

Effects of Inter-Clan Conflicts On Quality School Outcomes in Secondary Schools among Nomadic Communities in Mandera County, Kenya

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Abstract: *The aim of this study was to establish the effect of inter-clan conflicts on quality education outcomes in secondary schools among nomadic communities in Mandera County. The main objective was to analyze the curriculum implementation challenges facing teachers during inter-clan conflicts on quality education. The mixed methods research design employing the exploratory variant was utilized. Combinations of purposeful and simple random sampling were utilized to draw 50 teachers, 25 members of BOMs, and five head teachers yielding a sample size of 80 participants. The teacher questionnaires and interview guidelines for members of BoM and principals were used as research instruments. It was established that while a good and responsible teachers in the study locale were focused on effectively implementing the curriculum, these efforts were thwarted during inter-clan conflicts resulting into cattle rustling and displacement of learners and teachers amongst the warring communities. The overall effect of the conflicts on education were ineffective harmonious development of students' personality and retarded learning process cumulatively resulting into poor quality educational outcomes. It was recommended that for the study locale of Mandera County to attain the desired high quality education, concerted peace advocacy amongst education stakeholders and school management should be intensified to enable the teacher become committed and accountable for the teaching profession by providing quality education in a threat-free environment (218 words).*

Keywords: *Effects, inter-clan conflicts, quality school outcomes, secondary schools, nomadic communities, Mandera County, Kenya.*

I. Introduction

1.1 Background of the Study.

This paper takes the position that war is development *in reverse* and that short time episodes of armed conflict can halt progress or reverse gains built up over generations, undermining economic growth and advances in health, nutrition and quality education as well as eventual entry to gainful employment (Nishimura & Orodho, 2005; Orodho, 2014; United Nations, 2013; Waweru & Orodho, 2014). The impact is most severe and protracted in countries and among people whose resilience and capacity for recovery are weakened by mass poverty (Aggarwal, 1988; EFA Global Monitoring Report, 2011). There are neither signs that the world is becoming less conflict ridden; nor any evidence that education has made much impact on achieving peace and the expected quality outcomes (United Nations, 2013).

According to the UNESCO (2014), in 2013, 31 million out-of-school children lived in countries affected by conflict, half of all out-of-school children, an increase from 42% in 2012. Children in conflict-affected countries are not only less likely to be in primary school, but also more likely to drop out. Survival to the last grade in poorer conflict-affected countries is 65%, whereas it is 86% in other poorer countries. It further notes that Enrollment rates in secondary school are nearly one-third lower in conflict-affected countries. Education is a panacea for national development across the world. There is no society that does not give adequate attention to her educational growth and development.

Kanika (2016), writing on teachers' accountability and its impact on quality education notes that a teacher is a pivot of the education system for the transformation of intellectual and technical skills from one generation to next. The growth and development of any nation depends upon education system. The most important factor in the educational development is the teacher who is professionally equipped with various skills, competencies, determination and accountability to give his best to the individual as well as society. Thus a teacher should be committed and accountable towards students' overall development, community, profession and nation for his own as well as nation's growth, especially when practicing in a conducive and peaceful atmosphere (Kanika, 2016; Orodho, 2015). It is against this backdrop that this paper was prompted to examine

the effects of inter-clan conflicts on provision of quality education in secondary schools among nomadic pastoralists in Mandera County, Kenya.

1.2. The State of the Art Review

There is a growing body of literature which attempts to profile the effects on war on development in general and some focusing briefly on their effect on education provision (Daily Nation, 2014; Kanika, 2016; Postiliano, Jiao & Olian'g, 2012; Orodho, Waweru, Ndichu & Thinguri, 2014; Safeworld, 2015; UNESCO, 2015; United Nations, 2013).

Arms control remains one of the most critical issues on the International agenda. In 2011, the Global Burden of Armed Violence showed that some 526,000 people die violently each year (Saferworld, 2015). Despite strong international policy commitments to make progress on these issues- including the Armed Trade Treaty (ATT) which entered into force on 24th December 2014- and the commitments made in the UN Programme of Action on Small Arms (POA) in 2001, Saferworld remains concerned that such assurances have not shown a direct impact on improving the lives of people (Saferworld, 2015.).

Threats in Nigeria by Boko Haram radical groups with the high profile kidnapping and abduction of school girls in Chibok. Apart from the paltry budgetary allocation by the government, the Boko Haram insurgency has been an obstacle to educational development in Nigeria. By implication, Boko Haram translates to war against western education especially in northern Nigeria. In Borno state the attacks had destroyed over 882 classrooms as of August 2013, in Yobe state all schools were shot from June to September 2013. On 6 March 2014, the federal government closed five Federal Colleges in Adamawa, Borno and Yobe states, ordering their estimated 10,000 students to relocate to other schools (Daily Trust, 10 March 2014). Parents fearing attacks have withdrawn thousands of children from schools in a region already the most educationally backward in Nigeria.

Civil war in Syria has contributed to the sharp increase in reported incidents of children being stopped from accessing education, physically attacked for trying to go to school or having their school bombed, or recruited by armed groups (UNESCO, 2015). According to Postiglione, Jiao, & Oliang (2012), children are valuable labor for the nomadic families in China's autonomous Tibet region. The labor demand still impacts school attendance. Yet, many parents can hardly realize the significance of education for their children's future.

The experience of Iraq provides a stark example of how conflict can reverse achievements in education. Until the 1990s, the country was a regional leader in education (UNESCO, 2003, 2014). It had achieved near-universal primary education, high levels of secondary enrollment and established universities that enjoyed an international reputation. As a result of Gulf war (1990-1991) and the imposition of sanctions, followed by eight years of violence since 2003, the country has slipped down the education league table. Though national data are unreliable, one survey put the attendance rate for 6 to 14 years old in 2008 at 71%. The reported net enrollment ratio is below the level in Zambia, and half a million primary school age children are out of school. Much of the school infrastructure has been damaged or destroyed. Many teachers have fled. The University system has collapsed amid sectarian violence, assassinations and the departure of academics (Kanika, 2016; Orodho, Waweru & Getange, 2014). With slow pace of recovery, prospects for at least two generations of primary school age children have been irreparably damaged.

In the Democratic Republic of the Congo, the M23 rebels were largely responsible for putting 250 schools out of use last year, either as a result of occupation for military purposes or looting. In the Central African Republic, more than half of the country's schools remain closed following the Séléka rebel coalition's takeover of the country in April. The education of 1 million children has been jeopardized as a result. In Mali, following widespread attacks, more than 1,500 schools in the north of the country need repair, new equipment and removal of weapons. The conflict has disrupted the education of more than 700,000 children (United Nations, 2013).

Nomadic communities reside in over 21 countries across Africa. Many of these pastoralists' communities are affected by conflicts, while the East Africa region show sustained levels of inter-pastoral violent conflicts with associated potential impacts on their livelihoods (Bevan, 2007). Pastoralism is a major economic production strategy whereby people raise herds of animals, mostly in arid and semi-arid lands. ASALs make about 80% of Kenya's land territory and support a third of the country's human population and 72% of the national livestock herd. Nomadic pastoralism contributes approximately 10% to the Kenya's gross domestic product according to FAO (2010). According to Kaimba et al (2011), the livestock sector provides an estimated 93% of all employment opportunities as well as about 95% of household income in ASALs.

In North-Eastern Kenya, nomadic communities a long history of involvement in conflicts. A conflict can be defined as forceful interaction due to opposing views. These resources are closely tied to the violent theft of livestock, cattle rustling, which is a contributing factor as well as an articulation of the conflict. Raiding leads to distrust among the communities and clans which is a prerequisite of a conflict (Mwangi, 2006). Communities use raiding to articulate their hostility toward enemy communities (Eaton, 2008). Traditionally, livestock raiding

often involved small-scale and manageable violence and theft of the best livestock or replacement of animals lost during periods of droughts or diseases.

However, in recent years, due to the proliferation of modern arms, commercialization of livestock raiding, banditry, political incitements, dispute over land tenure rights, the cultural practice has become a widespread, sophisticated, more violent, and destructive activity among pastoral communities in northern regions of Kenya (Mahmoud 2011; Omollo 2010). The proliferation of modern automatic weapons is well documented as having had a negative effect on the scale and impact of armed violence in pastoral communities (Mkutu 2008). In addition, commercialized livestock raiding in which wealthy businessmen, politicians, traders and local people pursue economic objectives has interfered with pastoral livelihoods and contributed to conflicts among pastoral communities (Kaimba et al. 2011; Mkutu 2010; Eaton 2010).

Kenya qualifies as a champion of small arms and light weapons (SALW) control. It ratified the UN Firearms Protocol in 2005 and was one of the co-authors of the Arms Trade Treaty (ATT) process in the UN General Assembly, it also hosts the Regional Centre on Small Arms and Light Weapons in the Great Lakes regions and the Horn of Africa. Despite all this, there is ample evidence the SALW interventions in Kenya have not addressed the problem sufficiently, especially in pastoralist areas where nomadic communities have to seek out and share limited pasture and water resources, bringing them into conflict with each other (SafeWorld, 2015)

The Education for All Global Monitoring Report (2011) reported that 28 million children are out of school in the conflict-affected countries, which make up 42% of the world total number of learners. Students in conflict affected countries are twice as likely as children in other low income countries to die before completing their studies or be misplaced. Refugees and internally displaced people face major barriers to education, and conflict-affected countries have some of the largest gender inequalities and lowest literacy levels in the world.

Attacks on education and schools in general occur around the world, inside and outside the armed conflict situations. In many conflicts, armed groups like Boko Haram intentionally target schools, teachers, as well as students. These attacks violate the children's rights in addition to putting children at risk of injury and death; they can also thwart students' chance to accessing education. Attacks on schools, teachers and students can cause children not go to school less often, or even to drop out totally, force schools to cut their hours, as well as destroy school buildings and materials (Human Rights Watch, 2012d ; United Nations, 2013). Environments of violence and fear severely diminish the quality of children's education and the general education standards. Human Rights Watch (2012) define attacks on education facilities and schools as encompassing the full range of violations that place children at risk and deny them access to education. This encompasses attacks on school infrastructure and on teachers and students; the occupation of schools by the armed gangs, police and military; harassment, threats and even killing of teachers, parents, and students; and the recruitment of children from schools to join armed groups.

In this era of heightened competition and expectations, school managers are in the hot seat to initiate innovative management practices that are geared towards the improvement of teaching and learning as is measured through enhanced students' academic performance (Waweru & Orodho, 2014). However, in Mandera County, the situation is even harder for the school managers to enhance performance; the area is prone to conflicts that involve the clans, political tensions, the terrorism threat that is resulting from its proximity to Somalia and the Al-Shabaab group. According to Bosire (2015), in November 2014 the terrorists pulled 24 teachers from a bus alongside 17 other passenger and killed them on the spot. The teachers posted to schools in Mandera pulled out and sought to be transferred to other areas considered safer.

School administrators are under pressure to take all reasonable steps to keep the schools open and lessons on schedule for the learners. The volunteers varying from retired teachers, educational officials, former students and college students have registered in the schools to assist with the learning process (Bosire, 2015).

According to Kanika (2016), as the teachers are torch bearer of a learning society, so they have to aware the learner to face the challenges in this era of Globalization, Privatization and Liberalization along with the technical advancements in educational sector. Therefore a teacher has to be realistic and to forgo the transmission model of teaching, and the reflective, committed and accountable to the profession and have to multidimensional. For the educational development the teachers need to be professionally equipped with various skills, competencies, commitment, determination and accountability to give his best. These noble attributes that guarantee quality education notwithstanding, war remains a major bottleneck to the attainment of quality educational provision worldwide.

Teacher use their knowledge, experiences and competencies to interpret and execute the curriculum on day-to-day basis (Zeiger, 2014). According to her, the key to getting teachers committed to curriculum implementation is to enhance their knowledge in the program through training and workshops. The Kenya Vision 2030 commits the government to improve teacher to student ratio from 1:47 to 1:40 (Republic of Kenya, 2007). Salamuddin, Harun & Abdullah (2011) noted that teachers being the main executors of the curriculum should possess sufficient knowledge and skills in order to ensure success of the education.

1.2 Statement of the Problem

Conflicts present huge challenges for education provision. Too many youths leave schools in conflicted-affected areas lacking the skills and knowledge they need to succeed in labour, making them more vulnerable to recruitment into armed groups, often with devastating tragic consequences. By maintaining a commitment to education during conflict, one can not only be protected from physical, social and psychosocial damage, but also provide the means by which societies can recover. The school community has the endeavor to guide education provision in the school. The challenges that the school community faces are both inside the school and bigger ones are from outside the school environment like political interference. Schools situated in Nomadic communities face further challenges due to frequent internal conflicts resulting from the cultural affiliations and scarcity of natural resources like grassing land. More recently a terror group from Somalia, a failed state, is big concern. The community is essential to the school's existence since it provides the students and therefore the conflicts hinders proper school curriculum through the hatred seeds planted on the learners as part of the community against non-members, the learners also are forced to escape to safety with their parents thus affecting the learning process and destructions of school properties. Many studies have been undertaken on the nomadic societies as well as on the education status of Mandera County but much have not been directed to the effects of inter-clan conflicts on quality educational provision and outcomes in secondary schools face in the areas prone to inter-clans conflicts in Mandera County.

1.3 Purpose and objective of the study

The purpose of this study is to establish the effect of inter-clan conflicts in nomadic communities on quality of educational provision in secondary schools in Mandera County, Kenya. The objective was to establish the perceptions of teachers, secondary school principals and members of the Board of management regarding the main effects of inter-clan conflict on education in the study locale of Mandera County, Kenya.

1.4 Theoretical framework

This study will be guided by the Conflict theory. The Conflict theory was propounded by Karl Marx. The theory claims society is in a state of perpetual conflicts due to competition for limited resources. Conflict theory holds that social order is maintained by domination and power, rather than consensus and conformity. According to conflict theory, those with wealth and power try to hold onto it by all means possible, chiefly by suppressing the powerless. Conflict theory also ascribes most of the fundamental development in human history, such as democracy and civil rights, to capitalistic attempts to control the masses rather than to desire for social order.

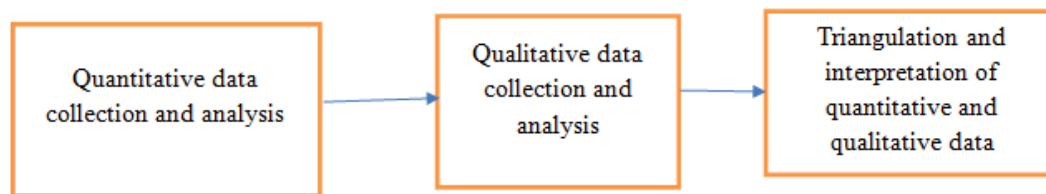
Conflict theory has been used to explain a wide range of social phenomena, including wars and revolutions, wealth and poverty, determination and domestic violence. Societies exist in groups which require norms. Groups are unruly things. Without norms, people tend to go off in their own direction either by mistake or intentional. There must be some social mechanism that acts like a shepherd dog, nipping at the heels of the sheep to bring them back to the flock. Society is made up of individuals competing for limited resources. Change comes through conflicts between competing interests, not consensus or adaptation. Children and schools today are on the frontline of conflicts, with classrooms, teachers and pupils seen as a legitimate target. Mass displacement is often strategic goal for armed groups seeking to separate populations or undermine the livelihoods of specific groups. This exposes people to the risk of extreme disadvantage in education.

II. Research design Methodology

2.1. Research design

The study employed a mixed method design utilizing the exploratory whereby the quantitative strand was performed in the first phase followed by the qualitative phase to explain the quantitative findings in the second phase before triangulating findings to interpret them. Creswell (2003, 2012) justifies design by contending that the mixed method recognizes that all methods have limitations unlike the mixed approaches and further argues that biases inherent in any single method could neutralize or cancel the biases of other methods. It has been argued that the two paradigms, qualitative and quantitative, only constitute different perspectives on the most appropriate method to adopt for a particular research question (Orodho, 2012). Orodho, Khatete and Mugiraneza (2016) argue that the two paradigms built into mixed methods are mutually dependent and can therefore be used in combination.

In the mixed methods model, the researcher collected and analyzed quantitative data in the first phase and qualitative data in the second phase separately on the same phenomenon and then the different results are triangulated by comparing and contrasting the different results during the interpretation. The use of this model facilitated valid and well-substantiated conclusions about a single phenomenon. This approach is illustrate in Figure 1.



Source: Orodho, 2009; Orodho, Khatete & Mugiraneza, 2016.

Fig 1: Exploratory mixed methods design

To enhance explanatory mixed methods design, both quantitative and qualitative data addressed a similar concept regarding the effects of inter-clan conflict on the provision of quality education in the study locale. For example, data collected by the questionnaire from teachers during the first quantitative phase were used to form the basis for constructing and conducting interviews with secondary school principals and members of the BoM.

2.2 Location of the study

The study will be carried out in Mandera County. Mandera County was created out of the larger Mandera district in the former North Eastern Province in Kenya. Mandera County borders Ethiopia to the North, Somalia to the East and Wajir County to the South and South West. The area receives unreliable rainfalls, and temperatures of 28.3 0C. The main inhabitants in the County are Somali people who are nomadic pastoralists. Nomadic pastoralism is the major economic activity. Inter-clan conflicts are common phenomena in Mandera. This is precipitated by porous borders, scarce resources among others.

2.3 Target population and Sampling

The target population is the secondary school principals and the BOMs of secondary schools in Mandera County. The principals and the BOMs are the people charged with the responsibility of managing the schools. The target population was the 45 secondary school principals and 14 BOMs from each secondary school, and 650 teachers. Combinations of purposeful and simple random sampling were utilized to draw 50 teachers, 25 members of BOMs, and five head teachers yielding a sample size of 80 participants.

2.4 Research Instruments ,data collection and analysis

Two types of research instruments were used to collect data; questionnaires and interview schedules. The teacher questionnaires concentrated issues regarding effects of inter-clan conflicts on provision of quality education. While quantitative data from secondary school teachers was collected in the staffroom, the interviews by school principals and members of BoM was conducted in a private room arranged by the school principal in advance for that purpose.

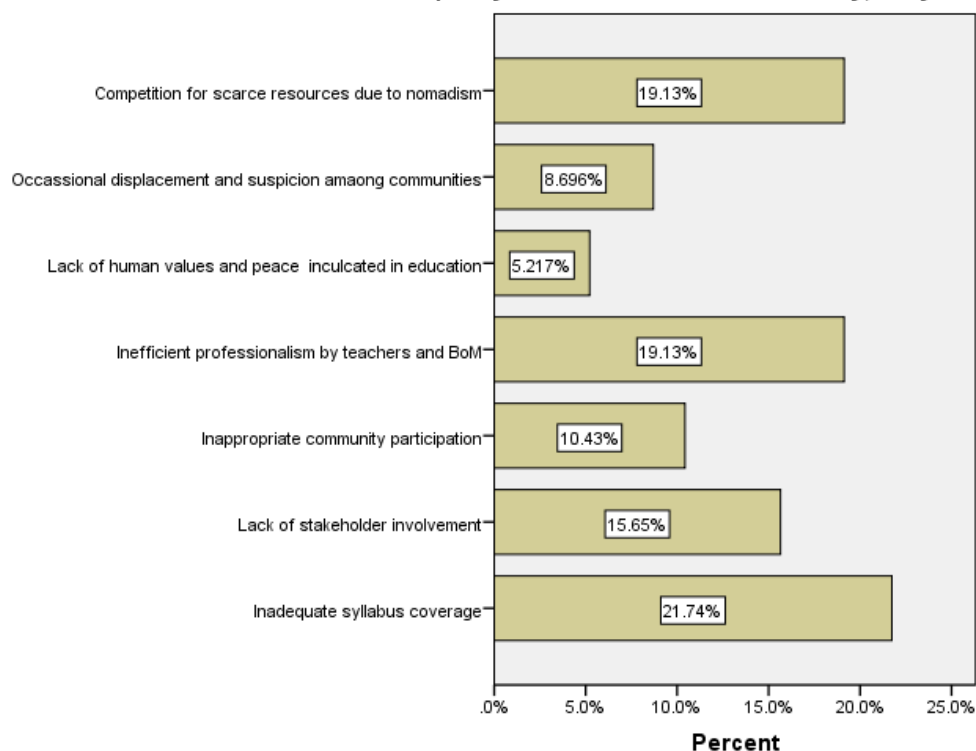
The quantitative data collected through questionnaires were analyzed with the assistance of the Statistical Package for Social Sciences (SPSS) Computer programme. The inferential statistics calculated included the t-tests and multiple regressions. The findings were presented in charts, tables and graphs. The qualitative data from interviews were analyzed thematically and presented in narrative and direct quotes.

III. Findings And Discussions

The main objective of this study was to examine the main effects of inter-clan conflicts on quality education in Mandera County, Kenya. The secondary school principals in the sampled schools were requested to indicate what they considered to be the main effects of frequent inter-clan conflicts on provision of quality education in the county. The responses were analyzed and presented in Figure 2.

The data provided in Figure 2 indicates that the most highly rated variable negatively contributing to the development of education, cited by 21.74 % of all respondents, was inadequate syllabus coverage. This means that the teachers are not able to be accountable to the learners by impacting the prescribed syllabus due to the occasional inter-clan conflicts. Two factors at position two, cited by 19.13% of all respondents, were completion for scarce resources fuelling conflicts as well as inefficient professional practice among the teachers during tribal conflicts.

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The fourth and fifth highly ranked effects of inter-klan conflict on quality education, reported by 15.65% and 10.43% of the respondents, were inadequate stakeholder involvement and inappropriate community participation, respectively, as they get divided in support of the clans where they originate. The other variables negatively influencing quality education during or in the inter-klan prone areas were the occasional displacements of learners and teachers and lack of human values and peace education inculcated in the school curriculum, reported by 8.696%, and 5.217%, of the respondents, respectively.

The sentiments expressed by secondary school principals were in tandem with those of the member of the Board of Management during interviews. Regarding inadequate syllabus coverage, the interviewed member of Board of Management averred:

The teacher acts as pivot of any educational system for the transmission of intellectual and technical skills from one generation to next. The teacher is the key person on whom the future of children and mankind depends. He plays an important role in shaping and molding the personality of the individual. Yet, these roles cannot be executed in a conflict environment.

The foregoing implies that a teacher is a key driver of quality education, yet this critical role cannot be effectively executed in a warring atmosphere fuelled by inter-klan conflicts.

Another member of the Board of management contended that:

Teaching as a profession is different from other professions because of its multitude of dimensions. Teachers are the largest professional group engaged in human development activities. Yet, these noble expectations cannot be realized in a context of conflict and lack of concentration.

The foregoing implies that a teacher is a key driver of quality education, yet this critical role cannot be effectively executed in a warring atmosphere fuelled by inter-klan conflicts. As the teachers are torch bearer of a learning society, so they have to aware the learner to face the challenges in this era of Globalization, Privatization and Liberalization.

Student is the most important pillar in the education system. Today, teacher has to concern himself with the total development of child's personality. To achieve the optimal learning of the child the teacher should take care of the students' progress according to their capacity. Hence the motto of the teachers should be always for the benefits of their students because the success of the students

essentially depends upon the competences of teachers, their sense of dedication and accountability. However, these expected roles cannot be effectively attained in an atmosphere that is not conducive and peaceful.

The study also established that there was inadequate stakeholder involvement, especially during the wars perpetuated by inter-clan conflicts. This sentiment was corroborated by a member of the Board of Management who averred that:

Parents are the most important stakeholders because they invest a lot for the education and development of their children. Therefore, not only the students, parents of the students also seek indulgence of teachers in achieving their desired goal.

The foregoing suggests that a teacher must develop more time in public relation, parent counseling and behavioral therapy to fulfill the global societal needs. Yet as researched literature has revealed, this can only be achieved in an atmosphere of peaceful co-existence.

Regarding inappropriate community participation in school affairs as one of the variables fuelling inter-clan conflict, one principal had the following to say:

A teacher must be accountable towards the community to which he belongs. He should co-ordinate different activities of the community and should motivate the deprived and weaker sections of the community to get education. A teacher should work as a bridge between the school and community. So the various behavioral problems and day-to-day learning problems can be solved easily.

Hence the teachers should be more concerned about the community which is above the classroom teaching, a situation that can only be possible in a peaceful scenario. This sentiment is in tandem with United Nations (2013) while pushing the post-2015 development agenda stressed that freedom from fear, conflict and violence is the most fundamental human right, and the essential foundation for building peaceful and prosperous societies. At the same time, people the world over expect their governments to be honest, accountable, and responsive to their needs (United Nations, 2013).

With regards to inefficient professional practice, one of the members of the BoM contended that:

It is the duty of a teacher to think about various ways and means to help the students in acquiring knowledge and skills and shaping their future. He has to become a friend, a guide, more of an adviser and a partner to talk. For the students' harmonious development, he will have to devote more time and energy to direct the students for self-learning.

Through self-learning one can achieve professional enrichment and excellence which will be a great help to the nation in future. Yet, as United Nations (2013) counsels, this can only be achieved when responsive and legitimate institutions encourage the rule of law, property rights, freedom of speech and the media, open political choice, access to justice, and accountable government and public institutions.

Finally, with regards to inadequate inculcation of human values and peace advocacy, it was evident from interview results that:

A teacher should believe in human values such as truth, beauty, goodness, honesty, love, equality, regularity, punctuality etc. Because when a teacher inculcates these values through his behavior then his students will automatically accept them.

Hence, a teacher should believe in these values and exhibit the same in his behavior and instructional system for the betterment of humanity, and by extension enhance the teaching for better academic results. This, too, is dependent upon the existence of a peaceful environment devoid of conflict.

IV. Conclusion And Recommendations

The results of this study have established that every profession has a set of ethics principles, guidance, responsibilities and norms to guide the conduct and behavior of its profession while operating in a peaceful environment. Accordingly in teaching as a profession there are various guidelines, principles, norms of morality, accountability which a teacher has to follow in teaching profession while dealing with students, stakeholders, and community. Every teacher needs to be given a conducive environment which is peaceful in order to follow these principles as they aspire to enhance academic performance..

A good and responsible teacher should have excelled in his teaching subject but they should also understand the problems and needs of his students. This leads to the harmonious development of the student's personality and prosperity of the nation. Hence a teacher must be conscious, committed and accountable for his profession for providing quality education. If a teacher contributes wholeheartedly to the profession, he can prove that the saying *'the profession is the noblest of all professions'* is true and must be contextualized in a peaceful environment.

From the findings, discussions and conclusion, the following recommendations are made in order to enhance quality education among nomadic communities in Mandera County, Kenya.

1. Encourage teachers to cover the syllabus in situations where there are no inter-clan conflicts around their schools.
2. Advocate for more sustained community participation and involvement in school activities so that various clans come together to jointly chart the way forward for their respective schools.

3. Educate the parents regarding the virtues of peaceful co-existence and the power of solving problems amicably without degenerating to wars.
4. The curriculum from early childhood education should be infused with peace messages and need to embrace human values.

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