

**TRIBAL CLASHES AND EDUCATION ON SOME
SELECTED SECONDARY SCHOOLS IN
ISIOLO DISTRICT,
KENYA.**

BY

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**A RESEARCH REPORT PRESENTED TO THE INSTITUTE OF CONTINUING
AND DISTANCE STUDIES OF KAMPALA INTERNATIONAL UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE AWARD OF BACHELORS DEGREE IN
EDUCATION (SCIENCE)**

APRIL 2008

DECLARATION

I SALAD MALICHA GUYO hereby declare that to the best of my Knowledge this report is original and has never been published in this university nor any institution of higher learning.

Signed 

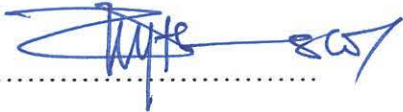
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DATE: 29.04.08

APPROVAL

This is to certify that this research was under my Supervision and is now ready for submission to the Faculty of Education for the award of a degree of Education Science of Kampala International University.

Signed



MR. SSEMUGENYI FRED

SUPERVISOR

DATE:

29/4/08.

DEDICATION

This research is dedicated to my loving Wife **Kamila G. Wako** and a dear Son **Malicha S. Malicha**. The inspiration, Vigour and enthusiasm come from them although weakness and flaws are mine.

ACKNOWLEDGEMENT

First and Foremost my thanks goes to Almighty Allah for giving me strength and life.

I highly appreciate the tireless efforts of my supervisor Mr. Ssemugenyi Fred who helped me throughout the making of this research. His efforts have made it a success.

I thank my friends Mr. Ibrahim Bidu, and Salad Wato for their advice and proof reading of my research, my brothers Yussuf Bagaja Guyo and hassan bagaja guyo for the financial support and My father Malicha Guyo and mother Zeinab Malicha who accorded me a very enabling environment and total support throughout my studies.

Lastly I am indebted to the following people who-have gone through the manuscript and offered useful advice: Kiya Jarso, Halkano Boru, Wario Kupi, Ibrahim Bonaya, Godana Guyo, Salad Diba , Kalla.J.Wako and Mr. Balala for Printing and Binding of my research. .

May the almighty God bless them all

DEFINITION OF TERMS

Shifta – Boran word which means an amorphous group consisting of rebels.

NFD – Northern Frontier Districts – erstwhile administrative region of the current Upper Eastern.

OLF – (Oromo Liberation Front) – A guerilla group in Ethiopia waging against the policies of the central government.

Obviation – To remove a problem or the need for something.

Plausible – Reasonable and likely to be true.

Sovereignty – Compete for power to govern a country.

Fractionalization – Dividing into small units.

Antagonism – Feelings of hatred and opposition

Memes – The action or skill of being able to copy.

Insurgency – An attempt to take control of a country by force.

Marginalization – To make somebody feel as if they are not important and cannot influence decisions or events.

Infrastructure – The basis system and services that are necessary for a country or organization.

Conscription – The practice of ordering people by law to serve in the armed forces.

Vigilante – Member of a group of people who try to prevent crime or punish criminals in their community especially because they think the people are not doing this.

Empirical – Based on experiments or experience rather than ideas or theories.

ABSTRACT

“It is of course well known that the only source of war is politics..... War is simply a continuation of political intercourse, with the addition of other means” –

Carl Von Clausewitz. War may be defined as; a state of open, armed, often prolonged conflict carried on between nations states or parties or a condition of active antagonism or contention

Education is increasingly becoming universal. History of Education is both long and short. In 1994, Dieter Lenzen, President of the Freie Universität, said ‘Education began either millions of years ago or at the end of 1770’. This quote by Lenzen includes the idea that education as a science cannot be separated from the educational traditions that existed before. Education was the natural response of early civilization to the struggle of surviving and thriving as a culture

With short description of both tribal clashes and education, the two factors have had a lot of effect since the start of tribal war in early sixties. It has necessitated me to carry out on a brief report on the significance of tribal clashes on the general performance of Education. Many are times when people live in perpetual fear, neighbours turning against one another owing to the fact that they subscribe to the different ethnic groups. The tribal hegemonies have controlled Isiolo District in general for a long period of time leading to destruction of private property, making people live in internally displaced persons camps and the unfortunate of all it leads to loss of life.

In education context tribal clashes have had devastating effect in the sense that educational infrastructure have been turned into ruins, teachers displaced and students fail to attend classes due to constant fear.

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Education is increasingly becoming universal. History of Education is both long and short. In 1994, Dieter Lenzen, President of the Freie Universität, said ‘Education began either millions of years ago or at the end of 1770’. This quote by Lenzen includes the idea that education as a science cannot be separated from the educational traditions that existed before. Education was the natural response of early civilization to the struggle of surviving and thriving as a culture

With short description of both tribal clashes and education, the two factors have had a lot of effect since the start of tribal war in early sixties. It has necessitated me to carry out on a brief report on the significance of tribal clashes on the general performance of Education. Many are times when people live in perpetual fear, neighbours turning against one another owing to the fact that they subscribe to the different ethnic groups. The tribal hegemonies have controlled Isiolo District in general for a long period of time leading to destruction of private property, making people live in internally displaced persons camps and the unfortunate of all it leads loss of life.

In education context tribal clashes have had devastating effect in the sense that educational infrastructure have been turned into ruins, teachers displaced and students fail to attend classes due to constant fear.

CHAPTER ONE

1.0 INTRODUCTION

1.1 RATIONALE OF THE STUDY.

Over the last sixty years *shifita* (bandit) wars have caused 100,000 deaths and have lasted over six decades on average in *Isiolo* District (Kenya). These statistics stand in stark contrast to the negative effects of wars, which have traditionally received far more attention. Only recently have Educational and security stakeholders examined the impact of wars on education. This research extends these works by examining the effects of war on another important indicator of social wellness: education.

Despite the growing number of papers examining *shifita* conflict, not enough attention has been paid to the local patterns of distress which accompany clan wars.

An obvious reason for this lack of research is the assumption that *shifita* wars must be devastating for a country, obviating the need for a systematic analysis. While the assumption is plausible on face value, recent studies show problems with many previously – held assumptions concerning clan conflicts. **Fearon** and **laitin** (2003) and **collier** and **Hoefler** (2004), for example, find fault with the long standing-assumption that political repression and ethnic fractionalization led to civil unrest.

More recent work seems to resolve this issue with a more thorough examination of ethnic fractionalization.

Highlighting the need to re-examine established assumptions about tribal conflicts, It is also important to analyze how wars impact on education specifically. A large of body research, ranging from arguments made by Aristotle and Locke (Sargeant,

1996) to more recent work, shows that education is important for economic growth and social stability.

Therefore, examining if tribal clash impact on education in *Isiolo* District has an important implication for a wide range of indicators of social wellness. A detailed analysis of how wars affect education may also have important implications for the policy-makers, allowing them to understand the needs to stop inter-clan conflict.

Wars may simply have a short term effect as state resources are funneled from social spending into military spending (a variant on the 'guns for butter' theory). Alternatively, wars may have a more long term impact by destroying a state's ability to provide education through the loss of infrastructure and people.

1.2 STATEMENT OF THE PROBLEM

The piece of work emphasizes that tribal clashes have negative impact on educational performance of the schools in isiolo District. Therefore, I call upon the existing communities to live harmoniously for meaningful teaching-learning process to take place

1.3 OBJECTIVES

1.3.1 General Objective

The prime objective is to evaluate the effect of war on education in some of the selected Secondary Schools in Isiolo District.

1.3.2 Specific Objectives

1. To analyze the performance of some selected schools during the study period
2. To assess the enrolment of students during tribal clashes.
3. To plan for budgetary allocation

1.4 STATEMENTS OF NULL HYPOTHESIS

Tribal clashes has no impact on the performance of education in selected secondary schools in Isiolo District, Kenya.

1.5 SIGNIFICANCE OF THE STUDY

The results of the research provide evidence that tribal clashes (insecurity) are devastating to the district's system of education. Insecurity is likely to reduce educational expenditure and continues even after a *shifita* (bandit war) is over. This is likely due to destruction of schools, general loss of government revenue, and human costs (death, injury and displacement).

The effects of war in Garbatulla provide a depressing example. Lack of investment in education combined with conscription of students into vigilante groups, civilian casualties and flights of refugees have resulted in what human rights watch groups call the "lost generation of *Isiolo*".

In addition, we find empirical support that enrollment of students in the school has dropped drastically.

These findings have important implications for both the policy and academic literatures on civil war and post civil war reconstruction. First, our results demonstrate that civil wars are likely to destroy a state's education system. This

represents a significant problem, especially after a civil war ends. Had civil wars simply reduced expenditure, destruction of schools and loss of educators is not something that can easily be replaced once a civil war is over. Thus, policy makers need to focus reconstruction efforts on rebuilding a state's education system, as well as devising short term plans to help enroll students. These results also highlight the importance of preventing civil wars.

The wars have adverse social impacts that are likely to last beyond the end of fighting. These social costs could potentially hinder the economic development of a state and peace agreement reached between the government and clan rebels. Finally the destruction of a state's education system could have long term implications for other indicators, including economic decline and societal future and conflicts within a state.

1.6 SCOPE OF THE STUDY

The research was carried out in Isiolo District, Kenya in some of Selected Secondary schools

1.7 LIMITATION OF THE STUDY

The research was carried out under turbulent circumstances because of the following reasons.

- a) Scarcity of the resources.
- b) Distance to the research area.
- c) Time availability
- d) And willingness of some of the respondents.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION.

Isiolo Districts is administrative district in Eastern Province of Kenya. It's population is 100, 861. *Isiolo* borders *Marsabit* to the north, *Garissa* to the southeast, *Wajir* to the east, *Tana River* and *Meru* Districts to the South, *Samburu* and *Laikipia* to the West. The district covers an approximate area of 26, 605 sq.km. Most of the land in the district is flat, low-lying, featureless plain resulting from weathering and sedimentation. The plains rise gradually from an altitude of approximately 200 metres above sea level at the Lorian Swamp in the northern part of the District to about 300 metres at the *Merti* plateau. There are four major rivers in the district: the *Ewaso Nyiro*, *Isiolo*, *Kima* and the *Bisan Adhi*. The *Ewaso Nyiro* drains into the Lorian Swamp and is the main source of water in the District. The plains along the *Ewaso Nyiro* (referred to as the *chaffa*) are the main grazing areas for the pastoralists during dry season.

The town of *Isiolo* is often referred to as 'gateway to the North' of Kenya, and is quite cosmopolitan in the ethnic mix. Significant numbers of *Borana*, *Somali*, *Turkana*, *Samburu*, *Meru* and *Kikuyu* tribes use the town either as a home, base or a frequent stop.

In the Western finger of *Ewaso Nyiro*, one finds significant concentrations of *Samburu* and *Turkana* communities. During the dry seasons, *Somali* herdsmen from *Wajir* and *Garissa* enter the district from the North eastern side.

Nomadic pastoralism is the major economic activity in the district, with herders raising cattle, sheep, goats, camels and donkeys, there is limited rain-fed and

irrigation agricultural activities in the wetter areas of the districts along rivers. Hostilities to the east have limited the market for pastoralists to areas in the west and in the highlands centres of *Meru* district; banditry cases have severely limited infrastructure development. *Isiolo*, therefore is vulnerable to both drought and insecurity. The *Somali shifita* wars in the 1960's are sometimes cited as the start of *Isiolo* troubles. During and after the *shifita* war, the government confiscated many livestock as punishment for the insurgency, continued insecurity and collapse of regimes in continuous infiltration of illegal firearms.

'Guns are usually owned by the community and are the responsibility of elders who monitor their use and punish those who misuse them.'⁶ The guns are used in conflicts in the Districts. The various communities are usually given early warning signals to prepare their weapons for use in impending conflicts. Every community has its 'commanders' who are identified by the elders in conflict situations. It is these commanders who are responsible for the firearms.

Traditionally, the elders were responsible for maintaining security of the communities. In most cases, the guns are also in the custody of the elders and the youth have to justify why they want the guns and bullets. There is still a strong presence and responsibility by the elders for maintaining security in the community. The elders work alongside the Provincial Administration. The communities at large are also involved in security matters by providing information on criminal activities. Insecurity along the *Garissa –Isiolo* road has also cut off large chunks of potential grazing land.

This has led to large concentration of livestock along the riverine forest of the *Ewaso Nyiro* with subsequent overgrazing. The increasing irrigation in the upstream has

resulted in reduced water supplies for many pastoralists down stream. This leads to migration to insecure and conflict-prone areas. According to the organizations working on peace and conflict in *Isiolo*, the major causes and factors contributing to conflicts in the district include:

- Endemic drought and a poor resource base.
- Influx of pastoralists from other districts.
- Contentious land tenure issues.
- Unsustainable natural resource use
- Easy access to illegal firearms
- General poverty and limited economic opportunities.
- Marginalization, neglect and general poor governance by the Central Government.
- Lack of trust of the Provincial Administration with accusations of corruption and tolerance of criminal activities for personal gains.
- Lack of trust among the communities.
- Cultural alliances of communities with relations outside the district who support them during the conflicts.
- Divisive politics based on the negative exploitation of ethnic and cultural differences.
- Erosion of traditional governing system and the rebellion of the youth.

With the above general background of *Isiolo* and causes of conflicts in the region focus can be shifted to the Educational system and the school found within *Isiolo* District. For the purpose of the research it was ideal that the historical approach was

important as it sheds light on discrete information pertaining to insecurity, and geographical location.

The gun problem in the district is serious and very complex. The gun problem is simply a question of bad governance, where the government security systems have failed, there is selective justice in the district. The government has commercialized security for their own interests, whether financial or political. This is evident where even reported cases are not followed up and/or criminals are reportedly released in suspicious circumstances due to corruption of those responsible for jailing them.

The communities have, therefore, little confidence in government and have armed themselves primarily for self-protection. These guns, are however, later used to perpetuate criminal activities. The guns are easily available since the fall of the Somali and Ethiopian regimes in the early 1990s.

Overtime and following the bloody violent conflicts, the communities have indicated their willingness to get rid of the guns. The illegal use of guns has resulted in devastating losses of life and property and curtailed business in livestock which is the economic mainstay in the district.

To demonstrate the community willingness to get rid of the illegal guns, a significant turning point was evidenced following *Modogashe* declaration that resulted for example in the removal of all police escorts in North Eastern Province. This was achieved following an order issued by the then Provincial Commissioner to remove all the road barriers in the district.

The Provincial Commissioner knew all the clans and also knew the area, and threatened to sack all the government administrators where conflicts were reported.

He claimed there would be no more impunity hitherto enjoyed by people who incited and fuelled conflicts in the Province.

The gun problem in *Isiolo* district as well as in other parts of the Northern Frontier Districts (NFD) is also influenced by the existence and operations of the Ethiopian militia, the Oromo liberation Front (OLF) that operates from bases in Kenya. Ethnic differences in the region also play a key role in the illegal gun problem.

Depending on the community, the guns may be individually owned but all of them are communally controlled. Individual owners include the big herders who have guns to protect their livestock, there are also groups who acquire guns within criminal intent. The gun trade is complex, people initially hired to escort livestock from other districts sell the guns alongside the livestock and trade a significant number of firearms.

Isiolo District has one local authority; *Isiolo* County Council. The district has two constituencies: *Isiolo* North and *Isiolo* South. The District is divided into six administrative divisions.

Table 1: Showing Administrative divisions and Population

Administrative divisions			
Division	Population*	Urban Population*	Headquarters
Central	52, 280	18, 077	Isiolo
Garbatulla	7, 010	1, 883	Garbatulla
Kinna	7, 133	3, 572	Kinna
Merti	15, 771	3, 415	Merti
Oldonyiro	9, 669	0	Oldonyiro
Sericho	8, 998	1, 277	Sericho
TOTAL	100, 861	28, 224	

Source: 1999 Census.(Republic of Kenya)

With the well detailed idea of war situation and its history, impacts on some schools can be outlined but before dwelling on the effects of war on education we look at some of the secondary schools in *Isiolo*.

There are 10 Secondary Schools in the district, the oldest being Garbatulla High School , Isiolo Boys, Isiolo Girls others like Merti Mixed Secondary, Kinna Mixed Secondary School and Merti Muslims Girls were developed through community's contribution and religious organizations.

With the advent of missionaries in the district, private schools such as Macci Girls, Macci Boys, St. Mary's girls and Sacred Heart boys came into the scene and took educational performances a notch higher.

For a long period of time the schools in the district had not registered impressive performance due to various factors among them being insecurity. .

Insecurity has been the major bottleneck in the economic, social and political development of the district. .

The Principal, Mr. Boru Diba (Garbatulla High School) says the biggest challenge he faces is to instill discipline under such odd circumstances.

War in the district had various effects on education in the following key Segment.

2.1 IMPACT ON ENROLLMENT.

Insecurity is likely to cause enrollments to decline due to the physical destruction of schools, school closure in the interest of safety, displacement of refugees, deaths of students and educators and subversive tactics used by rebel groups for example, The Principal of Garbatulla High School explains that the school has been closed for almost forty eight months throughout the inter-clan conflict period.

It was reported in some mainstream media that schools were closed over Bandit raids, “Eight schools remained closed for the third day running following a violent confrontation between security personnel and raiders believed to have come from *Isiolo* and *Marsabit* districts that left thirty one people dead. *Laikipia* East and West Districts Kenya National Union of Teachers (KNUT) executive Secretary Mr. Njuguna Kamanja said the schools were closed after residents fled from *Luonyiek*, *survey* and *Magadi* villages following the cattle raids in which hundreds of animals were stolen” (Daily Nation, 23rd May, 2007).

There was a lot of tension on both teachers and students as they were not mentally ready because the environment is not conducive as bandits might strike high anytime. As long as holistic environment is not provided teaching and learning takes place rarely.

It was also reported “The collapse of Garbatulla High school in *Isiolo* District once a giant and famous Secondary School in Eastern Province begun ten years ago as a wave of insecurity hit the region following infamous *shifita* (bandit) of war of the 1990’s. The area has also had a long-standing history of cattle rustling and general livestock theft”.

The onslaught led to a high exodus of students and teachers from the school who fear for their dear lives.

This resulted to low enrollment rate due to fear, anxiety and loss of life. It has been reported that “locals demanded only teachers who hail from the area got posted to the school, while threatening those from other parts of the Country to leave”. (Kenya Times)

2.2 IMPACT ON EDUCATIONAL EXPENDITURES

Insecurity has reduced government funding to education through two mechanisms, first, insecurity may destroy a state’s capacity to provide educational services. Government face both direct and indirect economic costs as a result of which are likely to be detrimental to a state’s education system.

Direct costs are military costs and the destruction of a state’s infrastructure. The destruction of school facilities and the infrastructure needed to support those facilities is likely to reduce expenditure by removing important fixed assets necessary for a functional education system. For example, the destruction of school facilities during a civil war is likely to reduce expenditure for maintenance of those facilities.

Indirect costs include the loss of revenue due to the presence of war (for instance, a reduction in foreign investment and tourism) and the loss of human productivity due to death or injury. The reduction of revenue is likely to force the government to either reduce spending across all programs or sacrifice non-military expenditures. This is a similar process as the guns for butter argument, although empirically the government is not increasing military expenditure to maintain their current military spending (or prevent a steeper decrease in military expenditure).

It was reported in the newspaper “Mr. Hussein Maalim Mohammed, M.P for *Dujis* regretted that Garbatulla High School, the only National School in the vast Northern

Kenya region had collapsed due to insecurity in *Isiolo* District” (**Daily Nation June, 2001**).

The paper quoted” The Rural Development Minister said the practice “is retrogressive and stupid. He said members of parliament (M.Ps) from the pastoralist communities had spent most of their time discussing insecurity at the expense of development. He also explained that the government dedicated a lot of money to combat the menace at the expense of education and infrastructure”. (**Daily Nation, June, 2001**)’

Injuries and deaths to educators (teachers) and educational administrators are also likely to significantly impair a state’s educational system and reduce expenditure. This refers to a situation where a reduction in expenditure as salaries are no longer allocated to individuals who have either fled or been killed. This both direct and indirect costs are likely to destroy a state’s education system, which should reduce educational expenditure.

The following table shows the government spending to boost security in the area which would have been channeled to enhance education as laid in Economic Recovery Report (2002/03 – 2005/06)

Table 2: Showing Expenditure in insecurity

Division	Location	Sub-Location	Constituency	Name of the project	Project objectives	Activities	Cost (in Kshs)	Source of funds
				Isiolo Police Station	Improve Security	Repair of police station, office, repair of walls.	50,000	G.O.K
Central	Central		Isiolo North Isiolo South	Rehabilitation of District, Divisional, and Chiefs officers in the Districts		Renovations	1,000,000	G.O.K
				Construction and rehabilitation of AP lines	Improve Security		1,000,000	G.O.K

Source: (Economic Recovery Strategy implementation.Progress Report [Ministry of Planning and National Development], 2002/03-2005/06)

Apart from the above reasons, there is other implication of war on education in some selected Secondary Schools in *Isiolo*. For the purpose of the research the schools selected.:

- Isiolo Boys.
- Isiolo Girls.

- Kinna Mixed Secondary Schools.
- Garbatulla High School.

The effects of war cut across the four public schools and it had far reaching implications ranging from

- (a) Punctuality of both teachers and students during school calendars.
- (b) Psychological instability as the educators and learners live in constant fear.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 RESEARCH DESIGN

This involves making a decision on the methods of data.

The research collection, research instruments and sampling plan was majorly done through one on one basis with Provincial Administrators and Educational Administrators [Environment.]

The environment study was conducted in Central and *Garbatulla* Division of *Isiolo* Districts.

3.2 RESPONDENTS.

The study was carried out through random interviewing of students, provincial Administrators, teachers and Education Administrators.

3.3 DATA COLLECTION PROCEDURE.

The study was conducted through the following method.

- (a) **Interview:** Majority of the students were targeted to offer views on effects of war on education.
- (b) **Questionnaires:** Sets of questions given to a number of students and teachers to give their input on impact of war on education.

3.4 STATISTICAL TREATMENT OF DATA.

To determine the profile of the respondent, the following simple statistical percentage gives a glimpse of the overview.

$$\% = n/N \times 100$$

Where n = total frequency of students.

N = total population of students.

Where n = 180

N = 600

$$\% = \frac{180 \times 100}{600} = 30\%$$

Teachers/Administrators

n = 80

N = 200

$\%$ = $\frac{80 \times 100}{200}$

= 40%

For the case where random sampling was used to determine the number of respondents, the sloveni formula was used.

n = N

$1 + Ne^2$

Where n = sample size.

N = total population.
e = degree or percentage.

Students N = 600
n = 600
 $1 + (0.05)^2$
= 600
1.0025
= 598.50
= 599

Students/Administrators.

N = 200
 $(1 + 0.05)^2$
= 200
1.0025
= 199.50
= 200

Source; primary Data using sloveni's formula

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE RESULTS

4.1 INTRODUCTION

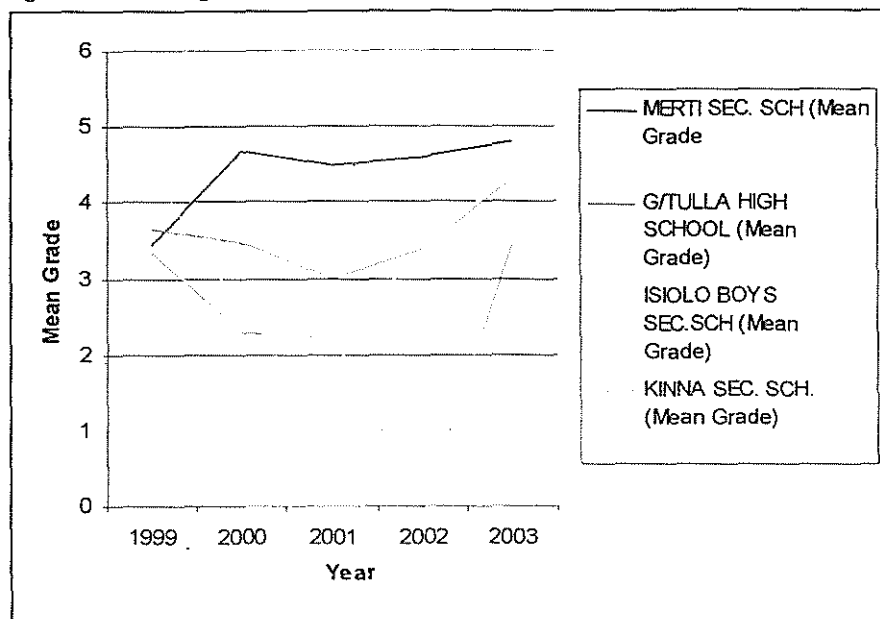
In this section, the researcher presents the data collected from the field through questionnaires. Data is also analyzed and discussed here.

Table 3: Showing Performance of some selected schools

YEAR	MERTI SEC. SCH (Mean Grade)	G/TULLA HIGH SCHOOL (Mean Grade)	ISIOLO BOYS SEC.SCH (Mean Grade)	KINNA SEC. SCH. (Mean Grade)
1999	3.462	3.362	4.421	3.679
2000	4.679	2.304	2.571	3.492
2001	4.513	2.216	2.469	3.017
2002	4.623	NIL	3.240	3.416
2003	4.816	3.467	4.481	4.326

Source: District Education Office 2004

Figure 1: Showing Performance of some selected schools



Source: District Education Office 2004

The above table shows performance index of some selected schools dropped as the year goes; this is due to sporadic clashes experienced between the year 2000 - 2003. If you look at the case of Garba Tulla the school collapsed in the year 2001 due to insecurity.

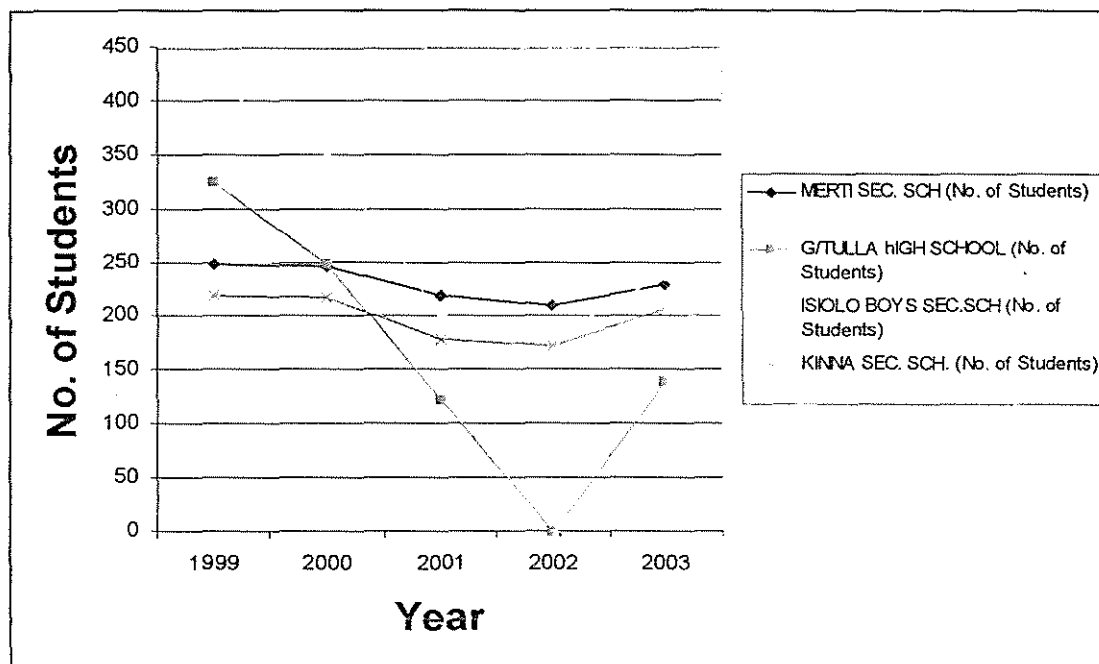
Table 4: Showing the enrolment rate

YEAR	MERTI SEC. SCH (No. of Students)	G/TULLA HIGH SCHOOL (No. of Students)	ISIOLO BOYS SEC. SCH (No. of Students)	KINNA SEC. SCH. (No. of Students)
1999	250	325	416	220
2000	248	250	350	218
2001	220	123	200	180
2002	210	0	180	174

2003	230	140	240	208
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Source: District Education Office 2004

Figure 2: Showing the enrolment rate



Source: District Education Office 2004

From the above table and figure shows that there is sharp decline in the enrolment rate between the year 2001 – 2003.

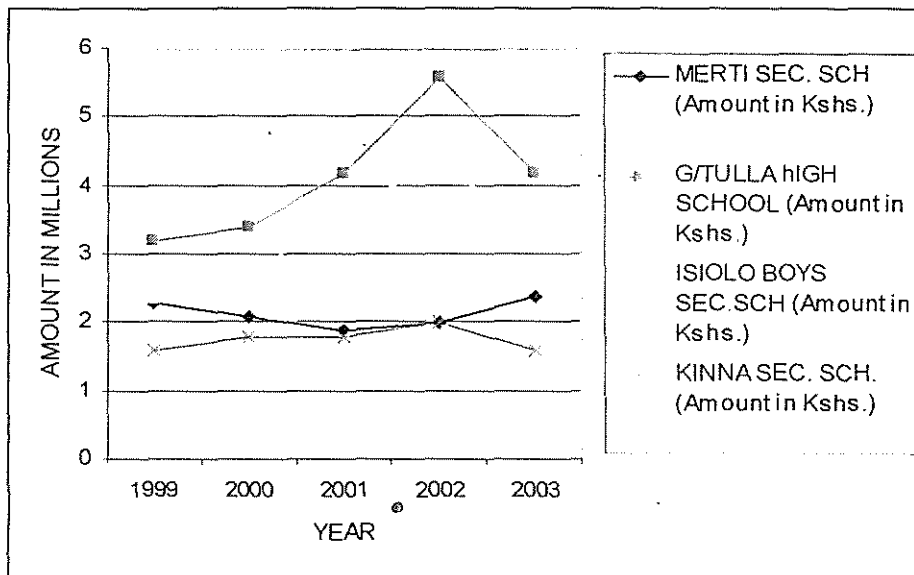
Table 5: Showing plan for budgetary allocation

YEAR	MERTI SEC. SCH (Amount in Kshs.)	G/TULLA HIGH SCHOOL (Amount in Kshs.)	ISIOLO BOYS SEC.SCH (Amount in Kshs.)	KINNA SEC. SCH. (Amount in Kshs.)
1999	2.3	3.2	2.4	1.6
2000	2.1	3.4	2.6	1.8

2001	1.9	4.2	3.8	1.8
2002	2.0	5.6	4.2	2.0
2003	2.4	4.2	3.6	1.6

Source: District Education Office 2004

Figure 3 : Showing plan for budgetary allocation



Source: District Education Office 2004

From the above figure and table, shows that both the local community and Central government spent a lot of funds during the turbulent period to do renovation, face-lifting and purchases of classrooms materials which would have been used for other capital development, for instance G/Tulla High school used a whopping 5.6 Million which would have been directed elsewhere for school development such as buying books, computers and ultra modern school facilities.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

It was discovered that tribal clashes had devastating effect on the general performance of education in the district therefore, there is urgent need for all the stakeholders whether it is politician, religious and education officials to come together and call for peaceful co-existence. Such kind of forum will enhance the general performance of education in the district.

5.2 CONCLUSION

Based on the above findings the research concludes that tribal clashes have negative impact on the performance of education in Isiolo District. A part from the performance it extends to low enrolment rate as the villagers migrate from one place to another in fear of attack or sometimes family members are hospitalized due to invasion by members of different tribes therefore, both teachers and students are missing classes from time to time.

5.3 RECOMMENDATIONS:

1. Create awareness on peace among communities.
2. Conduct training on peace building and conflict resolution.
3. The rights of every community be recognized under the constitution of Kenya.
4. The unemployment situation in the district especially among the youth be addressed.

5. The creation and promotion of income generating alternatives be promoted.
6. Already –held firearms in the districts be legalized by registering them and letting the community control their use.
7. Strict and objective enforcement of the existing laws on gun control is undertaken.
8. The involvement of the community in the development of rules and regulations and their respective enforcement is initiated.

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APPENDICES

APPENDIX I

TRANSMITTAL LETTER

SALAD MALICHA GUYO

P.O. Box 9727 – 00200 NAIROBI TEL: 890301 CELL: 0722 16 23 74

1st June, 2007.

To the Principal,
Garbatulla High School,
P.O. Box 4,
Garbatulla.

Dear Sir/Madam,

RE: SCHOOL VISIT.

I kindly submit a request to your esteemed office regarding visit to your school.

I am an undergraduate student pursuing Bachelor of Education Science at Kampala International University. I am working on a research “**War and Education on the selected secondary schools in Isiolo District, Kenya**” which will be handed in at the end of my studies. I have selected your school such that your teachers and staff may be my respondents in answering some of the questions and filling in the questionnaire form.

Therefore, I humbly request for your co-operation from your office to enable me finish the research in time.

Thanks in advance.

Yours faithfully,

Salad Malicha Guyo

BED/10303/52/DF

SUPERVISOR

MR. SSEMUGENYI FRED

APPENDIX II

QUESTIONNAIRE FOR STUDENTS

Dear Student, I am a student from Kampala International University carrying out a research on Tribal clashes and Education on the some selected Secondary Schools in Isiolo District, Kenya. You are kindly requested to assist me in answering a few questions whose confidentiality will be ensured. The result of this research will in no way reflect you as an individual.

Personal Details

Name of school.....

Date :

Position :

Tick where applicable

Gender

Male

Female

Age

11-18

18-25

25 and above

a) Was the school attacked by bandits and when?

b) How did Provincial Administration react?

c) How did it affect

(i) Punctuality.

(ii) Transfer of both teachers and students?

d) Was there physical destruction of school facilities?

e) In your own opinion what is the impact of war on performance of Education in the school?

Thank you

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

Dear teacher, I am a student from Kampala International University carrying out a research on Tribal clashes and Education on the some selected Secondary Schools in Isiolo District, Kenya. You are kindly requested to assist me in answering a few questions whose confidentiality will be ensured. The result of this research will in no way reflect you as an individual.

Personal Details

Date :

Position :

Tick where applicable

Gender

Male

Female

Age

18 - 25

25-35

35 and above

a) Was the school attacked by bandits and when?

b) How did Provincial Administration react?

c) How did it affect

(i) Punctuality.

(ii) Transfer of both teachers and students?

d) Was there physical destruction of school facilities?

e) In your own opinion what is the impact of war on performance of Education in the school?

Thank you

APPENDIX V

CURRICULUM VITAE

PERSONAL BACKGROUND

Name : Salad Malicha Guyo
Reg.no : BED/10303/52/DF
Age : 26 Years
Gender : Male
Civil Status: Kenyan
Address : P.O BOX 9727-00200,Nairobi
Date of birth: 10th December 1980
Contact : +254722162374

EDUCATIONAL BACKGROUND

College : Kenya science Teachers College
Secondary : Macci Boys Secondary School
Elementary: Bulesa Primary School

RESEARCH EXPERIENCE

COURSE : Bachelor of Education Science

RESEARCH TITLE: Tribal Clashes and education on some selected secondary schools in Isiolo District, Kenya.

Isiolo District: Special Programmes/Provincial Administration Projects

