

## Strategies Used in Mitigating the Effects of Cattle Rustling on Secondary school Education in Samburu North Sub County, Kenya

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**Abstract:** This study examined the strategies that should be adopted to mitigate the effects of cattle rustling in Samburu County. The study adopted a descriptive survey research design targeting 562 participants. Both stratified and purposive sampling was used in which 131 respondents were selected for the study. Questionnaires, Focused Group Discussions and Key Informant Interviews were used to gather primary data for the study. Quantitative data collected was analysed by use of descriptive statistics with the help of Statistical Package for Social Science (SPSS) software version 2.0 while qualitative data was used to supplement interpretation of quantitative data. The analysed data was then presented by use of tables. The study identified six strategies that can be implemented to mitigate the effects of cattle rustling in Samburu County. These include providing alternative livelihoods to the members of the community especially the youth, instituting favourable administrative policies in the area, providing support for school fees for learners, introducing peace clubs in schools, making primary education compulsory and deploying of Kenya Police Reservists (KPR) when necessity demands. The study recommends that the authorities implement these strategies to mitigate the effects of cattle rustling so that the people of Samburu have better access to education.

**Keywords:** Cattle rustling, strategies, mitigating, secondary school education.

## INTRODUCTION

Livestock sector is a major contributor of the Kenya economy directly contributing to 12% of the GDP annually, and 42 % Agriculture. In addition, 60 % of livestock is found in Arid and Semi-Arid Lands (ASAL) areas such as Samburu County where it provides employment to 90% of the population. Livestock is a fundamental form of pastoral capital, besides functioning as a means of production, storage, transport and transfer of food and wealth [1]. Despite efforts by the Government of Kenya to increase access to basic education for many of its citizenry in the ASAL through initiatives such as abolishing school fees for primary level of education and subsidizing fee for secondary education, many children are still out of school due to a number of factors and especially insecurity occasioned by cattle rustling. According to the Society for International Development (SID) report, 68% of the residents in the Samburu County have no formal education and where Samburu North Sub County has the highest share of residents with no formal education at 81%.

The Samburu community is nomadic [2]. They live primarily in arid or semi-arid areas and depend on livestock (cattle, sheep, goats and camels) for their livelihood [3]. Residents of Samburu County rely on access to pasture and water, for the survival of their livestock. Such resources are scarce and under

increasing pressure and must be shared amongst the Samburu community and their neighbours, for instance, the Turkana, Pokot and Borana who are also nomads. As a result, there are conflicts that emanate from the scarce pasture and water especially during the long dry spells. Samburu County shares common borders with Turkana to the Northwest and Baringo County to the Southwest. To the Northeast is Marsabit County and to the East and South are Isiolo and Laikipia counties respectively. Samburu County has three sub counties: Samburu Central, Samburu East and Samburu North. The borders of these counties have been the battleground for herdsmen, who steal each other's livestock and fight for scarce resources [4] leading to frequent fights over pasture, displacement of families and loss of lives.

Cattle-rustling is an old inter-community practice of stealing animals for either commercial or social reasons, or which is prevalent in Samburu County. This practice has destabilized the communities in ASAL and has snatched them their basic rights, to security, education, development and even sanitation. During most inter-ethnic conflicts between the various communities, men and young adults are killed, thereby leading to a rise in the number of women-headed households. This has a direct adverse impact on the poverty levels among women because in some communities (for example the Turkana), widows have

no right or access to property that their husbands owned [5]. Thus, the orphans fail to attend school or fail to continue with their education as the women have no economic ability to support their education. It is estimated that about 164,457 people have been displaced in the northern frontiers of Kenya and out of this, 70 percent are women and children aged below 14 years old [6]. This is the age most children are active in their primary or secondary education and presumably, their education may be interrupted if no measures are taken by the government or the concerned communities.

Despite efforts by the Government of Kenya to increase access to basic education for many of its citizenry through initiatives such as abolishing school fees for primary level of education and subsidizing fee for secondary education, many children in ASAL are still out of school. This is because where cattle rustling occurs, access and participation in education is affected adversely. Even though the Constitution of Kenya 2010 grants everyone, the right to freedom and security and not to be subjected to violence from either public or private, the people of Samburu North Sub-County hardly enjoy this right because cattle rustling have been very rampant in this area, thereby posing a big threat. The Government of Kenya has tried out several ways of addressing this problem, including a disarmament exercise to deal with illegal firearm possession. This resulted in the deployed security officers being shot by bandits.

This study is quite timely; therefore, since it helps identify some of the approaches that can be used by the government to get rid of this problem once and for all. It carefully identifies strategies of mitigating the effect of cattle rustling in Samburu North Sub-County and suggests valid recommendations.

## **LITERATURE REVIEW**

### **Introduction**

The study looked into the existing literature concerning the effects of cattle rustling particularly on mitigation efforts on the effects of cattle rustling on education especially because education is key to solving the problem of cattle rustling in ASAL.

### **Conflict in Samburu County**

Pkalya *et al.* [7] rates Samburu District second after Marakwet in terms of the percentages of the population displaced due to cattle rustling. Cattle rustling have displaced 17% of the district's population or 23,707 people. However, most of the displaced are from Samburu North Sub County [7]. Displacement affects the lives of the young children due to its impact on social structures, infrastructure and services that include education (Sudan, n.d). The disruption and destruction of infrastructure caused by violence often results in severe cutbacks in states' capacity to provide services such as education and health care and the subsequent drop out from schools [8]. Cattle raids,

inter-communal resource conflicts and banditry are common across much of the arid lands of northern Kenya, where firearms are increasingly common among pastoralist communities. In 2009 alone, such violence claimed more than 354 lives, as observed by the UN Office for the Coordination of Humanitarian Affairs [9].

Despite the Government of Kenya deploying a battery of military equipment and personnel into the area, the killings over resources continue unabated [2]. These unnecessary killings and displacement, resulting from cattle rustling, has generally affected economic and social-cultural life of the residents of Samburu North Sub County. Furthermore, at the national level despite the effort made by the government to ensure that every child acquires basic education, this has not been the case in Samburu North Sub County. This is evident by the number of secondary school going children seen herding livestock, as well as engaging in cattle rustling practices in the area. These children are caught up in cattle rustling activities both as perpetrators and as victims. It is in view of this observation that this study sought to examine the strategies that should be used to mitigate the effect of cattle rustling on access and participation in secondary school mitigate the effects of cattle rustling in Samburu north sub-county.

## **METHODOLOGY**

This study sought to identify mitigation strategies to curb the effect of cattle rustling on education using the descriptive research design. It targeted 562 individuals made up of teachers, Form 3 and Form 4 secondary students, school administrators, members of the County Assembly and local education officials in Samburu North Sub-County. Both stratified and purposive sampling techniques were used to sample the respondents. The study selected 20% of the students' population purposively. Where a school had more than one stream, stratified sampling was used. Five (5) teachers were purposively selected for Focus Group Discussion in each school. Five principals and the PTA chair of each of the five schools selected were picked as key informants. Two (2) MCA's were picked from the antagonistic communities to get a balanced view. The researcher used questionnaires, Focus Group Discussion and Key Informant In-depth Interview schedules to gather data for the study. Questionnaires that had both open ended and closed ended questions to the students were the basic research instrument. Focus Group Discussions were held guided by open-ended questions that elicited qualitative responses. The group of participants were guided by a moderator (principal researcher) Qualitative data was obtained by conducting in-depth interviews with Key Informants. The interview schedule was based on the specific objectives as set out in the study and develops as per the answers from the respondents and the focus group discussions. The Key Informants were purposively selected based on their personal and professional knowledge of effect of cattle

rustling on education and were mainly the Government officers.

### RESULTS AND FINDINGS

Cattle rustling continue to act as a disincentive to investment by the communities and development agencies, both in the long-term and short-term. The following section provides findings on various effects of cattle rustling on education and presents views on different strategies identified that could be used to militate against effects of cattle rustling to education and in the study area.

#### Effect of Cattle Rustling On Transition from Primary School to Secondary School

The study aimed at examining the effect of cattle rustling on transition from primary school to secondary school in Samburu North Sub-County, Kenya. The study presented the findings in the subsequent section.

#### Learners who complete primary school but do not proceed to secondary school

The study sought data on whether there are learners who complete primary school but do not proceed to secondary school in the area. The results are presented in the Table 1 below.

**Table-1: Frequency distribution of learners who do not transit to secondary schools**

Response	Frequency	Percent
Strongly Agree	61	67.78
Agree	19	21.11
Not Sure	7	7.78
Strongly Disagree	3	3.33
Total	90	100.0

The findings in Table 1 show that (67.78%) of the respondents strongly agreed while 21.11% agreed that there are learners who complete primary school but do not proceed to secondary school in the area. Cumulatively, 88.89% agreed. This implies that there are many learners who complete primary school but do not proceed to secondary school in the area.

#### Learners who complete primary education fail to go to secondary school because they cannot afford to pay school fees

The study sought data on whether learners who complete primary education fail to go to secondary school because they cannot afford to pay school fees. The results are presented in the Table 2.

**Table-2: Frequency distributions of learners who complete primary education fail to go to secondary school because they cannot afford to pay school fees**

Response	Frequency	Percent
Strongly Agree	69	67.4
Agree	14	26.6
Not Sure	4	3
Disagree	2	1.5
Strongly Disagree	1	0.8
Total	90	100.0

Table 2 shows that majority (67.4%) of the respondents agreed that learners who complete primary education fail to go to secondary school because they cannot afford to pay school fees. This indicates that there many learners who complete primary education fail to go to secondary school because they cannot afford to pay school fees. Pavanello and Timothy [10] argued that secondary school participation rely less on improved quality of education services but more on reduced cost of education. Therefore, some learners may fail to go to secondary schools due to high cost of education. Dryden-Peterson [11] also noted that conflict disrupts households, discourages investment, reduces productivity and leads to loss of property. This in effect causes poverty by unexpectedly reducing financial resources available to many households hence forcing them to withdraw their children from school due to the inability to pay school fees. This is because the family

becomes less concerned with secondary education especially if they have to pay for it while basic needs such as food, security and health are priority [2].

Blattman and Miguel [12] observed that around 28 million children of primary school age in conflict-affected countries in Africa are out of school. Affected parents of cattle rustling are not able to finance their children's education and many of these children are forced to leave school [13]. Due to lack of fees, learners who drop out engage in child labour.

This finding is in agreement with those of the two interviewees, who noted that,

*Cattle rustling diminish the purchasing power of the family. When cattle are raided from the family, a*

*problem of fees payment is experienced and may lead to drop out of the learners (CDE 1, MCA 2)*

From the interviews conducted information that emerged showed that early pregnancies and marriages of school girls due to lack of money to pay for fees leads to them being left out of school or married off. It also emerged that, most of the boys in high school are at the age of adolescence who the community initiates as “morans”. Since “morans” are used as aggressors and defenders of the community, they engage in cattle rustling as actors or defenders and therefore some of them end up dropping out of school.

The findings of the study done by Karanu, Murenga and Osamba [14] revealed that poverty resulted from insecurity, violent conflicts, banditry, cattle rustling, unreliable ‘small’ businesses, general laziness, poor family backgrounds and aridity in the

division. Consequently, these factors led to school dropouts, disregard for education and low enrolment in schools. Besides causing or increasing poverty, low livestock market price during drought season also affected school enrolment in Baragoi. This was because a majority of parents in the division depended on livestock to educate their children. Low market price made it hard for parents to meet education requirements such as school fee payment, buying books, school uniforms and exam levies. Hence, transition from primary to secondary education school enrolment is greatly affected.

**Learners who think that taking care of livestock is better than pursuing secondary education**

The study sought data on whether some learners tend to think taking care of livestock is better than pursuing secondary education. The results are presented in the Table 3.

**Table-3: Frequency distribution of learners who prefer livestock herding to secondary education**

Response	Frequency	Percent
Strongly Agree	19	21.11
Agree	17	18.89
Not Sure	23	25.56
Disagree	27	30.00
Strongly Disagree	4	4.44
Total	90	100.0

Table 3 shows that cumulatively majority (34.44%) of the respondents either disagreed or strongly disagreed while 25.56% were not sure as to whether some learners tend to think taking care of livestock is better than pursuing secondary education. However, there was quite a good percentage of 21.11% who strongly agreed. This implies that there are a significant number of learners who think that taking care of livestock is better than pursuing secondary education. According to a 2011 Kenya Human Rights Commission report, Kenya's pastoralist communities have long considered cattle rustling a cultural practice. In the past, warriors would wield crude weapons such as spears, swords and bows and arrows to steal livestock, but they rarely killed people. Livestock is a symbol of wealth;

stealing cattle was considered a means to elevate one's status. But in the past few decades, in West Pokot, Baringo, Laikipia, Turkana and Samburu Counties, in north western and central Kenya, cattle raids have escalated, fuelled by the proliferation of small arms smuggled into the country[15].

**More children who have completed primary education would have joined secondary school if there was no cattle rustling**

The study sought data on whether more children who have completed primary education would have joined secondary school if there were no cattle rustling. The results are presented in the Table 4.

**Table-4: Children who have completed primary education would have joined secondary school if there were no cattle rustling**

Response	Frequency	Percent
Strongly Agree	37	41.11
Agree	20	22.22
Not Sure	18	20.00
Disagree	15	16.67
Total	90	100.0

Findings in Table 4 show that (63.33%) of the respondents cumulatively strongly agree and agreed that more children who have completed primary education would have joined secondary school if there were no cattle rustling, whereas only 16.67% disagreed. This

indicates that more children who have completed primary education would have joined secondary school if there were no cattle rustling. Cultural practices such as cattle rustling among the pastoralist communities and early marriages among most African communities have

been found to influence the dropout rate of the pupils from schools [16]. These findings are in agreement with the one of the Key Interviewees who highlighted the following:

*“The enrolment in Form 2 is only 20 students. This happened because the school watchman was killed outside the school gate in second term in the year 2015. The whole school was in tension, as parents we were so worried and the school had to be closed for some time. In January 2016, most parents did not want to take their students back to the same school again instead many parents preferred their children to join a new boy’s school that was established in another location called Lesirikan, about twenty kilometres from Baragoi”.* (Parent 2)

It strongly emerged from the interviewees that when cattle are lost through rustling, the family’s daily bread is lost as nothing much is left for the family since

their source of livelihood is severed. All interviewees agreed that cattle rustling leads to poverty, which means the family, lacks money for school fees. This is similar to the finding of Dyer [17] on why formal education cannot fit in the nomadic pastoralists’ way of life. The lack of school fees is attributed to the economic dependence on pastoralism, which is used to raise fees for children. This is impaired in case of cattle rustling. It is estimated that the livestock sector provides almost 90% of employment and more than 95% of family incomes in Kenya's Arid and Semi-arid Lands [18].

**Learners who complete primary school education but fail to join secondary school education because they prefer to engage in cattle rustling**

The study sought data on whether some learners who complete primary school education do not join secondary school education because they prefer to engage in cattle rustling. The results are presented in the Table 5.

**Table-5: Learners who complete primary school education and do not join secondary school education because they prefer to engage in cattle rustling**

Response	Frequency	Percent
Strongly Agree	15	16.67
Agree	18	20.00
Not Sure	9	10.00
Disagree	8	8.89
Strongly Disagree	40	44.44
Total	90	100.0

Table 5 shows that majority (53.33%) of the respondents cumulatively disagreed and strongly disagreed that some learners who complete primary school education do not join secondary school education because they prefer to engage in cattle rustling. However, 36.67% agreed. This implies that majority of the respondents disagreed that some learners who complete primary school education do not join

secondary school education because they prefer to engage in cattle rustling.

**Learners who complete primary school education and fail to join secondary school education due to the influence of “Moranism”**

The study sought data on whether some learners who complete primary school education fail to join secondary school education due to the influence of “Moranism” The results are presented in the Table 6.

**Table-6: Learners who complete primary school education and fail to join secondary school education due to the influence of “Moranism”**

Response	Frequency	Percent
Strongly Agree	30	33.33
Agree	16	17.78
Not Sure	8	8.89
Disagree	27	30.0
Strongly Disagree	9	10.0
Total	90	100.0

The findings in Table 6 show that majority(51.11%) of the respondents cumulatively agreed and strongly agreed that some learners who complete primary school education fail to join secondary school education due to the influence of “Moranism”. It is clear from the table that more than half of the respondents agree with the statement

These findings concur with Karanu, Murenga and Osamba [14] who conducted a study to determine the socio-cultural and economic factors affecting primary school enrolment in Baragoi Division of Samburu County whose findings indicated that boys’ drop out cases increased after initiation. Circumcision paved the way for the young man to become a warrior. As such, due to less value placed on education, desire

for fame and prestige, some young adults dropped out of primary school to practice “moranism”. “Moranism” strongly affected primary school enrolment in the division. According to the responses, high dropout rates and low enrolment was caused by element of “moranism” itself, feeling of supremacy, heroism, militia skills and early marriages. Moreover, “student “morans” became very rude, hot tempered, indiscipline and disrespectful to their teachers. Such behaviours

resulted to school dropouts leading to low primary schools enrolment.

**Students who complete primary school and fail to join secondary school because of poor academic performance in KCPE**

The study sought data on whether some learners who complete primary school fail to join secondary school because of poor academic performance in KCPE. The results are presented in the Table 7.

**Table-7: Learners who complete primary school and fail to join secondary school because of poor academic performance in KCPE**

Response	Frequency	Percent
Strongly Agree	39	43.34
Agree	23	25.56
Not Sure	13	14.44
Disagree	11	12.22
Strongly Disagree	4	4.44
Total	90	100.0

Table 7 shows that majority (68.9%) of the respondents agreed that some learners who complete primary school fail to join secondary school because of poor academic performance in KCPE. This finding is in agreement with that of Onsomu *et al.* [19] who found that joining secondary school is determined by the

performance of the learner in primary school examination (KCPE).

**Ranking of Reasons**

The study did ranking of the reasons based on the strength of responses and presented the responses in the Table 8.

**Table-8: Summarized ranking of reasons that influence transition from Primary to secondary**

Reason	Cumulative Frequency (strongly agree and agree)	Percent
Learners Who Complete Primary Education Fail To Go To Secondary School Because They Cannot Afford To Pay School Fees	83	94
Students Who Complete Primary School and Fail to Join Secondary School Because Of Poor Academic Performance in KCPE	62	69.9
More Children Who Have Completed Primary Education Would Have Joined Secondary School If There Was No Cattle Rustling	57	63.3
Learners Who Complete Primary School Education and Fail to Join Secondary School Education Due To the Influence of “Moranism”	46	51.1
Learners Who Think That Taking Care of Livestock Is Better Than Pursuing Secondary Education	36	40
Learners Who Complete Primary School Education But Fail To Join Secondary School Education Because They Prefer To Engage In Cattle Rustling	33	36.1

Table 8 shows that lack of fees rank highest among the reasons why students do not transit from primary school to secondary with 94.0% agreeing that lack of fees was the major reason. Implying that the lack of school fees was the major reason as to why children in the study area were unable to continue with the secondary school education after the completion of primary. The second highest ranked reason behind the lack of transition was poor academic performance in KCPE where 69.9% of the respondents agreed with the statement. Furthermore, the third highest ranked reason for lack of transition was due to cattle rustling practises in the area with 63.3% of the respondents in agreement

with it. The table further shows that the fourth ranked reason was due to the influence of “Moranism” majority 50.1% of the respondents agreed with the statement. However, 40.0% of the respondents agreed that some learners think that taking care of livestock is better than pursuing secondary education and finally the last reason ranked was the preference to engage in cattle rustling over continuity with education whereby 36.1% of the respondents were in agreement.

**Effect of Cattle Rustling On School Completion**

The study aimed at establishing effect of cattle rustling on completion rates among secondary schools

learners in Samburu North Sub-County, Kenya. The study presented the findings in the section below.

**Cattle rustling disrupts learning in secondary school education**

The study sought data on whether cattle rustling disrupt learning in secondary school education. The results are presented in the Table 9.

**Table-9: Cattle rustling disrupt learning in secondary school education**

Response	Frequency	Percent
Yes	55	61.11
No	35	38.89
Total	90	100.0

Findings in Table 9 show that majority (61.11%) of the respondents agreed that cattle rustling disrupt learning in secondary school education. This implies that cattle rustling disrupt learning in secondary school education. Communities in arid and semi-arid areas practice pastoralism. However, limited pasture due to the persistent drought has resulted in the communities migrating in such areas to fight for the scarce resources with their neighbouring communities. This is causing insecurity that leads to frequent disruption of the learning process for pupils as schools are often shut down due to cattle rustling [20].

According to Mulken [18], in the face of repeated incidences of cattle rustling and threats of attack, children are afraid to go to school and parents are scared of sending them to school whereas teachers are afraid to go to work. The combined effect of attacks on children, the fear, insecurity and trauma experienced by people living in conflict zones, and damage inflicted on schools is slowing the achievement of one of the Millennium Development Goals, which is education for all. With such a magnitude of violence in place, schools have closed to prevent attacks and the Government may be reluctant to reopen schools because threats of attack may still be present. The findings also collaborate with the responses from the Key Informants who narrated that

*...during the year 2014 one of our students was killed in revenge attacks during the holidays. This caused a lot of grief to the learners, some of the learners dropped from school due to fear of attacks on their way to or from school. Majority of the learners could not concentrate in school the next term for fear that attackers might come back. (Principal 3)*

Further, the finding is also in line with response from the Focus Group Discussion whose verbatim were captured as follows:

*Sometimes you wonder if this is Kenya. It is like working in a warzone, no wonder once it was called Kenya's Bosnia. How can raiders fight just outside the school, the gunshots are so scaring. How will you concentrate as a teacher? Do you plan for next lesson or plan on how to leave the place? It is very tough (FGD 1)*

It is clear from Table 9 that cattle rustling disrupt learning in secondary school and these sentiments were shared by the teachers, school administrators as highlighted during group and individual interviews. The respondents gave views on how cattle rustling disrupted learning in secondary schools. Responses from Key Informants were of the opinion that cattle rustling disrupt learning. This is because it causes tension as the gunshots cause fear to the learners. Fear and tension causes both teachers and learners to desert for some time until peace returns and as a result, they fail to complete the school syllabus. Regular school attendance is interrupted when children fear violence or abuse on their way to and from school [21]. School may also close for some time while in other areas students are learning. According to Dabalen and Saumik [22], conflict may also lead to death of students and teachers, closure of schools for an indefinite period and problems in harmonization of school calendars. Additionally, during cattle raiding, learners lack school fees after losing their cattle or their breadwinner forcing them to drop out or transfer from the school. Cattle rustling lead to tribal groupings in school. Fighting which occur close to school sometimes cause deaths and therefore psychologically affecting the learners.

In extreme cases of violent conflict, schools have been used as battlefield for conscripting child soldiers and attacking teachers. For example in the conflict in Mozambique 45 percent of the primary schools were destroyed, and in Rwanda 66 percent of the teachers fled or were killed[23]. During and after the Intifada, Israel forced the closure of schools for Palestinian children in occupied territories, in some cases for two years or longer and this seriously disrupted learning.

**Strategies of mitigating the effect of cattle rustling**

This study aimed at identifying strategies of mitigating the effect of cattle rustling in Samburu North Sub County. The following section provides views on different strategies identified that could be used to militate against effects of cattle rustling to education and in the study area.

### **Providing Alternative livelihoods**

Six of the key informants responses were of the view that people should be educated and youth be provided with employment opportunities in order to stop cases of cattle rustling.

*Most of the youth are idle, they do not have any meaningful employment as many have not gone to school. They find cattle rustling as an easier means to get livestock for dowry or for their own use. If they were employed by the county government, I am sure the cases of cattle rustling will be reduced (parent 3)*

Majority of the respondents were of the view that the people be trained about other means of livelihood like trade and agriculture (which can be supported by sinking boreholes). Other respondents were of the opinion that the “morans” should be enrolled in vocational training institutes to learn masonry, carpentry and other trades that would support the growth of Samburu North.

### **Instituting Favourable Administrative Policies**

Majority of the respondents were of the view that political leaders should be neutral and should thus not support raiders from their communities. More police officers should be employed to provide harsh punishment to cattle rustlers. However, Palmer [12] revealed that Kenya’s Government security agents have been known to approach security challenges attributed to cattle rustling with ruthlessness, which has often led to the perpetration of human rights violations.

Given the high availability of small arms in the region, it is more promising to address the motivation of the actors by decreasing the attractiveness of raiding and increasing the attractiveness of non-violent alternatives that increase the capabilities in cooperative activities. Hence, increasing the level of development is theoretically a useful instrument to decrease raiding as it provides the youth with opportunities to engage in alternative livelihoods.

### **Support for School Fees**

One of the key informant was of the view that, bursaries should be provided to all learners in Samburu North to reduce the rate of school dropout related to lack of fees. World Bank [24] points out that despite the increase in primary school enrolment and completion rates as a result of Free Primary Education (FPE), many children fail to join secondary education due to financial problems. However, in an attempt to reduce the financial barrier of participating in secondary education, many governments, including Kenya have subsidized secondary education and there is a plan to introduce free secondary education in 2018.

Nonetheless, based on comments from the key informants, one of them had a view that county government should provide special bursaries in support

of costs not covered by the national government in order to increase enrolment. All interviewees suggested that special bursaries should be provided for the people through legislation of county government and funds should be solicited to ensure that students whose livestock has been raided get school fees support. Making the school environment friendly by ensuring that the schools have all the necessary facilities to attract students from different parts of the country will help in bringing harmony among the learners. The rustlers should be disarmed and any rustler arrested for attempting to raid should be taken to court.

### **Introduction of peace clubs**

Most of the key informant was of the view that peace clubs should be introduced in schools so that learners can contribute through peace messages and that peace forums between members of different communities may be held. The area chiefs should help in returning stolen animals without bloodshed. All of Key Informants opined that peace meetings should be organized by political and religious leaders. However, political meetings were noted to only work for some time but fail because they address residents in towns and not the fighters themselves. Peace caravans should be organized and initiated by NGO activists to create awareness on the importance of peaceful coexistence. Additionally, learners and especially boys should be provided with guidance and counselling in school against harmful cultural practices like “Moranism” and cattle rustling. Peace clubs should be developed where the boys are conveyed as peace ambassadors for communities.

### **Compulsory secondary education**

Responses from one of the focus group on strategies that can be implemented to curb the cattle rustling in the area summed their sentiments as follows:

*A big number of school age going boys and girls do not attend school. Some would even graze around the school or hawk milk in towns. These young boys will later on become “morans” and they are the ones that will continue with raids or revenge attacks. It is very important that compulsory education be enforced by chiefs and the Ministry of Education officials through persuasion and by use of community role models, political leaders and the local elites. Education is the long-term solution to this perennial problem (FGD 2)*

These sentiments corroborate the findings in this study that shows that parents that are educated tend to have more positive influence on the education of their children.

### **Deployment of Kenya Police Reservists (KPR)**

As reported by two key informants, there are several measures that could be taken in schools when cattle raids occur or are reported to have occurred in the area. The Key Informants were of the view that having



meetings with the students in school to diffuse the tension and encouraging them to live harmoniously regardless of their diverse communities help in providing a conducive environment for the learners. The BoM analyses the security threat and increase guards in the schools by temporary employing Kenya Police Reservists (KPR) or negotiate with the Kenya Police for patrols near the school. Providing enough security to the learners help in ensuring that learning is not interrupted depending on the situation and the distance of the unrest. Student's outings / mid-terms or breaks should be abolished as a measure taken since the students come back with more propaganda and rumours, which may affect the relationship of learners in school.

According to a study by Katam [4] on the impact of cattle rustling on curriculum implementation, cattle rustling affects both parents and their children, who hide in market places, local chief camps, religious centres, or roam in the village begging for security and maintenance. These situations are nightmares for parents since in such conditions they are not able to run any income generating activity therefore they end up being unable to finance their children's education. It was also noted that the psychological trauma the children suffer is likely to hurt them for the rest of their lives and many of the affected children are forced to drop out of school altogether.

## CONCLUSION

The study also concludes that more children who have completed primary education would have joined secondary school if there were no cattle rustling. Cattle rustling also disrupt learning in secondary school education. Some learners who complete primary school education fail to join secondary school education due to the influence of "Moranism". However, there are viable mitigation measures that could be employed in controlling the effect of cattle rustling on education. These include providing alternative livelihoods to the members of the community especially the youth, instituting favourable administrative policies in the area, providing support for school fees for learners, introducing peace clubs in schools, making primary education compulsory and deploying of Kenya Police Reservists (KPR) when necessity demands. The study makes the following recommendations: The government through the security agencies and relevant line ministries should have an appropriate action taken against cattle rustlers through collaboration from all key education stakeholders, security agents, local leaders and the public to ensure that the conflicts in the area are promptly and effectively resolved. The government should also facilitate police officers adequately and develop the pastoralist.

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