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Effects of Ethnic Conflict on Access and Participation Of Children In Primary Education

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Abstract

Purpose: Lowering the risk of dropout requires a broad set of policies aimed at reducing underlying vulnerabilities, including poverty-related factors and problems linked to education quality. Increasing the income of poor families through cash transfers can help enhance education prospects. The general objective of the study was to evaluate effects of ethnic conflict on access and participation of children in primary education.

Methodology: The paper used a desk study review methodology where relevant empirical literature was reviewed to identify main themes and to extract knowledge gaps.

Findings: The study concludes that ethnic conflicts are caused by competition over scarce and shrinking resources, favoritism, discrimination; tribal animosity, historical land injustices, voting along ethnic lines, during general elections, politics of exclusion, and biased resource allocation among communities. The causes of ethnic conflicts disrupted education activities and programs; impoverished communities, caused school dropout by children, closure of schools, absenteeism and poor enrolments and attendance levels in schools

Recommendations: There is need for trauma counselling to be offered to victims of the post-election violence. The relevant governments needs to seriously address the problem of land and put policies in place for citizens regarding owning land and property anywhere to avoid recurrence of ethnic violence in various parts of the country. On the effects of ethnic conflict on access and participation of children in primary education the researcher recommended that the relevant stakeholders should seriously address the issues related with distribution of resources, marginalization, favoritism and discrimination.

Keywords: *effects, ethnic conflict, access, participation, children primary education*

1.0 INTRODUCTION

Background of the Study

According to UNICEF (2007), 80% of the World wars fought in Africa and Asia between 1914 and 1918 have left more than 27 million children and youth without access to formal education. However, Venkatasawmy (2015) is of the opinion that armed ethnic conflict in Africa is rooted in structural, economic, social, political and religious conditions and it is intimately linked to poverty, inequitable development and discrimination. Many developing countries are therefore locked in a vicious cycle of poverty, inequitable development and discrimination in which, the multiplicity of these factors generate the desperation and fear which in turn lead to ethnic conflict. According to Adom (2016), the greatest challenge facing Sub-Sahara Africa as a whole is full access (enrolment and completion rate) as stipulated by MDG's and EFA goals.

According to Pitchford (2019), several factors are responsible for low access and participation of children in primary education in Sub-Sahara Africa. The factors are retrogressive culture, poverty and insecurity from ethnic conflicts. Exposure to conflict affects children in several ways, ranging from direct killings and injuries, to more subtle, yet persistent and irreversible effects on schooling, health, nutrition, future opportunities and well-being. Further, Conflict-affected countries include over 20% of all children of primary school age, but account for around half of all out-of-school children of primary school age.

According to Nyangau, (2019) children living in displacement camps had limited access to education which is often disorganized, temporary, under-resourced, overcrowded and limited to primary education. Accessing schools outside the camps may not be possible for security reasons and restrictions to the movement of certain population groups. In addition, displaced children sometimes fail to attend school because their labour is needed to contribute to household income (Rodriguez & Sanchez, 2009; UNICEF & UIS, 2013).

Kiprop (2019) established that dropping out of school among many children has been another consequence of ethnic violence. Correspondingly, Wachira (2015), many school going children dropped from schools because some schools were burnt or looted in the course of the violence. Similarly, the NCKK (1994), over 10000 people in Trans-Nzoia sub county were displaced as a result of tribal clashes. A similar number were out of school in Bungoma and Narok Counties respectively. This disruption of education activities was widespread in all the clashes prone regions in Western Kenya, Rift Valley and Coast regions (Kiprop,2015). Nevertheless, no

specific study has been done on the manner physical displacement affect access and participation of children in primary school education whenever ethnic conflicts erupt.

Consequently, conflict clashes negatively affected enrolment levels, access and participation of school going children. The long-term consequences of a prolonged time out of school, and permanently dropping out also translated into a loss of opportunities for young people living through conflict (Jerono,2021). Alderman and Kinsey (2016), save the Children's experience in conflict-affected countries shows that given the centrality of teachers in any learning process, a reduction in numbers of qualified teachers due to displacement has a significant impact on children's learning outcomes. This is a pointer that children living in conflict prone areas have prolonged time out of school and permanently dropping out of school which translate into loss of opportunities for young people.

According to Masaazi (2018), conflict represents a major impediment for the realization of the EFA and Millennium Development Goals (MDGs), especially for the universal completion of primary education and gender equality in primary and secondary education. Similarly, over half of the world's primary-aged children out of school are estimated to live in conflict-affected fragile states (Nicolai 2018). Given that armed conflicts vary in duration, intensity and localization, educational systems may be affected in different ways hindering access and participation of children in basic education levels. This study sought to assess the way physical displacement affect access and participation of children in primary education in Nakuru County. According to UNESCO (2010), sometimes displacement of people may result in the use of school facilities as shelter and haven of safety. Consequently, teaching may not resume in these institutions and children would have to travel to schools elsewhere or drop-out of school completely. Union (2014) added that insecurity affects teacher-student ratio as teachers are likely to transfer to schools in safer regions. A report by (UNICEF, 2015) also points out that sexual violence is often a consciously deployed weapon of war. It can include rape, mutilation, exploitation and abuse. This is common especially among children who have been separated from their families and communities and thus negatively hinders access and participation in basic education

Teachers in displacement scenarios affect the ratio of teacher to pupil to escalate as teachers seek job opportunities elsewhere. Thus, only a few teachers are left to offer learning in conflict prone areas (Schiza, 2016). In other cases, teachers have to deal with increased number of pupils

as whole communities flee the violence in other areas. In this study, displacement of teachers is seen as affecting the quality of education offered due to increased workload levels and strain on the available facilities to meet the needs of increased children enrolments in primary schools. Similarly, ethnic armed conflict contributes to long term disruption of attendance of teachers, students and staff, permanent drop-out of teachers, lowering of the quality of education offered, persistent de-motivation and distraction of teachers, students and staff by fear or, trauma and falling recruitment of staff leading to teacher shortages (Akresh& Damien, 2018). The World Bank (2005) highlighted that teaching forces are often severely debilitated by conflict. This leads to extremely low enrollment trends and in other cases low pupil to teacher ratio and therefore leave gaps on access and participation of children in education. In Rwanda, more than two-thirds of primary and secondary school teachers were killed, displaced or fled; in Cambodia, the carnage was even greater leaving the system with almost no trained or experienced teachers. This is clear indication that conflicts cause unnecessary understaffing and low enrolment trends in the affected areas. This conflicts result into overstretching of resources where the effected children transfer to.

Rape and other sexual violence are widely used as a war tactic in many countries. Insecurity and fear associated with sexual violence keep young girls out of school (Dyan& Kristopher, 2016). This compromises the quality of education in the area by increasing the teacher pupil ratio (Mokono, 2010). Children who dropped out of school during conflicts have been found to increase. Consequently, parents lose hold of their children and most of them become truants. This was especially common in situations where families sought refuge in towns during the PEV (Njuguna, 2010).

1.2 Statement of the Problem

Access and participation is an issue of ultimate concern. Assessment of the effects of ethnic conflicts on access and participation of children in primary education indicate that pupils have low access and participation due to ethnic conflicts. This mainly leads to physical displacement, property destruction and ethnic inequalities. Pupils in are challenged by the occurrences of ethnic conflicts which disrupt educational activities that make most of them drop out of school, become orphans, migrate to IDP camps and the like influence on academic performance is minimal. countries has been affected by ethnic conflicts that have affected access and participation in primary education. It is therefore imperative for the responsible government to pursue this phenomenon of ethnic conflicts in this particular area. The current study will bring

into light the effects of ethnic conflict on access and participation of children in primary education

1.3 Objectives of the Study

The general objective of the study was to evaluate effects of ethnic conflict on access and participation of children in primary education.

1.4 Justification and Significance of the Study

This study may benefit relevant government's ministries in education, interior security, planning as well as the county governments in resolving ethnic conflicts on accessibility and participation of children in primary education. The findings may be useful for giving information on ethnic conflict resolution mechanisms on primary school education development. Curriculum development departments may benefit by using the findings to develop books and teaching materials to teach children on the negative impacts of ethnic conflicts and prevent conflicts from reoccurrence along generation lines. The findings revealed the root causes of ethnic conflict and how it affects accessibility and participation in the primary school education. The teachers, pupils and parents are to benefit from this study as findings may help them in resolving daily conflicts at school, home and neighborhoods example pupils from different backgrounds to relate well and share available textbooks teachers to serve all pupils without discrimination. The findings may contribute to developing early warning signs and mechanisms to help quell ethnic tensions, conflicts and violence which greatly affect children and women. NGOs and other private actors in the education industry may gain insightful knowledge to help them meaningfully train communities on conflict resolution frameworks. The study would be beneficial to scholars as it would contribute to plugging knowledge gap on effects of ethnic conflict on access and participation of children in primary education

2.0 LITERATURE REVIEW

2.1 Theoretical review

Two theories were found to be relevant in evaluate effects of ethnic conflict on access and participation of children in primary education. The theories that were found to best inform the research constructs are the contemporary theory of conflict (Banes, 1982) and conflict management theory (Nicholai, 2008).

2.1.1 The Contemporary Theory of Conflict

Resolution Conflict is defined as disagreement between individuals. It can vary from a mild disagreement to a win-or-lose, emotion-packed, confrontation (Kirchhoff and Adams, 1982). This paper is based on the contemporary theory of conflict which recognizes that conflicts between human beings are unavoidable. They emerge as a natural result of change and can be beneficial to the organization, if managed efficiently. This theory by (Kirchoff and Adams, 1982) considers innovation as a mechanism for bringing together various ideas and viewpoints into a new and different fusion. An atmosphere of tension, and hence conflict, is thus essential in any organization committed to developing or working with new ideas. This theory therefore appreciates the presence of conflicts in an organization so long as they are resolved.

2.1.2 Conflict management theory

According to Nicholai (2008), over half of the world's primary-aged children out of school are estimated to live in conflict-affected fragile states or zones. The World Bank (2005) has conceptualized ethnic conflict as development in reverse. Assessment of the effects of ethnic conflict on access and participation by children in primary education is based on the basis of physical displacement of populations, property destruction, ethnic politics and ethnic inequalities. In this regard, the study utilized the conflict management theories. Conflict theorists provide explanations of the causes of ethnic and armed conflicts and Burton (1990) in his human needs theory has explored the link between inter group conflict and the realm of basic human needs, identity, recognition, and survival. He argues that conflict is deeply rooted in unmet or inadequately fulfilled basic human needs of the parties and their individual members. According to Burton (1990), protracted social conflicts represents prolonged and often violent struggle by communal groups for basic needs such as security, recognition, acceptance, fair access to political institutions and economic participation. He stresses that many multi-ethnic society states emerge which are dominated by a single communal group. This group (or a coalition of groups) ignores the needs of other communal groups' thereby breeding exasperation and polarization. Burton (1990) also emphasizes that the non-fulfillment or threats to the fulfillment of basic needs as a cause of conflict. He mentions psychological needs like identity, security, recognition, autonomy, self-esteem and a sense of justice as important for the behavior of individuals and characteristic of the ethnic groups which articulate powerful driving forces of psychological and material needs. Closely related are fears

about denial of needs, perceived threats to security, identity and survival. He views them as the critical causal factors of intergroup conflicts. Lederach (1997) supported Burton (1990) as he pointed out that internal conflict build around identity groups living in close proximity. They often erupt as expressions of accumulated pain with marked emotional and psychological patterns of institutionalized hatred and division. The conflicts are characterized by deep-rooted intense animosity, fear and severe stereotyping. According to Lederach (1997) conflict causes division among groups based on fear of survival, victimization, divisive political rhetoric, myths of differences and boundaries. An “us” versus “them” dichotomy develops along ethnic lines. These dynamics, driven by real-life experiences and subjective perspectives and emotions, render national and mechanical processes and solutions aimed at conflict transformation not only ineffective but also irrelevant and offensive. Burton (1990) has argued that all internal conflicts contain some of the following elements. First, their protracted and often vicious nature can be attributed to the belligerents “irrational motives”. Secondly, ancient hatreds, religious fervor, or loyalty to kith and kin may explain why some internal conflicts drag on even past the stage where it should cease. Thirdly, incompatible identities and values at the base of most internal conflicts make compromise extremely difficult. Fourthly, there are structural elements of war, the array of incentives to continue violence and the disincentives for compromise that inhibit negotiation and settlements. The theory is relevant to the study because ethnic politics, competition for resources, ethnic rivalries and unfulfilled needs are some of the root causes of ethnic conflicts

2.2 Empirical Review

Cherutich, (2016) conducted a study that investigated elderhood in ethnic conflict management in Kenya’s Rongai Sub-county from 1992 to 2015. It is to be appreciated that ethnic conflict management results in peace which in turn creates a fertile environment for achievement of sustainable development. Western and contemporary conflict resolution mechanisms, which have been in use for decades, have not yielded the desired results and rather than solely relying on their legal and lengthy judicial processes, indigenous mechanisms have been sought. One such mechanism is the institution of elders which has become instrumental in addressing the prevailing challenges of ethnic based violence. This study specifically investigated the nature, origin and causes of ethnic conflicts, examined the institution of elderhood, and interrogated the roles of elders in ethnic conflicts management in Rongai Sub-county. The study was based on the following premises: Land was the major cause of ethnic conflicts in Rongai Sub-county,

elderhood institutions commanded respect among majority of ethnic groups in Rongai Sub-county and that the institution of elders played a significant role in ethnic conflict management in Rongai Sub-county. The study was guided by Protracted Social Conflict Theory and Conflict Transformation Theory. The study adopted descriptive research design. The target population was the people of Rongai Sub-county. The sample size was obtained using purposive and snowballing sampling techniques. Both primary and secondary data was collected. The primary data was collected using indepth interviews and focus group discussions while secondary data was obtained from both published and unpublished records, magazines and books. The data collected was analyzed using thematic analysis where categories of responses for each objective from the respondents were identified, classified and combined into themes. The data was then interpreted and presented based on these categories and themes. This study has three major findings. First, the ethnic conflicts in Rongai Sub-county were mainly of violent nature, originated from the reintroduction of multi-party politics in Kenya in early 1990s and were caused mainly by land and political issues. Secondly, the institution of elderhood was strong in Rongai Sub-county and commanded respect in the management of ethnic conflicts. Thirdly, the elders were the lead actors in ethnic conflicts management in Rongai Sub-county and played key roles that were aimed at achieving peaceful co-existence among ethnic groups. The study, therefore, recommends that the institution of elderhood be supported by the government and given a leading role in ethnic conflicts management. Secondly, the underlying cause of ethnic conflicts be identified and resolved proactively. Thirdly, ways should be found to weed out the culture of intolerance and impunity among ethnic communities in Rongai Sub-county.

Wandia,(2014) conducted a study that sought to examine the effects of workplace conflicts on performance of teachers. The main objective of the study was to establish the effects of the workplace conflict on performance of teachers in public secondary schools. The factors wider investigation were work relationship conflicts, task conflicts, structural conflicts and the goal conflicts and how they influence the performance of teachers. A review of literature was conducted so as to find out what other researchers had found out on studies related to the topic. The researcher filled the gap by seeking the views of teachers in Nyeri Central District on the effects of workplace conflict on their performance. The study targeted a population of 292 respondents who are principals and teachers in the 17 public secondary schools. Due to the large number of the respondents, the researcher used the proportionate stratified random sampling whereby according to Mugenda and Mugenda (2005), 30% of the target population

will be an ideal sample. This translated to 82 teachers who the researcher then collected data from using questionnaires. The collected data was analyzed using descriptive statistics and the data was presented in form of frequency tables, charts and graphs. Among the key findings established in the study were that task conflicts had a major influence on the performance of teachers (76%). The structural conflict was also found to have a high influence on teacher performance (75%). Goal conflicts had a relatively low influence on performance of teachers when compared to task and structural conflict (65%) while the work relationship conflict the lowest influence on the performance of teachers (46%). The researcher recommends that all the necessary efforts should be made to manage workplace conflicts by enhancing communication amongst teachers, provision of necessary materials, as well as the provision of a well-designed job design and that teachers should come up with SMART individual and organizational goals. The researcher further recommends that more studies should be done on the strategies and mechanisms that need to be adapted to overcome workplace conflicts in public secondary schools.

Kipyengo, (2013) conducted a study to investigate conflict management methods used by secondary school head teachers in Nandi Central District. The objectives of the study were to identify the causes of conflicts, establish the type of conflicts, find out how conflicts are managed, identify conflict management methods and determine techniques for conflict resolution in schools. The study adopted a descriptive survey design. The target population was 36 public secondary schools in the district with a population of 456 teachers. Stratified sampling techniques were used to select a study sample of 14 schools. The sampled schools provided the 14 head teachers and purposive sampling was used to select 90 teachers from the sampled schools. Three sets of questionnaire were used as the key data collection tool; one for the head teachers, one for teachers, and an interview schedule for B.O.G and D.E.O. The instruments were piloted in two schools which were not part of the randomly selected schools in the district. Reliability of the Pearson's product moment formula for the test-retest was employed to compute the correlation coefficient. A correlation coefficient of 0.5 was considered high enough to judge the instruments as reliable for the study. The study used content validity to measure the relevance of the research instrument. The researcher personally administered the questionnaires to all the groups. Data collected from the field were coded and entered into the computer for analysis using statistical package for social sciences (SPSS). Descriptive statistics were used to analyze the data obtained. The result of the data analysis

was presented using frequency tables, bar graphs, pie charts and percentages. The findings indicated that the major causes of conflicts in secondary schools in Nandi central district includes; unimpressive conditions of service, administrative in competencies of the head teacher, misappropriation/ embezzlement of funds, indiscipline in the parts of students, teachers or administrators, poor academic performance and inadequate resources. Notwithstanding, the major types of conflicts mostly experienced in Nandi Central District secondary schools include; conflict over image perceptions, role conflicts, conflict over basic values, interpersonal conflicts, structural conflicts and political conflicts. Political interference and patronage in the appointment of head teachers fueled conflicts in secondary schools and therefore in a school where there is no political interference and patronage in the management of schools, there are reduced conflicts in the school. Further majority of the respondents frequently have stakeholder meetings and consultations in their schools as a way of resolving conflicts. It was recommended that there is need to have trainings on conflict resolution strategies in schools to assist in management of conflicts. The study findings will be significant in that the findings may be useful to education researchers, educational planners and other scholars of educational administration as it will hopefully increase their awareness of the values of conflict as well as conflict management methods which are constructive and benefit the school. The findings will help head teachers of public secondary schools and other education stakeholders to adopt measures to minimize conflicts. The results of the study will help policy makers and educational planners to make adequate adjustments that enhance performance in management and administration of public secondary schools

Kiringa, (2012) conducted a study that analyse the forces that bred conflict in the Kikuyu Lari society in Kiambu district and which finally led to an outbreak of violence, which culminated in the Lari massacre of 26th March 1953. The study perceives violence within the Marxist and neo-Marxist concept of social conflict. Issues pertinent to violence; land alienation, the squatter system, political suppression and the role of colonial functionaries are outlined here as they related to the rise of conflict. Hence the massacre is studied as an aspect of a wider historical setting that is, the generation of conflict within the political economy of colonial Kenya. The material realities of the African were riddled with denigrating experiences, which generated the widespread nature of violence in the Kenya Colony. The study demonstrates that the African was relegated to a second-class citizenship, a factor that is well illustrated by the Lari trials, which were instituted following the raid. This ridiculed position was rein-forced by the

operations of the colonial jurisprudence by which the colonial legal machinery emerged adversarial to the African interests in the country. The judiciary was an instrument of legitimating unequal social and political relations in the colony. An attempt is made to discuss the social problems that followed the execution of the massacre. The local inhabitants were punished for whatever roles and support they might have played or given towards the success of the Mau Mau attack on the so-called loyal Kikuyu in the area. Thus, indiscriminate shootings by colonial officials, physical torture, loss of property to colonial officials and sexual abuse were some of the characteristic features of the period following the raid which the judicial system resolved in very superficial terms by imposing unwarranted jail terms to the Mau Mau suspects.

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The researcher further recommends that more studies should be done on the strategies and mechanisms that need to be adapted to overcome workplace conflicts in public secondary schools.

2.3 Research gaps

Geographical gap is a knowledge gap that considers, the untapped potential or missing/limited research literature, in the geographical area that has not yet been explored or is under-explored. For instance Cherutich, (2016) conducted a study that investigated elderhood in ethnic conflict management in Kenya's Rongai Sub-county from 1992 to 2015. The study adopted descriptive research design. The target population was the people of Rongai Sub-county. The sample size was obtained using purposive and snowballing sampling techniques. This study has three major findings. First, the ethnic conflicts in Rongai Sub-county were mainly of violent nature, originated from the reintroduction of multi-party politics in Kenya in early 1990s and were caused mainly by land and political issues. Secondly, the institution of elder hood was strong in Rongai Sub-county and commanded respect in the management of ethnic conflicts. Thirdly, the elders were the lead actors in ethnic conflicts management in Rongai Sub-county and played key roles that were aimed at achieving peaceful co-existence among ethnic groups. The studies presented a geographical gap as they were conducted in Kenya while our current study focused on evaluating effects of ethnic conflict on access and participation of children in primary education.

Methodological gap is the gap that is presented as a result in limitations in the methods and techniques used in the research (explains the situation as it is, avoids bias, positivism, etc.). Mwangi, (2010) conducted a study that sought to examine the effects of workplace conflicts on performance of teachers. The study targeted a population of 292 respondents who are principals and teachers in the 17 public secondary schools. Due to the large number of the respondents, the researcher used the proportionate stratified random sampling whereby according to Mugenda and Mugenda (2005), 30% of the target population will be an ideal sample. This translated to 82 teachers who the researcher then collected data from using questionnaires. The collected data was analyzed using descriptive statistics and the data was presented in form of frequency tables, charts and graphs. The studies presented a

methodological gap as it used stratified random sampling while our current study adopted a desktop literature review method

Conceptual gap arises because of some difference between the user's mental model of the application and how the application actually works. Wandia,(2014) conducted a study that sought to examine the effects of workplace conflicts on performance of teachers. The main objective of the study was to establish the effects of the workplace conflict on performance of teachers in public secondary schools. Due to the large number of the respondents, the researcher used the proportionate stratified random sampling whereby according to Mugenda and Mugenda (2005), 30% of the target population will be an ideal sample. Among the key findings established in the study were that task conflicts had a major influence on the performance of teachers (76%). The study examined the effects of workplace conflicts on performance of teachers, while the current study focused on evaluating effects of ethnic conflict on access and participation of children in primary education.

3.0 METHODOLOGY

The study adopted a desktop literature review method (desk study). This involved an in-depth review of studies related to effects of ethnic conflict on access and participation of children in primary education. Three sorting stages were implemented on the subject under study in order to determine the viability of the subject for research. This is the first stage that comprised the initial identification of all articles that were based on effects of ethnic conflict on access and participation of children in primary education from various data bases. The search was done generally by searching the articles in the article title, abstract, keywords. A second search involved fully available publications on the subject on effects of ethnic conflict on access and participation of children in primary education. The third step involved the selection of fully accessible publications. Reduction of the literature to only fully accessible publications yielded specificity and allowed the researcher to focus on the articles that related to effects of ethnic conflict on access and participation of children in primary education. Which was split into top key words. After an in-depth search into the top key words (effects, ethnic conflict, access, participation, children primary education), the researcher arrived at 5 articles that were suitable for analysis. The 5 articles were findings from Cherutich, (2016) who conducted a study that investigated elderhood in ethnic conflict management in Kenya's Rongai Sub-county from 1992 to 2015. The study adopted descriptive research design. The target population was the people of Rongai Sub-county. The sample size was obtained using purposive and snowballing

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4.0 SUMMARY, CONCLUSION AND POLICY IMPLICATION FOR FURTHER STUDY

4.1 Summary

Competition over scarce and shrinking resources, favoritism and biasness, discrimination on resource allocation and distribution of development fund and bursaries. Voting along ethnic lines during elections, politics of exclusion, incitements and hatred messages in areas having diverse ethnic mixes was to assess the effects of ethnic conflict on access and participation of children in primary school.

4.2 Conclusion

The study concludes that ethnic conflicts are caused by competition over scarce and shrinking resources, favoritism, discrimination; tribal animosity, historical land injustices, voting along ethnic lines, during general elections, politics of exclusion, biased resource allocation among communities. The causes of ethnic conflicts disrupted education activities and programs; impoverished communities, caused school dropout by children, closure of schools, absenteeism and poor enrolments and attendance levels in schools

4.2 Recommendations

There is need for trauma counseling to be offered to victims of the post-election violence. The relevant governments needs to seriously address the problem of land and put policies in place for citizens regarding owning land and property anywhere to avoid recurrence of ethnic violence in various parts of the country. On the effects of ethnic conflict on access and participation of children in primary education the researcher recommended that the relevant stakeholders should seriously address the issues related with distribution of resources, marginalization, favoritism and discrimination.

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