

Evaluation of Ethnic Violence and Schools' Response in Selected Secondary Schools in Borabu Division-Kenya

Paluku Kazimoto

Associate Professor, Advanced Education Research And Development Centre
Beni – Democratic Republic of Congo

Mark Obboko

Lecturer, Bugema University, Kampala, Uganda

Ogaro Davis Nyaoko

School of Education, Bugema Univesrity, Kampala, Uganda

Abstract – This study sought to assess ethnic violence and the response of schools in Borabu Division, Kenya. Specifically, the study endeavored to find out the causes and observable effects of ethnic violence and schools' response towards ethnic violence in Borabu Division. The study was descriptive in nature with both qualitative and quantitative methods. A sample of 121 teachers was selected and a questionnaire tool was used for data collection. The study established that land disputes, bad curriculum, unequal distribution of educational resources, discrimination, ethnic grudges, bad colonial legacy and policies, and bad leadership were causes of ethnic violence. Observable effects were loss of life and property, burning and closing of schools, unplanned transfer, and displacement of teachers in many schools. Schools have set up security measures to guard its staff, students and property against attacks but have failed to meet the needs of affected families and to enhance democratization policies.

Key words – Evaluation, Ethnic violence and School response.

Introduction

Ethnic violence has been a major hindrance to the development of many countries, both developed and developing ones alike. It has adversely been affecting several sectors but the worst hit are economic and education sectors. It is observed that ethnic violence differs from other forms of violence. There are some with root causes that are to do with assumption of superiority and dislike of other people who are deemed to be inferior because of their identity, ethnic origin, nationality, national origins or descent; and because of their appearance and physical characteristics such as colour, language and dress (Carment and James, 2006). These are natural and normal attributes, and any attack on them is an attack of the very core of one's essence as a human being and as a member of the human race. Ethnic

violence manifests itself in many ways. In its mildest form, it can be pushing, spitting, name-calling, teasing, or practical jokes. In more serious cases it involves physical assault, arson, stabbing, rape, murder, attempted murder, massacres and genocide (Comer, 2008).

In Africa, many cultures are observing the use of violence as a method of control and domination on those inferior and powerless in societies. Kobia (1993) reported that in the domestic settings, violence is used against women, children and other vulnerable members of the family. It was observed at the national and international level that minority ethnic, migrant and indigenous peoples are occasionally subjected to, or threatened with violence by the state and the institutions that uphold and perpetuate violence in the name of peace, order and national security (Kenya Human Rights Commission, 2009). The proliferation of ethnic conflicts in Kenya is so widespread that there is hardly any region where the problem has not reached: Western, Rift Valley, Nyanza, Coast, Central, North Eastern, Eastern and even Nairobi (International Commission of Jurists, 2010). Joinet (2009) indicated that there is increasing evidence to suggest that these conflicts have been brought under control through military action, formulation and enactment of new policies and laws, formation of anti-ethnic violence organisation, education awareness and through reconciliatory measures championed by the churches. However, psychological trauma (i.e. fear and suspicion) and other negative implications left behind are seldom healed, especially among children and women in many rural areas in Kenya.

The notion that violence may arise again has made the issue of ethnic conflicts a very sensitive, yet important subject worth discussion, aimed at formulating policy options for conflict management within the education sector (Ojwang' and Mugambi, 2008). Borabu Division, like many other regions in Kenya, was adversely affected by the ethnic clashes of 1992, 1997 and 2007. Many schools along the peripheral of the division were burnt down, families displaced from their homes, property

looted and even destruction of infrastructure was witnessed (Barasa, 2009).

However, the researcher observed that schools through their education system in Borabu Division can play a constructive role in altering the rules of ethnic interaction, and developing an environment where learning can be progressive and successful. However, it was found out that no specific study had been done in Borabu division regarding ethnic violence in schools. Therefore this study aimed to assess the causes and effect of ethnic violence in school in Borabu Division

Literature Review

Causes of Ethnic conflicts

Christopher (1984) observed that the land issue has its origin in the colonial history of Kenya. He says that as a result of the massive land alienation activities in the early period of colonialism, which led to price tag that made land very scarce. Chalk and Joriassohn (1990) also indicated that ethnic intolerance makes its appearance in the classroom in many ways. Stavenhagen (1996) showed that language could also be detrimental for ethnic violence. In many cases, the imposition of a dominant language on ethnic groups is a repressive act, both in intention and outcome. Churchill (2001) argued that innumerable historical cases could be identified where ethnic groups have been denied access to educational resources and, supporting the same view, and Yossi (1990) affirmed that dominant social groups use the educational system to secure their privilege across generations. Onyango (1995) observed that the question of ethnicity and ethnic conflicts are issues of ethnic grudges. He asserted that the past inter-ethnic conflict management strategies in Africa have tended to concentrate on symptoms of the effects and not the root causes. He further postulated that there are numerous socio-economic and political grudges between or within the numerous ethnic communities in African states. Diamond, et al. (1966) said that, one of the long-term causes of the clashes in Kenya is attributed to the colonial legacy, which is essentially historical but with ramifications in the post independence era. The report issued by Kenya Human Rights Commission, (2009) indicated that leadership played a crucial role in fuelling ethnic clashes in Kenya to cause big loss of people and their things. Ethnic violence has tremendous effect on human being social and economic development.

Effect of ethnic violence

Barasa (2005) noted that ethnic crashes in Kenya lead to a mass exodus of teachers who feared for their lives while teaching in the hostile districts due to the clashes. Since then, many schools have had to do without the services of experienced teaching staff and the effect of this problem on the performance of examination classes was very serious. Kiliku Report of 1993 showed that

most of the victims of these clashes were left homeless, landless, destitute, injured, dead, abused, to mention but a few of the atrocities resulting from the menace. The immediate and real consequence of the clashes in Kenya was felt most at personal and family level. Ojwang' and Mugambi (2008) said that, many schools were burned down or looted as a result of the clashes. And that both students and teachers belonging to the so-called 'wrong' (opposition) ethnic groups were attacked, forced to transfer to other schools while others abandoned schooling and teaching respectively and some schools were completely closed during the clashes. It was also observed that many students dropped out from school due to financial and socio-economic constraints attributed to the menace of clashes.

According to Barasa, (2005) ethnic violence prevented some of the primary and secondary school graduates from continuing with higher education and training because of financial constraints caused by the menace. Apart from the pupils losing their text and exercise books and uniforms, they often went hungry and often fell sick because of food insecurity and poor living conditions in the makeshift camps and schools. Orwa (1994) adding that one of the far-reaching social consequences of the clashes is that it created mistrust, prejudice and psychological trauma characterized by mental anguish and general apathy, among the various ethnic groups in Kenya.

School responses for ethnic violence

Carment and James (2006) argue that school systems themselves must become more equitable and democratic, starting from the experience children have in the classroom. They add that participative and inclusive schools are an important part of children's experiences. Unfortunately, however, this is an ideal that is rarely present in many parts of the world. Eken (1999) added that some of the mechanics for reorganizing and restructuring schooling systems to meet the special needs of children of ethnic minorities, immigrants and indigenous people, may also increase the likelihood that the goals identified will result from the education process. Craft (1996) said that one way of responding to ethnic violence is through peace-building education. Peace-building education would be a bottom-up rather than top down process driven by war-torn communities themselves, founded on their experiences and capacities. Desmond (1995) added that the contents and process of education should promote peace, social justice, respect for human rights and the acceptance of responsibility. Connor (2002) moreover indicated that peace, education, and human rights courses are essential for cultivating broader understandings of rights and possible options. Oyugi (1997) advised people that another way to respond to ethnic or racial violence is through linguistic application. Coulby (2001) asserted that it is difficult to

marginalize children with different languages, cultures and histories if these are integral parts of the education process.

Materials and Methods

The study was carried out in Borabu Division situated in Kenya's expansive Nyanza province. Sotik-Borabu district has a web of complex issues ranging from inequalities in development between communities, to deep rooted beliefs and values between tribes. There was election-related violence in 1992, 1997, 2002 and most recently in 2007. The violence triggered revenge attacks, sometimes leading to deaths.

This study used descriptive research design with both qualitative and quantitative methods. Descriptive design enabled the researcher to describe the nature of the problem under study, that is. Working with such information demands the use of both qualitative and quantitative approach. Qualitative approach allowed the researcher to get closer to the subjects for a detailed inquiry into the phenomena under investigation, that is, causes and effects of ethnic violence and the schools' response towards it. Quantitative research involved the collection of numerical data in order to explain, predict and analyze the phenomena under study.

The study targeted teachers in six secondary schools in Borabu Division. The total teacher population in these schools was 324. The study used 121 respondents from the six schools. In which, simple random sampling was used. These teachers had the experience of ethnic violence in this area hence were able to provide reliable information.

The major data-gathering tool was a questionnaire, which was constructed, based on the study objectives and was pre-tested. All objectives were analyzed using descriptive statistics including frequencies counts and percentages.

Results

Causes of Ethnic Violence in Borabu Division

Result in table 1 reveals that 79.3% of respondents reported that land disputes were a major cause of ethnic conflicts in Borabu Division. This implies that the occurrence of ethnic violence in this region can be attributed to land disputes among the warring communities. The findings concurs with Christopher (1984) who observes that the land issue has its origin in the colonial history of Kenya. He says that as a result of the massive land alienation activities in the early period of colonialism, which led to price-tag that made land very scarce. This is the critical point at which the subsequent; land-tenure became a factor of ethnicity and hence ethnic animosity intensified. How this is true in Borabu Division is an issue of concern in this study.

Another cause that was found out was school curriculum ideologies whereby 61.2% of respondents acknowledged that to some extent, the curriculum of the school was inciting people to conflicts because of the ideologies passed on to students. They felt that subjects like history contain past scenarios of wars and conflicts integrated within the history of the people themselves. When teachers with prejudice teach such subjects, they implant seeds of rivalry and revenge in the students. Such subjects should be taught with care or else they will instigate conflicts. Supporting these findings, Chalk and Joriassohn (1990) confirms that ethnic intolerance makes its appearance in the classroom in many ways. For example, they argue that wars frequently occupy a prominent place in history curricula and are sometimes the central theme of the literature studied as well. This emphasis can lead to violence being accepted as a legitimate expression of political power.

The further found that another cause of ethnic conflict was tribal dominance. This is because the dominant group shows prejudice and biasness towards the minor group. As found out in the study, this is done through discrimination in which there is unequal recruitment and employment of the staff as indicated by 72.7% of the respondents and sometimes imposing ones language in schools by the dominant community as reflected with 56.2%. The problem of employment is a general problem in Kenya. It is always characterized by discrimination and corruption of all kinds and levels. Usually, the dominant communities in high profiles employs their own people while ignoring the minor communities and this sows seeds of animosity and hatred between the communities which eventually erupts as conflicts. The findings are in line with Stavenhagen (1996), who contends that language can also be detrimental. In many cases, the imposition of a dominant language on ethnic groups is a repressive act, both in intention and outcome. In such cases, groups have sometimes taken up arms to protect their cultural and linguistic rights

Consequently, the study found that unequal distribution of resources among communities caused ethnic violence as shown with 66.9% of the respondents. This problem was initially caused by the missionaries who colonized Kenya because they sidelines the wealth especially land into some communities at the expense of other. They did this in order to get support for their colonial legacy. On the other hand, there has been unequal dispatch of bursaries, government grants and even giving out of education opportunities where the minority groups are sometimes left out during the selection and allocation of these grants and educational facilities. Schools of opposing communities sometimes miss out opportunities of government resources even what belongs to them and this creates amenity among the communities resulting into tensions and conflicts.

The findings are in harmony with Churchill (2001) who argues that innumerable historical cases can be identified where ethnic groups have been denied access to educational resources and, supporting the same view, Yossi (1990) affirms that dominant social groups use the educational system to secure their privilege across generations. Because of their cultural and political domination, educational selection is based on criteria that favor their offspring. He adds that dominant ethnic groups may control the political processes by which school systems are funded and structured and are able to promote those schools attended by their children or their own educational districts. As a result of these factors, students from advantaged social origins do better in school and obtain more schooling which, in turn, enables them to obtain more desirable occupations.

Another cause was attributed towards ethnic grudges, in which 88.4% of the respondents pointed out that ethnic conflict are sometimes instigated by internal and external grudges. Deep down the hearts of people in many communities, there is hatred, revenge, jealousy and animosity due to either earlier conflicts, land disputes, cattle resulting or discrimination and segregation of any sort. Supporting similar view, Onyango (1995) observes that, the question of ethnicity and ethnic conflicts are issues of ethnic grudges. He asserts that the past inter-ethnic conflict management strategies in Africa have tended to concentrate on symptoms of the effects and not the root causes. He further postulates that there are numerous socio-economic and political grudges between or within the numerous ethnic communities in African states.

Furthermore, 92.5% of the respondents indicated that ethnic violence in Borabu Division resulted from colonial legacy. The colonies who came to Kenya before independence employed a divide and rule policy. This policy resulted into unequal distribution of resources and at the same time made some Kenyan tribes to hate others and the enmity has existed ever even after so many years after the white man has left. Supporting this view, Diamond, et al. (1966) says that, one of the long term causes of the clashes in Kenya is attributed to the colonial legacy, which is essentially historical but with ramifications in the post independence era. This in turn contributed to the subsequent incompatibility of these ethnic groups as actors on one nation-state called Kenya. Moreover, 83.5% of respondents agreed that an ethnic conflict was as a result of bad leadership. Leaders in Kenya especially politicians have long been known as major instigators and inciters of conflicts. These leaders use people to pass on their ideologies, which create divisions hence use, it as a tool to attain their political ambitions. Moreover, some leaders outside the political circle sometimes create divisions due to corruption, segregation, discrimination and biasness in their

discharge of official duties and this causes tensions, which erupt into conflicts.

The study findings reflect the report issued by Kenya Human Rights Commission, (2009) which noted that leadership played a crucial role in fuelling these clashes. Indeed, such of what has been written or pronounced in the fore mentioned literature implicates the leadership of the day (i.e. top government officials) top ranking members of the ruling party and opposition parties, some church leaders and other high ranking members of society. Others, namely; nepotism, favouritism, unhealthy competition, hatred, animosity, always accompany this root cause ethnic conflict, among others.

Observable Effects of Ethnic Violence in Borabu Division

Findings in table 2 indicated that ethnic clashes have caused problems similar to other places. On the side of teachers, 90.9% of respondents noted that there has been transfer of teachers to other places from the crash torn areas for safety reasons. Similarly, 80.2% of them pointed out that there has been exodus of teachers from schools while others have been displaced due to discrimination in employment where they are either retrenched or made to quit as noted by 62%. In fact, this has led to the hiring of unqualified staff (59.5%) in order to counter the shortage. The hiring is again faced with challenges since quality is compromised. This implies that the education system and schools in general in Borabu division have been adversely affected since many teachers have been retrenched, replaced and even forced to free. Some have transferred to other places for safety reasons and others whose transfers could not be granted have been forced to free. Such movement of teachers usually affects the learning of schools and the ultimate loss is the poor academic performance in final exams. The study supports the literature of Barasa (2005) who noted that, due to ethnic crashes, there was a mass exodus of teachers who feared for their lives while teaching in the hostile districts due to the clashes. Since then, many schools have had to do without the services of experienced teaching staff and the effect of this problem on the performance of examination classes was very serious.

Apart from teachers it was found out that 97.5% of the respondents argued that there has been loss of life and property due to ethnic crashes. Due to the ethnic violence in Borabu division, many people lost their lives and even domestic animals like cows were killed. Property worth millions of shillings was also destroyed. In fact, 54.4% noted that some schools were burnt up and even closed. This shows how devastating the crashes have been especially on schools. The findings agree with Kiliku Report of 1993 which showed that most of the victims of these clashes were left homeless, landless, destitute, injured, dead, abused, to mention but a few of the

atrocities resulting from the menace. The immediate and real consequence of the clashes in Kenya was felt most at personal and family level. Supporting similar findings, Ojwang' and Mugambi (2008) says that, as a result of the clashes, many schools were burned down or looted. Consequently, 56.2% noted that ethnic violence had led to discrimination of parents, teachers, students and even the non teaching staff. This usually happens in employment, admission of students into schools, allocation of bursaries and also in the management of the schools. The opposing groups are always sidelined and left out in matters of education. Supporting the same view, Ojwang' and Mugambi (2008) say that, in a number of cases, both students and teachers belonging to the so-called 'wrong' (opposition) ethnic groups were attacked, a number of them fatally. Both the students and teachers belonging to the 'enemy' ethnic groups were forced to transfer to other schools while others abandoned schooling and teaching respectively. Some schools were completely closed during the clashes. Similarly, 77.7% argued that due to ethnic violence students have dropped out of school. This is true because due to ethnic violence, students from opposing rival tribes are discriminated in schools and are left with stigma which force them opt to drop out of school. Moreover, the unequal distribution of resources, retrenchment of teachers and other workers leave families without income and as a result, children drop out of school. The findings concurs with Ojwang' and Mugambi (2008) who observes that due to ethnic violence in Kenya, students dropped out of school due to financial and socio-economic constraints attributed to the menace. 92.6% of respondents pointed out that the general performance of schools has dropped due to the ethnic violence. This is because there has been exodus, transfer, and displacement of qualified staff from school. Besides, there has been recruitment and employment of unqualified staff to fill the vacuum and this has affected the quality education in these schools. This happens due to the fact mentioned by Barasa, (2005), citing that the ethnic clashes prevented some of the primary and secondary school graduates from continuing with higher education and training because of financial constraints caused by the menace. Apart from the pupils losing their text and exercise books and uniforms, they often went hungry and often fell sick because of food insecurity and poor living conditions in the makeshift camps and schools.

Effects of ethnic violence usually leave behind scars that are long lived due to the adverse destruction and injuries it causes among the people. 71.1% noted that ethnic clashes in Borabu Division have caused all these injuries to the people especially teachers and schools. The effect has been great especially to those who have lost their loved ones and huge amount of property. The study findings agrees with Orwa (1994) adding that that, one of

the far-reaching social consequences of the clashes is that it created mistrust, prejudice and psychological trauma characterized by mental anguish and general apathy, among the various ethnic groups in Kenya. This emerging negative tendency contradicts the view that the conflicting ethnic communities have co-existed and inter-married for several decades. This did not stop at families; it had subsequent impact on schools.

Schools' Response on Ethnic Violence in Borabu Division

Result in table 3 shows that 86% of respondents argued that security measures have been put in place in the schools for security purposes. Responses said that these measures include setting up of police posts in and near the schools in order to protect the schools' property, teachers, non teaching staff and the students. In fact, the devastating effect of the crashes in Kenya led to setting up of police posts in prone areas as per the findings of this study, Borabu Division was not excluded.

In spite of the measures put up to ensure security in schools, 66.1% noted that the schools have failed to care for the victims of ethnic violence and those from minority communities. There are many destitute children who were left homeless and some cannot even afford to pay for their school fees. The study established that the schools had failed to provide food, uniforms, clothes, food and medical care to the victims of ethnic violence in Borabu Division. Advising on the importance of meeting special needs, Carment and James (2006), argue that, school systems themselves must become more equitable and democratic, starting from the experience children have in the classroom. They add that participative and inclusive schools are an important part of children's experiences. Unfortunately, however, this is an ideal that is rarely present in many parts of the world.

Similarly, 66.1% indicated that there is no democratization in schools as a way of responding to ethnic violence. One of the best methods of responding to ethnic violence is through policies of inclusion and participatory roles in the management of the schools. Parents and all other stakeholders are supposed to be incorporated in school management especially in decision making. These makes all of them feel that their school belongs to them and also unites all the communities. This helps eradicate the spirit of prejudice and mistrust and enhance peace and reconciliation. This is enhanced by democratization. This implies that lack of a policy in schools means that schools are not responding adequately towards ethnic violence.

The result support Eken (1999) argument that some of the mechanics for reorganizing and restructuring schooling systems to meet the special needs of children of ethnic minorities, immigrants and indigenous people, may also increase the likelihood that the goals identified will result from the education process. This might include

curriculum adaptation; bilingual teaching; after school or weekend classes; improvements in teacher training; and recruitment and training of teachers from all identity groups. While it is suggested that educational structures be decentralized, this may not be efficacious in cases of protracted, militarized, identity-based conflicts where there is a need to develop a sense of national community from a society fragmented by violence.

Due to lack of democratization in schools, the curriculum of the school is also affected. This is because many teachers do not engage in constructive education that eradicates prejudice, segregation and discrimination but they foster divisions and hatred through their teaching. From the study findings, 76% however admitted that despite the lack of policies of democratization, the curriculum of the schools was fostering peace and reconciliation. This means that teachers were making effort to make sure that they produce better future citizens equipped with tolerance and forbearance. This is in line with Craft (1996) who says that one way of responding to ethnic violence is through peace-building education. Peace-building education would be a bottom-up rather than top down process driven by war-torn communities themselves, founded on their experiences and capacities. It would be applied, immediate, and relevant, which means that it cannot be restricted to the classroom. Stable social institutions may not be child or woman-friendly.

Moreover, 71.1% of respondents pointed out that schools were equipping their students and teachers with skills of problem solving, conflict resolutions and peaceful reconciliation. This implies that the schools were responding well to ethnic violence by training their students on proper methods of handling ethnic conflicts. Students are the future leaders hence need proper skills in leading the communities in the right direction through reconciliation and promotion of human rights and peaceful coexistence. Supporting similar view, Desmond (1995) adds that the contents and process of education should promote peace, social justice, respect for human rights and the acceptance of responsibility. Connor (2002) moreover adds that that peace, education, and human rights courses are essential for cultivating broader understandings of rights and possible options.

Similarly, 57% of respondents indicated schools were promoting the culture of their students especially through the use of local mother tongues in schools. This creates awareness among the students and they learn not only to appreciate their differences but also to stay with each other as brothers by anchoring to the rule of life. The study findings agrees with Oyugi (1997) who advises that another way to respond to ethnic or racial violence is through linguistic application. Many other governments have now recognized the importance of making school a less alien place for ethnic minority children. One solution

is to use their mother tongue in the classroom, at least in the early grades and promoting cultural values. On the same issues, Coulby (2001) asserts it is difficult to marginalize children with different languages, cultures and histories if these are integral parts of the education process.

Conclusion

The study concluded that the causes and effects of ethnic violence are similar to those that have rocked other parts of the country. However, the schools in Borabu Division have been greatly affected especially teachers leading to transfers and employment of unqualified staff which has affected the learning situation of the schools. The schools poor academic performance can thus also be attributed to the inadequate and effective response of the schools towards the bruises of ethnic violence.

The causes of ethnic violence in the region include land disputes, offering of bad curriculum in schools which instigate people into wars and conflicts, major communities imposing their language and culture onto the minorities, unequal distribution of educational resources and even segregation in recruitment and employment. Other causes include ethnic grudges resulting from earlier crashes, cattle rustling and marginalization, bad colonial legacy and policies which divided Kenyans and that exist today and bad leadership of both the local and national leaders including schools principals.

The observable effects of ethnic violence in Borabu Division involved loss of life and property such as schools that were burnt and closed down, there was also unplanned teacher transfer and exodus plus displacement of teachers in many schools leading to employment of unqualified staff. On the other hand, ethnic crashes have led to discrimination and segregation of the minorities leading to high rate of school dropout. This has led to poor performance of schools. Worst still, even though ethnic clashes have subsided, they are potentials within the people and they can erupt again any time. This is because scars of ethnic crashes still linger and there is a lot of mistrust, prejudice and psychological trauma among the victims.

Schools' response towards ethnic violence, included setting up security measures to guard its staff, students and property against attacks from surrounding communities. Equipping the students with skills of problem solving, conflicts resolution and peace building by at the same time promoting cultures in schools to foster tolerance and appreciation of the individual differences.

Recommendations

The schools in Borabu Division should endeavor to cater for the needs of the victims of ethnic violence who are in their schools. This will reduce school drop and lessen juvenile delinquency among the youths who are dropping out of the school due to lack of facilities.

There is need for the government to monitor the recruitment and employment of teachers in this division to avoid the discrimination common in the area especially in employment of teachers.

Schools should enhance the policy of inclusion in the management of schools where all the parents and other stakeholders participate actively in decision making in schools. This will enhance mutual understanding among the members.

References

- [1] Barasa, N. "Ethnicity and leadership in Kenya." *Daily nation*, 3rd, Nairobi. 14. April 2009.
- [2] Barasa, N. "Ethnicity, nationalism and democracy in Africa: The dilemma of sustainability." *A paper read at a UNESCO seminar*, 28 - 31. May 2005.
- [3] Carment, D. & James, P. (1996). *Escalation of ethnic conflict: A survey and assessment*. Ontario: Carleton university press. May 2005.
- [4] Chalk, F. & Joriassohn, K. (1990). *The History and sociology of genocide: analyses and case studies*. New Haven: Yale university press.
- [5] Christopher, L. (1984). *Land and class in Kenya*. Toronto: University of Toronto Press.
- [6] Churchill, S. (2001). 'The decline of the nation state and the education of national minorities'. *International review of education*, 42 (4). 12-15.
- [7] Comer, J.P. 'Educating poor minority children.' *Scientific American*, 29, NO.5. 2008
- [8] Connor, W. "Nation-building or nation-destroying?" *World politics*, 2A, 24.56-57. 2002
- [9] Coulby, D. (2001). "Educational responses to diversity within the State." In Coulby, D. *et.al* (eds) *Intercultural education: World yearbook of education 1997*. London, Kogan Page.
- [10] Craft, M. (1996). *Teacher Education in Plural Societies: an International Review*. London: Falmer Press.
- [11] Desmond, P. (1995). *Strengthening citizenship and civic education, east and west*. USIA, Washington DC. Hill press.
- [12] Diamond, S. (1966). *The transformation of East Africa*. New York: Basic books.
- [13] Eken, P.P. "Social anthropology and the uses of tribalism." *Monthly educational journal*. Lagos: University of Ibadan. NSB.23.8. 21- 22. 1999.
- [14] International Commission of Jurists (Kenya Section). *The political economy of ethnic clashes in Kenya*. Nairobi: ICJ. 33-34. 2010.
- [15] Joinet, B.M. "The multi-party system debate." *Regular newsletter*. White fathers, Dar-es-Salaam. SN. (3). 34-36. 2009.
- [16] Kenya Human Rights Commission. (2009). *Kayas of deprivation, Kayas of blood: violence, ethnicity and the state in coastal Kenya*. Nairobi: KHRC.
- [17] Kobia, S. *The quest for democracy in Africa*, NCCK, pp.33-34. 1993.
- [18] Ojwang' J.B. and Mugambi, J.N.K. (2008). *Death and burial in modern Kenya*, Nairobi: University of Nairobi press.
- [19] Orwa, D.K. (1994). *Change and continuity in Kenya's foreign policy: From Kenyatta to Moi*. Nairobi: East African educational publishers.
- [20] Oyugi, W.O. "Ethnicity in the Electoral Process." *In African journal of political science*, Vol. 2, No. 1, pp. 41-69. 1997.
- [21] Yossi, S. "Segregation, Tracking, and the educational attainment of minorities: Arabs and oriental Jews in Israel." *American sociological review*, vol. 55, no. 1. 1990

APPENDICES

Table 1: Causes of ethnic violence

Causes of ethnic violence	YES	NO
Land disputes	96(79.3%)	25(20.7%)
School curriculum	74(61.2%)	47(38.8%)
Imposing of language by major groups	68(56.2%)	53(43.8%)
Unequal distribution of educational resources	81(66.9%)	40(33.1%)
Segregation in recruitment and employment of staff	88(72.7%)	33(27.3%)
Ethnic grudges	107(88.4%)	14(11.6%)
Colonial legacy	112(92.5%)	9(7.4%)
Bad leadership that promote divisions	101(83.5%)	20(16.5%)

n=121

Table 2: Effects of ethnic violence

Effects of ethnic violence	YES	NO
Loss of life and property	118(97.5%)	3(2.5%)
Burning and closure of schools	66(54.5%)	55(45.5%)
Transfer of teachers to other schools	110(90.9%)	12(9.9%)
Exodus of teachers from schools	97(80.2%)	24(19.8%)
Displacement of teachers	75(62.0%)	46(38.0%)
Discrimination of teachers and students from minority groups	68(56.2%)	53(43.8%)
School dropout among students	94(77.7%)	27(22.3%)
Hiring of inexperienced staff	72(59.5%)	49(40.5%)
Poor performance of schools	112(92.6%)	9(7.4%)
Mistrust, prejudice and psychological trauma	86(71.1%)	35(28.9%)

n=121

Table 3: Schools' response on ethnic violence

Response of schools towards ethnic violence	YES	NO
Security measures	104(86.0%)	17(14.0%)
Meeting special needs of the minority	41(33.9%)	80(66.1%)
Democratization of school management	53(43.8%)	68(56.2%)
Indiscriminate staffing	48(39.7%)	73(60.3%)
Curriculum that promote peace and reconciliation	92(76.0%)	29(24.0%)
Equipping members with skills of conflict resolution	86(71.1%)	35(28.9%)
Promotion of the diverse culture to enhance appreciation	69(57.0%)	52(43.0%)

n=121