Notes

1. https://sdgs.un.org/goals/goal4
2. www.education-inequalities.org
   https://theconversation.com/a-burning-question-why-are-kenyan-students-setting-fire-to-their-schools-69153
6. Rok Ajulu (2002) distinguishes between the rather neutral term, ‘ethnicity’ and the politicised term, ‘tribalism’ used for ethnic mobilisation in order to achieve certain economic or political goals.
7. This does not include the debate arising from the discourse on assimilation (as compared to multiculturalism), which is grounded in the domination of one national language and hegemonic sociocultural formation in countries like Germany (Esser 2000, 2006), and which does not relate well to the postcolonial Kenyan context.
10. The data related to gender that I rely on only distinguishes between male and female. This problematic binary construction of gender excludes various identities that do not identify with being either male or female and therefore, poses a limitation, particularly when thinking about diversity.
13. Mandera County is located in the North East of Kenya bordering Ethiopia and Somalia.
14. The first number refers to the research participant, the second number to the transcript.
15. The terms 'learners' and 'students' are used interchangeably in the following chapters and refer to both primary and secondary school learners.
16. Quoted from one of the research participants (1:146).
As explained earlier, the generated data refers only to binary gender constructions, as in male and female, which is common in the Kenyan context (as in many other contexts around the world). The exclusion of queer, inter- and transgender experiences from the accounts should be kept in mind as a completely excluded diversity factor.