

**ROLE OF TECHNICAL AND VOCATIONAL EDUCATION IN
PEACEBUILDING: A CASE OF SELECTED TVET INSTITUTIONS IN
WAJIR EAST SUB-COUNTY, KENYA**

ADAN MOHAMUD ABDI

110062705

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Studies, School of Humanities and Social Sciences of Africa Nazarene University**

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DECLARATION

I declare that this document and the research that it describes are my original work and that they have not been presented in any other university for academic work.

Name: **Adan Mohamud Abdi**

Registration number: **110062705**

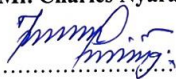
Student signature:  Date: **02/07/2026**

This research was conducted under our supervision and is submitted with our approval as university supervisors.

Supervisor: **Dr. Beatrice Muthanga**

Signature:  Date: **02/07/2026**

Supervisor: **Mr. Charles Nyaranga**

Signature:  Date: **02/07/2026**

Africa Nazarene University

Nairobi, Kenya.

DEDICATION

I dedicate this study to my family for their unwavering support, encouragement, and sacrifices throughout my academic journey. Their belief in the value of education inspired me to persevere and complete this work. I also dedicate this research to the youth of Wajir County, whose resilience and determination continue to inspire efforts toward education, empowerment, and sustainable peace.

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ABSTRACT

This study examined the role of Technical and Vocational Education and Training (TVET) in promoting peacebuilding in Wajir East Sub-County, Kenya. Despite ongoing efforts by government and development partners to expand vocational training opportunities, the region continues to experience youth involvement in conflict, unemployment, and socio-economic exclusion. This study investigated how TVET contributes to peacebuilding by improving access to skills training, reducing youth participation in conflict, shaping perceptions toward peace, strengthening institutional strategies, and addressing key challenges affecting its effectiveness. The study was guided by five objectives: to examine access to TVET among youth; assess the role of TVET in reducing youth involvement in conflict; explore perceptions of former students on TVET's contribution to peacebuilding; examine strategies used by TVET institutions in implementing peacebuilding programs; and identify key challenges and gaps in TVET-based peacebuilding initiatives. The research was anchored on the 4R Theory (Redistribution, Recognition, Representation, and Reconciliation) and Peacebuilding Theory, which explain how education systems can address inequalities and foster sustainable peace. A convergent mixed-methods design was adopted, integrating both quantitative and qualitative approaches. The study targeted a population of 987 respondents, including 573 students, 35 former students, 57 tutors, 37 administrators, 95 government officials, 25 peace practitioners, and 145 community stakeholders. Using Yamane's formula, a sample size of 284 respondents was obtained. Data was collected using structured questionnaires and key informant interviews. Quantitative data were analyzed using SPSS Version 27, while qualitative data were analyzed thematically. A pilot study was conducted at the Livestock Training Institute in Wajir County involving 15 participants to test the reliability and validity of the research instruments. The findings revealed that access to TVET in Wajir East Sub-County is moderate (Mean = 3.51), with strengths in geographical accessibility and course relevance. However, access remains constrained by financial limitations, socio-cultural barriers, gender disparities, and inadequate infrastructure. The study established that TVET plays a significant role in reducing youth involvement in conflict (Mean = 3.77) by enhancing employability, reducing idleness, and promoting positive behavioral change. Former students expressed positive perceptions (Mean = 3.74), viewing TVET as a platform for promoting social cohesion, trust, and peaceful coexistence. Additionally, TVET institutions were found to implement key peacebuilding strategies such as integration of peace education, partnerships with stakeholders, and community outreach initiatives (Mean = 3.69). However, these efforts are limited by challenges including inadequate funding, weak monitoring systems, low awareness, and persistent socio-cultural constraints, particularly affecting female participation. The study concluded that TVET has strong potential as a strategic tool for peacebuilding by addressing youth unemployment and structural drivers of conflict. However, its effectiveness depends on addressing systemic barriers that limit access and program implementation. The study recommended increased investment in TVET infrastructure, enhanced financial support for learners, promotion of gender-inclusive policies, strengthened community sensitization, integration of peacebuilding into curricula, and improved collaboration among stakeholders. Future research should explore the long-term impacts of TVET on peacebuilding and conduct comparative studies across different regions.

DEFINITION OF TERMS

Assess the role of TVET in reducing youth involvement in conflict: Refers to the evaluation of how technical and vocational education contributes to reducing youth participation in conflict in Wajir East Sub-County. In this study, it focuses on how skills acquisition, employment opportunities, and structured engagement through TVET influence youth behavior, reduce idleness, and promote peaceful coexistence.

Cultural Norms: Refers to the shared beliefs, values, and practices that influence behavior within communities in Wajir East Sub-County. In this study, it specifically relates to attitudes toward vocational training, gender roles in education and employment, and community acceptance of TVET graduates.

Economic Empowerment and Stability: Refers to the ability of individuals, particularly youth, to access sustainable income-generating opportunities and maintain stable livelihoods. In this study, it is reflected through employment, self-employment, income generation, and reduced economic vulnerability among TVET trainees and graduates.

Explore Perception of community members on role of TVET in peace building: Refers to how community members in Wajir East Sub-County understand and interpret the contribution of TVET to peace and stability. It includes views on whether TVET reduces conflict, promotes social cohesion, and provides meaningful opportunities for youth engagement.

Former Students: Refers to individuals who previously enrolled in and completed or exited training from TVET institutions in Wajir East Sub-County. In this study, former students provide insights into the long-term impact of TVET on employment, behavior change, and involvement in or disengagement from conflict.

Government Support: Refers to the policies, resources, and interventions provided by national and county governments to strengthen TVET and promote peacebuilding. This study, it includes funding, infrastructure development, training support, scholarships, and initiatives aimed at linking TVET graduates to employment opportunities.

Level of Access to TVET institutions: Refers to the extent to which youth in Wajir East Sub-County can enroll in, participate in, and benefit from TVET programs. It includes factors such as the availability of institutions, the affordability of training, distance, awareness, and inclusivity.

Peacebuilding: refers to efforts aimed at addressing the root causes of conflict and promoting sustainable peace within communities. In this study, peacebuilding is reflected through conflict reduction, improved social cohesion, reduced youth involvement in violence, and increased economic stability.

Polytechnic Education: Refers to structured technical training offered at post-secondary level within polytechnic institutions in Wajir East Sub-County. In this study, it focuses on practical skill development aimed at preparing youth for employment and contributing to peacebuilding outcomes.

Social Cohesion: Refers to the level of trust, cooperation, and unity among members of the community in Wajir East Sub-County. This study, it includes the extent to which youth and community members interact peacefully, collaborate, and maintain harmonious relationships.

Strategies used in implementing peace-building programs in TVET: Refers to deliberate approaches applied within TVET institutions to promote peace and conflict reduction. In this study, these include integration of peace education in training, mentorship programs, community engagement, and initiatives that promote tolerance, dialogue, and coexistence.

Technical and Vocational College Education: Refers to formal training offered in technical and vocational colleges within Wajir East Sub-County, typically at diploma level. In this study, it focuses on structured programs that equip learners with practical and marketable skills for employment and peacebuilding.

Technical and Vocational Education and Training (TVET): Refers to organized education and training programs that provide practical skills and knowledge required for employment and self-reliance. In this study, it includes all institutional and community-based training initiatives targeting youth in Wajir East Sub-County.

Vocational Education and Training: Refers to skill-based training programs that focus on specific trades and occupations. This study, it includes short-term and specialized training designed to prepare youth for immediate employment or self-employment within the local economy.

ABBREVIATION/ ACRONYMS

4Rs: Redistribution, Recognition, Representation, and Reconciliation

EFA: Education for All

GDP: Gross Domestic Product

ICT: Information and Communication Technology

KNQA: Kenya National Qualifications Authority

NACOSTI: National Commission for Science, Technology and Innovation

NGO: Non-Governmental Organization

NHRD: National Human Resource Development

NBTE: National Board for Technical Education

PE: Polytechnic Education

SDG: Sustainable Development Goals

TVC: Technical and Vocational College

TETP: Tanzania Education and Training Policy

TVET: Technical and Vocational Education and Training

VET: Vocational Education Training

UN: United Nations

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter introduced the study by outlining the critical role of education in peacebuilding within conflict-affected regions, with a specific focus on Wajir East Sub-County, Kenya. It presents the background to the issue from global, regional, and local issues, specifically focusing on Wajir East Sub-County by defining the research problem, purpose of the study, objectives, and key questions guiding the study, significance of the study, while also delineating the scope, delimitations, limitations, theoretical framework, and underlying assumptions of the study.

1.2 Background of the Study

Education, as a fundamental human right, has long been regarded as a cornerstone for societal progress, particularly in conflict-affected regions (Pherali & Lewis, 2019). Its significance in fostering social cohesion, economic growth, and individual development is widely acknowledged. However, education systems can also reproduce inequalities and exclusion if not equitably structured, thereby exacerbating tensions. Consequently, the delivery, accessibility, and content of education must be critically examined to understand their role in peacebuilding processes (Terepyshchyi, 2021a). In post-conflict settings, education is expected not only to provide knowledge and skills but also to address structural grievances, promote reconciliation, and foster inclusive societies (Smith et al., 2016).

Globally, education is increasingly recognized as a key driver of peace and stability. The Education for All (EFA) Global Monitoring Report (2011) highlights that education can mitigate conflict by promoting critical thinking, tolerance, and social inclusion

(Upadhyaya, 2020). Conversely, limited access to education contributes to youth marginalization, unemployment, and vulnerability to recruitment into violent groups (Madroñero et al., 2021). This dual role underscores the importance of examining how education, particularly Technical and Vocational Education and Training (TVET), can be leveraged as a tool for peacebuilding (Bachta et al., 2024).

TVET plays a crucial role in achieving Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 10 (Reduced Inequalities) (Adebisi, 2023). By equipping youth with practical and market-relevant skills, TVET enhances employability, economic empowerment, and social stability (UNESCO, 2022). Access to TVET, defined as the availability, affordability, and inclusivity of vocational training opportunities, is therefore a critical variable influencing both economic outcomes and peacebuilding. However, given this idea, it is understood that disparities in access due to financial constraints, infrastructural limitations, and socio-cultural barriers continue to hinder its effectiveness.

Beyond access, TVET contributes to peacebuilding through multiple pathways. First, it reduces youth involvement in conflict by providing alternative livelihoods and reducing idleness, which is often associated with violence and instability. Second, it shapes perceptions and attitudes by promoting discipline, cooperation, and social cohesion among learners. Third, TVET institutions implement peacebuilding strategies such as integrating conflict resolution into curricula, fostering partnerships with stakeholders, and engaging communities. However, the effectiveness of these interventions is often constrained by systemic challenges, including inadequate funding, weak institutional capacity, and socio-cultural barriers. These dimensions, access to TVET, its role in

reducing youth conflict, perceptions of its peacebuilding role, implementation strategies, and existing challenges form the core variables of this study.

Across different regions, TVET has been utilized as a strategic tool for peacebuilding. In Asia and the Middle East, education reforms have incorporated peace education and conflict-sensitive pedagogy to address long-standing divisions (Pherali, 2023; Terepyshchyi, 2021a). In South America, participatory and community-based TVET initiatives have promoted social cohesion and democratic engagement (Pearce & Perea, 2019). Similarly, in West Africa, countries such as Nigeria and Sierra Leone have integrated peace education into TVET curricula to foster reconciliation and social stability (Adetula et al., 2021; Obananya, 2022). These global experiences demonstrate that TVET can serve as a platform for both economic empowerment and peacebuilding. In East Africa, the role of education in peacebuilding has gained increasing attention. Countries such as Uganda and Tanzania have integrated vocational training into broader peacebuilding strategies, particularly in conflict-prone areas (Datzberger, 2017; Ndiku, 2021). In Kenya, TVET has been prioritized under Vision 2030 as a key driver of economic growth and social transformation (Mochere, Matara & Orod, 2024). The sector, coordinated by the State Department for TVET, provides skills training to reduce unemployment and promote inclusive development. Through decentralization and the expansion of vocational training centers, TVET has also been positioned as a mechanism to address youth marginalization and foster social cohesion (Republic of Kenya, 2023).

Despite these efforts, certain regions in Kenya, particularly Wajir County, continue to experience persistent conflict. Wajir is characterized by recurrent inter-clan conflicts, resource-based disputes over pasture and water, and periodic insecurity linked to cross-border dynamics. Reports indicate that Northern Kenya accounts for a significant

proportion of localized violent conflicts, with Wajir frequently experiencing cycles of violence that disrupt livelihoods and development (Republic of Kenya, 2023). Additionally, high levels of youth unemployment and limited access to education have been identified as key drivers of conflict in the region. These conditions make Wajir East Sub-County a critical context for examining the role of TVET in peacebuilding.

While TVET has been recognized as a potential tool for addressing youth unemployment and promoting stability, there remains limited empirical evidence on how it contributes to peacebuilding in marginalized and conflict-prone regions such as Wajir East. Specifically, there is insufficient understanding of how access to TVET influences youth behavior, how former students perceive its role in peacebuilding, what strategies institutions employ, and what challenges hinder its effectiveness.

This study, therefore, bridged the gap by examining the role of TVET in peacebuilding in Wajir East Sub-County, focusing on access to TVET, its role in reducing youth involvement in conflict, perceptions of its peacebuilding impact, implementation strategies, and the challenges affecting its effectiveness. By doing so, the study contributes to both academic discourse and policy development on education-based peacebuilding in fragile contexts.

1.3 Statement of the Problem

Technical education is important because it equips individuals with practical skills and labor-market knowledge, enhances employability, promotes economic empowerment, and supports sustainable development. It bridges the gap between formal education and industry needs, fosters innovation and productivity, and contributes to social inclusion and poverty reduction. This role is particularly vital in conflict-prone areas such as Wajir East Sub-County.

Wajir East Sub-County, located in northern Kenya, has long experienced persistent conflicts driven by socio-economic inequalities, ethnic divisions, seasonal climatic changes, and political factors. These conflicts have resulted in weakened social cohesion, population displacement, and slowed regional development, negatively affecting the livelihoods and well-being of local communities (Shabelo & Muhindi, 2024).

In an environment of peaceful coexistence, Wajir East Sub-County would experience social harmony, where communities, despite ethnic and cultural diversity, collaborate in equitable resource management. Inter-clan rivalries would be replaced by constructive dialogue, inclusive governance, and fair resource distribution, fostering trust and interdependence. Such conditions would enable communities to manage conflicts proactively, leading to long-term stability (Somo, 2023).

The State Department for Technical, Vocational Education and Training (TVET) in Kenya recognizes the critical role of vocational education in promoting sustainable peace. Through the “Skilling for Peace” master plan, the government seeks to advance peacebuilding by equipping youth in conflict-prone areas with relevant employment skills. In partnership with Interpeace, TVET is implementing region-specific training programs across Northern Kenya and the North Rift (Mohamed, 2025). However, despite these national efforts, empirical research on the specific impact of TVET-driven peacebuilding initiatives in Wajir County remains limited.

The study addressed a specific empirical and contextual gap in existing literature on peacebuilding in Wajir County by focusing on the underexplored role of Technical and Vocational Education and Training (TVET) in peacebuilding. While previous studies by Abdi and Mwangi (2023) and Molu and Kakai (2023) concentrated on non-formal

and community-based peace education approaches, they did not examine how formal skills training systems like TVET contribute to reducing youth involvement in conflict. More clearly, the study filled the gap by establishing the link between access to TVET and peacebuilding outcomes, particularly how TVET influences youth employability, economic empowerment, behavioral change, and social cohesion in a conflict-prone setting. Additionally, it addressed a context-specific gap by providing empirical evidence from Wajir East Sub-County, where high youth unemployment and socio-economic exclusion persist despite the presence of TVET institutions.

In essence, the study bridged the gap by demonstrating that TVET is not just an educational or economic tool, but also a strategic mechanism for peacebuilding, an area that had been largely overlooked in previous research.

1.4 Purpose of the Study

This study aimed to assess the role of Technical and Vocational Education and Training (TVET) programs in promoting social cohesion, reducing youth participation in conflict, and supporting sustainable livelihoods as a strategy for peacebuilding in Wajir East Sub-County, Kenya.

From an academic perspective, the study contributes to the growing body of knowledge on the intersection between education and peacebuilding, particularly by providing empirical evidence on the effectiveness of TVET in conflict-prone and marginalized settings. It addresses existing gaps in literature by examining how skills-based education influences both economic and social dimensions of peace at the local level.

From a policy perspective, the study provides insights for government agencies, development partners, and stakeholders involved in education and peacebuilding. Specifically, it informs the design and implementation of policies and programs aimed

at strengthening TVET as a tool for youth empowerment, conflict reduction, and sustainable development in arid and semi-arid regions such as Wajir East.

1.5 Objectives of the Study

1.5.1 General Objective

The general objective of this study was to assess the role of technical and vocational education in peacebuilding in selected TVET institutions in Wajir County, Kenya.

1.5.2 Specific Objectives

1. To examine the level of access to technical and vocational education among youth in Wajir County.
2. To assess the role of Technical and Vocational Education and Training (TVET) in reducing youth involvement in conflict in Wajir County.
3. To explore the perceptions of former students on the role of TVET in promoting peacebuilding in Wajir County.
4. To examine the strategies used in implementing peacebuilding programs in TVET institutions in Wajir County.
5. To identify the key challenges and gaps in TVET-based peacebuilding initiatives in Wajir County.

1.6 Research questions

- i. What is the level of access to technical and vocational education among youth in Wajir County?
- ii. What role does Technical and Vocational Education and Training (TVET) play in reducing youth involvement in conflict in Wajir County?
- iii. What are the perceptions of former students on the role of TVET in peacebuilding in County?

- iv. What strategies are used in implementing peacebuilding programs in TVET institutions in Wajir County?
- v. What are the key challenges and gaps in TVET-based peacebuilding initiatives in Wajir County?

1.7 Significance of the Study

This study was significant as it offered a comprehensive exploration of the role of technical and vocational education in peace building: a case of selected TVETs in Wajir East Sub-County, Kenya, providing critical insights that can inform policy and practice across multiple sectors. For the National Government, the findings will serve as an empirical basis to guide national education and peacebuilding policies.

At the County Government level, the study is poised to offer locally relevant data that can be utilized to improve the planning and execution of technical and vocational training programmes. With evidence linking vocational training participation and exposure to technical education with enhanced peacebuilding outcomes, local authorities can develop tailored programmes that foster community cohesion and resilience.

Non-Governmental Organizations (NGOs) and other civil society organizations stand to benefit from the study by receiving detailed insights into how TVET educational programmes can be leveraged as tools for peacebuilding. This can enable NGOs to design and implement community-based projects that integrate vocational training with peace education, thereby addressing both economic and social challenges simultaneously.

For the academic community, this study contributed to the broader discourse on the intersection of education and peacebuilding. It fills existing gaps in the literature by

providing robust, context-specific evidence from Wajir County and offers a model that could be replicated in similar settings. In addition, community and religious leaders will find the study valuable. By highlighting how participation in vocational training and technical education fosters social cohesion and conflict resolution, the study offers these leaders evidence-based strategies to mobilize communities towards peaceful coexistence.

1.8 Scope of the Study

This study examined the role of education in promoting peacebuilding in Wajir County, with a focus on Wajir East Sub-County due to its history of inter-clan conflicts, high youth unemployment, and limited access to formal education. It specifically explored four aspects: the level of access to Technical and Vocational Education and Training (TVET) among youth; the contribution of TVET in reducing youth involvement in conflict; strategies for implementing TVET programmes; and former students' perceptions of TVET's role in peacebuilding. These aspects were selected because access determines inclusivity, the link between TVET and conflict reduction highlights its preventive role, implementation strategies influence programme effectiveness, and community perceptions affect acceptance and sustainability. The target population comprises students, former students, tutors from Wajir East Technical and Vocational College, and Wajir Vocational and Training Centre, and peace workers, as these are the primary TVET providers in the sub-county. Students are included as direct beneficiaries who can speak to accessibility and relevance; tutors provided insight into delivery and challenges.

1.9 Delimitations of the Study

This study is delimited in several key ways; it does not cover other forms of education, such as primary, secondary, or university-level education. The focus was exclusively on Technical and Vocational Education and Training (TVET) programs, and therefore, any influences of other educational streams on peacebuilding were beyond the scope of this research.

The study concentrated on four specific variables related to TVET: level of access to Technical and Vocational Education and Training (TVET) among youth in Wajir East Sub-County, contribution of TVET in reducing youth involvement in conflict, strategy of implementing TVET programs, and perception of former students on the role of TVET in promoting peace building. It doesn't examine other potential factors influencing peacebuilding, such as cultural, religious, political, or broader economic conditions. In terms of participants, the research has focused only on TVET students, tutors/trainers, and peace workers. It has not included parents, community leaders, and employers, whose perspectives might also be valuable but fall outside the defined scope. Additionally, the study relied primarily on perceptions and self-reported data and did not include longitudinal data or experimental interventions. As a result, it has not captured long-term impacts or established direct causality between TVET access and peacebuilding outcomes.

1.10 Limitations of the Study

There are potential limitations associated with the reliability and validity of self-reported data. Questionnaires relied on participants' ability to accurately recall and report their experiences and perceptions, which may be influenced by memory lapses or social desirability. To address this, the study ensured anonymity and confidentiality

to encourage honest responses. The questionnaires used neutral and clearly worded items, and interviewers were trained thoroughly to reduce interviewer bias. Additionally, some findings were cross verified with institutional records or triangulated with other data sources.

Informant interviews, while rich in detail, could have been affected by the interviewer's style and the context in which questions are asked, potentially leading to variations in responses. Interviewers were trained in neutral interviewing techniques and followed a semi-structured interview guide to maintain consistency. Pilot interviews were also conducted to refine questions and minimize variability caused by the interview context. External factors such as the prevailing socio-political climate and economic conditions during the data collection period would have influenced participants' responses. These conditions would limit the relevance of the findings to other times or locations.

The research included a contextual background analysis to document prevailing socio-political and economic factors. Contextual questions were also integrated into the data collection tools. The study acknowledged these influences in the discussion section and recommended longitudinal or follow-up studies for future research.

1.11 Assumption of the Study

The study assumed that the target population consisted of students, former students, tutors, administrators, government officials, peace practitioners, and community stakeholders. was available and willing to participate actively in the research. It is further assumed that they provided honest, accurate, and relevant information on the role of TVET in promoting peacebuilding in Wajir East Sub-County. Additionally, the study presumes that education is intrinsically linked to peacebuilding and that its various forms, whether vocational training education, technical and vocational college

education, and polytechnic education, contribute significantly to fostering social cohesion, conflict resolution, and sustainable development in the region.

1.12 Theoretical Framework

A theoretical framework is a structured set of concepts, theories, and assumptions that guides a research study by providing a foundation for understanding the relationships between variables and interpreting research findings. It is derived from existing theories relevant to the study and serves as a lens through which the research problem is analyzed (Grant & Osanloo, 2014). According to Anfara and Mertz (2015), a theoretical framework establishes the rationale for the study by connecting it to broader knowledge in the field and explaining why and how specific phenomena occur, thereby ensuring that the study is grounded in established scholarly principles. In this study, the framework was anchored on the 4R Theory (Redistribution, Recognition, Representation, and Reconciliation) and Peacebuilding Theory. The 4R Theory was applied to explain how TVET contributes to addressing structural inequalities in access to education and economic opportunities (redistribution), promoting inclusivity of marginalized youth (recognition), ensuring equitable participation of different social groups in training opportunities (representation), and fostering reconciliation through reduced youth involvement in conflict. Complementarily, Peacebuilding Theory was used to explain how TVET functions as a long-term intervention for sustainable peace by addressing root causes of conflict such as unemployment, poverty, and social exclusion through skills development, behavioral change, and social cohesion. Together, the two theories provided a comprehensive lens for analyzing how TVET influences peacebuilding outcomes in Wajir East Sub-County.

1.12.1 4R Theory

The 4R Theory, developed by Novelli et al. (2015), is a theory that explains how education can foster peacebuilding by addressing four dimensions: redistribution, recognition, representation, and reconciliation. It extends Fraser's (1995) social justice model by adding reconciliation, emphasizing education's role in tackling the root causes of conflict, contrary to the often narrow "security-first" approaches. The theory promotes the idea of peace with social justice, showing that education can drive societal transformation in conflict-affected contexts.

The four dimensions are interconnected. Redistribution addresses equitable access to educational resources, tackling structural inequalities. Recognition emphasizes cultural and identity inclusion, vital in diverse or marginalized settings. Representation advocates for participatory governance in education systems, enabling all groups to contribute to decision-making. Reconciliation calls for confronting past injustices through curricula and pedagogy that build trust and encourage dialogue.

The 4Rs theory aligns well with this study, which investigates how participation in technical and vocational education supports peacebuilding in Wajir County. Redistribution relates to improving access to education for marginalized communities, especially gender and regional disparities. Recognition is relevant given Wajir's pastoralist communities, whose cultural identities are often excluded from mainstream education (Cardozo & Maber, 2019). Representation informs the study's focus on governance in TVET institutions and student empowerment. Reconciliation supports examining how education can heal divisions and promote coexistence in a region with inter-clan tensions.

However, the theory has limitations. It often assumes that education systems have the capacity and political will for transformative change, an assumption that may not hold

in fragile or politicized contexts. Reconciliation, while crucial, can be difficult to implement in divided societies, especially where curriculum reforms face resistance from dominant groups. Additionally, the theory does not fully address global-local power dynamics in education reform, potentially sidelining indigenous knowledge or community-led approaches. (Fraser, 2008)

Despite these challenges, the 4R theory has proven effective across diverse conflict-affected settings. In Myanmar, it highlighted how ignoring reconciliation in reforms limited social cohesion (Novelli et al., 2017). Taka (2020) used it in Rwanda to show how inclusive curricula foster healing and personal transformation. Datz Berger (2015) applied it in Uganda, demonstrating how non-formal education promoted social equity and peace. In Wajir, where inequities and marginalization persist, the redistribution element is especially relevant. For the 4Rs to meaningfully guide peacebuilding, they must be contextually applied and integrated into local, bottom-up educational reforms rather than imposed through top-down agendas.

1.12.2 Peacebuilding Theory

Peacebuilding theory examined how to build lasting, transformative peace within societies. The theoretical foundation can be traced to the work of Johan Galtung (1976), who introduced the distinction between negative peace (the absence of direct violence) and positive peace (the elimination of structural and cultural violence) in the 1960s and formally articulated the concept of peacebuilding in 1975. It is noted that the contributions laid the groundwork for early peacebuilding theory by embedding it within wider discussions on conflict resolution and social justice.

The theory was later expanded by John Paul Lederach in the 1990s, who emphasized the importance of grassroots participation, social healing, and building long-term

community resilience as central components of sustainable peace. Lederach's approach shifted attention from top-down interventions to inclusive, locally driven processes aimed at transforming relationships and rebuilding social systems (Steinberg, 2013).

Its core principles include structural transformation, reconciliation, inclusivity, and empowerment. Structural change targets deep-rooted inequalities; reconciliation works to rebuild relationships and trust, often via restorative justice. Inclusivity ensures marginalized voices participate in peace processes, while empowerment provides communities with the tools to address conflict independently. The theory aligns with human security by advocating for rights-based development and stable institutions. Education is pivotal, particularly in post-conflict areas, where it helps dismantle historical injustices, promote reconciliation, and cultivate peace-oriented mindsets (Gill & Niens, 2014).

This study adopts peacebuilding theory to explore the role of TVETs in peacebuilding in Wajir East Sub-County. TVET education addresses unemployment and marginalization, factors that often lead to conflict. Higher education, especially in national polytechnics, fosters leadership, innovation, and cross-cultural dialogue, all essential to sustainable peace. These institutions serve as platforms for civic engagement and social transformation (Terepyshchyi, 2021b).

There is global support for applying this theory. Lederach's reconciliation work in Central America shows how education fosters trust and dialogue. Uganda's Alternative Basic Education for Karamoja. The program demonstrates how flexible, context-sensitive TVET education addresses pastoralist exclusion and reduces tensions. In Colombia, educational initiatives like the Memory Museum confront past violence and promote healing. National polytechnics in Somalia and Afghanistan have contributed to peacebuilding through local leadership training and conflict-sensitive research.

However, in realization of the concept, Peacebuilding Theory faces several critiques. First, it tends to be normative and idealistic, often assuming that all actors are willing to reconcile and that structural reform is politically feasible. In fragile states like Wajir, elite capture and local power dynamics may obstruct inclusive reforms. Second, it is understood that the theory may overestimate education's transformative power; without adequate resources, teacher training, or curriculum reform, education can perpetuate bias or deepen divisions. Lastly, from a point of view, the theory lacks a clear methodology for measuring long-term peace outcomes, which can complicate efforts to assess impact or replicate interventions. Despite these limitations, peacebuilding theory offers a useful conceptual lens for analyzing how education can address the underlying causes of conflict and contribute to lasting peace in Wajir Esat Sub - County (Galtung, 1976).

1.13 Conceptual Framework

A conceptual framework serves as a roadmap for understanding the relationship between key variables in a study (Creswell & Creswell, 2023). In this research, the framework examines the role of Technical and Vocational Education and Training (TVET) in peacebuilding in Wajir East Sub-County by linking access to TVET, training outcomes, community dynamics, implementation strategies, and contextual challenges to peacebuilding outcomes.

Access to TVET programs in Wajir East Sub-County is influenced by geographic accessibility, affordability of training costs, and the availability of adequate facilities and qualified trainers. When training institutions are physically accessible, financially affordable, and adequately resourced, more youth can enroll, participate, and complete TVET programs. These access factors are important because they determine the extent

to which young people can benefit from skills development opportunities that provide alternatives to conflict, unemployment, and idleness.

TVET skills training focuses on skills acquisition, employment creation, and behavioral transformation among youth. The acquisition of relevant vocational and technical competencies improves employability and supports self-employment and income-generating activities. Economic empowerment reduces youth vulnerability to involvement in conflict, criminal activities, and violent extremism. Furthermore, participation in structured training programs encourages discipline, responsibility, and constructive social behavior, which contribute to peacebuilding outcomes (Warsame & Maina, 2021). Community perception and engagement also influence the effectiveness of TVET programs. This includes community awareness of TVET peacebuilding initiatives, perceived impact on youth behavior, and the level of local support for vocational training. Communities that positively perceive TVET programs are more likely to encourage youth participation, support graduates, and sustain peacebuilding initiatives. Such community support strengthens social cohesion and enhances the long-term impact of TVET interventions (Azevedo et al., 2020).

The implementation of TVET peacebuilding programs depends on strategic factors such as the integration of peacebuilding content into the curriculum, institutional partnerships, and effective monitoring and evaluation mechanisms. Incorporating peace education into vocational training equips learners with conflict resolution skills, tolerance, teamwork, and civic responsibility. Partnerships involving government agencies, non-governmental organizations, and private sector actors improve resource mobilization, technical support, and outreach. Monitoring and evaluation mechanisms ensure accountability, program effectiveness, and continuous improvement of training outcomes (Oviawe et al., 2020).

However, the relationship between TVET and peacebuilding is also influenced by an intervening variable, namely, government and institutional support. This variable affects the extent to which TVET programs successfully contribute to peacebuilding outcomes. Even where access to TVET, skills training, and community participation exist, weak institutional support can undermine program effectiveness. Conversely, strong institutional and government support enhances the successful implementation and sustainability of TVET initiatives.

The intervening variable is reflected through three key indicators:

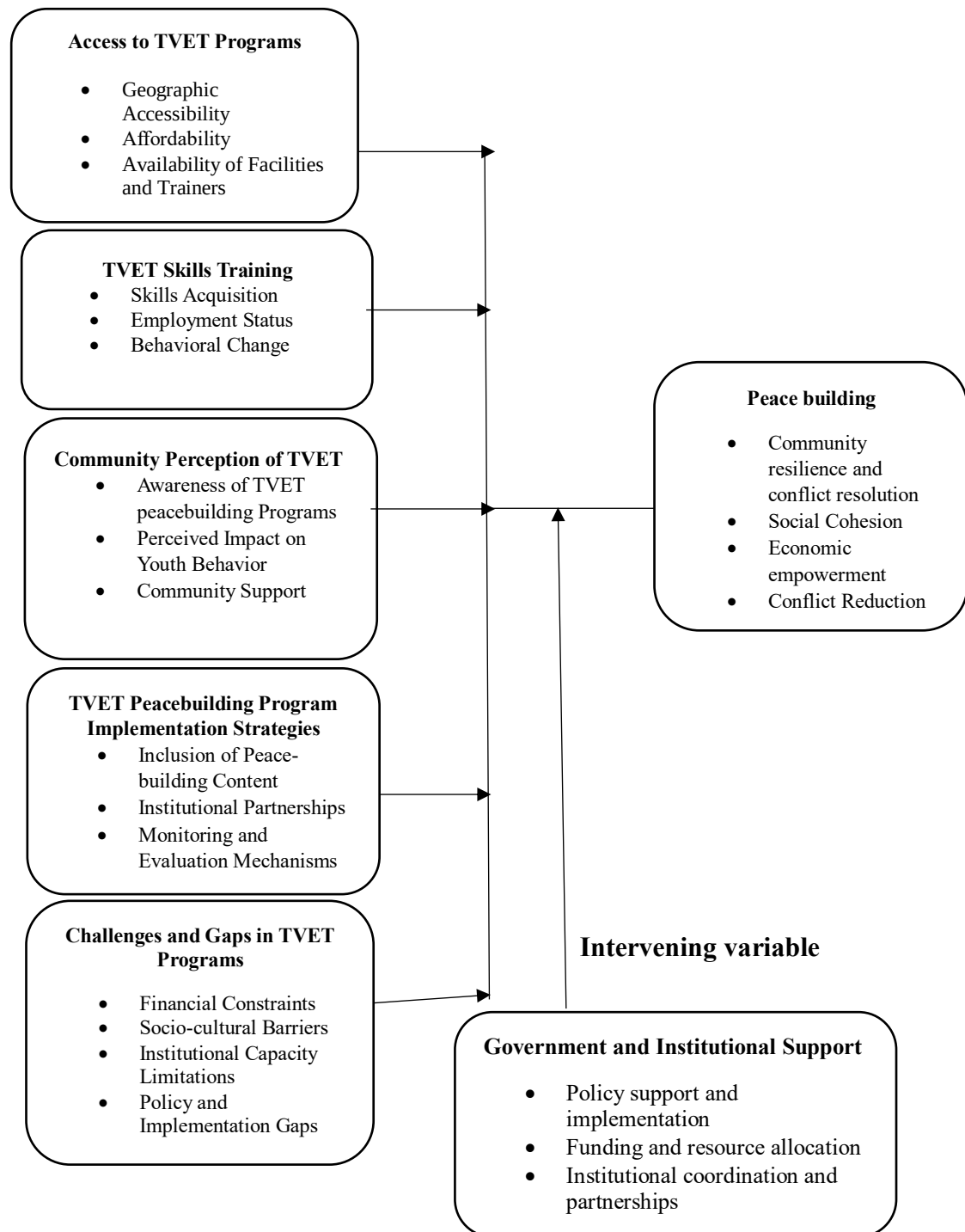
Policy support and implementation: the existence and enforcement of policies that promote equitable access to TVET and integration of peacebuilding initiatives within training programs.

Funding and resource allocation: the level of financial investment in infrastructure, training facilities, equipment, and staffing necessary for effective delivery of vocational education programs.

Institutional coordination and partnerships: collaboration among government agencies, NGOs, community organizations, and private sector actors in supporting vocational training and peacebuilding activities. These indicators influence how effectively TVET programs operate and determine whether intended peacebuilding outcomes are achieved. Nevertheless, the effectiveness of TVET programs continues to face several challenges, including financial constraints, socio-cultural barriers, institutional capacity limitations, and policy implementation gaps. Limited funding restricts access to quality training, while socio-cultural norms may discourage participation among certain groups, especially women and marginalized youth. Weak institutional capacity and inconsistent implementation of policies further hinder the effectiveness of TVET programs.

Ultimately, these factors collectively influence peacebuilding outcomes, which are reflected in conflict reduction, enhanced social cohesion, economic empowerment, and strengthened community resilience and conflict resolution mechanisms. By addressing access barriers, improving training quality, fostering community support, and strengthening institutional support systems, TVET programs can serve as an effective tool for sustainable peacebuilding in Wajir East Sub-County.

Figure 1.1

*Conceptual Framework***Independent Variable****Dependent Variable**

This chapter presented the background of the study, statement of the problem, research objectives, research questions, significance of the study, scope, and limitations, thereby

establishing the foundation of the research. It highlighted the key issues surrounding the role of TVET in peacebuilding and justified the need for the study within the context of Wajir East Sub-County. Having outlined the overall direction of the study, the next chapter reviews relevant literature by examining theoretical perspectives, empirical studies, and existing knowledge related to TVET and peacebuilding to provide a deeper understanding of the research problem.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed existing literature on the role of technical and vocational education in peace-building, with a focus on Wajir East Sub-County. It explored the role of TVET in fostering economic empowerment, reducing unemployment, and promoting social cohesion as key components of peacebuilding. The review is structured around key thematic areas, including the level access, role in reducing youth involvement in conflict, perception of former students on the role of TVET in promoting peace building, and strategies used in implementing peace building programs in selected TVETs. While previous studies highlight the significance of TVET in economic and social development, limited research exists on its direct influence on peacebuilding in conflict-prone regions. This chapter aimed to bridge this gap by analyzing relevant theories and empirical evidence, providing a foundation for the study's conceptual framework.

2.2 Empirical Literature Review

Technical and Vocational Education and Training (TVET) play a crucial role in fostering peace and stability by equipping individuals with practical skills that enhance employability and economic independence. King (2010) argues that TVET contributes significantly to youth employment and economic empowerment, which in turn reduces poverty and the likelihood of conflict. His work emphasizes that skills development provides viable livelihood alternatives, making TVET a key tool in promoting stability and peace. (Bercovitch & Jackson, 2009) (often cited alongside critics of development approaches), and more directly, McGrath & Powell (2019) question the automatic link

between TVET and peace. McGrath argues that TVET alone cannot guarantee employment or conflict reduction, especially in contexts where there are limited job opportunities, weak economies, or structural inequalities. Without broader economic and political reforms, TVET's impact on peacebuilding may be limited.

2.2.1 Level of Access to Technical and Vocational Education and Training (TVET)

Access to Technical and Vocational Education and Training (TVET) is increasingly acknowledged as a critical component in addressing youth unemployment, social exclusion, and long-term development challenges in marginalized regions. In Sub-Saharan Africa, youth form a significant proportion of the population, yet many remain disconnected from formal employment pathways due to limited access to skills training opportunities (UNESCO-UNEVOC, 2021). TVET, when accessible and inclusive, offers practical avenues for youth empowerment by equipping them with competencies necessary for self-reliance and labor market participation.

Globally, the World Bank (2022) has identified structural barriers such as poverty, gender disparity, limited information, and cultural perceptions as key inhibitors of youth access to TVET. These barriers are even more pronounced in arid and semi-arid lands (ASALs), where limited infrastructure, insecurity, and low literacy levels create additional obstacles to enrollment and retention in vocational programs. In Afghanistan, for instance, Muralidharan and Singh (2020) reported that TVET programs located closer to conflict-prone rural areas experienced significantly lower female enrollment rates due to cultural restrictions and safety concerns. This points to the importance of localized and context-sensitive program delivery models.

At the African level, access to TVET remains uneven despite growing recognition of its role in youth empowerment and economic development. Studies indicate that many

countries face persistent challenges such as inadequate funding, weak institutional capacity, gender inequalities, and limited alignment between training programs and labor market needs. In many Sub-Saharan African contexts, socio-cultural norms and economic constraints continue to restrict participation, particularly among young women, while rural and marginalized regions experience limited access to training institutions and facilities.

In the Kenyan context, the government has made strides in enhancing TVET access through policy reforms, such as the introduction of the Kenya Vision 2030 and the TVET Act of 2013, which promote the establishment of vocational institutions at the grassroots level. However, a report by the Kenya Institute for Public Policy Research and Analysis (KIPPRA, 2021) highlights that disparities in access persist, particularly in pastoralist counties like Wajir, Mandera, and Turkana. Challenges such as poor road infrastructure, lack of awareness about TVET programs, and minimal investment in training facilities continue to limit the participation of youth, especially young women and persons with disabilities.

Empirical studies further reveal the interplay between social, economic, and institutional factors in shaping access to Technical and Vocational Education and Training (TVET) in Kenya. Research conducted in marginalized regions indicates that structural inequalities continue to limit youth participation despite high interest in skills development. For example, studies on TVET implementation in Northern Kenya highlight persistent challenges related to institutional capacity, curriculum relevance, and weak industry linkages, which disproportionately affect youth in ASAL counties such as Garissa and surrounding regions (Gure & Muna, 2026). Similarly, broader national-level evidence shows that students in marginalised areas are less likely to acquire essential youth development skills due to supply-side constraints such as

inadequate facilities, limited training resources, and unequal access to quality institutions (Ngware et al., 2022). Additionally, regional analyses of TVET access in Kenya confirm that social perceptions, gender norms, and structural inequalities continue to shape enrollment patterns, particularly in pastoralist and semi-arid counties (ILO, 2021).

Specific to Wajir East Sub-County, existing research remains scant. However, Abdi (2023) observed that while there are TVET institutions established under the Economic Stimulus Program, many remain underutilized due to poor infrastructure, lack of qualified trainers, and minimal community engagement in promoting enrollment. Furthermore, recurrent insecurity, early marriages, and nomadic livelihoods were cited as major impediments to consistent participation in training programs by the youth. These findings suggest that beyond physical availability, access to TVET in Wajir East is shaped by a complex web of socio-economic and cultural factors.

Recent innovations in Technical and Vocational Education and Training (TVET), such as mobile training units and community-based outreach programs, have been recognized as effective strategies for improving access in remote and marginalized regions. Evidence from TVET reforms in Kenya indicates that flexible and community-oriented training approaches help overcome barriers related to distance, cost, and infrastructure limitations, particularly in arid and semi-arid lands (ASALs) (African Development Bank, 2019). Similarly, studies on skills development interventions in pastoralist regions highlight that locally adapted training models improve participation by aligning programs with community livelihoods and socio-cultural contexts (International Labour Organization, 2021). These approaches emphasize the importance of participatory program design, where community stakeholders are

engaged in shaping training delivery to enhance enrollment and retention outcomes in underserved counties.

In summary, access to TVET among youth in Wajir East Sub-County is constrained by a mixture of infrastructural deficits, cultural norms, insecurity, and limited institutional support. While national policy frameworks exist to promote equity in access, implementation gaps at the local level continue to hinder progress. Addressing these barriers requires a multi-sectoral approach that combines policy reform, community engagement, gender-sensitive programming, and localized delivery models. Further research is needed to generate disaggregated data on TVET access in Wajir East to inform more responsive interventions.

2.2.2. Role of TVET in Reducing Youth Involvement in Conflict

The contribution of Technical and Vocational Education and Training (TVET) in reducing youth involvement in conflict has gained global attention, particularly in fragile and conflict-affected settings. Youth are often disproportionately affected by unemployment, social exclusion, and limited access to quality education, factors that increase vulnerability to violence and criminal activities. Evidence from international development literature indicates that skills training and vocational education can contribute to social stability by improving employability and strengthening economic inclusion among young people in fragile contexts (International Labour Organization 2021; UNESCO 2020). In addition, global policy frameworks emphasize that TVET plays a critical role in promoting youth resilience by providing pathways to decent work and reducing the socioeconomic drivers of conflict and radicalization (World Bank, 2018).

Globally, the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2021) has emphasized the role of quality vocational training in addressing the structural drivers of youth violence, such as unemployment, exclusion, and marginalization. In countries emerging from conflict like Colombia and Sierra Leone, TVET programs have been utilized to reintegrate former child soldiers and at-risk youth into society by offering them practical skills, psychosocial support, and pathways to economic independence (Arango, 2022; UNESCO-UNEVOC, 2020). These programs have been credited with lowering recidivism into violent groups and promoting civic participation.

Similarly, in Afghanistan and Iraq, TVET initiatives have been used to deter youth from joining insurgent or extremist groups by providing credible economic alternatives. According to ILO (2021), vocational programs aligned with local labor market demands and supplemented with mentorship and life skills training demonstrated notable reductions in youth involvement in militancy. However, researchers caution that for TVET to succeed in such contexts, it must be sensitive to local needs and integrated into broader peacebuilding strategies (McGrath & Powell, 2019).

Across Africa, many studies have underscored the connection between youth unemployment and political instability. In countries such as Nigeria, Somalia, and South Sudan, unemployed and disenfranchised youth are frequently recruited by extremist or armed groups. A study by Oviawe et al. (2020) in northern Nigeria found that TVET interventions that were practical, industry-driven, and inclusive helped reduce the appeal of groups like Boko Haram by improving youth livelihoods and fostering a sense of purpose. The research emphasized that vocational training needed to be combined with mentorship, psychosocial support, and community reintegration to be effective.

In Uganda, evidence from vocational and skills development literature indicates that structured training programs targeting vulnerable youth, including those in post-conflict and displacement settings, reduce involvement in violent activities by improving livelihood opportunities and strengthening social reintegration mechanisms (Jjuuko et al., 2021). These programs support youth in rebuilding social networks, identity, and economic stability, which are critical factors in preventing engagement in criminal and gang-related behaviour. Similarly, a World Bank (2022) report on Ethiopia highlights that technical and vocational education and training (TVET) plays a significant role in promoting social cohesion among youth by encouraging intergroup collaboration in enterprise development and cooperative societies. This engagement fosters inter-ethnic trust, reduces social tensions, and enhances peaceful coexistence in diverse communities.

In Kenya, TVET is increasingly viewed as a tool for addressing youth vulnerability to radicalization and inter-communal conflict, especially in counties that experience cyclical violence. According to Kinyanjui (2021), TVET institutions in counties such as Isiolo and Marsabit have contributed to peacebuilding by empowering unemployed youth through technical skills, which reduced their reliance on cattle rustling and political violence for survival. The study also found that graduates of vocational programs were more likely to engage in community development initiatives and conflict resolution processes.

In the northern Kenya context, youth are frequently drawn into clan-based conflicts and cross-border insecurity due to poverty, unemployment, and limited educational opportunities. A study by Abdi (2023) revealed that in Wajir County, the lack of structured vocational education and skills training opportunities contributed significantly to youth idleness, which in turn heightened their involvement in criminal

networks and militia activities. However, where accessible and community-embedded TVET programs were introduced, there was a noticeable decline in youth participation in violence.

Farah and Njoroge (2022) examined the impact of youth-focused livelihood programs in Mandera. They found that vocational training, especially when accompanied by start-up capital and mentorship, reduced the vulnerability of young men to recruitment by armed groups. The study stressed the importance of community engagement and tailoring TVET content to pastoralist economies, such as training in animal husbandry, renewable energy, and mobile technology repair.

In Wajir East Sub- County specifically, preliminary assessments indicate that TVET remains underutilized as a peacebuilding tool. Community leaders interviewed by Hassan and Wanjala (2023) observed that many youths who participate in communal conflicts or banditry do so out of economic desperation and lack of alternative livelihoods. They emphasized that investing in vocational training infrastructure, supporting mobile training units, and integrating conflict sensitivity into TVET curricula could be transformative in redirecting youth energy toward constructive economic activities.

Successful interventions are those that are inclusive, context-relevant, and designed with both economic empowerment and social cohesion in mind. In Wajir East Sub- County, the strategic implementation of youth-focused TVET programs offers a promising avenue to mitigate violence and promote sustainable peace. However, there is a need for further empirical research and investment in locally relevant vocational programs that align with the region's cultural and economic realities.

2.2.3 Perceptions on the Role of TVET in Promoting Peacebuilding

The perceptions of community/individual members significantly influence the effectiveness and sustainability of Technical and Vocational Education and Training (TVET) as a peacebuilding intervention. It is said to be understood that Community/individuals buy-in, cultural acceptance, and perceived legitimacy of TVET programs determine whether such initiatives are embraced, trusted, and integrated into local peace efforts. The belief that TVET can transform lives and reduce conflict is often shaped by visible outcomes such as reduced youth violence, improved employment, and enhanced social cohesion.

Globally, community/individual perception has been recognized as a pivotal factor in the success of TVET programs, particularly in conflict-affected societies. According to UNESCO-UNEVOC (2021), positive community attitudes toward vocational training are often associated with successful reintegration of at-risk youth and former combatants. In Colombia, Arango (2022) found that community trust in vocational education increased when programs demonstrated tangible benefits such as employment, improved household income, and reduced youth engagement in criminal activities.

In post-conflict Rwanda, TVET initiatives were most effective in promoting peace when local communities perceived them as inclusive and responsive to their socio-economic needs (Smith & Molesworth, 2022). In contrast, skepticism and negative perceptions especially when programs were introduced without consultation limited participation and created resistance among communities. In Sierra Leone, a country emerging from years of civil conflict, the International Labour Organization (ILO, 2021) reported that community involvement in the planning and implementation of vocational training enhanced trust and participation, particularly when programs targeted ex-child

soldiers and marginalized youth. This participatory approach helped reduce stigma and encouraged community reintegration.

In sub-Saharan Africa, several studies have examined how community perceptions shape the role of vocational training in post-conflict recovery and peacebuilding. Azevedo et al. (2020), focusing on West Africa, noted that where TVET was seen as a tool for exclusion or elite capture, it often failed to gain public support. However, when communities viewed vocational training as a means for inclusive development, youth empowerment, and economic justice, they were more likely to support and sustain peacebuilding efforts.

In Nigeria, Oviawe et al. (2020) observed that community support for TVET programs was closely linked to visible job placements, local content relevance, and transparency in program implementation. Where TVET outcomes aligned with community expectations, such as reduced youth involvement in violent extremism perceptions were largely positive. In Uganda, Mutiso and Mugisha (2021) found that perceptions of vocational education among local elders and religious leaders were key to mobilizing youth and ensuring sustained engagement in peace-promoting activities.

In Kenya, public perception of TVET has historically been mixed. While national policies such as the Kenya Vision 2030 and the TVET Act (2013) have elevated the status of vocational training, many communities still view it as a second-tier option compared to university education. Kinyanjui (2021) found that in urban areas like Nairobi and Mombasa, perceptions of TVET improved when graduates secured jobs or started businesses. However, in rural and marginalized regions, skepticism remained due to poor infrastructure, limited course variety, and low transition rates to employment.

In northern Kenya, the perception of TVET is further influenced by cultural and socio-political dynamics. According to Abdi (2023), many community members in Wajir County see formal vocational education as unfamiliar or externally imposed, often prioritizing informal apprenticeships or pastoralist livelihoods. However, where TVET programs demonstrated alignment with local economic activities such as livestock health, tailoring, and renewable energy, perceptions began to shift positively.

Wanjala and Njoroge (2022) conducted a study in Garissa and Marsabit counties and found that communities were more likely to support TVET when they observed reductions in youth crime, substance abuse, and clan conflicts. Community leaders in these counties highlighted that youth who completed vocational training were perceived as more responsible, less idle, and more engaged in constructive economic activities.

In Wajir East Sub- County, preliminary interviews by Hassan and Wako (2023) indicated that while there is growing recognition of TVET's potential to promote peace, challenges such as limited access, poor funding, and negative societal attitudes toward vocational education persist. Elders and women's groups emphasized the importance of community engagement in the design and implementation of TVET programs, noting that peacebuilding cannot succeed if such programs are viewed as externally driven or culturally disconnected.

Across global, regional, and local contexts, the literature affirms that community perceptions play a critical role in the success of TVET as a peacebuilding initiative. Where TVET is viewed as inclusive, locally relevant, and economically beneficial, communities are more likely to support and engage with these programs. In contrast, negative perceptions linked to poor outcomes or cultural dissonance can undermine TVET's peacebuilding potential. In Wajir East Sub- County, improving awareness,

involving community stakeholders, and aligning TVET programs with local needs and values can significantly enhance their impact on peace and social cohesion.

2.2.4 Strategies Used in Implementing Peacebuilding Programs in TVET

Implementing Technical and Vocational Education and Training (TVET) as a peacebuilding strategy requires more than simply providing training, it demands a deliberate, context-sensitive approach that integrates economic, social, and political dimensions of peace. Effective implementation strategies typically involve multi-stakeholder collaboration, conflict-sensitive planning, and alignment with local development goals to ensure that TVET contributes meaningfully to sustainable peace.

Globally, countries emerging from conflict or dealing with fragility have developed strategic models for integrating TVET into peacebuilding frameworks. According to the International Labour Organization (ILO, 2021), effective implementation of TVET for peacebuilding involves three key elements: aligning training with labor market needs, targeting marginalized or at-risk youth, and embedding peace education within vocational curricula.

In Colombia, post-conflict programs supported by the government and international partners have integrated vocational training with psychosocial support and reconciliation activities. Arango (2022) notes that one successful strategy was the co-location of TVET centers within community reconciliation hubs, which encouraged youth participation and community trust in the programs. Similarly, in Sri Lanka, vocational training was used as a reintegration tool for former child soldiers. According to the United Nations Development Programme (UNDP, 2021), training programs were most effective when designed through local consultation, delivered in native languages, and linked to livelihood support mechanisms such as microfinance and cooperative

entrepreneurship. This holistic approach improved reintegration outcomes and enhanced community stability.

In Africa, strategic implementation of TVET programs has increasingly been recognized as an instrument for conflict prevention and post-crisis recovery. In Liberia, TVET was a key component of the National Youth Empowerment Program launched after the civil war. According to Azevedo et al. (2020) found that a multi-agency approach, where government ministries, community leaders, NGOs, and the private sector worked together, ensured that vocational programs were locally relevant, adequately funded, and socially inclusive.

In Nigeria, evidence from post-conflict reconstruction literature shows that Technical and Vocational Education and Training (TVET) play a critical role in rebuilding insurgency-affected communities in the Northeast by promoting youth empowerment, economic recovery, and social reintegration. Studies on post-Boko Haram recovery efforts indicate that integrating skills training into peacebuilding programs enhances youth employability and reduces vulnerability to violent extremism by improving livelihoods and strengthening community cohesion (Yapilami & Balami, 2024). Furthermore, research on post-conflict vocational education interventions in Northern Nigeria highlights that aligning training programmes with local economic needs and involving community stakeholders improves participation, sustainability, and social acceptance of such initiatives (Hasley, 2024). These findings emphasize that culturally responsive and flexible TVET models contribute significantly to peacebuilding and long-term stability in insurgency-affected regions.

East African countries such as Uganda and Ethiopia have also adopted integrated strategies for deploying TVET in peacebuilding. Mutiso and Mugisha (2021) observed that effective strategies included embedding vocational training within national peace

policy frameworks and decentralizing program management to empower regional education authorities. Additionally, integrating TVET into broader youth empowerment and civic education programs was found to reinforce pro-social behavior and community engagement.

In Kenya, the government has increasingly promoted TVET through policies such as the National Education Sector Strategic Plan (NESSP 2018–2022) and the Youth Empowerment Strategy, which emphasize skills development as a means of tackling unemployment and preventing youth radicalization. However, implementation remains uneven across regions.

In Kenya, Kariuki and Kiende (2024) highlight the importance of integrating social cohesion and peaceful coexistence principles into Technical and Vocational Education and Training (TVET) institutions. The study emphasizes that embedding such values within TVET frameworks can strengthen interpersonal relations among trainees and contribute to more stable learning environments. The authors further recommend curriculum reforms that promote inclusivity and social responsibility as part of competency-based training approaches in Kenya.

In conflict-prone areas such as Wajir East Sub- County, implementation of TVET programs faces unique challenges, including insecurity, inadequate infrastructure, and cultural resistance. According to Abdi (2023), the most effective strategies in northern Kenya involved engaging clan elders, religious leaders, and women's groups in TVET planning and delivery. When local actors took ownership of training centers, dropout rates declined, and community support increased. Wanjala and Njoroge (2022) observed in Garissa County that decentralized TVET centers with mobile training units allowed for greater reach into remote communities, especially during times of insecurity. Additionally, aligning training content with regional economic activities

such as livestock value chains, renewable energy, and ICT, was a key implementation strategy that enhanced youth employability and reduced vulnerability to conflict.

Moreover, peacebuilding-focused NGOs have introduced training-of-trainers (ToT) programs in areas like Wajir East to enhance local instructor capacity. These trainers are equipped not only with technical expertise but also with conflict resolution and peace education skills, enabling them to serve as community change agents (Hassan & Wako, 2023). Effective implementation of TVET as a peacebuilding initiative requires multi-dimensional strategies that consider local conflict dynamics, engage communities, and build institutional capacity. Globally, regionally, and locally, successful strategies include aligning TVET with market needs, integrating peace education, decentralizing delivery, and fostering local ownership. In Wajir East Sub- County, scalable and inclusive strategies, such as mobile training units, community involvement, and peace-oriented pedagogy, hold significant promise for transforming TVET into a meaningful tool for conflict prevention and social cohesion.

2.2.5 Challenges and Gaps in TVET Programs

Despite the recognized potential of Technical and Vocational Education and Training (TVET) in promoting youth empowerment and peacebuilding, numerous challenges and gaps continue to limit the effectiveness of TVET, particularly in marginalized and conflict-prone regions (UNESCO, 2021; African Development Bank, 2019). Within the conceptual framework of this study, these challenges include financial constraints, socio-cultural barriers, institutional capacity limitations, and policy and implementation gaps, all of which influence the extent to which TVET contributes to peacebuilding outcomes such as conflict reduction, social cohesion, and economic empowerment.

Financial constraints remain one of the most significant barriers to effective TVET delivery. Limited funding affects the development of infrastructure, procurement of training equipment, and recruitment of qualified trainers. According to the World Bank (2018), underfunded TVET systems often struggle to provide quality training that meets labor market demands, thereby reducing the employability of graduates. Similarly, UNESCO (2016) highlights that inadequate financial investment in TVET leads to outdated facilities and limited access, particularly in rural and underserved regions. These financial limitations not only restrict access but also compromise the quality and relevance of training programs.

Socio-cultural barriers also play a critical role in shaping participation in TVET programs. In many communities, vocational education is perceived as a second-tier option compared to academic pathways, discouraging youth especially high-performing students from enrolling (UNESCO, 2021; World Bank, 2022). Gender norms further limit participation, particularly among young women, due to cultural expectations and early marriage practices (UNESCO-UNEVOC, 2021). In northern Kenya, studies have shown that pastoralist lifestyles and preferences for traditional livelihoods often conflict with formal training systems, reducing enrollment and retention (Abdi, 2023). These socio-cultural dynamics highlight the need for context-sensitive and inclusive program design.

Institutional capacity limitations further constrain the effectiveness of TVET programs. Weak governance structures, inadequate trainer qualifications, and limited institutional resources hinder the delivery of quality training. Simon McGrath argues that many TVET systems in developing countries lack the institutional strength required to respond effectively to labor market needs, resulting in a mismatch between skills acquired and employment opportunities (McGrath, 2012). Additionally, insufficient

monitoring and evaluation (M&E) mechanisms limit the ability of institutions to track outcomes, assess impact, and implement improvements (UNESCO, 2016).

Policy and implementation gaps also undermine the effectiveness of TVET programs. While many countries, including Kenya, have developed policies to promote TVET, weak implementation, poor coordination among stakeholders, and limited alignment with labor market demands remain persistent challenges. The World Bank (2022) notes that fragmented policy frameworks and lack of integration between education systems and industry needs reduce the relevance and impact of vocational training. In Kenya, KIPPRA (2021) reports that despite progressive policies such as the TVET Act (2013), disparities in access and quality persist due to uneven resource distribution and weak enforcement mechanisms.

In conflict-prone and marginalized regions such as Wajir East Sub-County, these challenges are further compounded by insecurity, poor infrastructure, and limited community engagement. Abdi (2023) and Hassan and Wako (2023) highlight that insecurity disrupts training activities, while weak community involvement reduces program acceptance and sustainability. Additionally, the lack of integration of peacebuilding components into TVET curricula limits the potential of these programs to address conflict dynamics effectively.

Overall, the literature indicates that while TVET holds significant promise for youth empowerment and peacebuilding, its effectiveness is constrained by multiple interrelated challenges and gaps. Addressing these issues requires increased financial investment, strengthened institutional capacity, inclusive and culturally responsive programming, and improved policy implementation and coordination. By overcoming these barriers, TVET programs can better contribute to sustainable peacebuilding

outcomes, including conflict reduction, social cohesion, economic empowerment, and community resilience.

2.3 Summary and Research Gap.

The reviewed literature underscores the significant role of Technical and Vocational Education and Training (TVET) in promoting peacebuilding, particularly in fragile and conflict-affected contexts. Globally, TVET is widely recognized as a strategic intervention for addressing structural drivers of conflict through skills development, improved employability, and social inclusion among youth (UNESCO, 2021; World Bank, 2018). Empirical evidence from post-conflict contexts such as Colombia and Sri Lanka demonstrates that when TVET is integrated with psychosocial support and reconciliation initiatives, it contributes to youth reintegration, reduced violence, and strengthened social cohesion (Arango, 2022; UNDP, 2021).

In the African context, studies show that TVET contributes to economic empowerment and conflict prevention when aligned with local labour market needs and supported by inclusive community participation. In countries such as Liberia and Nigeria, demand-driven vocational training programs have improved youth livelihoods and reduced vulnerability to recruitment into violent groups, reinforcing the link between skills acquisition, employment, and peacebuilding outcomes (Azevedo et al., 2020; ILO, 2021).

Within Kenya, existing literature indicates that improving access to TVET through enhanced infrastructure, affordability, and institutional capacity significantly increases youth participation and employability outcomes (KIPPRA, 2021; World Bank, 2022). Further, emerging evidence suggests that integrating civic education, entrepreneurship, and social cohesion components into TVET curricula enhances graduates' capacity to

contribute to peaceful coexistence and community development (Oviawe et al., 2020). However, in northern Kenya, particularly in counties such as Wajir, persistent challenges including inadequate infrastructure, socio-cultural barriers, insecurity, and limited awareness continue to constrain the effectiveness of TVET programs (Abdi, 2023).

Despite these contributions, several critical gaps emerge from the literature. First, most studies focus on post-conflict or large-scale war recovery contexts, with limited attention to localized and recurrent conflict environments such as Wajir East Sub-County. This limits the applicability of global and regional findings to the specific socio-cultural and economic realities of ASAL regions.

Second, while TVET is widely associated with employment creation and skills development, there is limited empirical evidence linking participation in TVET directly to behavioral change and sustained reduction in youth involvement in conflict at the local level. The role of community perceptions, awareness, and trust in TVET as a peacebuilding tool remains particularly underexplored, despite being central to program uptake and sustainability.

Third, although literature highlights the importance of integrating peace education and stakeholder engagement in TVET systems, there is insufficient context-specific research on the implementation strategies that enhance TVET effectiveness in fragile, pastoralist, and insecurity-prone environments such as Wajir East. Issues such as mobility, clan dynamics, and resource-based conflict are rarely integrated into TVET program design frameworks (ILO, 2021; UNESCO, 2016).

Finally, although challenges such as financial constraints, institutional weaknesses, socio-cultural barriers, and policy implementation gaps are widely acknowledged, there is limited localized evidence on how these factors interact to influence TVET outcomes

in peacebuilding contexts. As McGrath (2012) argues, structural constraints within TVET systems often limit their ability to translate skills development into meaningful employment and sustainable peace outcomes.

In light of these gaps, this study seeks to examine the role of TVET in peacebuilding in Wajir East Sub-County by focusing on five key areas: access to TVET programs, the role of skills training in reducing youth involvement in conflict, community perceptions of TVET, implementation strategies, and the challenges affecting program effectiveness. By addressing these under-researched dimensions, the study aims to contribute to a deeper understanding of how TVET can be effectively leveraged to promote conflict reduction, social cohesion, economic empowerment, and community resilience in conflict-prone ASAL regions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology employed to role of technical and vocational education in peace-building: a case of selected TVETs in Wajir East Sub-County, Kenya. The methodology outlined the research design, site, target population, sampling procedures, data collection instruments, and procedures to ensure the study achieves its objectives. Additionally, the chapter highlights how the reliability and validity of the instruments were ensured, ethical considerations were maintained, and data were systematically analyzed.

3.2 Research Design

This study adopted a convergent mixed methods research design, a type of mixed methods approach in which both quantitative and qualitative data are collected concurrently, analyzed separately, and then merged during interpretation. The choice of this design was guided by the need to obtain a comprehensive understanding of the role of technical and vocational education and training (TVET) in peacebuilding.

A mixed methods approach was considered appropriate because it capitalizes on the strengths of both quantitative and qualitative methodologies. The quantitative component provides measurable and generalizable evidence for assessing relationships between variables, while the qualitative component offers in-depth insights into participants lived experiences and contextual realities.

The quantitative data was collected using structured questionnaires administered to respondents, enabling statistical analysis of patterns and relationships between TVET education and peacebuilding outcomes. On the other hand, qualitative data was

obtained through in-depth interviews with key stakeholders, including tutors, peace practitioners, current students, and alumni. These interviews facilitated a deeper exploration of perceptions, experiences, and the mechanisms through which education contributes to peacebuilding (Creswell & Clark, 2018).

In line with the convergent design, both datasets were collected during the same phase of the research process, analyzed independently, and subsequently integrated during interpretation. This process of triangulation enhances the validity and reliability of the findings by allowing for the corroboration and complementarity of results from both strands.

The convergent mixed methods design was particularly suitable for this study as it enabled the researcher to capture both the “what” (quantitative trends and relationships) and the “how” and “why” (qualitative explanations and experiences) of education’s contribution to peacebuilding. Consequently, the design facilitated a more holistic and nuanced understanding of how TVET institutions influence social cohesion and conflict reduction.

3.3 Research Site

A research site refers to the specific setting or location where a study is carried out. It provides the physical, institutional, or geographical context for data collection. As emphasized by Yin (2023), selecting an appropriate research site is essential, as it directly affects the credibility and applicability of the research findings. Factors influencing site selection include accessibility, relevance to the research objectives, availability of participants, and ethical considerations.

This study took place in Wajir East Sub-County, situated in northeastern Kenya. The area is predominantly inhabited by pastoralist communities and is marked by a distinct

socio-cultural and economic landscape. Wajir has faced persistent challenges such as intercommunal violence, cross-border insecurity, and threats from Al Shabab insurgents, all of which have disrupted social cohesion and hampered community development. The region hosts a range of formal and non-formal educational institutions, including higher education and vocational training centers, making it a pertinent context for exploring the role of education in peacebuilding efforts.

Wajir East Sub-County was purposefully selected due to its history of conflict and its current initiatives aimed at leveraging education, particularly through TVET, to promote sustainable peace and development. The study primarily targeted learners engaged in TVET programs, specifically students, former students, tutors, and peace workers.

3.3.1 Demographic Characteristics

Wajir East Sub-County is predominantly inhabited by ethnic Somali communities whose main economic activity is pastoralism. According to the Kenya National Bureau of Statistics Population and Housing Census, Wajir County had a population of 781,263 people as of 2019, with a large proportion consisting of youth below the age of 35 years (KNBS, 2019). The youthful population makes education, skills development, and employment creation particularly important within the sub-county. Settlement patterns are mainly rural and dispersed due to the nomadic pastoral lifestyle, although Wajir Town functions as the main administrative and commercial centre.

3.3.2 Geographical Location and Size

Wajir County covers approximately 55,840 square kilometres and is categorized as an Arid and Semi-Arid Land (ASAL) region (County Government of Wajir, 2023). The

terrain is generally flat with sparse vegetation, conditions that significantly influence infrastructure development, settlement patterns, and economic activities within Wajir East Sub-County.

3.3.3 Climate

The study area experiences an arid to semi-arid climate characterized by high temperatures and low, erratic rainfall. Average annual rainfall ranges between 200 mm and 500 mm, while temperatures generally range from 28°C to 38°C throughout the year (County Government of Wajir, 2023). The area experiences two rainy seasons: the long rains between April and June and the short rains between October and December. Frequent droughts and water scarcity continue to affect livelihoods and often contribute to resource-based conflicts among communities.

3.3.4 Socio-Economic and Security Context

Wajir East Sub-County has historically experienced recurrent intercommunal conflicts largely associated with competition over scarce resources such as water and pasture. In addition, the county's proximity to the Somalia border exposes the region to cross-border insecurity and extremist threats, particularly from Al-Shabaab-related activities. These security challenges have negatively affected socio-economic development, disrupted livelihoods, and weakened social cohesion.

Despite these challenges, both governmental and non-governmental actors have increasingly invested in peacebuilding and youth empowerment initiatives within the region. Technical and Vocational Education and Training (TVET) has emerged as one of the key strategies for equipping youth with employable skills, reducing idleness, and addressing drivers of conflict such as unemployment and marginalization.

3.3.5 Institutions and Stakeholders Covered by the Study

The study focused on selected institutions and stakeholders involved in vocational training and peacebuilding within Wajir East Sub-County. These institutions and stakeholders were selected based on their direct involvement in youth empowerment, technical education, conflict management, and community development.

The study included Wajir East Technical and Vocational College, which is a national government-sponsored TVET institution offering accredited technical and vocational programmes. The institution was selected because of its central role in providing vocational skills training aligned with youth employment and empowerment objectives within the region.

The study also covered Wajir Vocational Training Center, which is managed by the County Government of Wajir. The institution provides practical vocational training to youth and was included to facilitate comparative understanding of vocational training approaches implemented under county-level administration.

Additionally, the study included the Wajir Peace Office due to its active involvement in peacebuilding, conflict resolution, and community cohesion initiatives within the sub-county. The institution provided critical insights into the intersection between education, youth empowerment, and peacebuilding interventions.

The County Government of Wajir, particularly the Department of Education and Youth Affairs, was included because of its responsibility in supporting vocational education, youth empowerment programmes, and skills development initiatives within the county. The department also plays a significant role in policy implementation and institutional support for TVET programmes.

The study further involved members of the Provincial Administration, including chiefs, assistant chiefs, deputy county commissioners, and county commissioners, because of

their responsibility in maintaining security, coordinating peace initiatives, and mobilizing communities during conflict management processes.

Community leaders, including elders, clan leaders, and religious leaders, were also included in the study because they play a central role in traditional conflict resolution mechanisms and promotion of social cohesion within pastoralist communities.

Households and members of the local community were included because they represent the primary beneficiaries of TVET and peacebuilding interventions. Their perspectives were important in understanding how vocational education influences livelihoods, youth behaviour, and conflict reduction at the grassroots level.

Civil society organizations, including non-governmental organizations (NGOs), community-based organizations (CBOs), and faith-based organizations (FBOs), were also considered because of their involvement in humanitarian assistance, youth empowerment, and peacebuilding programmes within Wajir East Sub-County.

Finally, the study included actors from the security sector and private sector. Security agencies provided insights into the relationship between security interventions and peacebuilding efforts, while private sector actors were included because of their role in employment creation and absorption of TVET graduates into the labour market.

3.4 Target Population

The target population refers to the entire group of individuals to whom the findings of a study are intended to be generalized (Saunders et al., 2023). In this study, the target population was expanded to capture a broader range of stakeholders involved in education and peacebuilding within Wajir East Sub-County.

Specifically, the study targeted students, former students, and tutors from Wajir East Technical and Vocational Training College and Wajir Vocational Training Centre, as

they are the primary beneficiaries and implementers of TVET programs. In addition, officials from the Wajir Peace Office were included due to their direct involvement in peacebuilding initiatives.

To enhance the comprehensiveness of the study and address the multi-stakeholder nature of peacebuilding, the target population was further expanded to include county government officials (education and youth affairs), provincial administration (chiefs and assistant chiefs), community leaders (elders and religious leaders), parents/guardians, local youth not enrolled in TVET institutions, NGOs and CBOs involved in peacebuilding, security agencies, employers/industry partners, and TVET administrators. These groups were considered critical as they influence, implement, or are affected by both education and peacebuilding processes within the community.

This broader inclusion strengthens the study by allowing for diverse perspectives, comparative insights, and a more holistic understanding of how TVET contributes to peacebuilding in the region. According to the Wajir County TVET Department (2023), the two institutions have a combined population of 922 students and 38 tutors, while the Wajir Peace Office has 25 officials. Additional stakeholder groups were included based on their functional relevance to the study. The distribution of the target population is summarized in Table 3.1.

Table 3.1***Target Population***

Institution/Office	Category	Population
Wajir East Technical and Vocational Training College	Students	150
	Tutors	30
Wajir Vocational Training Centre	Students	423
	Tutors	27
TVET Institutions (Both)	Former Students (Alumni)	35
Wajir Peace Office	Officials	25
County Government (Education & Youth Affairs)	Officers	30
Provincial Administration	Chiefs & Assistant Chiefs	40
Community Leadership	Elders & Religious Leaders	20
Households	Parents/Guardians	40
Local Community	Youth (non-TVET)	45
Civil Society	NGOs & CBOs	25
Security Sector	Security Personnel	20
Private Sector	Employers/Industry Partners	40
TVET Institutions	Administrators	37
Total		987

3.5 Sampling Techniques

Sampling techniques refer to the procedures used to select a subset of individuals from a larger population for participation in a study to ensure that the sample adequately represents the target population and allows valid generalization of findings (Etikan & Bala, 2023). This study employed both probability and non-probability sampling techniques to capture measurable patterns as well as in-depth perspectives from diverse stakeholders involved in Technical and Vocational Education and Training (TVET) and peacebuilding in Wajir East Sub-County.

Firstly, stratified sampling was used to divide the target population into distinct strata based on stakeholder categories, including students, tutors, former students, peace

office officials, county government officers, provincial administration, community leaders, parents/guardians, non-TVET youth, NGOs/CBOs, security personnel, employers, and TVET administrators. This ensured that all key groups relevant to the study were adequately represented. Within strata consisting of large and relatively homogeneous populations (such as students and tutors), simple random sampling was applied to select respondents, thereby giving each individual an equal chance of selection and minimizing selection bias.

For smaller and specialized groups with specific knowledge or roles in peacebuilding, such as peace office officials, chiefs, NGO representatives, security personnel, and TVET administrators, purposive sampling was employed. This allowed the researcher to deliberately select respondents with relevant expertise and experience.

Additionally, snowball sampling was used to identify former students (alumni), particularly those engaged in employment or community peace initiatives, who may not have been easily accessible through formal institutional records.

The use of these combined sampling techniques ensured both representativeness and depth, which is consistent with the requirements of a convergent mixed methods research design.

3.5.1 Sample Size

Sample size refers to the number of participants selected from a target population to participate in a study. Determining an appropriate sample size is essential for ensuring the reliability, validity, and generalizability of research findings (Etikan & Bala, 2023). The total target population for this study was 987 respondents, comprising students, tutors, former students, peace office officials, and other key stakeholders involved in education and peacebuilding in Wajir East Sub-County.

To determine the appropriate sample size, the study adopted Yamane's (1967) formula, which is expressed as:

$$n = \frac{1 + N(e^2)}{1 + N(e^2)}$$

Where:

n = sample size

N = population size (987)

e = margin of error (0.05)

Substituting the values:

$$n = \frac{1 + 987(0.05^2)}{1 + 987(0.05^2)}$$

$$n = \frac{1 + 987(0.0025)}{1 + 987(0.0025)}$$

$$n = \frac{1 + 987(0.0025)}{1 + 987(0.0025)}$$

$$= \frac{1 + 2.4675}{1 + 2.4675} = \frac{3.4675}{3.4675} \approx 284.6$$

The sample size was therefore approximated to 285 respondents.

This sample size was considered adequate to represent the target population within a 5% margin of error, ensuring a balance between statistical precision and practical feasibility.

The sample was then proportionately distributed across all strata to ensure fair representation of each category within the population.

Table 3.2***Sample Size by Institution and Category***

Institution/Office	Category	Population	Sample Allocation
Wajir East Technical and Vocational Training College	Students	150	43
	Tutors	30	9
Wajir Vocational Training Centre	Students	423	122
	Tutors	27	8
TVET Institutions (Both)	Former Students (Alumni)	35	10
Wajir Peace Office	Officials	25	7
County Government	Education & Youth Officers	30	9
Provincial Administration	Chiefs & Assistant Chiefs	40	12
Community Leadership	Elders & Religious Leaders	20	6
Households	Parents/Guardians	40	12
Local Community	Youth (Non-TVET)	45	13
Civil Society	NGOs & CBOs	25	7
Security Sector	Security Personnel	20	6
Private Sector	Employers/Industry Partners	40	12
TVET Institutions	Administrators	37	9
Total		987	284

3.5.2 Sampling Procedure

The sampling procedure outlines the systematic steps followed in selecting participants from the target population to ensure that the sample is representative and aligned with the study objectives. A well-defined sampling procedure enhances the credibility,

validity, and generalizability of research findings (Saunders, Lewis, & Thornhill, 2023).

In this study, a mixed-method sampling procedure was adopted, incorporating both probability and non-probability techniques to facilitate the collection of quantitative and qualitative data.

The first step involved stratifying the target population into distinct categories based on stakeholder groups. These strata included students, tutors, former students (alumni), Wajir Peace Office officials, county government officers, provincial administration (chiefs and assistant chiefs), community leaders (elders and religious leaders), parents/guardians, non-TVET youth, NGOs and CBOs, security personnel, employers/industry partners, and TVET administrators. This stratification ensured that all relevant groups involved in education and peacebuilding were adequately represented.

Following stratification, simple random sampling was applied within large and homogeneous groups, particularly students and tutors in the TVET institutions. Sampling frames (such as class registers and staff lists) were used, and respondents were selected randomly to ensure that each individual had an equal chance of participation, thereby minimizing selection bias and enhancing representativeness.

For specialized and smaller stakeholder groups, including Wajir Peace Office officials, county government officers, chiefs, NGO/CBO representatives, security personnel, employers, and TVET administrators, purposive sampling was employed. Participants in these categories were selected based on their knowledge, roles, and involvement in peacebuilding and education-related activities. Selection criteria included relevant professional experience, active participation in community or institutional peace initiatives, and decision-making or implementation roles.

In addition, snowball sampling was used to identify former students (alumni), particularly those engaged in employment, self-employment, or community peacebuilding activities. Initial respondents helped to refer other eligible participants, thereby improving access to this relatively hard-to-reach group.

The final step involved allocating the sample proportionately across all strata, as presented in Table 3.2, to ensure fair representation of each category. This combination of sampling techniques ensured that the study captured both broad quantitative trends and in-depth qualitative insights, consistent with the requirements of a convergent mixed methods research design.

3.6 Data collection

Data collection refers to the systematic process of gathering information from selected respondents to address the research objectives. According to John W. Creswell and J. David Creswell (2023), the choice of data collection methods is guided by the research design, the nature of the study, and the type of data required (quantitative, qualitative, or mixed methods). In line with the convergent mixed methods research design, this study collected both quantitative and qualitative data concurrently. Quantitative data provided measurable evidence on the relationship between TVET and peacebuilding, while qualitative data offered deeper insights into participants' experiences, perceptions, and contextual realities.

3.6.1 Data Collection Instruments

The study utilized two primary instruments: structured questionnaires and semi-structured interview guides, each designed to address specific research objectives.

(a) Questionnaires

Structured questionnaires were administered to students, tutors, non-TVET youth, parents/guardians, and other community stakeholders. The questionnaire included both closed-ended and a few open-ended questions to capture measurable data and limited qualitative insights. The questionnaire was organized into sections aligned to the study objectives as follows:

Section A: Demographic Information: Captured respondents' background characteristics.

Section B: Access to TVET (Objective 1). Examined the level of access to technical and vocational education among youth, including enrollment, barriers to access, and inclusivity.

Section C: TVET and Reduction of Youth Involvement in Conflict (Objective 2) Assessed how participation in TVET influences youth engagement in conflict, including employment opportunities and behavioral change.

Section D: Perceptions of TVET in Peacebuilding (Objective 3) Captured views of respondents, especially former students, on how TVET contributes to peacebuilding and social cohesion.

Section E: Peacebuilding Strategies in TVET Institutions (Objective 4) Examined existing strategies and programs implemented within TVET institutions to promote peacebuilding.

Section F: Challenges and Gaps in TVET-Based Peacebuilding (Objective 5) Identified barriers, limitations, and gaps affecting the effectiveness of TVET in peacebuilding.

(b) Interview Guides

Semi-structured interview guides were used to collect qualitative data from key informants, including tutors, TVET administrators, peace office officials, community

leaders, and selected former students. The interview guide was organized into thematic areas aligned with the study objectives:

Theme 1: Access to TVET (Objective 1) Explored structural and socio-cultural factors influencing youth access.

Theme 2: TVET and Conflict Reduction (Objective 2) Examined perceived links between vocational training and reduced involvement in conflict.

Theme 3: Perceptions of TVET in Peacebuilding (Objective 3) Focused particularly on the experiences and perspectives of former students.

Theme 4: Peacebuilding Strategies (Objective 4) Investigated institutional and community-based approaches to integrating peacebuilding into TVET.

Theme 5: Challenges and Gaps (Objective 5) Explored systemic, institutional, and contextual limitations affecting implementation.

The semi-structured nature of the interviews allowed for flexibility, probing, and deeper exploration of emerging issues.

3.6.2 Data Collection Procedure

Data collection was conducted using face-to-face questionnaire administration and key informant interviews, consistent with the mixed methods approach. Preparation Phase: Research assistants were trained on: study objectives and their alignment to instruments, ethical considerations (informed consent, confidentiality), administration of questionnaires, and interview techniques and probing skills.

a) Quantitative Data Collection

Structured questionnaires were administered face-to-face to selected respondents across different strata, including: students, tutors, non-TVET youth, parents/guardians, and selected community stakeholders. This approach ensured high response rates,

accommodated varying literacy levels, allowed clarification of questions, and enhanced inclusivity and representativeness.

b) Qualitative Data Collection

In-depth face-to-face interviews were conducted with purposively selected key informants, including: Wajir Peace Office officials, TVET administrators and tutors, community leaders (chiefs, elders, religious leaders), and former students (alumni). These interviews provided detailed insights into experiences and perceptions, captured contextual realities of peacebuilding, and allowed exploration of sensitive issues such as conflict dynamics.

c) Integration of Data

Both quantitative and qualitative data were collected concurrently and analyzed separately before being merged during interpretation. This enabled triangulation, ensuring that findings from one method complemented and validated those from the other.

3.6.3 Pilot Testing of Research Instruments

A pilot test of the research instruments was conducted to assess the clarity, reliability, and validity of the data collection tools prior to the main study. The pilot study was carried out at the Livestock Training Institute in Wajir County, which was selected because it shares similar characteristics with the study area but was not included in the actual study sample. This ensured that the pilot participants had comparable experiences without contaminating the main data collection process.

The purpose of the pilot was to evaluate the wording, structure, sequencing, and relevance of both the questionnaire and interview guide in relation to the study

objectives. It also helped identify any ambiguities, unclear instructions, or logistical challenges that could affect data collection during the main study.

A total of 15 participants were involved in the pilot study, comprising 10 students and 5 tutors. This sample size was deemed appropriate following the recommendation by Mugenda and Mugenda (2003), who suggest that a pilot sample of approximately 10% of the main study sample is adequate for pretesting research instruments. Given the main study sample of 285 respondents, the pilot sample represented a sufficient proportion to test the effectiveness of the instruments and make necessary adjustments. Reliability of the questionnaire was assessed using Cronbach's alpha coefficient, which measures the internal consistency of Likert-scale items. A Cronbach's alpha value of 0.7 or above was considered acceptable, in line with the standards recommended by Jum C. Nunnally and Ira H. Bernstein (1994). Items that showed low consistency or ambiguity were revised accordingly.

Based on the feedback obtained from the pilot study, necessary modifications were made to improve the clarity, relevance, and overall structure of the instruments, thereby enhancing their validity (accuracy of measurement) and reliability (consistency of results).

3.6.4 Instrument Reliability

Reliability refers to the consistency and stability of a research instrument in measuring what it is intended to measure over time. Ensuring reliability is essential for producing accurate and dependable data (Creswell & Creswell, 2023). In this study, reliability was assessed for both the questionnaire and the interview guide. For the questionnaire, Cronbach's alpha coefficient was used to measure the internal consistency of the Likert-scale items. A Cronbach's alpha value of 0.7 or above was considered acceptable,

indicating that the items were sufficiently correlated and measured the same underlying construct.

The reliability test was conducted using data obtained from the pilot study. Items that exhibited low correlation or reduced overall reliability were revised, reworded, or removed to improve consistency. For the semi-structured interview guide, reliability was enhanced through pretesting during the pilot study, which helped ensure that the questions were clear, consistent, and aligned with the study objectives. In addition, the use of a standardized interview protocol minimized interviewer bias and ensured that all participants were asked similar core questions, while still allowing for probing and follow-up questions where necessary.

3.6.5 Instrument Validity

Validity refers to the extent to which a research instrument accurately measures what it is intended to measure. Establishing validity is critical in ensuring the credibility and accuracy of research findings (Armour & Williams, 2022). In this study, several types of validity were considered, including content validity, face validity, and construct validity, for both the questionnaire and the interview guide.

3.6.6 Content Validity

Content validity was ensured by consulting subject matter experts in education and peacebuilding. The instruments were reviewed by experts, including Mr. Ahmed Kafiye, Coordinator of the Wajir Peace Organization, along with other professionals in education and peace studies. Their feedback helped refine the instruments to ensure that the questions adequately covered all aspects of the research objectives and constructs under investigation. In addition, the instruments were developed based on an extensive

review of relevant literature and theoretical frameworks related to TVET and peacebuilding, ensuring alignment with established empirical and conceptual standards.

3.6.7 Face Validity

Face validity was enhanced by seeking expert review from professionals familiar with peace and security studies and the local context. These included: Dr. Leonard Mwangi, Regional Security Analyst, East African Centre for Peace and Conflict Studies. Dr. Grace Nyambura – Senior Lecturer in Peace and Conflict Transformation, Kenyatta University. Mr. Ibrahim Adan Community Peacebuilding Practitioner, Northern Kenya Mr. Ahmed Kafiye – Coordinator, Wajir Peace Organization. Their input helped ensure that the instruments were clear, contextually appropriate, and easily understood by respondents.

3.6.8 Construct Validity

Construct validity was strengthened through careful alignment of the research instruments with the study objectives and theoretical constructs guiding the study. The questionnaire items and interview themes were designed to reflect the key variables under investigation, including access to TVET, youth involvement in conflict, perceptions of peacebuilding, implementation strategies, and challenges.

The pilot study further contributed to construct validity by allowing the researcher to assess whether the instruments effectively captured the intended concepts and distinguished between related constructs. Feedback from the pilot study informed revisions that improved clarity, relevance, and alignment with the study constructs.

3.7 Data Analysis

Data analysis involved both quantitative and qualitative approaches in line with the convergent mixed methods design of the study.

3.7.1 Quantitative Data Analysis

Quantitative data collected through structured questionnaires were analyzed using descriptive and inferential statistics. Descriptive statistics such as frequencies, percentages, means, and standard deviations were used to summarize and present the data in a clear and understandable format. Inferential statistics were employed to examine relationships between variables. Specifically:

Chi-square tests were used to assess associations between categorical variables. Regression analysis was used to determine the influence of independent variables (dimensions of TVET education) on the dependent variable (peacebuilding outcomes). The analysis was conducted using statistical software to enhance accuracy and efficiency.

3.7.2 Qualitative Data Analysis

Qualitative data obtained from semi-structured interviews were analyzed using thematic analysis. This involved transcribing interviews, reading and re-reading the data, coding responses, and organizing them into themes and sub-themes based on the research objectives. This approach enabled the researcher to identify patterns, meanings, and insights related to participants' experiences and perceptions of TVET and peacebuilding.

3.7.3 Triangulation of Data

Triangulation was used to integrate quantitative and qualitative findings to enhance the validity and comprehensiveness of the study. Quantitative results from the questionnaire were compared with qualitative themes derived from interviews.

Convergence of findings from both methods strengthened the reliability of the results, while any discrepancies were carefully examined to provide deeper explanations and contextual understanding. This integration ensured that the study captured both statistical trends and contextual insights, thereby providing a more holistic interpretation of the research problem.

3.8 Legal and Ethical Considerations

Ethical considerations were strictly observed throughout the study to protect participants and ensure the integrity of the research process. Authorization to conduct the study was obtained from Africa Nazarene University, and ethical clearance was sought from the National Commission for Science, Technology and Innovation (NACOSTI) prior to data collection. In addition, permissions were obtained from relevant institutions, including county government authorities, TVET institutions, and the Wajir Peace Organization.

Informed consent was obtained from all participants before their participation. Respondents were clearly informed about the purpose of the study, the procedures involved, potential risks and benefits, and their right to voluntarily participate or withdraw at any time without penalty.

Confidentiality and anonymity were maintained by ensuring that participants' identities were not disclosed in the study. Data collected were securely stored and accessed only

by authorized personnel. Where applicable, codes rather than names were used to identify respondents.

The study also adhered to key ethical principles, including: Respect for autonomy, participants' voluntary participation was ensured. Beneficence - the study aimed to contribute positively to knowledge and policy. Non-maleficence – care was taken to avoid harm, especially given the sensitivity of conflict-related topics. Special attention was given to cultural sensitivity and respect for participants, particularly given the context of Wajir East Sub-County, which is a region with unique social and security dynamics.

CHAPTER FOUR: DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter presents the analysis and Findings of the data collected in line with the study objectives, which examined the role of Technical and Vocational Education and Training (TVET) in peacebuilding in Wajir East Sub-County. The analysis is based on data obtained from structured questionnaires administered to students, tutors, former students, non-TVET youth, community members, and other stakeholders, as well as qualitative data collected through semi-structured interviews with key informants, including institutional administrators, peace officers, and community leaders. In line with the convergent mixed methods research design, quantitative and qualitative data were analyzed separately and then integrated during interpretation to provide a comprehensive understanding of the research problem. The findings are presented in accordance with the study objectives, supported by tables, figures, and thematic explanations where appropriate.

4.1.1 Pilot Study Results

A pilot study was conducted before the main data collection to evaluate the validity, reliability, and clarity of the research tools. This step was crucial in ensuring the questionnaire and interview guide were well-structured, easy to understand, and capable of producing accurate, relevant data aligned with the study goals. According to Justus Mugenda and Olive Mugenda (2003), pilot testing helps researchers identify and fix weaknesses in research tools before the actual study.

The pilot study was carried out at the Livestock Training Institute, Wajir, which was selected because it shares similar socio-economic and institutional characteristics with the study area but was not included in the main sample to avoid contaminating the

results. A total of 15 participants were involved, comprising 10 students and 5 tutors. This represented approximately 5.3% of the main study sample ($n = 285$), which falls within the recommended range of 5–10% for pilot studies.

4.1.2 Validity of Instruments

Content validity was ensured through expert review, where the research instruments were examined by the supervisor and subject matter experts to confirm that the items adequately covered the study objectives. Feedback from the pilot participants also helped to assess face validity, particularly in identifying ambiguous or unclear questions. As a result, several questions were rephrased for clarity, and redundant items were removed to improve coherence.

4.1.3 Reliability of Instruments

Reliability of the questionnaire was assessed using internal consistency measures. A Cronbach's Alpha coefficient of (insert your value e.g., 0.78) was obtained, indicating acceptable reliability since it exceeds the recommended threshold of 0.7. This confirmed that the instrument was consistent in measuring the intended constructs.

4.1.4 Findings from the Pilot Study

The pilot study revealed that most respondents understood the questions; however, a few items required simplification to enhance clarity. Some respondents indicated difficulty in interpreting technical terms related to peacebuilding and TVET, which led to the inclusion of brief explanations within the questionnaire. Additionally, the sequencing of questions was adjusted to improve logical flow and respondent engagement.

4.1.5 Reliability Test Results

The internal consistency of the questionnaire was assessed using Cronbach's alpha coefficient, which measures the degree to which items within a construct are correlated. According to Joseph et al. (2022), a Cronbach's alpha value of 0.70 or higher is generally considered acceptable in social science research. The reliability results for the key constructs are presented in Table 4.1.

Table 4.1

Cronbach's Alpha Reliability Results

Variable / Construct	Number of Items	Cronbach's Alpha (α)	Interpretation
Access to TVET Programs	6	0.82	Reliable
Role of TVET in Reducing Youth Involvement in Conflict	5	0.85	Reliable
Former Students' Perceptions of TVET in Peacebuilding	5	0.80	Reliable
Strategies for Implementing Peacebuilding Programs	5	0.83	Reliable
Overall Reliability	21	0.83	Reliable

The results presented in Table 4.1 indicate that all constructs achieved Cronbach's alpha values above the recommended threshold of 0.70, demonstrating strong internal consistency of the questionnaire items. The construct "Role of TVET in Reducing Youth Involvement in Conflict" recorded the highest reliability coefficient ($\alpha = 0.85$), indicating that the items under this construct were highly consistent and well understood by respondents. The construct "Former Students' Perceptions of TVET in

Peacebuilding” recorded the lowest coefficient ($\alpha = 0.80$), which is still above the acceptable threshold, indicating adequate reliability. The overall Cronbach’s alpha value of 0.83 confirms that the questionnaire was highly reliable and suitable for use in the main study. These results suggest that the instrument consistently measured the intended constructs and produced stable and dependable outcomes.

4.2 Response Rate

A total of 284 questionnaires were administered to respondents drawn from Wajir East Technical and Vocational College, Wajir Vocational Training Centre, Wajir Peace Office, and former students (alumni). Out of these, 272 questionnaires were completed and returned. The distribution of responses across the selected institutions is presented in Table 4.2.

Table 4.2

Questionnaire Response Rate by Institution

Institution	Target Sample	Responses Received	Response Rate (%)
Wajir East Technical & Vocational Institute	129	121	93.8%
Wajir Vocational Training Centre	137	123	89.8%
Wajir Peace Office	18	18	100%
Former Students (Alumni)	10	8	80%
Total	284	272	95.8%

The overall response rate of 95.8% is considered excellent and sufficient for reliable statistical analysis. According to methodological standards in social science research, such a high response rate enhances the validity and representativeness of the findings. This ensures that the data adequately reflects the characteristics and experiences of respondents across the selected categories, thereby strengthening the analysis of the study variables embedded in the conceptual framework.

4.3 Demographic Characteristics of Respondents

The demographic characteristics of respondents were analyzed to provide a foundation for interpreting the study findings in relation to the conceptual framework. In this study, the conceptual framework links independent variables such as access to TVET, institutional participation, and demographic factors to dependent outcomes including youth involvement in conflict and peacebuilding outcomes. Demographic variables such as age, gender, occupation, and program enrollment help explain variations in perceptions and experiences across these constructs.

4.3.1 Age of Respondents

Age is an important demographic variable in this study as it directly relates to youth participation in TVET and their involvement in conflict-related dynamics.

Table 4.3***Age of Respondents***

Age Category (Years)	Frequency	Percentage (%)
18 – 35	162	59.6%
36 – 45	73	26.8%
46 and above	37	13.6%
Total	272	100%

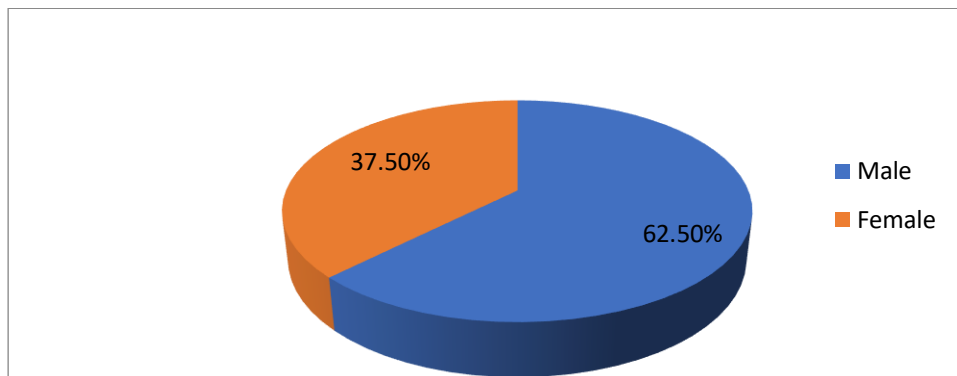
The findings indicate that the majority of respondents (59.6%) fall within the 18–35 age group, which represents the primary youth demographic targeted by TVET programs. This is particularly significant in relation to the study’s first and second objectives, as youth are the main beneficiaries of TVET access and are also the group most vulnerable to involvement in conflict. The presence of respondents aged 36 years and above suggests inclusion of tutors, administrators, and community stakeholders, whose perspectives are important in assessing institutional strategies and peacebuilding initiatives as outlined in the conceptual framework.

4.3.2 Gender of respondent

Gender is a key variable in the conceptual framework as it influences access to TVET, participation in training programs, and engagement in peacebuilding processes.

Figure 4.1

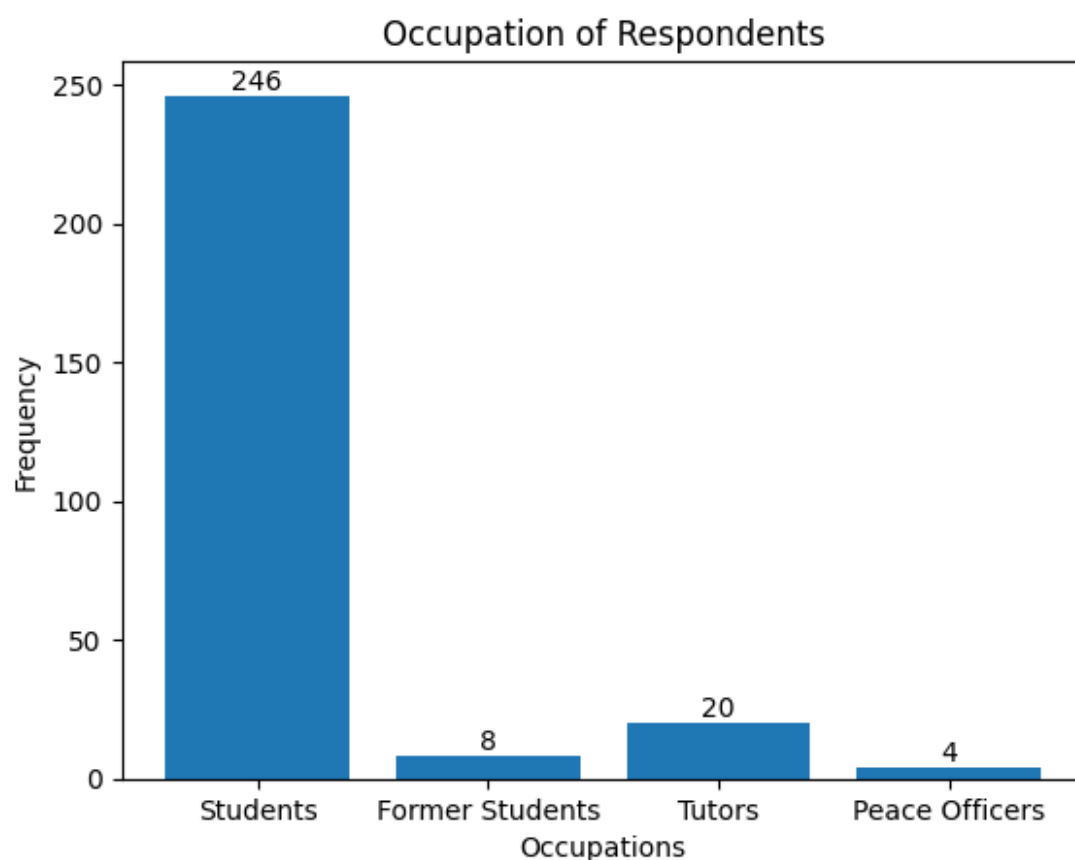
Gender distribution of respondents.



The results indicate that male respondents constituted 62.5%, while female respondents accounted for 37.5%. This gender disparity reflects unequal access or participation in TVET programs, which is relevant to the study's objective of examining access to TVET among youth in Wajir East Sub-County. From a conceptual perspective, gender differences may influence: Access to training opportunities (independent variable) Participation in learning environments Perceptions of peacebuilding roles of TVET (dependent construct) The lower participation of females highlights a gap in inclusivity, suggesting that gender-sensitive interventions may be required to improve equitable access to TVET and enhance its peacebuilding potential.

4.3.3 Occupation of Respondents

Occupation categorization aligns directly with the study population groups identified in the sampling framework and conceptual model, including students, tutors, peace officers, and former students.

Figure 4.2**Occupation of Respondents**

The findings show that the majority of respondents were students (90.4%), followed by tutors (7.3%), former students (2.9%), and peace officers (1.4%). This distribution is consistent with the study's focus on TVET learners as the primary unit of analysis under the conceptual framework. Students provide insights into: Access to TVET programs (Objective 1). Perceived role of TVET in reducing involvement in conflict (Objective 2). Their experiences within institutional training environments. Tutors and peace officers, though smaller in proportion, contribute expert and institutional perspectives, particularly relevant to Implementation strategies (Objective 4). Institutional and community-level peacebuilding efforts

4.3.4 Program Enrolled

Figure 4.2

Distribution of Respondents by Program Enrolled

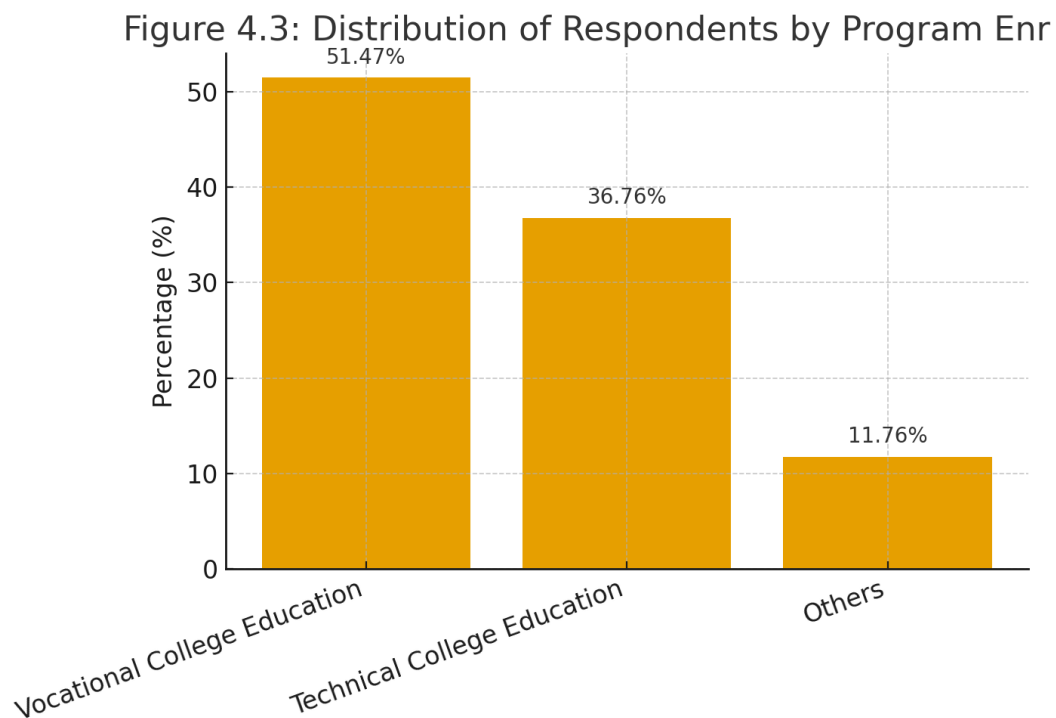


Figure 4.3: Distribution of Respondents by Program Enrolled

The findings indicate that 51.47% of respondents were enrolled in vocational programs, 36.76% in technical programs, and 11.76% in other forms of training. This distribution is significant in relation to Objective 1 (access to TVET) and Objective 2 (role of TVET in reducing youth involvement in conflict). The dominance of vocational programs suggests that: Vocational training is the most accessible form of TVET in the study area. Practical skills training is prioritized, which may enhance employability and reduce youth vulnerability to conflict. From a conceptual standpoint, access to relevant and skills-based education (independent variable) is expected to influence: Youth economic

empowerment, Reduced idle time and susceptibility to conflict, Increased participation in peacebuilding activities (dependent outcomes). These findings align with the conceptual framework assumption that TVET access and participation contribute to improved socio-economic outcomes and peacebuilding.

4.4 Presentation of Analysis and Findings by Objectives

4.4.1 Level of Access to Technical and Vocational Education among Youth

This section presents findings related to the first objective, which examined the level of access to Technical and Vocational Education and Training (TVET) among youth in Wajir East Sub-County. Respondents were asked to indicate their level of agreement with statements measuring access to TVET using a five-point Likert scale where: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. The responses were analyzed using frequencies, percentages, mean scores, and standard deviations. The results are presented in Table 4.4.

Table 4.4***Level of Access to TVET Programs among Youth***

Statement	SD (%)	F D F (%)	N F (%)	A F (%)	SA (%)	F Mean	Std. Dev
TVET centers are located within 19 easy reach of most youth.	(7.0%)	29 (10.7%)	38 (14.0%)	115 (42.3%)	71 (26.0%)	3.70	1.15
TVET program costs are affordable 24 for youth.	(8.8%)	43 (15.8%)	57 (21.0%)	96 (35.3%)	52 (19.1%)	3.41	1.21
TVET institutions have adequate 17 trainers.	(6.3%)	35 (12.9%)	49 (18.0%)	105 (38.6%)	66 (24.3%)	3.63	1.18
TVET institutions have sufficient 29 facilities and equipment.	(10.7%)	43 (15.8%)	53 (19.5%)	90 (33.1%)	57 (21.0%)	3.38	1.25
Youth face few barriers to enrolling 38 in TVET programs.	(14.0%)	48 (17.6%)	43 (15.8%)	86 (31.6%)	57 (21.0%)	3.28	1.32
TVET courses match local job 14 market needs.	(5.1%)	31 (11.4%)	51 (18.8%)	110 (40.4%)	66 (24.3%)	3.67	1.14
Aggregate	—	—	—	—	—	3.51	1.21

Source: Survey Data (2025)

From the findings, the overall mean score of 3.51 suggests that, in general, access to TVET in Wajir East Sub-County can be described as moderately high. What stood out most to me was that proximity to TVET institutions received the highest rating (Mean = 3.70). This seems to suggest that, physically, most young people are able to reach these institutions without much difficulty.

However, looking deeper into the data, there were barriers because enrollment had a relatively lower mean (3.28). This made it clear that access is not just about distance. There are other underlying issues affecting participation. An observation from one of the youth participants (YP1) was that:

“Most youth can reach the TVET centers without much difficulty, but many fail to enroll because they cannot afford the fees or lack family support.”

However a community leader (CL3) noted that:

“Even though the institutions are nearby, some communities still do not prioritize vocational training, especially for girls.”

From these findings, it is clear that while institutions may be physically accessible, financial challenges and cultural attitudes still play a major role.

The interview responses with the survey results complemented each other well. The quantitative data indicated moderate access, while the qualitative insights explained why access is still limited in practice. This confirmed the understanding that access to TVET is not one-dimensional; it involves affordability, awareness, and socio-cultural acceptance.

4.4.2 Role of TVET in Reducing Youth Involvement in Conflict

This section addresses the second objective, which examines the role of TVET in reducing youth involvement in conflict in Wajir East Sub-County.

Table 4.5***Role of TVET in Reducing Youth Involvement in Conflict***

Statement	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	Mean	Std. Dev
TVET improves employment chances through practical skills.	16 (5.9%)	22 (8.1%)	39 (14.3%)	116 (42.6%)	79 (29.0%)	3.81	1.12
TVET graduates are less likely to engage in violent conflict.	14 (5.1%)	25 (9.2%)	37 (13.6%)	120 (44.1%)	76 (27.9%)	3.80	1.11
TVET encourages positive behavioral change.	18 (6.6%)	27 (9.9%)	41 (15.1%)	110 (40.4%)	76 (27.9%)	3.71	1.15
Employment from TVET reduces conflict involvement.	20 (7.4%)	29 (10.7%)	40 (14.7%)	112 (41.2%)	71 (26.1%)	3.68	1.17
TVET promotes economic empowerment of youth.	13 (4.8%)	24 (8.8%)	38 (14.0%)	118 (43.4%)	79 (29.0%)	3.83	1.09
Aggregate	—	—	—	—	—	3.77	1.13

The results for this objective were quite strong. With an aggregate mean of 3.77, it is evident that many respondents believe TVET plays an important role in reducing youth involvement in conflict. Economic empowerment emerged as the strongest factor (Mean = 3.83), which I found particularly significant. An instructor from the TVET institution(TI 4) noted that:

“When young people gain skills and start earning, they have less time and motivation to engage in conflict.” In addition, one of the local administrators (LA2) further said:
“Many youths who completed training are now self-employed, and you rarely hear of them being involved in clan conflicts.”

These responses really helped to understand the practical impact behind the numbers.

It is not just about training it is about what happens after training.

The qualitative findings strongly support the quantitative results. Both clearly show that when youth are equipped with skills and employment opportunities, their likelihood of engaging in conflict reduces. This reinforces the idea that TVET contributes to peacebuilding by addressing unemployment, idleness, and frustration among young people.

4.4.3 Perceptions of Former Students on TVET and Peacebuilding

This section presents findings on former students' perceptions regarding the role of TVET in promoting peacebuilding.

Table 4.6***Former Students' Perceptions of TVET in Peacebuilding***

Statement	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	Mean	Std. Dev
Former students are informed about peace initiatives in TVET.	24 (8.8%)	31 (11.4%)	48 (17.6%)	105 (38.6%)	64 (23.5%)	3.57	1.19
TVET participation reduces conflict and promotes peace.	14 (5.1%)	24 (8.8%)	38 (14.0%)	115 (42.3%)	81 (29.8%)	3.82	1.11
Former students support enhances peacebuilding success.	17 (6.3%)	29 (10.7%)	36 (13.2%)	120 (44.1%)	70 (25.7%)	3.73	1.13
TVET strengthens trust and conflict resolution.	19 (7.0%)	27 (9.9%)	40 (14.7%)	110 (40.4%)	76 (27.9%)	3.72	1.14
TVET promotes peace, harmony, and social cohesion.	14 (5.1%)	25 (9.2%)	35 (12.9%)	115 (42.3%)	83 (30.5%)	3.84	1.10
Aggregate	—	—	—	—	—	3.74	1.13

Source: Survey Data (2025)

Perceptions of former students were that the overall mean of 3.74 indicates a generally positive view of TVET as a tool for peacebuilding. What stood out most was the strong agreement that TVET promotes peace, harmony, and social cohesion (Mean = 3.84).

One off the former students (FT3) said:

“During training, we interacted with people from different clans, and this helped reduce mistrust among us.” Another comment from one of the graduates (G3) was that:

“TVET programs help promote peace, but not all students are aware of the peace initiatives included in the training.”

These responses gave a more human perspective to the findings. It became clear that TVET is not only about skills acquisition but also about social interaction and relationship-building.

The interviews supported the survey findings, especially in showing how shared learning environments can reduce tensions between different groups. However, the issue of limited awareness of peace initiatives also came out clearly in both sets of data, confirming that more needs to be done in terms of communication and sensitization.

4.4.4 Strategies for Implementing Peacebuilding Programs in TVET

This section presents findings related to the fourth objective, which examined the strategies used in implementing peacebuilding programs within Technical and Vocational Education and Training (TVET) institutions in Wajir East Sub-County. Respondents were asked to indicate their level of agreement with statements measuring the effectiveness of various peacebuilding strategies using a five-point Likert scale where: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. The responses were analyzed using frequencies, percentages, mean scores, and standard deviations. The results are presented in Table 4.7

Table 4.7:***Strategies for Implementing Peacebuilding Programs in TVET***

Statement	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	Mean	Std. Dev
TVET curricula include peace education.	19 (7.0%)	29 (10.7%)	38 (14.0%)	115 (42.3%)	71 (26.1%)	3.70	1.17
Partnerships enhance peacebuilding programs.	14 (5.1%)	24 (8.8%)	33 (12.1%)	120 (44.1%)	81 (29.8%)	3.84	1.11
Monitoring and evaluation systems exist.	24 (8.8%)	38 (14.0%)	43 (15.8%)	105 (38.6%)	61 (22.4%)	3.52	1.20
Strategies are regularly reviewed.	17 (6.3%)	33 (12.1%)	48 (17.6%)	110 (40.4%)	64 (23.5%)	3.62	1.17
Programs involve youth and stakeholders.	14 (5.1%)	27 (9.9%)	40 (14.7%)	115 (42.3%)	76 (27.9%)	3.77	1.13
Aggregate	—	—	—	—	—	3.69	1.16

Source: Survey Data (2025)

The findings here showed an overall mean of 3.69, which suggests that peacebuilding strategies are being implemented to a reasonable extent. Partnerships had the highest mean (3.84), highlighting their importance. Along the same vein a TVET administrator (TA5) indicated that:

“Partnerships with NGOs have helped us introduce peace education and community dialogue programs.” This was supported by an Instructor (I6) who said that:

“We try to include peace topics in the curriculum, but monitoring the effectiveness of these programs is still a challenge.” (Instructor)

These responses helped me see both the progress and the gaps in implementation.

From the above findings, while partnerships appear to be working effectively, challenges in monitoring and evaluation were evident in both sets of findings. This suggests that although strategies exist, their impact is not always systematically tracked.

4.4.5 Challenges and Gaps in TVET-Based Peacebuilding Initiatives

This section presents findings related to the fifth objective, which examined the challenges and gaps affecting the implementation of peacebuilding initiatives within Technical and Vocational Education and Training (TVET) institutions in Wajir East Sub-County. Respondents were asked to indicate their level of agreement with statements measuring the extent of these challenges using a five-point Likert scale where: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. The responses were analyzed using frequencies, percentages, mean scores, and standard deviations. The results are presented in Table 4.8

Table 4.8

Key Challenges and Gaps in TVET-Based Peacebuilding Initiatives

Challenge / Gap	Frequency (n=272)	Percentage (%)	Interpretation
Limited funding for peacebuilding programs	198	72.8%	Major challenge
Inadequate training facilities and equipment	176	64.7%	Significant gap
High cost of TVET programs	165	60.7%	Major barrier to access
Limited awareness of peacebuilding initiatives	152	55.9%	Moderate challenge
Cultural and clan-related barriers	147	54.0%	Contextual limitation
Weak monitoring and evaluation systems	139	51.1%	Institutional gap
Insufficient stakeholder involvement	128	47.1%	Moderate gap
Gender disparity in participation	120	44.1%	Social inclusion issue

From the data, it was clear that several challenges are affecting the effectiveness of TVET-based peacebuilding initiatives. Limited funding emerged as the most significant issue (72.8%), followed by inadequate facilities and high training costs. The TVET manager submitted that:

“Lack of sufficient funding limits the number of programs we can run and the quality of training we provide.” This was further reinforced by an instructor (I4) who noted that:

“Many youths drop out because they cannot afford fees or basic training materials.”

“Cultural beliefs and clan divisions still discourage some youth from participating in joint programs.” (Community Elder)

These responses made the challenges feel very real and grounded in everyday experiences.

The findings confirmed that, financial constraints, lack of infrastructure, and socio-cultural barriers consistently appeared across both data sources. In addition, institutional issues such as weak monitoring systems and limited stakeholder involvement were evident, which further affect the success of these initiatives.

Overall Reflection Across Objectives

The aggregation of findings indicated a clear pattern, quantitative data gave a structured overview of the situation, while the interviews helped to understand the deeper realities behind the numbers.

Overall, it is evident that TVET has strong potential to contribute to peacebuilding by improving access to skills, creating employment opportunities, and promoting social cohesion. However, its effectiveness is still limited by financial constraints, cultural factors, and institutional gaps.

This combination of insights strengthens the credibility of the study and provides a more complete understanding of how TVET influences peacebuilding in Wajir East Sub-County.

4.5. Peace Building

This section presents findings related to the study's dependent variable, peacebuilding, as influenced by Technical and Vocational Education and Training (TVET) in Wajir East Sub-County. In line with the conceptual framework, peacebuilding is examined through indicators such as conflict occurrence, types of conflict, perceptions of TVET in conflict reduction, integration of peace education, and effectiveness of peacebuilding initiatives. The findings are presented in relation to the study objectives and supported by both quantitative and qualitative data.

4.5.1 Occurrence of Conflict

Respondents were asked to indicate whether conflicts had occurred in the study area within the last five years. The results are presented in Table 4.8.

Table 4.9

Whether There Have Been Conflicts in the Last 5 Years

Response	Frequency	Percentage (%)
Yes	177	65.07
No	95	34.93
Total	272	100.00

The findings indicate that a majority of respondents (65.07%) reported the occurrence of conflicts in the region within the last five years. This suggests that conflict remains a persistent challenge in Wajir East Sub-County, thereby reinforcing the relevance of peacebuilding interventions within the study context. From a conceptual perspective, the prevalence of conflict establishes the baseline condition under which TVET interventions operate as a peacebuilding mechanism. Persistent conflict also justifies the need to examine whether TVET contributes meaningfully to conflict mitigation and social stability. These findings are consistent with Oucho (2021) and Mkutu (2019), who attribute recurring conflicts in Kenya to ethnic divisions, competition over scarce resources, and political dynamics.

4.5.2 Types of Conflicts Experienced

Respondents were further asked to identify the types of conflicts experienced in their locality. The results are presented in Table 4.9.

Table 4.10

Types of Conflicts Experienced

Response	Frequency	Percentage (%)
Clan-based	120	44.12
Resource-based	83	30.51
Political	31	11.40
Other	38	13.97
Total	272	100.00

The findings reveal that clan-based conflicts (44.12%) and resource-based conflicts (30.51%) are the most prevalent forms of conflict in Wajir East Sub-County. This

indicates that identity-based divisions and competition over scarce resources remain the primary drivers of instability. These results align with the conceptual framework, where structural and socio-economic factors are key determinants of peacebuilding outcomes. Clan identity functions as a social cleavage, while resource scarcity acts as an economic trigger of conflict.

Qualitative evidence supports these findings:

A former student (FS2) noted that: *“Most fights happen when clans disagree over grazing areas or when one group feels the other has crossed into their territory.”* This was further supported by peace officer (PO3) who noted that:

“Resource pressure, especially during dry seasons, fuels tensions. Clan identity then escalates the disputes.”

These narratives confirm that conflict in the region is deeply rooted in both structural scarcity and social identity dynamics, which peacebuilding interventions must address.

4.5.3 Belief that TVET Reduces Conflict

This section examines respondents’ perceptions regarding the role of TVET in reducing conflict, corresponding to the study objective on TVET’s contribution to peacebuilding.

Table 4.11***Belief that TVET Reduces Conflict***

Response	Frequency	Percentage (%)
Strongly Agree	87	31.99
Agree	79	29.04
Neutral	46	16.91
Disagree	38	13.97
Strongly Disagree	22	8.09
Total	272	100.00

The results show that 61.03% of respondents agreed or strongly agreed that TVET reduces conflict, indicating a generally positive perception of TVET as a peacebuilding tool. This finding directly supports the conceptual framework, where TVET access and participation are expected to influence peacebuilding outcomes through economic empowerment and behavioral change.

Qualitative responses further reinforce this: A peace officer stated, “When youth are in TVET, they are busy and motivated. They don’t get drawn into clan clashes the way idle youth do.” (KI-3). A tutor observed: “Training keeps them focused on building their future, not on fighting.” (KI-1). These insights demonstrate that TVET reduces conflict by: occupying youth productively, enhancing employability, reducing socio-economic frustrations.

4.5.4 TVET and Peace Education

Respondents were asked whether TVET institutions promote peace education. The results are presented in Table 4.11.

Table 4.12***Whether TVET Promotes Peace Education***

Response	Frequency	Percentage (%)
Strongly Agree	59	21.69
Agree	57	20.96
To Some Extent	57	20.96
Disagree	56	20.59
Strongly Disagree	43	15.81
Total	272	100.00

The findings indicate a mixed perception, with approximately 43.61% of respondents acknowledging that TVET promotes peace education, while a significant proportion (36.40%) disagreed. This suggests that the integration of peace education into TVET curricula is moderate but not fully institutionalized, highlighting a gap within the implementation strategies variable in the conceptual framework. The findings imply that although TVET has potential as a peacebuilding platform, its effectiveness depends on the extent to which peace education is explicitly incorporated into training programs.

4.5.5 Peacebuilding Initiatives Implemented

Respondents were requested to identify the peacebuilding initiatives implemented in their area. The findings are presented in Table 4.12.

Table 4.13***Peacebuilding Initiatives Implemented***

Response	Frequency	Percentage (%)
Community dialogue	103	37.87
NGO interventions	64	23.53
Government programs	49	18.01
Religious leader mediation	38	13.97
Other	18	6.62
Total	272	100.00

The findings show that community dialogue (37.87%) is the most commonly implemented peacebuilding initiative in Wajir East Sub-County, followed by NGO interventions and government programs. This reflects the importance of local-level, participatory mechanisms in peacebuilding, which aligns with the conceptual framework's emphasis on institutional and community-based strategies.

Qualitative responses confirm this: A former student noted: "Most conflicts are resolved when elders from each clan sit together and talk." (KI-4). An NGO officer stated: "Our interventions only work when community dialogue structures are involved." (KI-8). These findings highlight that peacebuilding in the study area is largely community-driven and culturally grounded, with external actors playing a supporting role.

4.5.6 Effectiveness of Peacebuilding Initiatives

Respondents were asked to evaluate the effectiveness of peacebuilding initiatives in the area. The results are presented in Table 4.13.

Table 4.14***Effectiveness of Peacebuilding Initiatives***

Response	Frequency	Percentage (%)
Very effective	91	33.46
Effective	102	37.50
Not effective	49	18.01
I don't know	30	11.03
Total	272	100.00

The findings indicate that 70.96% of respondents rated peacebuilding initiatives as effective or very effective. This suggests that existing interventions contribute positively to conflict reduction and community stability. However, the presence of respondents who viewed the initiatives as ineffective (18.01%) highlights persistent gaps such as: Limited coverage, Resource constraints, Unequal participation, and institutional limitations . Qualitative evidence supports this dual perspective: A student noted exclusion: “Many feel left out because the activities don’t reach every village.” (KI-2). A tutor emphasized resource constraints: “Limited funding means we cannot cover everyone.” (KI-3). Conversely, an NGO officer observed positive change: “Youth think differently after attending peace forums.” (KI-8). These findings suggest that while peacebuilding initiatives are generally effective, their impact could be strengthened through improved inclusivity, funding, and scalability.

4.6 Regression Analysis

A multivariate regression model was applied to determine the relative influence of TVET education dimensions on peacebuilding in Wajir East Sub-County, Kenya. The regression model was formulated as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon_0$$

Using the values of the coefficients (β) from the regression coefficient table 4.14, the established multiple linear regression equation is:

$$Y = 3.876 + 0.298X_1 + 0.365X_2 + 0.289X_3 + 0.412X_4$$

Interpretation of Regression Coefficients

Constant ($\beta_0 = 3.876$): When all independent variables are held constant at zero, the baseline peacebuilding score is 3.876. This indicates that other contextual factors outside the study variables also contribute to peacebuilding in the sub-county.

Access to TVET Education ($\beta_1 = 0.298$, $p = 0.022$): A unit increase in access to TVET education results in a 0.298 increase in peacebuilding, suggesting that improving access positively impacts peace outcomes.

Role of TVET in Reducing Youth Conflict ($\beta_2 = 0.365$, $p = 0.001$): A unit increase in TVET's effectiveness in reducing youth conflict leads to a 0.365 increase in peacebuilding, indicating its significance in reducing conflicts.

Former students Perception of TVET ($\beta_3 = 0.289$, $p = 0.005$): A unit increase in positive Former students' perception leads to a 0.289 increase in peacebuilding.

Implementation Strategies ($\beta_4 = 0.412$, $p = 0.000$): A unit increase in effective implementation strategies leads to a 0.412 increase in peacebuilding, making this the strongest predictor.

Table 4.15***Regression Coefficient***

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	T	Sig.
(Constant)	3.876	0.714		5.430	0.000
Access to TVET Education (X ₁)	0.298	0.129	0.263	2.314	0.022
Role of TVET in Reducing Youth Conflict (X ₂)	0.365	0.099	0.317	3.687	0.001
Former students' Perception of TVET (X ₃)	0.289	0.102	0.242	2.819	0.005
Implementation Strategies (X ₄)	0.412	0.095	0.354	4.337	0.000

Source: Survey Data (2025)

Model Summary

The study employed the adjusted coefficient of determination (Adjusted R²) to evaluate the model's goodness of fit. The adjusted R² indicates the percentage of variation in peace building explained collectively by the four TVET education dimensions.

Table 4.16***Model Summary***

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	0.807	0.651	0.642	0.67821

Source: Survey Data (2025)

The adjusted R^2 value of 0.642 (64.2%) means that 64.2% of the variation in peacebuilding can be explained by access to TVET, TVET's role in conflict reduction and implementation strategies. The remaining 35.8% is attributed to other factors outside the model.

ANOVA Findings

The ANOVA test was used to determine whether the regression model was statistically significant in predicting peace-building outcomes. Findings are presented in Table 4.16

Table 4.17***ANOVA***

Model	Sum of Squares	DF	Mean Square	F	Sig.
Regression	52.861	4	13.215	28.732	0.000
Residual	29.342	205	0.143		
Total	82.203	209			

Source: Survey Data (2025)

The F-statistic of 28.732 with a p-value of 0.000 (less than 0.05) indicates that the regression model is statistically significant. This confirms a strong collective relationship between the independent variables and peace building.

Chi-Square Test

The study applied a Chi-Square test of independence to determine whether there was a significant association between access to TVET programs and reduction in youth involvement in conflict in Wajir East Sub-County. The test was appropriate because both variables were categorical and aimed at establishing whether changes in access to TVET corresponded to changes in levels of youth conflict involvement.

Hypotheses

Null Hypothesis (H_0): There is no significant association between access to TVET programs and the reduction of youth involvement in conflict.

Alternative Hypothesis (H_1): There is a significant association between access to TVET programs and the reduction of youth involvement in conflict.

Table 4.18

Cross-Tabulation of TVET Access and Youth Conflict Reduction

Access to TVET Programs	High Reduction in Conflict	Moderate Reduction	No Reduction	Total
High Access	82	36	12	130
Moderate Access	54	28	18	100
Low Access	22	10	10	42
Total	158	74	40	272

Source: Survey Data (2025)

Table 4.19***Chi-Square Test Results***

Test Statistic	Value
Pearson Chi-Square (χ^2)	19.682
Degrees of Freedom (df)	4
Asymptotic Significance (p)	0.001

Source: SPSS Output (2025)**Interpretation**

The Chi-Square test yielded a Pearson Chi-Square value of $\chi^2 = 19.682$, with 4 degrees of freedom and a p-value = 0.001. Since the p-value (0.001) is less than the significance level of 0.05, we reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1).

This indicates that there is a statistically significant association between access to TVET programs and the reduction of youth involvement in conflict in Wajir East Sub-County. In other words, as access to TVET programs improves, there is a corresponding reduction in youth participation in conflict-related activities.

These findings suggest that expanding access to TVET can be a powerful tool for promoting peace by equipping young people with skills and opportunities, reducing the allure of conflict.

4.7 Analysis of findings

The study found that access to TVET programs among youth in Wajir East Sub-County remains a significant challenge. Quantitative results revealed that while some youth were able to access training opportunities, the majority faced barriers related to financial constraints, limited facilities, and geographical distance. The aggregate mean

for access-related items was moderately low, suggesting that many young people are either unable to enroll or struggle to sustain their participation. Qualitative findings reinforced these insights, with respondents citing high tuition fees, lack of adequate infrastructure, and insufficient awareness programs as primary barriers. Many participants, particularly young women, indicated that socio-cultural norms further restricted their participation.

These findings are consistent with the work of Oketch (2014), who noted that access to TVET in Kenya is often limited by affordability and the inequitable distribution of training centers. Similarly, UNESCO (2020) emphasized that inadequate funding and resource allocation continue to hinder TVET expansion in Sub-Saharan Africa. The observed gender disparities align with King and Palmer (2010), who reported that cultural practices and household responsibilities disproportionately affect female participation in technical education.

From a theoretical perspective, the findings of this study are best understood through the lens of the 4R Theory developed by Mario Novelli et al. (2015) and Peacebuilding Theory as advanced by Johan Galtung and John Paul Lederach. These frameworks provide a comprehensive basis for explaining how Technical and Vocational Education and Training (TVET) contributes to peacebuilding in fragile and conflict-prone contexts such as Wajir East Sub-County.

The findings revealed that barriers such as high costs of education, limited infrastructure, and socio-cultural constraints restrict access to TVET programs. This directly relates to the redistribution dimension of the 4R Theory, which emphasizes equitable access to educational resources. When access to education is uneven, opportunities for human capital development and social mobility are constrained, thereby reinforcing structural inequalities that may contribute to conflict. These

findings highlight the need for targeted interventions such as financial support, decentralization of TVET institutions, and community sensitization programs to enhance access and participation.

The study further established that TVET programs significantly reduce youth involvement in conflict by equipping young people with marketable skills and providing alternative livelihood opportunities. Quantitative data showed strong agreement among respondents that participation in TVET reduces idleness and discourages engagement in violent activities. These findings align with Peacebuilding Theory, particularly the notion of addressing structural violence, as proposed by Johan Galtung. By tackling unemployment and economic exclusion, TVET contributes to the creation of positive peace, which goes beyond the absence of violence to include social justice and economic stability.

Qualitative findings reinforced these results by demonstrating that TVET programs foster behavioral transformation among youth. Structured training environments promote discipline, teamwork, and conflict resolution skills. Tutors reported that many students who were previously engaged in risky or antisocial behaviors became advocates for peace after undergoing vocational training. This reflects the reconciliation dimension of the 4R Theory, where education serves as a platform for rebuilding relationships, fostering trust, and encouraging dialogue among individuals from diverse backgrounds.

Additionally, the findings showed that TVET institutions promote social cohesion by bringing together learners from different clans and communities. Former students reported that these institutions act as safe spaces for interaction, dialogue, and mutual understanding. This supports the recognition dimension of the 4R framework, which emphasizes respect for diverse identities and inclusion of marginalized groups. In a

context like Wajir East, where clan identities are significant, such inclusive educational spaces play a critical role in reducing prejudice and strengthening social cohesion.

However, the study also identified persistent challenges, particularly gender inequality and limited parental involvement, which hinder full participation in TVET programs. Cultural barriers that restrict female participation reflect gaps in both recognition and representation, as certain groups remain excluded from decision-making processes and access to opportunities. Addressing these challenges requires deliberate efforts to promote gender-inclusive policies and community engagement strategies.

The study also found that effective peacebuilding within TVET institutions is supported by strategies such as the integration of peace education into curricula, mentorship programs, counseling services, and multi-stakeholder collaboration. These findings align with the representation dimension of the 4R Theory, which advocates for inclusive participation in governance and decision-making processes. Partnerships between TVET institutions, government agencies, civil society organizations, and community leaders were found to enhance program effectiveness and sustainability.

From the perspective of Peacebuilding Theory, these collaborative approaches reflect John Paul Lederach's emphasis on multi-level and participatory peace processes. The involvement of diverse stakeholders ensures that peacebuilding efforts are locally grounded, context-sensitive, and sustainable. Moreover, such collaboration supports the development of resilient communities capable of addressing conflicts through non-violent means.

The findings further underscore that TVET programs contribute to both short-term and long-term peacebuilding outcomes. In the short term, they reduce youth idleness and vulnerability to recruitment into violent activities. In the long term, they promote economic empowerment, social integration, and community resilience. This aligns with

the broader goal of Peacebuilding Theory, which seeks to transform the underlying structures and relationships that sustain conflict.

Despite these positive contributions, the study acknowledges limitations within both theoretical frameworks. The 4R Theory assumes the existence of institutional capacity and political will to implement equitable and inclusive educational reforms, which may be constrained in marginalized regions such as Wajir East. Similarly, Peacebuilding Theory has been critiqued for its normative orientation and its tendency to overestimate the transformative power of education in contexts where structural inequalities and resource limitations persist.

Nevertheless, the integration of the 4R Theory and Peacebuilding Theory provides a robust analytical framework for understanding how TVET can address the root causes of conflict. The study demonstrates that TVET is not only a tool for skills development but also a critical mechanism for promoting social justice, inclusion, and sustainable peace. For these outcomes to be fully realized, however, educational interventions must be context-specific, inclusive, and supported by strong institutional and community partnerships.

CHAPTER FIVE: DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presented discussions, conclusions, and recommendations based on the role of Technical and Vocational Education and Training (TVET) in peacebuilding in Wajir East Sub-County.

5.2 Discussion

The findings are discussed according to the study objectives.

5.2.1 Level of Access to TVET among Youth

The study established that access to TVET in Wajir East Sub-County was moderate but remained constrained, despite the presence of institutions and available training programs. This finding aligns with KIPPRA (2021) and World Bank (2022), who observed that improved institutional availability enhances participation; however, it contrasts with their assumption that availability alone ensures equitable access. In the present study, financial constraints, inadequate facilities, cultural restrictions, and low awareness significantly limited participation.

Consistent with Abdi (2023), socio-cultural barriers and infrastructural deficits were found to be persistent obstacles in ASAL regions. In addition, the study revealed significant gender disparities, with fewer female participants compared to males, suggesting that structural inequality continues to shape access patterns despite policy efforts toward inclusivity.

The study therefore concurs with UNESCO (2021) that access to TVET is not only a matter of institutional availability but also of socio-economic and cultural inclusion.

However, it departs from optimistic global assumptions by demonstrating that in Wajir East, access remained inequitable and exclusionary, particularly for young women and economically disadvantaged youth.

The study concluded that unequal access limited the transformative potential of TVET in promoting inclusive development and peacebuilding in the region. It recommended targeted funding, gender-sensitive policies, and awareness creation, consistent with World Bank (2022) recommendations on inclusive TVET expansion.

5.2.2 Role of TVET in Reducing Youth Involvement in Conflict

The study established that TVET significantly contributed to reducing youth involvement in conflict by enhancing employability, promoting economic empowerment, reducing idleness, and fostering behavioural change. These findings are consistent with Azevedo et al. (2020) and ILO (2021), who reported that vocational skills reduce vulnerability to violence by improving livelihood opportunities.

However, unlike findings from Liberia and Nigeria, where impacts were more direct, this study found that the effect of TVET in Wajir East was moderated by external socio-political factors such as clan dynamics, political interference, and cultural pressures. This supports McGrath's (2012) argument that structural constraints often limit the conversion of skills development into peace outcomes.

While Oviawe et al. (2020) emphasized the role of integrated civic education in promoting peaceful coexistence, this study found that such outcomes in Wajir East were indirect and highly dependent on broader social conditions rather than training alone.

The study therefore positions itself within a critical perspective that while TVET is an important preventive tool against youth involvement in conflict, it is insufficient in

isolation. It requires integration with broader peacebuilding and governance interventions to achieve sustainable impact.

5.2.3 Perceptions of Former Students on TVET and Peacebuilding

The study revealed that former students generally perceived TVET positively as a platform for fostering social cohesion, trust, and interaction among diverse groups. This finding is consistent with UNESCO (2021), which highlights TVET as a space for inclusion and social integration.

However, in contrast to Oviawe et al. (2020), who emphasized structured peace education within vocational systems, this study found that peacebuilding initiatives within TVET institutions in Wajir East were not well understood by graduates. Awareness gaps and weak stakeholder engagement limited the perceived impact of formal peacebuilding components.

Additionally, limited parental and community involvement contradicted ILO (2021) recommendations on participatory vocational training systems. The study therefore argues that while informal interactions within TVET promote cohesion, the absence of structured awareness programs weakens its full peacebuilding potential.

The study concluded that perceptions were generally positive but shallow in terms of understanding formal peacebuilding mechanisms. It recommended stronger sensitization and stakeholder engagement strategies to align with the best global practices.

5.2.4 Strategies for Implementing Peacebuilding Programs in TVET

The study established that TVET institutions implemented peacebuilding through curriculum integration, stakeholder partnerships, community outreach, and

collaboration with NGOs and government agencies. These findings align with UNESCO (2016), which emphasizes multi-stakeholder engagement in vocational systems for peacebuilding effectiveness.

However, similar to Abdi (2023), the study found that these strategies were constrained by inadequate funding, weak monitoring and evaluation systems, and inconsistent implementation. This partially contradicts KIPPRA (2021), which assumes that institutional reforms automatically improve outcomes, whereas this study demonstrates that resource limitations undermine implementation quality.

Although partnerships were identified as a strength, their effectiveness depended on sustained coordination and funding stability. This supports McGrath (2012), who argues that institutional capacity remains a critical determinant of TVET success in fragile contexts.

The study therefore concluded that while implementation structures existed, they were not fully optimized, limiting their contribution to sustainable peacebuilding outcomes.

5.2.5 Challenges and Gaps in TVET-Based Peacebuilding

The study identified multiple challenges including inadequate funding, poor infrastructure, insufficient training materials, weak institutional capacity, socio-cultural barriers, and limited awareness of peacebuilding initiatives. These findings are consistent with Abdi (2023), who highlighted similar constraints in northern Kenya.

Gender inequality was also found to be a persistent challenge, reinforcing World Bank (2022) observations on exclusion in vocational systems in marginalized regions. However, this study adds that these barriers interact cumulatively, creating structural limitations that significantly reduce the effectiveness of TVET in peacebuilding.

While UNESCO (2021) emphasizes TVET as a transformative tool for inclusion and stability, this study found that in Wajir East, structural and cultural constraints significantly weakened its transformative capacity.

The study therefore concludes that without addressing systemic inequalities and institutional weaknesses, TVET alone cannot achieve sustainable peacebuilding outcomes. It recommends increased investment, gender-responsive programming, community sensitization, and institutional strengthening.

5.3 Summary of Main Findings

The study found that access to Technical and Vocational Education and Training (TVET) in Wajir East Sub-County was available but not equitable, as socio-economic constraints, cultural barriers, and gender disparities limited full and inclusive participation.

It was further established that TVET played a significant role in reducing youth involvement in conflict by enhancing employability, promoting skills development, and improving economic empowerment among young people, although its impact was influenced by broader contextual factors.

The study also found that TVET contributed to social cohesion by fostering interaction and mutual understanding among youth; however, limited awareness of formal peacebuilding components and weak stakeholder involvement reduced its overall effectiveness in this regard.

In addition, it was established that while implementation strategies such as curriculum integration, partnerships, and community outreach were in place, their effectiveness was constrained by inadequate funding, weak monitoring and evaluation systems, and inconsistent program implementation.

Finally, the study found that multiple structural, institutional, and socio-cultural challenges, including inadequate infrastructure, limited resources, gender inequality, and cultural restrictions, significantly undermined the overall effectiveness of TVET in peacebuilding within the study area.

5.4 Conclusion

The study concluded that Technical and Vocational Education and Training (TVET) played an important role in reducing youth involvement in conflict in Wajir East Sub-County by equipping young people with employable skills, promoting economic empowerment, reducing idleness, and fostering positive behavior. However, access to TVET remained constrained by financial challenges, inadequate facilities, cultural barriers, and gender disparities, thereby limiting participation among certain groups of youth.

The study further concluded that TVET contributed to peacebuilding by promoting social cohesion, interaction, and cooperation among youth from diverse backgrounds. Although institutions had adopted strategies such as peace education, stakeholder partnerships, and community outreach programs, their effectiveness was affected by inadequate funding, weak monitoring mechanisms, and inconsistent implementation. Additionally, structural and socio-cultural challenges, including poor infrastructure, limited awareness, weak institutional capacity, and gender inequality, continued to undermine the full potential of TVET as a peacebuilding tool.

The study concluded that TVET was an effective mechanism for promoting youth empowerment and peacebuilding in Wajir East Sub-County, but its impact could be enhanced through improved access, stronger institutional support, adequate resources, and increased stakeholder involvement.

5.5 Recommendations

The government should increase funding for TVET, improve infrastructure, and implement gender-responsive policies, including scholarships for female learners.

TVET institutions should integrate peace education into curricula, strengthen monitoring and evaluation systems, and enhance awareness programs.

Community leaders, parents, and NGOs should actively support TVET programs and address cultural barriers affecting participation.

Mentorship and counseling programs should be introduced alongside entrepreneurship training and targeted interventions for out-of-school youth.

5.6 Areas of Further Research

Future studies should examine the long-term impact of TVET on peacebuilding, conduct comparative studies across counties, explore gender dynamics in TVET participation, and assess the role of informal vocational training and indigenous knowledge in peacebuilding.

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APPENDIX I: INTRODUCTION LETTER**REF: REQUEST FOR PARTICIPATION IN RESEARCH STUDY**

My name is Adan Mohamud, and I am currently enrolled as a student at Africa Nazarene University. I am conducting a research study on the role of Technical and Vocational Education and Training (TVET) in peacebuilding in Wajir East Sub-County, Kenya. This study is a mandatory academic requirement for the completion of my course/program.

Please allocate some time from your busy schedule to complete the enclosed questionnaire. The information provided will be used strictly for academic purposes and will be treated with the highest level of confidentiality.

Your participation is highly valued and will contribute significantly to the success of this study.

Thank you in advance for your cooperation.

Yours sincerely,

Adan Mohamud

APPENDIX II: CONSENT AND CONFIDENTIALITY AGREEMENT

Role of Technical and Vocational Education and Training (TVET) in Peacebuilding in Wajir East Sub-County, Kenya. I appreciate your participation in this study. To protect your interests as a participant, kindly read through the consent and confidentiality agreement below and confirm by signing accordingly.

I, Adan Mohamud, the lead researcher in the above-mentioned study, promise and agree to:

1. Keep all research information shared confidential and not disclose it in any form (e.g., recordings, transcripts, or digital files) to anyone other than for academic purposes.
2. Ensure that all research information is securely stored and protected while in my possession.
3. Destroy or erase all non-returnable data after completion of the study in consultation with relevant authorities.
4. Maintain anonymity by ensuring that responses cannot be traced back to individual participants.
5. Use the information strictly for academic purposes only.
6. Other (specify)

(Print Name)

(Signature)

(Date)

(Print Name)

(Signature)

(Date)

APPENDIX III: QUESTIONNAIRE

Please tick (✓) in the boxes provided. Where applicable, write your responses in the spaces provided. If the space is insufficient, use the back of the page.

Part A: Demographic Information

1. Kindly indicate your gender

Male ()

Female ()

2. Please indicate your age

18 – 35 years ()

36 – 45 years ()

46 years and above ()

3. What is your level of education?

Certificate ()

Diploma ()

Bachelor's Degree ()

Postgraduate ()

4. What is your occupation?

Student ()

Tutor ()

Former Student ()

Peace Officer ()

County Official ()

NGO/CBO Representative ()

Community Leader ()

Other (specify).....

5. Which institution/sector are you associated with?

Wajir East Technical and Vocational Training College ()

Wajir Vocational Training Centre ()

Wajir Peace Office ()

County Government ()

Other (specify).....

SECTION A: Level of Access to TVET Programs

6- What challenges do youth face in accessing TVET programs in Wajir East Sub-County?

.....

.....

7- Kindly indicate your level of agreement with the following statements (1 = Strongly Disagree, 5 = Strongly Agree)

Statement	1	2	3	4	5
TVET centres are easily accessible to youth					
TVET programs are affordable					
There are adequate trainers in TVET institutions					
Facilities and equipment are sufficient					
Courses match local job market needs					

SECTION B: Role of TVET in Reducing Youth Involvement in Conflict

8- In your opinion, how does TVET contribute to reducing youth involvement in conflict?

.....

.....

9- Indicate your level of agreement:

Statement	1	2	3	4	5
TVET improves employment opportunities					
TVET reduces youth involvement in conflict					
TVET promotes positive behavior change					
TVET enhances economic empowerment					

SECTION C: Perceptions of TVET in Peacebuilding

10- How do former students perceive the role of TVET in promoting peacebuilding?

.....

.....

11- Indicate your level of agreement:

Statement	1	2	3	4	5
TVET promotes social cohesion					
TVET fosters cooperation among youth					
TVET promotes peaceful coexistence					

SECTION D: Strategies for Implementing Peacebuilding Programs

12- What strategies are used in TVET institutions to promote peacebuilding?

.....

.....

13- Indicate your level of agreement:

Statement	1	2	3	4	5
Peace education is integrated into the curriculum					
Partnerships enhance peacebuilding					
Stakeholders are involved in programs					
Monitoring and evaluation systems exist					

SECTION E: Challenges and Gaps in TVET-Based Peacebuilding

14- What challenges affect TVET's effectiveness in peacebuilding?

.....

.....

15- Indicate your level of agreement:

Statement	1	2	3	4	5
Funding for TVET is inadequate					
Facilities and resources are insufficient					
Cultural barriers affect participation					
Awareness of TVET programs is low					

Thank you for your participation

APPENDIX IV: KEY INFORMANT INTERVIEW SCHEDULE

Interview Questions

1. How accessible are TVET programs to youth in Wajir East Sub-County?
2. What role does TVET play in reducing youth involvement in conflict?
3. How do former students perceive TVET in promoting peacebuilding?
4. What strategies are used by TVET institutions to implement peacebuilding programs?
5. What challenges and gaps affect the effectiveness of TVET in peacebuilding?

APPENDIX VII: UNIVERSITY INTRODUCTORY LETTER



AFRICA NAZARENE
UNIVERSITY

P.O.Box: 53067 – 00200
Nairobi, Kenya.
Tel: 020 252 7170/1 – 5
Email: vc@anu.ac.ke
www.anu.ac.ke

3rd July 2025

TO WHOM IT MAY CONCERN

RE: RESEARCH PERMIT: ADAN MOHAMUD ABDI; STUDENT NO. 110062705

Adan Mohamud Abdi No (110062705) is a Bonafide postgraduate student at Africa Nazarene University in the School of Humanities and Social Sciences – Governance, Peace & Security Studies department. He is pursuing a Master's degree in Governance, Peace & Security Studies. This program entails Coursework and Thesis. He has successfully completed coursework and defended his thesis proposal entitled:

“Relationship Between Access to Technical and Vocational Education and Peacebuilding in Wajir East Sub-County, Kenya”

Any assistance accorded to him to facilitate data collection and complete his thesis will be highly appreciated.

Faithfully,

Prof. Orpha Ongiti
Dean of Postgraduate Studies & Director Institute of Research.

APPENDIX VIII: NACOSTI AUTHORIZATION LETTER

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 147392	Date of Issue: 16/July/2025
RESEARCH LICENSE	
	
This is to Certify that Mr.. ADAN MOHAMUD ABDI of Africa Nazarene University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Wajir on the topic: Relationship Between Access to Technical and vocational Education and peacebuilding in Wajir East-Subcounty, Kenya. for the period ending : 16/July/2026.	
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APPENDIX V: MAP OF WAJIR EAST SUB-COUNTY

