

**FACTORS INFLUENCING PROVISION OF EDUCATION FOR  
PASTORALISTS CHILDREN IN MOBILE PRIMARY SCHOOLS IN  
MARSABIT NORTH DISTRICT, KENYA**

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**A Research Project Submitted in Partial Fulfilment of the Requirements for  
the Award of Degree of Master of Education in Emergencies University of  
Nairobi**

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## **DECLARATION**

This research project is my original work and has not been presented for the award of any degree in any other university

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## **DEDICATION**

This research project is dedicated to my late grandfather Meshack K. Kogi. I also dedicate it to my mother Jecinta Wanjiru, husband Paul Muigai, and my children: Max Lewis Wanyiri, Melanie Livia Nyambura and Marcus Lee Mithamo for their patience, love, support and understanding during the period of my study.

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I would like to thank God for giving me the gift of life.

## **ABSTRACT**

This study aimed at investigating factors influencing provision of education for pastoralists' children in mobile primary schools in Marsabit North District, Kenya. Mobile schools provide a critical alternative link to provision of education services to communities in arid and semi-arid lands in Kenya. Despite efforts to promote pastoral education by the government and educational stakeholders, over 80% of the school going age in nomadic pastoralists' areas still do not access the Free Primary Education introduced in 2003.

Objectives of the study included investigating factors that influence provision of education for pastoralists' children in mobile primary schools such as teacher training, teaching and learning facilities, households' economic status and child labour. This study adopted a descriptive survey design to gather data from Yaa Odhola, Yaa Galbo, Yaa Algara and Yaa Sharbana mobile primary schools. Sample size included head teachers attached to the four mobile primary schools, teachers and pupils. Researcher did census on head teachers and teachers since they were few. For the pupils purposive sampling was used. Sample size consisted of 56 respondents; 4 head teachers, 4 teachers and 48 pupils. Questionnaires and Focus Group Discussions were used to collect data. Findings were analysed using Social Package for Social Scientists (SPSS) and presented in percentages and frequency tables.

Findings showed that all factors had considerable influence on the phenomenon under study. On influence of teacher training all teachers strongly agreed that in-service and pre-service training was important and training teachers for mobile primary schools should be prioritized. A teacher training institution should be established, while teacher training should be culturally sensitive. Teaching and learning facilities did not seem to be major hindrances to provision of mobile primary education since they were available. However, water was major concern and policy makers and stakeholders should consider availing it to a greater measure. House hold's economic status such as poverty levels and family size indicated significance influence on provision of education. This implied that provision of mobile primary school education is a socio-economic issue that requires integrated approach therefore is relevant. Child labour featured as the strongest influence on provision of education. Household chores such as fetching firewood and water, grazing and caring for siblings were cited as negatively influencing provision of education in mobile primary schools.

To solve these issues concerted efforts between all the education stakeholders should be encouraged and a long term plan of action put in place. Clean water should be availed, paid child labour eliminated and issues of planned family sizes within communities addressed by policy makers.

Findings shed light on how mobile schools could offer more opportunities for school age going children and suggested necessary mitigation steps in planning of nomadic education. Researchers interested in Education in Emergencies could use the findings. Pastoralists' children could benefit from improved provision of primary school education if the research findings are implemented.

Further research is needed on the role of female teachers and factors influencing participation of family members in provision of education for pastoralist children in mobile primary schools.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>ASALs</b>	Arid and Semi- Arid Lands
<b>ADEA</b>	Association for Development in Africa.
<b>DEO</b>	District Education Officer.
<b>EFA</b>	Education For All.
<b>FPE</b>	Free Primary Education.
<b>GOK</b>	Government of Kenya.
<b>KHRC</b>	Kenya Human Right Commission
<b>MDGs</b>	Millenium Development Goals.
<b>MoE</b>	Ministry of Education
<b>MoHEST</b>	Ministry of Higher Education Science and Technology.
<b>NHPC</b>	Nomadic Primary Health Care.
<b>UN-DHR</b>	United Nations Declaration for Human Rights
<b>UNESCO</b>	United Nations Education Scientific and Cultural Organization.
<b>UNICEF</b>	United Nations Children’s Fund
<b>UNOCHA</b>	United Nations Office for the Coordination of Humanitarian Affairs
<b>USAID</b>	United States Agency for International Development
<b>RBA</b>	Rights Based Approach
<b>SID</b>	Society for International Development
<b>SPSS</b>	Statistical Package for Social Sciences
<b>WDEFA</b>	World Declaration on Education for All

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Education equips people with capacities to make informed choices about their lives and a positive contribution to the society. It facilitates the realization of others rights, provides an exit out of poverty and reinforces social cohesion and integration (GOK, 2012). In 1948, education was agreed by the United Nations to be a fundamental human right (UN-DHR, 1948). This global need provides a continuing commitment to review past progress and future prospects in making this right a reality for everyone. At present, international attention is closely focused on the pending deadline of achieving the second Millennium Development Goal (UN-MDG, 2001) for education by 2015.

As progress is made in attracting children to school, it is becoming increasingly clear that nomadic groups challenge the likelihood of success in achieving this goal. They do this at two levels. Firstly, including nomads is clearly a huge practical challenge, and secondly it is also a conceptual challenge. Patterns of the inclusion and participation of nomads in formal education suggest that their perceptions and experience 'provide critical insights into the nature of education as a concept, and as a practice' (Dyer 2006). In 1990, the World Conference on Education For All (EFA) further reinforced this position, proposing a holistic, broadly conceived vision of Education For All Article 5 of its Declaration (WDEFA) stresses the need to broaden the means and scope of basic education, and while formal schooling is seen as the main vehicle for delivery of universal primary education, the WDEFA maintains a clear distinction between schooling and education, stating explicitly that 'supplementary alternative programmes can help meet the basic learning needs of children with limited or no access to formal schooling, provided that they share the same standards of learning applied to schools, and are adequately supported' (WDEFA 1990).MDGs provide the

global framework for development investment, it is this truncated version rather than the entire EFA agenda that attracts priority attention and action. Although key to the production strategy of the nomadic household, mobility poses a serious challenge to a system heavily reliant on school-based education. Pastoralists' resistance is not, to the idea of formal education; nor is there necessarily any incompatibility between pastoralism and education. Reaching those last groups who have remained excluded from standard measures for EFA is bound to be relatively more expensive and more challenging than reaching the rest of the population (UNICEF, 2008). As many interventions have been made in these areas, formal education has failed to reach to its target and hence an alternative mode of provision of education (GoK, 2010). In pastoral areas in particular, where productivity of the livelihood system requires an appropriate balance between people and ecology, education is an important route out of pastoralism. For all these reasons, education is fundamental to development in Northern Kenya (GoK, 2012).

Mobile schools provide a critical alternative link to provision of education services to many communities in the developing world (Ngome, 2006). They have been identified as a fitting initiative in expanding access and participation in education among nomadic pastoralists' (GoK, 2009). Mobile schools provisions, present more exciting possibilities for educational provision in arid and semi-arid lands in Kenya. However, certain issues need to be addressed through government intervention, to make this mode of education provision more effective (MoHEST, 2009). These schools still operate outside the formal education according to (Ezeomah, 1982).

Mobile school which cater for the nomadic lifestyle and aim at providing traditional literacy to them should be instituted at the state level. It was also argued that the nomads must have a role in planning their own lives and those of their children. Imposed programs are doomed to failure (Ezeomah, 1982). Governments and non-governmental organization have become overly interested in the plight of nomadic pastoralists' in terms of different aspects of

life, education, given the foremost priority as is evidenced by commitments made at the International Education for All (EFA) meeting at Jomtein 1990, Annan 1996, Johannesburg 1999 and Dakar 2000 (UNESCO, 2000). The EFA declaration aims at reducing education disparities and encourages learning through programmes within countries highlighting specifications to the needs of particular groups such as nomads (UNESCO, 1990), thus the establishment of alternative education programmes such as non-formal centers and mobile schools to diversify learning opportunities and accessibility formal education in different parts of the world and especially in Kenya (MOEST, 2005). Article 7 of the Dakar framework for Action demonstrates the need to expand literacy beyond the borders of formal classroom education by embracing diverse delivery systems such as life skills, distances education, adult education and traditional systems (UNESCO, 2000).

These delivery systems are compatible with nomadic lifestyles and provide access to education through informal and non-formal education. However, inequalities in the access and distribution of education institutions combine to marginalize various section of the society mainly the nomadic pastoralists'. The disparities are not only perpetuating poverty but also ill health as is manifested in areas where education standards are low (UNESCO 2010). Thus, this reduces the capacity of the disadvantaged groups like nomadic pastoralists' to take advantages of improving their welfare attributed to education, such as competing favorably for employment opportunities (Wainaina, 2005). Inequality is the difference or variation in the degree of something people have (Society for International Development, (SID), 2004).

In Nigeria, Nomadic pastoralists' have a literacy rate of 0.2 to 2% and then formal and informal school participation being very low. This is attributed to their lifestyle which makes it extremely difficult to participate in school (ADEA, 2001). The Kenya's government declaration of Free Primary Education (FPE) in 2003 is in line with the attainment of Universal Primary Education and Education For All (EFA), A United Nations Millennium Development Goal that should be attained by 2015. To enhance access and

ensure Education for all, Kenya government has abolished fees in Primary and Secondary day school has introduced bursary funds for bright but poor learners as well as established boarding schools, mobile schools and school feeding programmes. Despite all these efforts to make education free, illiteracy is on the increase. Amidst it more than 6 billion people in the world, 200 million are pastoralists' (UNOCHA, 2008). It is also estimated that there are between 25 million and 40 million children of school going age living in nomadic and pastoralists' household of whom only between 10% and 50% attend school. (Nkinyangi, 1981) observes that "the fundamental problem of education with pastoral people is creating something they can really participate in as their own right from the beginning". Oxfam GB (2005) noted that between 15 and 25 million of the estimated 100 million of out of school children are probably nomads and pastoralists'. In Mongolia, where educating nomads is mentioned as a success, the authorities combined re-organization of labour, provision of free Education, enforced compulsory attendances and provided a chain of free boarding facilities (Kratli, 2001).

In Iran, where mobile schools have been successfully implemented, the school tent and the mobile teacher move with the migrating group and set up shop when people stop moving. Iran has provided tent school for its nomadic pastoralists' for over half a century (Jeremy, 2009). In Darfur Sudan, mobile school is a one-teacher school supported by Oxfam GB, set up to provide schooling for small numbers of children travelling with their families in small groups. As complete primary schools (schools offering all six primary grades) are available only in permanent settlements, few nomadic children continue their education for more than four years (Oxfam GB, 2005). In Kenya, children from Arid and Semi-Arid Lands (ASALS) district are majorly engaged in nomadic pastoralists' activities and lifestyle hence have a low participation in formal school attendance and learning practices. Issues reflecting on poor state of education for nomadic pastoralists' include in school factors as well as community factors. Such factors include teaching training, teaching and learning facilities, household economic status and child

labour which are the main focus of this study. Studies by Kratli (2004), Sifuna (1990) indicate that providing the nomads with formal education has been a major challenge. Attempts to attract them into school with intervention such as free education, provision of uniforms, equipping and provision of books and stationary for pupils to encourage them into formal school has proved difficult (Gathumbi, 2006). Kratli(2004)Indicates that the enrolment of pastoralist children in schools has been low in comparison to the number of school going children in these areas, hence there has been growing numbers of nomadic pastoralists' children who are out of school. Access to education is not just about having children in school, but having trained teachers who have appropriate pedagogical skills. Teaching force in pastoralists' areas lack pedagogical skills as reflected on table 1.1 which depicts staff establishment to schools in Marsabit North District.

**Table 1.1: Mobile schools teaching staff establishment in Marsabit North District – 2012.**

<b>MOBILE SCHOOL</b>	<b>LEVEL</b>	<b>No. of Teachers</b>	<b>ACADEMIC QUALIFICATION</b>	<b>PROFESSIONAL QUALIFICATION</b>
YaaOdhola	ECD	1	“O” level graduate	ECD Teacher Certificate
	PRY (Std 1&2)	1	Class 8 graduate	Untrained
YaaGalbo	ECD	1	Class 8 graduate	Untrained
	PRY (Std 1)	-	-	-
YaaGara	ECD	-	-	-
	PRY (Std 1)	1	Class 8 graduate	Short Courses
YaaSharbana	ECD	1	-	-
	PRY (Std 1)	1	Class 8 graduate	Short Courses

*Source: DEO Marsabit North, 2012.*

From the table 1.1, it is evident that mobile schools face challenges of teachers training as can be observed that the teachers are from four leavers and class eight leavers who lack adequate pedagogical skills, thus influencing provision of primary education for pastoralists’ children. According to Hussein (1999) NPHC initiated a mobile school or Hanuniye project in 1995 which was invented to overcome the exclusion of pastoralists’ from Education due to the mobility. Hanuniye project used the ‘Dugsi’ System in its establishment. The mobile schools system began in 2008 after frontier indigenous Network, a community based Organization in Wajir convinced community leaders that secular education was vital for children and a key to prosperity and ambition (Hiran news, Feb 2013). The North Eastern Province the locale of the study is

one of the most historically marginalized areas of Kenya. Under international Human rights Standards and the Kenyan constitution education is a basic entitlement to every Kenyan among the marginalized communities such as pastoralists' however this is still an elusive dream for these communities in northern and southern parts of Kenya (GoK, 2010).

Education for nomadic pastoralists' fits in an emergency context because of the mobility of nomadic communities, the hardships associated with the ASALs and the few teachers with a nomadic background makes recruitment, deployment and retention of teachers' difficult (Republic of Kenya, 2012). Since the current teacher management policies including decentralization have not adequately addressed staffing problems, there is need to review the whole spectrum of teacher training, recruitment and deployment (GoK, 2012).

It is on this note that Non- Governmental organizations and development partners have stepped in to assist the government in provision of quality education for nomadic pastoralists, an issue that is viewed from an emergency perspective. Pastoralist children are confronted with myriad challenges ranging from under development which makes essential facilities for education difficult to come by. There is also rampant insecurity due to lack of sufficient law enforcement, vastness of the arid lands, proliferation of small arms, cattle rustling which complicates the question of pastoralist children. In addition, the hostile environment and lack of infrastructure have made pastoralist lands to be classified as 'hardship' areas and teachers and other government officials posted to these areas are paid a special 'hardship' allowance. These coupled with lack of trained qualified teachers continue to put education for nomadic pastoralists' at risk as reflected on table 1.1. Kenya made education a constitutional right (Articles 43 and 53 of the Constitution of Kenya 2010). Despite significant progress at an aggregate level, Kenya is being held back by the challenges of hard- to- reach population such as those in arid and semi-arid lands (ASALs). It is notable however that, mobile schools are viable alternative mode of education for nomadic pastoralists' children.

Table 1.2 shows Marsabit North District mobile Schools' enrolment trend 2007-2012. From this table, it is evident that mobile schools initiative has enhanced participation for pastoralist. However, the mobile schools may not be adequately providing primary school education for pastoralists' children as they should be due to factors such as teacher training, teaching and learning facilities, households' economic status and child labour.

**Table 2.2: Marsabit North District mobile Schools' enrolment trend 2007-2012**

SCHOOL NAME	ENROLMENT											
	2007		2008		2009		2010		2011		2012	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
YaaOdhola	7	9	11	17	16	12	15	17	21	14	21	23
YaaGalbo	-	-	13	16	10	14	15	09	18	11	19	13
YaaAlgana	12	17	12	15	21	19	20	23	24	22	24	17
YaaSharbana	-	-	08	05	13	09	11	15	16	18	28	15
<b>Total</b>	<b>19</b>	<b>26</b>	<b>44</b>	<b>43</b>	<b>60</b>	<b>54</b>	<b>61</b>	<b>64</b>	<b>79</b>	<b>65</b>	<b>92</b>	<b>69</b>
<b>GRAND TOTAL</b>	<b>45</b>		<b>87</b>		<b>114</b>		<b>125</b>		<b>144</b>		<b>161</b>	

Source: DEO Marsabit North, 2012

## 1.2 Statement of the problem

Education situation in Kenya is poor for Nomadic pastoralist (MOSET 2004; Oxfam, 2005). ASAL areas such as Marsabit, Wajir, Ijara, Garissa and Mandera are attributed to higher levels of illiteracy in comparison to all other parts of Kenya. To enhance higher enrollment, participation and access, mobile schools were started in many ASALs areas. However, provision of primary school education is faced with myriad challenges. Although NGOs have addressed the issues of emergencies in the areas, education provision to the nomadic pastrolalists through mobile education in Marsabit has not been fully addressed. For instance there are 15 mobile schools in Turkana Central district, 22 in Turkana west, 12 in Turkana north, 6 in Loima and only 4 in

Marsabit north district. The study seeks to investigate factors that influence provision of education for pastoralists' children in mobile in mobile primary school in Marsabit North District.

The problem that demands investigation is the mismatch between the mobile school factors, community factors and the provision of education for pastoralists' children in mobile primary school in Marsabit North district. Although efforts have been driven towards pastoral education by the government and other educational stakeholders by introducing mobile schools and other alternatives of reaching pastoralists' communities, over 80% of the school going age in nomadic pastoralists' areas do not access the Free Primary Education introduced in Kenya in 2003 (Carr – Hill and Pearl,2005; Oxfam, 2005)

### **1.3 The purpose of the study**

The purpose of the study was to investigate the factors influencing provision of education for pastoralists' children in mobile primary in Marsabit North District, Kenya.

### **1.4 Specific Objectives of the study**

The study was guided by the following research objectives

- i. To determine how teacher training influence the provision of education for pastoralists' children in mobile primary schools in Marsabit North District.
- ii. To examine how teaching and learning facilities influence the provision of education for pastoralists' children in mobile primary schools in Marsabit North District.
- iii. To establish how households' economic status influences provision of education for pastoralists' children in mobile primary schools in Marsabit North District.

- iv. To analyze how child labour influence provision of education for pastoralists' children in mobile primary schools in Marsabit North District.

### **1.5 Research questions**

In order to explore the research objectives, the following research questions were answered through collection of data.

- i. To what extent does teacher training influence the provision of education for pastoralists' children in mobile primary schools in Marsabit North District?
- ii. How do teaching and learning facilities influence provision of education for pastoralists' children in mobile primary schools in Marsabit North District?
- iii. How does households' economic status influence provision of education for pastoralists' children in mobile primary schools in Marsabit North District?
- iv. To what extent does child labour influence provision of education for pastoralists' children in mobile primary schools in Marsabit North District?

### **1.6 Significance of the study**

The research highlighted challenges hindering provision of education for pastoralists' children in mobile primary schools. The Ministry of Education could use the findings to put in place strategies that would address provision of primary school education in mobile primary schools. The Ministry of Education could also use the findings to re-examine teacher training and staffing, and improve teaching and learning facilities. Policy makers could use the findings to address issues of child labour so as to enhance participation of pastoralists' children in mobile primary schools. Also they could use the findings to address how mobile schools could offer more opportunities for

school age going children and suggest necessary mitigation in planning and establishment of nomadic education.

The findings from the study could be used by other researchers who will be interested in carrying out research on mobile schools. Moreover, those interested in education in emergencies as well as pastoralists' education may use the research findings. Finally, pastoralists' children may benefit from the research if the findings are implemented and provision of education in mobile primary schools could improve for the pastoralists' children.

### **1.7 Limitation of the study**

- The major limitation of this study was related to the mobility of the community under study. The nomadic pastoralists' are known to be moving from one place to another in search of water and pasture. This movement was caused by uncertain weather conditions and during such times, mobile schools were not in session, or would be in "hard-to-trace locations". This made mobile schools inaccessible. The researcher made use of a local guide to trace the schools.
- The other limitation was communication between the researcher, children, parents and community members due to language barriers and high level of illiteracy which made most of the pupils, parents and community leaders unable to speak in either English or Kiswahili. However the research assistant who was from the community translated the information.
- Another major issue of concern is insecurity. Cattle rustling and conflicts among pastoralist are threat to security which may pose a challenge to the researcher. To counter the challenges the researcher used four mobile schools in Marsabit North District that are supported by the Catholic Church, UNICEF and Institute of Rural Reconstruction and World Food Programmes in conjunction with the Ministry of Education.

### **1.8 Delimitation of the study**

The study focused only on Marsabit North District. The study in addition concentrated on four mobile schools in Marsabit North District. Respondents included head teachers attached to mobile schools, mobile school teachers, and learners from the mobile schools in Marsabit North District. The study focused only on factors influencing provision of education for pastoralists' children in mobile primary schools in Marsabit North District. There are many other districts where mobile school initiative is provided hence not possible to cover all these areas. This study was therefore limited to Marsabit North District. Generalizations of the findings are limited to the District and other pastoralists' areas with caution.

### **1.9 Assumption of the study**

The study assumed that mobile schools initiative as an alternative to formal education has played a pivotal role in enhancing access and participation of the nomadic pastoralists' children in education, by cultivating positive attitudes towards education by making many to transit to mainstream schools, making them acquire the basic literacy and numeracy skills and by improving their way of life. Respondents are assumed to understand the purpose of the instrumentation and would answer the questions honestly. However, the initiative may not be as effective as it should be in providing education for pastoralists' children in mobile schools because of the challenges highlighted in the background.

### **1.10 Definition of significant terms**

**Formal education** refers to hierarchically structured, chronologically graded education systems from early childhood education through the university including full time technical and professional trainings.

**Mobile schools** refer to a form of alternative education facility that is normally not stationary but one that caters for learning in more than one place over time and space.

**Nomadic pastoralist** refers to members of ethnic groups that move with animals and children from place to place in search of water and pasture for their livestock.

**Non-formal education** refers unstructured but intentional learning outside the traditional schooling in which content is tailored to the needs of the learner.

**Teacher training** refers to learning activities and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community.

**Teaching and learning** facilities refers to all things designed, built, or installed in support of teaching and learning

**Household economic** status refers to factors such as income that determine whether the family could be regarded as wealthy or poor.

Child labor refers to labour, tasks or jobs carried out by children. It can be paid or not paid.

### **1.11 Organization of the study**

The study is organized in the chapters as follows: Chapter one which is introduction covers background, statement of the problem, purpose of the study, limitation of the study, delimitation of the study, basic assumptions and definition of significant terms. Chapter two focuses on literature review. The chapter two focuses on the concept of the term mobile school, mobile school factors and community factors that influence provision of education in mobile primary schools. Chapter three deals with research methodology, it shows justification for the study, research design, research instruments, and validity, reliability and instruments and data analysis techniques. Chapter four focuses on, data analysis, presentation and interpretation while chapter five focuses on summary, recommendations and conclusion of the study.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter focuses on review of related literature on nomadic pastoralist's education with insight on international perspectives of mobile schools. The specific areas of focus are concept of mobile schools, influence of teacher training on provision of education in mobile primary schools, influence of teaching and learning facilities on provision of education for pastoralists' children in mobile primary schools, influence of households' economic status on provision of education for pastoralists' children in mobile primary schools and finally the influence of child labour on provision of education for pastoralists' children in mobile primary schools. It proceeds to the summary of literature review, theoretical framework and lastly conceptual framework.

#### **2.2 The Concept of mobile schools**

The status of education in the ASAL Districts shows that children of nomadic pastoralists are confronted with myriad barriers of access and completion of primary education, the FPE program notwithstanding (Ngome, 2006). Several factors hinder pastoralists' children from participating in education, which includes mobility over large expanses of land in search of water and pasture for their livestock. The formal education has not been accessible to the nomadic pastoralist children.

Nomadic pastoralists lead a life characterized by frequent mobility from one place to another, in search of water and pasture for their livestock. Pastoralists' resistance is not in fact to the idea of formal education; nor is there incompatibility between pastoralism and education (Abdi, 2011). On contrary the practical challenges faced in providing education to the nomads is the circumstances in which formal education is offered. It is thus, schooling in its familiar forms, rather than the idea of formal education that is problematic (Kratli & Dyer, 2009). Several new approaches have been given acceptance in

order to improve condition and possibilities of achieving the most beneficial education for indigenous people- mobile schools, in formal curriculum and more commented approaches have been introduced to indigenous people in different countries (Hay, 2007).

The concept of mobile schools has its origin from six objectives of EFA and other section of Dakar Framework of Action and the INEE Minimum Standards (2010[Dormain Two]) which hints on Access and Learning Environments. The Dormain has issues to do with equal access and it states that “All individuals have a right to access quality and relevant education opportunities” (INEE Minimum Standards, 2010). According to Shahshahani (1995), mobile schools have generally used specially constructed tents or temporary shades under trees, thatches or sheds. The teachers in mobile schools move with nomads from one place to another as they search for water and pasture for their livestock. Kratli (2006), cited examples of experimentation with mobile schools such as Iran (Hendershort, 1965) Nigeria (Udo, 1982). In Mongolia, the white tents (gers) of the nomads are used. These are low cost and teachers themselves are nomads and move with the pastoralists’.

In Nigeria the community education program includes a nomadic project whose aim is to increase access to pastoralists’ education in Adamawa and Taraba states through training teachers who are from pastoral communities and are willing to travel with the nomads (Tahir, 1998). Nigeria as estimate of 9.3 million nomadic pastoralists, a third of this population consists of children of school going age. Nomadic pastoralists have a literacy rate of 0.2 to 2 percent, and their formal and informal school participation is low. This is attributed to lifestyle which makes it extremely difficult to participate in school (ADEA, 2000).

Nigerian government has undertaken measures to avail education to this group. A curriculum suited to their lifestyles has been developed. Secondary teacher training has been conducted to equip them with knowledge of the new curriculum. Thirdly, flexible schedules and shifts were also adopted to give

room for children varied lifestyles. Fourthly, radio programmes were designed. Fifth, mobile classrooms were availed to both the teachers and pastoralists. Finally, the education underwent monitoring whereby performance indicators were developed (Ngome, 2006). As a result, enrolment of nomadic pastoralist's children rose from 18,831 in 1998 (ADEA, 2001).

Mobile schools would be the best alternative since they counter challenges and respond to lifestyle and needs of nomadic pastoralists'. They also facilitate continuous learning since even when pastoralists' move from one place to another, the mobile school teacher moves with the learners. This makes EFA a reality for nomadic pastoralists'. According to Ezeomah(1982), mobile schools cater for the nomadic lifestyles and also provide functional literacy to nomadic pastoralists' children. Further, Ezeomah (1997), notes that it is only through education that the nomad's lifestyle can be improved. Alternative mobile schools education is designed to provide education in a framework cognizant of the unique challenges and aspirations of national policy and global concerns. The mobile school alternative is designed to respond to the unique social cultural and economic dynamics of semi nomadic pastoral childhood (ADEA 2006). Mobile schools are faced with numerous challenges (Ezeomah, 1997). However he notes that single teacher's mobile schools failed for a combination of reasons including lack of government policy, losing non-nomadic teachers and irrelevant curriculum and lack of effective administration.

### **2.3 Influence of teacher training on provision of education for pastoralists' children in mobile primary schools.**

Training is concerned with the development of knowledge and skills to be used immediately in the very near future and deals with developing people who already have or who are just about to enter a job (Diana L, 2008). The teaching force in many developing countries is neither motivated nor trained. Most prospective teachers lack adequate general academic preparation, both new and experienced teachers lack many pedagogical skills, and motivation

and profession commitment to teaching is low (Lockheed, 1991). Effective learning is the word more than simply gathering and memorizing information and requires teachers who are not only competent in their subjects but who can also respond creatively to new situations (Lockheed, 1991)

Further, Lockheed notes that choosing effective inputs is the first step toward improving learning, but managing them well at school level is also necessary (Lockheed, 1991)

Teachers are the single most important education resource in any country (EFA Global Monitoring Report, 2010). From early childhood through primary and secondary school, the presence of qualified, well-motivated teacher is vital for effective learning. What students achieve in school is heavily influenced by classroom practices and teachers' skills (Aslam and Kingdom, 2007). Early childhood teachers and carers play a crucial role in preparing children for school and supporting their social, emotional and cognitive development. The result of untrained and inappropriately trained teachers, as well as the lack of appropriate teaching and learning materials, is that in multi-grade classrooms spend much of their time learning materials they already know or sit idle and boxed. (Wolff and Garcia, 2001).

The quality care and teaching depends critically on the pupil/ teacher ratio, teacher training and creation of an active environment (Schumacher and Hoffman, 2008, UNESCO, 2005). Data from within countries highlight particular disadvantages facing the marginalized in terms of the teacher availability and qualification. In Kenya, the national ratio of pupil to trained pre-primary teachers is 54:1. In the arid and semi- arid Districts especially Turkana, the ratio is 123:1 (Ruto et al, 2009). Trained teachers are more likely to choose to work in urban areas, especially in systems where the remuneration is linked to parental contributions (GMR, 2010). The mobility of nomadic communities, the hardship associated with the ASALs and the few teachers with nomadic background makes recruitment, deployment and retention of teachers critical. Since the current teacher management policies including decentralization have not adequately addressed staffing problems,

there is need to review the whole spectrum of teacher training, recruitment and deployment (Republic of Kenya, 2012). In Marsabit North District which is the locale of this study, teacher training is a major challenge as can be observed from table 1.1 where teachers are from form four and class eight leavers who lack not only the qualifications but also the pedagogical skills. According to Bressoux (1996) studies on the effect of teachers' training on third grade pupils' achievement comparing certified and uncertified teachers indicate that training substantially improves students' scores in mathematics. Angrist and Lavy (2001), evaluating the effects of in-service teacher training in Jerusalem school, find a significantly positive causal effect of this program on pupils test scores. According to (USAID, 2011), successful education programming for teaching marginalized children depends on the capacity building of service providers. Teachers from a nomadic pastoral background are trained, equipped with a white tent (In contrast to the black tents of the nomads) and school equipment, and join a group of nomads camps (Kratli & Dyer et al., 2009). Mobile schools in Iran have been depicted as successful in provision of primary education for pastoralists' children. Training teachers, facilitators, project coordinators. Training on the use of child-centered teaching learning methodologies is a common feature of programs for marginalized groups.

#### **2.4 Influence of teaching and learning facilities on provision of primary school education for pastoralists' children**

One of the most important requirements for sustained progress towards better quality in education is an improved learning environment, encompassing the physical infrastructure, the learning process and the interaction between children and teachers (EFA Global Monitoring Report, 2010)

Low achievement levels are often associated with a poor school environment, badly ventilated classrooms, leaking roofs, poor sanitation and lack of teaching and learning materials are significant barriers to effective learning in schools. The fact that the most marginalized children often attend the poorest

– quality schools adds to their learning disadvantages (EFA Global Monitoring Report, 2010). Such poor schools lack basic facilities such as blackboards, textbooks, toilets, chalks, pens, pencils and erasers. Many studies highlight the positive role of appropriate textbooks (Boissiere, 2004; Scheerens, 2004). A detailed evaluation of Ghana's basic education system found out that the improvements in Mathematics in English test scores in 1998 to 2003 has been brought about in part through availability of textbooks (White, 2004).

School infrastructure is not the only problem. Pastoralists' often see curricula as having little relevance to their lives. They are typically absent from the images and stories in primary school textbooks, reinforcing the cultural distance between home and school (GMR, 2010). To add to this, lack of textbooks and when they are available, they frequently include materials that depict negative stereotypes is also a major challenge to pastoralists' education. There is an issue associated with teaching, learning materials as a major challenge facing education system (Okwach & George, 1997). Under the FPE programme in Kenya, every pupil is entitled to free writing materials. However, it has emerged that, textbooks are being shared in ratios of one textbook to five pupils. Sharing of textbooks affects the learners' accessibility to books. There is also an issue of inadequate physical facilities. In mobile schools, physical facilities pose a major challenge due to erratic weather conditions. Schools under trees may be threatened by lack of shades or rainfall or too strong sun. Sitting on a mat which is a common phenomenon among nomadic pastoralists' affects children's writing skills.

Urwick and Junaidu (1991) found that four aspects of teaching which include provision of textbooks, teaching aids, writing materials and furniture affect quality schooling. School facilities in a study conducted in Papua New Guinea (Vulliamy, 1987), noted that in the Third world context, the lack of the most basic facilities in schools not only depresses staff and student morale but also act as an impediment in effective teaching and learning. According to Fuller and Heyneman (1989) teaching and related material inputs are linked directly

to teaching and are related consistently to higher pupil achievement, after controlling the influence of family background. Lockheed and Verspoor (1991) also report that the availability of textbooks and other instructional materials has a consistently positive effect on student achievement in developing countries. According to Hallack (1990), textbooks are the instructional device par excellence, and central to teaching. Classrooms deprived of text books promote little in the way of reading skills.

### **2.5 Influence of household economic status on provision of primary school education for pastoralists' children**

A family's socio-economic status is based on parental occupation and social status in the community such as contacts within the community, group associations and the community's perception of the family (Abdi, 2011). High socio-economic status within families enhances success in preparing and enrolling the young children in standard one because typically they have a wide range of resources to promote learning resources and support young children development. Thus the level of household poverty at the present time has significant effects on children enrollment (Currie, 2007).

UNESCO (2008) also observes that direct and indirect costs of schooling in a context of poverty as well as social and cultural norm require many households to make tough decisions on which of their children to send to school and for how long. The economic status of parents in Marsabit North District is nomadic pastoralist, this mode of livelihood is affected by seasonal patterns whereby during drought periods, large herds of livestock die leaving parents poor. Carr-Hill (2005) stated that among the pastoralists' communities' children are viewed as an economic asset. Such economic benefits are indeed short term since children help in raising family large animals like sheep, goats, camel and donkey. Therefore parents would rather have their children looking after their livestock as this avoids the cost of school (Jama, 1991).

Poverty in pastoral areas is different from the other rural communities but this is not well understood by both the general public and policy makers. The major roots of pastoral poverty stem from shortage of rainfall resulting in water scarcity and loss of pasture, land, conflict and political marginalization (Little, Mapeak, Barret & Kristnjanson, 2008). Persistent droughts as well as frequency of the natural disasters in the arid and semi-arid areas of the world have made already difficult living conditions for pastoralists even more perilous and should therefore be considered to be among the most vulnerable societies in the world (Farah, 2003). ASAL lands are highly vulnerable in terms of poverty and insecurity. Thus the lower levels of enrollment in ASAL districts is attributed to household poverty, low levels of parental education, cost of schooling, poor and inadequate schools among other things (Ngome, 2006). Kratli (2004) in his study showed that nomadic herders number several tens of millions of people; mainly in Africa, the Middle East, South West and Central Asia include some of the poorest and most vulnerable people in those areas. To such people formal education may lose value.

## **2.6 Influence of Child labor on provision of primary school education for pastoralists' children.**

Nomadic pastoralists' are dependent on their school age children for herding animals and undertaking other household tasks which are important for their survival. Nomadic pastoralists' require flexible education delivery modes that take into account their children's work at home, that which schedules lessons outside nomadic working time and at the same time transfer learning to the homestead (GOK, 2012). The educational participation of pastoral children in particular is low; in part because families must weigh up the relative costs and benefits of a child being separated from the informal learning that takes place within the community for a formal education (Abdi, 2010) Child labour is a deeply entrenched obstacle to Education For All. Child labour ranges in scope, from young girls collecting water and firewood with their mothers to young boys tending cattle and engaging in paid work, and to some extreme and

dangerous forms of work. It cannot be assumed that ability to combine work and school is conducive for learning (GMR, 2010).

Evidence from Latin America indicates that this is detrimental to educational achievements (Gunnarsson et al, 2006). Even modest levels of child labour at early stages had adverse consequences for cognitive abilities with regular work being most detrimental (Gunnarsson et al, 2006; Sanchez et al, 2009). Child labour often magnifies poverty related gender disadvantage (GMR, 2010).

A common thread across many countries with gender disparities in education is the inappropriately large share burden that young girls carry. Young girls from the poorest households are less likely than boys to combine school and work, and more likely to be out of school (Hallman et al, 2007).

Therefore understanding the interplay between educational disadvantage and child labour is critical not only for education, but also for child welfare and wider national poverty reduction efforts (GMR, 2010). Pastoralists' often rely heavily on boys for tending cattle and girls for domestic chores, restricting children's time available for formal schooling (Ruto et al., 2009), thus education loses out. Children's involvement in the household division of labour is negatively referred by the children rights convention as child labour is represented as situations that deprive children of their fundamental right to education (Adow, 2008). Child labour within nomadic society is a necessity linked to the adoption of risk avoidance herd management strategies and pastoralists lifestyle.

## **2.7 Summary of Literature Review**

So far this chapter has reviewed related literature under the following themes: Concept of mobile schools, mobile schools factors influencing provision of school education for pastoralists' children in mobile primary schools like teacher training and teaching and learning facilities, then proceeded on with household economic status and child labour. The review established that

several mobile schools factors as well as community factors pose major challenges to primary school education for pastoralists' children in mobile schools'. Teacher training and teaching and learning facilities as well as household economic status and child labour go against educational acquisition for pastoralists' children. The review found out that while mobile schools already exist, they may not be as effective as they should be in providing education for pastoralists' children due to the challenges already shown in the background and the conceptual framework. As such, this study intended to find the specific circumstances leading to low participation of pastoral children in mobile primary schools. In effect, the research hoped to contribute to improved primary school participation by pastoralists' children in mobile schools in Marsabit North District by identifying the causative factors then finding means of combating them.

The study started with concept of mobile school then proceeded on with factors influencing provision of primary school education for pastoralists' children in mobile schools such as teacher training, teaching and learning facilities, household socio-economic status and finally child labour. This section did not come across any scholarly studies or academic scholarships that have investigated on the factors that influence provision of primary school education for pastoralists' children in mobile schools in Marsabit North District. This study therefore discovered an academic gap which the researcher endeavors to fill on provision of primary school education for pastoralists' in mobile schools in Marsabit North District, Kenya.

## **2.8 Theoretical framework**

The study employs the Human Rights Based Approach Theory (HRBA) theory of education (UNESCO, 2007). This theory is informed by the principle of universality and inalienability which means that human rights are universal and inalienable; the entitlement is to all people everywhere in the world. An individual cannot voluntarily give them up, or can other take them away, as stated in article 1 of the Universal Declaration of Human Rights, "All

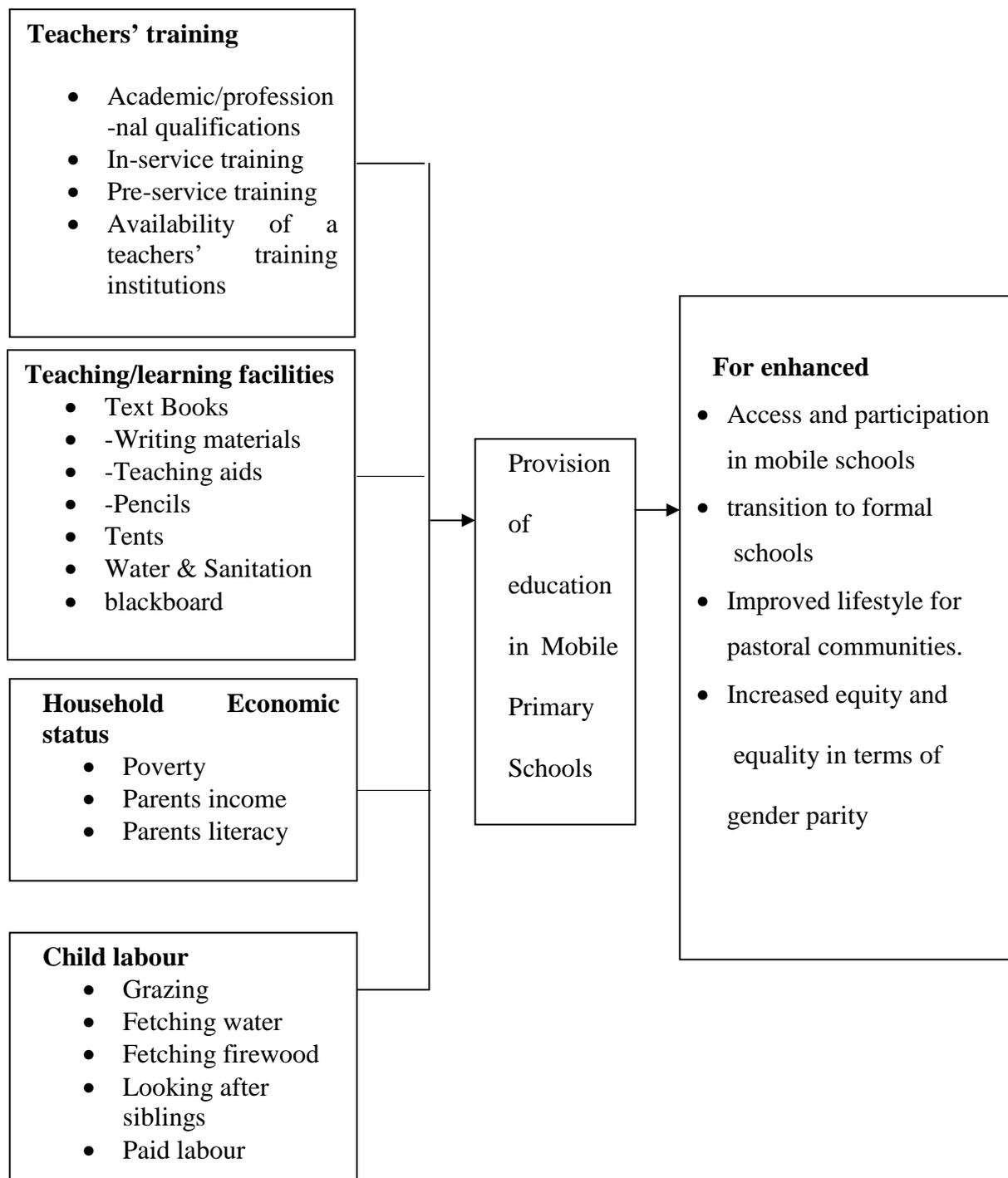
human beings are born free and equal in dignity and rights". The HRBA is a framework for the realization of children's right to education. As such, HRBA and can be used to advocate for pastoralists' children primary school education since they have suffered marginalization for long. The theory advocates for schooling that is respectful of human rights, both in words and in action, in school books and in school yard which are integral to the realization of quality education for all (Barbara,2011)

The Rights-Based Approach to education plays a key role in overcoming obstacles that hinder access to education for pastoralists' children. The goal of a human-rights based approach to education is simple and assures every child a quality education that respects and promotes the right to dignity and optimum development. The theory applies to the study since mobile school factors as well as community factors may make pastoralists' children not to access education hence forfeit all the benefits that accrue from education.

## 2.9 Conceptual framework

**Figure 2.1: Interrelationship between variables and the factors influencing provision of education for pastoralists' children in mobile primary schools**

The conceptual framework is as presented in figure 2.1 below.



In this study, the conceptual framework is depicting that various interrelated variables have interplay on provision education for pastoralists' children in mobile primary schools. Such factors include teacher training, teaching and learning facilities, households' economic status and child labour as depicted on figure 1. 1. These factors affect provision of education in mobile schools which in turn impacts negatively on accessibility and participation in primary school education for pastoralists' children.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The chapter describes the research design and methodology that was used to guide the study under the following sub-headings: the research design, target population, sample and sampling techniques, data collection instruments, validity and reliability of the instruments, data collection procedures and data analysis techniques.

#### **3.2 Research design**

This study adopted a descriptive survey design to gather data necessary for determining factors influencing provision of education for pastoralists' children in mobile primary schools in Marsabit North District. Descriptive survey determines and reports the way things are (Gay 1992). The design attempts to collect data from members of a population in order to determine the current status of that population with respect to one or more variables, and report the situation of the variable(s) (Orodho, 2005). Mugenda and Mugenda (1999) assert that this type of research design attempts to describe such things as possible behaviours between values and characteristics. It was therefore an appropriate design for use to determine the reasons and causes of the current situation regarding primary school education for pastoralists' children in mobile schools in the study locale. This design was quite suitable for this study for it offered the opportunity to describe such things as possible behavior, attitudes, values, characteristics and social issues.

#### **3.3 Target population**

Target population refers to all members of a real or hypothetical set of people, events or subjects to which a researcher wishes to generalize the results of the study (Borg & Gall, 1989). Marsabit North District has 4 mobile schools, 4 head-teachers attached to the mobile schools, 4 mobile school teachers and

161 pupils. The target population included 4 head teachers, 4 teachers and 161 pupils making a total of 169 respondents.

### **3.4 Sample size and Sampling Procedures**

In this study, the sample of interest included head teachers attached to the mobile schools, mobile school head teachers and pupils. These were chosen because they had a direct role on provision of education for pastoralists' children in mobile of primary school schools. The exact number of mobile schools registered with the Ministry of Education in Marsabit North is four (4) and these studies involved all of these because they were few and by design were mostly one teacher schools, the researcher did a census to all the teachers and head teachers. This is because head teachers and teachers were the ones who had the information needed by the researcher. For pupils, guidelines from Mugenda and Mugenda 1999 were used. Mugenda and Mugenda (1999) say that ten percent to thirty percent (10% to 30%) of the population can be picked from a large population; therefore, the researcher used twenty five percent (25%) of the 161 pupils, giving a total of 48 pupils. Researcher did census for head teachers and mobile primary school teachers since they were few, while Purposive sampling was used to pick the 48 pupils. The sample size therefore consisted of a total of 56 respondents; 4 head teachers, 4 mobile schools teachers and 48 pupils. The justification for the choice of the respondents was to enhance diversity of information.

### **3.5 Research Instruments**

In order to investigate factors influencing provision of education for pastoralist's children in mobile primary schools, the views of pupils, head teachers and teachers at the mobile school canters were be sought. Two research instruments were used by the researcher to collect data for this study, which were questionnaires and Focus Group Discussion. Focus group discussion is a type of interview, where participants interact, argues and make joint contribution on the topic of discussion other than making individualized contributions. In focus group discussion, a small group of participants under

the guidance of a moderator discuss the topic of interest among themselves (Bryman, 2008). The respondents were pupils from the four mobile schools who were meant to discuss factors influencing provision of education for pastoralists' children in mobile primary schools in Marsabit North District. The participants discussed issues dealing with teacher training, teaching and learning facilities, household economic status and child labour. The suitability of FGD for pupils is that since mobile schools have pupils from class one to three, they were not be required to write as they could not fill a questionnaire on their own. Secondly, they had shared experiences from home to the mobile schools thus making the interactions possible and enabling the research to obtain the requisite data.

The FGDs contained open ended questions that would elicit qualitative responses. The questions were simplified for the pupils through translation into vernacular language for effective responses to be attained. To gain deeper insight to provision of education for pastoralists' children in mobile primary schools, the researcher employed probing in the focus group discussions.

Questionnaires were used on the head teachers and teachers attached to mobile schools. Questionnaires were deemed reliable because the respondents would participate freely while their identity remained anonymous. The questionnaire had five sections. Section A captured general information about the respondents while the rest sought contextual information on factors influencing provision of education for pastoralists' children in mobile primary schools. They had both open and close ended questions.

### **3.6 Instrument Validity**

Validity is defined as the accuracy meaningfulness of inferences, which are based on research results (Mugenda & Mugenda, 1999). In other words, validity as the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Validity according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. All assessment of validity is subjective opinions based on the judgement. As such, the researcher discussed the results with the supervisors

that helped improve content validity on the instrument. Those items which were found to be inadequate or vague were modified to improve the quality of the research instrument, thus increasing reliability. Content validity was employed in this study by examining if the instruments answered the research questions (Borg & Gall, 1996). Instrument validity was ensured by checking from the responses whether they answered what was intended.

### 3.7 Instrument Reliability

Reliability refers to the degree to which an instrument measures what it purports to measure. Orodho (2005) maintains that reliability of the instrument is the degree to which a particular measuring procedure gives similar results at any given time it is repeated. In order to test reliability of the instruments in this study, the researcher gave the developed questionnaires to a few subjects identical to the ones sampled for the study. These were coded manually.

The same questionnaires were re-administered to the same group after a week and responses coded manually again and the two responses were compared making necessary adjustments to improve the instruments.

A comparison between answers obtained from the first and second tests were taken to establish the correlation coefficient of the two tests using Pearson Product Moment Correlation Coefficient formula.

$$r = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma(x)^2 - (\Sigma x)^2][N\Sigma(y)^2 - (\Sigma y)^2]}}$$

Where symbol representations are as follows;

r is the coefficient of reliability required

n is the number of questionnaire items being correlated

x is the set of scores attained in the first test

y is the set of scores corresponding items in the second test

According to Gay (1992) any research with correlation coefficient of between 0.70 and 1.00 is acceptable and reliable enough.

### **3.8 Data collection procedures**

The researcher sought a research permit from the National Council for Science and Technology (NCST). The researcher then proceeded to report to the County Director of Education Marsabit County and thereafter wrote letters to the head teachers for permission to do the study. The researcher then visited the sampled mobile schools, created rapport with the respondents and explained the purpose of the study and then administered the questionnaire to the respondents. The researcher also conducted focused group discussion with pupils. The respondents were assured that strict confidentiality would be maintained in dealing with their identities. The researcher was involved in filling up the questionnaires. The completed questionnaires were collected immediately they were filled.

### **3.9 Data Analysis Techniques**

Data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences. It involves uncovering underlying structures and extracting any underlying assumptions. This was done after editing and checking out whether all questionnaires had been filled in correctly. Quantitative data from questionnaires were coded by assigning each response a numeric value that would later be used for data entry. This was then keyed in using Statistical Package for Social Sciences (SPSS) software for windows from which descriptive statistical analysis was done and results presented in tables of percentages (%). These were deemed to be easy in interpretations and were convenient in giving general overview of the problem under study. Qualitative data was also collected and organized into major themes as per the research questions on related issues. The identified coded data was then analyzed along themes set out by the study objectives. A summary was drawn from key findings.

## **CHAPTER FOUR**

### **DATA PRESENTATION, INTERPRETATION, DISCUSSION AND ANALYSIS**

#### **4.1 Introduction**

This chapter focuses on the outcome of data analysis. It is presented along each specific objective though the researcher starts with the general information of the respondents. Captured data were both qualitative and quantitative so the researcher has interpreted each section by regarding these two types of data sources. Qualitative data was obtained from Focused Group discussions and by head teachers. The response rate was 100%.

However, there was missing data on teachers from two mobile primary schools since they were 'hard to accesses'. Only their head teachers were contacted during a meeting they had at Marsabit. Head teachers for Yaa Galbo, Yaa Sharbana, Yaa Odhola and Yaa Algana mobile primary schools responded while teachers from Yaa Odhola and Yaa Galbo plus their pupils were reached by the researcher.

Data from two pupils aged seven, one in class 3 in Yaa Adhola (referred to as PRG 1) and another from Yaa Galbo Mobile School of class two (referred to as PRG 2) involved in the Focus Group Discussions was also captured.

Owing to the small number of respondents that is; 2 teachers and 4 headteachers that were used in this study, no percentages will be used to present the quantitative data instead numbers will be used to represent their responses.

#### **4.2 General Information/ Informants profile**

The study obtained data about gender, age, level of education and academic qualification. Researcher obtained data about gender parities of both head teachers and teachers. Results were captured and presented in the section below. Responses were separately captured under the head teachers and under teachers.

#### **4.2.1. Head teachers**

On gender parity, the results from the four head teachers showed that they were male. This indicated that gender disparity was absolutely in favour of men, i.e. there was no school that was headed by a female head teacher.

Data about age distribution among the respondents showed that among the head teachers, 2 were found to be in the age between 36-40 years while 2 were found to be in the age of over 40 years. This showed their age distribution was 50-50 between the two year's ranges which was a fair age distribution.

On academic qualifications, the results indicated that among the 4 respondents 2 had a secondary qualifications (KCSE), 1 had a diploma while another 1 had a bachelor's degree. The results showed there was fair distribution of academic qualification among the head teachers.

#### **4.2.2 Teachers**

Two teachers were reached. Both were males. They reflected a similar situation to that of head teachers in that gender parity favoured males. On the level of education for school teachers the two that were enumerated had class eight qualifications.

This indicated that qualification of teachers was low. This implied they did not have any professional training and therefore they lacked pedagogical skills which could affect education for pastoralist children.

#### **4.2.3 Pupils**

Pupils that participated in Focused group discussion were aged between 3 and 8. Pupils from Yaa Odhola that participated were 13 pupils while 18 Yaa Galbo school did participate in the focused group discussion. They expressed cordial relationships with their teachers and said they liked school because they gained knowledge. Their teachers were from their communities and they were comfortable with them.

### 4.3 Influence of teacher training on provision of education

The study obtained data on how teacher training influenced provision of primary education in mobile schools. Indicators that showed influence of teacher training included presence of trained teachers in the mobile centres, the attitude on whether teacher training was necessary, whether availability of training institution was necessary, on perception whether in- service and pre-service training was important and on whether the pastoralist culture should be aligned to teacher training.

Data was obtained for both the head teachers and teachers and tabulated as in table 4.4 for head teachers and 4.5 for teachers.

#### 4.3.1. Head teachers response

The study obtained data on influence of teacher training on provision of education for pastoralists' children in mobile primary schools in Marsabit North District

**Table 4.3: Head teachers' response on the influence of teacher training on provision of education**

Statement	SA	A	U	D	SD
Centre has trained teacher	1	3	-	-	-
Availability of teacher training institution	3	3	-	-	-
Importance of in service head-teacher training	4	-	-	-	-
Importance of pre-service	4	-	-	-	-
Aligning teacher training with pastoralist culture	-	4	-	-	-

### 4.3.2 Teachers response

The study obtained data on Teachers' response on influence of teacher training on provision of education for pastoralists' children in mobile primary schools in Marsabit North District. The responses were captured in table 4.5 below.

**Table 4. 4: Teachers' response influence of teacher training on provision of education**

Statement	SA	A	U	D	SD
Teachers responses on whether they had been trained	-	2	-	-	-
Necessity of teacher training for education provision	2				
Teachers responses on the necessity of teachers training institution	1	1	-	-	
Teachers' response on whether Availability of teacher training institutions influences provision of education for pastoralists' children in mobile primary schools.	1	1	-	-	
Importance of in service head-teacher training pastoralist	-	2	-	-	-
Importance of pre-service	-	2	-	-	-
Aligning teacher training with pastoralist culture		2		-	

On presence of a trained teacher at the centres, table 4.4 and 4.5 showed that among the respondents, 1 indicated their centres had a trained teacher while 3 indicated the mobile primary schools did not have a trained teacher. This was in agreement with the research findings that showed that among the mobile primary school teachers contacted, all had just a KCPE qualification. This was a merely basic education qualification but not professional training. Teachers'

qualification is critical to academic performance of pupils. Implication of this is that pupils at lower primary (class 1-3) that are conducted as mobile primary schools miss out on advantages that come from being handled by a professionally qualified teacher. This may have implications in proceeding years of study.

On whether teachers had been trained results as shown in table 4.4 and table 4.5 indicated that none of the teachers had had any formal training. This implied none had undergone either pre-service or in service training. This was in agreement with what head teachers had observed in that most of the teachers had not had any formal training. In this regard, the implication was that the pupils from the targeted schools would show low literacy rate because they were being handled by teachers who were not professionally qualified.

On necessity of teacher training, results in table 4.4 and table 4.5 shows that among the head teachers there was an agreement that teacher training was necessary in which 1 agreed while 3 strongly agreed. This indicated that the head teachers saw a need in form of a teacher training. This implied that they understood their shortcomings and were willing to upgrade themselves. To further affirm this researcher sought data on necessity of training from among teachers and presented as in table 4.5 which showed that they all agreed that training teachers was important.

Responses from both the head teachers and teachers indicated that all strongly agreed there was a need for teachers to be trained. This was in tandem with teachers who indicated that training of teachers affected provision of education for pastoralists' children. Teachers had no previous training but they all agreed that level of training affected provision of education in mobile primary schools.

On availability of a teacher training institution responses from head teachers as in table 4.4 indicated that all the head teachers either agreed or strongly agreed that availability of a teachers' training institution was necessary. Results obtained from teachers showed that they either strongly agreed or

agreed that availability of a teacher training institution was necessary as shown in table 4.5. These results implied that all teachers appreciated necessity of establishing a teacher training institution. This further indicated establishment of a teacher training institution was a gap that needs to be filled.

Furthermore the study sought to know the extent to which availability of teacher training institution influenced provision of education among the teachers. The results indicated that 1 of teachers strongly agreed while 1 just agreed. This compared favourably with the head teachers opinion that there was need to establish a teacher training institution within the research study locale.

On importance of in service training, researcher obtained data on perception of its importance from teachers who all agreed that it was important according to table 4.5.

Head teachers were in agreement that in service was relevant as well. This was in tandem with the teachers' opinion, where all agreed in service training influenced provision of education for pastoralists according to table 4.5. The implication therefore was that untrained teachers require in-service training to help improve their professional performance.

On pre-service training, the study sought to capture data about importance of pre-service training among the teachers and headteachers. Results indicated that all of them agreed that pre-service training influenced provision of education among the pastoralists' children in Marsabit North district. This would imply that more teachers need to be recruited and trained. A challenge in this regard however is on choice of working conditions. It would be assumed that trained teachers might find working in mobile primary schools to be unattractive and thus prefer to work in mainstream schools. It would therefore be important to make the job of working in these schools be attractive. One of the teachers proposed that a camel would make working in these schools more bearable and thus more attractive to qualified teachers.

The study sought to know perception of respondents on necessity of aligning teacher training with the pastoral culture. Captured data from among the head teachers and teachers was analyzed and presented as in table 4.4 and 4.5 respectively. The results showed that all the head teachers strongly agreed that it was necessary to align teacher training with pastoralists' culture. All teachers' response on the influence of aligning pastoralists' lifestyles in provision of education showed they agreed that it should be aligned. In summary both head teachers and teachers agreed that teacher training should be aligned with pastoralists' culture. Such an alignment would make it more attractive to the pastoralists and thus it could make education attractive to more pupils. An illustration of this was given by one of the head teachers who said that teaching could be conducted in the evening after cattle is brought back from grazing to increase accessibility of education to more pupils.

The findings of this study concur with the findings of Lockheed (1991) who observed that most prospective teachers lack adequate general academic preparation, both new and experienced teachers lack many pedagogical skills, and motivation and profession commitment to teaching is low. Moreover, these findings also are in agreement with USAID(2011) who found out that successful education programming for teaching marginalized children depends on the capacity building of service providers.

#### **4.4 Influence of teaching and learning facilities on provision of education**

The study obtained data on the influence of teaching and learning facilities. Facilities investigated included the assessment on the availability and adequacy of teaching and learning facilities such as textbooks, exercise books, pencils, chalks, blackboards, wall charts, toilet and sanitation and water. Qualitative data from focused group discussions showed some of the facilities that are available in support of education in mobile primary schools. The participant PRG 1 from a centre affiliated to Yaa Galbo School indicated that there were tents, books, blackboard and chalks but were all insufficient. The participant PRG 2 from Yaa Odhola indicated that there were tents, chalk and

text books. However, this participant indicated that they were insufficient. In Addition this participant indicated that tent could be blown off during windy days (which were common in the area).

Qualitative data showed that learning took place in tents pitched in the middle of the village that could sometimes be blown off by the wind thus interrupting learning, according to participant PRG 2 from Yaa Odhola. Furthermore, Participant PRG 2 said that learning is also interrupted from the outside as other people go about their business in the village. Other times they don't go to school at all so as to attend animals and look after children. This was observed as common with girls.

The section below contains responses from both the head teachers and the teachers that were presented in to tables as in figures 4.6 and figures 4.7. Responses from both head teachers and teachers were used to interpret data.

#### 4.4.1 Head teachers response

The study captured head teachers' response on influence of teaching and learning facilities on provision of education for pastoralists' children in mobile primary schools in Marsabit North District.

Statement	Very adequate	Adequate	Inadequate	unavailable
Availability and adequacy of teaching and learning facilities is key to education provision	2	1	1	-
Adequacy of Exercise books	2	2	-	-
Adequacy of Pencils	2	2	-	-
Adequacy of Erasers	2	2	-	-
Adequacy of chalks	3	1	-	-
Adequacy of blackboards	4	-	-	-

Adequacy of wall charts		1	2	1
Adequacy of toilet and sanitation	1	-	1	2
Adequacy of water	-	-	2	2
Adequacy of learning space	-	-	2	2

**Table 4. 5: Head teachers responses on Influence of teaching and learning facilities on provision of education**

#### 4.4.2. Responses from teachers

The study obtained responses from teachers on influence of teaching and learning facilities on provision of education for pastoralists' children in mobile primary schools in Marsabit North District. The results were presented in table 4.7 below.

**Table 4. 6: Teachers responses on the influence of teaching and learning facilities on provision of education**

Statement	Relevant	Very Great extent	Great extent	Moderate Extent	unavailable
Availability and adequacy of teaching and learning facilities is key to education provision	2	-	-	-	-
Influence of Exercise books	-	2	-	-	-
Influence of Pencils	-	1	1	-	-
Influence of Erasers	-	-	-	2	-
Influence of chalks	-	1	1	-	-
Influence of wall charts	-	1	-	1	-
Influence of toilet and sanitation	-	-	2	-	-
Influence of water	-	2	-	-	-

On availability and adequacy of teaching and learning facilities, the study sought to know the perception of both the head teachers and teachers. Results indicated that all the head teachers agreed that availability and adequacy of learning and teaching facilities was key to provision of education by mobile primary schools as per table 4: 6. This was in agreement with teachers views which showed that they thought teaching and learning facilities were relevant to education provision as per table 4.7

These results indicated that all the respondents agreed availability of adequate teaching and learning facilities was key to provision of education.

On text books, the study sought data about their adequacy from among the headteachers. The results showed that 2 of the respondents felt text books were very adequate. 1 of the respondent felt text books were adequate while another 1 of the head teachers felt they were inadequate. The teachers said that the presence of text books influenced the provision of education in mobile primary schools to a very great extent. These results were in agreement with data obtained from focused group discussion. For instance the participant PRG1 from Yaa Odhola indicated that they shared one book between two, while that from Yaa Galbo indicated that one text book was shared among five pupils. This would negatively affect provision of education among primary school pupils.

In summary, the responses indicated that both teachers and head teachers appreciated text books influenced provision of education to pastoralists' children in mobile primary schools to a great extent. Their inadequacy is thus an impediment to provision of education in mobile primary schools. Interventions in the future should ensure that fewer pupils share a text instead of current ratio where 1 text book is shared among 5 pupils.

On exercise books, the study obtained data from head teachers on adequacy of exercise books as well as teacher's perception about influence of these facilities on provision of education. Results indicated that 2 of head teachers thought that the exercise books were adequate, while a similar percentage

thought the exercise books were very adequate. The researcher also sought responses from teachers on the extent to which exercise books influenced provision of education for pastoralists' children. They all agreed that exercise books influenced provision of education to a very great extent as presented in table 4.7. These results indicated that all the teachers thought that exercise influenced provision of education to a very great extent.

On pencils, the researcher sought to know the perception of teachers on the importance of pencils in provision of education by mobile primary schools. The results showed that 1 of teachers that responded thought pencils influenced provision of education to a very great extent while a similar number thought pencils did so to a great extent as shown in table 4.7. On head teachers' responses on adequacy of pencils and presented the results in Table 4:6. The results indicated that among the head teachers, 2 agreed that pencils were adequate while 2 indicated they were very adequate. By interpretation, that the pencils were adequate according to the head teachers indicates they mostly were of low negative impact on the provision of education.

On erasers, the study sought to know the adequacy and influence of erasers in the provision of education. Head teachers response was captured in the table 4:7. Results showed that 2 thought erasers were very adequate while the other 2 thought they were adequate. Researcher further obtained data from teachers on how they thought erasers influenced provision of education.

All teachers thought that the influence of erasers had a moderate influence on the provision of education. All felt that erasers do influence provision to a moderate extent.

On chalk, study obtained data on the importance and adequacy of chalk as a teaching and learning facility among both the head teachers and teachers. The results were presented in the table 4:7. Results showed that all of teachers thought that chalks influenced provision of education to a great extent. Results show that 1 of the head teachers responded that the chalks was very adequate while 3 responded it was adequate. Their adequacy based on the head

teachers' response was indicative that erasers were not a major issue that could influence provision of education negatively.

On black board, study sought to know their influence and adequacy of blackboards on the provision of education. Teachers' responses showed that teachers thought black board were adequate according to table 4.7. The results indicated that black boards were adequate. By implication therefore black boards were not a factor that influenced provision of education negatively.

The study obtained data about wall charts. The results were captured and tabulated as in table 4.6 and 4.7. Results showed that 1 thought they were adequate while the other 1 did not think they are adequate while to 1 they were not available.

On teachers opinion the study captured data about influence of wall charts on provision of education. Results showed that to teachers, 1 thought that wall charts influenced provision of education to a great extent while the other 1 thought they influenced provision of education to a moderate extent. This shows the importance attached to wall charts was divided among teachers. In that they were not adequate yet they could influence provision of education shows that they need to be supplied as a step of improving provision of education in mobile primary schools.

The study sought data on the influence and adequacy of toilet & sanitation facilities. The responses from teachers indicated that they all considered them to be of great influence. All teachers expressed toilet and sanitation facilities influenced provision of education to a great extent according to table 4.7. This shows that all teachers attached great importance to toilets and sanitation for the provision of education. Responses on adequacy from head teachers were captured and in the table 4:6 below. The results indicated that 2 of the head teachers felt that toilet and sanitation facilities were not available while 1 said they were inadequate and the other 1 said they were very adequate. This indicated there is a challenge of sanitation and toilets within the target area despite the importance attached to it by the teachers.

Study sought to know on adequacy and on influence of whether water. Head teachers response on the adequacy of water was captured in to table 4:7. The results indicated that 2 thought water was inadequate while further 2 said it was not available. This indicated water was a problem in the research area. The researcher further sought data from teachers on the influence of water on the provision of education. These results showed that teachers attached very great importance to water in the school despite the fact that it was inadequate as shown by the responses from the head teachers. This by implication meant that though water was very important it was either inadequate or not available. Thus water is a factor that would influence provision of education to a great extent. Intervention meant to increase provision of education through mobile primary schools cannot therefore ignore increasing water access to mobile centres.

The study sought to general condition of where learning took place. Response from teachers indicated that learning took place in tents. This indicated there were challenges related to teaching and learning space. Furthermore the researcher sought to obtain data on whether the learning space provided a challenge. The results indicated that all the teachers believed that learning space posed challenges. This shows that in mobile primary schooling learning space is a factor of concern that should be addressed. Such interpretation is strengthened by a qualitative response from one of the PRG 1, a discussant in one of the focused group discussion who said that during windy days learning is usually disrupted as facilities get blown off. Offering education at tents therefore is a challenge that needs to be addressed in the attempt to increase provision of education for pastoralists' children in mobile primary schools in Marsabit North.

In summary results discussed above concurred with those of discussants in focused group discussions who cited the mobile school facilities that included tents, textbooks, blackboard and chalks and that they were not sufficient. In Yaa Odhola, two pupils shared a textbook and therefore they were not able to finish their homework. At Yaa Galbo five pupils shared textbook and thus

they were inadequate. Learning took place in tents pitched in the middle of villages and sometimes could be blown off by wind thus interrupting learning. Learning was also interrupted by other people outside the tents as they went about their businesses.

These research findings are in agreement with the findings of Urwick and Junaidu (1991) who found out that; four aspects of teaching which include provision of textbooks, teaching aids, writing materials and furniture affect quality schooling. In addition, the findings concur with Okwach and George (1997) who found out that there is an issue associated with teaching, learning materials as a major challenge facing education system.

#### **4.5 Influence of households’ economic status on provision of education**

The study sought to obtain data about the influence of households’ economic status on provision of primary school education for pastoralist children. The results were presented in tables 4.8 and table 4.9.

##### **4.5.1 Head teachers’ responses**

The study obtained data on influence of households’ economic status on provision of education for pastoralists’ children in mobile primary schools in Marsabit North District. Results were captured as in table 4.8 below.

**Table 4. 7: Head teachers responses Influence of households’ economic status on provision of education**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Household poverty influenced mobile school attendance	3	1	-	-	-
Parents’ level of education affected school attendance	2	2	-	-	-
Parents’ income affected mobile school attendance	3	-	-	-	1
Family poverty affected mobile primary school attendance	3	1	-	-	-

Number of children affected mobile school attendance	1	2	-	-	1
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#### 4.5.1 Teachers response

The study sought data from teachers on influence of households' economic status on provision of education for pastoralists' children in mobile primary schools in Marsabit North District. The results were presented in to 4.9 below.

**Table 4.8: Teachers responses on influence of households' economic status on provision of education**

Statement	SA	A	U	D	SD
Household poverty influenced mobile school attendance	2	-	-	-	-
Parents' level of education affected school attendance	2	-	-	-	-
Effect of Parents' income on mobile school attendance	1	1	-	-	-
Number of children affects mobile school attendance	1	1	-	-	-

On whether the household poverty levels do influence attendance of schools, the responses from the head teachers were presented in the table 4:8 showed that household poverty influenced attendance mobile school and where 3 of head teachers agreed that house hold poverty is an impediment to schooling. Therefore by implication parental economic status is an important issue that should be given attention so as to increase provision of education through mobile primary school. These responses depicted that a multi-sectoral approach is appropriate enhancing provision of education for pastoralists' children.

On whether parents' level of education affected school attendance, the researcher obtained head teachers' responses which were captured, analyzed and presented on table 4.8.

Results showed all head teachers strongly agreed that parents' level of education affected school attendance of pupils in mobile primary schools.

Data obtained through focused group discussion indicated that parents' level of education was low. For instance both PRG 1 and PRG 2 indicated that their parents did not know how to read and write. This meant these parents could not assist their children in doing their homework. This could negatively affect provision of education.

The study obtained data on how parents' income influenced mobile school attendance. Table 4.8 showed that results captured and analyzed had the 2 teachers agreeing that parent's income influenced mobile school attendance. The head teachers' responses further indicated that 3 respondents agreed that parents' income affected mobile school attendance. The implication from this data is that more of parents whose income was higher had their children attend school than parents whose parents had low income. Therefore, it was concluded that increasing parents' income would have a direct impact on the number of children that could attend mobile primary schools. Any intervention therefore should put a consideration on how income should be increased in the community.

In summary on house hold poverty, discussants in focused group discussion said that their parents were pastoralists and they are the ones that bought uniform for their children. Some parents were not able to purchase uniforms for their children. Their parents were illiterate and the pupils expressed they would like them to be educated in adult education programs. They stated that some of their siblings stayed at home to look after animals, whom they joined later to look after animals and fetch firewood in the afternoons from two pm. Lessons were held in the morning hours up to mid day. For the rest of the day children are engaged in house hold chores. Discussants said that this affected their concentration in class and their private study time. They thus could not finish their home work on time. This could have negative implication in the provision of education.

The study obtained data from the head teachers on perception about how family poverty affects mobile school attendance. The results were presented as in table 4:8

The results indicated that 3 head teachers were of the opinion poverty affected mobile school attendance while 1 strongly agreed. This by extension is related to the issue of income which is a factor of poverty in that the lower the income the higher the poverty. These results strengthen the notion that increasing income for the community will also boost attendance and consequently provision of education in mobile primary schools.

The research sought to know whether the number of children in a family affected mobile primary school attendance. Captured results were analyzed and presented as below. Teachers' responses were captured as per table 4.9.

The results showed that among teachers there was an agreement that the number of children in a family affected mobile primary school attendance. This was further affirmed by responses from the head teachers that were captured and presented as per table 4: 8. Head teachers responses showed that 1 strongly agreed the number of children in a family influenced attendance of school, while 2 agreed. 1 head teacher was uncertain. These results show that 3 of the head teachers agreed that number of children had a bearing on school attendance. This position was confirmed by teachers' responses that indicated that they too agreed that number of children influenced attendance of children in school. Implication is that those families with higher children could tend to have a lower attendance. The concern here could be attributed to other study findings that showed children have a high likelihood of taking care of siblings. The possible way of handling such an issue is to initiate culturally sensitive program for enhanced family planning in the country.

These research findings are in tandem with Currie (2007) who observed that the level of household poverty at the present time has significant effects on children enrollment. This is also in line with Carr-Hill (2005) who observed that among the pastoralists' communities' children are viewed as an economic

asset. Such economic benefits are indeed short term since children help in raising family large animals like sheep, goats, camel and donkey. Moreover, the research findings concur with Ngome (2006) who found out that the lower levels of enrollment in ASAL districts is attributed to household poverty, low levels of parental education, cost of schooling, poor and inadequate schools among other things

#### **4.5 Influence of child labour on provision of education**

The study sought data from both teachers and head teachers about influence of child labour on provision of education for pastoralists’ children in mobile primary schools in Marsabit North District. The captured data included issues on grazing, fetching firewood, fetching water, looking after siblings and engagement in paid labour. Results were captured and tabulated in the tables below. Qualitative data indicated that apart from looking after animals and fetching firewood, the respondents did other household chores like fetching water and looking after their siblings. The pupils said they would do better in school if the parents did not engage them in this house hold chores during lesson times. The research felt that boarding schools in this case would be appropriate to alleviate the problem missing out on schooling.

##### **4.5.1 Head teachers responses**

The study sought data from the head teachers on influence of child labour on provision of education for pastoralists’ children in mobile primary schools in Marsabit North District. Findings were presented as in table 4.10 below.

**Table 4. 9: Head teachers’ response Influence of child labor on provision of education**

<b>Statement</b>	<b>Most Likely</b>	<b>Likely</b>	<b>Least likely</b>	<b>Rarely</b>
Likelihood pupils could be engaged in grazing	4	-	-	-

Head teachers' response on likelihood of children Fetching firewood	1	3	-	-
Head teachers' responses on likelihood Fetching water would happen among children	1	3	-	-
Head teachers' response on the likelihood of children looking after their siblings	1	2	1	1
Head teachers' response on extent to which paid labour could affect provision of education among mobile primary schools	4	-	-	-

Findings were interpreted together with those obtained from teachers and presented as in table 4.10.

**Table 4.10: Influence of child labor on provision**

Statement	Very great Extent	Moderate Extent	Low extent
Teachers' response on influence of children's labour on provision of education in mobile primary schools.	1	-	1
teachers response on influence of grazing influenced on education	2	-	-
Teachers' responses on influence of fetching firewood on provision of education	2	-	-
Teachers' responses on likelihood Fetching water would happen among children	1	1	-
Teachers' response on the likelihood of children looking after their siblings	2	-	-

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Teachers' response on extent to which paid labour could affect provision of education among mobile primary schools	2	-	-
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On child's labour, the researcher obtained teachers' responses on influence of child labour on provision of education. The results were analyzed and presented as in table 4.8 and table 4.9 indicated that 1 of the teachers thought child labour would influence provision of education to a very great extent, while the other 1 thought the influence was to a low extent.

On grazing the cattle, the researcher sought to know both the likelihood and impact on pupils that would be engaged in this activity. All head teachers responses indicated that all of them showed that it was most likely that pupils in mobile primary schools could be engaged in grazing. Researcher sought data from teachers on possibility that grazing tasks could interfere with provision of education. The results obtained from all teachers indicated that they all thought grazing influenced provision of education to a very great extent. This shows as an issue of child labour, grazing cannot be ignored. A solution ought to be provided so that though grazing is not totally removed its effect on primary school education provision is mitigated.

The researcher sought to know the head teachers assessment on the extent to which fetching firewood was likely to occur among children who attended mobile primary schools. Response from head teachers, showed that is either likely or most likely children will fetch firewood. This picture is indicative of a task that is important at the household level and that which would affect primary education in a negative way. For further clarity on this issue the researcher sought the teachers opinion on extent to which fetching firewood would influence provision of education. Data was captured and analyzed from teachers' responses indicated that all of them indicated that fire wood fetching would affect provision of education to a large extent. The results indicated that presence of firewood fetching as children's activity would affect provision of

education among pupils who attends mobile primary schools. This implied as house hold chore it had a possibility of negatively influencing provision of education.

Researcher sought to know how head teachers assessed the likelihood of children getting engaged in fetching water and the extent to which teachers thought this could affect provision of education. Responses from the head teachers were captured as in table 4: 8 indicated that 3 felt it was likely that children could be engaged in fetching water while 1 felt this was most likely. This indicated that in teachers' opinion this chore could affect provision of education of pastoralists' children among mobile primary education in Marsabit North District. By implication therefore, to increase access of education providing water should be an integral component.

Researcher sought data from teachers on how fetching water could affect provision of education. The results showed that all of them were in agreement that fetching of water affected provision of education to mobile primary schools. 1 of the teacher agreed that it was to a great extent while the other 1 opined it to a very great extent. This situation was in agreement with the observed situation on the ground that showed that scarcity of water. Where children are involved in fetching water it could mean walking long distances. All stakeholders should consider increasing water supply so as to enhance provision of education in the area.

Researcher sought data about the likelihood of looking after siblings and the probability that this could affect provision of education in mobile primary schools.

The head teachers' response indicated that 1 thought it most likely that children would take care of siblings while 2 it was likely while 1 thought it was rarely an issue. Teachers' opinion on how children taking care of their siblings affected provision of education for pastoralists' the response showed that the extent to which teachers perceived caring of siblings could influence provision of education was very great. This indicated that this chore most was

likely to occur. By implication this concern was directly related to the number of children in a family. The possible intervention may include culturally sensitive intervention and awareness creation for this issue to be addressed.

Researcher sought to know whether there was a possibility that children would be engaged in paid labour. The results from head teachers' responses showed that all head teachers thought there was a likelihood of children being engaged in paid labour. This shows there was common agreement that children could be engaged in paid and by implication, then it is possible paid labour is done in the locale. Researcher captured data from teachers about the possible influence of paid children labour on provision of education for pastoralists in mobile primary schools. Outcome of data analysis was presented as in table 4:9. The results showed that while 1 was of the opinion that this could affect provision to a great extent, the other 1 felt influence of paid labour would be low.

In summary, apart from looking after animals and fetching firewood, they also did other household chores like fetching water and looking after their siblings. The discussants said they would do better in school if the parents did not engage them in looking animals and the other household chores. They felt that Boarding schools in this case would be appropriate for them.

Other specific captured challenges facing provision of education for pastoralists' children in mobile primary schools arise due to religious and traditional ceremonies. During the time of data collection in Yaa Odhola there was traditional ceremony that was taking place in which some of the pupils were involved and this made them miss school. In addition there is a likelihood of a split up when Manyattas move to new places. The mobile school is placed where the population concentration is higher, therefore some children may be left out. Drought was also pointed as another challenge to provision of mobile primary education.

These research findings concur with Ruto et al; (2009) who observed that Pastoralists' often rely heavily on boys for tending cattle and girls for

domestic chores; restricting children's time available for formal schooling thus education loses out. This is also in agreement with Adow (2008) who observed that Children's involvement in the household division of labour is negatively referred by the children rights convention as child labour is represented as situations that deprive children of their fundamental right to education. In addition, this finding are in agreement with those from UNICEF Global Monitoring Report (GMR, 2010) which found out that Child labour ranges in scope, from young girls collecting water and firewood with their mothers to young boys tending cattle and engaging in paid work, and to some extreme and dangerous forms of work. It cannot be assumed that ability to combine work and school is conducive for learning

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1. Introduction**

This chapter focuses on the summary of findings on the research that looked in to factors influencing provision of education for pastoralists' children in mobile primary schools in Marsabit north district, Kenya.

#### **5.2 Summary of the study**

This study aimed at investigating factors influencing provision of education for pastoralists' children in mobile primary schools in Marsabit North District, Kenya. Mobile schools provide a critical alternative link to provision of education services to communities in arid and semi-arid lands in Kenya. Despite efforts to promote pastoral education by the government and educational stakeholders, over 80% of the school going age in nomadic pastoralists' areas still do not access the Free Primary Education introduced in 2003.

Objectives of the study included investigating factors that influence provision of education for pastoralists' children in mobile primary schools such as teacher training, teaching and learning facilities, households' economic status and child labour. This study adopted a descriptive survey design to gather data from Yaa Odhola, Yaa Galbo, Yaa Gara and Yaa Sharbana mobile primary schools. Sample size included head teachers attached to the four mobile primary schools, teachers and pupils. Researcher did census on head teachers and teachers since they were few. For the pupils purposive sampling was used. Sample size consisted of 56 respondents; 4 head teachers, 4 teachers and 48 pupils. Questionnaires and Focus Group Discussions were used to collect data. Findings were analysed using Social Package for Social Scientists (SPSS) and presented in percentages and frequency tables.

Findings showed that all factors had considerable influence on the phenomenon under study. On influence of teacher training all teachers strongly agreed that in-service and pre-service training was important and training teachers for mobile primary schools should be prioritized. A teacher training institution should be established, while teacher training should be culturally sensitive. Teaching and learning facilities did not seem to be major hindrances to provision of mobile primary education since they were available. However, water was a major concern and policy makers and stakeholders should consider availing it to a greater measure.

House hold's economic status such as poverty levels and family size indicated significance influence on provision of education. This implied that provision of mobile primary school education is a socio-economic issue that requires integrated approach therefore is relevant. Child labour featured as the strongest influence on provision of education. Household chores such as fetching firewood and water, grazing and caring for siblings were cited as negatively influencing provision of education in mobile primary schools.

To solve these issues concerted efforts between all the education stakeholders should be encouraged and a long term plan of action put in place. Clean water

should be availed, paid child labour eliminated and issues of planned family sizes within communities addressed by policy makers.

Findings shed light on how mobile schools could offer more opportunities for school age going children and suggested necessary mitigation steps in planning of nomadic education. Researchers interested in Education in Emergencies could use the findings. Pastoralists' children could benefit from improved provision of primary school education if the research findings are implemented.

Further research is needed on the role of female teachers and factors influencing participation of family members in provision of education for pastoralist children in mobile primary schools.

### **5.3 Major findings of the study**

The findings showed that on gender disparity, among all the respondents there were no females. Most probably this could be explained by the fact that harsh condition within the research area could be too hard for female workers, but further study should be done to establish the exact situation that makes this situation so. On age distribution among the head teacher was between 36-40 years and above thus not very youthful. On academic qualification at least a head teacher had a degree, one had a diploma and two had KCSE qualification. This was a fair distribution of academic achievement and this showed that given an opportunity the pastoralists can pursue academic courses. However, the qualification among enumerated teachers indicated a major challenge since all were KCPE graduates. Their qualification implied an acute shortage of pedagogical skills necessary for primary school teachers

The section below presents summary of findings under each thematic area as guided by the research objectives.

### **5.3.1 Influence of teacher training on provision of education**

On distribution of trained teachers it was evident that only 1 school had a trained teacher while the rest had none. The implication of this is such that the situation in mobile primary schools lack qualified teachers. Implication of such a scenario is poor performance since teachers are very critical to performance of education. The teachers appreciated teacher training as necessary to provision of education. All the head teachers agreed strongly that it was necessary for provision of teacher training among the mobile primary school teachers. Furthermore, availability of a training institution was cited as necessary by 3 of the head teachers who strongly agreed to this position while 1 agreed.

Teachers equally agreed there was need to have a teachers training institution in which 1 agreed and the other 1 agreed strongly. This was confirmed by an observation in Marsabit that showed there was no teachers' training institution.

On issue of in-service training, all teachers strongly agreed that in-service training was important. All the teachers indicated that in the approach of improving teachers' education, training teachers for mobile primary schools should be given a priority. It was also indicative that establishment of a teacher training institution was an acute need that should be filled either by the government or by private service providers. There was evidence of concern for incorporating culture sensitivity in training of teachers and in provision of mobile primary education. The results showed that pastoralists' culture should be regarded in teachers' training. All teachers were in agreement with this sentiment.

On teacher, a community leader from Yaa Odhola had the following to say on teacher training: 'there should be a specific teacher training package for mobile primary school teachers'

### **5.3.2 Influence of teaching and learning facilities on provision of education**

Influence of teaching and learning materials covered availability and adequacy of teaching and learning materials. Qualitative data from selected participants of focused group discussions were incorporated in this report. This included the views of pupils from Yaa Odhola and Yaa Galbo mobile primary schools. Results showed that on head teachers' assessment of teaching and learning facilities, all agreed they existed. This tallied with teachers' assessment that teaching and learning facilities were available. Head teachers and teachers agreed that teaching facilities were a key to provision of education for pastoralists' children in mobile primary schools.

On text books results indicated that text books influenced provision of education to a great extent. Head teachers thought there were adequate text books but the participants in Focused group discussions thought they were inadequate. For instance, two discussants indicated that two or more pupils shared a text book. This therefore indicated that more text books may be needed in the locale of study. On exercise books results indicated that 2 of head teachers thought they were very adequate while the other 2 thought they were adequate. Teachers thought availability of exercise books influenced provision of education to a great extent. The interpretation of this could mean that these facilities may not be major hindrances to provision of mobile primary education since they are available within the targeted area.

On pencils, results showed teachers judged pencils to be very important in provision of education. 1 thought their influence was very great. Furthermore, results showed that for the head teachers' pencils were either very adequate or adequate. This was indicative therefore that pencils could not be a major issue that hindered provision of primary education. Respondents' views on erasers showed teachers indicating they were adequate meaning they may not have affected provision of mobile primary education negatively. Similar responses were obtained under chalk as observed for which teachers observed it was

very influential in provision of mobile primary education and in which head teachers confirmed as adequate. Same could be said about black board was reported as adequate. It was regarded as a major facility in the provision of education.

On wall charts 1 of head teachers thought it was adequate, 2 indicated it was inadequate while the other 1 said it was unavailable. This shows that though wall charts could be important their supply in schools was limited. Teacher opinion on wall charts showed 1 felt wall charts influenced provision of education to a great extent while the other 1 thought they had a moderate influence.

On water and sanitation teachers considered them to be of great importance; all agreeing their influence of toilets was very great. On availability, 1 of head teachers indicated that toilets was not available, 2 indicated they were inadequate while the other 1 indicated they were adequate. This by implication shows toilet and sanitation could negatively influence provision of education since there was a significant level of inadequacy or outright unavailability.

Water as a factor was indicated to be inadequate by 2 head teachers' responses and as not available by the 2 others. This is despite the fact that it was regarded as being very important by teachers. This implies water is an issue of major concern just as expected in arid and semi-arid areas. Policy makers and stakeholders need to consider availing it to a greater measure in the future.

A community leader from Yaa Galbo had this to say on parents illiteracy: 'illiteracy is a barrier as it leads to lack of understanding of the value of education and this demoralizes pupils due to inability to assist in doing their homework'. He further said that 'adult education for pastoralist parents is a necessity'. His comment was a confirmation that in enhancing provision of education for pastoralists, adult training is relevant and should be incorporated.

### **5.3.3 Influence of households' economic status on provision of education**

On the place where learning took place, all teachers indicated that it was a tent. All teachers thought learning spaces posed a challenge. Teachers thought that household poverty influenced school attendance. 3 head teachers agreed it did while 1 did not. Household poverty thus may not influence attendance of school in a big way. 2 head teachers strongly agreed parents' literacy levels influenced pupils' attendance in school and the rest 2 agreed.

Teachers felt the same. This is indicative of the need to push for adult literacy as a strategy of increasing the success rate of mobile primary schools. This opinion was supported by participant PRG 1 who stated inclusion of adult education is vital. On parents' income, all teachers agreed that it was relevant in provision of education for pastoralists' children in mobile primary schools. By implication then, provision of education should encompass empowerment of parents. This was in agreement with head teachers' opinion. On family poverty influence on school attendance 3 head teachers agreed it could influence while 1 strongly agreed. This indicated that poverty levels within household had an influence on the provision of education. By implication this shows that provision of mobile primary education is a socio-economic issue. An integrated approach therefore is relevant.

On number of children per family teachers agreed that it influenced provision of education. This indicated that family size had significant influence on provision of education in mobile primary schools. 1 of head teachers strongly agreed, 1 agreed while the other 1 were uncertain on the relevance of family size in provision of education. This was indicative that family planning is an issue that may need to be integrated by policy makers while addressing issues of provision of primary school education. However, the researcher thought such an issue needs to be handled with caution lest it be found to antagonize local cultures.

Qualitative data obtained from a community member from Yaa Galbo centre who had the following to say: 'pastoralism has to be maintained to avoid

poverty and to enhance provision of education for the pastoralists. The most viable thing is to bring education to the people since, ‘minus animals no education provision is possible’.

#### **5.3.4 Influence of child labor on provision of education**

1 teacher felt child labour had a negative influence on provision of education to a great extent while the other 1 said that it would be to a low extent. Further results showed that, all the head teachers thought it was most likely that children would be engaged in grazing. Teachers thought grazing would influence provision of education to a great extent. On Fetching firewood head teachers thought that fetching firewood would most likely occur in 1 of the cases while in 3 of the cases they responded it was likely to occur. In addition, all teachers thought this could influence provision of education. Fetching water was reported to most likely occur 1 of the head teachers and likely to occur by 3 of the head teachers. This indicated water fetching could affect provision of education. 1 teacher thought influence of water fetching would influence provision of education to a very great extent according to table 4: 57 while the other 1 thought it was to a great extent.

1 head teacher thought the possibility that the children would take care of siblings was most likely, while 2 thought it was likely and while the other 1 thought it was rarely. Teachers however thought this factor influenced provision of education to a great extent. For engagement in paid labour results showed that all the head teachers thought it would mostly likely occur. 1 teacher thought paid child labor would have a very great influence while the other 1 thought it would influence to a low extent. Overall child labor seemed to be the highest culpable factor in influencing provision of education in mobile primary schools.

A community leader in Yaa Odhola said: ‘herding of animals should be in turns so as to give different pupils chance to attend to school, instead having the same children looking after the animals’

## **5.4 Conclusion**

From the findings, several conclusions were arrived at;

If the TSC recruit trained teachers for mobile primary schools, provision of education would improve. The government freezing of employment of teachers has created acute shortage of teachers hence the presence of untrained teachers in mobile primary schools.

Teaching and learning facilities are pivotal in education provision. If teachers in mobile schools lack adequate teaching and learning facilities, low quality education will be delivered to pupils.

Besides, learning spaces need to be improved and maintained to create a conducive learning and teaching environment so as to improve education provision.

Factors used in the study are interrelated and affect provision of education for pastoralist children in mobile primary schools.

## **5.5 Recommendations**

The following recommendations were made based on literature review and empirical investigations in the study;

- (i) Education activists to put more efforts to lobby for more mobile schools as well as sensitize parents on need for formal education.
- (ii) Policy makers should ensure that an integration approach is incorporated that could even encourage adult learning for parents as well as offer them socio support. The size of family has significant influence in provision of education for pastoralists' children in mobile primary schools. Therefore, policy makers need to address issues of planned within communities.

- (iii) The government should be keener on pastoralist education so as to achieve the EFA goals and put measures to address child labour.
- (iv) The government should ensure that mobile primary school teachers are given appropriate training to equip them with pedagogical skills so that they can be effective.
- (v) The government through the Ministry of Education to facilitate seminars and workshops for mobile schools teachers as well teachers in pastoralist communities to sensitize them on importance of mobile primary schools.
- (vi) The head teachers to liaise with mobile school teachers to ensure that the schools are running effectively as well as guide the mobile school teachers.
- (vii) The Ministry of Education in collaboration with other government agencies should set up suitable programmes to educate children in mobile schools.

### **5.6 Suggestion for further studies**

This research was not exhaustive and further research need to be done. The study suggests further research on:

- (i) Role of female teachers in the provision of education for pastoralist children in mobile primary school and
- (ii) Factors that influence participation of family members in the provision of education for pastoralists' children in mobile primary schools.
- (iii) A similar study need to be carried out in other mobile primary schools in other districts within pastoralist communities and findings compared. This could help education planners and managers to find concrete solutions to the problem of inadequate provision of primary school education in mobile primary schools.

(iv) A research need to be done on factors influencing teacher turn over in mobile primary schools.

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## **APPENDICES**

### **APPENDIX I:**

#### **QUESTIONNAIRE FOR MOBILE SCHOOL TEACHERS**

University of Nairobi  
P.O. Box 30197- 00100  
NAIROBI

Dear Sir/ Madam

I am a post graduate student in the Department of Educational Administration and Planning, University of Nairobi. As part of my Master of Education in Emergencies course, I am required to collect data and write a project. My project is on **“Factors influencing provision of primary school education for pastoralists’ children in mobile schools in Marsabit North District, Kenya”** In this regard, I kindly request your cooperation to me to collect the requisite data by giving honest response to the items.

The information obtained from this exercise is purely for research purposes.

Your identity will be treated with utmost confidentiality.

Yours faithfully

Mercy W. Kibera

Please respond to all the items.

Please tick or provide the necessary information as appropriate.

**Part A: General Information.**

1. Name of the mobile centre .....
2. Level of education.....
3. For how long have you served as a head teacher in this mobile school....
4. What are your qualification.....

**Part B: Teacher Training:**

1. (a) Did you have any training before you joined this centre? Yes  No
- (b) What kind of training? In-service  Pre- Service training Yes  No

Please indicate whether you; strongly agree (SA) Agree (A) Undecided (U) Disagree(D) Strongly Disagree(SD) with the statements.

Statements	strongly agree (SA)	Agree (A)	Undecided (U)	Disagree(D)	Strongly Disagree(SD)
Level of training affects provision of education					
Availability of teacher training institutions affects provision of					

education.					
In-service courses affect provision of education					
Teacher training aligned with pastoralists culture affects provision of education					

**Section C: Teaching and learning facilities**

2. Do teaching and learning facilities affect provision of education? Yes [ ]

No [ ]

Please indicate the extent at which the following teaching and learning facilities affect education

Facilities	Very Great extent	Great Extent	Moderate extent	Low extent
Textbooks				
Exercise books				
Chalks				
Pencils				
Erasers				
Wall charts				
Toilets/ Latrines				
Water				

3. (a) Where does teaching and learning take place (Tick where appropriate).  
 Under a tree Yes [ ] No [ ] In a tent Yes [ ] No [ ] In a Shed [ ] In the  
 Open [ ]

(b) Do you think this learning space poses a challenge to education provision?  
 Yes [ ] No [ ]

**Section D: Households economic Status**

4. For the following items, please indicate whether you, Strongly agree (SA),  
 Agree (A),

Undecided (U), Disagree (D), Strongly disagree (SD) with the statements.

Statement	SA	A	U	D	SD
Parental income influence school attendance					
A parent level of education influences school attendance					
The number of children a household has influences school attendance					

**Section E: Child labour.**

5. To what extent does child labour affect provision of education in mobile  
 primary schools? Put a tick ( ) where appropriate.

Factors	Very Great extent	Great extent	Moderate extent	Very Low extent
Grazing of animals				
Fetching of firewood				
Fetching water				
Looking after siblings				
Engagement in child labour				

6. Please indicate any other challenges that you usually face in providing education to the pastoralists' children

.....

7. How do you manage to solve the stated challenges?

.....

8. Which challenges stated above were you unable to solve?

.....

9. For education of pastoralists children in mobile primary schools to improve, what recommendations would you like to see put in place for teachers, parents, sponsors and government.

.....

Thank you for your participation.

**APPENDIX II:**  
**QUESTIONNAIRE FOR MOBILE SCHOOL HEAD TEACHERS**

Dear Respondent,

I am a post graduate student in the Department of Educational Administration and Planning, University of Nairobi. As part of my Master of Education in Emergencies course, I am required to collect data and write a project. My project is on **“Factors influencing provision of primary school education for pastoralists’ children in mobile schools in Marsabit North District, Kenya”** In this regard, I kindly request your cooperation to me to collect the requisite data by giving honest response to the items.

The information obtained from this exercise is purely for research purposes.

Your identity will be treated with utmost confidentiality.

Please respond to all the items.

Please or provide necessary information

**Section A: Informants Profile**

1. Name of your mobile school.      Gender (a) Male [ ] (b) Female [ ]
2. What is your age bracket? 20- 30yrs [ ] 30- 35yrs [ ] 36-40yrs [ ] Above
3. Please indicate your highest academic qualification (a) KCSE [ ] (b) KCSE/KCE [ ] (c) A level[ ](d) Diploma[ ] (e) Degree [ ](f) Masters [ ]

**Section B: Factors influencing provision of education**

- (a) Does the centre have a trained teacher?    Yes [ ]    No [ ]
- (b) Indicate to what extent you agree or disagree with the following statement.

Statements	SA	A	U	D	S	D
Teacher training is necessary in provision of education						
Availability of training institutions is important.						
In-service training for teachers is important.						
Teacher training that is aligned with a pastoralist culture is necessary.						

**Section C: Teaching and learning facilities.**

1. Availability and adequacy of teaching and learning facilities is key to provision of education? Yes [ ] No [ ]

Please indicate the availability of the following facilities affect education.  
 Key: (V.A) Very Adequate, (A) Adequate, (NA) Not Adequate, (I) Inadequate.

Statement	V.A	A	N.A	I
Textbooks				
Exercise books				
Pencils				
Chalks				
Blackboards				
Wall charts				
Toilet and sanitation facilities				

(2) Does household poverty influence school attendance Yes [ ] No [ ]

(a) Please indicate the extent to which you agree or disagree with the following statements.

Statements	SA	A	U	D	SD
Parental level of education affects children school attendance					
Parental income affects children school attendance.					
Family poverty affects children school attendance					
The number of children in a family affects children school attendance.					

3. a. Engagement of child labour affects the school attendance. Yes [ ] No [ ]  
 ]. Please indicate if the following factors affect school attendance.

Factors	Most likely	Likely	Rarely	Not at all

Grazing				
Fetching firewood				
Fetching water				
Looking after siblings				
Engagement in paid labour				

b. Indicate how they affect provision of education in mobile primary schools.

4. What would you suggest as solution to promoting education for pastoralists' children in mobile primary schools?

.....

5. What recommendations would you give that could promote education for pastoralists' children in mobile primary schools?

.....

Thank you for your participation

#### APPENDIX IIV

### FOCUS GROUP DISCUSSION FOR PUPILS IN THE MOBILE CENTERS

#### Section A: Informants Profile

1. What is your age?

.....

2. What is your gender, Male [ ] Female [ ] Class

.....

3. What is the name of your mobile school?

.....

4. What class are you in?

.....

**Section B: Contextual Information**

1. What is the relationship with your teacher?  
.....
2. Do you like what you are taught? Why or why not?  
.....
3. Does the teacher come from your community? If not, do you think a teacher from your community would be better?  
.....
4. What facilities do you use in the mobile school  
.....
5. Would you describe them as sufficient?  
.....
6. Are you sometimes unable to complete your homework due to lack of textbooks? How do you share the books?  
.....
7. Where do the lessons take place?  
.....
8. What challenges does this pose to your learning?  
.....
9. What do your parents do for a living?  
.....
10. Who buys you the school items, such as bag, uniform, pencils, erasers?  
.....
11. If not your parent, why do you think they are not able to buy these?  
.....
12. Do your parents know how to read and write?  
.....
13. If No for question 12, explain why you would want them to be literate?  
.....
14. How many children are in your family?  
.....

15. Do all of them attend school? Explain why the others don't go to school.

.....

16. Identify all the duties that you perform at home and the time that you perform them.

Duty	Time of performing the duty

17. How do the duties named in question 16 affect your learning?

.....

18. Do you always complete the homework in time?

.....

19. If No for question 18 above, give reasons for not completing your work.....

.....

20. Do you know of children who do not go to school but are employed to perform chores for other people?

.....

21. What would you like to be done so that the problems that you face in attending school can be eliminated?

.....

Thank you for your participation