addressed in this study. Chapter three presented research methodology and procedures used for data collection and analysis. Chapter four presented a summary of literature review and the theoretical framework. And finally,

Chapter five presented the appendices including the sample questionnaires that will be used for data collection during the research in the field, the work plan and the budget.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter deals with literature related to: emergencies and education access, conflict and education, role of education in reducing the ethnic conflict influence, education and fragility, summary of literature review, theoretical framework and the conceptual framework.

2.2 Emergencies and education access

According to UNESCO,(1995) a significant proportion of the 132 million children out-of-school worldwide, live in countries affected by war and natural disasters. Achieving Education for All requires that we ensure learning opportunities for these children and youth affected by emergencies. It is increasingly recognized that education must be a principal part of any humanitarian response. Conflict and disaster-affected communities themselves prioritize the provision of education for their children, often even before more immediate material needs.

Education can save and sustain lives, offering physical, cognitive and psychosocial protection when delivered in safe, neutral spaces. Education restores routine and gives people hope for the future; it can also serve as a channel both for meeting other basic humanitarian needs and communicating vital messages that promote safety and well-being. As the UN lead agency for Education, UNESCO plays an active role in promoting education as a part of emergency response and for long-term recovery. (Morris, 2001).

As a result of the ethnic conflicts in several parts of the country over a period of time, thousands of school- going- children have been displaced. Some dropped out due to the financial and socio-economic constraints attributed to the menace. For instance, the NCCK estimated that by 1994, over 10,000 people in Trans-Nzoia District had been displaced as a result of the clashes. A similar number were out of school in Bungoma and Narok districts. This disruption of education activities was widespread in all the clashes - prone regions in Western Kenya, Rift Valley and Coast provinces. (Kaufman, Chaim, 1996).

2.3 Conflict and Education

According to UNICEF, (2012).Wars, earthquakes, tsunamis, flooding and other emergencies like ethnic conflicts wreak havoc on society and affect access to schooling. The right to education is most at risk during emergencies and during the transition period following a crisis. In conflict affected countries, 28million children of primary school age were out of school in 2011-42 per cent of the world total. Only 79 per cent of young people are literate in conflict affected poor countries. Moreover, children living in conflict are twice as likely to die before their fifth birthday as children in other poor countries.

UNICEF believes that education can get countries back on track after a crisis. Education is not only a basic human right, it is also a tool for recovery. It not only recovers school and all its related benefits to affected people but it also helps countries to transform and rebuild or 'build back better' the institutions and systems destroyed during emergency. The international community is increasingly aware of the importance of education in countries recovering from crisis and has supported

related UNICEF efforts. In the late 2006, UNICEF was joined by donors and partners to create Back on Track. This transition fund supports interventions to rebuild education systems, prevent crises from recurring and reduce the fragility of countries making the transition from crisis to normal development. (UNICEF, 2012)

2.4 Role of Education in reducing the ethnic conflict influence

Education is a major factor which cannot be ignored when addressing the issue of ethnic conflicts. In Kenya for example, illiterate individuals have been mobilized by the literate who are full of selfish desires to initiate conflicts. Severally, most of those who are actively involved in the conflicts are illiterate and poor. This is so that when they are offered some little amount of money to fight the 'enemy group', they only do it to make a little income for their daily bread (food). This is why most of the ethnic conflicts will be political, which is an expression of one group (literate) taking advantage of the other (Illiterate) to achieve their selfish ambitions and interests.(Ahmed,1995)

In fact, areas that have been affected by tribal clashes have been said to be the poorest in terms of education performance. This therefore implies that, a concentration on educating these individuals at whatever cost is a major way of reducing tribal clashes. Again, being educated is being exposed to the other part of the world where life has nothing to do with a tribe, but personal efforts and appreciation of one another as Kenyans and as human beings as well.(Ahmed,1995)

2.5 Education and fragility

According to Rose and Greeley (2006).It has been estimated that as many as a third to one-half of children out of school live-in fragile states, and that gender inequalities in these states are greater than elsewhere. Even in countries where overall enrolment appears reasonably high, reaching excluded groups such as children with disabilities, orphan/separated children, demobilized children, and un-schooled youth may be particularly important in addressing a country's causes of fragility. Moreover, education is seen to play an important role in influencing fragility, positively or negatively, and schools may be targeted in efforts to undermine government legitimacy. Agencies working on education recognize that the 'relief-development dichotomy is an artificial one' and that as 'a long-term endeavor, [education] needs to be planned in that [long-term] way.' This highlights the importance of planning beyond the immediate in supporting education interventions, but does not mean a uniform response is appropriate.

As several authors note, education and (post-) conflict is an emerging field of study, even though it is an area that NGOs have been actively working in for a considerable length of time .The recent attention is in part due to the Inter-agency Network on Education in Emergencies (INEE) pushing for education as the fourth pillar of humanitarian relief. The INEE emerged following commitments made at the 2000World Conference on Education for All and in recognition of the neglect of education within international agency humanitarian responses. The INEE has been important in establishing minimum standards for education in such settings. Although the INEE focuses on emergency situations, that focus has inevitably raised the

importance of continuity and early planning for transition to a post-emergency environment.(Rose& Greeley ,2006)

Several international agencies have also developed policy papers in the area, which are in part responsive to different agenda. The education focus of each agenda is also listed. While overlap exists, the plurality of objectives underscores the importance of aid prioritization and coordination in fragile states. Even though often not the focus of post-conflict analytic frameworks, education has an increasingly important role in the broader security agenda because of education's potential contribution to peace building. Moreover, education services may have comparative advantage among sectors in demonstrating quick impact and spending, and thereby serve as a point of entry for broader donor engagement in improving service delivery and governance. Indeed, education investment that fails to address governance issues may do harm.(Rose& Greeley ,2006)

The security agenda for fragile states focuses on education's role in renewing the social contract between a government and its citizens. By contrast, the humanitarian agenda demands fast action on education service delivery. As post-emergency conditions improve, transitions to the Education for All; EFA and Millennium Development Goals; MDG, agenda may become more feasible. However, both these sector-specific agenda depend upon peace and state capacity. The agenda are interlocking in this sense but there are also trade-offs between these priorities. Beyond direct service delivery, effective aid modalities need also to address higher order issues of political economy that inhibit state capacity and will, and undermine development effectiveness. (Rose& Greeley, 2006)

2.6 Summary of Literature Review

Education is one of the building blocks of human development. It is not just a basic right, but a foundation for progress in other areas, including health, nutrition and the development of institutions and democracy. Conflict undermines this foundation and also contributes to the conditions that perpetuate violence. Violent conflict destroys education infrastructure, reduces spending on schools and teachers and prevents children from attending classes. Schools are often a target for r groups hostile to the government because of the association with state authority. (UNDP,2005). So far no study has been done on the relationship between conflict and education in conflict affected regions thus there is need to delve into this area.

2.7 Theoretical Framework

This study will adopt the Bush and Saltarelli (1998) two faces of education theory of education. The Two Faces of Education in Ethnic Conflict challenges a widely-held assumption – that education is inevitably a force for good. While the provision of good quality education can be a stabilizing factor, Bush and Saltarelli show how educational systems can be manipulated to drive a wedge between people, rather than drawing them closer together. In short, education reflects the society around it. The attitudes that flourish beyond the school walls will, inevitably, filter into the classroom. The report begins by describing the nature of today's armed conflicts, with virtually every conflict of recent years fought within, rather than between, nations. It examines the growing importance of 'ethnicity' in conflicts, as clearly seen in recent tragedies such as Rwanda, Kosovo and Chechnya.

This theory describes the two very different faces of education. The negative face shows itself in the uneven distribution of education to create or preserve privilege, the use of education as a weapon of cultural repression, and the production or doctoring of textbooks to promote intolerance. The positive face goes beyond the provision of education for peace programmes, reflecting the cumulative benefits of the provision of good quality education. These include the conflict-dampening impact of educational opportunity, the promotion of linguistic tolerance, the nurturing of ethnic tolerance, and the 'disarming' of history.While Bush and Saltarelli, (1998), recognize the value of peace education, they stress that it is only one of many educational measures needed in the midst of ethnic hatred. Curriculum packages that promote tolerance will have little impact if they are delivered within educational structures that are fundamentally intolerant.

Peace education cannot succeed without measures to tackle the destructive educational practices that fuel hostility, and should be seen as one part of a wider peace building education approach. Peace building education is a process rather than a product, long-term rather than short-term, relying on local, rather than external, inputs and resources, seeking to create opportunities rather than impose solutions.

The strength of this theory is that provision of education in conflict affected regions can serve to bring about restoration and build back better while on the other hand its weakness is that this theory can discourage provision of education during conflict for fear of education fuelling conflict if the education system is a biased one in terms of language and curriculum.

2.8 Conceptual Framework

Figure 2.1: Conceptual framework on influence of ethnic related conflicts on students' access to secondary school education.

The figure below illustrates how the problems associated with conflict can be dealt with to bring about access to education in conflict affected regions.

```
┌──────────────┐
│ Physical     │
│ displacement │
└──────────────┘
                        ┌──────────────────┐
┌──────────────┐        │ Principals and   │        ┌──────────────┐
│ Security     │        │ security         │        │ Access to    │
│ concerns     │───────▶│ personnel        │───────▶│ education    │
└──────────────┘        │ management of    │        └──────────────┘
                        │ outcomes of      │
┌──────────────┐        │ ethnic conflict  │
│ Loss of parents│      └──────────────────┘
│ guardians    │
└──────────────┘

┌──────────────┐
│ Fear of sexual │
│ harassment   │
└──────────────┘
```
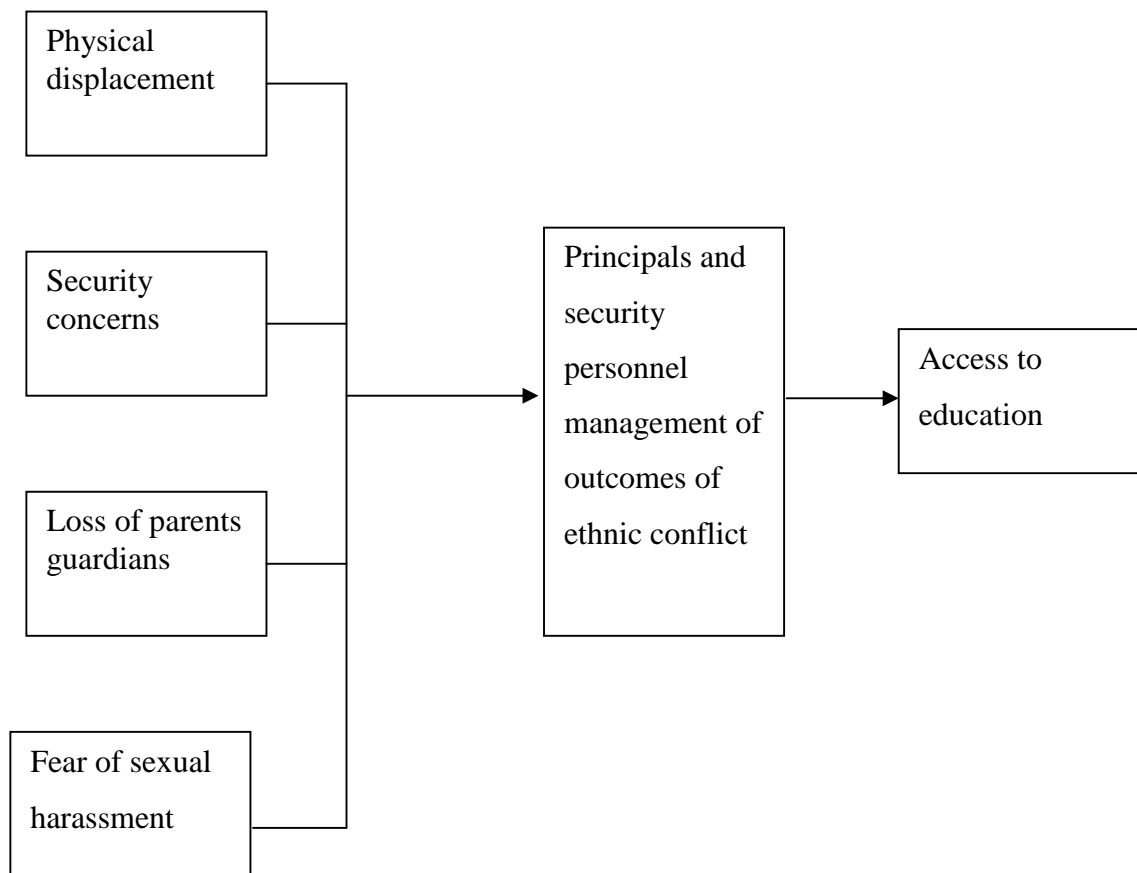
The figure above illustrates that where secondary students are displaced either internally or externally, they are likely to lack access to school unless mobile schools or security to school is provided. Again, if there is fear of sexual harassment maybe from the conflicting groups on their way to school, then these secondary school students and especially the girls are likely to avoid school. The same fear of attending

17

school will be exhibited if there is fear of physical attacks on the way to school, this can be the case owing to the fact that most secondary schools in Tana Delta are day schools. More so, if these students' parent(s) or guardians has or have been killed during the conflict then the students may fail to attend school because he/she has no one to tend to him or her and to provide the emotional, physical and financial support needed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the research design, target population of the study, sample size and sampling procedures, research instruments, instrument validity, instrument reliability and data analysis procedures.

3.2 Research Design

The study research design was descriptive survey since it provided data from the population on the ground but within the boundaries of the research. The researcher had no control over the research variables. Descriptive research design describes data and characteristics about the population or phenomenon being studied. Descriptive research answers the questions who, what, where, when and how. (M. Mugenda, 1999).

The descriptive research design was appropriate in this type of research because the objective was to provide a systematic description that would be as factual and accurate as possible. It provided the number of times something occurred or frequency. The researcher had no control over the variables and was only in control of the existing happenings or what had happened (M. Mugenda, 1999).

3.3 Target Population

Mugenda and Mugenda (2003) refer to population as a totality of all elements, subjects, or members that possess a specific set of one or more common characters that define it. The target population of this study consisted of all the seven public

secondary schools, all the seven principals, all the 140 teachers and all 400 the students in the Tana Delta region.

3.3 Sample Size and Sampling Procedures

Sampling is the procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho, 2004). A sample is a small proportion of a target group selected using some systematic procedures for the study (Wiersma, 1995).

There were seven public secondary schools in the Tana Delta and because of their fewer numbers and the uniqueness of the administrative structures and locations the researcher will include all of them in the study. All principals of the selected schools participated in the study. Principals were sampled here because they are knowledgeable and informative about the phenomena under investigation. They enroll students to the schools, monitor their progress and even handle various student issues related to students' education thus they were key in this study.

Teachers are instrumental in the implementation of the curriculum and teaching. They are therefore in a better position to understand the ethnic related conflicts factors influencing students' access to education in schools. The rationale behind this selection was to ensure that teachers who have worked long enough in the region were better placed to provide adequate information on the study. Teachers were divided into two groups: those who have taught for five years and above and those who have

taught for less than five years. Rule of thumb recommended by Gall and Borg (1989) is that for each minor sub group, an approximate of 24 to 50 is taken as the recommended sample size.

 Purposive sampling was used to select all form three and form four students in each school. This was because they had been to the school long enough and were considered mature enough to provide relevant information for this study. Stratified random sampling was used to select 10 students from each form in each school. Therefore a total of 20 students from every school were selected. The figure of ten students was used to avoid repetitive information and to ensure accurate data, the class leaders, school prefects and top performers were targeted. A total of 140 students were therefore be selected to participate in the study. The summary of the study's sample is represented in Table 3.1

Table 3.1: Sample size

Category of Respondents	Target	Sample Size (n)	Sample size %
Schools	7	7	100
Principals	7	5	100
Teachers	104	50	20
Students	400	100	35
Total		155	

N=155

3.5 Research Instruments

The study aimed at making use of both primary and secondary data. Primary data was collected using questionnaires, observations and direct interviews to the respondents.

Most of the questionnaires items were guided questionnaires items which were used during the interviews. They were also developed and divided into sections with each section addressing each specific objective and research question of the study.

A questionnaire for head teacher section A is about physical displacement, Section B was about sexual and physical attacks while Section C was about loss of parents. These subtitles applied to the other respondents, that is, the teachers and students. This questionnaire consisted of a number of questions in parts printed in a defined order on a given form will be given to some respondents to fill spaces as specified. Both open and close ended questions will be used. This methodology generates numerical data, provides uniformity in data-collection, eliminates variations in the way questions are asked, and offers a standard format for recording answers.

Observations will also be made upon visiting the affected schools to see which ones are still closed as a result of the conflict, which ones have been physically damaged infrastructure wise and by observing the enrollment register or class attendance register to learn on the number of drop out students or missing staff as a result of the conflict. This methodology provides first-hand information and is near accurate because it gives clear and undistorted information on the situation on the ground.

Direct interviews will be done with the school principals, teachers, especially class teachers and with the students to discuss how the ethnic conflicts in Tana Delta has impacted schooling. Interviews help the researcher to acquire information which is not recorded in books thus additional data is collected to give a comprehensive report.

The data collected is tabulated and can be further analyzed using statistical techniques.

3.6 Instrument Validity

According to Mugenda and Mugenda (2003) for reliability and validity to exist in the data, the data collection techniques must yield information that is not only relevant to the research hypothesis, but also correct. In other words, reliability and validity are measures of relevance and correctness.

In this study the researcher took two main precautions to make sure that the research instruments designed to collect data measures really what it was supposed to measure in order to maximize the validity of the information to be gathered. The draft of the instruments was given to the experts in educational research so as to check the validity of the instruments. The feedback given will be used to improve the items in the questionnaires.

Pilot testing was done in one pilot school that was redone to be featured in the final research because of the small number of schools and this will involve schools that are located at the heart of the conflict to ensure accurate information on the conflict situation. Pilot testing provided feedback on the clarity and suitability of the instruments. The testing included among other things checking of variables, methods, language, content and techniques of the study instruments. This helped the researcher to identify items in the research instruments that were ambiguous in gathering relevant information and to ensure that instruments gathered the type of data anticipated to answer the research questions. The researcher made modifications to

the instruments after the pilot study was conducted.

3.7 Instrument Reliability

According to Ogula (1998) reliability refers to the extent to which a research instrument yields measures that are consistent each time it is administered to the same individuals. Mugenda and Mugenda (2003) also state that if a researcher administers a test to a subject twice and gets the same score on the second administration as the first test, then there is high reliability for the instrument used. If a measure is used many times with same persons and the test is reliable, then it means the scores would be approximately the same.

The split half method was used to determine the instrument reliability. The split half method involved splitting questionnaires items into two halves for example odd and even number items. Pearson correlation coefficient product was used to calculate the scores of the two halves of the questionnaire items. The attainment of reliability of 0.7 and above will be considered reliable meaning the questionnaire items will be both consistent and well understood by the respondents.

3.8 Data Collection Procedures

This entailed getting a research permit from the National Council of Science and Technology before carrying out the research. This also included reporting to the districting commissioner and the education officer before visiting the schools.

3.9 Data Analysis Technique

Data analysis refers to examining what has been collected in the field or experiment and making deductions and inferences. It involves uncovering underlying structures, extracting important variables, detecting any anomalies and testing any underlying assumptions. It involved scrutinizing the acquired information and making inferences (Bryman, 2009). The researcher used semi-structured questionnaires to collect data for the research, direct interviews and observations while on the ground in the research region. Once the questionnaires had been administered and collected from the respondents, the raw data collected was systematically organized in a manner to facilitate analysis. This involved data cleaning which included editing, coding and tabulation to ensure completeness and consistency of the questionnaires.

Statistical data obtained in research using semi-structured questionnaires can be analyzed using either exploratory method or confirmatory method. The exploratory method is used to discover what the data seems to be saying by using simple arithmetic and easy-to-draw pictures to summarize data. It is mainly used in qualitative research. Confirmatory method uses ideas from probability theory in an attempt to answer specific questions. It is mainly applicable in qualitative research.

The research used quantitative and qualitative data analysis, this entailed the use of observations, questionnaires and both closed and open ended questions. The analysis of qualitative data varies from simple descriptive analysis to more elaborate reduction and multivariate associate techniques. The analysis varies with the purpose of the research, the complexity of the research design and the extent to which conclusions can be reached easily (Kuul, 2004).The data collected from the semi-structures

questionnaires was analysed descriptively and discussed to provide a comprehensive

conclusion and recommendation for this research

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter focuses on the analysis, questionnaire return rate, and demographic information of the respondents, data presentation, interpretation and discussion of findings. The presentation was done based on the research questions. The first part covers the demographic characteristics of the respondents while the second part deals with the research questions on the factors influencing conflict and secondary school education access in Tana Delta.

4.2 Questionnaire Return Rate

Questionnaire return rate is the proportion of the questionnaires returned after they had been administered to the respondents. Out of the 7 schools targeted only 5 schools were visited making a return rate of 71%. Most of the questionnaires were duly filled in and returned. A total of 104 questionnaires were returned.

4.3 Demographic Characteristics of the Respondents

4.3.1 Demographic Information of Principals and Class Teachers

The demographic information of the principals was based on their gender, age, academic qualifications, duration as principals in the current school and duration of teaching for the class teachers. This was meant to determine their ability to give relevant information and how education has been affected by conflict in the region. The data is presented in Table 4.1

Table 4.1: Principals and Class teachers

Gender	Principals		Class teachers	
	F	%	F	%
Female	3	60	28	72
Male	2	40	11	28
Total	**5**	**100**	**39**	**100**

Data on the gender of the principals indicated that sixty percent were female while only forty percent were male. Data on the class teachers showed that seventy two percent were male while twenty eight percent were female. This shows that there was no gender balance since there were more female principals than male and more male teachers than female. This showed that the girl child is not accessing education as the boy child in this conflict affected region.

 The Principals and class teachers were also asked to indicate their ages. The data is tabulated in Table 4.2.

Table 4.2: Age Distribution of the Principals and Class Teachers

Age Category	Principals		Class teachers	
	F	%	F	%
18-30 years	-	-	-	-
31-40 years	-	-	28	72
41-50- years	3	60	9	23
Above 51 years	2	40	2	5
Total	**5**	**100.0**	**39**	**100.0**

28

Findings of the principals and class teachers age revealed that all the principals were aged forty one years and above as indicated on the table. A greater proportion, sixty percent of the principals was aged between forty one to fifty years while forty percent were aged above fifty years. Among the class teacher respondents, majority seventy two percent were aged between thirty one and forty years. The rest eleven percent were above forty one years. This shows that all the principals and most class teachers were old enough to give information about how ethnic related conflicts influence access to secondary school education.

Principals and Teachers Academic Qualifications.

The principals and class teachers were asked to indicate their highest academic qualifications. The data is presented in Table 4.3.

Table 4.3: Distribution of Principals" and Class teachers' Responses on
Academic Qualifications.

Level of Education	Principals		Class teachers	
	F	%	F	%
Certificate/Diploma	-	-	-	-
Degree	3	75	36	92
Postgraduate(Master /PhD)	2	25	3	8
Total	**5**	**100.0**	**39**	**100.0**

Findings indicated that majority of the principals seventy five percent had Bachelor degrees while one had a postgraduate degree (Master/PhD). Although most class teachers thirty eight percent had a Bachelor degree, eight percent had postgraduate

29

degrees (Master/PhD). These findings show that most principals and class teachers were professionally qualified teachers. Principals and class teachers were deemed literate enough to answer the questionnaires.

The principals were also asked to indicate how long they had been principals. The findings are presented on table 4.4.

Table 4.4: Duration the Principals Have Served

Duration	F	%
Below 1 year	-	-
1-5 years	2	40
6-10 years	3	60
Total	**5**	**100.0**

The researcher sought to establish the duration the principals have served as heads of the respective schools, based on the findings on table 4.4, a greater sixty percent proportion of the principals have served as principals for 6-10 years while sixty percent have served for 1-5 years, this implies that the principals had adequate knowledge to provide information needed for the study.

Class Teachers' Duration of Service

The researcher sought to determine the duration class teachers have been in service in the conflict affected region to establish whether they were in a position to understand how conflict had affected secondary education in the same area. The data is presented in table 4.5.

Table 4.5: Class Teachers' Duration of Service

Duration	F	%
Below 1 year	3	3
1-5 years	12	56
11-20 years	22	38
21 years and above	2	3
Total	**39**	**100.0**

The findings on table 4.5 reveal that a greater proportion of the class teachers fifty six percent have been in service for 1-5 years, thirty eight percent have served as teachers for 11-20 years while only three percent had served for less than one year. The findings imply that the class teachers were knowledgeable enough to provide accurate information needed by the researcher for the study.

Gender Distribution of Students.

The researcher sought to establish if there were any disparities in gender so as to ascertain both genders are able to access secondary school education equally in the Tana's conflict affected region.

4.3.2: Students' Demographic Information

Figure 4.1: Students' Gender
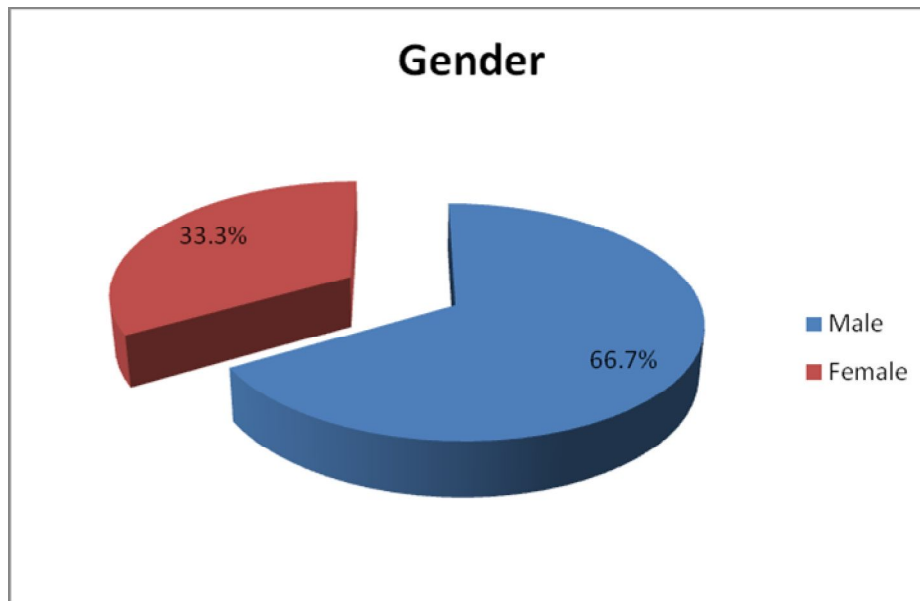
The researcher sought to determine the gender of the students, from the findings on figure 4.1, 66.7 % are male while 33.3% were female implying that a larger percentage of the female students are not accessing public secondary education in Tana Delta.

Age Bracket of Students.

The researcher sought to establish the age bracket of the students in order to establish whether conflict delayed students' access to secondary education in Tana Delta district.

Table 4.7: Age   Bracket of students

Age Bracket	F	%
Less than 15 years	8	13
15-16 years	14	24
16-18 years	31	51
Above 18 years	7	12
Total	**61**	**100.0**

The findings on table indicate that a greater proportion of the students thirty one percent were aged between 16-18 years, twenty four percent were aged 15-16 years while twelve percent were aged above 18 years. The findings imply that the students were not accessing secondary school education in Tana Delta at the right age which is to start at 14 years and finish by the time they are 18 years. Conflict could be the reason for the delay.

Role of Teachers in Ensuring Normalcy After Conflict.

The researcher sought to establish if teachers could enhance students' access to secondary school education during conflict in Tana Delta by assisting students to cope during or after conflict.

The respondents were instructed to respond to the statements on a 5 point Likert scale and indicate the extent they agree with the statements that is: 5-Strongly Support, 4-, 3-No Opinion, 2-No support, 1-Strongly No Support. A mean (M) score of 0-1.5 means that the respondents strongly did not support, between 1.50 to 2.50 means they supported, 2.50 to 3.50 means the respondents had no opinion, 3.50-4.50 means they supported, and a mean above 4.50 means the respondents strongly supported.

Table 4.6: Role of teachers in ensuring normalcy after conflict

Role of teachers in ensuring normalcy after conflict	Mean	Std. Deviation	N
Helping students cope	4.53	0.9874	39
Advocating guidance and counseling	4.58	0.9678	39
Assisting students in self-awareness	4.67	0.9178	39
Teaching life skills	3.36	0.9789	39
Incorporating peace education into the curriculum	3.45	0.9665	39
Identifying students with difficulties	4.57	0.9586	39
Liaising with the office and parents	4.78	0.9435	39
Taking measures to ensure syllabus coverage	4.83	0.8763	39

The findings reveal that the teachers strongly supported the following: Helping students cope (M=4.53;SD=0.9874), Advocating guidance and counseling (M=4.58;SD=0.9678), Assisting students in self-awareness (M=4.67;SD=0.9178), Identifying students with difficulties (M=4.57;SD=0.9586) and Liaising with the office and parents (M=4.78;SD=0.9435).The teachers however had no opinion on incorporating peace education into the curriculum (M=3.45;SD=0.9665) and teaching life skills (M=3.36;SD=0.9789).

The findings indicate that most teachers played a big role in ensuring normalcy after conflict thus providing emotional security which ensured that most students could access public secondary school education in Tana Delta.

Students' Category Based on Their Forms.

Table 4.8 presents students' distribution based on their forms.

Table 4.8: Form

Form	F	%
Form 1	7	12
Form 2	5	8
Form 3	21	35
Form 4	27	45
Total	**61**	**100.0**

Based on the findings on table 4.8, a greater proportion forty five percent of the students were in form four, thirty five percent were in form three. The findings imply that the researcher obtained information for the study from mature students and therefore the information they provided was accurate.

Persons the Students Live With

The researcher sought to find out how the loss of parents/guardians influences students' access to secondary school education during conflict in Tana Delta district.

Table 4.9: Persons the Students Live With

Person	F	%
Both parents	28	47
One parent	17	29
Brother/Sister	5	8
Grandparents	8	13
Alone	2	3

Total	**61**	**100.0**

The researcher sought to establish the persons students live with, from the findings on table 4.9, a greater proportion of the students forty seven percent live with both parents, twenty nine percent live with single parents, thirteen percent live with grandparents, only three indicated that they live alone. The findings indicate that less than fifty percent of students live with both their parents meaning that conflict could have led to some loss of parents/guardians thus affecting students' access to secondary school education in Tana Delta district.

Parents' Level of Education.

The researcher asked the students to indicate their parents' level of education. The results are indicated in figure 4.11

Table 4.11: Parent's/Guardian's Level of Education

Level of education	F	%
University	7	12
College	11	18
Secondary school	27	45
Primary education	12	20
Not educated	3	5
Total	**61**	**100.0**

From the findings on table 4.11, majority of the students forty five percent indicated that their parents/guardians have secondary education, twelve percent primary education, eleven percent college education while only twelve percent indicated that

their guardian/parents went through university education.

The findings imply that most parents/guardians in Tana Delta region are aware of the value of sending children to school hence increasing access to education in the Tana Delta region.

Parents Occupation

The researcher asked the students to indicate their parents' occupation. The results are indicated in figure 4.10

Table 4.10: Parent/Guardian's occupation

Occupation	F	%
Teacher	6	10
Business	25	42
Farmer	21	35
Unemployed	8	13
Total	**61**	**100.0**

The findings on table 4.10 reveals that the parents/guardians of majority of the students forty two percent engage in businesses, thirty five percent indicated that the parents/guardians conduct farming, only ten indicated that the parents/guardians are teachers. However, thirteen percent indicated that the parents/guardians are unemployed.

The results imply that most of the parents/guardians are farmers hence not financially stable and this negatively impact on students' access to secondary school education in Tana Delta district in relation to payment of school fees as most of them cannot afford to pay leading to drop out rates and delayed schooling.

Category of School as Indicated by the Principals.

The researcher sought to establish whether there were adequate schools and classes to ensure secondary school access to education for both boys and girls in Tana Delta.

Table 4.12: Category of school as Indicated by Principals

Type	F	%
Boarding Boys	1	20
Boarding Girls	1	20
Mixed Day	1	20
Girls	-	-
Boys Day	-	-
Mixed Day and boarding	2	40
Total	**5**	**100.0**

The findings on table 4.12 indicate that forty percent of the principals were heading a mixed boarding school another twenty percent was heading a mixed day secondary school, while twenty percent was a principal of a boys boarding secondary schools and another twenty percent was the principal of a girls' boarding school. This implies that there are not enough boarding schools in the region to ensure physical protection of learners during conflict.

.

Number of Streams as Indicated by the Principals.

The researcher sought to establish whether there were adequate classes to ensure secondary school access to education for both boys and girls in Tana Delta.

Table 4.13: Number of Streams

Streams	F	%
Single	2	40
Double	2	40
Triple	1	20
Total	**5**	**100.0**

The findings indicate that: forty percent were double streams, another forty percent had single streams, only one principal indicated a triple stream school. The finding implies that most of the schools targeted for the study did not have huge student populations; this could be associated with frequent violent conflicts in the region.

Major Findings

4.4 Physical Displacement

Based on the responses of the principals, class teachers and students, displaced children in Tana Delta district are not only deprived of education but also of the support provided by educational structures is difficult in the violent region. The physical displacements have contributed to unsuccessful integration of the internally displaced populations into their communities as the disruption to normal life and insecurity inherent in displacement camps harm students' physical, intellectual, psychological, cultural and social development with long term consequences to their welfare. The principals also noted that the students face difficulties to commute due to long distances, reduced food supply and income brought about by insecurity in the region and as a result they fail to pay fees and hence loss of tuition time.

The availability of education in camps where some of the displaced students live in

Tana Delta district is typically disorganized. Where schools do exist they tend to be temporary, under-resourced, overcrowded and a limited number of teachers. Accessing schools outside the camps is not an option to a greater proportion of students   due to issues of insecurity. The loss or confiscation of personal documents also makes enrolment difficult for displaced students. School fees, the cost of school supplies and travel costs also pose constraints to the access of education by displaced students. Some teachers also noted that the government has implemented fee waivers for displaced children but these policies are rarely observed. The findings are in line with the findings of UNHCR/OSCE, (2002) study in Sierra Leone on the critical issues affecting displaced children.

The respondents further indicated that the economic impact of the conflicts in Tana Delta has been substantial and persistent. Not only do students and their families suffer injuries, death and have their property destroyed, they have also been displaced from their homes and lose their means of survival. Students have been adversely affected by the destruction of physical capital and the deterioration of economic conditions given the age-specific aspects of many human capital investments. The conflicts and associated physical destruction have interrupted the education of many students as a result of the damage to schools, absence of teachers, fears of insecurity and changes in family structures and household income. Students have also been negatively affected by the worsening of their health due to the association of violent conflicts with famines, widespread malnutrition, and outbreaks of infectious diseases, post-conflict trauma, and the destruction of health facilities. The findings support Mooney & French's (2005) findings on the challenges experienced by the internally displaced children in accessing education.

The respondents also noted that, access to good quality education is seriously affected, not only due to the direct effects of conflicts in Tana Delta, but also because schools, teachers, students and staff are often targeted by the violent attacks. The types of attack s in the region have included the burning, and torching of schools, the occupation of schools by armed security officers, the murder, torture, abduction and rape of some teachers, students, education aid workers and school staff by armed groups or security forces. This has brought fear to students, parents as well as other education stakeholders in the region affecting the access of education in the region. The students also noted that the violent attacks in Tana Delta have in the past have led to the death of some teachers and students, the destruction of infrastructure, and result also in severe psychological trauma to most students. The repeated incidents of violent conflicts and threats of attack have made the students afraid to go to school and their parents are also scared of sending them to school, teachers on the other hand are also afraid to go to work. As a result most schools in the areas that are worse hit by the violent conflicts remained closed for a very long period before normalcy returned, this made students to waste a lot of time out school, the governments was also reluctant to reopen some schools in the worse hit areas fearing fresh attacks. The principals indicated that the government has find it difficult to replace teachers in the areas that are worse hit by the violent conflicts in Tana Delta which may lead to long term consequences for the type and quality of schooling available to students in Tana Delta district. These findings are in line with the findings of O'Malley (2007) in the study, 'Education Under Attack.'

On the effects of conflicts on syllabus coverage and students' performance, the principals indicated that the effects include: ill preparation for the examinations by

41

both students and teachers and low confidence levels of students. The challenges encountered in the efforts to ensure continued learning include fear of fresh violence attacks by parents, difficulties in feeding student therefore inability by school administration to keep them in school and long duration taken by students away from school making it had to for them to catch up with other students. Some of the principals and teachers admitted that the tension during the conflict affected students' discipline, this is a result of the trauma that makes some of the students have violent tendencies, suspicion among some of the students make them engage in indiscipline tendencies such as sneaking out of school. The measures that have been taken by schools to bring the students back to normalcy after conflict include conducting guidance and counseling for the affected students, liaising with security personnel to ensure security within the learning institutions.

4.5 Physical Attacks

The respondents indicated that violent physical attacks are one of the challenges facing schools in Tana Delta region. Although the incidence of violent physical attacks has decreased in recent weeks, the legacy of violence still persists across the region. The principals however were not able to ascertain the exact number of students who have been subjected to violent physical attacks. The measures taken by the principals to prevent such attacks include ferrying students who are day scholars to and from school using a common means of transport and also liaising with security personnel and government authorities in the region.

4.6 Sexual Harassment

The researcher sought to establish the extent to which the principals and teachers have dealt with issues of sexual harassment, based on the responses, Female students are at particular risk during times of violent conflict, often forced to rapidly flee their homes. Many are left with no protection or a sense of security, forcing them to fend for themselves and often for younger siblings in their care if their parents die during the conflicts. Such circumstances have made female students highly vulnerable, particularly to sexual exploitation, assaults and rape. Specifically, the result of violent conflict combined with existing poverty make female students desperate for already limited resources, forcing many of them to engage in prostitution and other forms of sexual exploitation, as a means for survival. A recent report by the teachers also reported that the desperation for the acquisition of material resources to survive also makes female students targets for human trafficking, with many being forcibly taken for the purposes of prostitution, arranged marriage or sexual slavery.

The principals and teachers indicated that they have noted change in behavior of learners as a result of sexual harassment and they have referred some for counseling services and even medical attention. This has affected girls' access to secondary education because there is only one girls' boarding school and where the mixed day schools offer partial boarding facilities, it is done for boys only.

4.7 Loss of Parents

The researcher sought to establish the effects of the loss of parents or guardians as a result of conflict affect secondary students' access to education in ethnic conflict situations. Based on the principals' responses, two principals reported that some students in their schools have had their parents killed as a result of the violent

conflicts in Tana Delta District. This has resulted to students dropping out of school as a result of lack of fees. Relocation of students to continue with studies in other parts of Kenya and increased fear and psychological trauma for the students affected. This has contributed to poor performance in examinations by the affected students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of the study and presents conclusions, recommendations and suggestions for further research.

5.2 Summary of the Study

This study was aimed at investigating how ethnic related conflicts influence access to secondary school education in Tana Delta district in Kenya. The study was guided by the following objectives: To establish how physical displacement of parents or guardians influences students' access to secondary school education in Tana Delta; To establish how provision of security influences students' access to secondary education in Tana Delta; To determine how sexual harassment influences students' access to secondary education in Tana Delta and to determine how the loss of parents or guardians as a result of conflict influences students' access to secondary education in ethnic Tana Delta. Research question one sought to establish how physical displacement of parents or guardians influence students' access to secondary education in Tana Delta, research question two sought to establish how provision of security affect secondary students' access to education in Tana Delta, research question three sought to examine the extent to which sexual harassment affect secondary students' access to secondary education. Finally, research question four sought to identify the effects of the loss of parents or guardians as a result of conflict affect secondary students' access to education in ethnic conflict situations.

The study adopted a descriptive research design. The target population included principals, class teachers and students in the entire Tana Delta District. The sample

size consisted of a total of 155 respondents; 7 principals, 28 class teachers and 140 students. The researcher employed self-administered questionnaires to gather data for the study. The study used descriptive survey design since it involved the procedures of data collection and analysis from members of a sample. Stratified and random sampling techniques were applied. Questionnaires were used for data collection. The researcher used SPSS for Excel to process the collected data. Descriptive statistics such as frequencies of percentage were used to summarize the data. The analysis enabled the researcher to come up with the following findings:

5.3 Major Findings of the Study

The major findings of the study are enumerated here;

The physical displacements have contributed to unsuccessful integration of the internally displaced populations into their communities as the disruption to normal life and insecurity inherent in displacement camps harm students' physical, intellectual, psychological, cultural and social development with long term consequences to their welfare. The principals also noted that the students face difficulties to commute due to long distances, reduced food supply and income and as a result they fail to pay fees and hence loss of tuition time.

The access to good quality education is seriously affected, not only due to the direct effects of conflicts in Tana Delta, but also because schools, teachers, students and staff are often targeted by the violent attacks. The types of attack s in the region have included the burning, and torching of schools, the occupation of schools by armed security officers, the murder, torture, abduction and rape of teachers, students, education aid workers and school staff by armed groups or security forces. This has

brought fear to students, parents as well as other education stakeholders in the region affecting the access of education in the region. The students also noted that the violent attacks in Tana Delta have in the past have   led to the death of some teachers and students, the destruction of infrastructure, and result also in severe psychological trauma to those exposed to them. The repeated incidents of violent conflicts and threats of attack have made the students afraid to go to school and their parents are also scared of sending them to schoolteachers on the other hand are also afraid to go to work. As a result most schools in the areas that are worse hit by the violent conflicts remained closed for a very long period before normalcy returned, this made students to waste a lot of time out school, the governments was also reluctant to reopen some schools in the worse hit areas fearing fresh attacks.

Female students are at particular risk during times of violent conflict, often forced to rapidly flee their homes. Many are left with no protection or a sense of security, forcing them to fend for themselves and often for younger siblings in their care if their parents die during the conflicts. Such circumstances have made female students highly vulnerable, particularly to sexual exploitation, assaults and rape. Specifically, the result of violent conflict combined with existing poverty make female students desperate for already limited resources, forcing many of them to engage in prostitution and other forms of sexual exploitation, as a means for survival. A recent report by the teachers also reported that the desperation for the acquisition of material resources to survive also makes female students targets for human trafficking, with many being forcibly taken for the purposes of prostitution, arranged marriage or sexual slavery. One of the most predominant threats that the female students faced during times of violent conflict is rape. Young females are raped as a means to

undermine and humiliate families and tribes during the conflict. Specifically, sexual exploitation, assault and rape facilitate the spread of STI's and HIV/AIDS.

A nongovernmental organization calling itself the Tana River Life Foundation is doing a lot to ensure continued and safe learning by donating a lot of school items like chairs, lockers, tents, books and stationery for both the teachers and the students. It also provides subsidized transport for students and teachers for all of the schools in the region. This has done a lot to facilitate learning in the region.

5.4 Conclusion

The study makes the following conclusions;

The study sought to investigate how physical displacement of parents and guardians, loss of parents or guidance, physical attacks and fear of sexual harassment can affect secondary students' access to public secondary school education. Violent conflict affects considerably the attendance consumption and wellbeing levels of households in areas of violence. Death and destruction mean that child labor is needed to compensate for lost income elsewhere. Children that need to work are not able to attend school. Even if they can combine work and school, low nutritional levels and tiredness will lower the educational outcomes of these children. Conditional cash transfers may prove quite successful as part of post-conflict economic interventions, although few have been implemented in conflict-affected countries.

Violent conflict affects education access by students' education of children. The results of the study suggest that girls are more affected as a result of conflict than boys. Fear is central in households' decisions on whether to send children to school as

children are particularly vulnerable to violent attacks during conflicts. This is in areas where attending school may imply long walks often across volatile areas in the region.

Displaced students are particularly vulnerable to being denied access to education due to the poor conditions of camps, lack of documents, discrimination and prohibitive costs. Prioritizing education for displaced children should therefore be part of emergency interventions and central to development planning in post conflict countries in order to ensure the development, safety and well-being for a large number of children who otherwise will grow up deprived of education and the long-term opportunities it affords for themselves and their own families in the future.

The general negative effect of violent conflicts on enrollment and school attendance rates result from a number of causes; the requisite educational facilities have been destroyed, plundered or damaged; there are not adequate, parents prefer to keep students home for safety; priorities have shifted given the task of ensuring survival; educational facilities are no longer accessible as people have taken flight. These alongside the negative impact on enrolment rates and attendance levels, in an analysis of the influence of ethnic related conflicts on students' access to secondary education, a number of the other factors which in part are closely inter linked also have to be considered.

5.5 Recommendations From the Study Findings

Based on the findings, the study recommends that;

(a) The government should ensure that security is beefed up in school in Tana Delta District so that students can continue with their studies even during the violent conflicts. BOG in schools could also hire security personnel to supplement the government's effort.

(b) The Principals in Tana Delta District should facilitate working in corroboration with the parents, security agencies and education stakeholders so that positive attitude can be cultivated among students who have been psychologically affected by the violent conflicts. This could also help in curbing absenteeism and encourage the students to continue attending school.

(c) Education officials and stakeholders ushould be frequent in supervision and inspection of schools to enhance standards which may improve secondary students' access to education. The officials should aim at ensuring security for both teachers and students in Tana Delta District.

(d) Remedial teaching for free was also recommended so as to enable students who have stayed out of school for longer periods due to violent conflicts to recover the school time wasted during the conflict.

(e) The Principals should be on the front line in supervising their schools and making necessary interventions as far as security is concerned. This could make teachers feel secure and make them more effective in teaching.

(f) Parents should seek alternative and reliable sources of livelihood that are not prone to social conflicts that impede students' access to education.

(g) There is need to build more boarding schools to facilitate protection during conflict and to keep the girl child in school.

5.6 Suggestions for Further Research

Taking the limitations and delimitations of the study the following areas were suggested for further study;

(a) A study to establish the relationship between violent conflicts and students' academic performance at KCSE in Tana Delta District.

(b) A study to determine the effects of violent conflicts and its effects on girls' access to education.

(c) A study to determine the influence of floods on access to both public primary and secondary school education in Tana Delta.

(d) The impact of poverty on access to education in Tana Delta district.

REFERENCES

Akbar, A. S. (1995). *Ethnic Cleansing*: A Metaphor of Our Time? Ethnic and Racial

Algis, P. (1991). *Ethnic Conflicts in the Context of Democratizing Political Systems, Theory and Society. All Africa, The Star, January 201*Black, W. (2003). *Conflicting Identities*: Cheldelin Sandra, Druckman Daniel and Fast Lisa, (eds.), London, Continuum.

Blagojevic, B. (2004). *Ethnic Conflict and Post-Conflict Developm*ent: Peace Building in Ethnically Divided Societies, Rutgers University.

Bringa, T. (2002). Averted Gaze: Genocide in Bosnia-Herzegovina

Bryman, A. (2009). *Research Methods and Organization Studies*. London: Routeledge.

Crawford, B. (1998). *The Causes of Cultural Conflict*: *An Institutional Approach in the Myth of Ethnic Conflict.* Beverly Crawford and Ronnie D.

Hechter, M. (1977). *Internal Colonialism: The Celtic Fringe in British National Development*. Berkeley: University of California Press.

Horowitz, D (1985). *Ethnic Groups in Conflict.* Los Angeles: University of California Press.

Kaufman, C. (1996). *Possible and Impossible Solutions to Ethnic Wars*: International

Kaufman, S. (1996). *Spiraling to Ethnic War*: Elite, Masses, and Moscow in Moldova's Civil War, International Security.

Kenneth B. & Diana S. (1998*). Two Face Theory of Education*. Italy: Children's Fund Innocenti Research, Florence.

Kothari, C. (2006). *Research methodology methods and techniques*. New

Kuul, M. (2004).*Research Methodology.* London: Pearson Publishers

Lynn D. (2004). Education and Conflict. Routledge, Taylor & Francis Group.

Morris, S. (2001*).* Assessing Conflict Vulnerability *and Democracy* :Dialogue. Technical Notes from USAID Office of Democracy and Governance.

Mugenda, M. (1999). *Business Research Methods.* Nairobi: Selemi Publications.

Mugenda, M. (2003). *Business Research Methods.*Nairobi: Salemi Publications.

Nyamboga C.&. Kiplangat, J.N. (2008).Conflict Resolution, Kenya Library Association.

Practical Action- East Africa Peace Bulletin

Rose, P. & Greely, M. (2006). *Education in Fragile States*.

Rothschild, J. (1981). *Ethno politics*: A Conceptual Framework. New York: Columbia University Press. Security.

Sinclair, M (2002). *Planning Education in and after Emergencies*. Institution for Educational Planning. Studies.

Tawil, S.&Harley, A.(2004). *Education, Conflict and Social Cohesion*. UNESCO International Bureau of Education.

UN MDGs Report,2008, *Goal and Access to Universal Primary Education-* http ://www.undp.org/publication/MDG/Report-2008-En.pds

UN News Center,(2007,9 April). *Press briefing by Aleem Siddique,* UNAMA Senior Public Information Officer and Alastair Mckechnic, World Bank county director for Afghanistan   Retrieved from http://www.un.org/apps/news/infocus/afghanistan/infocusnews.asp/

UNESCO, (2000). The Dakar Framework for Action , Education For All*; Meeting our collective   commitments.* Paris, UNESCO. Derived from the World Education Forum Proceedings, Dakar, Senegal, April.

UNESCO, (2000). *The Dakar Framework for Action.* Paris , UNESCO.

UNESCO, (2001). *Monitoring Report on Education For All.* Paris UNESCO.

UNESCO, (2002). *Education for All, Is the World on Track?* Paris, UNESCO.

UNESCO, (2003b.). EFA Global Monitoring Report 2003-2004; *Gender and*

Education For All; The Leap to Equality. Paris, UNESCO.

UNESCO, (2006). *The State of the World's report on Exclusion.* An invisible New

York 1007; USA World Bank, (2202a*) Education For All in a post conflict*

Cambodia. Washington: World Bank (www.worldbank.org*)*

UNESCO, (2011).*The Hidden Crisis*: Armed Conflict and Education. UNESCO
publishing.

UNESCO,(2003a). UNESCO Summary Report 2003-2004; *Education For All Global*

Monitoring . Paris, UNESCO.

UNESCO. (2004*). Education-Who are excluded and why?*

http://www.portal.org.education.en.ev.php. Viewed on 07.03.2001

UNESCO/INEE-Workshop (2002). *Report on Education in Emergencies.* Paris,

March 2002.

UNESCO/UNICEF (1994*) Basic Education in Eastern Africa.* Report on a seminar,

Nairobi.

Williams, R. (1994). *The Sociology of Ethnic Conflicts*: Comparative International
Perspectives. Annual Review of Sociology.
Women's Commission for Refugee Women and Children*,* (2004). *Global Survey on*

Education in Emergencies. New York.

World Bank, (1980). *Education Sector Policy Paper. Washington D.C. World Bank.*

APPENDIX A: LETTER OF INTRODUCTION

University of Nairobi,

Dept. of Educational Administration& planning,

P.O. Box 30197-00100,

Nairobi.

Date: _____

The Head teacher,

_____

P.O. Box _____,

Tana Delta.

Dear Sir/Madam,

REQUEST FOR COLLECTION OF RESEARCH DATA

I am a Master of Education (M.Ed.) student at University of Nairobi. As part of the requirement for the award of the degree, I am expected to undertake a research study. I am requesting you to allow me to conduct the study in your school titled, "Ethnic Related Conflicts Influence on Students' Access to Secondary School Education in Tana Delta."

Your cooperation will be highly appreciated.

Yours sincerely,

_____

Kariuki Virginia Wahu

APPENDIX B: SCHOOL PRINCIPALS QUESTIONNAIRE

Section 1: Instructions

This research is intended to investigate the influence of ethnic related conflicts on students' access to public secondary schools. Kindly fill in with utmost honesty .Please tick the most appropriate response to questions that give possible answers and write down your answers in the spaces provided in the open ended questions. Your response to the questions will be held with utmost confidentiality and will not be revealed to anyone. For that reason you do not need to write your name in this questionnaire.

Part A: Demographic data

1. What is your gender?

   Male   [   ]   Female   [   ]

2. What is your age bracket?

   i)   18 to 30 yrs. [   ]   iii)   41 to 50 yrs.   [   ]

   ii) 31 to 40 yrs. [   ]   iv)   Above 51 yrs. [   ]

3. What is your highest level of education?

   1. Certificate/Diploma [   ] 3 Post Graduate   [Masters or PhD]

   2. Degree [   ] Any other please specify..........................

4. For how long have you served as a principal in this region?

   a) Below 1 year   [   ]   c) 1 to5years[   ]

   b) 1year and above   [   ]   d) 6 to10years   [   ]

5. Please indicate the type of your school.

    a) Boarding Boys   [   ]

    b) Boarding Girls   [   ]

    c) Boarding Mixed   [   ]

    d) Girls Day   [   ]

    e) Boys Day   [   ]

    f) Mixed Day   [   ]

6. What is the number of students in your school?

     Boys   [   ]   Girls   [   ]

7. What is the current number of teachers in your school?

     TSC   [   ]   B.O.G   [   ]

8. How many streams are in your school?

    a) Single   [   ]

    b) Double   [   ]

    c) Triple   [   ]

    d) Others   [   ]

Part B: Physical displacement

1a.Have your students ever been physically displaced as a result of conflict?

   Yes   [   ]   No   [   ]

1b.What is the transfer rate of students due to conflict?

1c) If yes, briefly explain the extent to which physical displacement of students has

affected learning in your school...

…………………………………………………………………………………………

1d. Have your teachers ever been physically displaced as a result of conflict?

   Yes   [   ]   No   [   ]

1e. If yes, briefly explain the extent to which physical displacement of teachers has affected learning in your school..

……………………………………………………………………………………………

……………………………………………………………………………………………

2. What measures have you or the government put in place to protection of students and staff members during conflict?

………………………………………………………………………………………….

……………………………………………………………………………………………

3. How do the members of the community assist in child protection, if at all they do ?

....

……………………………………………………………………………………………

……………………………………………………………………………………………

4.What factors influence prolonged closure of schools during conflict?.......................

……………………………………………………………………………………………

………………………………………………………………………………………….

5. In your opinion, what knowledge of conflict management do principals have?

……………………………………………………………………………………………

……………………………………………………………………………………………

6. In your opinion, what is the effectiveness of community policing in ensuring continued learning?

………………………………………………………………………………………

……………………………………………………………………………………………

7. In what way if any are your teachers involved in the reconciliation process through offering peace education?

…………………………………………………………………………………………

…………………………………………………………………………………………

8. According to you, does experience in conflict management influence handling of students during and after conflict?

………………………………………………………………………………….………

…………………………………………………………………………………………

…………………………………………………………………………………………

9. Which management practices does your school use to keep students learning during tension arising from pro or post conflict?

…………………………………………………………………………………………

…………………………………………………………………………………………

10. How does school closure during conflict affect syllabus coverage and students' performance?

…………………………………………………………………………..…………………….

…………………………………………………………………………………………

11. What challenges do you encounter in your efforts to attempts to ensure continued learning during learning?

…………………………………………………………………………………………

…………………………………………………………………………………………

12. To what extent are your students involved in participating in the conflict?

…………………………………………………………………………………………

…………………………………………………………………………………………

13a. Does the tension during conflict affect students' discipline?

Yes   [   ]   No   [   ]

b) If yes, in what way?

…………………………………………………………………………………………

…………………………………………………………………………………………

14. What measures are taken to bring the students back to normalcy after conflict?

…………………………………………………………………………………………

…………………………………………………………………………………………

15. From your observation, does the period after conflict reflect a downward trend in academic excellence of your students?

…………………………………………………………………………………………

…………………………………………………………………………………………

Please indicate on the table below the mean standard score and the position of your school in the last six years.

Year	Mean score	Position
2007		
2008		
2009		
2010		
2011		
2012		

Part B: Physical attacks

1. Have you had cases of your students having been attacked or killed on their way
    to or from within the school premises? Yes   [   ]   No   [   ]

    How many? ....

2. What measures have you taken to prevent such attacks? ....

    ……………………………………………………………………………………

    ……………………………………………………………………………………

Part C: Sexual harassment

1a. To what extent have you experienced cases of students sexual harassment as a
result of conflict in your school? …

……………………………………………………………………………………

……………………………………………………………………………………

1b. How have the sexual harassments affected learning in your school?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

Part: D Loss of parents

1. How many parents have been reported dead in your school as a result of the
    conflict? ....

2. To what extent has the loss affected your students' enrollment and school
    attendance?

    ....

    ……………………………………………………………………………………

Section 1: Instructions

This research is intended to investigate the influence of ethnic related conflicts on students' access to public secondary schools. Kindly fill in with utmost honesty .Please tick the most appropriate response to questions that give possible answers and write down your answers in the spaces provided in the open ended questions. Your response to the questions will be held with utmost confidentiality and will not be revealed to anyone. For that reason you do not need to write your name in this questionnaire.

Part A: Demographic data

1 .What is your gender?

Sex: Male   [   ]   Female [   ]

2. What is your age bracket?

a) 18 to 30 years [   ]   b) 31 to 40 years [   ] c)   Above 51 years [   ]

3. What is your highest education level?

a) Certificate/Diploma [   ]   b) Degree   [   ]

c) Post Graduate   [Masters   or   PhD…………….   ]Any   other   please specify................................

 4. How long have you served as a teacher?

                    a) Below 1 year   c) 11 to20 years

                    b) 1to5years   d) 21 years and above

5. How many students do you have? Boys   [   ]   Girls   [   ]

5b) What do you think are the reasons for gender disparity?

…………………………………………………………………………………………

…………………………………………………………………………………………

6. What is the school's admission criterion?

…………………………………………………………………………………………

…………………………………………………………………………………………

7. Where do most of your students come from?

      a. Local   [   ]

      b. District   [   ]

      c. Province   [   ]

      d. All over the country [   ]

Part A: Physical displacement

1. Explain briefly the ways in which physical displacement of parents has affected secondary students 'access to education.

…………………………………………………………………………………………

…………………………………………………………………………………………

1b.What follow up procedures have you done to bring such students back to school?

…………………………………………………………………………………………

…………………………………………………………………………………………

2. To what extent have you ever failed to come and teach because you had to shift locations as a result of conflict?

....

…………………………………………………………………………………………

2b. What are the remedies to avoid this problem in the future?

………………………………………………………………………………………………

………………………………………………………………………………………………

3. According to your records, how many students have left school as a result of the problems related to conflict?

………………………………………………………………………………………………

………………………………………………………………………………………………

3b. In your opinion, how could this have been avoided?

………………………………………………………………………………………………

………………………………………………………………………………………………

4. What is your observation on the behavioral change of learners in the period of conflict?

………………………………………………………………………………………………

……..……………………………………………………………………………………………

5. What measures does the school put in place to ensure continued learning during conflict?

…………………………………………………………………………………………….

………………………………………………………………………………………………

………………………………………………………………………………………………

…………

6. Do you normally cover the syllabus within the stipulated time?

……………………….

6b.How do you as a teacher ensure syllabus coverage after time has been lost during conflict?

…………………………………………………………………………..………………….

………………………………………………………………………………………………

…………………………………………………………………………………………

7. As a class teacher, how do you bring the students minds back to class after especially the troubled ones during conflict?

…………………………………………………………………………………………

…………………………………………………………………………………………

8. Have you attended any in service course on life skills that can assist in conflict resolution? Yes   [   ]   No   [   ]

8b. If yes, has it been helpful to the learners?

…………………………………………………………………………………………

…………………………………………………………………………………………

9. Has the government or any non-governmental organization stepped in to assist in facilitating learning or building back after conflict? Yes   [   ] No   [   ]

9b. If yes, how has it done this?

…………………………………………………………………………………………

10. What do you think can be done differently in your school to ensure continued learning before, during or after conflict?

…………………………………………………………………………………………

…………………………………………………………………………………………

11. What does the community do to assist retain students in school during conflict?

…………………………………………………………………………………………

…………………………………………………………………………………………

12. What is your school doing to reduce the effects of post conflict?.

…………………………………………………………………………………………

…………………………………………………………………………………………

13. What constraints does your school face in adjusting to normal?

…………………………………………………………………………………………

…………………………………………………………………………………………

14. In case of physical attacks on schools, do you get government protection?

…………………………………………………………………………………………

…………………………………………………………………………………………..

15a..What are the main activities of the local community? Site any four

i)…………………………………………………………………………………………

ii)………………………………………………………………………………………

iii)………………………………………………………………………………………

iv)………………………………………………………………………………………

15b) Which of these activities do you think contributes to conflict and how

…………………………………………………………………………………………

…………………………………………………………………………………………

Please fill in the table below by ticking to the appropriate score as you rate your

role perception using the scale below:

SS   Strongly Support

S   Support

NO   No Opinion

NS   No Support

SNS   Strongly No Support

Role of teachers in ensuring normalcy after conflict	SS	S	NO	NS	SWS
Helping students cope					
Advocating guidance and counseling					
Assisting students in self-awareness					
Teaching life skills					
Incorporating peace education into the curriculum					
Identifying students with difficulties					
Liaising with the office and parents					
Taking measures to ensure syllabus coverage					

Part B: Physical attacks

1. How you ever failed to come to school because of security concerns? Explain……………………………………………………………………………
…………………………………………………………………………………

2. To what extent have your students missed school because of sexual attacks as a result of the conflict?
…………………………………………………………………………………

Part C: Sexual harassment

1. To what extent have you ever dealt with cases of reported sexual harassment by the students?
. …………………………………………………………………………………..
…………………………………………………………………………………..

2. Have you noted change in behavior of the learners as a result of sexual

67

harassment and what measures have you taken to ensure undisturbed learning?..................................……………………………………………

………………………………………………………………………………………

Part D: Loss of parents

1. To what extent   have your students missed school because of a parent/guardians'

   demise?..

   ....

2. To what extent have you lost some of your students because they no longer had someone to support them?

   ....

   …………………………………………………………………………………

Please fill in the following table

Factors	Number of drop outs		
	Boys	Girls	
Loss of parents/guardians			
Financial problems			
Death of students			
Academic performance			
Joining warring parties			

APPENDIX D: QUESTIONNAIRE FOR STUDENTS

Section 1: Instructions

This research is intended to investigate the influence of ethnic related conflicts on students' access to public secondary schools. Kindly fill in with utmost honesty .Please tick the most appropriate response to questions that give possible answers and write down your answers in the spaces provided in the open ended questions. Your response to the questions will be held with utmost confidentiality and will not be revealed to anyone. For that reason you do not need to write your name in this questionnaire.

Part a: Demographic data

1. What is your gender?

    Male   [   ]   Female [   ]

2. What is your age bracket?

  i)   Less than 15 years   [   ]

        ii)   15 to 16 years   [   ]

        iii) 16 to 18years [   ]

        iv) Above 18 years [   ]

3. For how long have you been a student (indicate if more than four years)

        ☐ 5 years

        ☐ 6 years and above

4. What level are you in?

   I.   Form one   [   ]

  II.   Form two   [   ]

 III.   Form three   [   ]

 IV.   Form four   [   ]

5. Who do you live with?

  i.   Both parents   [   ]

  ii.   One parent   [   ]

  iii.   Brother/sister   [   ]

  iv.   Grandparents   [   ]

  v.   Alone   [   ]

  vi.   Other persons(specify)[   ]

6. What is your parent/guardian's occupation?

                        Teacher   **[**   **]**

  I.   Business   [   ]

  II.   Farmer   [   ]

  III.   Not working   [   ]

  IV.   Others(indicate)   [   ]

6b) What is your parent/guardian's level of education?

  I.   University   [   ]

  II.   College   [   ]

  III.   Secondary school [   ]

  IV.   Primary School   [   ]

  V.   Not educated   [   ]

7. Who pays your school fees?

………………………………………………………………….………………………….

7b) How much is paid per year for you?

………………………………………………………………………………………………..

7c) Is your fees paid in time? Yes   [   ]   No   [   ]

7d) If No, why is the payment delayed?

…………………………………………………………………………………………

…………………………………………………………………………………………

Part A: Physical displacement

1. Explain briefly if you have ever had to miss school because your parents moved away from the school location because of conflict

……………………………………………………………….............................

2. For how long did you stay out of school and how did it affect your learning?

....

....

3. How do you think conflicts affect your schooling?

……………………………………………………………………………………

……………………………………………………………………………………

4. How many of your friends have dropped out or transferred due to conflict?

....

4b) How do you think this could have been avoided?

……………………………………………………………………………………

……………………………………………………………………………………

5. Have your school grades been affected due to conflict? Yes {   }   No {   }

5b If yes, how have they changed?

5c) Can you suggest any solution to this? ....

....

6. Have you ever taken part in the fighting? ....

6b) If yes, who or what factors influenced you?

....

....

7. How do you treat your fellow students that are from different communities?

....

....

8. To what extent does insecurity affect your private study both in school and at home?

....

....

9. List ways in which conflict affects you as a student.

....

....

10. In your opinion, what do you think prevents peaceful co-existence between the fighting communities?

....

....

11. What do you think should be done to ensure continued effective learning before, during and after conflict?

....

11b) Do the facilities in your school or the school location favour one gender only and how?

....

....

....

Below is a list of facilities necessary for effective learning. To what extent are they available in your school?

Performance Table

Facilities	Very adequate	Adequate	Inadequate
Textbooks			
Library			
Laboratories			
Duplicating machines			
Dormitories			
Food			

12. Are you experiencing a shortage of teachers in your school because they transferred, left or died as a result of conflict?

Yes   [   ]   No   [   ]

12b) How has this affected your academic performance? ....

....

In the table below, which of the following statements best describes availability of teachers in your school?

Statement	True	False
Some subjects do not have enough teachers.		
Some subjects don't have teachers at all.		
Some teachers have left, died or transferred due to conflict.		
Teachers don't apply in the region for fear of security.		

Part B: Loss of parent/guardian

1. Please indicate by ticking appropriately whether you are a:

    a)Total orphan   b) Partial orphan

2. If yes, did your parents die as a result of the conflict? How has it affected your learning?

……………………………………………………………………………………

…………………………………………………………………………………..

Part C: Physical attacks

1. To what extent have you failed to come to school because of security concerns?……………………………………………………………………………

    …………………………………………………………………………………

2a. Has your school ever been attacked as a result of conflict? Explain

……………………………………………………………………………………

……………………………………………………………………………………

2b. What measures does the school take to ensure continued learning?

……………………………………………………………………………………

……………………………………………………………………………………

APPENDIX E: RESEARCH AUTHORIZATION LETTER

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/14/013/705**

Date: **17th May, 2013**

Virginia Wahu Kariuki
University of Nairobi
P.O Box 30197-00100
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application dated **3rd May, 2013** for authority to carry out research on *"Influence of ethnic related conflicts on students' access ro public secondary school education in Tana Delta District, Kenya."* I am pleased to inform you that you have been authorized to undertake research in **Tana Delta District** for a period ending 10th July, 2013.

You are advised to report to **the District Commissioner and District Education Officer, Tana Delta 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.

SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
The District Education Officer
Tana Delta District

APPENDIX F: RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Virginia Wahu Kariuki
of (Address) University of Nairobi
P.O Box 30197-00100, Nairobi
has been permitted to conduct research in

	Location
Tana Delta	District
Coast	*Province*

on the topic: Influence of ethnic related
conflicts on students' access ro public
secondary school education in Tana
Delta District, Kenya.

for a period ending: 10th July, 2013.

PAGE 3

Research Permit No. *NCST/RCD/14/013/705*
Date of issue   *17th May, 2013*
Fee received   *KSH. 1,000*

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

CONDITIONS

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

GPK6055t3mt10/2011

REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

(CONDITIONS——see back page)

76