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Title: WEST POKOT PEACE BORDER SCHOOLS

County:	West Pokot		
Sector/s:	Legal, Constitutional Affairs and Intergovernmental Relations.	Sub-sector/ Theme:	
Keywords: (for search in the online platform)	Peace boarder schools, West Pokot boarder schools, cross-border conflicts		
Target Audience:	Counties, Faith Based Organizations (FBOs)		
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Introduction

Introduction of the Free Primary Education (FPE) Policy in 2003 was aimed at enhancing the enrolment of all school -age children in Kenya. The right to education is anchored in Article 43(1) of the 2010 Constitution of Kenya. Specifically, education-related rights of a child are stipulated in Article 53 (1) which states that a child has a right to free and compulsory basic education.

Kenya has made tremendous progress towards increasing access to education, due to free primary and day secondary education. Despite the overall progress in access, there are vulnerable children facing challenges in accessing quality education due to insecurity, cattle rustling and inter-ethnic conflicts. In West Pokot



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County, access to secondary education seems to be low as both gross and net enrolment ratios are below 50%. This is an indication of high dropout rates and low transition rates. It could be attributed to cases of early marriages, distant location of schools, recruitment of young men as warriors, and negative attitude towards education.

Implementation of the practice

The persistent cross-border conflicts over control of resources, and access to pasture and water among pastoral communities living in the North Rift region of Kenya, have led to the establishment of the peace border schools initiative by the County Government of West Pokot. This initiative is aimed at promoting the peaceful coexistence of communities living along the borders of Turkana, Marakwet, Trans-Nzoia counties, and the Republic of Uganda. Communities living along the borders are collaborating with the County Government by providing labour and building materials to construct classrooms.

Some of the Peace Border School Projects include; Sapulmoi, Nauyapong, Apuke, Sarmach, and Kamelei, Katikomor, Kanyerus, Akulo, all located along the border. Currently, the County Government of West Pokot is constructing the latter three schools. The project involves the construction of 8 classrooms, an administration block, toilets and two dormitories.

Some of the challenges encountered during implementation of the peace boarder schools were associated with insecurity issues and inadequate funding from the County government.

CONSTRUCTION OF KANYERUS PEACE BORDER SCHOOL

Department	EDUCATION AND TECHNICAL TRAINING
Procurement method	Labour based
Amount paid to date KES	17.5M
Commencement date	September 2018
Expected completion date	Ongoing in some schools
The Project has management committee of 7 members.	

Results of the practice



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The schools have inculcated the virtue of peaceful coexistence among pupils, who are drawn from various communities that were hostile to one another in the past. The ongoing construction of Kanyerus, Katikomor, and Akulo Border Peace Schools has led to positive impacts on the area. Currently, there is an increase in business activities, settlement and school enrollment within the area. For example, parents who meet in schools engage in trade of cattle.

Joint peace committee meetings with community leaders have resulted in a reduced number of conflicts and increased shared cross-border projects within the communities.

The target beneficiaries of the initiatives are the Pokot and Turkana communities of Kenya and the Sebei and Karamojong communities across the border in Uganda.

Summary status of peace border schools

School	8 Clas s roo ms	Administra tion	2 Dormitorie s	Toilet	Enrolme nt	TSC Teach ers	Count y ECDE teacher s
Kanyerus	Roofed	lintel level	one roofed and other at roofing stage	Not starte d	545 (B=71,G =274)	3	0
Katikomor	Roofed	lintel level	One dormitory roofed while other one at walling level.	Not starte d	542 (B=265, G=277)	6	2
Akulo	Roofed	Foundation level	Both two dormitories roofed	Wallin g level	38 (G=14 B=24)	0	1

Kanyerus primary school enrolment

Class	BOYS	GIRLS	TOTAL
PP1	30	40	70



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PP2	44	46	90
GRADE 1	42	30	72
GRADE 2	34	48	82
GRADE 3	72	70	142
GRADE 4	49	40	89
Total	271	274	545

Currently, there are 545 pupils in Kanyerus. Due to lack of enough facilities, the school is not admitting more pupils.

Lessons learnt:

The local communities were willing to work with the County Government of West Pokot to bring unity and peace among the different communities living in the border areas. This helped them to provide labour and building materials to construct schools as well as embrace diversity in the region.

With pupils sharing the same dormitories and classes, parents and teachers have had no choice but to come together during meetings, to agree on a way forward on matters of education and the school performance of their children. Communities have learned to embrace the beauty in diversity.

With more schools in the region, communities will embrace peace and share amenities like markets near schools and shopping centres.

Sustainability

The local leaders from the communities were involved in the project, from inception to identification and provision of land, and are included in the implementation committee. During school construction, the local communities participate in the provision of labour and materials like stones and sand. The County Government has partnered with the National Government's Ministry of Education, Science and Technology for school registration, provision of teachers and quality assurance purposes. The County is working with the private sector, faith-based organizations and non-state actors in supporting the peace border schools. Through the help of local media, the County plans to enlighten the community on the importance of education and peace.

Monitoring is an ongoing process and the achievement of results will be tracked through quarterly implementation and financial reports. The County Department of Education will provide annual implementation and financial reports to be shared with stakeholders.



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Conclusion

Counties experiencing community conflicts might want to replicate the peace border schools' initiative which has worked well in West Pokot. The County Government desires that other Counties learn from its practice.

Building of the schools requires a lot of resources that can be sourced through a multi-stakeholder approach. Counties should embrace partnerships with development partners and local community organisations and the private sector.

The buy-in of the community is important. Sensitise them and involve them from inception to the end of the project.



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Maarifa Centre
Sharing Kenya's Devolution Solutions



Akulo peace school