PSYCHO-SOCIAL EFFECTS OF VIOLENT ETHNIC CONFLICT ON VULNERABLE GROUPS IN NJORO DISTRICT, KENYA

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DECLARATION AND RECOMMENDATION

Declaration

This thesis is my original work and has not been presented for the award of a degree or diploma in this or any other university.

Signature: _____ Date: 31/03/14

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Recommendation

This thesis has been submitted for examination with our recommendation as University Supervisors.

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DEDICATION

To my loving daughters Sheryl Wambui and Roberta Joy, this work is dedicated to you.

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ACKNOWLEDGEMENT

ABSTRACT

The various violent ethnic conflicts experienced in post-independence Kenya have resulted in social, economic and psychological effects on individuals and the society. However, the most affected persons are the vulnerable groups including women and children. During times of conflict, psycho-social consequences are the most severe with long term effects. This study sought to assess the psycho-social effects of violent ethnic conflicts on vulnerable groups and adopted coping mechanisms in Njoro District. The study adopted a survey research design. The study was informed by the conflict resolution theory. The study population included women and children in the District who were affected by the conflict. A random sample of 102 women and 120 children was selected in four of the most volatile areas of the District. Data was collected through semi-structured questionnaires and in-depth interviews targeting women and children. The collected data were analyzed qualitatively and quantitatively. Quantitative data analysis was done using descriptive and inferential statistics with the aid of Statistical Package for Social Sciences (SPSS) version 17.0 for Windows. The findings indicate that majority of women and children reported suffering various direct and indirect psycho-social effects resulting from the numerous violent ethnic conflicts in the area. However, women and children experienced slightly different forms of psycho-social effects due to their differences in terms of vulnerability. Majority of the children and women reported receiving assistance to address the psycho-social effects. The study concludes that women and children endured enormous psycho-social effects resulting from the violent ethnic conflict. Psycho-social effects have long-term effects which need to be addressed and prioritized for a true and sustained peace to be realized. The study recommended that in order to achieve a comprehensive and long-lasting peace and resolution of violent ethnic conflict, those concerned with the plight of the victims must address the psycho-social effects to complement the usual political and economic analyses. There was need for integration of psycho-social analyses in conflict resolution mechanism, and paying special care to the vulnerable members of the society.

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ABBREVIATIONS AND ACRONYMS

CBS: Central Bureau of Statistics

CEDAW: Convention on the Elimination of All Forms of Discrimination against
                Women

GEMA: Gikuyu Embu and Meru Association

ICRC: International Committee of the Red Cross

KAMATUSA: Kalenjin Maasai Turkana Samburu

KANU: Kenya African National Union

UN: United Nations

UNICEF: United Nations Children Education Fund

UNITAR: United Nations Institute for Training and Research

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Post-independence Africa has experienced various forms of violent armed conflicts which have been attributed to a number of factors such as colonial legacies where the administration created differential levels of development along ethnic and regional lines, poor post-colonial governance, and competition and struggle for power among ethnic groups (United Nations, 1998). The conflicts are often characterized by a total breakdown of law, security and community structures, with gross human rights violations perpetrated against civilian populations. The paralysis of social, economic and political systems affects all members of the society. However, many effects are inherently gender and age specific in both nature and result, with women and children being the most vulnerable (Byrne, 1995 ;UNICEF, 2005)

During and after most conflicts, women and children are exposed to human rights abuses, are increasingly targeted by aggressors in a deliberate way, and are often used as scapegoats by warring parties (UN, 2007). In its report to the Secretary-General, the UN Commission on the Status of Women quoting the Beijing Platform for Action stated that international humanitarian law, which prohibits attacks on civilians, is at times systematically ignored, and human rights are often violated in armed conflict, affecting the civilian population, especially women, children, the elderly and the disabled. The effects of conflicts are worse especially when the women and children have disabilities (UN, 1998; Masakhwe, 2004; UN, 2007).

Women are disproportionately disadvantaged in terms of personal safety, access to resources and human rights regardless of whether or not they are engaged in the conflict (United Nations Institute for Training and Research - UNITAR, 2007). In 2002, the UN Security Council Resolution 1325 on women, peace and security noted that: "although entire communities suffer the consequences of armed conflict, women and girls are particularly affected because of their status and sex" (UN, 2002). In addition to physical and economic consequences, women endure lifelong psycho-social traumas. Along with children, women constitute about 80% of the world's refugees and displaced persons (Beijing Declaration and Platform for Action, 1995; UNITAR, 2007).

Armed conflict alters children's lives directly or indirectly. They risk being killed or injured, death and separation of parents and caregivers, disruption of organized patterns of living and meaning, attack and victimization, destruction of homes and economic ruin (UNICEF 2004). This imposes heavy emotional, social and spiritual burdens on children. It disrupts their development, threatens security and trust in humankind and undermines a sense of hope for the future (Joan & Arntson, 2004). For example, the last decade alone saw more than two million children killed in armed conflict, more than six million permanently disabled or seriously injured, more than one million orphaned, more than twelve million fled their homes and countless others forced to witness or take part in horrifying acts of violence (U.N., 2006; UNITAR, 2007). According to the 1996 United Nations Study of the Impact of Armed Conflict on Children, armed conflicts in the previous decade caused more than a million deaths of children in poor countries. For every child killed, three were permanently impaired and many more psychologically damaged (Masakhwe, 2004; UN, 2007).

Given the vulnerability of women and children, the success of future peace will depend more on the ability to raise awareness of the invisible effects on them, as well as their special needs during repatriation and resettlement. There is also a need to regard them not only as victims, but also to acknowledge their important and complex role as partners in assistance operations, during post-conflict reconstruction, reconciliation and peace building. It becomes increasingly important to introduce and maintain gender perspectives in all peacekeeping operations so as to cater for needs of all social groups (UNITAR, 2006).

Kenya has enjoyed fairly long periods of relative peace and tranquility in the post-colonial era (Mazrui, 2001). However, since the re-emergence of multi-party democracy in 1991, the country has experienced various violent intractable ethnic conflicts associated with successive election years. Before and after every general election, there is usually ethno-political conflicts, continued weakening of the security systems, mass and forced displacement, destruction of property and violations of human rights (Osamba, 2001: Jonyo, 2002; Mwagiru, 2002). However, the general election of 2007 was the most violent and destructive. The anomalies that characterized the election sparked spontaneous violence in various parts of the country. The country was divided along ethnic lines, with some ethnic communities specifically targeted and persecuted (Anisman-

Reiner, 2008). Like in all other conflicts, women and children were the most affected. Since the 1992 General Elections, ethnic violence has continued on and off in the greater Rift Valley region. In some areas, acts of intimidation and violence targeted supporters of the opposition parties and in 2007, perceived supporters of the ruling party were targeted. The most affected areas include Molo and Njoro Districts and their environs (Oucho, 2002; Ndeda, 2000).

In many such violent conflicts, those concerned with the plight of the victims often focus primarily on the victim's physical vulnerability and ignore the severe psycho-social effects. This is attributed to the difficulties in identification and time taken to manifest and heal even after the conflict (UNICEF, 2006). The psycho-social effects have long-term effects on the victims, which needs to be addressed and prioritized for a real and sustained peace to be realized (Seymour, 2003). These psycho-social effects should be addressed to complement the usual political and economic analyses. Analysis of psycho-social effects is essential for understanding the root causes of violence and for offering necessary perspectives on effective conflict management. All phases of emergency and reconstruction assistance programmes should take psycho-social considerations into account so as to promote long-term recovery of the victims. Psycho-social analysis, when combined with political and economic analyses, allows for deeper insights into conflict and conflict management (Seymour, 2003; UNICEF, 2006). Previous studies such as UNICEF (1996), Dai (1999), Montiel (2000) and UNICEF (2006) carried out in Kenya and the Greater Horn of Africa suggest that even where they have been brought under control, psycho-social effects left behind are seldom healed leading to recurrence of the conflict that affects conflict resolution and management. This knowledge gap necessitated a study to assess the conflict resolution mechanisms addressing psycho-social effects of violent ethnic conflicts on vulnerable groups in Kenya focusing on the experiences from Njoro District of Nakuru County.

1.2 Statement of the Problem

The recurring violent ethnic conflicts in Njoro District of Nakuru County and other parts of Rift Valley region of Kenya have affected individuals and the society in a variety of ways. The most affected persons are women and children due to attitudes, socialization and gender roles that characterize the society. However, unlike the physical and economic vulnerability, the psycho-social effects of the conflicts receive little attention by the government and Non-Governmental Organizations. Therefore, there is little documented and empirical information on the psycho-

social effects of conflict and how they can be incorporated in conflict resolution mechanisms in the District. Lack of such information compromised the ability to prioritize and address these effects in conflict resolution and management. Hence, this study on the psycho-social effects of violent ethnic conflicts on vulnerable groups and adopted coping mechanisms in Njoro District.

1.3 Objectives of the Study

The broad objective of the study was to assess the psycho-social effects of violent ethnic conflicts on vulnerable groups in Njoro District.

1.3.1 Specific Objectives

In order to achieve the broad objective of this study, the following were the specific objectives:

i) To examine the various forms of psycho-social effects of ethnic conflicts experienced by women and children in Njoro District.

ii) To establish differences in the psycho-social effects of conflicts experienced by women and children in Njoro District.

iii) To assess the conflict resolution mechanisms put in place by the government and non-governmental organizations to address the psycho-social effects of conflicts experienced by women and children in Njoro District.

1.4 Research Questions

The study was guided by the following research questions:

(i) What forms of psycho-social effects of conflicts are experienced by women and children in Njoro District?

(ii) What are the differences in the psycho-social effects of conflicts experienced by women and children in Njoro District?

(iii) How has the government and non-governmental organizations attempted to address the psycho-social effects of conflicts on women and children in Njoro District?

1.5 Assumptions of the Study

The study was based on the following assumptions:

(i) The recurrent conflicts in Njoro District had psycho-social effects on women and children.

(ii) Women and children differed in the forms of psycho-social effects experienced during times of conflict in the District.

(iii) There are various conflict resolution mechanisms implemented to address the psycho-social effects of conflicts in the District.

1.6 Justification of the Study

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Conflict: A form of delibermtU&colpátitiïn0 %|ween twk • p`moSe grnuôó o4er opposanG$opinions, 0q2ånciples, power andoor resous#ás in which p¨e"Bompetitors seek not only tï0Oråraome th'ir rivals, but to elimmnqve them from competitioo,́I.¢er tIem, to control or deprive them of something against their will. This study considers dispute, war and clashes as being synonymous with conflict and they may therefore be used interchangeably.

Conflict Resolution: A settlement of disputes between individuals or groups of people through solutions that refrain from violence and that attempt to reunify and re-harmonize the people involved in the conflicts or an attempt to preserve amicable relations.

Ethnic: A group sharing distinctive cultural traits within the society.

Ethnic Conflict: Ethnic conflict refers to a continuum of events which range from the articulation of discontent, protest, mobilization, confrontation, sporadic or sustained violence, and civil war or insurrection, in which ethnicity plays a key role.

Psycho-social effects: Refers to a combination of psychological and social effects. In this study, they refer to the psychological and social effects resulting from violent ethnic conflicts in the area.

Psycho-social recovery: is an attempt to describe a process of coming to terms with the wide range of emotionally traumatic events, losses, isolation, destruction of social norms and codes of behaviour most victims of conflict will face in emergency situations

Violence: The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation (Krug, Dahlberg, Mercy, Zwi & Lozano, 2002).

Vulnerable: Extremely susceptible or physically or psychologically weak. In this study, the vulnerable groups include women and children.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter presents a review of the literature on the concept of violent ethnic conflicts and its consequences. The review discusses ethnic conflict in Kenya, the impact of conflict on vulnerable groups and the psycho-social effects of conflict. The chapter concludes by presenting the theoretical and conceptual frameworks used to inform the study.

2.3 Ethnic Conflict in Kenya

Ethnic conflict is a tragic constant of human history. One of the major causes of ethnic conflict has been the formation of ethnic-based political blocs (Easterly, 2001). A lot has been written about ethnicity as a source of conflict in Africa. However, ethnicity *per se*, in the absence of its politicization, does not cause conflict. Nnoli (1998, 1989) observes that there is evidence to suggest that where ethnic conflict has emerged, there has always been a political machination behind it. He further contends that politicization of ethnicity often takes place in a situation characterized by an inequitable structure of access to resources and power. Such a structure gives rise to the emergence of the "in-group" and the "out-group" with the latter trying to break the structure of inequality as the former responds by building barriers to access that ensure the continuation of its privileged position. Nnoli thus argues that at the centre of this scenario are the elites who, feeling excluded or threatened with exclusion, begin to invoke ethnic ideology in the hope of establishing a "reliable" base of support to fight what is purely personal and/ or elite interests.

According to Jonyo (2002) and Oyugi (2000), the problem of ethnicity in Kenya, having emerged during the colonial period, has been progressively accentuated in the post-independence period. This was evident during the implementation of the policy of Africanization and with the emergence of ethnicity as a factor in national politics. Ethnic tensions increased more especially around the structure of access to economic opportunities and redistribution of some of the land formerly owned by the white settlers. Most of the land in question was in the Rift Valley Province which was historically settled by the Kalenjin and the Maasai people. But the crisis was

aggravated during the mid-1950s when forced land consolidation took place during the emergency period, which benefited mainly the pro-government group that had not joined the *Mau Mau* revolt. As such, when the state of emergency was lifted in the late 1950s, most of the detainees returned home to find that they had lost their land to the loyalists. As some moved to the urban centres in search of wage and self employment, a large group moved to the Rift Valley in anticipation of what was expected to be land redistribution after independence. A number of them joined their kinsmen who had moved to the Rift Valley earlier and were staying in some of the settler owned land as squatters. Therefore, when the redistribution of some of the land formerly owned by the white settlers began, it is these squatters that became the instant beneficiaries of the allocations. The study wanted to establish whether the issue of land was a contributing factor to the violence in the area.

Jonyo (2002) and Oyugi (2000) further contend that the policy that gave rise to large scale land acquisition by "outsiders" in Rift Valley region was that of "willing-buyer-willing-seller" after the government assumed land transfers. Using the economic and political leverage during the Kenyatta regime, the members of Gikuyu Embu Meru Association (GEMA), particularly the Agikuyu, took advantage of the situation and formed many land-buying companies. Throughout the 1960s and 1970s, the companies facilitated the settlement of the Kikuyu in the Rift Valley, especially in the Districts with arable land - notably Nakuru, Uasin Gishu, Nandi, Trans Nzoia and Narok. The land in these Districts historically belonged to the Kalenjin, Maasai and kindred groups such as the Samburu. In addition to members of the GEMA group, other communities including Kisii, Luo and Luhya, also came and bought land that bordered these Districts in Rift Valley after independence.

In addition, Jonyo and Oyugi have observed that this new settlement continued in spite of opposition by the indigenous ethnic groups. In fact, the Nandi, in particular, protested in a more dramatic manner when in 1969 at a meeting in Nandi Hills, where the "Nandi Declaration" was made after a gathering of radical Nandi political leaders met to protest what they regarded as an invasion of their ancestral land by outsiders. Aware of these protests even before the "Nandi Declaration", the Kenyatta regime relied on the senior Kalenjin in the government to neutralize the opposition to the settlers. The then Vice-President (a Kalenjin) played a leading role in this

strategy. But it was this same Vice-President who later became the country's President and had to deal with the exclusive ethnic conflict arising from a policy that he had personally supported.

The emergence of multi-party democracy in 1992 led to the eruption of ethnic conflict in the Rift Valley prior to the first multi-party general election in the country. During this time round, the ruling party was seriously threatened with the probability of being ousted from power by the combined political opposition. The government had literally been compelled to change the constitution to allow multi-party politics. Playing a major role in the emergent opposition movement were the Kikuyu and the Luo communities (Oyugi, 2000). By coincidence, all these communities had benefited from land settlement in and around the Rift Valley (Kikuyu) while others belonged to opposing political parties (mainly Luo). They were therefore the target of "revenge" by the Kalenjin Maasai Turkana Samburu (KAMATUSA) coalition that controlled political power at the time. Expecting at the time to be humiliated at the forthcoming elections, the KAMATUSA group in KANU got together and decided that those ethnic groups that had "invaded" their land were to be taught a lesson. The lesson involved their expulsion from especially the "Kalenjin-Maasai lands" in the Rift Valley. Such an expulsion also targeted anti-KANU, anti-Moi voters in the Province; thereby denying the opposition critical votes needed to attain the 25% requirement. The ethnic ideology was at once invoked and politicized in order to mobilize the KAMATUSA group in Rift Valley to evict the "outsiders" from their ancestral land (Jonyo, 2002; Osamba, 2001; Oyugi, 2000).

The study area was one of the areas and the current Njoro District has not recovered from these incessant conflicts since then. The area has remained volatile and experience ethnic conflicts over ownership and utilization of land. The vulnerable members of the society have been regularly affected in all the successive violence episodes. This fact made the study important to establish the psycho-social consequences of conflict on vulnerable groups in the area.

2.4 Effects of Conflict on Vulnerable Groups

The first objective of the study was to examine the various forms of psycho-social effects of conflicts experienced by women and children in Njoro District. To do this, the study reviewed

literature on the general effects of conflicts on vulnerable members of the society. In addition, it also focused on the specific effects on women and children.

Under International Humanitarian Law, some groups of people including women and children are entitled to special protection during times of conflict. Children are granted special protection because of their age, whereas women are considered for their specific health, hygiene and physiological needs and their roles as mothers. Under humanitarian law, women are not considered "vulnerable" as such. Rather, the law recognizes that women are vulnerable in certain circumstances owing to their physical characteristics and specific needs, such as those of pregnant women, maternity cases or mothers of young children. During armed conflicts, women are vulnerable because they bear the brunt of the burden of ensuring the day-to-day survival of their families. They are especially susceptible to poverty, exclusion and the sufferings caused by armed conflict when they are already subject to discrimination in times of peace. Children are considered vulnerable because of their physical and mental immaturity, their limited abilities and their dependency on adults (ICRC, 2007).This study focused on women and children in Njoro in order to establish the specific psycho-social effects on vulnerable groups.

During and after most conflicts, women and children are exposed to human rights abuses, are increasingly targeted in a deliberate way, and are often used as scapegoats by warring parties. Women are the first ones to lose any protection international human rights law and humanitarian standards guarantee them in times of peace. Women who survive the outbreak of wars are very often left behind both physically and psychologically crippled, having lost the socio-economic basis of their existence. The same applies to children, with an estimated two million killed in armed conflict over the past decade and three times as many who have been injured or left behind disabled (UNITAR, 2007; U.N., 2006)..

With women and children accounting for over three quarters of the 40 million people displaced by war, the future peace and security will depend on the awareness of the effects on them and their special needs. At the same time there is a need to regard women not only as victims, but to acknowledge their important and complex role as partners in assistance operations, during post-conflict reconstruction, reconciliation and peace building. It becomes increasingly important to introduce and maintain gender perspectives in multilateral peacekeeping operations to help

peacekeepers adapt to the particular demographic structure of war-torn societies and to the requirement of operating in host countries with a predominantly female population (UNITAR, 2006).

2.4.1 Psycho-social Effects of Conflict

Social psychology attempts to understand the relationship between minds, groups, and behaviours in three general ways. First, social psychology tries to see how the thoughts, feelings and behaviours of individuals are influenced by the actual, imagined, or implied presence of others. This includes social perception, social interaction, and the many kinds of social influence (like trust, power, and persuasion). Gaining insight into the social psychology of persons involves looking at the influences that individuals have on the beliefs, attitudes, and behaviours of other individuals, as well as the influence that groups have on individuals. Second, social psychology tries to understand the influence that individual perceptions and behaviours have upon the behaviour of groups. This includes looking at things like group productivity in the workplace and group decision making. Third, and finally, social psychology tries to understand groups themselves as behavioural entities, and the relationships and influences that one group has upon another group (Michener, 2004).

Psychologists observe that therapeutic strategies are useful in understanding and heal the inner world of individuals traumatized by violence and armed conflicts. However, the psychological impacts are always rarely identified and addressed (Montiel, 2000). So much less tangible than the physical destruction of war, the effects of conflict on the psychology of individuals and a society are as profound as they are neglected. If the attitudes that lead to conflict are to be mitigated, and if it is taken that psychology drives attitudes and behaviours of individuals and groups, then new emphasis must be placed on understanding the psycho-social of conflict and its consequences. The suffering and trauma that are the results of war need to be addressed and prioritized in plans for peace. Effective means for dealing with these consequences must be developed if a true and sustained peace is to be realized (Seymour, 2003; Sandole, 1987).

According to Seymour (2003), there is a close relationship between violence, mental health and psycho-social wellbeing. Violence has a variety of discernible long-term effects on beliefs and

attitudes, behaviour and behavioural intentions, emotions and other psychological variables. It can massively affect the mental health of the people. People constantly exposed to violence and deteriorating social conditions, become emotionally insensitive and gradually lose their respect for the values of life. The "culture of violence" transforms people to believe that aggressive attitudes and violent behaviour are normal and acceptable in an environment where violence is viewed as an acceptable way to get and maintain power and to solve problems. Therefore, psychological distress and mental disorders are closely connected with political violence. People exposed to violence have symptoms of traumatic stress, depression, anxiety and aggressive feelings and it can lead to a vicious cycle of further violence. The study established that women and children in the study area exhibited these symptoms long after the violence.

For a comprehensive understanding of conflict and conflict management, psycho-social effects as a frame of analysis should be used as a complement to the political and economic analyses usually used. Economic analysis explains the underlying inequities and injustices that exist in conflicted societies, while political analysis contributes to understanding the nature and inadequacies of states, ideally leading to models of responsible and legitimate governance. Both the political and economic approaches are essential for understanding the root causes of violence, and for offering necessary perspectives on effective conflict management. Yet for a comprehensive analysis of conflict, psycho-social effects must also be understood and addressed. Psycho-social analysis, when combined with political and economic analyses, allows for deeper insights into conflict and conflict management. All phases of emergency and reconstruction assistance programmes should take psycho-social considerations into account (Seymour, 2003; Tanya, 2000).

However, despite the need to address the psychological problems, the therapeutic strategies employed need to be as diverse as the cultures within which one is operating. It is often wrong to wholesomely import models of care developed elsewhere and assume that they can be universally applied in all similar situations. Modern knowledge and strategies should be integrated with local concepts and practices so as to achieve more effective and sustainable ways in meeting the psychological needs of the victims. Although many symptoms of psychological problems have universal characteristics, the ways in which people express, embody and give meaning to their distress are largely dependent on social, cultural and political contexts and are

based on different belief systems. Such programmes should also give priority to preventing further traumatic experiences, such as preventing family separation, undertaking practical measures to prevent gender-based violence, and avoiding the isolation and stigmatization that can result from institutionalization (UNICEF, 1996). While agreeing with these observations, the study found out that the respondents were affected psychologically in various ways. This therefore requires unique therapeutic strategies according to individual cases.

2.4.2 Effects of Conflict on Women

Gender inequality is magnified in situations of war and women are disproportionately disadvantaged in terms of personal safety, access to resources and human rights. According to Amnesty International (2007), while conflict inflicts suffering on everyone, women are particularly affected by its short-term and long-term effects. Both men and women suffer negatively from violent conflict and both participate as aggressors. However, women are more susceptible to harm and abuse in environments rocked by violent conflicts whether or not they are engaged in the conflict. Like most violence that occurs in the course of armed conflict, violence against women is not accidental. Many forms of violence that women suffer during armed conflict are gender specific in both nature and result. The abuse of women in armed conflict is rooted in a global culture of discrimination that denies women equal status with men. Social, political and religious norms identify women as the property of men, conflate women's chastity with family honour and ethnic identity and legitimize the violent appropriation of women's bodies for individual gratification or political ends.

For women, the dangers of war go far beyond the violence of combat. In situations of armed conflict, women suffer some of the greatest health and social inequities in the world. They risk human rights violations, suffering and death that can and should be prevented. A war-gutted health system can be a death sentence for both mother and child in countries where even the peace-time risk of dying from pregnancy is staggeringly high (IRC, 2012).

While conflict inflicts suffering on everyone, women are particularly affected by its short-term and long-term effects. Sexual assault and exploitation are frequently employed as tools of war; victimization leads to isolation, alienation, prolonged emotional trauma and unwanted

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pregnancies that often result in abandoned children. As culturally-designated caregivers, women must struggle to support their families and keep their households together while the traditional bread-winners – husbands and sons – are caught up in the fighting and are unable to provide for their families. The new role as primary provider exposes many women to further abuse. Conflict shatters the comfort of predictable daily routines and expectations. Women and girls are equally affected in a fragile environment where social services they once depended on degrade or disappear. Although conflict may, in some cases, improve gender relations as a result of shifts in gender roles - some changes even improve women's rights - by and large its impact on women is devastatingly negative.

According to the Beijing Declaration and Platform for Action (1995), women bear disproportionately the consequences of wars and suffer violations of human rights in situations of armed conflict, including being routinely terrorized, tortured, mutilated, abducted and kidnapped, raped, murdered, separated from their families, displaced and face ethnic cleansing. Moreover, they endure lifelong psycho-social traumas. Along with children, women constitute 80 per cent of the world's refugees and displaced persons. There are also cases in which women harmed by enemy forces are viewed as bringing shame to their communities. These women are sometimes afraid of being ostracized or, in extreme cases, killed by their communities. This might lead them to disguise or hide their injuries, leading to grievous mental or physical harm (Seymour, 2003). The glaring gaps in the protection of women and girls in conflict must be addressed through better focus humanitarian relief and development assistance (Machel, 2001). The UN Secretary General noted in a 2002 report on Security Council resolution 1325 on women, peace and security. The report observed that reality on the ground is that humanitarian and human rights laws are blatantly disregarded by parties to conflicts. Women and girls continue to be subject to sexual and gender-based violence and other human rights violations (UN, 2002).

According to Amani (2003), there is popular perception that men are soldiers or aggressors, and that women are wives, mothers, nurses and social workers. While it is primarily men who are conscripted and killed in battle, women make up the majority of civilian casualties and suffer in their role as caregivers owing to a breakdown in social structures. The concept of men going to

war and of women staying safely at home with children and the elderly does not reflect the reality of war. In fact, in conflict zones, women are abducted from their villages, displaced and killed along with their children in their own homes. Moreover, food scarcity and inequalities in food distribution are exacerbated during periods of armed conflicts which render women and girls more susceptible to malnutrition. Additionally, the forced displacements of populations are often used for strategic purposes in conflicts in order to destabilize the social structure of warring factions. Displacement is the most common consequence of armed conflict and women the most affected civilian population. These displacements impact women disproportionately given that they reduce access to resources aimed at coping with household responsibilities, and increase physical and emotional violence.

According to Amnesty International (2007), the economic impact of armed conflict manifests itself in gender-specific ways. Women's burdens in times of war become especially heavy as they take responsibility for household work and obligations, as well as supplement the finances of absent male relatives. As a result, women's usual functions within the household become more difficult to carry out. If women are forced to become the sole provider for their families, the absence of an adequate infrastructure often leaves women unable to feed their families or find paid work. In periods of extreme hardship and faced with a chronic lack of resources in order to provide for their families, women may feel compelled to engage in work in the informal employment sector that place them at increased health and security risks. In addition to representing most of the civilian casualties, women are often the sole providers for their families during armed conflicts. This leads to an increasing number of female household heads, which in turn further impoverishes women. The United Nations High Commissioner for Refugees estimates that women and children comprise 70-80% of the world's refugee and internally displaced population. In flight and upon arrival in an urban shanty or refugee camp, women commonly experience violence and abuse at the hands of warring parties, opportunistic civilians or those who are supposed to be peacekeepers. Without a viable social or economic support network and often without male protection, displaced women are highly vulnerable to violence. This study established that many women were distressed by the violence in the area to the extent that some contemplated suicide.

During conflicts, such everyday activities can expose women to physical assault, sexual violence and rape. Sexual violence is systematically employed to harm and demoralize individuals, break apart families and terrorize communities. For women and girls, the threat of violence remains long after fighting ends. While sexual violence during wartime is often directly linked to armed groups, military, or guerrilla fighters, not all violence is committed at the hands of warring parties. Frequently, the lack of law enforcement in war zones is exploited by civilians, sex traffickers, or peacekeepers looking for amusement, business opportunities or revenge. Threats and reprisals against those who reveal abuses contribute to the impunity with which sexual crimes occur during war (Amnesty International, 2007).

Peace and security are essential for economic growth, development and the empowerment of women; and women need to play an equal part in securing and maintaining peace. To that end, they must be empowered politically and economically, and be represented adequately at all levels of decision-making. The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the Beijing Declaration and Platform for Action and Security Council resolution 1325 (2000) has emphasized the need for member states to increase the political representation of women; include them in decision-making, peace negotiations and conflict-resolution mechanisms; and protect them in armed conflict given that women represent one of the most vulnerable segments of society during wars and conflicts.

2.4.3 Effects of Conflict on Children

In many conflict communities, children are the majority of the population, and are often viewed as expendable and used as human shields. The wounds inflicted by armed conflict on children - physical injury, gender-based violence, psycho-social distress, are affronts to every impulse that inspired the United Nations Convention on the Rights of the Child. Armed conflict affects all aspects of child development - physical, mental and emotional. Such effects accumulate and interact with each other. In the armed conflicts of recent years, children have been not only unintended victims but also deliberate targets of violence. The number of children who have been directly affected is enormous (UNITAR, 2007; U.N., 2006; UNICEF, 1996).

According to UNICEF (1996), in the 1980s, an estimated two million children have been killed in armed conflict. Three times as many have been seriously injured or permanently disabled. Countless others have been forced to witness or even to take part in horrifying acts of violence, orphaned, sexually exploited and abused, abducted and recruited as soldiers, uprooted from their homes, separated from their families, and faced with heightened risk of disease and malnutrition. UNITAR (2007) notes that the disruption of food supplies, the destruction of crops and agricultural infrastructures, the disintegration of families and communities, the displacement of populations and the destruction of educational and health services and of water and sanitation systems, all take a heavy toll on children. However, the above study did not establish the specific psycho-social effects experienced by children. This study went deeper in order to highlight the specific psycho-social effects of violent ethnic conflicts in Njoro District.

The UN Office of the Special Representative of the Secretary General for Children and Armed Conflict has shown that children in approximately 50 countries grow up in the midst of armed conflict and its aftermath. In the 1990s alone, wars injured 6 million children or permanently disabled, killed two million, displaced nearly 30 million, and countless others forced to witness or even to take part in horrifying acts of violence. A landmark U.N. report called special attention to the approximately 300,000 child soldiers forced to serve in various military roles, including participation in killings and torture. Many of these children had been separated from their parents or lost their parents; most live in abject poverty and are continuously exposed to many different kinds of violence in their daily lives (U.N., 2006).

Hundreds of thousands of children around the world are recruited into guerrillas, militias, and terrorist groups (U.N., 2006). Given the availability of lightweight automatic weapons and locally-made weapons, young children become fighters. Sometimes children volunteer out of identification with a political or ideological cause; many times they are forcibly abducted. While some of these children engage only in the more peripheral activities, the majority become fighters, participating in killings, torture, and destruction. In fact, many armed groups target young children for indoctrination into programmes that glorify violence, bravery and self sacrifice (Browne, 2003; Cairns, 1996; McKay, 2005). One of the effects of such indoctrination processes is that children acquire belief-systems concerning the presumed goodness of their own group and the badness of the *other*. While these communal ideologies help children make sense

of their bewildering lives, they also lead children to develop polarized understandings of the complex realities within which they operate, thereby perpetuating violence and revenge (Punamaki, 1996; Wessells, 2005). Many fighting groups have developed brutal techniques, explicitly calculated to isolate children from their communities, harden and numb them to violence, dehumanize their victims, and prepare them for killing. Often children are first forced to witness violence and subsequently are made to join in and brutally beat and kill others (McKay, 2005; Wessells, 2005).

According to UNICEF (1996), historically, those concerned with the situation of children during armed conflict have focus primarily on their physical vulnerability. But the loss, grief and fear a child has experienced must also be taken into account. For increasing numbers of children living in war-torn nations, childhood has become a nightmare. Armed conflict destroys homes, separates families, splinters communities, breaks down trust among people and disrupts health and education services, undermining the very foundation of children's lives. The psycho-social concerns intrinsic to child development must be taken into account. Seeing their parents or other important adults in their lives as vulnerable can severely undermine children's confidence and add to their sense of fear. As bad as these experiences are, many children have witnessed their parents' torture, murder or rape, and have been threatened with death themselves. In a UNICEF survey of 3,030 children in Rwanda in 1995, nearly 80 per cent had lost immediate family members, and more than one third of these had actually witnessed the murders. This study went further to examine the interventions adopted to address the psycho-social effects of violent ethnic conflicts on affected children.

Nixon (1990) posits that when children have experienced traumatic or other events in times of war, they may suffer from increased anxiety about being separated from their families, or they may have nightmares or trouble sleeping. They may cease playing and laughing, lose their appetites and withdraw from contact. Younger children may have difficulty concentrating in school. During armed conflicts, fear and disruption make it difficult to create an atmosphere conducive to learning, and the morale of both teachers and pupils is likely to be low. As conflicts drag on for months or even years, economic and social conditions suffer and educational opportunities become more limited or even cease to exist altogether. Childhood trauma has a profound effect in brain development and it can negatively affect the child. Sometimes, even

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when educational opportunities exist in war-torn areas, parents may be reluctant to send their children to school. They may be afraid that the children will not be safe while they are on their way to and from school, or during classes. Mothers and fathers may need their children to work in the fields, in shops or at home caring for the youngest children. Even when children are able to continue attending school, their ability to learn may be seriously impaired by psycho-social distress or poor physical health. Concentration, comprehension and the ability to memorize information are often badly affected.

The literature reviewed above has presented the general effects and psycho-social effects on women and children in violent conflict situation in many parts of the world. These effects are not specific to any Kenyan situation. The first objective sought to verify whether women and children in Njoro District experienced similar effects during the various episodes of conflicts that have been occurring there. The objective went a step further to distinguish the frequency of those effects so as to understand about their prevalence and severity. In addition, the second objective sought to establish whether any differences existed in the experiences of the psycho-social effects of conflicts on women and children in the District. In addition, the study sought reasons as to why such differences existed or not between and within women and children.

2.5 Interventions to Address Psycho-social Effects of Conflict

In order to constructively resolve the recurring conflicts in the study area, there is need for the concerned stakeholders to focus equally and more on the psycho-social effects as much as on physical and economic effects. This will assist in coming up with a holistic approach to conflict resolution and management. This study therefore discusses the various intervention mechanisms used to address psycho-social effects of violent conflict.

According to Tanya (2000), the social fabric that binds individuals can and does unravel during times of conflict. The way people feel, the way they react to the world, and the way they relate to one another are tremendously influenced by the series of crises they have endured. When rebuilding communities, the effects of extreme horror, fear, mistrust, rage and vengeance experienced by most community members cannot be ignored any more. Traditionally, the conventional wisdom was that to alleviate the mitigating problems faced by victims of armed

conflict, assistance focus primarily and solely on physical vulnerability. For this reason, attention to psychological vulnerability caused by loss, grief and fear experienced by victims was inconsequential. Such tradition changed as more and more findings showed that post-conflict reconstruction without component is inadequate and will always be counterproductive to expected results. This view was officially accepted and adopted in the UN's 1992 resolution in which it maintained that all phases of emergency and post-conflict reconstruction programmes should consider psycho-social assistance as a major component to victims or survivals' survivability and sustainability. Unfortunately, this resolution, as far as African post-conflict assessment is concerned, is still in theory as recent findings reveal that psycho-social programmes are totally lacking in emergency and post-war/conflict programmes.

Psychologists observe that therapeutic strategies are useful in understanding and healing the inner world of individuals traumatized by violence and armed conflicts. The concept of psycho-social recovery describes a process of coming to terms with the wide range of emotionally traumatic events most children face in emergency situations. Each individual goes through this process in his or her own unique way depending on multiple factors, including the nature of the victim's family environment, peer relationships, age, previous experiences and family and peer group reactions. Psycho-social programmes support the child's cognitive, emotional and social development holistically, and strengthen the social support systems. Emphasis is placed on strengthening social environments that nurture healthy psycho-social development at various levels, with the family and community. At all levels, psycho-social programming must keep in mind the best interests of the victim of the conflict. However, the psychological impacts are always rarely identified and addressed (Montiel, 2000).

For a comprehensive understanding of conflict and conflict management, psycho-social analysis should be used as a complement to the political and economic analyses usually used. Economic analysis explains the underlying inequities and injustices that exist in conflicted societies, while political analysis contributes to understanding the nature and inadequacies of states, ideally leading to models of responsible and legitimate governance. Both the political and economic approaches are essential for understanding the root causes of violence, and for offering necessary perspectives on effective conflict management. For a comprehensive analysis of conflict, psycho-social effects must also be understood and addressed. Psycho-social analysis, when

combined with political and economic analyses, allows for deeper insights into conflict and conflict management. All phases of emergency and reconstruction assistance programmes should take psycho-social considerations into account (Montiel, 2000). This refers to procedures and support to address the psychological effects of conflict as well as the social effects, such as altered relationships, separation, estrangement, family breakdown and a loss of social status. This aims to improve individual coping abilities, family strength and unity and social networks of the survivors through the provision of counselling, case management, referral to other service centres, follow-up care and reintegration activities. People who experience armed conflict carry the heavy emotional, social, and spiritual burdens associated with death, separation from and loss of family members, attack and victimization, destruction of homes, sexual assault, economic ruin and disruption of the normal patterns of living. Psycho-social programmes seek to limit these effects on the victims of conflict, prevent further harmful events and strengthen the coping mechanisms of the victims, their families and their communities (Tanya, 2000; Allred, 2000).

Violence affects every aspect of social life; traditional community structures are broken down, authority figures are weakened, cultural norms and coping mechanisms are disintegrated, relationships and networks, which traditionally provide support during crises, are destroyed. Consequently, traditional coping mechanisms may disappear. As violence increases, distrust and isolation out of fear may become the norm, making children more vulnerable to psycho-social harm. Psycho-social interventions may operate at the dual levels of focusing on individual health as well as community reconciliation and peace-building (Dai, 1999; Tanya, 2000; Allred, 2000).

However, despite the need to address the psycho-social problems, the therapeutic strategies employed need to be as diverse as the cultures within which one is operating. It is often wrong to wholesomely import models of care developed elsewhere and assume that they can be universally applied in all similar situations. Although many symptoms of psycho-social problems have universal characteristics, the ways in which people express, embody and give meaning to their distress are largely dependent on social, cultural and political contexts and are based on different belief systems. Such programmes should also give priority to preventing further traumatic experiences, such as preventing family separation, undertaking practical

measures to prevent gender-based violence, and avoiding the isolation and stigmatization that can result from institutionalization (UNICEF, 1996).

The above review of literature presented a detailed coverage of the various psycho-social support intervention mechanisms used to address psycho-social effects of conflicts. Through the third objective, the study sought to establish these mechanisms have ever been adopted in the study area to address the psycho-social effects of conflicts experienced by women and children and if so, which ones and by who?

2.6 Theoretical Framework

Conflict is a very intricate issue that requires a multi-layered approach to achieve amicable and long-lasting resolution. However, most approaches used have tended to ignore psycho-social analysis in finding sustainable peace. This has been one of the reasons for recurrence of the conflict. Therefore any meaningful resolution should, in addition to addressing physical vulnerability, identify, mapped out, incorporate and prioritise psycho-social analysis. This study adopts a conflict resolution theory that aims at mapping out the psycho-social effects of conflict.

2.6.1 Conflict Resolution Theory

Proponents of the conflict resolution theory observe that the exercise of mapping out and identifying the psycho-social effects and processes of a conflict offers great insight into that conflict. This can be used as a tool to help unravel the conflict and bring it to a peaceful close. The theory is predicated on the idea that conflict has psychological, as well as behavioural and structural effects (Mitchell, 1981). Azar (1990) and Burton (1990) suggest that certain basic human needs lie behind every conflict, and that if people's psychological responses to these needs can be understood and addressed, the surface issues that seem to preoccupy conflict lose their significance. Druckman (1987) and Kelman (1990) propose that examination of the way in which group attitudes and perspectives feed, escalate and perpetuate inter-group conflict can provide conceptual tools to overcome psychological barriers to peacefully resolving conflict. Sandole (1987) suggests that there is something generic about the psychological processes of conflict, and that an understanding of these processes - the ability to 'map out' conflict in general – is key to any intervention.

As the theory and practice of conflict resolution continue to be incorporated into conflict intervention, it is important to consider whether or not the particular psycho-social perspective on conflict that is advocated is as informative and constructive as is assumed, or whether alternative perspectives might have as much, or more to offer. Conflict resolution theorists such as Mitchell, (1981), Wedge (19860 and Fisher (1990) cite specific bodies of identity theory - largely in the fields of cognitive social-psychology and psychodynamics - as providing conflict mapping with its theoretical frame of reference. This is not to say that conflict resolution theory does not usefully inform practical peace building. However, because conflict resolution theory often serves as a theoretical source for practical peace building, it is imperative that these discourses of fields of cognitive social-psychology and psychodynamics are put to a critical test.

Theories of cognitive social-psychology assume that the individual finds psychological security and self-esteem through identifying self with positively valued groups, in comparison to perceiving self as not-like certain negatively valued groups. Thus, during intense, damaging conflict, as much psychological distance as possible has to be maintained between in- and out-groups (Turner, 1987). All potential out-group members are stereotyped (Tajfel, 1981) in the most hostile, derogatory terms, while the self is closely identified with an in-group whose actions are necessarily just and honourable. Alternative identification of self and out-group members as in any way similar is therefore threatening to that sense of self, and any sources of such identification are psychologically and bodily rejected (Hewstone, 1989).

Psychodynamic theory similarly describes a 'psychological gap' between 'good' self and 'bad' other, founded on a developmental projection of good and bad images of self onto suitable group targets. Thus, during conflict, any perception of self in the 'enemy' other, or of the other in the self, threatens that gap and a regressive, childlike crisis of identity ensues. Consequently the enemy is 'dehumanised' in order to both account for the enemy's hostility, and to justifying the worst excesses of the in-group's behaviour towards that enemy. However, that the in-group and out-group are somehow alike in the way they behave towards each other - that the self and inhuman other are similar - cannot be escaped, and this continual threat to the self drives a dynamic of enemity (Wedge, 1986; Kriesberg, Northrup & Thorson, 1989; Volkan, Julius & Montville, 1990).

The relevance of the conflict resolution theory and the associated theories of cognitive social-psychology and psychodynamic theory provided an account of the situation in the study area. Thus a psycho-social mapping of the conflict in Kenya in general and the study area in particular, could be carried out in these terms, and employed as a guide to conflict resolution. It also illustrates how hard it is in resolving the conflict in the area.

2.7 Conceptual Framework

The theoretical framework based on the conflict resolution theory assisted in developing the conceptual framework for this study to emphasis on the need to include psycho-social effects in the analysis and resolution of conflicts. The study conceptualized that violent ethnic conflicts (independent variable) have numerous effects including psycho-social effects (dependent variables) on the victims and the society in general. These effects cause paralysis of social, economic and political systems which affects all members of the society. But these effects on the victim and the society depend on the nature and extent of the violent conflict. Figure 2.1 shows the relationship between independent variables, intervening variables and dependent variables.

Independent variable   Intervening variables   Dependent variable

| Violent ethnic conflict | **Vulnerability:**

• Gender (male and female)
• Age (young and old)

Conflict resolution mechanism:

• Social support system
• Government security system | Psycho-social effects:

❖ Psychological effects
✓ The mental health of the respondents after conflicts: feelings, attitudes, and behaviours
❖ Social effects
✓ The social perception, interaction and relationships between the respondents and other persons in the society. |

Figure 2.1: Psycho-social Effects of Violent Ethnic Conflict on Vulnerable Groups

According to Figure 2.1, the nature and extent of the effects including psycho-social effects were influenced by a number of intervening variables which can be grouped into two: level of vulnerability such as gender (male and female) and age (young and old); and conflict resolution mechanism which considers social support system, and government security system. For example, many of psycho-social effects are inherently gender and age specific in both nature and result. The way in which men, women and children experience and deal with the consequences depends on gender roles, relations and age prior to the conflict and how they are renegotiated during times of conflict. Lack or presence of social support systems including psycho-social interventions influences the magnitude of the psycho-social effects.

Therefore, these intervening variables either facilitated the expected relationship between the independent and dependent variables or diverted it. These intervening variables were controlled by being incorporated into the study and studied alongside the independent and dependent variables. This was done in order to isolate and assess their independent influence on the dependent variable in the study.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodological procedures that were used in data collection and analyses. It covers the research design; location of the study; population of the study; sampling procedure and sample size; instrumentation; data collection; and data analysis.

3.2 Research Design

The study adopted a survey research design. A survey research design involves the selection of a sample of respondents and administering questionnaires or conducting interviews to gather information on variables of interest (McMillan & Schumacher, 1993). Information is collected from respondents about their experiences and opinions in order to generalize the findings to the population that the sample is intended to represent (Gall, Borg & Gall, 1996). This design was the most appropriate for obtaining factual and attitudinal information or for research questions about self-reported beliefs, opinion, characteristics and present or past behaviours (David & Sutton, 2004; Gray, 2004; Neuman, 2000). Since this study sought to obtain descriptive and self-reported information from women and children in violent ethnic conflict area, the survey design was the most appropriate. The survey assumed that all the respondents have information or experience that bear on the problem being investigated.

3.3 Study Area

The study was conducted in Njoro District. The District had been recently curved from the larger Nakuru District in the greeter Rift Valley region. It occupies an area of 769.9 Km^2 and is administratively divided into five divisions namely Mau Narok, Lare, Njoro, Kihingo and Mauche. It is one of the most arable and agriculturally productive areas in the country with about 80 percent of the total population depending on agricultural activities for their livelihoods either directly or indirectly. Most of the land is still virgin and arable and was recently curved from Mau Forest Reserve (CBS, 2001). Some of the most volatile areas in the District include Lare,

Mauche and Kihingo and Njoro town. The District is dominated by the following ethnic communities: Agikuyu, Kalenjin, Ogiek and Maasai.
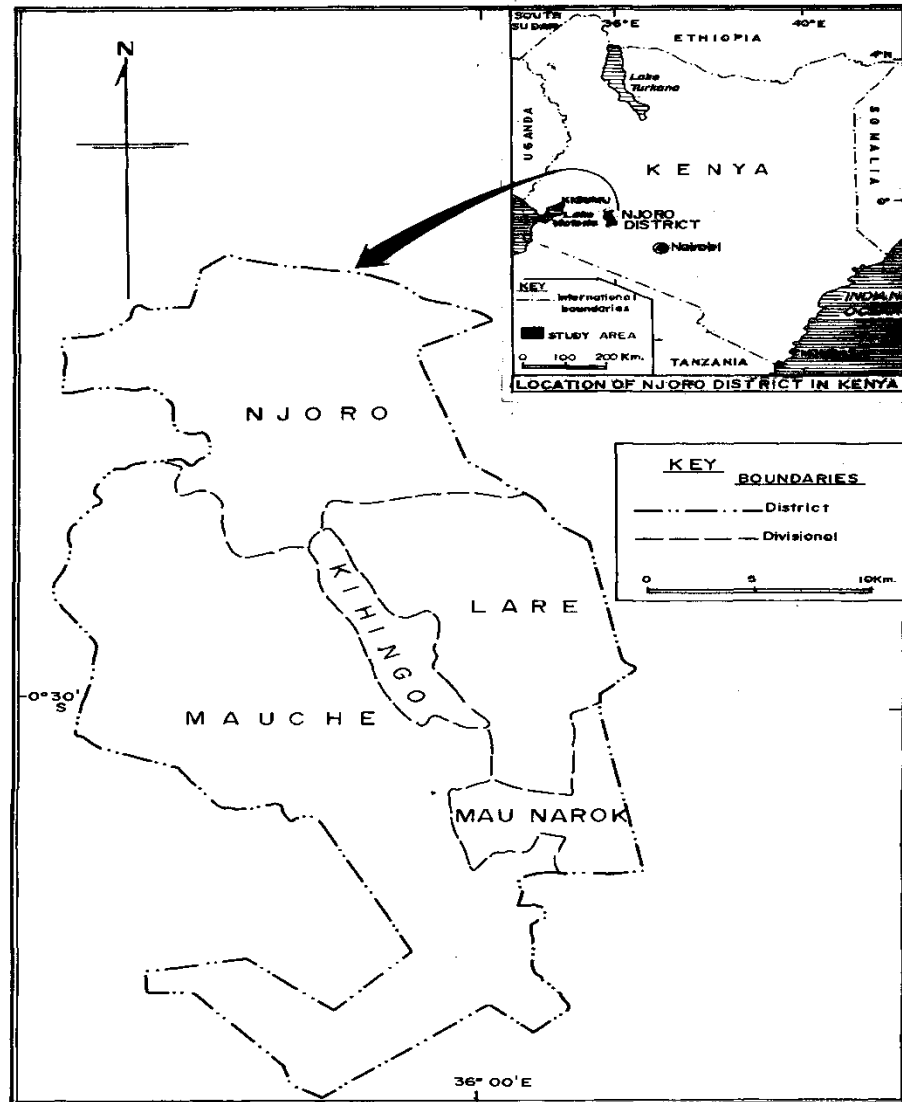
Figure 3.1: Map of the Study Area

Source: Researcher's Compilation and Modification of the Map of the Area

The District was chosen as a study site because of evidence of recurrent ethnic conflicts before and after every general election since 1992. It has recovered from these incessant conflicts since then. The area has remained volatile with the conflict more related to access and ownership of resources.

3.4 Target Population of the Study

The target population included all women and children who were affected by the ethnic conflict in the District. According to the 2009 Population and Housing Census, the District had a total population of 178,180 persons, comprising of 88,364 males and 89,816 females. There are 29,696 households in the area with an average of six persons per household. In addition there are 46,012 children aged between 15 and less than 18 years. The target population was therefore 75708 persons including 29,696 women (a mother from each household) and 46,012 children aged between 15 and less than 18 years.

3.5 Unit of Analysis

The unit of analysis in this study was the individual women and children directly or indirectly affected by conflicts in the study area.

3.6 Sample Size and Sampling Procedure

Ideally, it would have been preferable to collect data from the entire accessible population in the District. However, because of the vastness of the study area, sampling was inevitable. In order to determine the sample size to be drawn from the target population of 75708 persons in the District, the study adopted a formula by Kathuri and Pals (1993) for estimating a sample size, n, from a known population size, N.

$$n = \frac{\chi^2 NP (1-P)}{\sigma^2 (N - 1) + \chi^2 P (1 - P)}$$

Where:

n = required sample size

N = the given population size, 75708 in this case

P = Population proportion, assumed to be 0.50

σ = the degree of accuracy whose value is 0.05

χ^2 = Table value of chi-square for one degree of freedom, which is 3.841

Substituting these values in the equation, estimated sample size (n) was:

$$n = \frac{3.841 \text{ x } 75708 \text{ x } 0.50 \, (1 - 0.5)}{(0.05)^2 \, (75708 - 1) + 3.841 \text{ x } 0.5 \text{ x } (1 - 0.5)}$$

$$n = 383$$

Multi-stage sampling was used for distributing and selecting the sample of 383 women and children. First, the study area was clustered into study sites (clusters) based on the frequency and severity of conflicts. Four clusters depicting the four key conflict hotspots were established including Lare, Mauche, Kihingo and Njoro town. The four clusters assisted in targeting the most affected areas and provided a wider geographical spread of the sample in the study area.

Second, stratified sampling was used to distribute the sample size in the four clusters. Disproportionate stratified sampling was used to divide the sample into the four clusters. This was done by dividing the total number of women and children in each cluster by the total number of women and children in all the four clusters and then multiplied by the sample size (383). This ensured that the sample is adequately and proportionately distributed based on the population of women and children in each cluster. Third, systematic sampling was used to select the proportion of women and children allocated to each cluster. Every second household with subjects eligible for the survey (a woman and child) was visited. A central starting point was determined and identified on the ground for each selected cluster. From this starting point, every second household with subjects eligible for the survey was systematically selected by moving to the next household. However, out of the targeted sample of 383, only 102 women and 120 children representing a response rate of 60.0 percent willingly participated in the study. The remaining either shied away from participating in the study citing security concerns and sensitivity of the subject or returned incomplete questionnaires. They were therefore not included in the data analysis and results.

3.7 Methods of Data Collection

Primary data was mainly exploratory and utilize both quantitative and qualitative data collection methods to capture the necessary data to address the objectives. This was because of the

sensitivity and complexity involved in analyzing recurrent ethnic conflict. Secondary data included documented information about intractable ethnic conflict. The two methods supplemented and complemented each other to gain more insights into effects of violent ethnic conflicts and at the same time gather numeric data to develop quantitative indicators for monitoring and evaluation purposes.

Quantitative data were collected using a semi-structured questionnaire based on the sample size (383) and means of randomization. The study used two sets of standardized questionnaires targeting women and children. The questionnaire sought information on personal experiences and the effects of ethnic conflicts in the area. Some of the items, especially on psycho-social effects assessed the frequency of occurrence of various aspects of psycho-social effects on a Likert-scale.

Qualitative data were collected through in-depth interviews and focus group discussions (FGDs). The methods elicited information about the context of the ethnic conflict in the area and the psycho-social effects. In-depth interviews targeted one woman leader from each cluster. The in-depth interviews were conducted with the help of an interview guide, featuring mainly open questions. The individuals were encouraged to present personal attitudes, experiences, and observations about ethnic conflicts in the area. In addition, the in-depth interviews were also conducted with key informants in each of the four selected clusters including representatives of Humanitarian Organizations (preferably Red Cross Society), civil society organizations and government provincial administration.

Three FGDs were also conducted targeting women and children with similar characteristics from the study area. The participants in the FGDs ranged between eight and 12 discussants in each group. Three facilitators including a moderator and two recorders (trained by the researcher) steered and recorded the discussions based on a pre-formulated FGD guide. In addition to notes taking, tape recording was also used to record verbatim the proceedings of the discussions with the consent of the participants. The group dynamic and the vivid exchange of opinions provided certain advantages over in-depth interviews and structured questionnaires.

Secondary data were also collected to complement and supplement the primary data. This was collected from government offices, internet and libraries (books, journals, theses, periodicals, and government publications).

3.7.1 Validity and Reliability of the Instruments

Reliability and validity were established for standardization of the semi-structured questionnaires and in-depth interviews used in the study. Content validity of the research instruments was established in order to make sure that they reflected the content of the concepts (psycho-social effects of violent ethnic conflicts on vulnerable groups in the society) in question. First, the researcher went through the instruments and compared them with the set objectives and ensured that they contained all the information that answers the set questions and address the objectives. Second, experts (supervisors and other lecturers from the Department of Peace, Security and Social Studies) were consulted to scrutinize the relevance of the questionnaire items against the set objectives of the study. The instrument was then taken for piloting on a population that was similar to the target population, that is, the neighbouring Molo District. The piloting included five women and five children. The objective of piloting was to eliminate any ambiguous items, establish if there are problems in administering the instruments, test data collection instructions, establish the feasibility of the study, anticipate and amend any logical and procedural difficulties regarding the study, and allow preliminary (dummy) data analysis.

After establishing the validity of the instruments, piloting also assisted the researcher in testing the reliability of the instrument. The study used test-retest reliability by administering the instruments on two occasions to the same group of subjects - the selected five women and five children in Molo District. The results were then compared to determine the consistency and correspondence in the two occasions. Any discrepancies between the two sets of results were addressed.

3.8 Data Collection Procedure

The researcher proceeded to collect data from the selected respondents after receiving permission from the Department of Peace, Security and Social Studies, Faculty of Arts and Social Sciences, Graduate School and the Provincial Administration in the study area. The researcher then visited the selected four clusters before actual data collection for familiarisation and acquaintance with the Provincial Administration. During this visit, the researcher informed the administrators about the purpose of the study and booked appointments for data collection in their areas of jurisdiction. After familiarisation, data were then collected using the mentioned instruments. The completed instruments were verified and collected on the same day of distribution.

3.9 Ethical Considerations

Before the start of interview sessions with the respondents, each was adequately briefed about the objectives of the study and how the results were to be used. This was done so as to avoid any misunderstandings that could crop up during the interview about the purpose of the study. Respondents were interviewed with their own consent but assured of anonymity. During the entire study, confidentiality of respondent's opinion(s) was maintained and where a need arose, the respondent's anonymity was guaranteed.

3.10 Data Analysis

Data collected were processed and analyzed based on the research questions and objectives. Both qualitative and quantitative data analysis methods were used. Qualitative data analysis was an on-going process and went hand in hand with data collection. This involved extraction of information from in-depth interviews and FGDs, which was then transcribed and coded based on established themes, sub-themes and patterns. Various successive steps and activities were followed in this analysis including writing field notes and debriefing, writing session summaries, transcribing the entire interviews/discussions, coding and summarizing data, and interpretation of the findings. In addition, content analysis and document review were also used in analyzing secondary data. This involved a systematic description of the composition of documented information.

Quantitative data from the completed structured questionnaires were edited, coded, and analyzed using Statistical Package for Social Sciences (SPSS). This was done using both descriptive and inferential statistics. Descriptive statistics (percentages, frequencies, and means) presented in tables and charts were used to summarize and organize data and to describe the characteristics of the sample. This was used in all the objectives. In objectives one and two, the psycho-social effects were assessed based on how the conflict affected the various psycho-social aspects of the respondents. The parameters considered in assessing the psychological effects were how the conflict affected the mind, feelings, attitudes, and behaviours of the respondents. In other words, the psychological effects revolved around the mental health of the respondents after the conflicts, for the social effects, the parameters to be considered included how the conflict had affected the social perception, interaction and relationships between the respondents and other persons in the society. The results were synchronized, interpreted and discussed to answer the research questions.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents a discussion of the research findings on the psycho-social effects of violent ethnic conflicts on vulnerable groups and adopted coping mechanisms in Njoro District. The discussion addresses the study objectives namely:

i) To examine the various forms of psycho-social effects of ethnic conflicts experienced by women and children in Njoro District.

ii) To establish differences in the psycho-social effects of conflicts experienced by women and children in Njoro District.

iii) To assess the conflict resolution mechanisms put in place by the government and non-governmental organizations to address the psycho-social effects of conflicts experienced by women and children in Njoro District.

Data was collected in reference to each of the above objectives and analyzed. The analysis involved both qualitative and quantitative data analysis methods. Information from the in-depth interviews and FGDs was analyzed qualitatively. Quantitative data analysis was done from the completed structured questionnaires with the aid of SPSS version 17.0 for Windows. Results from the two methods were later synchronized, interpreted and discussed. The chapter is divided into four sections including the demographic characteristics of the sampled respondents, psycho-social effects of violent ethnic conflict, differences in the psycho-social effects experienced by women and children, and conflict resolution mechanisms to address psycho-social effects.

4.2 Demographic Characteristics of the Respondents

This section presents a brief description of the demographic characteristics of the sampled respondents involved in the study. Such a description is considered to be very important in providing a better understanding of the respondents included in the study and therefore provide a good foundation for a detailed discussion of the results based on the stipulated objectives of the study. The demographic characteristics of the informants included age, gender and education of the children; and age, marital status, education, occupation and religion of the women. The analyzed data were based on a sample comprising 120 children and 102 women and participants in FGDs and in-depth interviews.

Age is a very important psycho-social factor which determines the decision making ability and level of vulnerability of a person. In this study, the 120 sampled children varied in their ages as illustrated in Table 4.1.

Table 4.1: Age Distribution of the Sampled Children

Age	Frequency	Percent
12	2	1.7
13	3	2.5
14	7	5.8
15	21	17.5
16	31	25.8
17	43	35.8
18	13	10.8
Total	120	100.0

Table 4.1 indicates that 95.8 percent of the sampled children were aged between 14 and 18 years with a mean of 16.14 years. This age group indicates children who were still in their formative development stages and therefore, required a lot of guidance and protection in their families and the society in general. Any negative disruption like that caused by violent conflict was likely to affect their social and psychological development.

For the women, the mean age was 34.06 years with a minimum of 18 and a maximum of 91. This shows that the study had a mixture of both young and older women which helped in obtaining diverse views about conflict in the areas from both the historical and present perspectives.

In addition to age, the gender of a child influences the behaviour and reaction to various stimuli. Girls and boys are socialized differently and react to life changes including violent experiences differently. They were likely to be affected by violent ethnic conflicts differently and also cope differently. In this study, Figure 4.1 summarizes the gender of the sampled respondents.
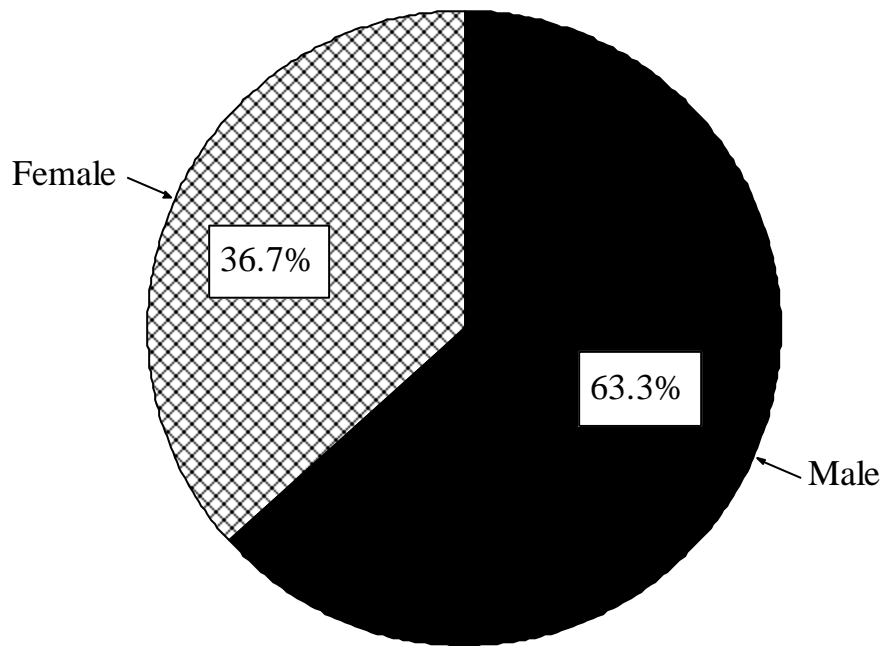
Figure 4.1: Gender of the Sampled Children

Figure 4.1 indicates that 63.3 percent (76) of the sampled children were male while 36.7 percent (44) were female. The gender difference was attributed to the fact that majority of the targeted female children were not comfortable to answer questions concerning conflict in the area. Therefore, some of the girls refused to respond to the questionnaire after realizing the topic under study was on violence. However, the 44 who voluntarily and willingly responded to the questionnaire were critical in assisting to understand the gender influence on the psycho-social effects of violent ethnic conflict and how boys and girls were affected.

Apart from age and gender, the level of vulnerability of a person to violence depends on the level of education. The level of education of a person indicates his or her level of awareness and ability to make informed decisions in life. In the study area, all the 120 respondent children reported having attained some formal education. However, they varied in terms of the highest level of education that they had achieved by the time of the study as summarized in Table 4.2.

Table 4.1: Level of Education Attained by Sampled Children

Level of education achieved	Frequency	Percent
Still in primary school	6	5.0
Still in secondary schools	114	95.0
Total	120	100.0

Table 4.2 illustrates all the respondent children were still in school with 5.0 percent (6) of them still in primary school while 95.0 percent (114) were in secondary school. This was attributed to the fact that since the introduction of the Free Primary Education and Subsidized Secondary education, majority of children in the country were attending school. This group of children was thought to be critical to the study since psycho-social effects have negative consequences on the level of concentration of a child in a school. For the women, Table 4.3 provides a distribution of the highest level of education achieved.

Table 4.3: Level of Education of the Sampled Women

Level of education	Frequency	Percent
Informal education	18	17.6
Preprimary incomplete	21	20.6
Primary incomplete	10	9.8
Primary complete	10	9.8
Secondary incomplete	19	18.6
Secondary complete	17	16.7
Middle level college	4	3.9
University	3	2.9
Total	102	100.0

Table 4.3 indicates that the sampled women had varied levels of education with 93.2 percent (95) of them having up to secondary school level of education. The study observed that these levels of education had confined majority of the women to domestic occupations with housewife and farming being the dominant occupations among them. With these kinds of occupations, majority of the respondents were working and living in the rural areas where the violence was most severe in the year 2008. The study also established that the women were drawn from different marital status as depicted in Figure 4.2.
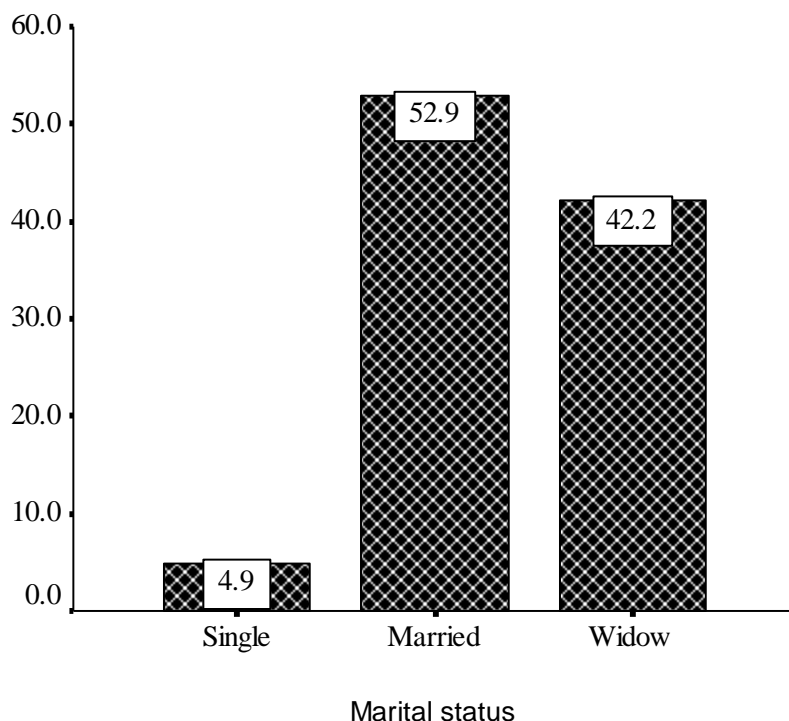
Figure 4.2: Marital Status of Sampled Women

Figure 4.2 indicates that 52.9 percent of the respondents were married while 42.2 percent were widowed. The remaining 4.9 percent were still single. This suggests that the majority of the respondents had family responsibilities including having children. Such a group of women was useful in the study because they could talk for themselves and also their children and what they went through during the violence.

4.3 Psycho-Social Effects of Violent Ethnic Conflict

The first objective sought to examine the various forms of psycho-social effects of ethnic conflicts experienced by women and children in Njoro District. The objective was premised on the fact that violent ethnic conflict has a wider ramification on the most vulnerable members in the society, especially women and children. The specific experiences of women and children in violent conflict were linked to their status in societies. During and after most conflicts, women and children were increasingly targeted in a deliberate way, exposed to violent human rights abuses and are often used as scapegoats by warring parties. While the entire community suffers the consequences of violent conflict, women and children were particularly targeted and affected

because of their status in society and their sex. This exposes women and children to enormous psychological and social effects of violent conflict. These psychological and social effects of violent conflict on women and children are intertwined. Changes in social interactions may create psychological distress.

The psychological and social effects on women and children in the study area were based on the violent ethnic conflicts that occurred in the year 2008. The violence of 2008 was used as the latest violent ethnic conflict in the study area and also could allow children to easily recall their experiences. As a result of the unique status in the community, the study examined the psycho-social effects on women and children separately. For the children, the effects were assessed using structured questions while for women, the study used open questions.

4.3.1 Psycho-Social Effects of Violent Ethnic Conflict on Children

The study started by establishing whether the respondent children were living in Njoro District by 2008, whether they witnessed the violence of 2008, and psycho-social effects that they encountered. All the sampled 120 children reported that their families were living in the District by the year 2008. This suggests that the respondents were from the local community and could have witnessed the violence that occurred in the area in the year 2008. This was critical in understanding what happened to them during the conflict. All the respondents also reported that they personally witnessed the violence that occurred in the study area at that time. However, they differed in the nature of violence that they witnessed during that time as summarized in Table 4.4.

Table 4.4: Kinds of Violence Witnessed by Children in 2008

Kind of violence	Frequency (n = 120)	Percentage
Houses being destroyed/burnt down	106	88.3
Farms and food in farms being destroyed	98	81.7
Other people's properties being destroyed/burnt down	80	66.7
Our properties being destroyed/burnt down	72	60.0
Someone being injured	43	35.8
Dead bodies or body parts	37	30.8
Family member(s) being injured	29	24.2
Someone being killed	24	20.0
Someone burnt to death	24	20.0
Family member(s) being killed	21	17.5
Someone being raped or sexually assaulted	19	15.8
Someone being tortured	16	13.3

Table 4.4 indicates that the respondents witnessed various kinds of violence that occurred in the study area in the year 2008. The common violence were: houses being destroyed/burnt down (88.3%), farms and food in farms being destroyed (81.7%), other people's Properties being destroyed/burnt down (66.7%), our properties being destroyed/burnt down (60.0%), someone being injured (35.8%) and dead bodies or body parts (30.8%). Other witnessed violence included family member(s) being injured (24.2%), someone being killed (20.0%), someone burnt to death (20.0%), family member(s) being killed (17.5%), someone being raped or sexually assaulted (15.8%) and someone being tortured (13.3%). Majority of the respondents lost a lot of personal and household possessions as their houses, granaries, farms, shops and other business premises went down in flames. This suggests that the conflicts in the area had varied and far-reaching effects; the common being destruction of properties. In addition to personal witness, the respondents also reported that they heard various things attributed to the violence. However, just like in witnessing, the respondents differed on what they heard as summarized in Table 4.5.

Table 4.5: Things Heard by Children during the Conflict

Things heard	Frequency (n = 120)	Percentage
People screaming for help	101	84.2
Gun shots	91	75.8
A family member screaming for help	36	30.0
A family member being threatened	20	16.7

Table 4.5 indicates that the respondents heard people screaming for help (84.2%), gunfire/shots (75.8%), a family member screaming for help (30.0%) and a family member being threatened (16.7%). One child said,"I thought thieves had come to our village. There were gun shots everywhere with people screaming and running in all directions". The results in Tables 4.4 and 4.5 show that majority of the respondents witnessed more than one form of violence. This demonstrates the seriousness and intensity of the conflict that occurred in the area. It also indicates that the violence was not conducted in secrecy and thus witnessed even by the children. For the children, the kind of violence that they witnessed was likely to influence the psychological and social effects they encountered. Some of the kinds of violence will have far-reaching consequences on the child than others.

The things witnessed and heard by children were likely to influence the way they reacted to the conflict and thus aggravate the psychological and social consequences. Therefore, after establishing the witnessed and heard events, the study further sought to identify the psychological and social effects of the violence of the children.

4.3.1.1 Social Effects of Violent Ethnic Conflict on Children
Violence usually affects the social lives of the victims and especially children who are still going through social, psychological and physical development. It also changes social structures, networks and relations, particularly for women and girls. Children's development is inextricably connected to the social and cultural influences that surround them, particularly the families and communities that are children's "life-support systems." In this study, the respondents were asked various questions about their social lives before and after the conflict of 2008. The social effects were divided into trust and friendship, feeling of security and feeling of revenge. On trust and friendship, the study sought to establish the prior and post conflict social networks and relationships with children from other communities in the study area. The 120 respondents who witnessed the conflict in 2008 were asked whether they had any friends from the other communities before 2008. The study established that 86.7 percent (104) of the respondents had friends from other communities before the conflict erupted in 2008. This suggests that majority of the respondents had formed social networks with children from other communities before the conflict. They genuinely and innocently interacted freely with others before the conflict.

However, the 104 respondents differed about whether they still had the same friends after the conflict of 2008. The study established that out of the 104 respondents who had friends before 2008, only 17.3 percent (18) had retained them after the violence. The remaining 82.7 percent (86) had lost their friendship after the violence. This suggests that violence disrupted the social networks that children in the affected communities had formed and developed before the violence. Out of the 104 respondents, 96.2 percent (100) reported that the violence had affected the way they related and interacted with other children from the other communities. This had caused majority of them to lose their friends during the violence in 2008.

FGDs and in-depth interviews alluded to this and reported that the violence that occurred in the study area had created deep animosity, hatred and mistrust between the dominant communities. The discussants observed that though the violence of 2008 initially started as political, it re-ignited the long-time animosity that had been there between the dominant communities and this had been ingrained in the children. This was made worse by the derogatory remarks and perceptions that the communities had about each other. After the violence, even parents could not approve of the inter-community friendship between their children.

To demonstrate the animosity between the dominant communities in the area, the respondents were asked about their trust and safety with other people from other communities. Out of the 120 respondent children who had witnessed violence in 2008, 92.5 percent (111) reported that they no longer trusted and felt safe with other people from other communities apart from their family members. In fact 96.7 percent (116) of the respondents reported that they did not trust members of the other communities after the violence. They were apprehensive of members of the other communities and could only trust members of their families.

The study also sought to establish the respondents' assessment of the security situation of the area. The 120 respondents who had witnessed violence were first asked whether they felt safe to live in the area given the frequency of the conflict (Figure 4.3).
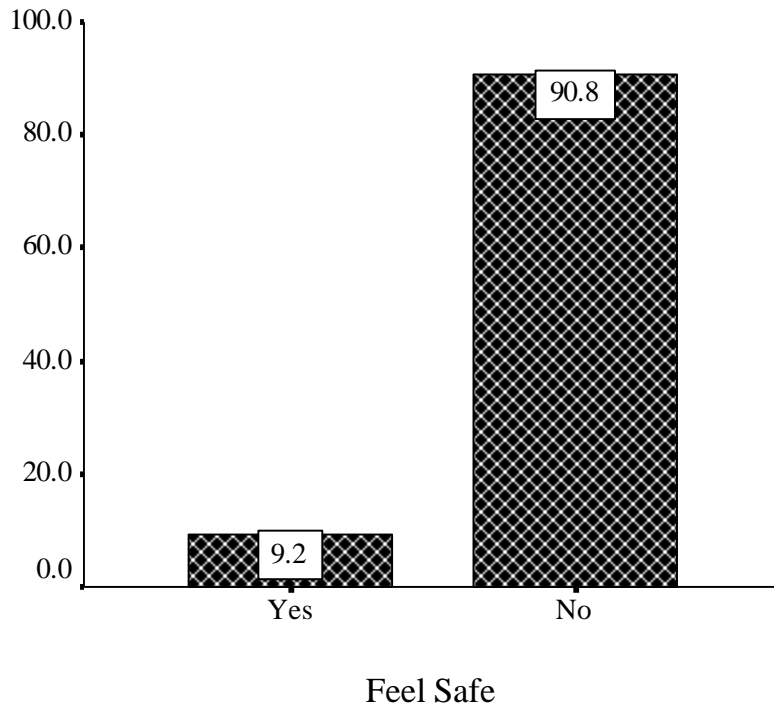
Figure 4.3: Respondents' Feeling Concerning Safety in the Area

Figure 4.3 show that 90.8 percent (109) of the respondents did not feel safe living in the area given the frequency of conflict and violence, while 9.2 percent felt safe. This suggests insecurity in the area and perception that the children had developed about the future. In connection with this, the respondents were asked to describe the security situation of the area and their homes as summarized in Figure 4.4.
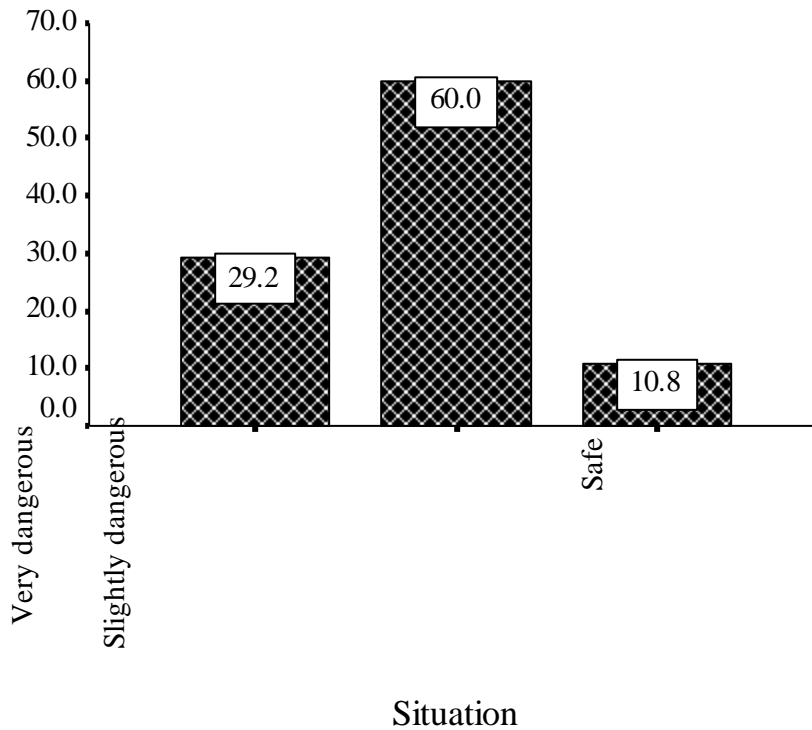
Figure 4.4: Assessment of the Security Situation in the Area

Figure 4.4 show that 89.2 percent of the respondents considered the area as dangerous due to the frequent and recurring conflicts and violence. The findings suggests that majority of the sampled children considered the area as unsafe for living due to the frequency of conflict and violence. In the same vein, the study sought to establish whether the respondents worried about what will happen to them and their families in future given the frequency of conflicts and violence in the area. The study established that 96.7 percent of the respondents who had witnessed violence in the area were worried about what would happen to them and their families in future given the frequency of violence. This suggests that majority of the respondents were not sure of the future security of themselves and their families.

The ramification of conflicts and violence in the area had made the respondents to develop feelings of revenge for the atrocities that they went through. This study sought to establish whether the respondents were ever contemplating on revenging for what had happened to them and their families. The 120 respondents were asked about their feeling during and after the violence as summarized in Figures 4.5a and 4.5b, respectively.
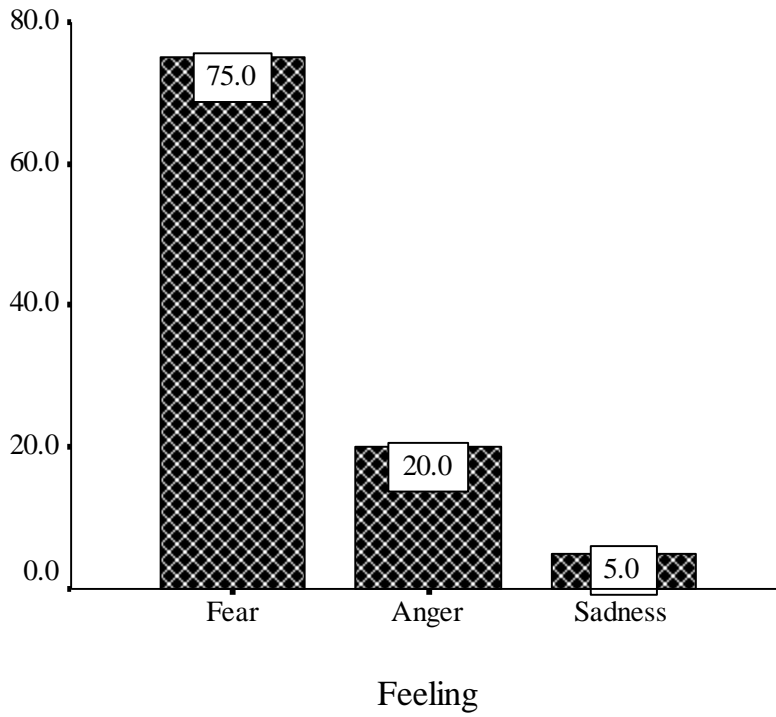
Figure 4.5a: Strongest Feeling during the Violence
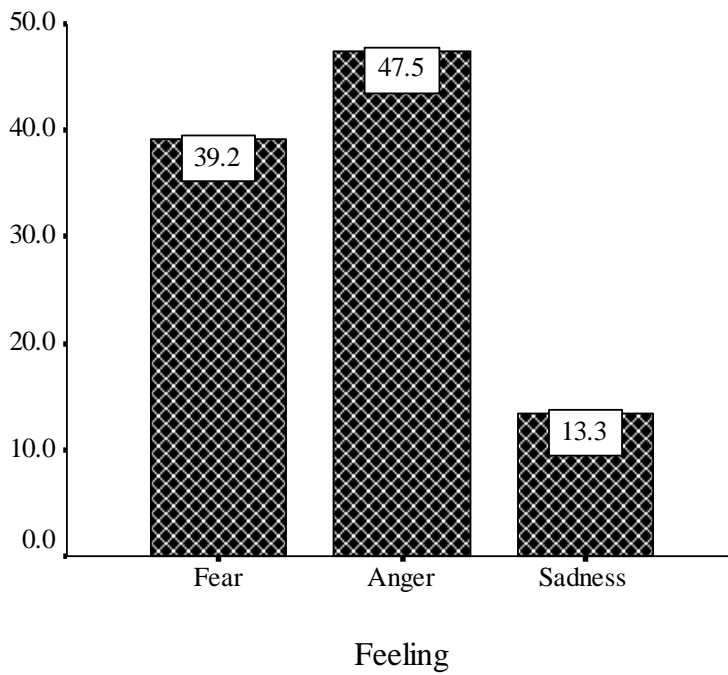
Figure 4.5b: Strongest Feeling after the Violence

Figure 4.5a shows that 75.0 percent of the respondents felt fear during the time of violence, 20.0 percent were angry while 5.0 percent were sad during the time of violence and conflict in the area in 2008. This suggests the high level of severity of the violence witnessed in the area. Figure 4.5b shows that 39.2 percent were fearful, 47.5 percent had anger and 36.1 percent were sad after the violence and conflict in the area in 2008.

Figures 4.5a and 4.5b suggest that the violence had created negative feelings among the respondents making them apprehensive of the security situation in the area. This kind of feeling was expected to influence the future actions and reactions of the respondents including a feeling of revenge. In the same vein, the 120 respondents were asked whether given a chance they would consider revenge for the persons who committed the atrocities to them and their families. Out of the 120 respondents, 47.5 percent (57) reported that given a chance they would consider revenging the person(s) who injured or killed family member or destroyed their properties. But when asked about forgiveness, 55.0 percent of the respondents were not willing while 38.3 percent were willing. This suggests that the effects of the violence had ingrained attitude of anger and revenge in the respondents.

The above findings on the social effects of violent conflict on children support previous studies such as UNITAR (2007) which observed that in the past decade alone, countless children have been forced to witness or even to take part in horrifying acts of violence, orphaned, sexually exploited and abused, abducted and recruited as soldiers, uprooted from their homes, separated from their families, and faced with heightened risk of disease and malnutrition. The disruption of food supplies, the destruction of crops and agricultural infrastructures, the disintegration of families and communities, the displacement of populations and the destruction of educational and health services and of water and sanitation systems, all take a heavy toll on children. U.N. (2006) added that children in approximately 50 countries grow up in the midst of armed conflict and its aftermath. In the 1990s alone, wars injured 6 million children or permanently disabled, killed two million, displaced nearly 30 million, and countless others forced to witness or even to take part in horrifying acts of violence.

4.3.1.2 Psychological Effects of Violent Ethnic Conflict on Children

After establishing the social effects, the study went further to assess the psychological effects of the violence among the respondent children. This was based on the fact that the long-term effects of the violence usually affect the psychological status of the victim. For children, the psychological effects are severe as a result of their age and stage of mental, social and physical development which influence their future associations, attitudes and behaviour. Various indicators of the psychological wellbeing of the children were used and their frequency of occurrence assessed. Responses to the 13 statements depicting the frequency of occurrence of the various indicators of psychological state of the children were measured on a four-point Likert scale ranging from 1 to 4 (where, 1 = never, 2 = sometimes, 3 = frequent and 4 = always). The higher the score, the higher was the frequency and magnitude of the specific aspect of the psychological effects on the children, and vice versa. Note that for each statement, a mean score (ranging from 1 to 4) was calculated and used in ranking the indicators and distinguish among them on the basis of their frequencies. Table 4.6 depicts the distribution of their responses.

Table 4.6 indicates that the respondents varied in their rating of the frequency of the various indicators of psychological state after the conflict and violence. They rated 8 out of the 13 indicators above a mean score of 2.00. The most frequent aspects included loud scream reminding of the violence, thinking a lot about the family loss, being nervous of the security situation, recalling of painful events, and flashbacks, memories and dreams of what happened. They were also easily angered or irritated at any slightest provocation, and developed fear of what was witnessed during the last violence. The remaining five out of the 13 indicators were rating below 2.00 indicating that they were less frequent. They included experiencing of nightmares of the horrific incidences; withdraw from others, having sleeplessness nights, problems in concentration, and contemplation of committing suicide. Regardless of the frequency of occurrence, the findings indicate that the respondents were affected psychologically by the conflict and violence that rocked the area.

Table 4.6: Frequency of Occurrence of Indicators of Psychological Effects among Children

Statement/indicator	Response (%)				Mean
	1	2	3	4	
Any loud scream reminds me of the violence period	9.2	10.8	3.3	76.7	3.48
I think a lot about what our family lost during the violence	4.2	18.3	10.8	66.7	3.40
I am very nervous of the security situation in this area	2.5	25.8	20.0	51.7	3.21
I recall painful events that happened during the violence	7.5	38.3	30.0	24.2	2.71
I encounter flashbacks of what happened during the violence	6.7	39.2	31.7	22.5	2.70
I have clear memories and dreams of what happened during the violence	3.3	57.5	24.2	15.0	2.51
I am easily angered or irritated at any slightest provocation	4.2	57.5	32.5	5.8	2.40
I have developed fear as a result of what I witnessed during the last violence	5.8	65.0	15.8	13.3	2.37
I experience nightmares of the horrific incidences of the violence	21.7	63.3	10.8	4.2	1.98
I withdraw from others and prefer being alone mostly	20.8	66.7	8.3	4.2	1.96
I spend sleeplessness nights as a result of what happened during the violence	26.7	66.7	5.0	1.7	1.82
I have problems concentration in class since the last violence in this area	60.0	35.8	0.0	4.2	1.48
I contemplate committing suicide to avoid experiencing violence in this area again	87.5	8.3	0.8	3.3	1.20

n=120

These findings confirm earlier studies such as Ager (1996), Tanya (2000) and Allred (2000) who observed that psycho-social concerns are intrinsic to child development. Such children experience traumatic events and may suffer from increased anxiety, have nightmares or trouble sleeping. They may cease playing and laughing, lose their appetites and withdraw from contact.

Younger children may have difficulty concentrating in school. Older children and adolescents may become anxious or depressed, feel hopeless about the future or develop aggressive behaviour. Seymour (2003) has noted that the psychological effects have long-term devastating effects on the victims, as most of them are left traumatized, isolated or forced into destitution. The common psycho-social impacts include high levels of aggression, anger, hostility, oppositional behaviour, and disobedience; fear, anxiety, withdrawal, and depression; poor peer, sibling, and social relationships; and low self-esteem.

The overall psychological wellbeing of the affected child was determined by the interaction and cumulative frequency of all the above indicators. Thus, the ratings of each indicator were scored on a scale of 1, indicating least frequency (never occurred), to 4, indicating highest frequency (always occurred). The individual indicator scores were summed up to form a psychological effect index score for each respondent. The index score varied between 13, indicating the least psychological effects (none of the indicators occurred), and 52, indicating the highest psychological effects (all indicators occurred). The higher the score, the higher was the psychological effects among the respondent children, and vice versa. The index score was later collapsed into four ordinal categories in order to differentiate between the magnitudes of the psychological effects among the respondents. This included a score of 13 (no psychological effect), 14-26 (less psychological effect), 27-39 (average psychological effect) and 40-52 (more psychological effect). Table 4.7 depicts the magnitude of the psychological effects among children.

Table 4.7: Magnitude of Psychological Effects among Children

Magnitude	Frequency	Percent
No	0	0.0
Less	11	9.2
Average	109	90.8
More	0	0.0
Total	120	100.0

Table 4.7 indicates that 90.8 percent of the respondents experienced moderate psychological effects as a result of the violence that occurred in the area. The remaining 9.2 percent experienced less psychological effect. This confirms the fact that violent ethnic conflict affects

children psychologically. However, the magnitude of the effects varied from one child to another depending on the unique circumstances that one faced.

From the above discussion, children's well being and development depend very much on the security of family relationships and a predictable environment. Conflict and violence destroys homes, splinters communities and breaks down trust among people - undermining the very foundation of children's lives. The social fabric of society tends to be targeted increasingly in warfare: schools and health posts, as well as teachers, health workers and community leaders. In all violent conflicts, social services and facilities are starved of funds, which go to armies and armaments; and so children are deprived of education and health care essential to their well being and development. This violates their rights under the Convention on the Rights of the Child. When children have been exposed to traumatic or psychologically wounding events, all kinds of stress reactions will be apparent - a normal reaction to abnormally distressing events. Some children may withdraw from contact, stop playing and laughing, or become obsessed with stereotyped war games, while others will dwell on feelings of guilt, or fantasies of revenge and continual preoccupation with their role in past events. In a few cases, depression sets in and may even lead to suicide. Other reactions include aggressiveness, changes in temperament, nightmares, eating disturbances, learning problems, repeated fainting, vague aches and pains, loss of speech and of bladder and bowel control, and clinging to (or withdrawal from) adults. In most cases, such stress reactions disappear over time. Long-term effects are likely to have their roots in loss of the child's close emotional relationships and the events surrounding that loss. Research has shown that the psychological and social effects suffered by one generation in many ways affect the next generation, partly through the parenting role (Volkan, 2000). Most children are affected at first through a breakdown in civil society: no school, no services, shortages, danger, fear and orphanhood. Another frequent scenario is that the home is attacked and children witness the death of one or more family members or become separated from their parents. A sense of helplessness and hopelessness lives with many of them.

The above findings support previous studies such as Seymour (2003) which observed that people constantly exposed to violence and deteriorating social conditions, become emotionally insensitive and gradually losing their respect for the values of life. The "culture of violence" transforms people to believe that aggressive attitudes and violent behaviour are normal and

acceptable in an environment where violence is viewed as an acceptable way to get and maintain power and to solve problems. Therefore, psychological distress and mental disorders are closely connected with political violence. They develop symptoms of traumatic stress, depression, anxiety and aggressive feelings and it can lead to a vicious cycle of further violence.

4.3.2 Psycho-Social Effects of Violent Ethnic Conflict on Women

In addition to children, the study also sought to establish the psycho-social effects of ethnic conflicts experienced by women in Njoro District. This was based on the fact that women, like children, bear disproportionately the consequences of conflicts and violence. Moreover, they endure lifelong social and psychological traumas. Women invariably have to bear greater responsibility for their children and their families - and often the wider community - when the men in the family have gone.

All the sampled 102 women reported that they were aware of the ethnic conflicts in the study area. When asked about the last conflict witnessed in the area, 90.2 percent (92) reported the year 2008 while 9.8 percent (10) cited 2007. The years 2007 and 2008 coincided with the last post-election violence that occurred in the country. Though the violence was political, it pitted the rival communities in the area and resurrected previous animosity and enmity among them. When asked whether their families were affected in anyway by the numerous conflicts in the study area, 94.1 percent (96) reported affirmatively while 5.9 percent (6) did not. However, the 96 respondents whose families were affected by the conflicts varied in the manner in which this happened as illustrated in Table 4.8.

Table 4.8: Effects of Conflicts on Sampled Families

Effects	Frequency (n=96)	Percentage
Some family members maimed/injured	62	64.6
Displacement	57	59.4
Lost other properties	52	54.2
Lost livestock	35	36.5
Some family members killed	27	28.1
Some family members raped	26	27.1

n = 96

Table 4.8 indicates that the families were affected differently by the conflicts and violence. The most common effects were maiming or injury of some family members, displacement and loss of other properties. The other effects were loss of livestock, killing and raping of some family members. This suggests that conflicts and violence in the study area had wider ramifications on various aspects of the communities and families. The 102 respondents were asked whether there were any warning signs in the last conflict which took place in the study area (Figure 4.6).
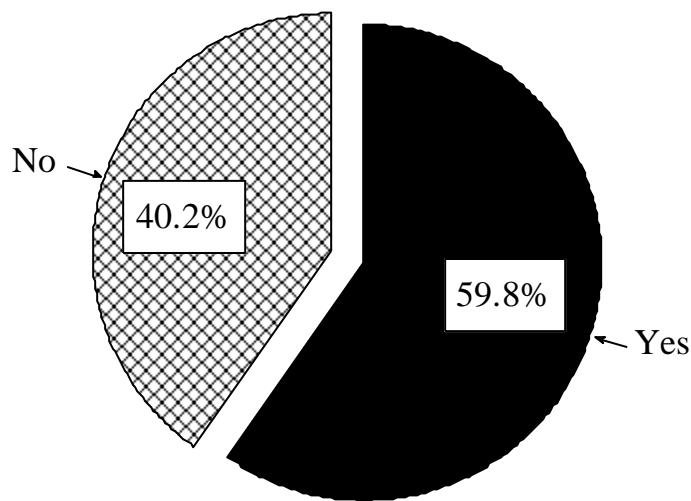
Figure 4.6: Warning Signs before the last Conflict Occurred

Figure 4.6 indicates that 59.8 percent (61) of the respondents were aware of warning signs before the conflict. Such families either sought refuge or prepared to deal with the consequences of the conflict. Discussants in the FGDs and in-depth interviews indicated that during the election campaigns prior to the violence, there were rumours from the two antagonistic communities about impending conflict. The two dominant communities were aligned to the opposing political parties that contested the general election. The warning signs made some families to arm themselves and prepare for the violence while other reported to the provincial administration for help. In-depth interview with the Provincial Administration representatives in the area reported that during the election campaigns, there were rising tension, threats, intimidations and increased

livestock theft in the area. The remaining 40.2 percent (41) were not aware of any such warning and thus the conflict and associated violence were abrupt ambush to get the enemy unaware. From the FGDs, it was observed that apart from the contested elections, there were no other warning signs that the two dominant communities could resort to violence.

As a result of the recurrence of conflicts between the two dominant communities in the area, the study sought to establish whether there were any possibilities of ever resolving them. In all FGDs, in-depth interviews and questionnaires, the respondents differed in their responses with some doubting it, while others were positive about it. Those who doubted any possibility of ever resolving the conflict observed that the underlying causes of the conflicts had never been addressed. This always caused tension in the community. They also observed that there was laxity in government interventions, entrenched mistrust between the two communities, different political inclination and land ownership. In support of this position, one of the discussant reported that "until when the other community will get out of our ancestral land and compensate us, there shall be no peace between the two communities. How will you feel if someone forcefully comes to evict from your home and demand that you sit down and talk with a possibility of agreeing on sharing the house? This will never happen". Another one added "my neighbours will have to convince me how I influenced the results of the general election to warrant what I went through". The respondents who were positive about resolution observed that this could only be achieved if people could realize the need for peace; government could be firm and committed; there is genuine dialogue between the communities; avoid political interference; and effective solution to the land ownership dispute.

After establishing the context and nature of conflict, the study went further to examine the psycho-social effects on women. FGDs and in-depth interviews showed that women's experience of violent conflict was multi-faceted: it meant separation, loss of relatives, physical and economic insecurity, an increased risk of sexual violence, wounding, deprivation and even death. Most of the women respondents reported that after the conflict, they were left homeless, landless, destitute, injured, dead, abused, to mention but a few of the atrocities resulting from the violence. One of the discussants said, "I had never ever contemplated sleeping in a polythene paper in an open field (IDP camps). This is an experience that I shall never forget in my life regardless of the

relative calm at the moment". The immediate and real consequence was felt most at personal and family level.

In time of conflict, there was loss of security in the area and as a consequence, indiscriminate loss of human life. Many people sustained physical injuries and others were traumatized. The state of insecurity interfered with the day-to-day socioeconomic and political undertakings within the area. The study indicated that women endured enormous psychological suffering because of the conflict and violence. Many women experienced emotional responses including depression, withdrawal, excitability, flashbacks, intense fear, feelings of helplessness, loss of control, loss of connection and meaning, generalized anxiety, and specific fears. Majority were severely depressed or anxious, while others displayed symptoms of post-traumatic stress disorder. The conflict and violence perpetuated depression due to restricted movement, access to employment and education opportunities, and caused isolation, financial hardship and fear. In one of the interviews, a woman reported, "As an individual I was distressed by the happenings. I also encountered fear of being attacked at night by youth from the rival community. There was deep hatred even at the workplaces between members of the two communities. There was a lot of suspicion and mistrust. My children were traumatized by the violence to the extent that they were reluctant to attend school. They feared any stranger coming their way".

Others were reported to be chronically fatigued and unable to sleep, had nightmares or eating disorders or became isolated and withdrawn. The traumatized women underwent "psycho-social degeneration", in which they lost their sense of basic trust or faith, in their society or the wider world. The respondents also reported that living in constant fear denied their children normal developmental transitions and the sense of basic trust and security that was the foundation of healthy emotional development. The respondents reported that their feelings of rage and revenge often oscillated with feelings of helplessness, humiliation, and victimization. The sense of shame, humiliation, and helplessness became internalized, and complicated the already-existing survivors' guilt.

The brutalities of the conflict - extreme violence, cruelty, separation from loved ones, sexual abuse, forced migration, and starvation - had left undeniable marks on both women's and men's psyches. In-depth interviews and FGDs showed that a significant number of women were traumatized by the conflict. Women stated that they experienced high levels of stress and anxiety in their daily lives resulting from insecurity in the area. They reported typical signs of trauma, including depression, listlessness, chronic fatigue, anguish, psychological disabilities, and recurrent recollections of traumatic incidents. One respondent reported said, "I always remember the events of January 31st of 2008 as it they were happening right now. I experience nightmares resulting from the cries that rented the air that fateful day. At times, I dream as if the events were repeating themselves now." These symptoms are commonly associated with post-traumatic stress disorder (PTSD). Although there is semblance of peace and security in the area, many conditions that contributed to trauma - such as physical and psychological insecurity, separation from loved ones, and threats of violence - tend to persist for some time. Despite severe emotional trauma, the discussants noted that women had demonstrated remarkable resilience and courage in surviving. Most of these women continued performing their normal responsibilities, possibly because they had few alternatives.

The social consequences of the conflicts were enormous and could not be easily quantified, especially the psycho-social ones. The immediate and real consequences were felt most at personal and family level. However, women suffered in ways specific to their gender, but this varied due to different needs, vulnerabilities and coping mechanisms. Among the 102 women interviewed using structured questionnaires, 60 percent of them reported considering suicide, and 16 percent reported having attempted to commit suicide. Discussants in the women FGDs reported that the fear of violence and sexual abuse during the time of violence often prevented their free movement and restricted their social and economic activities. The continuing animosity and distrust between the two dominant communities compounded the problem of physical security in the area. One discussant reported that "we have coined derogative names for our 'enemy' community which resurface every time there is tension between the two communities. It is these names that indicate the mistrust and tension between us".

Conflicts profoundly affected the family, often increasing the household burdens of women. This led to the growth of households headed by single women as some of the men on the frontline of the violence were killed, disabled or imprisoned. This was especially the case in the 2008 post-election violence. The burden of raising orphans and abandoned children (unaccompanied children) often fell on extended families or even neighbours, with women shouldering most of the responsibilities. Women typically assumed greater economic responsibilities in the face of growing poverty and hardships during and after conflict. These additional responsibilities, however, did not necessarily result in a corresponding decline in their household chores. The study established that the situation was worse for families of mixed ethnic makeup. The mistrust and animosity between the community of the wife and that of the husband at times spilled to the family level. According to the field information, there were cases of breakdown of marriage and family life. Inter-ethnic marriage between the fighting communities was viewed with fear and suspicion. This was one of the far-reaching social consequences of the violence which also created mistrust, prejudice and psychological trauma characterized by mental anguish and general apathy, among others. This emerging negative tendency contradicts the view that the conflicting ethnic communities had co-existed and inter-married for several decades.

Available evidence demonstrates that during the time of the conflict, most women suffered from physical insecurity. They lived in terror. During the early phase of the post-conflict situation, the immediate effects of the conflict such as the number of people injured or maimed posed a serious threat to the life and property of innocent people, particularly in the interior areas. In addition, law and order often deteriorated. The social disorganization and erosion of the authority of traditional institutions of social control, coupled with abject poverty, contributed to an increase in the incidence of crime and delinquency. The area had a large number of unemployed young people who were easily socialized to violence and brutality during the conflict. These young people often formed gangs, particularly in rural areas, and posed a constant threat to the security of women and children. Consequently, women felt trapped in their homes. For example, women reported that they were afraid to go to their farms or collect firewood for cooking in many parts of study area during the time of conflict. The long-standing and continued animosity and distrust between the two dominant communities in the area compounded the problem of physical

security. In the FGD, it was reported that conflicts had shattered the strong local friendship networks in the community that had previously provided women emotional and social security.

The respondents in the in-depth interviews and FGDs observed that closely related to psychological trauma was the problem of sexual abuse and exploitation of women during and even after conflict. During the conflict, the militia and belligerent groups violated women as a tool of warfare. There were a few cases of reported rape believed to be an essential part of ethnic cleansing. Some women were reportedly raped in the presence of their spouses, parents, or other family members to humiliate and terrorize members of opposing community.

All discussants observed that the conflict in 2008 profoundly affected the family, often increasing the household burdens of women. For one thing, it led to the growth of households headed by single women as a number of men were killed or disabled in the violence. In such households, the traditional division of labour between men and women was blurred, with women assuming traditionally male roles. Most important, they had to feed and support their families single-handedly. The growth in the number of orphans and unaccompanied children also added to their burden. Many children lost their parents during conflict; others were separated from their families during the conflict and forced migration. Still other parents abandoned their children because of severe economic or psychological stress. The burden of raising these children often fell on extended families or even neighbours, with women shouldering most of the responsibilities. Women have typically assumed greater economic responsibilities in the face of growing poverty and hardships during and after conflict. These additional responsibilities, however, did not necessarily result in a corresponding decline in their household chores.

4.4 Differences in the Psycho-Social Effects Experienced by Women and Children

The second objective aimed to establish differences in the psycho-social effects of conflicts experienced by women and children in Njoro District. The objective was based on the fact that although women and children were disproportionately affected by conflict, their levels of vulnerability differ leading to difference in magnitude of the effects. From the findings in objective one about the psycho-social effects of conflict on women and children, it was observed that the two groups not only suffered from the direct consequences of violent conflicts, they were

also indirectly affected by displacement, loss of relatives and the trauma associated with witnessing acts of violence. However, the two groups experienced slightly different forms of effects. Although women and girls differed in terms of the specific psycho-social effects, they experienced more similar effects compared to young boys. This was due to the gender differences in the effects of violent conflicts. While the entire community suffered the consequences of violent conflict, women and girls were particularly affected because of their status in society and their sex. Women do not enjoy equal status with men in our traditional societies. Where cultures of violence and discrimination against women and girls existed prior to conflict, they were exacerbated during conflict. Women and girls were often viewed as bearers of cultural identity and thus become prime targets. Gender-based violence had increasingly become weapons of warfare and was one of the defining characteristics of contemporary violent conflict.

In a discussion with officials from the Humanitarian Organization (Red Cross and ActionAid), it was reported that a child's personal and family history, character, temperament and personality had an influence on the impact of traumatic experiences and her ability to deal with them. However, this varied from one individual to another. The officials observed that the age of the children influenced their differences in experience and reaction to psycho-social effects of violent conflict. Age differences between mothers and children affected their capacity to understand and interpret their experiences of the violence. It was reported that children under six years of age, who were totally dependent on adults, had greater difficulty in overcoming traumatizing events, especially in cases where the adult who took care of them was absent. FGD with women indicated that during the conflict, some mothers abandoned their children while running for safety as mothers and children primary targets due to their vulnerability. In other cases, the parents were either maimed or killed, leaving behind the young children. Some of the children witnessed these acts and were very much affected and traumatized. This was because the children had a very limited tolerance to fear and sadness, and their cognitive immaturity constitutes an obstacle to finding a way of dealing with these experiences. Among young children's most common reactions are apathy, gloom, anxiety, fearfulness, irritability, functional disturbances, loss of appetite and the desire to play, sleeping problems, nightmares, etc. Some of these effects were still evident in the children four years after the violence.

The officials from the Humanitarian Organizations reported that children between 6 and 12 years of age had a substantial capacity to come to terms with trauma. Play, fantasy and imagination helped them to understand certain tragic events and to deal with them. The psychological changes in these years tend to take the form of mental problems (concentration, memory, learning difficulties, etc.) and psycho-social disturbances (behavioural changes, loss of spontaneity, passivity, depressive or aggressive behaviour, etc.). All the women respondents reported that they had noted a decline in academic performance of their children after the conflict. Some of their children have difficulties in concentrating in schools especially when they are to share classroom with their peers whom they consider as "enemies".

For the children in age bracket of 12 years and above (the study targeted 15-18 years who were 12-15 years at the time of violence), it was observed that their stage in life (adolescence) meant that they were confronting a phase in their lives in which they experienced many physical and emotional changes. They had sufficient maturity to understand situations and events and their consequences. Fantasy and imagination were more difficult to draw on at this age to overcome traumatic experiences, and adolescents often become pessimistic and self-destructive. The officials from the Humanitarian Organization added that the major part of the problems seen in adolescents was due to the grave changes produced by violent conflict at the individual, family and social levels. At the individual level, the events experienced in such situations interfered with the development process of the adolescent's personality and identity in the course of maturation to adulthood. At the family level, the loss of family members or separation from them meant that the adolescents lacked a model with whom they could identify. At the social level, the disintegration of social structures and the loss of confidence in people could cause the child to question moral and cultural values to the point of no longer being able to distinguish between right and wrong. Added to this, it was reported that the energy and ideals characteristic of youth was frustrated by the problems faced in times of the conflict. Furthermore, adolescents, and particularly girls, were exposed to a greater risk of sexual abuse and violence.

In consequence of all these circumstances, many children of this age, especially when they have had profoundly disturbing experiences, cannot think of the future, have a very pessimistic vision of their lives and often suffer from severe depression which can even mean that they no longer

desire to go on living. Their reactions are similar to those of adults, but with certain differences. Manifestations of aggressiveness and delinquency were more frequent among adolescents, and, as a reaction to depression, the abuse of drugs, alcohol and other substances, as well as a suicidal tendency, were also more common than among adults.

However, the officials from the humanitarian organizations noted that gender difference was a further determining factor for the degree to which traumatic events affected the psycho-social development of children. First, it was reported that girls were more vulnerable to sexual abuse and violence than boys. A number of circumstances increased this risk, such as internal displacement, a refugee situation, homes headed by adolescent girls, their participation in hostilities, among others. The social values that protect girls and women in peacetime disappeared in situations of violent conflict, child prostitution increased in the neighbouring urban areas of Njoro, Molo and Elburgon.

From Table 4.6, out of the 12.5 percent (15) of the children respondents, who contemplated committing suicide to avoid experiencing violence again, 80 percent (12) of them were girls. Thus girls were more prone to suicide (80 percent), in contrast with the adult population where women constitute 24 percent. A number of factors explained these findings. In the first place, the experiences suffered by girls were more traumatizing than in the case of boys. The consequences of sexual violence and abuse included: contraction of sexually-transmitted diseases, pregnancy, early marriage, and interruption of education. The psychological effects included shock and loss of dignity, which in many cases gave rise to depression and abandonment of the family home, while for some the humiliation and shame led them to commit suicide. Secondly, girls tend to be more dependent on the family than boys, so that its disintegration as the result of violent conflict, the loss or death of parents and other loved ones, had major repercussions on their psychological and emotional development.

Information from the FGDs shows that the psycho-social effects of the violent conflict were also different according to the family context. A crucial factor for the negative impact on the psycho-social development of children was the separation from their parents or witnessing their death. Stability and good relations between the child and his/her parents and others protect him/her

against the negative effects of traumatic events, especially when the parents can maintain their roles in this respect. While the feeling of being surrounded by affection and understanding, and parental help and support, cannot prevent the events experienced by the child from causing suffering, it does provide a solid resource with which to confront such experiences and deal with them. The family unit also had repercussions on the psychological well-being of the child and as such helped him/her to overcome difficulties.

Discussions from FGDs and in-depth interviews indicated that women and girls suffered disproportionately from violent conflict. They suffered not only from the by-products of the violence, but were also targeted as a strategy of the violence. Rape and sexual violence were recognized as instruments of the violence, designed to weaken families and break down the social fabric of communities and societies. Although in rare cases men and boys could have experienced sexual molestation during that violence period, women and girls were the primary targets and victims of this gender-based violence. The literature on sexual violence in violent conflict indicates that rape and violence against women and girls prior to, during and after conflict is extensive in scope and magnitude throughout the world. Sexual violence, particularly rape, was often used as a weapon of war to destabilize families, groups and communities; to instill fear in populations in order to dampen resistance and/or incite flight; as a form of punishment and torture; and to affirm aggression. The destabilization of families and communities can contribute to other forms of violence, including domestic violence.

In-depth interviews with women reported that in some cases women and girls played multiple roles during conflict. They were not only victims of violence, but also active participants in the violence, directly as combatants, or indirectly, by facilitating violence through fundraising or inciting their male relatives to commit acts of violence. Women also often become heads of households during conflict; women and girls learn new skills and contribute to peacemaking and rebuilding local economies and communities. These changes in gender relations, however, were usually short-lived and societies resort back to traditional gender roles after conflict. However, when asked about the gender participation in post-conflict intervention mechanisms, it was observed women were sidelined from formal conflict resolution and peace building processes, and post-conflict recovery programmes often overlooked women's security needs. This had

compromised the inclusiveness and sustainability of peace building efforts. Reintegration programmes should take gender dynamics into consideration.

4.5 Conflict Resolution Mechanisms

The third objective sought to assess the conflict resolution mechanisms put in place by the government and non-governmental organizations to address the psycho-social effects of conflicts experienced by women and children in Njoro District. The objective was based on the fact that in many conflicts, those concerned with the plight of the victims often focus primarily on their physical vulnerability and ignore the severe psycho-social effects. These psycho-social effects have long-term effects on the victims which need to be addressed and prioritized for a true and sustained peace to be realized. Psycho-social healing, while not the only instrument that can be used to promote social reconstruction in a post-conflict society can make an important contribution to this task. Therefore, for a comprehensive understanding of conflict and conflict management, the psycho-social effects must be addressed to complement the usual political and economic analyses. As a result of the difference in the levels of vulnerability, the study assessed the conflict resolution mechanisms that had targeted children and those that targeted women and the entire community separately.

4.5.1 Conflict Resolution Mechanisms to Address Psycho-Social Effects on Children

Violent conflict affects all aspects of a child development - physical, mental and emotional. Such effects accumulate and interact with each other. To be effective, assistance must take account of each. Children's well-being is best ensured through family and community-based solutions that draw on local culture and an understanding of child development. Article 39 of the Convention on the Rights of the Child states that "States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or violent conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child" (UN, 1989). Ensuring that health and nutrition, psycho-social well-being and education are priority components of humanitarian assistance was the best way to ensure children's physical and psychological recovery and social reintegration.

Historically, those concerned with the situation of children during violent conflict have focused primarily on their physical vulnerability. But the loss, grief and fear a child has experienced must also be taken into account. For increasing numbers of children affected by conflict, childhood had become a nightmare. In the study area, violent conflict had destroyed homes, separated families, splintered communities, broke down trust among people and disrupted health and education services, while undermining the very foundation of children's lives. The psycho-social concerns intrinsic to child development must be taken into account. Seeing their parents or other important adults in their lives as vulnerable was reported to severely undermine children's confidence and add to their sense of fear. As bad as these experiences were, many children had witnessed their parents' torture, murder or rape, and had been threatened with death themselves. When children had experienced traumatic or other events in times of violence, they suffered from increased anxiety about being separated from their families, or they had nightmares or trouble sleeping. They ceased playing and laughing, lose their appetites and withdraw from contact. Younger children had difficulty concentrating in school. Older children and adolescents became anxious or depressed, felt hopeless about the future or develop aggressive behaviour.

In a discussion with the officials from the humanitarian organizations, it was observed that they were encouraging supportive caregivers and secure communities to enable children achieve a sense of healing after the violence. It was noted that helping the affected children to build on their own strengths and resilience, in collaboration with trusted caregivers, was an important strategy in the process of healing. Humanitarian Organizations in the area were integrating modern knowledge of child development and child rights with local concepts and practices and this had resulted in more effective and sustainable ways to meet children's needs. Although many symptoms of distress had universal characteristics, the ways in which people express, embody and give meaning to their distress were largely dependent on social, cultural and political contexts and were based on different belief systems. All phases of emergency and reconstruction assistance programmes took psycho-social considerations into account, while avoiding the development of separate mental health programmes. Such programmes gave priority to preventing further traumatic experiences, such as preventing family separation, undertaking practical measures to prevent gender-based violence, and avoiding the isolation and stigmatization that can result from institutionalization.

The starting point was in exploring a child's experience of violence and displacement and the meaning it holds in the child life is important to the process of healing and recovery. The organizations were doing this in a stable, supportive environment with participation of caregivers who had a solid and continuing relationship with the child. The process of choosing the caregiver entailed careful consideration of ethical issues and confidentiality. The 120 children respondents were asked whether anyone had offered any assistance to them to address the effects of the conflict and violence in the area. The study established that 50.8 percent (61) of the respondents had received assistance to address the psycho-social effects, while 49.2 percent (59) had not. This suggests that at least a half of the affected children received some form of assistance in one way or another to address the negative effects of the conflict and violence in the study area. However, the 61 respondents varied in the kind of assistance that they received as illustrated in Table 4.9.

Table 4.9: Type of Assistance given to Children Affected by Violent Conflict

Assistance	Frequency (n=61)	Percentage
Guidance and counselling (talking to us to understand our needs)	46	75.4
Encouraging us to work hard in school for a better future	45	73.8
Encouraging us to work in groups regardless of our ethnic communities	14	23.0
Link orphaned children in schools to sponsors	13	21.3

Table 4.9 shows that majority of the affected children received assistance from guidance and counselling (talking to us to understand our needs), and encouragement to work hard in school for a better future. Few of them were encouraged to work in groups regardless of their ethnic communities, and linked orphaned children in schools to sponsors. These forms of assistance are aimed at psycho-social healing of the victims so as to regain psychological and social well-being.

The respondents added that the guidance and counselling was mainly conducted in schools and churches. Schools were used since education has a crucial preventive and rehabilitative part to play in fulfilling the needs and rights of children in conflict and post-conflict situations. Education also serves much broader functions. It gives shape and structure to children's lives and can instill community values, promote justice and respect for human rights and enhance peace,

stability and interdependence. Unfortunately, not even schools were safe from attack during times of the violent conflict. Therefore, guidance and counselling as a psycho-social approach addressed both the psychological and the social aspects of children's lives. Conflict and violence affected children's well-being and development, directly or indirectly. During conflict and other violence, children were at high risk of either losing their loved ones to death or being separated from them. Many children witnessed violence or themselves suffered violence or abuse. Psycho-social programmes aimed to strengthen children's resilience and alleviate their suffering by increasing the level of trust, playfulness and tolerance among them. The school-based guidance and counselling approach was important to involve not only parents but also teachers in the programmes. School was a very important part of a child's environment. Combining the community-based approach with the school-based approach was very useful: it made possible broader coverage of children's protective environment. It was essential to take a holistic approach, one that includes education.

In an in-depth interview with an official of one of the humanitarian organizations, it was observed that the recognition of the suffering caused by psychological wounds, and how it affected not only individual well-being but also that of society as a whole had brought about a wave of psycho-social programs for the affected children. When asked about the effectiveness of the conflict resolution programs offered, it was reported that an efficient psycho-social program combined rights perspective with knowledge in child development and psychology, culture, history, traditions and political realities where the program is to take place, as well as consequences of different aid methods and techniques.

The official observed that for sustainability of their intervention programs, they had adopted a community-based approach that encourages self-help and builds on local culture, realities and perceptions of child development. For the interventions to be effective and appropriate, those who make them need to take account of the situation and the people involved. This meant having knowledge and experience of local history, culture, traditions, ways of life and local power structures. In summary, the official reported that after securing peace in an area, the essential steps in the healing process included re-building trust in others; re-establishing self-esteem; and developing a positive sense of identity and direction. Children who had been continually exposed to violence often expressed a significant change in their beliefs and attitudes, including a

fundamental loss of trust in others (especially if they have been attacked or abused by people previously considered neighbours or friends). The organization encouraged rebuilding the ability to trust by everyone, but especially for those closest to children in their daily life. They should be assisted to develop self-esteem in a caring environment. The organization was also involving parents and caregivers of the affected children in the psycho-social programs. It was reported that it was vital that parents or caregivers, and other community members, were involved as much as possible in psycho-social activities. Their involvement provided children with an external resource, and also increases opportunities for adults to provide support for one another.

While supporting intervention measures in addressing psycho-social effects of conflict, previous studies such as UNICEF (1996) recommend that the therapeutic strategies employed need to be as diverse as the cultures within which one is operating. It is often wrong to wholesomely import models of care developed elsewhere and assume that they can be universally applied in all similar situations. Modern knowledge and strategies should be integrated with local concepts and practices so as to achieve more effective and sustainable ways in meeting the psychological needs of the victims. Although many symptoms of psychological problems have universal characteristics, the ways in which people express, embody and give meaning to their distress are largely dependent on social, cultural and political contexts and are based on different belief systems. Such programmes should also give priority to preventing further traumatic experiences, such as preventing family separation, undertaking practical measures to prevent gender-based violence, and avoiding the isolation and stigmatization that can result from institutionalization.

According to Montiel (2000) added that therapeutic strategies are useful in understanding and healing the inner world of individuals traumatized by violence and armed conflicts. They describe a process of coming to terms with the wide range of emotionally traumatic events that most children face in emergency situations. Each individual goes through this process in his or her own unique way depending on multiple factors, including the nature of the victim's family environment, peer relationships, age, previous experiences and family and peer group reactions. The programmes support the child's cognitive, emotional and social development holistically, and strengthen the social support systems. Emphasis is placed on strengthening social environments that nurture healthy psycho-social development at various levels, with the family

and community. At all levels, psycho-social programming must keep in mind the best interests of the victim of the conflict. However, the psychological impacts are always rarely identified and addressed.

4.5.2 Conflict Resolution Mechanisms to Address Psycho-social Effects on Women

Conflicts have psychological, social, physical and economic effects on women. The psychological damage will not be repaired without a real solution to these unfavourable situations, and this explains why women must take part in the post conflict reconstructions after the conflict. The 102 women respondents were asked whether anyone had offered any assistance to them to address the effects of the conflict and violence in the area. It was established that 68.6 percent (70) of the 102 respondents had received assistance to address the psycho-social effects, while 31.4 percent (32) had not. This suggests that majority of the affected women received some form of assistance in one way or another to address the negative effects of the conflict and violence in the study area. However, the 70 respondents varied in the kind of assistance that they received as illustrated in Table 4.10.

Table 4.10: Assistance to Women Affected by the Conflict and Violence

Assistance	Frequency (n=70)	Percentage
Community reconciliation	70	100.0
Conflict management	56	80.0
Integrate conflict management in existing societal functions	42	60.0

Table 4.10 shows that all the affected women who received assistance participated in community reconciliation efforts. Other assistance included conflict management and integration action in existing societal functions. In an interview with officials from humanitarian organizations, the above form of assistance fell within the realm of post conflict social reconstruction. Social reconstruction was a strand of humanitarian activity that complemented physical reconstruction and political reconstruction. It sought to gradually rebuild the intangible but crucial fabric of human interactions that allowed a society to function, while also meeting the immediate psycho-social needs of a society that had been ravaged by violence. A key component of social reconstruction was community reconciliation, a process involving the restoration of trust and hope within a community, a rise in cooperative behaviour, and the development of shared values

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and expectations. Obviously the best way to ensure social recovery was to stop the conflict altogether. The introduction of processes favouring conflict reduction, resolution and if possible, reconciliation into rehabilitation programmes and donor policy was a positive step in this direction.

All the women respondents in the questionnaires, in-depth interview and FGDs observed that the government, religious groups and NGOs played a critical role in reconciling the two communities after the violence of 2008. They added that although the process of reconciliation was slow at the initial stages as a result of deeper mistrust and animosity, continued persistence by the various stakeholders had made it possible for the communities to reconcile. From the ensuing reconciliation meetings, the two groups were able to realize their mistakes and come up with peace recommendations. However, some discussants in the FGDs added that their efforts are more likely to be eroded as the country approaches the next general election.

Another key component was conflict management, a set of processes that allow conflicts to be managed productively and nonviolently. Conflict management included processes that promoted dialogue, cooperation, problem-solving and reconciliation, with the objective of preventing the escalation of conflict and promoting its de-escalation. The respondents also observed that various stakeholders, internal and external, had assisted the two dominant communities to solve their differences and declare to de-escalate the conflict. The two processes, conflict reconciliation and management, were necessary for social reconstruction and all other areas of productive human activity.

The other prominent assistance was integration of conflict management in existing societal functions. The respondents observed that from the conflict reconciliation meetings, the two communities declared and committed themselves to integrating conflict management in their societal functions. Members of the two communities were encouraged to continuously created awareness of the need for peace and security in all the social functions that they attend in the area. Integrated action seeks to integrate conflict management with existing societal functions such as social events, health care and education, providing an effective, sustainable way to incorporate conflict-management practices into the fabric of the society. Integrated action

weaves together conflict management with other humanitarian activities for several purposes. The humanitarian action is an incentive for parties to come together and provides a basis for continued engagement of indigenous parties. As parties work together they create a context for training in conflict-management skills, which can be applied at many levels, promoting community reconciliation among ever-larger circles. Conscious integration of conflict management with humanitarian actions can provide a sustainable structure for long-term cooperation and community reconciliation. In-depth interview with Provincial Administration indicated that a non-governmental organizations such as the Red Cross and ActionAid; religious organization such as Catholic Diocese of Nakuru and international organizations such as Norwegian Refuge Council and UNICEF offered guidance and counselling services especially for the victims who sought refuge in camps.

Supporting social reconstruction, previous studies such as Montiel (2000), Tanya (2000) and Allred (2000) observe that all phases of emergency and reconstruction assistance programmes should take psycho-social considerations into account. This aims to improve individual coping abilities, family strength and unity and social networks of the survivors through the provision of counselling, case management, referral to other service centres, follow-up care and reintegration activities. People who experience armed conflict carry the heavy emotional, social, and spiritual burdens associated with death, separation from and loss of family members, attack and victimization, destruction of homes, sexual assault, economic ruin and disruption of the normal patterns of living. Psycho-social programmes seek to limit these effects on the victims of conflict, prevent further harmful events and strengthen the coping mechanisms of the victims, their families and their communities.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the research findings, conclusions and recommendation. The study sought to assess the psycho-social effects of violent ethnic conflicts on vulnerable groups and adopted coping mechanisms in Njoro District. This broad objective was guided by the following specific objectives:

i)   To examine the various forms of psycho-social effects of ethnic conflicts experienced by women and children in Njoro District.

ii) To establish differences in the psycho-social effects of conflicts experienced by women and children in Njoro District.

iii) To assess the conflict resolution mechanisms put in place by the government and non-governmental organizations to address the psycho-social effects of conflicts experienced by women and children in Njoro District.

5.2 Summary of the Findings

Based on the study objectives, and data analysis, the following is a summary of the major research findings:

5.2.1 Psycho-Social Effects of Violent Ethnic Conflict

All the sampled children and women were living in the study area in the years 2007 and 2008 and witnessed the violence that occurred. The children encountered social and psychological consequences of the conflict. Majority (86.7%) of the children had friends/peers from the other communities before the violence but very few (17.3%) of them retained their friends after the conflict. Majority (92.5%) of them no longer trusted and felt safe with other people from other communities apart from their family members. They considered the area unsafe and dangerous and were worried about what would happen to them and their families in future given the frequency of violence in the area. On the overall, majority of the affected children experienced moderate psychological effects as a result of the violence that occurred in the area. They frequently experienced loud scream a reminder of the violence, thinking a lot about the family

loss, being nervous of the security situation, recalling of painful events, and flashbacks, memories and dreams of what happened.

For the women, majority (94.1%) reported that their families were affected in one way or the other by the numerous conflicts in the study area. However, the families were affected differently by the conflicts and violence. The most common effects were maiming or injury of some family members, displacement, loss of other properties, loss of livestock, killing and raping of some family members. Majority of the women were aware of warning signs before the conflict with some either seeking refuge while others prepared to deal with the consequences of the conflict. The warning signs emanated from the election campaigns prior to the violence where there were murmurs from the two antagonistic communities about impending conflict. The two dominant communities were aligned to the opposing political parties that contested the general election. Only a few families were not aware of any such warning. According to them, the conflict and associated violence were abrupt ambush to get the enemy unaware. Many women endured enormous psychological effects including depression, anxiety, chronic fatigue and inability to sleep, nightmares, eating disorders, isolation, withdrawal, excitability, flashbacks, intense fear, feelings of helplessness, loss of control, loss of connection and meaning, generalised anxiety, and specific fears.

5.2.2 Differences in the Psycho-social Effects Experienced by Children and Women

Women and children not only suffered from the direct consequences of the conflicts, they were also indirectly affected by displacement, loss of relatives and the trauma associated with witnessing acts of violence. However, the two groups experienced slightly different forms of effects due to their differences in terms of vulnerability. While the entire community suffered the consequences of violent conflict, women and girls were particularly affected than boys because of their status in society and their sex. This was due to the gender differences in the effects of violent conflicts. The personal and family history, character, temperament and personality had an influence on the impact of traumatic experiences and her ability to deal with them. However, this varied from one individual to another. The age of the children influenced their differences in experience and reaction to psycho-social effects of violent conflict.

5.2.3 Conflict Resolution Mechanisms

These psycho-social effects have long-term effects on the victims, which need to be addressed and prioritized for a true and sustained peace to be realized. Psycho-social healing, while not the only instrument that can be used to promote social reconstruction in a post-conflict society can make an important contribution to this task. Therefore, for a comprehensive understanding of conflict and conflict management, the psycho-social effects must be addressed to complement the usual political and economic analyses.

More than a half of the children respondents reported receiving assistance to address the psycho-social effects. The assistance included guidance and counselling, encouragement to work hard in school for a better future, encouragement to work in groups regardless of their ethnic communities, and linkage of orphaned children in schools to sponsors. All these forms of assistance were aimed at psycho-social healing of the victims so as to regain psychological and social well-being. Combining the community-based approach with the school-based approach was very useful: it made possible broader coverage of children's protective environment. Humanitarian organizations had adopted a community-based approach that encouraged self-help and builds on local culture, realities and perceptions of child development. The affected children in the study area had supportive caregivers and secure communities to achieve a sense of healing after the violence. This helped them to build on their own strengths and resilience, in collaboration with trusted caregivers in the process of healing.

Majority of the women respondents also reported that they had received assistance to address the psycho-social effects. The common assistance included participation in community reconciliation, conflict management and integration action in existing societal functions. The three form of assistance fell within the realm of social reconstruction after conflict. Social reconstruction is a strand of humanitarian activity that complements physical reconstruction and political reconstruction. It seeks to gradually rebuild the intangible but crucial fabric of human interactions that allow a society to function, while also meeting the immediate psycho-social needs of a society that has been ravaged by violence.

5.3 Conclusions

The study assessed the psycho-social effects of violent ethnic conflicts on vulnerable groups and adopted coping mechanisms in Njoro District. Such an assessment was considered useful in highlighting, prioritizing and addressing the psycho-social effects of violent conflict on women and children as the most vulnerable members of the society. The analysis of psycho-social effects and integration with political and economic analyses will facilitate promotion of the long-term recovery of the victims of the conflict. The concerned agencies including the local communities, government and civil society organizations could use such information in assisting women and children to recover from the psycho-social effects of violent conflict. Based on the summary of the findings, the study makes the following theoretical and empirical conclusions.

5.3.1 Theoretical Conclusions

The study was based on the conflict resolution theory, which postulates that the exercise of mapping out and identifying the psycho-social effects and processes of a conflict offers great insight into that conflict. This can be used as a tool to help unravel the conflict and bring it to a peaceful close. The theory recognizes that a conflict has psychological, as well as behavioural and structural effects. An understanding of these psycho-social effects and processes - the ability to 'map out' conflict in general – is key to any long-term intervention and resolution of a conflict. The relevance of the conflict resolution theory and the associated theories of cognitive social-psychology and psychodynamic theory provided an account of the situation in the study area. Psycho-social mapping of the conflict should be carried out and used as a guide to conflict resolution. It also illustrates how hard it is in resolving the conflict in the area. The study findings revealed the entrenched psycho-social effects of the violent conflict on women and children in the study area. The study reinforced the belief that physical and economic analyses of conflict leaves out the most critical effects, that is psycho-social, that should be given a priority in order to build trust among the reconciled communities. This theory was therefore appropriate in explaining the psycho-social effects of violent conflicts on women and children in the study area. It has demonstrated the need to highlight and prioritize the psycho-social effects in conflict resolution mechanisms.

5.3.2 Empirical Conclusions

The violent ethnic conflict in the study area had psycho-social effects on women and children as the most vulnerable members of the society. However, unlike the physical and economic vulnerability, the psycho-social effects of the conflicts were given little attention by those concerned with conflict resolution including the government and Non-Governmental Organizations. Without appreciating the psycho-social effects of this conflict, modern conflict prevention and management strategies were bound to fail. The following conclusions are based on the specific objectives of the study:

(i) Women and children endured enormous psycho-social effects resulting from the violent ethnic conflict in the area.

(ii) Women and children differed in the specific psycho-social effects as a result of their differences in vulnerability in the society. The age and gender of the children also influenced their differences in experience and reaction to psycho-social effects of violent conflict. Girls were more vulnerable to sexual abuse and violence than boys.

(iii) Psycho-social effects have long-term effects on women and children which need to be addressed and prioritized for a true and sustained peace to be realized. Psycho-social healing, while not the only instrument that can be used to promote social reconstruction in a post-conflict society, can make an important contribution to this task. Therefore, for a comprehensive understanding of conflict and conflict management, the psycho-social effects must be addressed to complement the usual political and economic analyses.

5.4 Recommendations

In the view of the above conclusions, this study makes the following recommendations relating to policies, programmes and future research in psycho-social effects of violent ethnic conflict in the study area and other parts of Kenya. These are divided into policy recommendations and areas for future research.

5.4.1 Policy Recommendations

As indicated by the summary of the major findings and the conclusion, violent ethnic conflicts have several psycho-social effects which must be prioritized in conflict resolution. This therefore makes it imperative for elaborate specific policy recommendations to be formulated that can address the psycho-social effects.

5.4.1.1 Integration of Psycho-Social Analyses in Conflict Resolution Mechanism

In order to achieve a comprehensive and long-lasting peace and resolution of violent ethnic conflict, those concerned with the plight of the victims must address the psycho-social effects to complement the usual political and economic analyses. Psycho-social healing, while not the only instrument, can be used to promote social reconstruction in a post-conflict can make an important contribution to this task.

5.4.1.2 Special Care for Vulnerable members of the Society

Women and children suffered disproportionately during violent conflicts due to their vulnerability in the society. There is therefore a need for those concerned including the government and security apparatus to pay special attentions to the special needs and vulnerability of women and children in order to reduce the magnitude of the psycho-social effects.

5.4.2 Suggestions for Further Research

The subject of psycho-social effects of violent conflict on women and children has attracted limited research attention in the study area and other parts of the country. As noted in Chapters one and two, there were few studies known to this author which dwelt directly on the topic in the country. Furthermore, even those available do not focus directly on the psycho-social effects of the violent conflict per se. It is therefore important that more research should be carried out to examine the psycho-social effects of violent ethnic conflicts and how the information can be used to complement conflict resolution mechanisms in the country and the region. Such research should go beyond the focus of this study and explore all other forms of ethnic conflicts. Ethnic conflicts are diverse in the actors involved, causal factors and socio-cultural aspects. Therefore findings from several researches would adequately present a better and wider understanding of violent ethnic conflicts and their implications in the country and beyond.

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Appendix A: FGD Guides for Women

Section A: Group Collective Data

Record group collective information including: Target group, venue of the FGD, date, names of the group members, age, gender, marital status, occupation of the group members, number of children, level of education, ethnic group, division, and location.

Section B: Analysis of the Conflict

Subject 1: Causes of Ethnic conflict

1. What were the underlying causes of the recurrent ethnic conflicts in Njoro District?

   Probe for:

i) *What were the causes of the previous conflicts?*
ii) *How were they addressed?*
iii) *Were you aware of the perpetrators of the last ethnic conflict? Who were the people/communities involved in the conflict?*

Subject 2: Consequences of the conflict

1. What have been the psycho-social effects of the recent ethnic conflict on women and children in your area?

   Probe for:

i) *General consequences at the individual, household and community level*
ii) *Specific psycho-social consequences on women and children*

Subject 3: Interventions and addressing the conflict

1. What kind of assistance did you receive to overcome the psycho-social effects you encountered?

   Probe for:

i) *Was there guidance and counselling of the victims of the conflict?*
ii) *Who offered guidance and counselling services to them?*
iii) *What were they counselled about?*
iv) *Was the guidance and counselling effective in minimizing and addressing the effects of the conflict?*

2. In your opinion, what are the most appropriate measures that can be taken to end ethnic conflict in this District?

   Probe for:

i) *What kind of assistance do you require from well-wishers and the government?*
ii) *How would you like as an individual to be involved in ending the conflict?*
iii) *In your community, who are the most appropriate people to be targeted to facilitate a speedy resolution of the ethnic conflict? Why?*
3. What are your views about possibilities of amicable resolution to ethnic conflict in this area?

   Probe for an explanation of the answer

Appendix B: FGD Guide for Children

Section A: Group Collective Data

Record group collective information including: Target group, venue of the FGD, date, names of the group members, age, gender, number of siblings, level of education, ethnic group, division, and location.

Section B: Analysis of the Conflict

Subject 1: Causes of Ethnic conflict

1. What were the underlying causes of the recurrent ethnic conflicts in Njoro District?

   Probe for:

i) *What caused the last ethnic conflict in the area?*
ii) *Were you aware of the people who caused the last ethnic conflict? Who were the people/communities involved in the conflict?*

Subject 2: Consequences of the conflict

1. What have been the psycho-social effects of the recent ethnic conflict on children and in this area?

   Probe for:

i) *Specific psycho-social consequences on women and children*
ii) *Personal experiences of these consequences?*
iii) *How did you personally respond to the conflict?*

Subject 3: Interventions and addressing the conflict

1. What kind of assistance did you receive to overcome the psycho-social effects you encountered?

   Probe for:

i) *Was there guidance and counselling of the victims of the conflict?*
ii) *Who offered guidance and counselling services to them?*
iii) *What were they counselled about?*
iv) *Was the guidance and counselling effective in minimizing and addressing the effects of the conflict?*
2. In your opinion, what are the most appropriate measures that can be taken to end ethnic conflict in this District?

Probe for:

i) *What kind of assistance do you require from well-wishers and the government?*
ii) *How would you like as an individual to be involved in ending the conflict?*
iii) *What are your views about returning to normalcy and coexisting with your neighbours from other communities? Why?*
iv) *In your community, who are the most appropriate people to be targeted to facilitate a speedy resolution of the ethnic conflict? Why?*
3. What are your views about possibilities of amicable resolution to ethnic conflict in this area? *Probe for an explanation of the answer*

Appendix C: Interview Guide for Women

Section A: Personal Data

Record personal information of the respondent including: age, gender, marital status, occupation, number of children, level of education, religion, ethnic group, division, and location.

Section B: Causes of violence

1. What were the causes of the last ethnic conflict in this area?
2. Which groups were involved in the last ethnic conflict in the area?
3. What other previous ethnic conflicts have occurred in the area before? When?
4. What were the causes of the previous ethnic conflicts in the area?

Section C: Consequences of the conflict

1. What have been the consequences of the last ethnic conflict in the area at the following levels: (a) Individual level, (b) Household level and (c) Community level
2. As an individual person, what specific psycho-social effects of the last ethnic conflict did you encounter?
3. Apart from you, what specific psycho-social effects of the last ethnic conflict did the children encountered?
4. How did you and your family respond to the conflict?

Section D: Interventions and addressing the conflict

1. What kind of assistance did you receive from well-wishers and the government in and after the last ethnic conflict?
2. Was there guidance and counselling services offered to the victims of the last ethnic conflict? Who offered the services?
3. What were you counselled about?
4. Were guidance and counselling services effective in minimizing and addressing the effects of the conflict? Explain
5. As an individual person, what are the most appropriate measures that can be taken to amicably end ethnic conflicts from recurring in this area?

6. What do you think should be done at the following levels in order to end the conflicts? (a) Individual level, (b) Household level, and (c) Community level

7. As an individual person, how can you be involved in ending this conflict?

8. What are your views about possibilities of returning to normalcy and coexisting with neighbours from other communities?

9. In your community, who are the most appropriate people to be targeted to facilitate a speedy resolution of this conflict? Why?

10. What are your views about possibilities of amicable resolution to ethnic conflict?

Appendix D: Interview Guide for Humanitarian Organization Representative

Section A: Personal Data

Record personal and occupational information of the respondent including: age, gender, marital status, number of children, highest level of education, religion, name of the organization, occupational position in the organization, and name of the area of operation and rescue camp(s) operated in during the time of conflict.

Section B: Responsibilities during times of conflict

1. What kind of help did your organization provide during the last conflict in this area?
2. How many people were displaced from their houses in the last ethnic conflict?
3. Classify the displaced persons in the following groups: Men, women, children and youth?
4. From the communities that were involved in the conflict, which one had majority of the displaced persons?
5. A part from the displaced persons in the camps, did you offer any other help to other affected persons outside?
6. What kind of help did you provide for those outside the camp?

Section C: Causes of conflict

1. From your experience and interaction with the victims of the last ethnic conflict in the area, what were the underlying causes of the violence?
2. Who were the main actors in this conflict? What was the role of each mentioned actor?
3. Were there any warning signs prior to the conflict in the area? Which ones?
4. Has there been any other previous ethnic conflict in the area? When and why?
5. How were the previous ethnic conflicts addressed in the area?
6. Given the state of insecurity in the area, how were you relating with the conflicting communities? Explain

Section D: Consequences of the conflict

1. From your experience and interaction with the victims in the camps, what were the consequences of the last ethnic conflict in this area at the following levels? (a) Individual level, (b) Household level, and (c) Community level

2. What are the specific psycho-social effects that women faced as a result of the conflict?

3. What are the specific psycho-social effects that children faced as a result of the conflict?

4. How did women and children respond to the last conflict?

5. In your opinion, did you manage to reach all the affected people who required help in this area? Explain

Section E: Interventions and addressing the conflict

1. Did your organization offer any guidance and counselling services to the victims of the last ethnic conflict?

2. If your organization did not offer guidance and counselling, was there any other organization that did so?

3. What were the affected persons counselled about?

4. In your opinion did you think guidance and counselling services were effective in minimizing and addressing the effects of the conflict? Explain

Section F: Challenges

1. As a humanitarian organization, what are some of the challenges that you face when providing assistance to the affected persons during times of conflict in this area?

2. How do you address these challenges?

3. What other organizations and individuals do you collaborate with in providing help to the affected persons in this area?

4. What have been your working relationships with these individuals and organizations?

Section G: Suggestions and way forward

1. As a humanitarian organization, what are the most appropriate measures that can be taken to end the recurring conflicts in this area?

2. What do you think should be done at the following levels in order to end the conflict? (a) Individual level, (b) Household level, and (c) Community level

3. What specific assistance do the affected women require from the well-wishers and the government?

4. What specific assistance do the affected children require from the well-wishers and the government?

5. In this District, who are the most appropriate people to be targeted to facilitate a speedy resolution of this conflict? Why?

6. What are your views about possibilities of amicable resolution to this conflict?

Appendix E: Interview Guide for Government Representative

<u>**Section A: Personal Data**</u>

Record personal and occupational information of the respondent including: age, gender, marital status, number of children, highest level of education, religion, ministry/department of the government, occupational position in the ministry/department of the government, and name of the area of operation and rescue camp(s) operated in during the time of conflict.

<u>**Section B: Responsibilities during times of conflict**</u>

1. What was the responsibility of the government during the last ethnic conflict in this area?
2. What kind of help did the government provide to the affected persons during the last ethnic conflict in this area?
3. How many people were displaced during the last ethnic conflict in this area?
4. Classify the displaced persons in the following groups: Men, women, children, and youth.
5. From the communities that were involved in the conflict, which one had majority of the displaced persons?
6. Apart from the displaced persons in the camps, did you offer any other help to other affected persons outside?
7. What kind of help did you provide for those outside the camp?

<u>**Section C: Causes of conflict**</u>

1. From your experience and interaction with the victims of the last ethnic conflict in the area, what were the underlying causes of the violence?
2. Who were the main actors in this conflict? What was the role of each mentioned actor?
3. Were there any warning signs prior to the conflict in the area? Which ones?
4. Has there been any other previous ethnic conflict in the area? When and why?
5. How were the previous ethnic conflicts addressed in the area?
6. Given the state of insecurity in the area, how were you relating with the warring communities? Explain

Section D: Consequences of the conflict

1. From your experience and interaction with the victims in the camps, what were the consequences of the last ethnic conflict in this area at the following levels? (a) Individual level, (b) Household level, and (c) Community level
2. What are the specific psycho-social effects that women faced as a result of the conflict?
3. What are the specific psycho-social effects that children faced as a result of the conflict?
4. How did women and children respond to the last conflict?
5. In your opinion, did you manage to reach all the affected people who required help in this area? Explain

Section E: Interventions and addressing the conflict

1. Did the government offer any guidance and counselling services offered to the victims of the last ethnic conflict?
2. If the government did not offer guidance and counselling, were there any other organizations that did so?
3. What were the affected persons counselled about?
4. In your opinion did you think guidance and counselling services were effective in minimizing and addressing the effects of the conflict? Explain

Section F: Challenges

1. As a government, what are some of the challenges that you normally face when providing assistance to the affected persons during times of conflict in this area?
2. How do you address these challenges?
3. What other organizations and individuals do you collaborate with in providing help to the affected persons in this area?
4. What have been your working relationships with these individuals and organizations?

Section G: Suggestions and Way Forward

1. As a government, what are the most appropriate measures that can be taken to end the recurring conflicts in this area?
2. What do you think should be done at the following levels in order to end the conflict? (a) Individual level, (b) Household level, and (c) Community level

3. What specific assistance do the affected women require from the well-wishers and the government?

4. What specific assistance do the affected children require from the well-wishers and the government?

5. In this District, who are the most appropriate people to be targeted to facilitate a speedy resolution of this conflict? Why?

6. What are your views about possibilities of amicable resolution to this conflict?

Appendix F: Questionnaire for Women

Section A: Background Information

1) Your age (in complete years) *ask for the year of birth first* _____

2) Gender   Male   ☐   Female   ☐

3) Marital status   Single   ☐   Married   ☐   Widowed   ☐

4) Have you ever been to school?   Yes   ☐   No   ☐

5) If yes, what is the highest level of education that you achieved?

    Informal education   ☐   Pre-primary complete ☐ Primary incomplete   ☐

    Primary complete   ☐   Secondary incomplete ☐ Secondary complete   ☐

    Middle level college ☐   University   ☐

6) What is your current occupation?   Housewife   ☐   Farmer   ☐

                                    Self-employed ☐   Salaried employed   ☐

                                    Other (specify) _____

7) What is your religion?

    Christian   ☐   Muslim   ☐   Traditional African religion ☐

    Other (specify) _____

8) How many children have you been blessed with? _____

9) Area of residence   Lare   ☐   Mauche   ☐

                            Kihingo   ☐   Njoro town   ☐

Section B: Conflict in the area

1. Are you aware of any ethnic conflicts in this area?   Yes   ☐   No   ☐

2. If yes, when was the last conflict that in this area? *Year* _____

3. Has your family in any way been affected by the numerous conflicts that have been occurring in this area?   Yes   ☐   No   ☐

4. If yes, when was the last time that your family was affected by the conflicts? *year* _____

5. During that time, in what way was your family affected by the conflict?

    ☐   Lost livestock *how many* _____

    ☐   Lost other properties, *which ones* _____

    ☐   Displacement

    ☐   Some family members killed

☐ Some family maimed/injured

☐ Some family members raped

☐ Any other (specify) _____

6. What were the specific psycho-social effects of the last conflict on you as a woman in this area? _____
_____

7. Were there any warning signs of the last conflict before it occurred? Yes ☐   No ☐

8. If yes, what did your family do? _____
_____

9. If no, how did the conflict erupt _____
_____

10. In your opinion, is there any possibility of ever resolving the conflicts in this area?

   Yes   ☐   No   ☐

11. Explain? _____
_____

12. What priority issues do you think have been left out in attempts to resolve the conflict in this area? _____

Interventions

1. Has anyone offered any assistance to you and your family following the violence in this area?   Yes ☐   No ☐

2. If yes, who offered these services? _____
_____

3. What kind of assistance did you receive from each source? _____
_____

4. As an individual, have you ever sought assistance from anyone about what you encountered during the violence? Yes ☐   No ☐

5. If yes, what kind of assistance did you seek? _____
_____

Appendix G: Questionnaire for Children

Demographic characteristics

1. Name of the school? _____

2. Gender   Boy   ☐   Girl   ☐

3. Age (in complete years eg 12) *ask for the year of birth first* _____

4. Who do you live with back at home?

    Mother   ☐   Father   ☐

    Mother and father   ☐   Siblings alone   ☐

    Parents and siblings   ☐   Relatives   ☐

    Guardian   ☐

5. Have you ever been to school?   Yes   ☐   No   ☐

6. If yes, what is the highest level of education that you achieved?

    Still in primary school   ☐   Dropped out of primary school   ☐

    Still in secondary school   ☐   Dropped out of secondary school   ☐

Exposure to violence in the area

1. Did you **see or witness** the recent violence that occurred in Njoro District in the year 2008? Yes   ☐   No   ☐

2. If yes, what kind(s) of violence did you **see or witness** during the recent violence that occurred in this District in the year 2008?

    Family member(s) being injured   ☐

    Family member(s) being killed   ☐

    Our properties being destroyed/burnt down   ☐

    Someone being injured   ☐

    Someone being killed   ☐

Someone burnt to death ☐

Houses being destroyed/burnt down ☐

Other people's Properties being destroyed/burnt down ☐

Someone being raped or sexually assaulted ☐

Dead bodies or body parts ☐

Someone being tortured ☐

Farms and food in farms being destroyed ☐

3. What did you hear during the recent violence that occurred in this area in the year 2008?

People screaming for help ☐

A family member being threatened ☐

A family member screaming for help ☐

Gunfire/shots ☐

4. Did you have any friends from the other communities which fought with your community before the violence of 2008?   Yes ☐   No ☐

5. If yes, are you still friends since the violence of 2008? Yes ☐   No ☐

6. Did the violence affect the way you relate and interact with other children from the other communities? Yes ☐   No ☐

7. I no longer trust and feel safe with other people from other communities in the area apart from my family members?   Yes ☐   No ☐

<u>Children's future perspectives</u>

1. Do you worry what will happen to you or your family in future given the frequent violence in this area of Molo? Yes ☐   No ☐

2. Do you trust members of the other community now than before the violence began?

    Yes ☐   No ☐

3. What was your strongest feeling *during* the time of violence in the year 2008?

    Fear ☐   Anger ☐   Sadness ☐

4. What is your strongest feeling *now* after the violence in the year 2008?

    Fear ☐   Anger ☐   Sadness ☐

5. In your opinion, do you feel safe to be living in this area now given the frequency of conflict? Yes ☐   No ☐

6. Given a chance would you consider revenging the person(s) who injured/killed your family and/or destroyed your properties?   Yes ☐   No ☐

7. Are you willing to forgive the people who caused violence in this area?

    Yes ☐   No ☐

8. How can you describe the situation of the area/home where you come from now?

    A very dangerous area ☐   A slightly dangerous area ☐   A safe area ☐

Psychological effects

Please indicate whether you never (N), sometimes (S), frequently (F) or always (A) experience the following as a result of the violence that that has been occurring in this area. There is no right or wrong answers.

Statement	Never	Sometimes	Frequently	Always
I recall painful events that happened during the violence				
I spend sleeplessness nights as a result of what happened during the violence				
I have developed fear as a result of what I witnessed during the last violence				
I am very nervous of the security situation in this area				
I am easily angered or irritated at any slightest provocation				
I encounter flashbacks of what happened during the violence				

I contemplate committing suicide to avoid experiencing violence in this area again				
I experience nightmares of the horrific incidences of the violence				
I think a lot about what our family lost during the violence				
I have clear memories and dreams of what happened during the violence				
Any loud scream reminds me of the violence period				
I have problems concentration in class since the last violence in this area				
I withdraw from others and prefer being alone mostly				

Interventions

1. Are there any other children who were affected by the violence? Yes   ☐   No ☐

2. If yes, describe your relationship/friendship with these other children who were affected by violence?   Good   ☐   Tense ☐   Bad   ☐

3. Has anyone offered any assistance to you and other children affected by the violence in this area?   Yes   ☐   No   ☐

4. If yes, what kind of assistance do they give to you and other such children?

   Guidance and counselling (talking to us understand our needs)   ☐

   Link orphaned children in schools to sponsors   ☐

   Encouraging us to work in groups regardless of our ethnic communities   ☐

   Encouraging us to work hard in school for a better future   ☐

5. As an individual, have you ever sought assistance from anyone about what you encountered during the violence? Yes   ☐   No   ☐

6. If yes, what kind of assistance did you seek? _____

   _____

Appendix H: Research Authorization

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Ref: No.

Date:

19th February, 2014

NACOSTI/P/14/8636/557

Graham Njenga Kinyanjui
Egerton University
P.O.Box 536-20115
EGERTON.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Psychosocial effects of violent ethnic conflict on women and children in Njoro District, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for a period ending **29th August, 2014.**

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COMMISSION SECRETARY
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Nakuru County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

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