

**STAKEHOLDERS' PERCEPTIONS OF NON-GOVERNMENTAL
ORGANISATIONS' CONFLICT INTERVENTIONS ON ENROLMENT RATE
OF STUDENTS IN SELECTED SECONDARY SCHOOLS IN MOYALE SUB-
COUNTY, KENYA**

BY

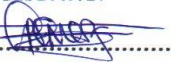
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STUDIES**

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DECLARATION**Declaration by Candidate**

I declare that this thesis is my original work and has not been submitted for any academic award in any institution of higher learning. No part of this work can be reproduced without prior permission from the author and/or Moi University.

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DEDICATION

This work is dedicated to my family for their unending love and support. Special thanks to my dear wife Adho for her moral support and my dear children Talaso and Abudo who are my source of inspiration and strength. I also dedicate this work to my parents Godana Galgallo Samesa and Tume Godana. I couldn't have come this far without their support throughout my academic journey. To my siblings Wato Godana, Illo Godana and Barako Godana, thanks for always understanding me and inspiring me to the greater height. To my sister –in-law Kame- thanks for keeping us company throughout our stay in Eldoret. May God bless you!

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ABSTRACT

Conflict prone areas mostly experience low access to secondary education due to disrupted livelihoods and financial difficulties escorting conflicts. Moyale is among the arid and semi-arid land (ASAL) sub-counties in Kenya with the lowest enrolment ratio of boys at 20.5% and girls only at 14.6% against the national average enrolment ratio of 47%. The purpose of this study was therefore to assess the stakeholders' perceptions of the non-governmental organisations' (NGOs) conflict interventions on the enrolment rate of students in selected secondary schools in Moyale Sub-County, Kenya. The objectives of the study were to assess the stakeholders' perceptions of the NGOs' sponsorship conflict intervention on students' enrolment rate, examine the stakeholders' perception of the NGOs' community peace building conflict intervention on the students' enrolment rate, explore the stakeholders' perceptions of the NGOs' capacity building conflict intervention on students' enrolment rate and to establish stakeholders' perceptions of the effectiveness of NGOs' engagements in conflict intervention on students' enrolment rate. The study was anchored on the Chaos theory by Edward Lorenz. A mixed method approach was used where a pragmatic paradigm and a concurrent triangulation design was employed in carrying out the study. The study population was 284 people from which 210 respondents were drawn through stratified sampling technique. The sample size from every stratum comprised 2 principals, 36 teachers, 134 students, 4 NGO representatives and 19 opinion leaders. The study used questionnaires, interviews and focus group discussions to generate data. Data analysis involved the use of both quantitative and qualitative analysis techniques. Independent sample t-test was used to establish the relationships of responses of different groups. The qualitative data were transcribed, coded, categorised and finally discussed thematically. The result of the independent sample t test triangulated with the qualitative findings indicate that, there is a significant difference between teachers and students response on the effect of sponsorship conflict interventions $t(42.152) = 4.715$, $P = 0.001$. Similarly, the findings relating to NGOs' community peace building interventions revealed that there was a significant difference between female and male responses on the items as indicated by $t(165.094) = 4.100$, $P = 0.001$ against a confidence level of $P < 0.05$. The qualitative finding attributed this variation to the lack of inclusiveness with regard to the peace mediators. Stakeholders' views on the NGOs' capacity building revealed significant differences as well in terms of both gender and occupation. Similarly, as suggested by the qualitative findings, community empowerment programmes like cash transfer to support small businesses often target women groups and this excludes men from entirely benefitting. Based on the above study findings the following recommendations were made: First, five aspects of sponsorship interventions to be given more focus namely; fees for the needy students, boarding facilities, purchasing uniforms for the needy students, building classrooms and buying text books. Secondly, there was need to strengthen peace structures. Thirdly, there was need for more decision making and alternative livelihood support. Lastly, duplication of the programmes with fewer impacts should be minimised to avoid resource wastage. A comparative study between Moyale and another urban setting with higher students' enrolment and retention is recommended to establish the level of disparities.

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LIST OF ACRONYMS AND ABBREVIATIONS

CBD	Community –based Development
CDD	Community –driven Development
CFBT	Education Development Trust
FGD	Focus Group Discussion
GPEG	Global Partnership for Education Grant
ICBH	Islamic Communities in Bosnia and Herzegovina
LAMIC	Low-and Middle-Income countries
MDG	Millennium Development Goal
NACOSTI	National Commission of Science and Technology
NAYS	National Adolescent and Youth Survey
NGO	Non-governmental organization
OED	Operations Evaluation Department
SAA	Sub-Saharan Africa
SPSS	Statistical Package for Social Sciences
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organizations
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children’s Education Fund.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

The chapter introduces the study on the stakeholders' perceptions of Non-governmental organisations (NGOs) conflict intervention on enrolment rate of students in selected secondary schools in Moyale Sub-County. The chapter is structured as follows; introduction, background to the study, statement of the problem, purpose of the study , research objectives, significance of the study, scope of the study , theoretical and conceptual framework.

1.2 Background to the Study

The concepts of this study are secondary education, conflict interventions, Non-governmental organisations and the enrolment rate which are defined as below.

Conflict is an entangled and dynamic idea, yet it could be defined as an impact between people or groups emerging out of contrasts in interests, needs and convictions or qualities (Wachira, 2015).

Schweitzer (2010) sees conflict interventions as strife mediation actions in connection to an endeavour to diminish the negative effect of contention embraced by both state and non-state actors who host not been immediate party to the contention before its heightening started. In this investigation, the term conflict mediation was restricted to the peaceful intercession which is basically the compassionate people's help offered to the conflict influenced parties by the Non-government organisations to reduce enduring.

Enrolment rate simply means taking part in secondary education, (Musungu, 2010). In this study, the enrolment rate was measured using the indicators such as retention rate, completion rate, students' performance and lessons attendance.

Secondary Education is a dimension of training offered after pupils have moved on from the primary cycle. It is from this phase students are typically taken to tertiary schools or the colleges from where they will seek different professions courses that will furnish them with the open doors in the activity showcase (Ibrahim, Arshad, & Salleh, 2017).

As indicated by UNESCO (2011) an expected secondary school Gross Enrolment Rate (GER) in Sub-Saharan Africa (SSA) remained at 39.6 per cent, against 70 per cent worldwide auxiliary school GER, with huge numbers of those selected for the most part going to schools sporadically or notwithstanding neglecting to finish in most a few cases.

On the other hand, it was seen that North America and Western Europe have accomplished universal secondary education with GER over 100 per cent. It is incontestable that the low access to secondary school in Africa has negative consequences on the region's aggressiveness and monetary development (Bell & Huebler 2011).

The essential objective of secondary training is to furnish youngsters with the pragmatic abilities, staff qualities, learning, and experience expected to propel their education and to be capable residents and beneficial workforce. A strategy structure is

essential in ensuring access and quality instructions are reachable to those clearly affected by destitution, ethnicity, sexual orientation and different variables (Egbo, Bartholomew, Okeke, & Okeke, 2018)

The drive for secondary instruction is progressively getting momentum in Africa. Verspoor (2008) authorises this commotion to interest for training in an offer to perceive that, splitting far from low development balance will require African economies to put immensely in secondary education. In spite of this acknowledgment, access to secondary education in Africa is as yet an illusion because of staggering expense of instruction in mix with different components that keep kids from enrolling and taking an interest in secondary schools (Makori & Onderi, 2013).

Achoka, Wakwabubi, Shiundu, & Ejakait, (2018) further call attention to that secondary education is broadly regarded as the most encouraging roads for people to understand superior gainful lives and is one of the significant drivers of social monetary development. Notwithstanding this critical acknowledgment, value, quality, pertinence and access to secondary training represent a generous test to Kenya government.

Key among these difficulties is the ugly inter-ethnic clashes that disturb learning in some regions of Kenya. Violent clashes effectively affect the instruction framework and the arrangement of training in three distinctive ways. To start with, brutal battling is connected with the annihilation of assets expected to keep up working instructive frameworks. Besides, fierce clash additionally prompts the breakdown of networks as they are compelled to escape territories of brutality which intrude on the learning of

their youngsters. Thirdly, fierce clashes regularly lead to value impacts as far as who should get to instruction that may block a few from getting to class (Justino, 2014).

Wharton et al (2011) dissected elements that upset enrolment in Colombia. For example, relocation, salary stuns, death toll, and institutional quality are central points that avoid access to educational training.

As indicated by Barnett-Vanes et al., (2016) another key factor that influences accomplishment and enrolments featured in the later writing is brutal clash. Studies conducted in different wars affected nations uncovered diverse outcomes. In Iraq for instance, brutality and uncertainty influenced medicinal instruction intensely during a time long intelligent ban. The boycott altogether decreased access to instructive restorative books and clinical measures driving numerous students out of Iraq so as to access training in other safe nations.

Essentially, in Chad, the impact of savage clash on tutoring was colossally felt. For instance, primary school net enrolment was 3.7 occasions higher in non-struggle locales than in strife influenced areas. Interestingly there were no enrolment differentials between the contention and non-struggle areas in Rwanda, Uganda, the Philippines and Colombia (all nations with high essential participation rates) (østby & Urdal, 2011).

Violent clash is a steady event in under-developed nations around the globe. The long-term impact of wars and clashes can be critical through the pulverization of human and physical capital, foundation, and uprooting. Numerous individuals need to

escape their homes to take asylum in various locale or an outside nations (Eder, 2013).

Lewis (2011) further contends that just about three-fourths of the considerable numbers of nations in Sub-Saharan Africa (SAA) have been influenced by outfitted battling. This situation of contention is regularly viewed as one of the central point prompting crumbling of educational training in Africa.

In East Africa the impact of civil war is critical in South Sudan. South Sudan picked up freedom as of late in 2011, after extended many years of civil war. Conflict has in this manner persevered in the nation showing political and financial elements which prompts underestimation and imbalance along interrelated political, ethnic, geological and efficient lines (Shah, Maber, Cardozo, & Paterson, 2016).

To respond to conflict and to ensure that education is not jeopardised, government and NGOs have come up with several interventions with view of promoting access to education. This study therefore, sought to explore the stakeholders' perception of NGOs conflict intervention on the enrolment rate of students in secondary education in conflict prone areas of Moyale.

Over the most recent 25 years, there has been gigantic ascent in the number and impact of NGOs in Africa. This was somewhat determined by government disappointment, advertise disappointment, and upsetting with the state by a basic portion of the universal network (Brownell 2017). Notwithstanding their independence from government, NGOs centre on qualities and morals and rely upon contributors and well-wishers to give benefits that look to soothe enduring, promote

the interests of poor people, secure the earth, and give essential social administrations and network development (Brownell & Basham, 2017).

Studies in China revealed that , owing to the rapidly increasing presence of the poor and low-income migrant children in Chinese cities , some non-governmental organizations (NGOs) have moved their intervention strategies from material assistance to value and capacity building .The capacity building in this case aims to transmit knowledge , skills , values and depositions to migrant children in order to nurture them into a new generation of modern citizens , as opposed to the old citizens of their parent generation (Xiong & Li, 2017).

Studies in China uncovered that , Owing to the quickly expanding presence of poor people and low-pay vagrant youngsters in Chinese urban communities , some non-governmental organisations (NGOs) have moved their intervention procedures from material help to esteem and capacity building .The capacity building for this situation aims to transmit learning , aptitudes , qualities and statements to transient kids so as to support them into another age of present day natives , instead of the old residents of their parent age (Xiong & Li, 2017).

An examination by Bukenya (2017) demonstrated that, in Uganda, NGOs speak to one of the quickest dynamic segments yet they abhor uneasy association with the state specifically those NGOs that assume a guard dog job issues, for example, defilement and human rights matters.

Previous studies uncover that an expected one billion youngsters overall live in regions affected by armed fighting majorly in low-and middle-income countries (LAMIC). These surprising figures, which are apparent in the miseries of Syria, Sudan, Chad, Central African Republic, Afghanistan, and a large group of different nations, demonstrate the requirements for mediating in the interest of war-influenced toddlers (Wessel, 2017).

In light of financial difficulties, there have been various Non-Governmental Organisations and other contributor offices that have endeavoured to work together with governments throughout the years to give some instructive mediation. Enrolment, Performance and Retention and completion are the key components in giving quality training and building the aptitudes and specialised ability of its human asset. The achievement of value instruction is anyway disappointed by certain issues and subsequently there is need for coordinated endeavours with respect to Private Sector, Public Sector and Non-Governmental Organisations (NGOs) to participate and add to accomplishing this achievement (Musah, Tachin, Akeji, & Dawuni, 2017a)

In Kenya, albeit national measurements gauge that secondary school Gross and Net Enrolment Rates have expanded since secondary education was financed, they can't be depended upon since they sum up and will in general haze school interest imbalances over the regional divides. Through the government's arrangement of expanding access to education as one of the endeavours in managing absence of education, primary school enrolment have expanded altogether since freedom in 1963. Despite the promising development in enrolment, the cost-sharing arrangement that

the government bolstered and effectively advanced ruined training correspondence in the nation (Sifuna, 2005).

In any case, albeit considerable development in elementary school enrolment has been accomplished in numerous part of the nation, counties occupied by pastoralists did not watch a similar advantage. In North Eastern territory of Kenya for example which is inhabited by the nomadic communities , the enrolment numbers were not amazing with boys' enrolment representing just 17% and girls 9.8% of the net enrolment proportion. Indeed, ASAL Sub-Counties in Kenya experience the most reduced number of people (6+) who at any point went to class. Honestly, Moyale Sub-County is among the most reduced with young men enrolment remaining at 20.5% and young ladies 14.6% (Munene & Ruto, 2015)

Similarly a report of Kenya National Adolescent and Youth Survey (NAYS) of 2015 shows that Marsabit County primary schools net enrolment rate is 58.8% compared national net enrolment of 84.9% and the number of primary school-age children out of school stands at 109,414. For the secondary schools, the statistics is even worrying with secondary schools net enrolment being 13% which is much lower compared to the national net enrolment of 47%. Furthermore, the number of secondary school-age teenagers out of school is 106, 368. This therefore implies that there is huge enrolment disparity in this region compared to other part of the country. The low enrolment in this region is attributed to many factors. Some of these factors are such as poverty or poor households, retrogressive culture, and long distance to schools and most significantly the inter-ethnic violent conflict which destructs the sources of livelihood.

To be sure, conflict impacted districts by and large endure dreary access to secondary tutoring coming about because of disturbed jobs and money related troubles going with clashes. The successive clash in Kerio Valley for example, had altogether affected the secondary enrolment by half. This low enrolment is generally credited to noteworthy monetary compels made by the contention (Cheptile 2013).

Similarly vital to comprehend is the inter-ethnic clash inside Moyale Sub-County that is typically observed as a formula for being worked on in the bigger Marsabit County. To comprehend the unique circumstance and the socioeconomics of Moyale Sub-County, it is imperative to take note of the significant clans living in there. The Gabra, Borana and Burji are the principle occupants of this sub-region. The flood of savagery frequently felt in this locale is to a great extent among these significant communities living respectively. The present investigation in this manner analyses the stakeholders' perceptions of the NGOs' conflict interventions on the enrolment rate of students in selected secondary schools in Moyale sub-county, Kenya. Often time, conflict in this area radiates from Moyale Ethiopia which borders Kenya. These communities likewise have their family relationship in Ethiopia inferable from overflow impact of the said violence.

One of the significant obstacle to harmony and security in Moyale and its environment is the nearness and easy passage of little arms and light weapons through the porous border. Arms effectively stream into the territory because of the closeness of Moyale to the porous border of Ethiopia and Somalia. The passages of the little arms frequently result into strain between the communities that would in the long run

eject into full dangerous brutality. In spite of various harmony accords that were started by the Government and non-state actors to bring enduring harmony, the endeavours did not bring durable and lasting solutions (Abebe & Ababa, 2016).

This is apparent from the series of brutal clash that was seen throughout the years. The most noticeably bad recorded situation is that of Turbi massacre of 2005 in which Turbi town was attacked and 60 people were murdered. Out of the sixty who were murdered, 22 were pupils of Turbi primary school. While in the past the pressure was apparently about access to the pasture area and water, as of late the circumstance has been exacerbated by neighbourhood ethno-political groupings (Justino, 2014)..

According to Moyale Joint Conflict Assessment Report of 2015, In December 2013, tension broke out into open violence which was attributed to the political incitement that lasted until February 2014. It was reported that at least 23 people were killed, 100 homes destroyed, and 8,521 households completely displaced. The affected areas of Moyale Sub-County were Butiye, Moyale central, Helu and Funanyatta. Although a number of peace initiatives and accords were tried by both the Government and the Non-Governmental Organisations to bring lasting peace, conflict has become a serious phenomenon in this Sub-County. The effect of conflict as a contributor to under-development was evident in the low enrolment witnessed in the secondary schools in this area.

As per Moyale Joint Conflict Assessment Report of 2015, In December 2013, strain tore out into open brutality which was credited to the political affectation that kept going until February 2014. It was accounted for that somewhere around 23

individuals were killed, 100 homes annihilated, and 8,521 families totally dislodged. The affected zones of Moyale Sub-County were Butiye, Moyale central, Helu and Funanyatta. In spite of the fact that various harmony activities and accords were attempted by both the Government and the Non-Governmental Organisations to bring enduring harmony, struggle has turned into a genuine wonder in this Sub-County. The impact of conflict as a supporter of under-development was clear in the low enrolment experienced in the secondary schools around there.

1.3 Statement of the Problem

As per sessional paper no. 14 of 2012 the significance of secondary education across the globe has increased impressively particularly in developing nations with the achievement of Universal Primary Education (UPE). Achoka (2018) further echoes this opinion that secondary education is critical for the social financial improvement of people and the general public. Strikingly, the Gross and Net Enrolment Rates (GERs and NERs) for secondary schools in Kenya have been expanding reliably since the presentation of the subsidised secondary education in 2008 (GoK, 2012).

Conversely, Ayiro & Sang, (2016) show that formal education in Kenya has not genuinely served the pastoralist communities attributable to social, political and natural conditions which neutralises access to education . In fact, ASAL Sub-Counties in Kenya endure the most reduced number of people (6+) who at any point went to class. In particular, conflict affected counties fundamentally experience low access to secondary tutoring attributable to upset occupations and money related troubles going with clashes (Cheptile 2013) . Moyale is thusly among ASAL sub-counties with the most reduced number of people (6+) who at any point went to class with boys'

enrolment remaining at 20.5% and girls 14.6% (Munene & Ruto, 2015) which is path underneath the national average enrolment ratio of 47% .

Hence if this trend continues the consequence would be widening disparity in terms of educational indices, marginalisation and radicalisation of youth in this region. It is against this background that this study sought to explore the stakeholders' perceptions of non-governmental organisations' conflict interventions on the enrolment rate of students in selected secondary schools in Moyale Sub-County.

1.4 Purpose of the Study

The purpose of this study was to assess the stakeholders' perceptions of Non-governmental organisations conflict interventions on the enrolment rate of students in selected secondary schools in Moyale Sub-County.

1.5 Research Objectives of the Study

The main objective of this study was to explore the stakeholders' perceptions of the NGOs' conflict interventions on the enrolment rate of students in selected secondary schools in Moyale Sub-County. This study was guided by the following specific objectives:

- i) Assess the stakeholders' perceptions of the NGOs' sponsorship conflict intervention on the enrolment rate of students in selected secondary schools in Moyale Sub-County.
- ii) Examine the stakeholders' perception of the NGOs' community peace building conflict intervention on the enrolment rate of students in selected secondary schools in Moyale Sub-County.

- iii) Explore the stakeholders' perceptions of the NGOs' capacity building conflict intervention on the enrolment rate of students in selected secondary schools in Moyale Sub-County
- iv) Establish stakeholders' perceptions of the effectiveness of NGOs' engagement in conflict intervention on the enrolment rate of students in selected secondary schools in Moyale Sub-County.

1.6 Research Questions of the Study

The overall research question that this study sought to answer was;

What were the stakeholders' perceptions of the NGOs' conflict intervention on enrolment rate of students in selected secondary schools in Moyale Sub-County, Kenya? To answer this broad question, the following specific questions were developed:

- i) What are the stakeholders' perceptions of the NGOs' sponsorship conflict intervention on the enrolment rate of students in selected secondary schools in Moyale Sub-County?
- ii) What are the stakeholders' perceptions of the NGOs' community peace building conflict intervention on the enrolment rate of students in selected secondary schools in Moyale Sub-County?
- iii) What are the stakeholders' perceptions of the NGOs' capacity building conflict intervention on the enrolment rate of students in selected secondary schools in Moyale Sub-County?
- iv) How do the stakeholders perceive the effectiveness of NGOs' engagement in conflict interventions on the enrolment rate of students in selected secondary schools in Moyale Sub-County?

Hypothesis Testing

HO1: There is no significant difference between male and female respondents' perceptions on NGOs' sponsorship conflict interventions on the enrolment rate of students in selected secondary schools in Moyale Sub-County.

HO2: There is no significant difference between male and female respondents' perceptions on NGOs' community peace building interventions on enrolment rate of students in selected secondary schools in Moyale Sub-County.

HO3: There is no significant difference between male and female respondents' perceptions on NGOs' capacity building interventions on enrolment rate of students in selected secondary schools in Moyale Sub-County.

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1.7 Justification for the Study

Conflict generally thwarts access to secondary education. Literature links this to disrupted livelihoods, insecurity, high levels of poverty and depletion of available resources on security matters during conflicts (Saavedra, 2013). At the same time, Burnett, Thompson, Bird, & Blakemore (2011) argue that people with a basic secondary education requirement are more likely to have socioeconomic adaptability during conflicts through finding alternative livelihoods support , adjusting to social disorder and displacement. It is therefore important for every nation to ensure that its natives, especially those in conflict-prone areas, acquire secondary education.

Achoka, Wakwabubi, Shiundu, and Ejakait, (2018) , further contends that secondary education is extensively seen as an imperative roads for individuals to acknowledge better, progressively valuable lives and is one of the centres drivers of social monetary advancement. Attributable to the money related difficulties that run with the fierce clashes, arrangement of monetary guide by NGOs to supplement financed secondary education is viewed as pivotal in elevating access to secondary education in conflict affected regions.

It is believed that NGOs' conflict intervention measures are likely to promote enrolment rate. Conflict in this area slows down development leading to low enrolment, low retention, completion, poor performance and irregular lesson attendance. Therefore, if this trend continues, the consequence is widening disparity in terms of educational indices resulting in poverty, disengagement with the rest of the country, frequent conflict and radicalization of the youth.

1.8 Significance of the Study

The result of the study would help the policy makers to make appropriate decisions to ensure that the enrolment goes up by managing conflict that can compromise the education of any child which is a basic right. In practical terms the study would generate additional knowledge for policy implementers such as NGO managers in the area of sponsorship, capacity building and community peace building conflict intervention.

The study would also benefit the parents by helping them to peacefully co-exist with their neighbours and concentrate on the education of their children which would

eventually transform their way of life. The teachers as the stakeholders in this research would also benefit because a peaceful environment would yield a better result hence teachers can be promoted. Increased enrolment can also lead to the increased demand for teachers hence creation of job opportunities. The schools management could also benefit as it contributes to better management of the institution.

Similarly, the study would be significant to the students since it focused on the conflict intervention which promotes the high level of enrolment rate of students in education that would possibly give them a competitive edge along with their peers in other regions. This would give every child an equal opportunity in reaping educational benefits without being discriminated or academically disadvantaged.

Finally, the study was expected to contribute to the knowledge base on the status of students in conflict prone zones with regard to levels of access in secondary education. Practically the study would come up with the strategies of enhancing enrolment in secondary schools. The study would also benefit the researchers by contributing to the research gap.

1.9 Scope of the Study

The study was limited both geographically and time-wise. Geographically, it was restricted to Moyale sub-county and in particular to those areas affected by conflict. The independent variable considered in this study was the stakeholders' perceptions of NGOs' conflict intervention on the dependent variable which was the enrolment rate of students in secondary schools in Moyale Sub-county.

The respondents of this study were the teachers, students, opinion leaders and Non-governmental organisations' representatives in Moyale sub-county. The study considered the period of five years from 2014 to 2019 when there was frequent conflict in Moyale. Presumably, in this period, NGOs' were involved in offering a number of humanitarian interventions to alleviate suffering.

1.10. Limitation of the Study

The limitations of the study were as follows;

Conflict is very sensitive issue. First, some respondents were sceptical about the purpose of the study. To overcome this, different methods were used to triangulate the data collected. The second limitation was that, it was difficult to reach the desired sample. To overcome this limitation, the researcher increased the randomization of the samples. During the second day of the data collection in one school, two dormitories were set ablaze at night. There was investigation going on in the school that morning and the researcher had to postpone the data collection process. The researcher eventually embarked on it after everything normalised the following day.

Another challenge was the use of the questionnaire as data collection instrument. The major challenge in questionnaire design was to make it clear to all respondents. In-order to identify and solve the confusing points; the researcher conducted a pilot study of the questionnaire. The reliability test was done using the Cronbach alpha to validate the data that was gathered.

1.11 Assumptions of the Study

This study made the following assumptions;

- i) There was low enrolment rate of students in secondary schools in Moyale Sub-County.
- ii) Schools in Moyale Sub-County face ethnic conflict frequently.
- iii) There would be no conflict when the study was taking place.
- iv) NGOs' conflict intervention strategies had improved the enrolment rate of students in secondary education.

1.12 Theoretical Framework

The study was guided by the chaos theory.

Chaos hypothesis rose at the balance of the twentieth century, as a float from the well-known worldview of determinism while looking for another solution for the societal difficulties. The hypothesis has started to impact the sociologies, and most altogether, instructive examinations (Murphy, 2011)

The beginning, rise, and the extension of turmoil hypothesis are by one way or another found in the work of Lorenz, (1963) who analysed the panacea and the graphical portrayals of nonlinear differential conditions in his first research on climate displaying, which prompted the now prominent notion of the "butterfly effect" (the term used to depict the extreme unsteadiness that originates from smallest changes to starting circumstance). Chaos hypothesis is the popular name currently used to portray

the investigation of examples rising up out of apparently arbitrary occasions inside a physical or social framework (Griffiths, Hart, & Blair, 1991).

The part of chaos theory that is very intriguing is found in the writing of Ilya Prigogine, who concentrated on occurrence that demonstrates the rise of order from confusion, or tumult. Prigogine named such marvels dissipative structures, characterising them as self-arranging frameworks in conditions a long way from harmony, that change from confusion to arrange through a procedure called bifurcation or divergence (Murphy, 2011).

The disclosure that confusion has profound structures of order is even more noteworthy as a result of the wide scope of frameworks that show this conduct. For instance, the strange attractor branch varies from the order out-of-tumult worldview in its regard for frameworks that stay tumultuous. For them the attention is on the deliberate drop into chaos as opposed to on the sorted out structures that rise up out of mayhem (Coppa, 1993).

1.12.1 Chaos Theory's Relevance to Educational interventions and Change

There are principles of the chaos theory that can be connected to instruction as an authoritative framework and to educational change. Most huge is to comprehend education as not direct and complex. The components of the chaos hypothesis which can connect to instructive change are the “butterfly effect”, strange attractors, feedback loop, fractals, and disturbance/ turbulence (Jonassen, Davidson, Collins, Campbell, & Haag, 1995).

The butterfly effect: The butterfly effect demonstrates how a minor change in information can make an extraordinary change in yield for a whole framework. At the point when Edward Lorenz (1963) was diagramming his meteorological air oddities he recognised abnormal happening which was disorganised yet there was some order and apparent organisation in their haphazardness of the watched examples. At the point when plotted on a diagram, the dissemination took after a butterfly-subsequently the name butterfly.

As Wheatley (2006) notes, in nonlinear world, little fluctuations, can result into a totally sudden outcome.

To relate this to instructive framework, instructive associations, as nonlinear frameworks, will encounter impacts of little apparently insignificant occasions starting with one part of the framework then onto the next. The thought is underline accentuate general objectives, expansive rules and adaptability (Eisen et al., 2012).

Strange attractors: Strange attractors involve powers that pull in vitality and responsibility (Lorenz, 1993). They are weird since they can't be anticipated in a particular sense; however their results are inescapable (Fullan, 2007). Wheatley, Hemphill, Fisher, & Doddington, (1994) contend that peculiar attractors draw consideration and guide the disturbed framework into another obvious shape. In fact, in the event that we watch such a framework for quite a while, it more often than not demonstrates inborn deliberateness. Fullan, (1993) agrees that chaos in a logical sense isn't scatter, yet forms in which inconsistencies and complexities play themselves out.

Parnham, Drylie, Wheatley, Slawin, & Morris, (2006) further note that a total system accomplishes soundness by change within itself.

Fullan & Smith, (1999) recommends schools' have to address the incredible and contending powers of solidness and change. An unusual attractor gives a progression of encounters that will stir (draw in) the solid energies and duty of association individuals to influence alluring things to occur.

Feedback loops and Fractals. Chaos hypothesis moves from customary framework perspectives by searching for another classification of examples that are apparently irregular, yet contain a basic order (Keaten, Kelly, and Begnal, 1995). Each chaotic framework has interesting limits that give the framework structure and order; these limits are made through criticism circles and are most apparent in fractals. Keaten further notes the accompanying that fractals are made by rehashing a straightforward procedure again and again in an on-going input circle. Driven by recursion, fractals are pictures of dynamic frameworks-the photos of Chaos.

Fractals are connected with a reoccurring geometric shape that appears at different scales which are accessible in preparing systems. School condition with a crucial point of convergence of advancement and sponsorship can both channel and bolster better schools, managers, educators and students (McLeskey and Waldron, 2011). The move between yields empowering into wellsprings of data and a short time later hovering through again is a system that is continually appearing of progress, creating, and offering advancement to a structure.

Turbulence. It is typical for there to be confusion, or insecurity, in a change process. Changes for example, in feedback, fractals, and the butterfly effect, will normally cause disturbance. Wheatley (2006) takes note of that it is through the strange attractor of disturbance that strength can be found. Mysteriously, it is the necessities

of framework that will drive it to keep up itself and inevitably lead it to move toward becoming something new and attractive

A living system changes so as to safeguard itself. Glickman, et al. (2012) keeps up that all mind boggling societal frameworks typically experience turbulence. However endeavours to convey a positive change will in general yield a decent outcome. Hence, chaos isn't constantly negative, be that as it may, without some unsettling influence, the framework would stay in an unfaltering state and improvement would not be conceivable.

Li, Müller, Gilje, Kaner, and Wallace (2008), notes common usage shortcoming can occur in a change procedure when chaos unavoidably occurs. The key is to recognise, as disarray hypothesis does, disturbance as a feature of a characteristic and liquid piece of a change procedure. Turbulence won't make the association break up into confusion however gives any expectation of order and solidness that will make a durable societal framework (Wheatley, 2006).

1.12.2 Application of Chaos Theory to the Conflict Interventions to Increase Enrolment Rate of Students in Secondary Schools

In an educational setting, this can be seen in a school where a teacher has a clear understanding of an ideal school environment. That is, high level of academic performance, good completion rate, less dropout, optimal enrolment rate and regular lesson attendance.

However, this ideal situation does not work and the students are not properly engaged in education because of the chaos the school management, community and the students themselves have no control over.

Nonetheless, out of chaos and disorder caused by conflict would emerge order and stability in education through Non-governmental organisations' interventions to deliberately address challenges of school enrolment inequalities? This can be done through child sponsorship programmes, community peace building interventions, capacity building and establishing the effectiveness of these programmes in view of increasing the enrolment rate.

1.13 Conceptual Framework

Appleton (1995) defines conceptual framework as a visual or written product, one that explains, either graphically or in narrative form, the main things to be studied, the key factors, concepts or variables and presumed relationships among them. A conceptual framework is a tool a researcher uses to guide their inquiry; it is a set of ideas used to structure the research or a sort of a map in data collection and analysis.

The conceptual framework for this study depicts the relationship between the independent variables; stakeholders' perceptions of the NGOs' conflict interventions and the dependent variable; enrolment rate of students in secondary education as given in Figure 1.1. conceptual framework showing the relationships between stakeholders' perceptions of NGOs' conflict interventions and the enrolment rate indicators. The conflict interventions measures include sponsorship interventions, community peace building interventions and the capacity building interventions covering the first three objectives of this study.

The other last objective which is the stakeholders' perceptions of the effectiveness of NGOs' engagement in conflict intervention was not captured in the conceptual framework since it generated qualitative information.

Independent Variables

Dependent

variables

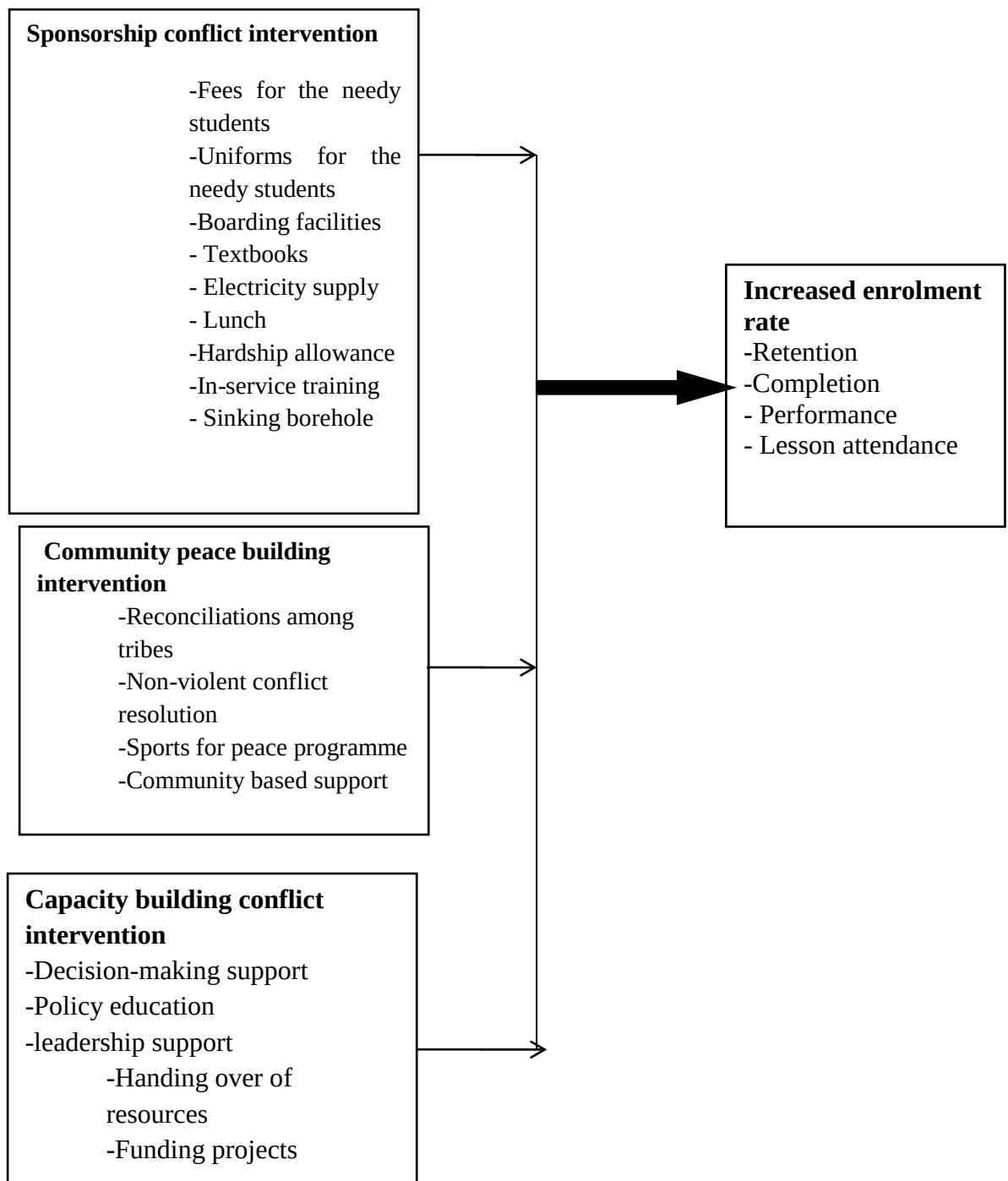


Figure 1.1 Conceptual frameworks showing the relationship between NGOs' conflict interventions and the enrolment rate.

Source: Author 2018

The conceptual framework describes the relation between the independent variables and the dependent variable. The independent variables involve the stakeholders' perception of the NGOs' conflict interventions which include; sponsorship interventions, community peace building interventions, capacity building interventions and the dependent variables which is enrolment rate of students in secondary schools in Moyale Sub-County. The prediction was that these interventions would result into increased enrolment, improved lesson attendance, increased classroom performance, increased retention and finally increased completion rate.

1.13 Operational Definition of Terms

Enrolment rate –here means being involved in in day-to-day formal learning activities. Enrolment rate in this study is measured against the following learning indicators; Retention rate, successful completion, performance in examination and lesson attendance.

Public Secondary schools- These are schools managed by the government. A level of education offered after pupils have graduated from the primary cycle. It is from this level that learners are placed to middle level colleges or the universities from where they will pursue various careers that provide opportunities in the job market.

Conflict- it refers to violent inter-ethnic conflicts which are destructive in nature in terms of social-economic destructions.

Stakeholders-Individuals or group who were interested or concerned about the enrolment rate of students in secondary education. They include NGOs' representative, community opinion leaders, principals, teachers and students

Non-governmental organisations -here refers to non-state actors both local and international offering humanitarian services during emergencies such as inter-ethnic conflict.

Interventions-refer here to assistance both financial and social support offered by NGOs to alleviate suffering of those families affected by conflict .The interventions here aim at improving enrolment rates of students in secondary schools .

Sponsorship intervention for this study means paying schools fees, buying textbooks and uniform for the students affected by the conflict.

Community peace building interventions here means activities that would bring social cohesion among the warring communities so that they can co-exist peacefully. This activities may include sports for peace, joint community based supports etc.

Capacity building intervention for this study means support that can empower the communities such as decision making and leadership entitlement, handing over of resources to the communities, education on policy matters and funding support.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focused on the literature that was relevant to the study. The chapter is systematically organised and structured based on the specific issues/themes derived from the objectives of this study. These include the context and the characteristic of Northern Kenya, the conceptual debate and the empirical debate closely related to the topic.

2.2 Concept of Conflict Intervention

Schweitzer (2010) defines conflict intervention as actions in connection to the peace promotion by different peace actors who are not direct parties to the contention before its heightening started, regardless of whether such estimates occur with or without the understanding of the people in conflict, and whether they are brutal or peaceful in nature.

In this study, the term conflict intervention was limited to the non-violent intervention which is primarily the humanitarians assistance offered to the conflict affected parties by the Non-governmental organisations to alleviate suffering.

2.3 Concept of the Enrolment Rate

Enrolment rate basically implies partaking in secondary education training, (Musungu, 2010). In this investigation, the enrolment rate was estimated utilising the indicators, for example, lesson attendance, classroom performance, retention and finally increased completion rate.

2.4 Context and Characteristics of Moyale Sub-County

Moyale Sub-County is one of the four sub-Counties of Marsabit County. It borders Ethiopia to the North and Somalia to the East. The other Sub-Counties incorporate North-Horr, Saku and Laisamis. The county involves some portion of the driest locale in the Country, the Chalbi desert belt.

Abebe & Ababa (2016) points out that one of the real impediments to harmony and security in Moyale and its environment is the ability to easily access small arms and light weapons. Arms effectively stream into the region because of the closeness of Moyale to the porous outskirts of Ethiopia and Somalia. The entry of the small arms frequently cause pressure between the communities that would inevitably eject into full fledged savage and ruinous brutality.

Regardless of various harmony agreements that were started by the Government and non-state actors to bring enduring peace, the endeavours did not bring sturdy and lasting solution. This is apparent from the series of fierce clash that was seen over the years. The most exceedingly terrible archived case is the Turbi massacre of 2005 in which Turbi town was invaded by armed militias believed to be from the neighbouring Borana community and 60 people were murdered. Out of the sixty who were murdered, 22 were pupils of Turbi primary school (Munene & Ruto, 2015).

While in the past the strain was apparently about access to the grazing areas and water, as of late the circumstance has been exasperated by neighbourhood ethno-political coalitions. In December 2013, pressure tore out into open viciousness which was ascribed to the political instigation which kept going until February 2014. It was

accounted for that something like 23 individuals were executed, 100 homes wrecked, and 8,521 family units totally displaced (Scott-Villiers et al., 2014)

According to Ruto, Ongwenyi, & Mugo (2010a), an investigation of Net Enrolment Ratio for primary schools demonstrate incredible inconsistencies between the arid areas from one viewpoint, and other pastoralist locale, on the other. From the analysis, pastoralists linger behind other arid areas which were nearly at similar standard with the national average. Most schools in Moyale Sub-County experience low enrolment rate of students in secondary schools which is ascribed among other factors to violent inter-ethnic conflict.

Table 2.1 Population distribution by sex, No. of hh, area, density and administrative units as per 2009 census source:

DIVISION	LOCATION	SUB-LOCATION	POPULATION		TOTAL	HOUSE HOLD	% OF DISPLACED POP.
			MALE	FEMALE			
CENTRAL							
	Bori	Bori	2701	2194	4895	758	30%
		Kate	1163	862	2025	310	No Displacement
	SOMARE	Somare	745	613	1358	238	20%
		Tesso	369	235	604	168	100%
	LAMI	Lami	2194	2410	4604	712	50%
	BUTIYE	Butiye	2440	2357	4797	752	100%
		Gorumuda	1862	2001	3863	612	90%
	TOWNSHIP	Sessi	1308	1220	2528	532	20%
		Township	3132	3257	6389	1139	20%
		Gurumesa	1856	1922	3778	613	50%
	HEILU	Heilu	4,708	3,828	8,536	1,115	70%
		Mansile	1,132	911	2,043	262	100%
	MANYATTA	Manyatta	1,416	1,477	2,893	479	60%
	KINISA	Kinisa	1,627	1,449	3,076	467	90%
			26,653	24,736	51,389		
GOLBO	DABEL	Dabel	2,365	1,950	4,315	612	No Displacement
		Dirdima	1,297	1,338	2,635	372	No Displacement
		Gola	1,624	1,538	3,162	396	No Displacement
		Guyo Timor	1,632	1,494	3,126	465	No Displacement
	GODOMA	Godoma	1,746	1,581	3,327	495	70%
		Didigo	1,199	943	2,142	318	No Displacement
	NANA	Nana	1,839	1,665	3,504	584	No Displacement
		Yabalo	1,331	1,217	2,548	424	No Displacement
	ODDA	Odda	1,585	1,364	2,949	540	100%
		Funanyatta	747	706	1,453	241	100%
			15,365	13,796	29161		
GRAND TOTAL	MOYALE SUB-COUNTY		42,018	38,532	8,055,012,599		53,968(67%)

Moyale affected percentages by conflict 2013

2.5 Conceptual Debate

2.5.1 Secondary Education

As per the UNESCO 2011 an expected secondary school Gross Enrolment Rate (GER) in Sub-Saharan Africa (SSA) remains at 39.6 per cent, against 70 per cent

worldwide secondary school GER, with huge numbers of those enrolled going to class sporadically or potentially neglecting to finish. On the other hand, North America and Western Europe have accomplished universal secondary education with GER over 100 per cent. It is unquestionable that the low secondary school participation in Africa has negative impact on the region's advancement and monetary development (Bell and Huebler 2011).

On that note, one of the real difficulties confronting secondary education sub-sector in Kenya throughout the years is low transition rate from primary to secondary school. The Government of Kenya, through sessional paper No.1 of 2005, made a pledge to expand transition from primary to secondary school from 49 to 70% by year 2010. Since the implementation of the subsidised secondary education cost by the Government of Kenya in 2008, transition rate to secondary schools has since expanded from 59.6% in 2007 to 70% in 2010. Through this appropriation, the Government pays KHS. 10,265.00 (US Dollars 120.8) per child every year. In any case, the expense of education in Kenya has kept on soaring throughout the years because of increasing cost for basic items. This has driven students from financially burdened and marginalised communities being unable to top up the fees balance (Maluku& Lucy, 2013)

Secondary education gives a critical connection between basic instructions and the universe of work, on one hand, and further preparing on the other. It is in this way a vital sub-area of instruction in the readiness of human capital for advancement and arrangement of life openings. In any case, in spite of its significance during the time spent advancement, the expenses of arrangement and extension of value of secondary

education have been expanding while assets for secondary education have been lessening (Little, Abound, and Lenachuru, 2009).

A similar study by Unterhalter (2013) demonstrates that having a relative with secondary and post-secondary education with stable work in the formal area can improve the welfare and help families to come over the natural catastrophes. The arrangement of such formal education to pastoral communities that generally relocate looking for water and grazing field, in any case, is a noteworthy test, with an expected worldwide aggregate of nomadic out-of-school students of around 21.8 million.

As demonstrated by sessional paper no. 14 of 2012 the significance of secondary education worldwide has developed hugely particularly in developing nations with the achievement of Universal Primary Education (UPE). In fact, for some, secondary education is presently essential and educational cost expenses must be payable to people who are not Kenyan natives (Bunyi, 2013). Sadly, this has not been the situation.

As indicated by an investigation directed by James, Simiyu, & Riechi (2016) since the implementation of financed free day secondary education in the year 2008, there has been an expansion in the enrolment rate each year from the year 2009 to 2014 as from 524 3191 in the year 2009 to 1052 5789 in the year 2014. Essentially, there has been a consistent increment in students' transition rate from the year 2009 to the year 2013. Notwithstanding, not every one of the students who joined their secondary schools finished the four year secondary education cycle because of absence of fees charges by their parents or guardians. It is seen that the denial of secondary training to children from poor families is probably going to constrain their odds of getting away

neediness in light of social political and monetary advantages related with secondary education.

Moreover, a study done by Ayiro & Sang, (2016) in the parched counties of Turkana and West Pokot uncovered that formal education in Kenya has not really served the pastoralist communities. Education indicators in these nomadic districts uncovered that nomadic groups are at the base in national measurements relating to enrolment, school participation, classroom performance, gender balance, students achievement and progression to the next dimension of education .

An investigation by the same authors revealed that social and ecological set-up of the nomadic communities in the ASAL's (which is exposed to customary and some of the time visit intermittence and discontinuity of groups) militates against standard participation of formal tutoring, or even the foundation of normal schools. Coherence of instructing is routinely upset in the ASAL's because of under-subsidising and late arrival of the funds; reluctance of the Government to make extraordinary budgetary portion for nomadic education; aimless transfer of teachers without replacement and deficient or non – accessibility of teaching materials.

Also, different studies on pastoralism and education arrangement uncover a circumstance that is portrayed by marginalisation, conflict and rivalries over pitiful assets (Dyer, 2012).

In spite of the fact that various studies analyse the connection between formal education and pastoralism, the discoveries are blended. Several studies give proof of

vulnerability among pastoralists who, from one viewpoint, consider tutoring to be a danger to their social foundations and in this manner to their peaceful vocation and, on the other, as an adjustment technique that could give their family an alternative method for livelihood (Ruto, Ongwenyi, & Mugo, 2011 & Idris, 2011).

Since freedom in 1963, Kenya's arid and semi-arid locales have recorded lower enrolments and participation rates than the rest of the nation. Historical analysis suggests that heap of factors contributed to poor education performance in Northern Kenya. The sessional paper No. 6 on Education and Training for the next Decade and Beyond of 1988 presented the cost sharing arrangement that further left out the poor communities in Northern Kenya from formal education (Ruto, Ongweny, & Mugo2010).

These regions, being the most topographically marginalised , have for quite some time been disregarded as far as development , with just 32.3% of children more than six years old going to class in 2008 contrasted with the national estimate of 76.8% (Githitho-Muriithi, 2010). The girls' transition rate from primary to secondary school in Marsabit district is just 28% contrasted with a national average of 72%, while the completion rate is 42% against a national average of 74% which is a worrying pattern (Mburu, 2017a)

The circumstance that further intensifies low access to secondary schools is that, public secondary schools acquire tremendous loans that draw in overwhelming enthusiasm to purchase buses when most corporate including government want to enlist. The schools typically acquire seven to ten million shillings which are repayable

within six years. Government never again caters for insurance and this further builds cost of education. This has made numerous students to drop out of school (Kamau Njoroge & Wambugu, 2017).

According to a study conducted by Mburu (2017b) in Marsabit County, an average school participation of students in primary schools was 62.9%, with an expanding advancement from 56.8% in 2009 to 65.6% in 2013 for an average enrolment period of 6.1 years. This improved school enrolment is perhaps because of the Government's free primary education policy and school lunch programme in arid areas, which help keep children in school. The rising pattern may likewise be similarly determined by the unfortunate impacts on pastoralism by the incessant late dry spell (UNICEF, 2005). This rising pattern may likewise be because of a decided formal education campaign by the Government, local leaders and NGOs.

In any case, school enrolment and access is likewise restricted by the generally high poverty levels among the families which make the expense of books and school regalia restrictive regardless of whether training is offered for nothing. Correspondingly, the frequent inter-communal clashes in the area likewise affect families and compel them to migrate because of a paranoid fear of assault. The impacts of this contention on children's education are enormous with schools shutting for extensive stretches and families uprooted to more secure regions. This situation forces children out of school and may result in possible drop out. The fact that interest in child education is perceived as one of the fundamental necessities for financial advancement, the United Nations' Sustainable development goals incorporate inclusive and quality training for all by 2030 (Sirin and Rogers-Sirin, 2015).

2.5.2 Access to Education in Violence Setting

Vicious clashes have tremendous negative outcome on the education framework by and large and the delivery of educational instruction in three distinctive ways. To begin with, violent fighting is connected with the devastation of infrastructure and assets expected to help the education frameworks to work. Furthermore, brutal fighting adds to the breakdown of the societal set-up prompting individuals fleeing from zones of brutality, which detrimentally affects education of their kids. Third, vicious clashes regularly lead to admeasurement and value impacts which influence the idea of educational access that may ruin numerous children from going to class (Justino, 2014).

Besides, the individuals who are exposed to violent conflict for the most part lose their assets which may cause strain on family pay and spending on kids' education. Conflict may likewise cripple or cause death of individuals from the family who are providers. This may prompt assignment of families' obligations to kids making them dropout of school to support their families (Wharton and Uwaifo Oyelere 2011).

Brutal clashes have negative impact on the nature of education as shown by educational indices, for example, school enrolment, school participation and school achievement. The quality of education is an estimate of future salary earning since college entrance is controlled by secondary school end of the course test. Furthermore, understanding the impact of conflict on secondary education is vital on the grounds that secondary school students are gainful workforce that embodies future human capital of the nation (Brück, Di Maio, & Miaari, 2014).

Apparently, conflict contrarily impacts the quality of the school learning condition as demonstrated by school qualities for example; the mediocre class size, the pupils /teacher proportion and the average congestion in the class (Jones & Naylor, 2014)

Similarly, studies done in Colombia revealed that some non-conventional factors frequently influence school achievement and enrolment. These incorporate immigration, salary blows, death toll, and institutional greatness. Another factor that enormously influences fulfilment and enrolment brought out in the later writing is violent conflict (Shemyakina, 2011)

Wharton et al (2011) structured a hypothetical system to clarify three strategies in which conflict can badly affect education; first, violence unswervingly diminishes the efficiency of people. Second, it harms physical capital, making uncertainty and lessening resource. Third, it lessens the desire to come back to school since education is often not seen as a value adding investment. In spite of the fact that violence negatively affects school enrolment and access at all ages, the impact is much more for students at the age of secondary school. The presence of illicit armed militias leads to dropout rates, with expanded impacts for the humblest family units.

O'Malley (2010) pointed out that in 2008; UN anticipated that in excess of 250,000 children wait in the positions of armed forces. Conscious or compulsory enrolment of youngsters from school, or while in transit to or from school was reported in the following countries ; Afghanistan, Burundi, Chad, Colombia, the Democratic Republic of the Congo, India, Iran, Iraq, Myanmar, Nepal, Pakistan, Palestinian , the

Philippines, Somalia, Sri Lanka, Sudan, Thailand and Zimbabwe. Security threats of various kinds have fundamentally disturbed and restricted the arrangement of or access to education in numerous parts of the world.

Harbom and Wallensteen (2009) observe that the financial, political and social negative impacts of civil wars are huge internationally. War uproots masses, ends capital and foundation, intrudes on education, harms the social order, imperils common freedoms, and creates wellbeing and starvation emergencies. Any of these effects will have sizeable impediments for durable improvement results, including the education achievement of those affected by viciousness.

Smith (2010) attests that recent studies on the smaller scale level impacts of brutal clash have demonstrated negative impacts of civil wars on education, work and wellbeing of people and families which can be watched periods after the contention.

Civil threats can irritate the education of children through the demolition of schools, deficiency of educators for fears of instability and changes to family associations and family unit's income. Kids can likewise be truly affected by the deteriorating of their health because of the linkages of violent conflict with drought, acute malnutrition, and spread of infectious diseases, post-war injury, and the obliteration of hospitals (Ostby&Urdal 2011).

Thusly, brutal clash causes misfortunes, harms, sickness and mental injury to the people affected by the conflict. These results of viciousness may frequently be sufficient to push helpless family units beneath hazardous limits. Generally inconsequential upsets to education attainment can cause critical and suffering harming impacts on individual human capital improvement as far as educational

accomplishment, wellbeing and labour market are concerned. As such, the destruction of infrastructures and lack of instructors limit access to secondary education (Bell and Huebler, 2011).

Chen, Loayza, and Reynal-Querol (2008) find that the average salvage rate for primary school enrolment in the period somewhere in the range of 1960 and 2003 was greater than that of secondary school enrolment in post-conflict nations, and bigger than in nations not disturbed by the civil wars. Recovering in secondary school enrolment is lower in conflict prone countries.

Bird, Higgins, and McKay (2011) conducted a qualitative study in Northern Uganda. They established that in relation to other parts of the country, the Northern district trailed behind in secondary school Enrolment. This was because of the conflict between the Ugandan Government and Lord's Resistance Army. Owing to the prevalent poverty caused by the conflicts, households in the region were incapable to enrol their children in secondary school.

Likewise, Cheptile (2013) study uncovered that while national estimates in Kenya revealed that secondary school Gross and Net Enrolment Rates have improved since secondary education training was partly financed by the Government, they can't be completely depended upon since they tend to sum up and cloudy school enrolment variations across the region gap. Definitely, conflict inclined zones to a great extent experience low access to secondary education because of dislocated source of revenue and financial hindrances escorting conflicts.

A study by Wairagu (2007) in Turkana District recognised that repetitive attacks of Turkana's cattle by the Pokot have added to medium-term poverty in the District. As an outcome, families were unable to finance the expense of secondary education.

From the foregoing conceptual debate, it is clear that the negative effect of conflict is enormous on social-economic set up of the society thus limiting the educational attainment.

The focus of this study was therefore to assess the stakeholders' perception of the NGOs' conflict intervention on the enrolment rate of students in selected secondary schools in Moyale Sub-County, Kenya.

2.6 Empirical Debate

2.6.1 Stakeholders' Perceptions of the NGOs' Sponsorship Conflict Intervention on the Students' Enrolment Rate.

NGOs are established on standards and hinge on donors and other offers to deliver services that search out to alleviate enduring, advance the welfares of poor people, secure the earth, and offer essential community services and civil development (Brownell and Basham, 2017)

Óskarsdóttir, Baldursdóttir, & Einarsdóttir (2016) further contend that a ton of non-governmental organisations solely champion education of vulnerable girls who are seen actually pitiable and explicitly ill-treated. It was seen that mainstream of such young ladies claimed that they had association with sugar daddies. Thus, such young ladies are said to be in threat of dropping out of school as a result of early pregnancy.

Moreover, if there should arise an occurrence of the event of misfortune, women and their kids remain a definitive sufferers exhibiting the most vulnerable 'face of debacle' which supports the appropriateness for the interventions by humanitarian agencies (Dogra, 2011).

The presence of an adolescent in need is a realistic figure of speech that is at the vanguard of the governmental issues of sights in crisis news and help programme. In the past, allegories of starved African kids increased broad media thought as images of meriting underprivileged and instructed the quickly creating NGO Park (Abebe and Ofosu-Kusi, 2016).

It was observed that in numerous NGOs guidelines, kids older than 12 years can't be supported and kids in kindergarten get top need while choosing qualified applicants; this is proposed to expand the quantity of years that a child can be supported (Wydick, Glewwe, & Rutledge, 2013)

NGOs, regardless of the size have successfully progressed toward becoming deferments of the Government in the developing countries, venturing into zones of need where governments can't manage the cost because of an absence of state ability. Numerous schools work in poor structures and a critical minority of rural schools still needs electricity connections, telephone lines or running water (Wagner 2017).

In spite of the fact that the enrolment status of NGOs implies they can't share benefits legitimately, those working for the NGOs are frequently the principle beneficiaries of donor funds (Musah, Tachin, Akeji, & Dawuni, 2017b).

Ostensibly, in Sub-Saharan Africa, the aids of NGOs are overwhelmingly noteworthy in supporting proficiency aptitudes, community schools, health education, early childhood care, skills training and other different types of learning, hence helping individuals to improve their living conditions. In Ghana and Northern Region for instance, School for Life, which is local NGO helped 767 communities out of an aggregate of 2,889 communities (accounting for 26.5%) in these regions. It was believed that the activity massively improved the community's lives. Indeed, local NGOs and their immediacy to communities help as a channel through which resources from benefactor/global NGO bolstered programme can stream to the communities (Klees, 2008).

Musah et al., (2017b) advances this point that social-economic issues, the career of the guardians, their pay levels, family unit errands, shepherding livestock and market days largely decide whether the kids are either enrolled or persistently go to class. By the by, the participation rate is inclined to an incredible breadth by the staff/human asset, teaching and learning materials, monitoring and supervision frameworks. The existence of school's feeding programme in some community schools likewise contribute essentially to the enrolment of kids in the school. Elements influencing sexual orientation dissimilarity and participation at primary schools uncovered that various variables, for example, household tasks, family head income and the cost

aligned with fundamental training were found as components that repress kids' enrolment and participation rate, particularly girls' participation.

Supporters of school fees elimination see school fees as expensive for financially deprived students and contend that it strengthens imbalances in education quality (Rosser and Joshi, 2013). This is essentially the situation in secondary school where fees can be significant hence settling on the decision that to continue past primary school is unreasonable investment (Ohba, 2011)

In fact, there is mounting exact proof that school fee eradication surges enrolment, especially primary school enrolment, in populaces with low original enrolment. Not as much of is known about the effect of fees removal programmes in nations that have high primary and early secondary enrolment, yet where school completion stays low. The outcomes add to the evaluations of the no-fee programme introduced in (Branson and Lam, 2017).

However, a few fee elimination programmes have occasioned in a dropping of education quality, as schools tussle to retain standards and are not sufficiently remunerated for hasty increments in enrolment (Morgan, Petrosino, and Fronius, 2014).

It is contended that finishing grade 12 offers imperative shield from joblessness and inaction. The individuals who don't complete secondary school are mostly susceptible and end up relentlessly jobless and totally dependent on social gifts (Barrientos, Møller, Saboia, Lloyd-Sherlock, and Mase, 2013).

In any case, taking out school fees possibly will upturn enrolment in late secondary school. Apparently, because of the mind-boggling expenses of joining secondary school, poor students who are unable to pay for secondary school may gauge that their odds to go to school as zero, regardless of how much effort they put. Thus, they might be less enthused to work hard or remain in school (Shi et al., 2015).

In China, for example, up to 25% of students from poor, pastoral zones drop out even before finishing middle school, contrasted with less than 3% of middle school students from better-off, urban territories (Mo et al., 2013).

Another strategy for improving access to secondary schools is by improving school facilities, notably, constructing nice school toilets. According to Murnane & Ganimian, (2014), a vast school-latrline development endeavour in India in 2003 intensified enrolment in Grades 1 through 5 by 12% and that of pupils in Grades 6 through 8 by 8%. Kazianga, Levy, Linden, and Sloan, (2013a) likewise saw that the development of village based schools (i.e., schools serving just kids in the neighbouring zone) in Ghor, Afghanistan, in 2007 not just improved young girls ' enrolment in schools by 52 per cent , it additionally upgraded their math and language test scores by 0.65 standard deviations (SDs). Indeed, for each US\$100, the programme yielded a 2.11 SD impact on students' accomplishment.

Muralidharan & Prakash, (2017) again established that a programme in Bihar, India, that gave young girls in secondary school bikes to travel to class improved their enrolments by 30% and decreased the gender gap in enrolment by 40%. Actually, the

activity was more efficient in expanding school enrolment than cash transfers for families. Construction of schools with adequate basic facilities consistently expands enrolments; however it doesn't persistently results in improved students' academic achievements.

Kazianga, Levy, Linden, & Sloan(2013b) further echo this discussion that building primary schools furnished with sex-explicit lavatories, canteens , and textbooks in Burkina Faso in 2005 expanded enrolments by 19 per cent and math and French test scores by 0.4 standard deviation following 2 and a half years of project intervention .

However, Dumitrescu, Levy, Orfield, & Sloan (2011) show that a comparative activity in Niger in 2008 amplified enrolments by 4.3 per cent, yet had no impact on students' participation or French and math test scores.

Evans, Kremer, & Ngatia (2008) find that despite the fact that user fees are a noteworthy deterrent to universal education in third world nations, a few countries in Sub-Saharan Africa have eliminated school fees , yet other huge costs continue , including the expense of buying a school uniform for a child . While a few programmes, for example, giving lunch or free medication to students have increased the advantage of education, uniform provision and reduction of school fees lessen the cash expense required. In this manner uniform arrangement might be an advantageous intervention to decrease the expenses of education for Kenyan families.

Biwott (2013) established that the effect of ICS-Africa, a non-governmental organisation that supported certain school students to get free school uniform so as to

help them on school investment and different results uncovered that giving a uniform decreases school absenteeism by 7 per cent. For more unfortunate students that decrease ascends to 12 per cent.

Duflo, Dupas, & Kremer (2010) discovered that primary school kids who got free uniform in Busia, Kenya, in 2002 were 44% bound to go to class and they performed 0.25 SDs better than their peers in math, English, and Kiswahili tests one year later. For each US\$100, the programme yielded 0.7 per cent increment in pupils' participation rate. Lamentably, the authors didn't report the effect of the idea of free uniform on students' overall achievement.

Furthermore, Kremer & Vermeersch, (2005) established that free morning meals in preschools in Busia and Teso, Kenya, in 2000 expanded pupils' enrolment rate by 30%. The programme advanced students' scores on oral and written tests just in schools with experienced teachers.

Afridi, (2011), conversely, found that a school meals program in Madhya Pradesh, India, in 2003 had no impact on the participation and enrolments of primary school students by and large. In light of the empirical literature on sponsorship interventions the gap and the trend are set up as pursues;

Trends and Gap

Murnane & Ganimian, (2014) contend that a vast school-latrines-development activity in India in 2003 enhanced enrolment in Grades 1 through 5 by 12% and that of students in Grades 6 through 8 by 8%. Correspondingly, building schools with good

facilities for girls continually expands enrolments, yet it doesn't generally impact in improved students' achievement (Muralidharan & Prakash, 2017).

Duflo, Dupas, & Kremer (2010) found that primary school students who got free uniform in Busia, Kenya, in 2002 were 44% bound to go to class and they performed 0.25 SDs better on math, English, and Kiswahili tests one year later. For each US\$100, the programme yielded 0.71 per cent advancement.

From the above pattern it is a reasonable to say that there was a contextual knowledge gap. To start with, Murname & Ganimian (2014) concentrated on the toilet construction activity that improved the enrolment in grade 1 to 5 in India. This study focused on the secondary schools initiatives in Kenya. Besides, Duflo et al (2010) noticed that free uniform initiatives in Busia primary schools helped students to go to schools. Conversely, the current study concentrated on such activities in secondary schools in Moyale Sub-County.

2.6.2 Stakeholders' Perceptions of the NGOs' Community Peace Building Conflict Intervention on Students' Enrolment Rate.

Community peace building interventions are so vital in peace building. These activities incorporate endeavours, for example, peaceful conflict resolution mechanism, peace education, compromise among the clans, recuperating procedure and social cohesion. It is asserted that NGO-facilitated network promote self-improvement livelihood. Communal commitment is exceptionally noteworthy in advancing peace building (Wessells, 2017).

Notably, in Bosnia and Herzegovina, Islamic group had a huge influence as a supporter of alleviation and advancement in numerous parts of conflict zones amid the Bosnian war of 1992-1995. Elsewhere, the Islamic group in Bosnia and Herzegovina have endeavoured to encourage post-war harmony in the country (Preljević, 2017).

Likewise, Aladysheva et al., (2017) contends that conflict and building harmony among people is a very decided policy objective – and one for which generous learning gaps exist in the scholastic writing. Not at all like in numerous different fields of development, there are no formalised realities recommending how to build harmony between individuals. Without institutionalised arrangement solutions and in the light of the pressing need to fortify burst and delicate social orders, experts have attempted numerous ways to deal with and reinforce harmony between individuals.

Without a doubt, a standout amongst the most well-known methodologies used to look at conflict among the communities has been the principle of contact theory. According to Pettigrew (1998), individuals from different ethnic group might be confined from one another, henceforth setting up the ground for plausible violence between such groups. In this manner, if individuals from the various groups are thrilled to get the opportunity to recognise one another, for instance by cooperating under positive conditions, figure out how to take an alternate point of view then obliviousness and preference can offer approach to learning and trust, diminishing the likelihood of impromptu or centred flare-ups of violent conflict happening between them. Such stages have been acknowledged for a considerable length of time with a wide range of target bunches by Non-governmental organisations (NGOs),

governments and international organisations in both developing and developed nations.

Colletta & Cullen (2000) anyway contend that, the testing evidence for the viability of such projects is extremely slender. It is regularly concurred that social cohesion is a free or interceding variable in connection to peace building and conflict inhibition. That is, social cohesion, or the (re)building of relational and intergroup systems, confidence, and commonality, is well-considered essential for feasible harmony. Hence stopping and terminating violent clashes and guaranteeing that they don't rehash, will accomplish more to make an atmosphere for poverty decline and improvement in nations hampered by conflict than any measure of expensive aid support.

King, Samii, & Snilstveit (2010a) note that advancement and harmony building organisations have presented endeavours which strengthen social cohesion in developing nations. A genius social attachment has informed real development interventions by worldwide foundations, for example, the World Bank's Social Development Department and NGOs, such as, the International Rescue Committee. Indeed, within the World Bank, where consultative commitment has been operationalized is community based development (CBD) or community driven-development (CDD) ventures.

Interestingly, Schulenkorf (2010) revealed that there have been numerous promising examples of overcoming adversity in sports strengthening peace. A study done in Sri Lanka found that deliberately structured games programmes stimulate the foundation of securities among different populaces.

Giulianotti (2011) & Hurrell (2016) see that, as of late, a wide assortment of associations have utilised games as an intermediation apparatus to advance harmony among warring communities. More than 400 games for development NGOs have been planned as of late, and function in excess of 125 nations over the world. It is comprehended that the utilization of games in search of worldwide improvement is widening, with backing for games based projects that advance social, education and social well-being objectives. This is improved by the suggestion that the trust in game as an apparatus of compromise has been advanced by amazing associations.

Additionally , Strachan et al., (2012) further argues that participatory community miscellany and support upsurges community tolerability and demand for the intervention programme. Implementing an approach that retains the plasticity to answer to ideas and solutions that come from the community is precarious to retaining local significance and awareness in the community of programme values.

In fact, Rajaraman et al., (2012) comparatively brings up that, an evaluation of partner bits of knowledge and know-hows about the appropriateness of the school wellbeing advancement and strengthening mediations proposed that there was an abnormal state of verbalised support for the large portion of the programme exercises from principals, teachers and community members. The stakeholders related the positive effects of guiding mediations on the students.

Likewise, a study done in Australia designate that stakeholders view community oriented association and systems administration approach of the projects have had

critical effect on the ability of the participating agencies to actualise and bolster refugee students . The cooperation among schools and foundation were vital to the accomplishment of the programme. The point was to set up an increasingly orchestrated arrangement of inter-sectorial sustenance among community, education and government divisions to address the prosperity and instructive desires of the displaced person's kids and youngsters (Block, Cross, Riggs, & Gibbs, 2014).

Consequently, numerous international funders make general attestations that they had made a suitable peace building ventures. To make these entitlements, international interveners ought to be able to withdraw to their work subsequent to completion of a peace building interventions so as to see what peace building endeavours and players endure. This requires institutional memory: the capacity to review past activities, practices, and accomplices. Without institutional memory, cases of manageability need dependability (Heideman 2016).

In addition, absence of set up memory raises questions of how liable contributors are, both for the declarations they make and to the communities they work with. Since institutional memory, manageability, and responsibility have not been recently connected, we have had next to no sensible reason for making claims about the connection between standards of maintainability and functional substances of donor amnesia (Heideman, 2017).

The topic of sustainability and neglect fullness within peace building mediations is vital for three reasons. To start with, while worldwide players make affirmations about the sustainability of their work, the absence of institutional memory deflects the

testing of cases of maintainability. Second, regardless of the talk of sustainability, genuine sustainability of harmony working in post war settings is essential. One doesn't require to see far to distinguish instances of contentions re-exploding after periods of harmony. Specialists have been in dispute for quite a long time that steady harmony requires sustainability (Kupchan, 2010).

On the other hand, what is as yet unfledged is exchange and knowledge on powerful and weighty methodologies and re-enactments between safeguard, insight and the NGO peace building networks. For a few, there is a lively choice not to connect with or over these institutional partitions, despite the fact that this is obviously changing with the present cycle of the "worldwide war on Islamic fanaticism". The new status of peace building NGOs to join with governments in their approaches and projects went for "countering brutal fanaticism" is moving the field (Carl, 2016).

Imperatively, it appears glaringly evident that harmonisation ought to have a cost lessening impact. Utility coordination enables donors to manage without anyone else exchange costs, and also lessen the measure of assets that beneficiaries need to spend in aid delivery process. This gives the contentions to coordination additionally of NGO donors, which in some cases go up against one another in ineffectual ways or dispense their assets insufficiently. In any case, since NGOs are not engaged with setting conditions for the beneficiaries or directing assets through the open segment, it might in any case be less basic to arrange among them and state (Bigsten & Tengstam, 2015)

Fiester (2007) contends that peace intervention is a critical apparatus in saddling durable society. Intervention is characterised as casual and non-restricting procedure attempted by an outside parties that advances the settlement of requests of various groups in a question. Intervention is typically connected with the emergence of a third party. It is believed to be a wilful procedure. Intervention normally entails a dialogue between people who are in conflict to achieve an answer for their issues.

Nwankwo (2018) discusses that disputes settlement game plans are unpredictably bound into the socio-political existence of every society. Such associations which are commonly encased and establish key section of their lawful foundations are dependable instruments for their survival as social cooperatives. They likewise exemplify security fixtures for re-producing or re-building societal ties and group congruity when clashes or question subvert or puncture business as usual.

Soomro, Khoso, & Khatwani (2019) further argue that conflict management in multi-ethnic states consider exact portrayal of individuals having a place with every single ethnic get together for strong harmony to be accomplished. Through the representation of the ethnic groups the wellbeing of the each group gets consideration at the institutional scenes.

Trend and Gap

In spite of the fact that Heideman (2016) contends that few international donors make general assertions that they had produced sustainable peace building ventures, this isn't the case for Moyale Sub-County as shown by frequent inter-ethnic clash. While

Soomro et al (2019) utilised the Representative bureaucracy theory to underpin their study; the present study was anchored on the Chaos theory.

2.6.3 Stakeholders' Perceptions of the NGOs' Capacity Building Conflict Intervention on Students' Enrolment Rate.

In China as studied by Xiong & Li (2017) due to the quickly developing presence of the poor people and low-income refugee children in Chinese cities, some non-governmental organisations (NGOs) have moved their intervention techniques from quantifiable help to esteem and capacity development. The capacity building for this situation aims to spread knowledge, aptitudes and ethics to vagrant kids so as to sustain them into another age of current natives, instead of the old residents of their parent age.

On the other hand, psychological well-being, psychosocial, and peace building underpins are seriously desired to help war-disturbed children in numerous nations. Support ought to be multileveled, strength arranged, multidisciplinary, intended to fit distinctive subclasses, and mindful to issues of approach and financing. Child protection is along these lines a key armrest of counteractive action of emotional well-being and psychosocial issues. Nongovernmental associations (NGOs) regularly help the associations of Child Welfare Committees that show, react to, and advise about threats, for example, sexual exploitation, trafficking, and landmines and unexploded remainders of war. (Wessells, 2017).

Similarly, literature uncovered that a significant per cent of the NGOs try to propel the idea of individual improvement endeavours among poor pastoral people exploiting

frameworks that engage group venture and obligation regarding fundamental Workshop (Musah , et al , 2017).

Community focused development interventions ventures invigorate social cohesion by helping and building community capacity with regard to basic leadership and collective activity through a procedure of participation. The theory is that, by giving over control of choices making and assets to the community, the sub-tasks will better address community's' issues and upgrade proprietorship; and that the experience of being engaged with this participatory procedure will enable communities , improve capacity with regards to neighbourhood advancement and improve social harmony. The primary instrument through which CDD ventures plan to understand their results is through the participatory procedure (King et al 2010b).

Education is comprehended as extra conductor that has been underlined for its capability to support social cohesion. The educational modules interventions included prompt educational mediations focusing on adults, intended to impart explicit messages planned to change methods of insight, convictions, perspectives on social standards and conduct, and to advance leadership abilities, attachment and group action (Easterly, Ritzen, & Woolcock, 2006).

Smith (2011) states that by and large, the hypothesis underlying the educational modules interventions indicates that the educational programs conveyed to intervention members will prompt conduct alterations, which thus will improve social cohesion. Specialists working in multiplicity of settings point to the basic job that

quality training contribute towards strengthening capacity among the youth to advance a dream of harmony.

Bajaj (2015) further contends that peace training offers a basic focal point to find and break down auxiliary and social violence settled in shared ideals to encourage the learning and abilities expected to create esteems required to show a culture of harmony.

O'Brien (2005) proposes that a large portion of the NGOs bolster their government in completing numerous key errands. A large portion of them help community recuperation through a few community improvement and conflict resolutions that are aimed at structure the social and monetary set-up, and empowering national reconciliation from numerous points of view and helping those social groups most affected by strife.

Czuba, O'Neill, & Ayala (2017) noticed that humanitarian emergencies have impacted many pastoralists and have prompted a variety of interventions that have composed extensive assets trying to ease enduring and improve the sustainability of nomadic livelihood. Unescapably, domesticated animals' misfortunes through starvation or malady have significantly destabilised the premise of pastoralist livelihood. Notwithstanding, instances of the studies done on sustenance security uncovered that donations of relief food help in Turkana prompted a fortifying of livestock group development and at the same time filled income holes among the beneficiaries.

Heideman (2016) agrees that the threat of savage clash which can intensify into civil friction and war unfortunately impacts pastoralist livelihood as well as hinders livestock herders from making personal investment. All things considered, the ability of nomadic communities to elevate their interests should be fortified by giving them a voice in national and worldwide discussions. Significantly, the arrangements/methodologies to speed up the commitment of pastoral communities in substitute revenue production endeavours must be recognised, so as to enable them to chase the alternative livelihood ventures.

Ulleberg (2009) likewise contends that, NGOs are increasingly more associated with capacity advancement. As the development dialogue slants towards developing abilities and instruments for fortifying society, NGOs have responded systematically. In fact, they need to keep on being critical development partners and impart their broad learning in different training areas.

Trend and the Gap

Although Haris (2011) did a study on the role and the impacts of NGOs in capacity development, the former used a quantitative approach while this study employed a mixed method approach. This therefore implies that, there was a methodological gap that the current study identified and subsequently explored.

2.6.4 Stakeholders' Perceptions of the Effectiveness of NGOs' Engagements in Conflict Interventions on the Students' Enrolment Rate.

Strachan et al., (2012) contends that participatory community decision and boost intensifies community tolerability and supplication for the intervention programme. Actualising a strategy that holds the compliance to react to thoughts and engagements that originate from the community is basic to holding local pertinence and recognition in the community of programme admirations.

Rajaraman et al., (2012) likewise argues that an examination of stakeholders' insights of knowledge and encounters about the adequacy of the school wellbeing effort and strengthening interventions propose that there was an abnormal state of explained backing for the vast majority of the programme exercises from principals, teachers and community members. Indeed, stakeholders portrayed the positive effects of counselling intercessions on the students.

Different studies done in Australia demonstrate that displaced person's students frequently have immaterial or fundamentally upset formal education. Stakeholders saw that the collaborative partnership and systems approach of the programme had generous effect on the capacity of the participating institutions to execute and bolster on-going change. The associations among schools and foundations were additionally integral to the accomplishment of the programme (Block et al., 2014).

Egbo et al (2018), moreover contends that, educational framework is similar to a hierarchical associations in which following a scholarly year, three choices emerge in the new status of the students, with respect to the enrolment rate; the students may move or elevated to the higher class, may rehash a similar class an aftereffect of poor

performance, or may leave the school effectively as an alumni or dropout of the system before achieving the maximum prerequisite level.

Platteau et al (2003) contends that there is a necessity to adequately engage the grassroots through appropriate awareness workshops aimed at making them mindful of their rights and sufficiently certain to advocate for them if the intervention programmes are intended to be a triumph.

On the other hand, what is as yet unfledged is trade-off and learning on viable and earth shattering methodologies and re-enactments' between protection, knowledge and the NGO peace building networks. Promisingly, the new arrangement of peace building NGOs to cooperate with governments in their approaches and projects has been viewed as being powerful in killing psychological oppression in various nations (Carl, 2016).

Bigsten & Tengstam, (2015) states that harmonisation of the projects are powerful regarding diminishing the expense of the projects funding. Donor coordination enables them to economise on their project costs, and in the meantime it lessens the measure of assets that beneficiaries need to spend in the guide conveyance process.

Trend and Gap

Block et al (2014) notes that collaborative partnership among the stakeholders is effective in implementing an on-going change. His study adopted a case study design while the current study employed a concurrent triangulation design.

Platteau et (2003) did a mixed method study on *The Risk of Resource Misappropriation in Community- Driven Development* but used a case study design while the current study used a concurrent triangulation design. In both studies there was a methodological gaps that the current study capitalised on.

2.7 Summary of Chapter Two

The review of literature has revealed that studies have been done extensively on the impact of social, political and economic factors on access to education by children of different categories.

Closely related literature are that of Achoka et al (2018) which looked at students' socio-economic status and enrolment in public secondary school, Afridi(2011) which focused on the impact of school meals on school participation , Branson(2017) that delved into the impact of no-fee school policy on enrolment and school performance.

Additionally, Dyer (2012) examined formal education and pastoralism in Western India, Heideman (2016) did a study on sustainability and peace building in Croatia, Cheptile (2013) focused on Subsidised secondary education and secondary school enrolment and attendance in conflict prone area of West Pokot County , Mburu (17) explored the effect of livestock herd migration on child schooling in Marsabit District but none focused on the stakeholders' perceptions of Non-governmental organisations conflict interventions on the enrolment rate of students in secondary schools in Moyale Sub-County .

This study therefore sought to contribute to this knowledge gap by exploring different perceptions of the stakeholders with regard to NGOs' conflict interventions on the enrolment rate. The next chapter addressed the research methodology employed in this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter was concerned with the research methodology that the study employed. In this chapter, the methodology of the current study was discussed under the following sections: research design, research paradigm, study site, population and sampling procedure, data sources, data collection methods, and data analysis procedure.

3.2 Research Paradigm

The study was underpinned by the pragmatic paradigm. According to Creswell and Creswell, (2017), pragmatic paradigm isn't committed to any one system of philosophy and thusly a mixed method researcher draws unreservedly from both quantitative and qualitative traditions when they involve in the research. For them the truth is what works at the time. It isn't situated in a polarity between reality free of the psyche or inside the brain. Thus, in mixed method research, the researcher utilises both quantitative and qualitative data since they work to convey the best comprehension of a research problem.

3.3 Research Approach

This study utilised a mixed method research. This type of enquiry is viewed as both a methodology and a method. As an approach or methodology it has philosophical suppositions – regularly situated in pragmatism – that guide the course of the collection, analysis and mix of research in all stages of the enquiry. As a method, it includes collecting, analysing and mixing both quantitative and qualitative

information in one study and a progression of studies. The motivation behind this methodology is that both quantitative and qualitative inquiries together will offer a superior comprehension of a study than a single methodology (Creswell 2017).

3.4 Research Design

As indicated by Kombo and Tromp,(2006), research design is a structure of a study that holds every one of the basics in a research proposal together .

Creswell (2012) comparatively defines research design as the plan outline or the plot that is utilised to develop answers to a research problem.

De Munck,(2009) sees a research design as an outline blueprint which one endeavours to pursue. The design, as it is generally pictured, has a straight succession of steps practically equivalent to that utilised in structure of a birdhouse.

Kothari (2004) further defines it as a conceptual structure within which a research is directed. It comprises the plan for the generation estimation and analysis of the information.

This study adopted concurrent triangulation design. This is a one-phase strategy in which the researcher executes both the quantitative and qualitative techniques amid the equivalent time period and with equivalent weight (Creswell, Plano Clark, Gutmann, & Hanson, 2003). It normally includes the simultaneous, yet independent, collection and analysis of quantitative and qualitative information with the goal that the scientist may best comprehend the research problem. In this study, the researcher

endeavoured to bring the outcome from the two methodologies together for understanding at the analysis stage.

Since a mixed method approach was used, the researcher collected both qualitative and quantitative data during the same timeframe.

3.4 Study Site

The study was conducted in Moyale Sub-County. Moyale Sub-County borders Ethiopia from North and it is inhabited by five major communities such as Gabra, Borana, Garre and Burji, Sakuye communities and others. The economic and political undercurrents often set these communities against each other. The researcher was therefore interested to explore the stakeholders' perceptions of the NGOs' conflict interventions on the enrolment rate of students in selected secondary schools in Moyale Sub-County. Moyale sub-county is a former administrative district in the former Eastern province of Kenya. Its capital town is Moyale. It has an area of 9,390 km². The district had one electoral constituency, the Moyale constituency. In 2010, the district was eliminated and joined Marsabit County.

3.4 Target Population

A target population for this study was 246 students, 36 teachers, 6 NGOs, 20 opinion leaders and 4 principals of secondary schools. From the four secondary schools, one girls' school and one boys' school were purposely selected from Moyale Sub-County. The two schools were the boarding schools and were affected by the conflict being at the middle of the warring communities.

3.5 Sampling Procedure and Sample Size

Moyale Sub-county has three administrative locations or wards; Central, Obbu and Golbo. The study employed both probability and non-probability sampling technique to generate data. First, the researcher purposively selected the three divisions because they were the epicentre of Moyale inter-ethnic conflict.

The researcher at that point chose two divisions for this study with simple random sampling; every one of the three wards had an equivalent and known non-zero likelihood of being chosen (Hira and Mugenda, 1999).

To get two wards, a number was allocated to every one of the three wards; the numbers were written in little bits of paper, collapsed and put in a compartment rearranged. The researcher at that point picked two numbers from the holder at a random, each one in turn, and the wards matching a number picked were the ones from which the study participants were subsequently drawn.

Additionally, two schools were purposively selected being the only boarding schools and were mostly affected by the conflict. A sample of 134 students was drawn from the two schools using systematic random sampling technique and proportionately. The two schools were boys and girls boarding schools. A sample of 34 teachers was also drawn from the two schools using simple random sampling. Two principals of those two schools were purposively chosen to participate in the interview.

The researcher then purposively sampled 19 opinion leaders to participate in the focus group discussions. Finally, 3 NGOs were purposively sampled. Only NGOs with relevant interventions were considered for this study.

Table 3.1 below shows the study population, sample size, objectives that were addressed by each data collection instruments and the tools for data generation or collection for the study. The selection of the sample size for the study was guided by the Krejcie and Morgan's sample size determination table of 1970.

Table 3.1 Study Population and Sample Size

Unit of Analysis	Study Population	Sample	Objectives	Tools
Principals	2	2	All	Interview schedule
Teachers	36	34	All	Questionnaire
Students	246	152	All	Questionnaire
NGO representatives	6NGOs	3	All	Interview schedule
Opinion leaders	20	19	All	FGDs
Total	312	210		

Source: Researcher 2018

3.6 Data Sources and Data Collection Methods

The study employed the use of questionnaires, interview schedules and focus group discussion.

Orodho (2005) takes note that, one can pick and embrace an instrument, or even copy the whole study effectively utilised by another researcher. The adopted questionnaires

for this study were modified by the researcher to suit the study. Varied strategies for data collection were utilised within the limit of appropriate sampling procedure.

The principle type of data that were generated incorporated the primary data. The primary information was gathered from the sample respondents, for example, students, teachers, opinion leaders and NGO delegates.

The data were generated from the distributed questionnaires, interview schedules and focus group discussion. This involved face-to-face interviews that were guided by a list of systematic questions. The questionnaires contained close-ended questions designed on five point likert scale

The secondary data were achieved utilising the school records and other literature reviews. This was utilised owing to its exact and persuading nature. Secondary data was gathered from different writing materials including books, diaries, papers and government policy records that were important to the study. The researcher then utilised the responses from questionnaires, interview schedules and FGDs so as to triangulate the findings of the study for validation.

3.6.1 Questionnaires

The study used questionnaire for students and teachers. In order to gather varied responses, the questionnaires were triangulated using interviews and FGD responses from the participants. The structured questionnaires were used since they were easy to administer and analyse and therefore economical in terms of time and money and they

allow collection of data from a large sample (Gorard, 2001). The questionnaires were designed on five point likert scale ranging from strongly agree to strongly disagree.

3.6.2 Interview Schedules

Interview schedules were used to generate data from the principals, and the NGO representatives. Both the structured and semi-structured interviews were meant to enable the participants to open up and enable the researcher to be receptive to individual uniqueness and situational attributes (Kombo and Tromp 2006). Semi structured interviews were used since they help in in-depth information to be generated.

3.6.3 Focus Group Discussion

This is a fast appraisal , semi-structured information gathering technique in which a purposively chosen set of participants meet to discuss issues and concerns dependent on a rundown of key topics drawn up with by the researcher /facilitator (Bashuna, 2013).

Thus, Liamputtong, (2011) contends that the value and legitimacy of focus group information are influenced by the degree to which members feel good about transparently communicating their thoughts, perspectives, or sentiment. The abundance of literature on group dynamics recommends that components, for example, intrapersonal, individual differences, interpersonal variables and environment elements impact the members comfort zones. For these reasons, the researcher considered the above factors when selecting eight (8) participants for FGD sessions. The FGD was used for the opinion leaders from the communities.

3.7 Validity and Reliability of Research Instruments

The research instruments were checked for validity and reliability before the actual research began. This section focused on the procedures of ensuring the validity and the reliability of the instruments that were used to gather the data.

3.7.1 Validity

Piloting of research instruments was done to check whether the items were clear to the respondents, whether they could attract the needed information and to estimate the time the respondents required to respond to the items. This was to ensure valid responses.

The piloting of this study was done in Marsabit central which was one of the four Sub-Counties in Marsabit County. The choice of this area was necessitated by the similarities with Moyale Sub-County in terms of the cosmopolitan nature and also ethnic rivalries.

Saunders, Lewis, and Thornhill (2007) explain validity of an instrument as a proportion of how much the outcomes attained by utilising the instrument represents the real problem under investigation.

There are numerous statistical tests and measures to assess the validity of quantitative instruments, which generally involve pilot testing. The researcher did variety of validity test such as the content validity of the questionnaire and interview schedule, the construct validity to assess whether the scales measure the constructs adequately,

the face validity to assess whether the measurement procedures appeared valid with regard to the given variables or construct and finally the internal validity to minimise the systematic error. The content analysis was done by the experts who were in this case my supervisors. Content validity was significant because it helped the researcher to establish the appropriateness of the content of an instrument.

3.7.2 Reliability

Reliability is how much a measure supplies predictable outcome (Mbvesa, 2006). The Cornbrash's Alpha was used to measure the internal consistency reliability. Cronbach Coefficient Alpha was computed to test internal consistency and determined how items correlate among themselves.

Cronbach's alpha is the most commonly used measure of reliability for scored data. The most acceptable alpha is 0.70 and above since values range from 0 to 1. Other studies however, prescribe reliability coefficient of 0.50 or 0.60 as adequate (Davis, Allen, & Cosenza, 1988). A high value indicates high reliability. Cronbach Coefficient Alpha computed after pilot study was as indicated in Table 3.2 below.

Table 3.2 Cronbach Alpha Values

Variables	Number of items	Cronbach alpha	Status
Sponsorship measures effect on 10 students' enrolment.		0.726	Reliable
Community peace building 4 intervention effect on students' enrolment		0.656	Reliable
Capacity building interventions effect 5 on students' enrolment		0.709	Reliable
Enrolment Rates items 5		0.823	Reliable

Source: Research Pilot Study 2018

3.7.1 Trustworthiness

The qualitative data that was generated had to be checked for the trustworthiness. Qualitative research is more of a real-life kind of research. Trustworthiness is a qualitative term that is analogous to validity and reliability in a quantitative study.

As indicated by Pitney (2004), trustworthiness is a term utilised in qualitative studies to allude to the process of validating the results of studies and making them honest. Similarly, Guba (1981), traces four criteria of deciding rigor and trustworthiness which incorporate; credibility, conformability, dependability and applicability and transferability. This study therefore sought after the trustworthiness alongside these criteria.

3.8 Data Collection Procedure

Permission was sought from the necessary authority and an introductory letter (refer to appendix F pg. 138) was used as an introduction tool to the target group. The questionnaires were distributed to the respondents by the researcher and the trained research assistant through hand delivery. The data collection process took three weeks from Monday to Wednesday between 9.00 AM to 4.00PM. The researcher or the research assistant gave each respondent one questionnaire and these respondents were expected to fill in the questionnaire and return. Interviews and focused group discussions were also carried out within that period.

3.9 Data Analysis Procedure

Data from the field was first edited to identify and eliminate any possible errors made by the respondents. During the field work, all completed questionnaires were checked daily and the data were cleaned to ensure completeness, consistency and accuracy. Qualitative data were edited, organised into themes and categories and presented in discussion form. This facilitated a better way of discussing the findings, drawing the conclusions and making relevant recommendations.

Quantitative data were also edited and then coding was done to translate responses into specific categories. Coded numbers were assigned to each answers or response to the survey questions and then coding list or frame was obtained. The coded items were then analysed using the statistical package for social sciences (SPSS). Descriptive statistics such as percentages and frequencies, means and standard deviation were then used to describe the data. The results were presented in tables.

The second stage involved carrying out statistic tests to assess the relationship and differences between variables of interest. In particular, an independent sample t test was used to establish if there were significant differences in the responses of the different categories of respondents on their perceptions on the Non-governmental organisations conflict interventions on the enrolment rate of students in the study area. Cross tabulations tables were developed through SPSS and were used in the presentation of the data to aid in the interpretation of the data that were generated.

3.10 Ethical Considerations

Research ethics refers to intricate morals and criterions that help constitute and legalise the research procedure (Rukwaru, 2015)

It is therefore the principles that govern social research. Research ethics involves principles in planning research, conducting research and reporting the research findings. To achieve this, the researcher first sought official permissions from all the relevant organisations that set up ethical standards in research. The permission was sought from the Ministry of Education and the National Commission of Science and Technology and Innovation (NACOSTI) after being cleared to proceed for the research from the School of Education at Moi University before going out for the research.

During the field research, the researcher was obligated to inform the participants in details the purpose of the research through the consent form and also verbally. All the ethical principles of research were adhered to; such as minimising the risks of harm, evaluating the risk benefit ratio, protecting anonymity and confidentiality, privacy of the participants, providing the right to withdraw and avoiding deceptive practices.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The study sought to establish the stakeholders' perceptions of the NGOs' conflict interventions on the enrolment rate of students in selected secondary schools in Moyale , Kenya .

The focus was to examine the stakeholders perceptions of the effect of NGOs' sponsorship conflict intervention on students' enrolment rate, assess the stakeholders perceptions of the effect of NGOs' community peace building conflict intervention on students' enrolment rate, evaluate the stakeholders perceptions of the effect of NGOs' capacity building conflict intervention on students' enrolment rate, and to explore stakeholders perceptions on the effectiveness of NGOs' engagement in conflict intervention on students' enrolment rate .

As alluded to in Chapter Three, the researcher used a mixed method approach. Data was presented, analysed and interpreted both quantitatively and qualitatively.

Therefore, quantitative data was presented using frequency tables and analysed using means and standard deviation. In addition, an inferential statistics in form of an independent sample t test was used to determine the differences between the respondents' perceptions of NGOs' conflict interventions on enrolment rates with regard to their gender and occupation.

Qualitative data was also presented, analysed and interpreted, where interview transcripts were coded, categorised, analysed thematically and finally interpreted. Both sets of the data were then merged at the interpretation phase for concurrent triangulation. Similarly, the study findings were presented analysed, interpreted and discussed objective by objective.

4.2 Response Rate

Fowler (1994) defines response rate as how much a definitive data index incorporates all sample members. It is determined as the number of individuals with whom interviews/surveys are done, divided by the total number of people in the sample, including the individuals who did not partake and the individuals who were inaccessible.

Out of 186 questionnaires that were administered, 168 were returned. This was 90.32% which is way above 50% that is considered adequate for subsequent analysis in research study according to (Babbie, 2002). The response rate is condensed in table 4.1 beneath.

Table 4.1: Response Rate

Response	Number	% of Total Number of questionnaires returned
Administered questionnaire	186	100%
Returned questionnaire	168	90.32%

Source: Research Data

4.3 Data Screening

Statistics analysis assumes sound measurement fairly free of coding errors. Therefore a run of descriptive statistics on the data was completed to ensure that it was largely as projected, with regard to means and standard deviations. So also, there were no out of bound items past the normal range. This included screening for missing values and no missing values were recorded.

Screening for qualitative data was established through checking transcribed videos for correctness. This involved correcting spelling mistakes, proper coding and the organisation of categories for appropriate theming.

4.4 Sample Characteristics

This segment discusses the descriptive statistics of the respondents such as gender, age, occupation within the schools. According to Beaumont and Patak (2012), descriptive measurements are utilised to designate the characteristics of the study sample.

The cross tabulation Table 4.2 shows the gender of the respondents within the occupation (teachers and the students) who participated in the study.

Table 4.2: Sample Characteristics

Gender Crosstabulation				
		Gender		Total
		Female	Male	
Occupation	Count	10	24	34
	Teacher % within Occupation	29.4%	70.6%	100.0%
	% within Gender	16.1%	22.6%	20.2%
	Count	52	82	134
	Student % within Occupation	38.8%	61.2%	100.0%
	% within Gender	83.9%	77.4%	79.8%
Total	Count	62	106	168
	% within Occupation	36.9%	63.1%	100.0%
	% within Gender	100.0%	100.0%	100.0%

Source, Survey Data 2018

In terms of occupation, the respondents were categorised as teachers and the students. There were 34 teachers and 134 students who participated in this study. All the respondents were randomly sampled and had equal chances of being selected in their respective groups. The teachers constituted 20.2% and students 79.8% of the sample, totalling to 100%.

The response rate of the male respondents was 106 (63.1%) and female 62 (36.9%) as shown in Table 4.2 above. Since the respondents were randomly selected and each respondent had an equal chance of being selected, it therefore indicated that female respondents were under-represented in the those schools.

Odhiambo (2014) Study on Growth and Expansion of Private Higher Education in Africa connected gender disparity in semi-arid territories to horrible study settings for girls in secondary schools which make female participation as far as enrolment, perseverance and achievement troublesome.

Table 4.3 shows the age of the respondents with the age bracket ranging from 11-14years to above 25years.

Table 4.3: Age Cross Tabulation

		Occupation		Total
		Teacher	Student	
Age	11-14yrs	Count	0	24
		% within Occupation	0.0%	17.9%
	15-19yrs	Count	104	104
		% within Occupation	0.0%	77.6%
	20-24yrs	Count	7	6
		% within Occupation	20.6%	4.5%
	Above 25yrs	Count	27	0
		% within Occupation	79.4%	0.0%
	Total	Count	34	134
		% within Occupation	100.0%	100.0%

Source: Research Study 2018

The study sought to establish the age of the respondents based on various groups. As shown in Table 4.3 above, the study found out that 24 (14.3%) of the respondents were aged between 11-14 years, 104 (61.9%) were aged between 15-19 years, 13(7.7%) were aged between 20-24 and 27(16.1) were above 25 years. Majority of the

students respondents 104(61.9) were between 15-19 years while 6(3.57) were between 20-24 years.

Generally, majority of the students were within the standard secondary school going age. However, six students falling within the age bracket of 20-24 years seem to be much older than their peers in the same grade. Delayed entry to school is more common in rural areas among the youth from families of lower economic well-being. Deferred access to school is increasingly common in rural zones among the adolescent from groups of lower economic prosperity (Mabika and Shapiro, 2012). This postponed entrance is one factor adding to youngsters being older than they ought to be for their rank in school. This postponed enrolment can be ascribed to various social-monetary statuses of family units where they originate from.

4.5 Stakeholders' Perceptions of NGOs' Sponsorship Conflict Intervention on the Enrolment Rate

The first objective sought to assess the stakeholders' perceptions of the NGOs' sponsorship conflict intervention on the enrolment rate of students in selected secondary schools in Moyale Sub-County, Kenya. In order to achieve this objective both quantitative and qualitative data were presented, analysed, interpreted and subsequently discussed. First, a descriptive statistics were carried out as shown on the table 4.4.

Table 4.4: Descriptive Statistics for Sponsorship Measures

Items	N	Minimum	Maximum	Mean	Std. Deviation
Paying fees to the needy students	168	2.00	5.00	4.7857	.46613
Providing lunch to students	168	1.00	5.00	3.8571	1.12822
In-service training for teachers	168	1.00	5.00	3.2440	1.13463
Paying hardship allowance for teachers	168	1.00	5.00	3.0833	1.36867
Building facilities e.g. classrooms	168	2.00	5.00	4.5833	.65127
Sinking of boreholes for sustainable water source	168	1.00	5.00	4.0952	1.09017
Purchase uniforms for needy students	168	1.00	5.00	4.3095	.99672
Electricity supply	168	1.00	5.00	4.2619	1.07357
Boarding facilities	168	1.00	5.00	4.5298	.72530
Buying text books	168	1.00	5.00	4.5952	.70276
Valid N (list wise)	168			4.1345	
GRAND MEAN					

Source: Research Study 2018.

As show in table 4.4 above, there were 168 respondents who answered the sponsorship questions. There were ten items related to students' sponsorship measured on a likert scale of 1-5 where 1 is strongly disagree and 5 is strongly agree. The stakeholders were asked their views on the effect of sponsorship measures on students' enrolment rate. Most responses achieved a strong positive rating of 3.9 and above with paying fees to the needy students achieving the highest rating of 4.7857 and the lowest being providing lunch to the students which achieved 3.8571 rating.

However, respondents seemed not to be decided if in-service training for teachers and paying hardship allowance for teachers were provided as indicated by the rating of 3.2440 and 3.0833 respectively. Similarly, respondents seemed to cluster together around a set of 5 items as indicated by small standard deviation ranging between 0.46613 on paying school fees to the needy students and 0.99672 on purchase of uniform for needy students. The other three items were building facilities 0.65127, buying textbooks 0.70276 and boarding facilities 0.72530.

The second cluster of 5 comprised the following items; electricity supply 1.07357, sinking of boreholes 1.09017, providing lunch to students 1.12822, in-service training for teachers 1.13463 and paying hardship allowance for teachers 1.36867.

Interestingly, paying hardship allowance for teachers appears to have had the most divergent views among the stakeholders. Most respondents argued that NGOs' sponsorship conflict interventions have a positive effect on the enrolment rate of students in secondary school. Particularly, paying fees for the needy students, offering school uniforms, building facilities and provision of textbooks are crucial in promoting access to secondary schools.

This finding concurs with past study by Rosser & Joshi (2013) who contends that promoters of school fee eradication see school expenses being too much for financially hindered students and contend that expenses fortify disparities in education quality. This is especially the situation in secondary school where expenses can be huge hence settling on the choice to proceed past primary school a troublesome investment (Ohba, 2011).

A comparable report by Branson & Lam (2017) concur with this finding recognising that there is developing observational proof that school fees nullification amplifies enrolment, especially primary school enrolment, in populaces with low previous enrolment. Little is thought about the effect of fees elimination programmes in nations that have high primary and early secondary enrolment, yet where school achievement stays low.

4.5.1 Comparative Analysis of Teachers' and Students' Responses

Teachers and students were varied in their responses on the items checking the effect of NGOs sponsorship conflict interventions on enrolment rate of students in secondary schools as indicated in table 4.5 below.

Table 4.5: Comparative Analysis of Teachers and Students Responses on Sponsorship Interventions

Items	Teachers			Students		
	Disagree	Undecided	Agree	Disagree	Undecided	Agree
	(%)	(%)	(%)	(%)	(%)	(%)
Paying fees to the needy students	0 (0)	1 (2.9)	33(97.1)	1 (0.7)	0(0)	133 (99.3)
Providing lunch	11 (32.4)	9 (26.5)	14 (41.1)	19 (14.2)	6 (4.5)	109 (81.3)
In-service training for teachers	22 (64.7)	4 (11.8)	8 (23.5)	26 (19.4)	41 (30.6)	67 (50)
Paying hardship allowance for teachers	21 (61.8)	1 (2.9)	12 (35.3)	50 (37.3)	21 (15.7)	63(47)
Building facilities e.g. classrooms	1 (2.9)	2 (5.9)	31 (91.2)	3 (2.2)	1 (0.7)	130(97)
Sinking of boreholes for sustainable water source	7 (20.6)	4 (11.8)	23 (67.6)	14 (10.4)	4(3)	116 (86.6)
Purchase uniforms for needy students	5 (14.7)	4 (11.8)	25 (73.5)	12 (9)	1(0.7)	121 (90.3)
Electricity supply	8 (23.5)	1 (2.9)	25 (73.5)	11 (8.2)	4(3)	119 (88.8)
Boarding facilities	2 (5.9)	1 (2.9)	31 (91.2)	4 (3)	1 (0.7)	129 (96.3)
Buying text books	2 (5.9)	1 (2.9)	31 (91.2)	2 (1.5)	2 (1.5)	130 (97)

Source: Research Study 2018

The sponsorship items were scored on a three point scale ranging from disagree, undecided to agree. On all the ten items, students mostly agreed that N.G.O sponsorship measures had a positive effect on students' enrolment rates. The finding

revealed that 133 (99.3%) of the students agreed that paying fees for the needy students had a huge positive effect on their enrolment rate. The only item that the students 63(47%) rated below average was the effect of the hardship allowance for the teachers on the enrolment rate. Similarly, teachers also highly rated paying fees for the needy with majority of the teachers 33(97.1) agreeing. However, a few teachers 8(23.5%) agreed on the positive effect that the in-service training had on the enrolment rate.

Comparative analysis of teachers and students' responses therefore revealed that both strongly rated items checking on the effect of sponsorship on enrolment rates except three items which attracted low scores. For example, only 63(47%) of the students were in consensus that hardship allowance had a positive effect on enrolment rate. Similarly, only a few teachers 14(41.1%) agreed that providing lunch to the students improves the enrolment rate. Also, a few teachers 8(23.5%) and 12(35.3%) were in agreement that in-service training for teachers and hardship allowance for teachers can improve the enrolment rate respectively.

Interview findings also revealed similar results that child sponsorship significantly increases the chance of students being retained in schools as indicated by the responses below;

Okay, I would like to say that the NGOs pay school fees for some students. This actually helps in keeping the students in school. This school, being a boarding school, a lot of money is paid as the fees per year around Ksh 50, 000. Unfortunately, not many students can raise this, but we have had the Non- Governmental Organization even fully sponsoring these students Okay, I would like to say that the NGOs pay school fees for some students. This actually helps in keeping the students in school. Sometimes back, when there was less conflict in this area, this school was a two streams boarding school. With frequent conflict in this area now, the enrolment has really gone down and we have a one stream school with very few students in every class. In fact,

after the recent conflict which was so bad, we admitted only forty students. With the help of the NGOs and the government the situation is now improving. We now have close to 100 students in total. : NGOs support some students through paying schools. They also provide girls with personal effects like sanitary pads and writing materials. Therefore, I can say that NGOs are supportive (Interview, Sadia, line 9 ,10 and 11 {2018-7-9}).

From the above narrative it is evident that child sponsorship has a positive effect on the enrolment rate of students from poor households .The child sponsorship programme motivates poor students to continue with education. This corroborate with other finding by Shi et al., (2015) who says because of the high costs of attending high school, poor students who are unable to pay for high school may forecast that their chances to attend are zero, no matter how much effort they exert. As a result, they may be less motivated to work hard or stay in school. Disposing of school fees could accordingly expand enrolment in late secondary school for students from poor family units.

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4.6 Stakeholders Perception of the NGOs' Community Peace Building Conflict Intervention

The second objective of this study sought to examine the stakeholders' perception of the NGOs' community peace building conflict intervention on the enrolment rate of students in selected secondary schools in Moyale.

To achieve the desired objective, a descriptive statistic regarding the mean and the standard deviation was done as indicated in the table 4.6. Qualitative data was also presented, analysed and interpreted to triangulate this finding.

Table 4.6: Descriptive Statistics for Community Peace Building Intervention

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Nonviolent conflict resolution	168	1.00	5.00	4.3988	.87644
Reconciliation among tribes	168	1.00	5.00	4.3571	.84970
Support community based development	168	2.00	5.00	4.3571	.71999
Joint sports programme	168	2.00	5.00	4.4821	.68319
Valid N (list wise)	GRAND 168				
MEAN				4.3988	

Source: Research Study 2018.

There were 168 respondents answering 4 questionnaire items tapping into aspects of community peace building which were measured on a 5 point likert scale where 1 is strongly disagree and 5 strongly agree. All items were positively rated at strongly agree with minimum score of 4.3571 being support community based development and the highest being joint sports programme with 4.4821. Generally, responses for the all the items least deviated from the mean as indicated by a close cluster of between 0.68319 joint sports programme and 0.87644 which is non-violent conflict resolution.

The finding from the descriptive statistics revealed that the respondent overwhelmingly agreed that non-violent conflict resolution mechanisms, reconciliation among the tribes, community based support and joint sport programmes play a major in fostering sustainable peace.

This finding agreed with Wessells (2017) which set that aided group meeting that advance self- improvement, community strengthening, initiation of local systems and social integration are regularly noteworthy in advancing harmony building. Hurrell (2016), further bolstered this idea that there have been different promising examples of overcoming adversity in games promoting harmony. A study done in Sri Lanka comparably discovered that deliberately planned games programmes advanced the foundation of companionships and comprehensive social identities of different populaces (Schulenkorf, 2010).

4.6.1 Comparative Analysis of Teachers' Students' Responses.

The comparative analysis between teachers and students respondents' views on community peace building conflict intervention on students' enrolment rates in secondary schools is indicated in table 4.7 below. Similarly, number of the respondents per items and their percentages are as shown below on a 3 point likert scale.

Table 4.7: Comparative Analysis of Teachers and Students Responses on Community Peace Building.

Items	Teachers			Students		
	Disagree (%)	Undecided (%)	Agree (%)	Disagree (%)	Undecided (%)	Agree (%)
Nonviolent conflict resolution	0 (0)	4 (11.8)	30 (88.2)	9 (6.7)	4 (3)	121 (90.3)
Reconciliation among tribes	1 (2.9)	2 (5.9)	31 (91.2)	11 (8.2)	0 (0)	123 (91.8)
Support community based development	1 (2.9)	2 (5.9)	31 (91.2)	4(3)	7 (5.2)	123 (91.8)
Joint sports programme	3 (8.8)	2 (5.9)	29 (85.3)	2 (1.5)	1 (0.7)	131 (97.8)

Source: Research Study 2018

The community peace building items were scored on a three-point scale ranging from disagree, undecided to agree. On all the four items, both the students and the teachers overwhelmingly agreed that N.G.O community peace building measures had a positive effect on students' enrolment in secondary education. The students gave positive rate of responses ranging from 131(97.8%) joint sports to 121(90.3%) non-violent conflict resolution. In comparison, teachers provided a positive response rate

ranging from 29(85.3) joint sports programmes to 31(91.2%) support community based development.

Responses from the qualitative data further enhanced the significance of NGOs' community peace building intervention on the secondary schools enrolment in conflict prone area of Moyale Kenya. This is evident as shown by the following NGO initiatives indicated by interview responses below.

Other thing is like supporting peace initiatives. They sponsor seminars and workshops which brings communities together to discuss on how to live in peace and harmony. They do this by sponsoring facilitators' and paying for other things. This actually makes students and even the community members to have confidence and to feel secure because without security there is no life. Actually security is one of the basic needs in this area. They mobilise political leaders when they organise these seminars and workshops because we understand very well that some of these conflicts were politically instigated. Therefore, when political leaders are involved, it builds confidence in the community members and the students themselves. This is what brings back the students to school. So the NGOs have played a good role in the same (Interview ,Mutemi, para.11{2018-6-27.

mmm....this school is frequently affected by conflict whenever the communities around this place fight. Conflict in this area has become a norm. For the last seven years starting from 2010, we have been experiencing inter-ethnic conflicts which has really affected the enrolment of this school and led to acute shortage of teachers. Non local teachers often run away whenever there is conflict. However, there is peace caravan that involves even the students across this area. This initiative is supported by some NGOs and the government agencies .The aim is to sensitise the warring communities about the negative effect of conflicts on the development and education being one of those development agenda. This in away has helped in instilling confidence in the students and teachers. Now there is a desire to come to school and learn Interview, Sadia, line 13{2018-7-9}.

Both the students and the teachers overwhelmingly agreed that N.G.O community peace building measures had a positive effect on enrolment of students in secondary schools.

This is the bolstered by the past study by Abebe & Ofosu-Kusi, (2016) which noticed that the substance of a child in need is a visual image that is at the front line of the legislative issues of presentations in crisis news and help activities. Before, pictures of starving African kids increased significant media consideration as images of meriting poor, and alerted the quickly emerging NGO field to go to their rescue.

Similarly, Strachan et al., (2012) concurs that participatory community decision and support expands community worthiness and interest for the intervention programme. Embracing a methodology that holds the adaptability to react to thoughts and arrangements that originate from the community is pivotal to holding local pertinence and discernment in the community of program esteems.

4.7 Stakeholders' Perceptions of NGOs' Capacity Building Conflict Intervention on the Enrolment Rate.

The third objective of this study sought to explore the stakeholders' perception of NGOs' conflict interventions on the enrolment rate of students in selected secondary schools in Moyale Sub-County, Kenya. To achieve this particular objective, the descriptive statistics such as mean and the standard deviation were done to determine the level of impact of each item measuring the capacity building as shown in table 4.8.

Similarly, data from the qualitative finding was used to facilitate validation of the data through cross verification from interviews and focus group discussion.

Table 4.8: Descriptive Statistic for Capacity Building Interventions

	N	Minimum	Maximum	Mean	Std. Deviation
Decision making support	168	2.00	5.00	4.3036	.80981
Handing over of resources	168	1.00	5.00	3.9345	1.00977
Leadership roles	168	1.00	5.00	4.2024	.88608
Policy education	168	1.00	5.00	4.3155	.79775
Funding	168	1.00	5.00	4.5536	.67246
Valid N (list wise)	GRAND 168			4.2620	
MEAN					

Source: Research Study 2018

The concept of capacity building was tapped using five items as indicated in the table 4.8 above. Four items achieved the mean score of 4 and above with the highest being funding scoring 4.5536 and leadership roles achieving 4.2024. The standard deviation for these items were fairly close with two items which are decision making and leadership roles exhibiting the standard deviation of around 0.8 while policy on education and funding somewhat varied at point 0.79775 and 0.67246 respectively and handing over of resources achieving a standard deviation of 1.00977.

4.7.1 Comparative Analysis between Teachers' and Students' Responses

Comparative analysis between teachers and students respondents' views towards NGOs capacity building conflict interventions with regard to enrolment rate is as shown in Table 4.9 below. The table shows number of the responses and percentages per item on a 3-point likert scale.

Table 4.9 Comparative Analysis of Teachers and Students' Responses on NGOs' Capacity Building Intervention on Enrolment Rate

	Teachers			Students		
Items	Disagree	Undecided	Agree	Disagree	Undecided	Agree
	(%)	(%)	(%)	(%)	(%)	(%)
Decision making support	6(17.6)	9(26.5)	19(55.9)	3(2.2)	1(0.7)	130(97)
Handling over of resources	7(20.6)	5(14.7)	22(64.7)	17(12.7)	8(6)	109(81.3)
Leadership roles	7(20.6)	3(8.8)	24(70.6)	6(4.5)	7(5.2)	121(90.3)
Policy education	4(11.8)	4(11.8)	26(76.5)	4(3)	4(3)	126(94)
Funding	2(5.9)	1(2.9)	31(91.2)	1(0.7)	4(3)	129(96.3)

Source: Research Study 2018

The capacity building items were scored on a three point scale ranging from disagree, undecided to agree. All the five items were rated above average by both students and the teachers. The rate of teachers' responses on agree ranged from the highest 31(91.2%) for funding to the lowest 19(55.9%) for decision making support. Comparatively, the high positively rated item tapping into the capacity building by the

students was decision making support 130(97) and the least agreed item among the students was handing over of the resources 109(81.3) .

Qualitative data further revealed positive responses on the effect of the NGOs capacity building conflict intervention on the enrolment rate of students. The following verbatim quotations ascertain this claim.

We have had NGOs empowering the community where these students come from. For example, they sometimes even build houses, start agricultural projects like small enterprises for the families in the locality where our students come from. Sometimes, they support sukumawiki project, chicken project, they also buy sheep, goats and camels for the livestock farmers when they are affected by conflict and drought. Once they support that, now the parents are able to cater for other needs. Another area is by ensuring that they have water supply by providing tanks to the community, others even build water pans to ensure there is water for their livestock. That really helps the parents as they are able to concentrate on other things because actually even the population here is high, is a growing population. You find that a parent has more than ten children some are in school some are at home, so NGOs are directly involved in empowering the community and now indirectly, once the parents are empowered they are also able to keep their children in school. Interview, Mutemi, {2018-6-28}.

There are programmes like poverty eradication. The aim is to empower the communities to focus their minds on development projects like water security. NGOs have brought communities together like men and women to embrace other alternative ways of livelihood instead of fighting over water for their livestock. They write for them proposals to look for funds to support projects that financially enable them to pay even school fees for their children. Interview, Sadia,15{2018-7-9}.

The quotations above indicate that community empowerment programmes such as sustainable water source, food subsistence projects and policies on alternative livelihood supports are critical in enhancing social cohesions.

This finding agrees with King et al (2010b) who contends that NGOs' backings for essential sub-ventures and thusly giving over the control of basic leadership will

empower communities, improve their capacity with respect to local advancement and upgrade social harmony.

Heideman (2016) further agrees that the capacity of pastoral groups to elevate their interests should be fortified by giving them a voice in national and international discussions. Imperatively, the approaches/systems to assist the commitment of nomadic communities in alternative income creating endeavours must be distinguished, so as to empower them to seek the alternative livelihood opportunities.

4.8 Stakeholders' Perceptions of the Effectiveness of NGOs' Engagement in Conflict Interventions on Enrolment Rate.

4.8.1 Stakeholders Perception of the Effectiveness of NGOs Sponsorship Intervention.

The stakeholders' were asked to explain the effectiveness of NGOs' sponsorship and they came up with the following responses summed up in the following thematic area; NGOs' child sponsorship programme is effective in increasing the retention rate of the needy the students. Aspect of this Child sponsorship that was considered critical was paying fees for the needy students. The needy students in this case are those whose parents are unable to meet the cost of secondary education as a result of destruction of their properties through inter-ethnic violence.

In this context, retention simply means remaining in school and continuing with learning without interruption. The stakeholders perceived that NGOs sponsorship of

vulnerable students is effective in mitigating the dropout rate. These can be illustrated by their verbal quotations as below.

After the recent conflict which led to the destruction of the properties, NGOs were able to provide both material and the financial support ...actually to a significant effect; our students have come back to school after their fees were paid by NGOs and other well-wishers. Some now rely on sponsors and donors for them to continue with their education (Interview, Musembi {2018-06-13.

In fact , after the recent conflict which was so bad , we readmitted only forty students while the rest fled elsewhere. Fortunately, with the help of Government and the NGOs the situation is now really improving. NGOs have been supporting some needy students through paying school fees . They have provided girls with personal effects like sanitary pads and books recently Interview ,Sadia {2018-7-10.

We have a department that deals with child sponsorships in Food for the hungry international Kenya , we target the most vulnerable students from various communities ...we do partial scholarship ...we pay schools fees at the rate of 10000 per year for 270 and provide a pair of school uniform for high school students . of course that is not enough to clear all the school fees since secondary schools require between 30000 to 50000 a year but we do what we can , Interview, Omar{2018-7-12.

“I think I have been here for the last 13 years ...when I first came here, the NGOs were supporting many students especially the World Vision. Lately, we have seen a decline in this programme” Interview, Fatuma {2018-6-28.

The quotations above suggest that NGOs’ child sponsorship programme in this area was critical in retaining vulnerable students in schools. Similarly, this appears to have reduced mass dropout rate of students whose parents have been affected by frequent conflict that often led to wanton destruction of their property.

This agrees with a study done by Biwott (2013) which discovered that sponsorship programme, for example, uniform arrangement might be a beneficial intervention to diminish the expenses of tutoring for Kenyan families. The effect of ICS-Africa, a non-governmental organisation that supported certain school students to get free school uniform so as to help them on school participation uncovered that , giving a

uniform decreases school truancy by 7 per cent from a base of 18% school non-attendance. For poorer students that decrease ascends to 12 % .Nevertheless it by one way or another gives the idea that just a couple of students are profiting from this essential programme because of the lack of financing opportunities.

4.8.2 Stakeholders' Perceptions of the Effectiveness of Community Peace Building Interventions.

The stakeholders were asked to explore the effectiveness of NGOs' community peace building interventions and their responses were summarised in the following themes namely; faulty mediation process and structural problems related to peace building.

Mediation can be seen as the heart of successful community peace building intervention. During the interviews with the participants, it was found that mediation process was not one –time event, but rather a constant process with ups and downs. This is evident from the explanations of the participants which are subsequently discussed under two main categories namely; lack of proper representativeness and the mistrust towards the political leadership.

Representativeness in this context refers to an all-inclusive team of mediators representing both sides of the warring communities. From the finding it seemed that the participants were not happy with the team of the mediators as suggested by the following responses.

“The mediation team are not a true representation of the community ...they were just handpicked without consultation.” Interview, Sadia, {2018-06-05}.

“The mediation team was not well balanced ...in fact the so called mediators are just motivated by the daily allowance “ FGD, Boru, { 2018-6-6}.

“...I can say these mediators are just representative of none” Interview, Jillo {2018-6-8}.

The above sentiments show the setbacks to community peace building interventions. The stakeholders perceive that this intervention has not been successful due to lack of proper public participation during the selection of the peace mediators to spearhead the programme. They argued that many people do not own the initiative leading to failure of the programme as shown by the recurrent conflict in the area.

This finding agrees with Nwankwo (2018) who affirms that dispute settlement intervention courses of action are unpredictably bound into the socio-political existence of each community. Such associations which are commonly encased and establish basic part of their legitimate organisations are solid instruments for their survival as a community. They likewise exemplify wellbeing fixtures for re-producing or re-building societal ties and gathering amicability when clashes or debate subvert or puncture the norm.

Soomro, Khoso, & Khatwani (2019) further contend that conflict resolution in multi-ethnic states consider exact representations of individuals having a place with every ethnic get together for sturdy harmony to be accomplished. Through the representation of the ethnic gatherings the prosperity of the each community gets consideration at the institutional scenes.

The stakeholders also seemed to have had issues with the role of the political leaders as far as mutual trust was concerned. Political leadership in this context refers to

individuals holding political office or have held one before. The participants seemed to blame the politicians for balkanising the communities for their political interest.

The finding from the interview data revealed that the stakeholders had little trust for the political leadership and didn't appreciate their role as peace mediators. This is evident from the following quotations as suggested by the participants' views as shown below.

"The community members perceive the political leaders to be part of the problem ...they should not be part of the team. I see them as symbols of hypocrisy. " (Interview, Fatuma , {2018-7-07}.

"When we see some politicians on the peace table, we immediately see warlord in them ... I don't trust them with peace" Interview, Johnie, {2018-7-5}.

The data above suggest that local political leaders are not trusted peace mediators as they are often viewed being part of the problem. It reveals that peaceful negotiation should be devoid of mistrust and suspicion. This could also suggest that politicians incite violent behaviour and therefore may not possess strong moral authority to agitate for peace.

This finding concurs with Fiester (2007) which contends that peace mediation is a vital device in saddling durable society. Intervention looks to advance the settlement of requests of various groups in disagreement through a development of a neutral outsider. It is believed to be a voluntary process and more often than not includes dialogue geared towards helping parties in dispute to achieve an answer for their issues.

Similarly, participants in this study felt that there was no adequate structure to address frequent violent conflict and subsequently drive the peace process. The following categories emerged under the theme related to peace structures from the interviews with the participants; namely, (i) Duplication of the peace programmes (ii) Sustainability issues

Duplication refers to the act or the process of doing the same thing when it is not necessary. This is evident from the following quotations representing verbatim responses of the study participants.

“You see the civil society groups are really trying ...but I feel they repeat programmes over and over ...When the mistake of the past are repeated, the structures automatically fail to work.” Interview , Nelly , { 2018-6-27}.

“What I am seeing is lack of co-ordination ... they are not building on the existing peace structures. I am optimistic that once the stakeholders join hands we can get a lasting peace” Interview, Sabdio {2018-7-0}.

The above quotations explain the importance of peace structures as pillars of lasting peace. The stakeholders expected better peace building interventions that would result into a desirable culture of peace. This can happen through building on the existing structures like peace accords without duplicating the failed initiatives.

Sustainable harmony exist in a state where the likelihood of utilising ruinous clash and brutality and viciousness to take care of issues is so low while the likelihood of utilising participation , discourse is high (Fiester 2007).

The findings revealed the challenges of sustaining peace as is evident from the following quotations:

“Often times communities respond positively to the peace programmes. Unfortunately it collapses with the duration of the intervention programmes.” Interview, Silvester, { 2018-7-14}.

“ We have seen a number of NGOs involving in the peace initiatives like forming peace committee tasked with bringing warring communities together...However, their work is short term .” Nelly line 51 Interview {2018 - 6-27}.

“NGOs and the government agencies have been proactive in trying to restore peace . Ceasefire was effective ...forming peace committee to oversee peace is unable to establish the culture of peace.” Interview, Silvester {2018-18-14}.

The above quotations highlight stakeholders desire to establish sustainable peace through long-term initiatives until the culture of peace is finally achieved.

4.8.3 Stakeholders Perception of the Effectiveness of NGOs Capacity Building Conflict Intervention.

The stakeholders were asked to explain the effectiveness of the NGOs’ capacity building conflict intervention programs. They came up with the following responses summarised in the following thematic areas. These are categorised as follow; restocking of livestock and alternative livelihood support as the most crucial in improving their lives.

Herds’ restocking is a method for decreasing community reliance or even of returning them to a condition of self-adequacy. In numerous regions of Sub-Sahara Africa, catastrophes, for example, wars and dry seasons have brought about fast decay of animals numbers subsequently affecting the business of community that are simply reliant on domesticated animals for living (Oxby 1994).

The following quotations from the participants reflected the stakeholders' perceptions of the effectiveness of this NGOs' empowerment programme.

The communities in this region are predominantly pastoralist... when there is conflict the livestock are raided condemning some households to abject poverty ...Yeah; We have seen NGOs like PACIDA buying camels for the victims ...once that has been supported , parents are able to cater for other needs" FGD, Fatuma , { 2018-06-14}

"NGO programme like poverty eradication which aims to empower the communities like water security and restocking of the livestock where there is disaster. This helps the victims to continue surviving." Interview, Abu{ 2018-7-19}.

The quotations above outline the stakeholders' perception of the effectiveness of NGOs' restocking programme in the face of violent inter-ethnic conflicts leading to livestock raids. The participants felt that the programme is effective and they are able to continue with their normal lives including educating their children.

This finding concurs with Block et al., (2014) study that recommends stakeholders see the community association and systems administration approach of the programme had critical effect on the capacity of the participating groups to actualise and bolster on-going change.

The study further validate that of Strachan et al.,(2012) which contends that participatory community choice and backing expands community agreeableness and interest for the intervention programme. Embracing a methodology that holds the adaptability to react to thoughts and arrangements that originate from the network is basic to holding community significance and observation and the value of the intervention programmes.

Similarly, the stakeholders seemed to embrace a new way of livelihood as a shift from pastoralism.

Alternative livelihood support in this case refers to embracing other sources of income minimising over-reliance on livestock rearing. The participants in this study opined that adopting other ways of livelihood could reduce tension between communities which often fight over grazing lands and pastures for their livestock. The following quotations from the participants reflected the above concern.

“NGOs have brought communities together advising them on the alternative ways of livelihood...” FGD, Jamal {2018-6-4}.

“ We have different women groups ...NGOs have been conducting workshops on how to support groups like writing proposals to get funds for our local projects ...we are paying school fees for our children from the income we generate from this new way of generating income for ourselves” FGD ,Hadija {2018-6-15}.

“Some NGOs have been providing cash transfer programme others support agricultural projects ...they mostly help women and the elderly” Interview, Osman {2018-6-20}.

The quotations above explain the stakeholders’ perceptions of the effectiveness of the NGO programme which is geared towards alternative livelihood for the pastoralist communities. They perceive that such programmes if made sustainable can end the culture of violence that is majorly attributed to the disputes over grazing land and the pasture.

This concurs with the a few past studies which give a proof of vulnerability among Pastoralists who, from one viewpoint, consider education to be a danger to their social establishments and along these lines to their peaceful occupation and, on the other, as an adjustment technique that could give their family alternative methods for income generation (Dyer, 2012).

Rajaraman et al., (2012) comparatively propels this idea that an exploration of stakeholders' discernments and encounters about the adequacy of the school wellbeing advancement and strengthening mediations demonstrate an abnormal state of communicated support for the a large portion of the programmes exercises from principals, teachers and individuals from the community .

4.8.4 Descriptive Statistics for the Effectiveness of NGOs' Conflict Interventions on Enrolment Rate Indicators.

Table 4.10 below shows the result for the descriptive statistics on whether the NGOs' conflict interventions have been effective with regard to increasing the following enrolment rate indicators; retention rate, completion rate, students' performance and lesson attendance.

Table 4.10 Descriptive Statistics for Participation Rates Indicators

				N	Minimum	Maximum	Mean	Std.	Deviation
Non-governmental	organisations	conflict							
interventions	measures	have increased	students	168	3.00	5.00	4.7976	.41757	
retention rate									
Non-governmental	organisations	conflict							
interventions	measures	have increased	students	168	4.00	5.00	4.6429	.48059	
completion rate									
Non-governmental	organisations	conflict							
interventions	measures	have improved	students'	168	4.00	5.00	4.6429	.48059	
performance									
Non-governmental	organisations	conflict							
interventions	measures	have increased	students	168	4.00	5.00	4.7619	.42719	
lesson attendance									
Valid N (list wise)				168					
GRAND MEAN							4.6941		

Source: Research Study 2018

As indicated in table 4.10 above, the concept of enrolment rate was measured using four items. The five items were measuring the whether Non-governmental organisations conflict interventions measures positively or negatively affected the enrolment rate of students in secondary schools in the study sample. The 168 respondents had a mean response of between 4.6250 and 4.7976 and standard deviation was between 0.41757 to 0.48557. These responses indicate that on scale of 1-

5, the most respondents were of the view that NGOs' conflict interventions had a significant positive effect on the enrolment rates of students in secondary schools with regard to retention rate, completion rate, students' performance and lesson attendance.

4.8.5 Comparative Analysis between Teachers and Students' Responses on whether NGOs' Conflict Intervention Increased the Enrolment Rate.

The table 4.11 below indicates the comparative analysis between teachers and students' responses on whether they agreed or disagreed with the statement that NGOs' conflict intervention measures have improved the enrolment rates in light of indicators such as retention rate, completion rate, and academic performance and lesson attendance.

Table 4.11: Comparative Analysis of Teachers and Students Responses on the Enrolment Rate Indicators

Items	Teachers			Student		
	Disagree (%)	Undecided (%)	Agree (%)	Disagree (%)	Undecided (%)	Agree (%)
Non-governmental organisations conflict interventions measures have increased students retention rate	0 (0)	0 (0)	34 (100)	1 (0.7)	0 (0)	133 (99.3)
Non-governmental organisations conflict interventions measures have increased students completion rate	0 (0)	0 (0)	34 (100)	0 (0)	0 (0)	134 (100)
Non-governmental organisations conflict interventions measures have improved students' performance	0(0)	0(0)	34(100)	0(0)	0(0)	134(100)
Non-governmental organisations conflict interventions measures have increased students enrolment	0(0)	0(0)	34 100)	0(0)	0 (0)	134 (100)
Non-governmental organisations conflict interventions measures have increased students lesson attendance	0 (0)	0 (0)	34 (100)	0 (0)	0 (0)	134 (100)

Source: Research Study 2018

The items tapping the concept of enrolment rate were scored on a three point scale ranging from disagree, undecided to agree. The items were checking whether the NGOs' conflict intervention measures had positive effect on the students' enrolment rate with regard to retention, completion, performance and lesson attendance. Interestingly, both the teachers and the students highly rated the entire items with least attracting 99.3 per cent.

Data obtained through the qualitative approach agreed with the above finding as indicated by the following verbatim quotations.

We have seen an increase in our students enrolment because as I said we were at a blink of even closing the school because of persistent conflict but of lately we have seen some improvements from all the areas now, initially there is a time we have had students from only one locality now we getting students from the areas where these NGOs are based over the sub county in terms of decision making (Interview, Mugendi, Para 13 {2018-6-28}).

Yeah in fact as I have already mentioned, our school was actually the centre of conflict that affected this region. Most of our students in fact dropped out of school the parents were unable to pay fees, their livestock were stolen ,actually their houses were burnt and many others because of insecurity went away for other school so NGOs in a way came up and started building destroyed houses because most of the houses were burnt particularly in this region. So they were able to provide materials and also provided some financial support, okay, and this actually made our children come back those who had gone because of the fees, those who had gone because of maybe conflict once the conflict was over they started coming back and now they had to rely on this sponsors and donors for them to continue with education (Interview, Mutemi, Para 9{2018-6-18}).

It is improving because of the interventions that the NGOs and the government have provided. The students are somehow comfortable staying in school because of the facilities provided by the NGOs. But still we are facing some challenges. You know it is not all students whose fees are being paid by the NGOs and also, some students have never gone back to their original homes after the displacement, some of the students their parents died during the conflict so they still have psychological problems. Yeah, they have never been counselled professionally. Because of these psychological problems, they cannot concentrate in class. The performance is not good because of this psychological trauma. In fact most of these students perform poorly because of psychological problems they are going through Interview, Sadia line 23 {2018-7-15}.

From the above quotations, it is evident that an NGO intervention significantly increases the chance of poor students participating in education. Besides the material support, the participants felt that psychological support for children directly affected by the conflict was quite useful in improving their academic performance.

4.9 Analysis Using Independent Sample t test

As highlighted in the introduction of this chapter, the researcher carried out an inferential statistics in form of an independent sample t test. The choice of the t test was informed by the fact that a t-test is a robust statistical technique that is not affected by outliers.

In order to determine if there was a difference between groups of respondents in this case in terms of the gender and occupation, an independent sample t-test was carried out to test a hypothesis of no difference.

HO1: Differences between male and female responses on NGO sponsorship intervention.

An independent sample t test was conducted to determine if there was any significant difference between male and female responses on their perception on the effect of NGO sponsorship on students' enrolment rates. The finding from the SPSS output attached as Table 4.14 in the Appendix indicate that there was no significant difference in their response $t(152.374) = 1.292$, $P = 0.198$ against a confidence level of $P > 0.05$. In other words they were all of the view that NGO sponsorship had a positive effect on student enrolment.

To additionally authenticate this view, Mburu (2016) contends that energetic formal education crusade by the Government, NGOs and local leaders have prompted expanded school enrolments. This was to a large extent assisted by free primary education and school lunch programme in Northern Kenya.

An investigation by Asenaim et al (2016) further advances this thought that implementation of school capitalisation grant for secondary education and other sponsorship programmes have prompted increment in the enrolment rate since 2008. All things considered, not every one of the students who joined form one finished because of lack of school fees.

HO2: Differences between male and female responses on the effect of NGO community peace building interventions on the enrolment rate of students.

The hypothesis tested was if there was no significant difference between female and male responses on the effect of NGO community peace building interventions on the enrolment rate of students. The result shows that there was a significant difference between female and male responses on this item as indicated by $t(165.094)=4.100$ $P=0.001$ against a confidence level of $P<0.05$ see table 4.15 in the Appendix.

This difference could be as a result of recurrent conflict in spite of peace building initiative. The stakeholders perceive that this intervention has not been successful due to lack of proper public consultation during the selection of the peace mediators to

spearhead the programme. They argue that many people do not own the initiative leading to failure of the programme as shown by the recurrent conflict in the area.

In fact, most female respondents seemed to express their dissatisfaction with the whole peace process since they suggested that they were minimally involved. In fact this agrees with the interview finding conducted with the participants as below.

“The mediation team was not well balanced ...in fact the so called mediators are just motivated by the daily allowance “ FGD , Boru, { 2018-6-6}.

“The mediation team are not a true representation of the community ...they were just handpicked without consultation.” Interview, Sadia, {2018-06-05}.

From the above quotations, it seems that the differences in the responses of male and female respondents could be attributed to the lack of representation of women in the mediation team. Most female participants were not happy with the manner in which the mediation team were selected without proper public participation.

Capacity Building

H03: To determine differences between male and female responses on the effect of NGO capacity building interventions on the enrolment rate of students. The findings indicate that there was a significant difference in their respective responses $t(150.229)=3.238, P=0.001$ against a confidence level of $p<0.05$. The hypothesis of no significant difference was rejected and alternative retained attached at the Appendix as Table 4.16.

NGOs Sponsorship Intervention

H01: To determine if there was a significant difference between teachers and students responses on the effect of NGOs sponsorship intervention on the enrolment rate.

The result of the independent sample t test indicate that, there is a significant difference between teachers and students response on the effect of sponsorship conflict interventions $t(42.152)=4.715$, $P=0.001$ against a confidence level of 0.05 attached at the Appendix as Table 4.17 . It seems students were not aware of the impact of conflict since they were mostly in schools when conflict took place

Community Peace Building Intervention

HO2: To determine if there was a significant difference between teachers and students responses on the effect of NGOs community peace building intervention on the enrolment rate

The result of the independent sample t-test reveals that, in terms of the occupation, there is no significant difference between the responses of the teachers and students with regard to the effect of community of peace building intervention on the enrolment rate of students. This is indicated by $t(166)=1.765$ $P=0.079$ at a confidence level of $P>0.05$ for equal variance assumed attached as Table 4.18 at the Appendix .

This finding concurs with prior study by Block et al., (2014) which recommends that a more co-ordinated arrangement of inter-sectorial help between community, education and government sector would essentially address the prosperity and educational needs of the refugee kids and youngsters negatively influenced by the violence.

Another study by Giulianotti (2011) & Hurrell (2016) further verify this idea that the utilisation of game in quest for worldwide advancement objectives is expanding, with help for games based projects that advance social, education and wellbeing objectives progressively getting to be valuable. Wessells (2017) further entires up this debate

that psychological well-being, psychosocial, and harmony building underpins are seriously expected to help war-influenced kids in various nations.

Capacity Building Intervention

HO3: To determine if there was a significant difference between teachers and students responses on the effect of NGOs capacity building s intervention on the enrolment rate.

An independent t test was run to test the hypothesis that there was no significant difference between teachers and students perception on the effective of NGO capacity building on enrolment rates of students.

The result of the independent sample t-test shows that there was a significant difference between the responses of the teachers and the students $t(46.841)=5.033$, $P=0.001$ against a confidence level of $P<0.05$ attached as Table 4.19 at the Appendix. This was further confirmed by the results in table 4.8 page 85 , in which student respondents had a higher percentage rating than the teacher respondents on all the five items measuring capacity building conflict intervention on the enrolment rates of the students.

This finding concurs with earlier study which contends that professionals working in an variety of settings point to the basic role quality education contribute toward building capacity among youth to advance a dream of peace (Brantmeier & Bajaj, 2013; Harris and Morrison, 2012; Jenkins, 2013; Reardon, 1988; Smith, 2011) .

To additionally upgrade this thought, Bajaj, (2015) recommends that peace education offers a basic focal point to reveal and deconstruct basic and social savagery inserted in societal standards to cultivate the information and abilities expected to create esteems required to show a culture of harmony in the adolescent.

Enrolment Rates

An independent sample t test was carried out to test hypothesis that there was no difference between teachers and students perception on the construct or dimension measuring students' enrolment rate.

The t test output shows that there was no significant difference between teacher and student respondents on the their perception regarding the students' enrolment rate dimension $t(166)=.503$, $P=0.616$ against a confidence level of $p>0.05$ (see Table 4.20 at the Appendix). This is also indicated in (table 4.13) where teachers and students respondents showed no marginal differences in their ratings of enrolment rate items.

Table 4.12 below shows the summary of the result of the independent sample t test carried out to test if there were significant differences in the responses of male and female respondents with regard to the effect of sponsorship intervention(HO1) , community peace building intervention (HO2) and the capacity building intervention (HO3) .

Table 4.12: Summary of Independent Sample t test within Gender

HO	t	Df	P	Significant
HO1	-1.292	152.374	0.198	Not sig.
HO2	4.100	165.094	0.001	Sig
HO3	3.238	150.229	0.001	Sig

Source: Research Study 2018

Table 4.13 shows the summary of the result of the independent sample t test carried out to test if there were significant differences in the responses of teachers and students respondents with regard to the effect of sponsorship intervention(HO1) , community peace building intervention (HO2) and the capacity building intervention (HO3) .

Table 4.13 Summary of Independent Sample t test within Occupation (teacher-student)

HO	t	Df	P	Significant
HO1	4.715	42.152	0.001	Sig
HO2	1.865	54.962	0.67	Not sig
HO3	5.033	46.841	0.001	Sig
HO4	0.503	166	0.616	Not Sig

Source: Research Study 2018

4.10 Chaos Theory in the Interpretation and Discussions of the Findings

Progress is impossible without change.

Walt Disney

The researcher attempted to theorise the finding using the chaos theory. Key findings from the interview narratives revealed how chaos manifestation derailed the social change and the fact that there is need to come out of the chaos into order and the stability. The following elements of the chaos theory emerged in the discussions with the key participants as presented going forward.

Turbulence: It is typical for there to be chaos or shakiness in a change process . Be that as it may, with responsibility and significant interventions to make change, there is a plausibility of development of request and solidness out of a disordered framework. Educational access in ASAL has been truly defaced with both inward and outer turbulences inferable from ominous social, political and monetary conditions. These turbulences were communicated by the respondents' verbatim citations as underneath;

Yeah, in fact , as I have already mentioned , our school was actually at centre of conflict that affected this region in the 2013 to 2014...most of our students dropped out of the school since their parents were unable to pay school fees...their livestock were stolen and houses burnt . Fortunately, normalcy is slowly returning since the government and some NGOs' started building houses and some students were sponsored" Interview, Sadia, {2018-06-05}.

NGOs are doing a lot of things like supporting peace initiatives whereby they sponsor seminars and workshops which brings communities together to discuss on how to live in peace .They fully pay for facilitators' and other things and this actually make students and even the community to have confidence and to feel secure because without security there is no school, there is no life actually security is one of the is the basic need. Interview Principal Sylvester{2018-06-04}.

The quotations above indicate how chaos can affect students directly and indirectly and limiting their chances of attaining education. Nonetheless, on a positive note unmistakably weird attractors give profound energies and pledge to influence alluring things to occur. This concurs with Wheatley, Hemphill, Fisher, and Doddington, (1994) which contend that abnormal attractors draw consideration and lead the disturbed framework into another obvious shape. The bizarre attractors for this situation were the NGOs and different partners cooperating to take an interest in this change procedure.

Feedback: Feedback on the idea of the interventions and the change procedure itself is essential. Keaten et al (1995) takes note of that an essential part of the Chaos hypothesis in an input circle is fractals which are a rehashed activity. Fractals are made by rehashing a basic procedure again and again in an on-going criticism circle. The discoveries from the meetings in this study uncovered that however rehashed interventions by NGOs and the government are pivotal in acquiring security and request a contention setting like Moyale, there is have to expand on the current structures to abstain from rehashing the oversight of a past mediation. This was obvious in the verbatim citations of the respondents' perspectives underneath.

“You see the civil society groups are really trying ...but I feel they repeat programmes over and over ...When the mistake of the past are repeated, the structures automatically fail to work.” Interview, Nelly, {2018-6-27}. “What I am seeing is lack of co-ordination ... they are not building on the existing peace structures. I am optimistic that once the stakeholders join hands we can get a lasting peace” Interview, Sabdio {2018-7-08}.

The chaos theory in this case is important in shaping the thinking on a change process underlining the need for a feedback loop to evaluate a change intervention.

Emergent patterns: The in-depth interviews with respondents generated emerging patterns summarised under the following themes; child sponsorship increases

retention, building peace structures and alternative livelihood support are immensely critical in order to bring change and transformation in this community. The verbatim quotations from the respondents precisely summarised this emerging pattern as presented below respectively.

After the recent conflict which led to the destruction of the properties, NGOs were able to provide both material and the financial support support...actually to a significant effect; our students have come back to school after their fees were paid by NGOs and other well-wishers. Some now rely on sponsors and donors for them to continue with their education (Interview, Musembi{2018-06-13}.

“NGOs have brought communities together advising them on the alternative ways of livelihood...” FGD, Jamal {2018-6-4}.

“ We have different women groups ...NGOs have been conducting workshops on how to support groups like writing proposals to get funds for our local projects ...we are paying school fees for our children from the income we generate from this new way of generating income for ourselves” FGD ,Hadija {2018-6-15}.

“What I am seeing is lack of co-ordination ... they are not building on the existing peace structures. I am optimistic that once the stakeholders join hands we can get a lasting peace” Interview, Sabdio {2018-7-08}.

From the quotations above, the respondents contended that both material and budgetary help are gravely required by the war influenced individuals. So also, there is requirement for coordination among the guide organizations in giving essential intercession administrations.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, conclusion, recommendations and further research recommendations that are considered important for the addition of the research.

5.2 Summary of the Findings

5.2.1 Stakeholders' Perceptions of the NGOs' Sponsorship Conflict Intervention on the Enrolment Rate of Students.

The first objective was to assess the stakeholders' perceptions of the NGOs' sponsorship conflict intervention on the enrolment rate of students in selected secondary schools in Moyale Sub-County. The corresponding hypothesis was to test if there was no significant difference between the responses of the stakeholders in terms of gender and occupation on the effect of sponsorship on the enrolment rate of students;

The findings revealed that there was no significant difference in the responses of both male and female respondents. In other words they were all of the view that NGO sponsorship had a positive effect on student enrolment as indicated by a higher grand mean value of 4.1345 on a scale of 1-5.

However, in terms of occupation, the result of the independent sample t test indicates that, there is a significant difference between teachers and students response on the effect of sponsorship conflict interventions. It seemed that students were more aware of the positive effect of NGO sponsorship interventions than the teachers since they were the direct beneficiaries. The qualitative data was used to triangulate the result of the quantitative data.

It was suggested that NGOs' interventions had increased the enrolment; the students were not performing well because of the psychological trauma they were subjected to. Therefore, it appears that psychological counselling for students affected by the conflict is lacking which is an important intervention.

5.2.2 Stakeholders' Perception of the NGOs' Community Peace Building Conflict Intervention on the Enrolment Rate of Students in Selected Secondary Schools in Moyale Sub-County.

The second objective; Examine the stakeholders' perception of the NGOs' community peace building conflict intervention on the enrolment rate of students in selected secondary schools in Moyale Sub-County . The analyses of both qualitative and quantitative findings were presented as follows; to begin with, the t test was run for analysis of the quantitative data.

The corresponding hypothesis was to test if there was no significant difference between the respondents' perceptions on the effect of NGOs' community peace building interventions on the enrolment rate of students with regard to gender and the occupation.

The findings showed that there was a significant difference between female and male responses. This difference could be attributed to the stakeholders' views that the programme has not been effective intervention due to the lack of all-inclusive representativeness of the peace mediators to spearhead the programme. This difference could also be as a result of recurrent conflict in spite of peace building initiative.

The result of the independent sample t-test with regard to occupation reveals that there was no much difference between the responses of the teachers and students with regard to the effect of community of peace building intervention on the participation rate of students. In other words, both the teachers and the students were of the view that community peace building had a positive effect on the enrolment rate.

5.2.3 Stakeholders' Perceptions of the NGOs' Capacity Building Conflict Intervention on the Enrolment Rate of Students in Selected Secondary Schools in Moyale Sub-County.

The third objective was to explore the stakeholders' perceptions of the NGOs' capacity building conflict intervention on the enrolment rate of students in selected secondary schools in Moyale Sub-County. The corresponding hypothesis was to test if there was no significant difference between the respondents' perceptions on the effect of NGOs' capacity building on the enrolment rate of students with regard to gender and the occupation. To determine differences between male and female responses on the effect of NGO capacity building interventions on the enrolment rate of students. The findings indicate that there was a significant difference in their respective

responses. Qualitative data was further used to validate this finding. The qualitative findings revealed that both male and female respondents gave a positive response with regard to NGOs' capacity building interventions. However, their varied response was as a result of the fact that the community empowerment programmes mostly targeted women and the elderly because of their vulnerabilities compared to men.

T test was also used to determine if there was a significant difference between teachers and students responses on the effect of NGOs capacity building interventions on the participation rate. The result of the independent sample t-test indicates that there was a significant difference between the responses of the teachers and the students. These differences could be attributed to the fact that students are mostly in school when the capacity building programmes are being implemented by the NGOs hence they were less involved.

5.2.4 Stakeholders' Perceptions of the Effectiveness of NGOs' Engagement in Conflict Intervention on the Enrolment Rate of Students in Selected Secondary Schools in Moyale Sub-County

The fourth objective; establish stakeholders' perceptions of the effectiveness of NGOs' engagement in conflict intervention on the enrolment rate of students in selected secondary schools in Moyale Sub-County. The stakeholders perceived that NGOs sponsorship of vulnerable students is effective in mitigating the dropout rate. However, the participants gave varied responses on community peace building and the capacity building intervention with regard to their effectiveness in enhancing the enrolment rate of students.

The following were the key emerging issues from interviews and FDGs namely; NGOs' child sponsorship programme is effective in increasing the retention rate of the needy the students, faulty mediation process and structural problems related to peace building , restocking of livestock and alternative livelihood support are crucial in improving their lives.

5.3 Conclusion

The study established that the NGOs' sponsorship intervention has a positive impact on the enrolment rate of students. It can be concluded therefore, that NGOs sponsorship support encourages enrolment with regard to completion, retention, performance and lesson attendance of vulnerable students affected by calamities such as violent conflict. Nonetheless, it was observed that students' respondents had more positive response with regard to the effect of NGOs' sponsorship on the enrolment rate of students.

The study revealed that NGOs' community peace building interventions have positive effect on the enrolment rate of the students. As such peace building and psychosocial supports are seriously needed by war affected children to continue with their education. Similarly , all inclusive mediation team comprised of both men and women is important to facilitate the peace process .It can be therefore concluded that NGOs' community peace building conflict intervention is crucial in facilitating the secondary schools enrolment rate of students in areas affected by the frequent conflict.

It was also observed that NGOs' capacity building intervention is critical in improving the enrolment rate. This can be achieved through peace education programmes and alternative livelihood supports different from livestock keeping which are source of conflict to foster a vision of peace that would eradicate disruptions of learning in the otherwise chaotic environments.

It can also be concluded therefore, that the effectiveness of the NGOs' engagement are critical in mitigating barriers to the enrolment rate. It is to be noted that NGO sponsorship interventions, community peace building and the capacity building programmes are significant in boosting retention, completion and performance of students whose parents have been condemned to abject poverty by destructive violent conflict.

In terms of the contribution, this study provides policy contribution to sessional paper no.14 of 2012. Despite the fact that the paper recognised how the significance of secondary education has increased tremendously particularly in developing nations with the achievement of Universal Primary Education, it didn't address the need to specifically mobilise effort to increase participation rate of students in secondary education in ASAL and conflict affected zones in Kenya. Similarly, the subsidised secondary education fee introduced by the government in the year 2008 is still not adequate to keep students from poor background in school.

5.4 Recommendations

Based on the findings, the following recommendations are made;

- i) NGOs' sponsorship conflict interventions increase the enrolment rate. Five important NGOs' sponsorship support are highly recommended namely paying fees to the needy students , building boarding facilities , purchasing uniforms for the needy students , building classrooms and buying textbooks .
- ii) NGOs' community peace building interventions are significant in improving the enrolment rate. In order to achieve a durable peace, more interventions by the government and the NGOs are required to address the challenges of peace process which include the inclusiveness of the mediators and the need for more structured peace engagement.
- iii) NGOs' capacity building intervention support to the vulnerable households is critical in improving the enrolment rate of students in such families. Important focus should be given to alternative livelihood programmes such as funding small scale business enterprises and decision making supports which should involve both men and women in this community as a paradigm shift from sole focus on pastoralism as way of livelihood.
- iv) The effectiveness of the NGOs' engagement is critical in realisation of the lasting positive impact to the community targeted by the humanitarian interventions. To realize this impact, building on the existing structures and minimizing duplication of the programmes is significant in avoiding the previous failures and resource wastage.

5.5 Further Research Recommendations

This study sought to establish the stakeholders' perception of the NGOs' conflict interventions on the enrolment rate of the students in selected secondary schools in Moyale Sub-County, Kenya. This study used a mixed method approach; a similar study can be conducted using a purely quantitative longitudinal study to make further prediction. Similarly, a comparative study between Moyale Sub- County and an urban setting with high enrolment rate of students in secondary schools can be done. The researchers can also try to establish other interventions that can mitigate the cause of low enrolment rate in Northern Kenya.

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APPENDIX A: LETTER OF INTRODUCTION

Dear Respondent,

I am a student of Moi University pursuing **Master of Education in Research** at the department of educational management and policy studies. This is to kindly bring to your attention a number of pertinent issues concerning the research, which are useful for our interaction i.e. (the researcher and the respondent). I am conducting a research on the topic

“STAKEHOLDERS’ PERCEPTIONS OF NON-GOVERNMENTAL ORGANISATIONS’ CONFLICT INTERVENTIONS ON THE ENROLMENT RATE OF STUDENTS IN SELECTED SECONDARY SCHOOLS IN MOYALE SUB-COUNTY, KENYA “This study is for the academic purpose and

shall never be used for other purposes without your prior consent. You are therefore requested to give very honest responses to enhance the validity and the reliability of this work. The information that you will provide shall be treated with confidentiality and that you are assured of protection of your identity. Further, I assure you, that you will not be exposed to any risks or discomfort intentionally and that whenever you feel disinterested in this study you are free to withdraw at your own pleasure. This will not attract any unwarranted questioning or penalty.

Kindly also note that the raw data that I will obtain from you shall be destroyed after five years and before that, all the data will be protected fully by keeping them in the lockable file cabinet.

Yours faithfully,

Roba Godana.

PHONE: 0728808785 Email: rgodana2008@yahoo.com

MOI UNIVERSITY

APPENDIX B: QUESTIONNAIRE FOR TEACHERS AND STUDENTS

The purpose of this questionnaire is to gather information on the stakeholders' perceptions of the Non-governmental Organisations' conflict interventions on the enrolment rate of students in the selected secondary schools in Moyale Sub-County. Please answer the questions by ticking or in the spaces provided where applicable. For confidentiality do not write your name anywhere in this questionnaire.

TEACHER () FEMALE ()

STUDENT () MALE ()

AGE BRACKET 11-14yrs ()
15-19yrs ()
20-24yrs ()
Above 25yrs ()

DIRECTION

Please tick (✓) and rate honestly based on the following scale there is no correct or wrong response.

All items are rated on a 5-point scale from 1-5

Strongly Agree -5

Agree-4

Undecided (Adequate impression)3

Disagree 2

Strongly disagree1

PLEASE TICK WHERE APPROPRIATE

To what extent do you agree or disagree on the positive effect that the following N.G.O sponsorship measures have had on students' enrolment in secondary schools in this area.

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Paying fees to needy students					
Providing lunch to students					
In – service training for teachers					
Paying hardship allowance for teachers					
Building facilities such as classrooms and toilets					
Sinking of boreholes for sustainable water source					
Purchase uniform for needy students					
Electricity supply					
Boarding facilities					
Buying text books					

To what extent do you agree or disagree on the positive effect that the following N.G.O community peace building conflict intervention has had on students' enrolment in secondary schools.

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Nonviolent conflict resolution					
Reconciliation among tribes and clans					
Support community based development					
Joint sports programme					

To what extent do you agree or disagree on the positive effect that the following NGO capacity building conflict intervention has had on the students' enrolment in secondary schools.

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Decision making					
Handing over of resources					
Leadership roles					
Policy education					
Funding					

To what extent do you agree or disagree with the following statement with regard to the effect of conflict interventions on students' enrolment rates in your area.

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Non-governmental organisations conflict interventions have enhanced retention rate					
Non-governmental organisations conflict interventions have enhanced completion rate					
Non-governmental organisations conflict interventions have enhanced students' performance rate					
Non-governmental organisations conflict interventions have enhanced lesson attendance rate					

APPENDIX C: INTERVIEW SCHEDULE FOR THE PRINCIPALS AND NGO REPRESENTATIVES

SECTION A

1. In your opinion what do you say about the positive effect that the following
NGO sponsorship measures have had on the students' enrolment in secondary
schools i.e.

Paying fees to needy students
Providing lunch to students
In – service training for teachers
Paying hardship allowance for teachers
Building facilities such as classrooms and toilets
Sinking of boreholes for sustainable water source
Purchase uniform for needy students
Electricity supply
Boarding facilities
Buying text books

SECTION B

Kindly comment on the positive effect that the following NGO community peace building conflict interventions have had on the students' enrolment in secondary schools.

Nonviolent conflict resolution
Reconciliation among tribes and clans
Support community based development
Joint sports programme

SECTION C

Please give your opinion on the positive effects the following NGO capacity building conflict interventions have had on the students' enrolment in secondary schools.

Decision making
Handing over of resources
Leadership roles
Policy education
Funding

APPENDIX D: FOCUS GROUP DISCUSSION FOR OPINION LEADERS

- a) In your opinion what do you say about the positive effect that the following NGO sponsorship measures have had on the students' enrolment in secondary schools?
- b) Kindly comment on the positive effect that the following NGO community peace building conflict interventions have had on the students' enrolment in secondary schools.
- c) Please give your opinion on the positive effects the following NGO capacity building conflict interventions have had on the students' enrolment in secondary schools.
- d) What are your perceptions about the effectiveness of NGO engagement in conflict interventions on the students' enrolment rate?

Thank you for your responses

APPENDIX E: CONSENT FORM FOR INDIVIDUAL PARTICIPANTS.

I give consent to participate in the research study; Stakeholders' perceptions of Non-governmental Organisations' conflict interventions on the enrolment rate of students in selected secondary schools in Moyale Sub-County, Kenya. I have read the project information statement explaining the purpose of the research and understand that:

- The role of the participant is voluntary
- Only those who consent will participate in this research
- All information will obtained will be treated with utmost confidence
- The name of the participants will not be used and individuals will not be identifiable in any written reports about the study.
- Participants may withdraw from the study at any time without penalty .
- A report of the findings will be made available to the institutions and the participants.
- I may seek further information on the study from Roba Godana on +254728808785 or email rgodana2008@yahoo.com

Participant.....

Date.....

Signature.....

APPENDIX F: CONSENT FORM FOR HEAD OF INSTITUTION

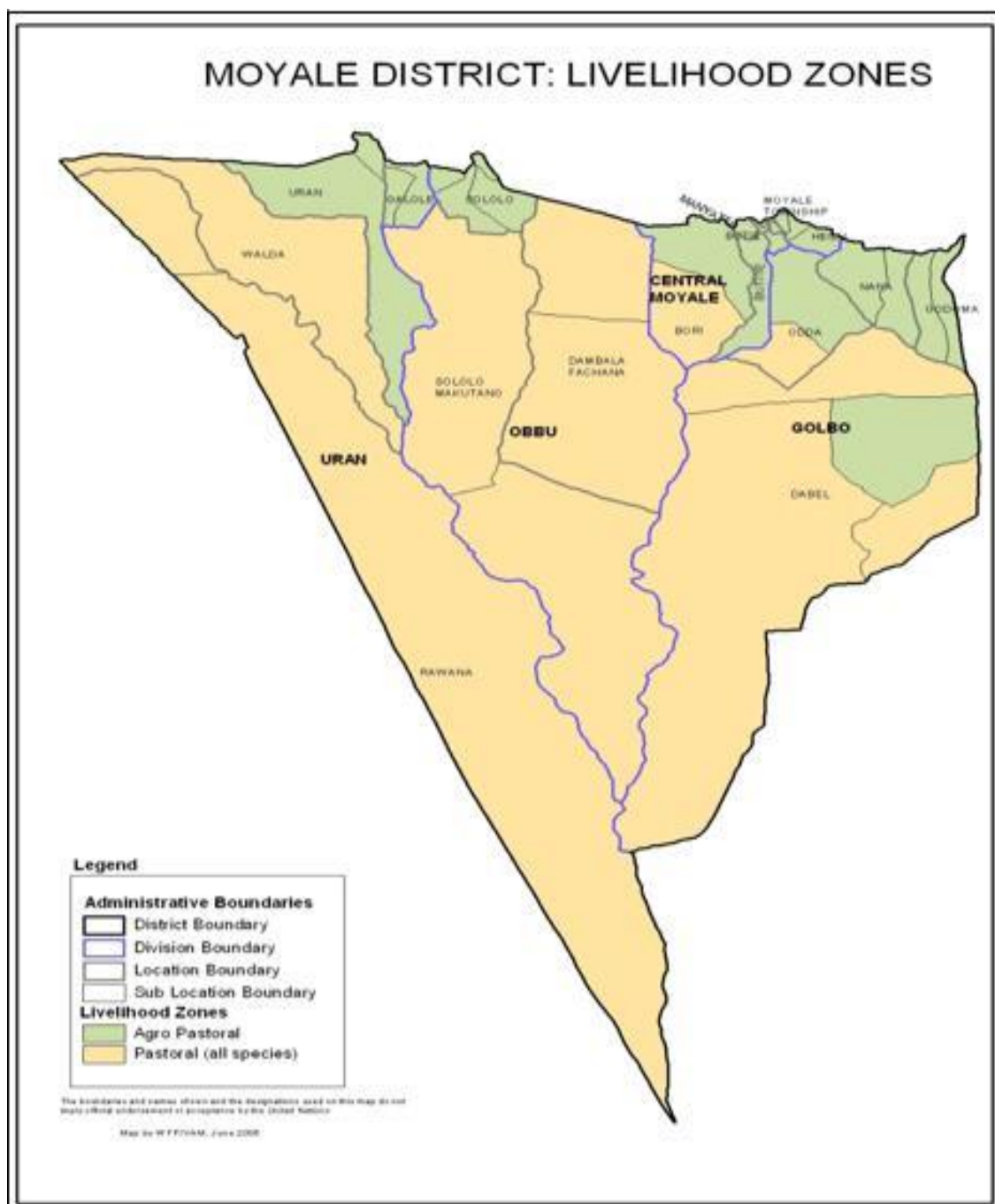
I give consent for my School.....to participate in the above study. I have read and understood the information required for this research. I have understood that the information that my students, teachers and I, will give, shall be treated with utmost confidentiality. I have been given the opportunity to ask questions and that I am contented with the answers given by the researcher. Finally, I have been assured that any of my teachers, students and I are free to withdraw from the study at any time and that they shall not be penalized or asked reasons for withdrawing.

PRINCIPAL'S NAME:

PRINCIPAL'S SIGNATURE:..... DATE

If you have any questions about your rights as participant in this research, or if you feel you or your institution have been placed at risk, you can contact Prof. Violet Opata, the chair of the Human Subjects Committee and Institutional Review Board at 0722292656. Additional information is available at www.mu.ac.ke

APPENDIX G: MAP OF MOYALE SUB-COUNTY



APPENDIX H: SAMPLE SIZE DETERMINATION TABLE

Required Sample Size [†]								
Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

† Copyright, The Research Advisors (2006). All rights reserved.

Table 4.14: Descriptive and t test Output on Differences between Male and Female Responses on Sponsorship Intervention

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
SPONSORSHIP	Female	62	4.0710	.43922	.05578
	Male	106	4.1717	.56108	.05450

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
SPONSORSHIP	4.558	.034	-1.212	166	.227	-.10073	.08308	-.26476	.06330
			-1.292	152.374	.198	-.10073	.07798	-.25480	.05334

Table 4.15 : Descriptive and t test Output on Differences between Male and Female Responses on NGOs' Community Peace Building Intervention on Students' Enrolment Rate

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Peace	Female	62	4.5323	.38004	.04827
	Male	106	4.1887	.70526	.06850

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Peace	Equal variances assumed	12.056	.001	3.544	166	.001	.34358	.09695	.15216	.53499
	Equal variances not assumed			4.100	165.094	.000	.34358	.08380	.17813	.50903

Table 4.16: Descriptive and t test Output on Differences between Male and Female Responses on NGOs' Capacity Building**Intervention on Students' Enrolment Rate****Group Statistics**

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Capacity building	Female	62	4.3613	.55614	.07063
	Male	106	4.0453	.69353	.06736

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
capacity building	Equal variances assumed	3.929	.049	3.057	166	.003	.31601	.10336	.11195	.52007
	Equal variances not assumed			3.238	150.229	.001	.31601	.09760	.12316	.50886

Table 4.17: Descriptive and t test Output on the Differences between Students and Teachers Responses on NGOs' Sponsorship**Intervention on Students' Enrolment Rate**

	Occupation	N	Mean	Std. Deviation	Std. Error Mean
SPONSORSHIP	Teacher	34	3.7176	.60726	.10414
	Student	134	4.2403	.43909	.03793

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SPONSORSHIP	Equal variances assumed	8.407	.004	-5.703	166	.000	-.52265	.09165	-.70360	-.34171
	Equal variances not assumed			-4.715	42.152	.000	-.52265	.11084	-.74631	-.29900

Table 4.18 :Descriptive and t test Output on the Differences between Students and Teachers Responses on NGOs' Community Peace Building Intervention on Students' Enrolment Rate

	Occupation	N	Mean	Std. Deviation	Std. Error Mean
Peace	Teacher	34	4.1471	.57774	.09908
	Student	134	4.3582	.63383	.05475

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Peace	Equal variances assumed	.140	.709	-1.765	166	.079	-.21115	.11965	-.44738	.02508
	Equal variances not assumed			-1.865	54.962	.067	-.21115	.11320	-.43802	.01572

Table 4.19: Descriptive and t test Output on the Differences between Students and Teachers Responses on NGOs' Capacity**Building Intervention on Students' Enrolment Rate**

	Occupation	N	Mean	Std. Deviation	Std. Error Mean
Capacity building	Teacher	34	3.6529	.67565	.11587
	Student	134	4.2910	.59553	.05145

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Capacity building	Equal variances assumed	4.023	.047	-5.427	166	.000	-.63810	.11758	-.87024	-.40596
	Equal variances not assumed			-5.033	46.841	.000	-.63810	.12678	-.89318	-.38303

Table 4.20: Teachers and Students Responses on Items Checking the Enrolment Rate

Group Statistics

	Occupation	N	Mean	Std. Deviation	Std. Error Mean
enrolment	Teacher	34	4.0000	.00000	.00000
	Student	134	3.9985	.01728	.00149

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
enrolment	Equal variances assumed	1.026	.313	.503	166	.616	.00149	.00297	-.00437	.00736
	Equal variances not assumed			1.000	133.000	.319	.00149	.00149	-.00146	.00444

APPENDIX I: SAMPLE OF INTERVIEW TRANSCRIPT

1.	ME; My name is Roba a student at my university pursuing master of education in research.
2.	I have come to do a research here in this school. Kindly introduce yourself so that we can continue with the interview.
3.	Sadia: I am mrs. Sadia
4.	ME: Do you have students who are sponsored by NGOs in this school especially those that were affected by conflict?
5.	Sadia: yes, we have a few of students who are being sponsored by NGOs . The most vulnerable students who are mostly orphans. Some are fully sponsored while others are partially sponsored.
6.	Me: How often do this school being affected by the conflict?
7.	Njo: mmm....this school is frequently affected by conflict whenever the communities around this place erupt. Conflict in this area has become a norm. For the last seven years starting from 2010 , we have been experiencing inter-ethnic conflicts which has really affected the enrolment of this school and made caused acute shortage of teachers . Non local teachers often run away whenever there is conflict.
8.	Me: what sponsorship interventions do NGOs provide in this school?
9.	NJO: NGOs support some students thru paying schools. They also provide girls with personal effects like sanitary pads and writing materials. Therefore, say that NGOs are supportive.
10.	ME: How effective are this sponsorship programmes in terms of promoting

	the participation rate of students in this school? Kindly tell us the enrolment of this school
11.	Njo: sometimes back, when there was less conflict in this area, this school was a two streams boarding school. With frequent conflict in this area , the enrolment has really gone down and now we have a one stream school with very few students in every class. In fact , after the recent conflict which was so bad , we admitted only forty students . With the help of the NGOs and the government the situation is now improving. We now have close to 100 students in total.
12.	Me: in your opinion what do you say about the community peace building conflict intervention in this area? How effective is this programme in assisting the participation rate of these students?
13.	Njo: There is peace caravan that involves even the students across this area. The aim is to sensitize the warring communities about the negative effect of conflict on the development education being one of those development agenda. This in away has helped in instilling confidence in the students and now there is a desire to come to school and learn.
14.	Me; could you please give your opinion on the positive effect of NGOs capacity building conflict interventions on the participation rate of students in this school.
15.	NJO: There are programmes like poverty eradication. The aim is to empower the communities to focus their minds on development projects like water security. NGOs have brought communities to come together like men and women to embrace other alternative ways of livelihood instead of fighting over water for their livestock. They write for them proposals to look for

	funds to support projects that financially enable them to pay even school fees for their children.
16.	ME: What do say about the stakeholders' perception of NGOs conflict interventions on the participation rate of students?
17.	Njo: Stakeholders perceive it positively, we are seeing the some fruits because the number of students coming to school is increasing, students retention has increased.
18.	Me: in your opinion among all these interventions which one can mostly help students participation rate ?
19.	Njo: I can say community capacity building is very important. Empowering communities through development projects while eradicating bad cultures like stealing of livestock and fighting over resources can help people to co-exist peacefully and eventually the participation rate will increase.
20.	Me: Do you think NGOs have done enough in terms of capacity building of communities in this area?
21.	NJO: Again I can say they have not done enough because capacity building is not a one day event. it is a continuous process because it requires resources . Obviously it will take some years. You know we are just from the conflict; they need to pump more resources and educate the communities about the need to embrace peace and harmony. I can say they have done something but again I can't say they have done enough.
22.	Me: do you see the participation rate improving?
23.	NJO: Yes, of course. it is improving because of the interventions that the NGOs and the government have provided . The students are somehow comfortable staying in school because of the facilities provided by the

	NGOs. But still we are facing some challenges. You know it is not all students whose fees are being paid by the NGOs and also, some students have never gone back to their original homes after the displacement, Some of the students their parents died during the conflict so they still have psychological problems. Yeah, they have never been counselled professionally. Because of these psychological problems, they cannot concentrate in class. The performance is not good because this psychological trauma. In fact most of these students perform poorly because of psychological problems they are going through.
24.	Me: so what do you recommend
25.	Njo: the lasting solution is that there must be peace. The communities learn to co-exist peacefully.

APPENDIX J: NACOSTI LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 020 400 7000,
0713 788787, 0735404245
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/90147/22181**

Date: **24th April, 2018**

Roba Godana Galgallo
Moi University
P.O Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effects of non-governmental organization conflict interventions on participation rates of students in Kenya. A case of secondary schools in Moyale Sub-County*" I am pleased to inform you that you have been authorized to undertake research in **Marsabit County** for the period ending **23rd April, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Marsabit County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Marsabit County.

The County Director of Education
Marsabit County



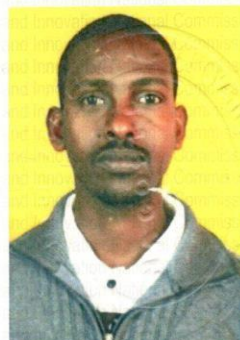
APPENDIX K: NACOSTI LETTER

THIS IS TO CERTIFY THAT:
MR. ROBA GODANA GALGALLO
of MOI UNIVERSITY, 379-60500
MARSABIT, has been permitted to
conduct research in Marsabit County

Permit No : NACOSTI/P/18/90147/22181
Date Of Issue : 24th April, 2018
Fee Recieved :Ksh 1000

on the topic: EFFECTS OF
NON-GOVERNMENTAL ORGANIZATION
CONFLICT INTERVENTIONS ON
PARTICIPATION RATES OF STUDENTS IN
KENYA. A CASE OF SECONDARY
SCHOOLS IN MOYALE SUB-COUNTY

for the period ending:
23rd April, 2019



.....
Applicant's
Signature

.....
Director General
National Commission for Science,
Technology & Innovation