IMPACT OF MOBILE SCHOOLS ON TRANSITION OF LEARNERS FROM NON-FORMAL EDUCATION CENTERS TO PRIMARY EDUCATION IN TURKANA COUNTY, KENYA

BY
EKONON LODION JACKSON
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DECLARATION

This project is my original work and has not been submitted for a degree or any other award in any University

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EKONON LODIO JACKSON DATE

E55/CE/11789/2008

This project has been submitted for examination with our approval as the University Supervisors.

_____ _____

DR. MARY OTIENO DATE

Lecturer

Department of Educational Management,

Policy and Curriculum Studies,

Kenyatta University

_____ _____

MR. GATIMU KIRANGA DATE

Lecturer

Department of Educational Management,

Policy and Curriculum Studies,

Kenyatta University.

DEDICATION

This research project is dedicated first to God, Almighty for giving me the energy and drive to climb greater heights. Secondly, this research work is dedicated to my Mother, Rebecca Lotukoi and my Late Father, Loyanae Akila for their struggle and perseverance in raising me up and taking me to school; may God rest his soul in eternal peace; and my beloved wife Judy Edoon and my two children; Clementine and Stephen.

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ABSTRACT

Mobile schools were started to act as feeder schools for the regular primary schools to mitigate acute problem of under-enrolment in primary schools in ASAL districts. Ten years after introduction of mobile schools GER for Turkana County is 35%. The problem of under enrolment still exists. The study was carried to find out the issues and challenges that hinder transition of pupils from mobile schools to regular primary schools in Turkana West district, Turkana County. The objectives of the study were to establish transition of rates of pupils, incentives offered to learners to encourage them to transit, perception of formal education by nomadic parents, effectiveness of mobile school teachers and set backs on transition of learners from mobile schools to primary school. The researcher used descriptive survey study design. It was used because of the economy of design, rapid data collection and ability to understand populations from part of it. The population targeted was pupils of mobile schools (180) in three mobile schools, mobile school teachers (24) in 12 schools, and head teachers of primary (41), parents (60) and education officers (2). The sample used was 38 pupils of mobile schools, 12 mobile school teachers, 10 head teachers of primary schools, 20 parents and one education officer. The researcher used two methods to collect data; questionnaires designed for mobile school teachers and head teachers of primary schools; semi-structured interviews designed for pupils of mobile schools, nomadic parents and area education officer. A part from mobile pupils who were randomly selected the other categories of sample were purposely selected. A total of 22 questionnaires were used and 59 interviews conducted. The data was analyzed manually. The findings were presented using descriptive statistics by use of frequencies, percentages in form of tables. The findings from the field indicate that transition of pupils from mobile schools to primary schools is very low, at 7%. This has been contributed by distance of regular primary schools, lack of incentives; mode of dressing in regular primary schools is different from what learners in mobile schools are used to and few teachers. Data from primary schools further show that most of the learners are aged and feel out of place when sharing facilities with small boys and girls when they join primary schools. The researcher is recommending that these learners be provided the full primary education in their nomadic set up. If this happens many of them will complete primary education. Then provide them with the necessary teaching and learning facilities, equip them with enough teachers who are properly trained; appoint officers specifically to handle this type of schools. These schools should use non-formal curriculum which is flexible and relatively cheap given expected financial constraints. It is also suggested that further research is routinely conducted to explore nomadic friendly programmes before the implementation of any of these recommendations.

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LIST OF ABBREVIATIONS

ABEK- Alternative Basic Education for Karamoja

ABET- Alternative Basic Education for Turkana

ADEA-Association for Development of Education in Africa

ALRMP- Arid Lands Resource Management Project

APDA- Apa Pastoralist Development Association

ASAL- Arid and Semi Arid Lands

DEO- District Education Office

EMACK- Education for Marginalized Children in Africa

FME- Federal Ministry of Education

GMR- Global Monitoring Reports

GOK- Government of Kenya

KESSP- Kenya Education Sector Support Program

MOE- Ministry of Education

MOEST-Ministry of Education Science and Technology

MPET- Master Plan for Education and Training

NCNE-National Commission for Nomadic Education

NEP- Nomadic Education Program

NFE- Non- Formal Education

NOHA- Nomadic Heritage Association

NPHC- Nomadic Pastoral Health Care

PAR- Participation Action Research

PRSP- Poverty Reduction Strategy Paper

PTA- Parents Teachers Association

TEFA- Turkana Education for All

TPRS- Teachers Performance Rating Scale

UNESCO- United Nations Education Scientific and Cultural Organization

UNICEF- United Nations International Children Education Fund

USAID- United States Aid

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents background to the study, statement of the problem, purpose of study, objectives of the study, research questions, research assumptions, limitations, delimitations, significance of the study, theoretical frameworks conceptual frameworks and operational definitions of terms.

1.1 Background of the Study

Nomadic populations are generally included under category of disadvantaged and hard-to reach groups and represent a particular challenge for development in general and education in particular (Car-Hill and Pear ,2005). Providing education to this group is a big challenge to most governments of the world. The difficulty of getting education and training to nomads arise because of three related problems: First the population is small and widely dispersed. So it is impossible to put together a class from within a catchment small enough for children to walk or ride between home and school, say five miles around the school. Secondly, the population is mobile at least for the most part of the year and moves away from fixed school location and lastly the children are needed for labor on household herd and have no time for school (Hassan, 2005). The three mentioned problems are true of all nomadic areas.

To reach these groups governments have explored many options and alternatives of making education accessible to them. One such alternative approach is the use of mobile schools.

Mobile schools have been experimented in many countries: Mauritania, Iran, Nigeria, Mongolia, among others. With exception of Iran mobile schools have performed far below expectation (Dyer (ed), 2005). In India mobile schools have been put to cater for children of migrants looking for jobs. The schools are established in tents at a place where the migrants' families set up their temporary homes. These tents will remain in place for the duration of the migrants stay at the abode and serve as schools. The tents will be taken down when the migrants move back to their original habitat. This helps retain school children who otherwise would have dropped out due to movement of their families (Dyer (ed), 2005).

There are now about ninety mobile schools in Kenya, including around fifty funded by the World Bank and Arid Lands Resource Management Project in six arid districts; Turkana, Wajir, Samburu and Ijara. Teachers are attached to a nomadic family or group of families. By day, children, too young even to herd small stock attend the school; at night the older children, who have spent the day herding sheep and goats, attend. After three years it is planned that children will enroll in conventional boarding schools. Thirty teachers are paid by the World Bank, other costs by the Ministry of Education. The schools are supervised by district education boards. Often adults as well as children attend school, they use non-formal curriculum.

The Government of Kenya through the Ministry of Education and Ministry of Northern Kenya in partnership with UNICEF and other stakeholders have developed **policy framework for nomadic education in Kenya** (NACONEK, 2010). The policy recognizes clearly that nomadic pastoral communities have complex and challenging educational needs, that multiple approaches are needed , that partnership in service provision are essential that youth, parents are involved, that adult literacy is to be given prominence and that creative approaches will be needed especially to get all girls into school. The policy also commits the government to establish by statue a National Commission for Nomadic Education in Kenya (NACONEK, 2010).

Education for nomads programme, 2010, has developed a radio-based; distance learning programme. They are exploring how radio can be used; as it has greater potential than other media for sharing information in a variety of situations and environments. They say radio as distance learning tool is appropriate for all lifestyles, ages and levels of education.

The Ministry of Education is funding mobile schools through Free Primary Education policy. The mobile schools are considered as primary schools and allocated funds the same way conventional primary schools are funded. The language policy; in the mobile schools teaching is done in the first language to make the content taught to be friendly to the learner.

The first aim of increasing access to education through mobile schools is attainable. High enrolment has been registered in most mobile schools. The enrolment in mobile schools in Turkana increased from 10,180 in 2008 to 16800 in 2010 (Nanok, 2010).

The Wajir mobile school project that was started in 1994 by Nomadic Primary Health Care Organisation (NPHC) enrolled 2480 children and 1653 adults in 84 mobile schools. However the anticipated optimistic outcome that mobile schools may stimulate enrolment in state schools and increase demand for education is not borne by the data in the year 1999 and 2000 in Wajir District. In 2001 these schools were not operational when funding stopped (Ngome 2006), (UNESCO 2005).

In 2006 there were ten mobile schools in Turkana with regular attendance of 1328. In the same year 304 pupils transited to primary schools representing 22% transition as opposed to 248 in 2005 (TEFA ,2009). Some success was achieved due to collaborative approach pursued by Turkana Education for All (TEFA).

In spite of some progress in transition, mobile schools face a lot of challenges.
Teachers' ineffectiveness is a pertinent issue in transition. Teachers attitude towards their work and pupils, their classroom management and their interaction with pupils have a great impact on transition. Most of the teachers used; are school dropouts and are not properly trained, and this limits their performance. The high pupil teacher ratios also impacts negatively as the teacher is overwhelmed by high enrolment registered in most of these mobile schools. There is the issue of the irrelevant curriculum that does not relate to

needs of the learners. Most pastoralist view formal education negatively. They do not consider it as important. Most of the cultural practices such as early marriages and initiation tend to keep students a way from school. The major factor impacting on transition is most children are used to provide labor at home. Most of them are shepherds and carry out other family chores such as fetching water and firewood. Sending a child a way from home would mean lose of family labor. The parents and even children themselves consider the opportunity cost (Bishop, 2006).

1.2 The Statement of the Problem

Mobile schools were introduced so as to provide the ever mobile population of the nomads with basic education. They are expected to act as catchment centers for the established primary schools (feeder schools). The pupils are to acquire basic literary, numeracy skills and preparedness to be absorbed in the regular primary schools at standard 4 (Ngome, 2006). The National Gross Enrolment Rate (GER) is 104% in other regions in Turkana County GER is at 35.23% and this has been the case from 2003 when the FPE was started (DEO's office Turkana Central district, 2010). The mobile schools have not created increase in enrolment that was expected. It is for that reason that the researcher carried out the study to find out the impact of mobile schools on transition of pupils from non-formal centers to regular primary schools in Turkana County, Kenya.

1.3 The Purpose of the Study

The purpose of the study was to investigate the issues that hinder pupils from mobile schools in lower primary schools from transiting to upper regular primary schools to complete primary education and suggest possible remedies.

1.4 Research Objectives

The objectives of study are:

1. To establish the transition rates of children from the current mobile schools in lower primary to upper regular primary schools in Turkana West District, Turkana County.
2. To establish nomadic parents/community perception of formal education in Turkana County.
3. To establish the effectiveness of mobile school teachers in enhancing transition of learners from non-formal centers to formal in Turkana West district.
4. To establish whether there are any mechanisms/initiatives put in place to facilitate transition of learners from mobile schools in lower primary to upper regular primary schools in Turkana west district.
5. Identify critical issues and challenges that affect transition of learners and how they can be addressed in Turkana West district.

1.5 Research questions

1. What is the rate of transition of learners from mobile school to primary schools in Turkana West District?
2. What are the perceptions of nomads concerning formal education in Turkana West district?
3. What mechanisms have been put in place to facilitate transition of learners from mobile centers to primary schools in Turkana West district

4. Are teachers carrying out their roles as expected? Are they available in the mobile schools in Turkana West district?
5. What critical issues and challenges exist in the provision of mobile education and possible ways of confronting them in Turkana West district?

1.6 Significance of the Study

The study is significant in that, it has informed the education stakeholders working in Turkana and other similar areas in Kenya and the world of the appropriateness of mobile education in making education accessible to the children of the nomadic pastoralists. It may also inform policy makers, educational planners, and non-governmental organizations involved in providing education to the nomads to modify and improve their approaches in providing education using this mode. The study is also expected to increase the awareness of government of the problems of nomadic communities and facilitate the development of policies and programmes on basic education for nomads; in order to promote their social and economic progress and human development. It is also expected to contribute to advancement of knowledge on nomadic education.

1.7 Delimitation

The study confined itself to:

1. Pupils, teachers, and parents of pupils in mobile schools, and education officials managing mobile schools.
2. It also covered the head teachers in the neighboring primary schools where the pupils are expected to transit.

3. The research was limited to schools in Kakuma division because of insecurity, vastness and inaccessibility of other areas of the district.

1.8 Limitations of the research

The researcher was limited by:

1. Resources and books on mobile schools. He had little scope to review the literature. In Kenya very little research had been conducted on mobile schools. The researcher was therefore limited in using related research findings to support studies.
2. Time and funds available may not be adequate to transverse all corners of the vast district.
3. Lack of reliable road network was a major hindrance. People walk on foot for long distances to reach their destinations.

1.9 Assumptions of the Study

In the study the following assumptions were made:

1. All mobile schools have enough teaching, learning and instructional materials
2. All respondents will be cooperative and provide reliable responses
3. All mobile schools have and follow the non-formal education curriculum.
4. All mobile schools have a well structured management committee

1.10 Theoretical Frame work

The study adopted Skinners theory of motivation (Skinner, 1948). Skinners posited a motivation theory of learning whose central argument was that pupils' motivation to undertake a task will depend on expected reward. In his argument a positive perceived

reward will induce positive motivation and subsequently realizes high achievement. The negatively perceived reward leads to negative attitudes and achievement. It is also implicit that pupils'' high performance is influenced by the teaching experience of the teacher, available instructional resources and the teaching strategies.

In the study the researcher seeks to find out the impact of mobile schools on transition of learners from non-formal centers to primary education. The research foresees that if parents perceive education of their children positively then they will motivate them to attend school. They will allow them to continue with education I.e. move to regular primary schools. They will exempt the children attending school from other domestic duties. The school environment will also play a major role in determining whether the pupils will transit to formal schools or not. If the pupils find in school friendly atmosphere, they will be happy and encouraged to continue. The teachers are very important in determining pupils' transition; this will be reflected in the way they handle and encourage them. Presence of role models and the policies of the education providers will motivate the pupils to want to continue. Regular inspection and monitoring of these centers will contribute to increased transition. Pupils' perception of primary schools will encourage them to work hard to join. Availability of food and less punishment will attract pupils to move to primary schools.

1.11 Conceptual Framework

The conceptual framework shows the independent variable and how they will help the study. (Orodho, 2004) says that a conceptual framework is a model of presentation whereby the researcher represents the relationships between the variables in the study.

The conceptual framework of the study

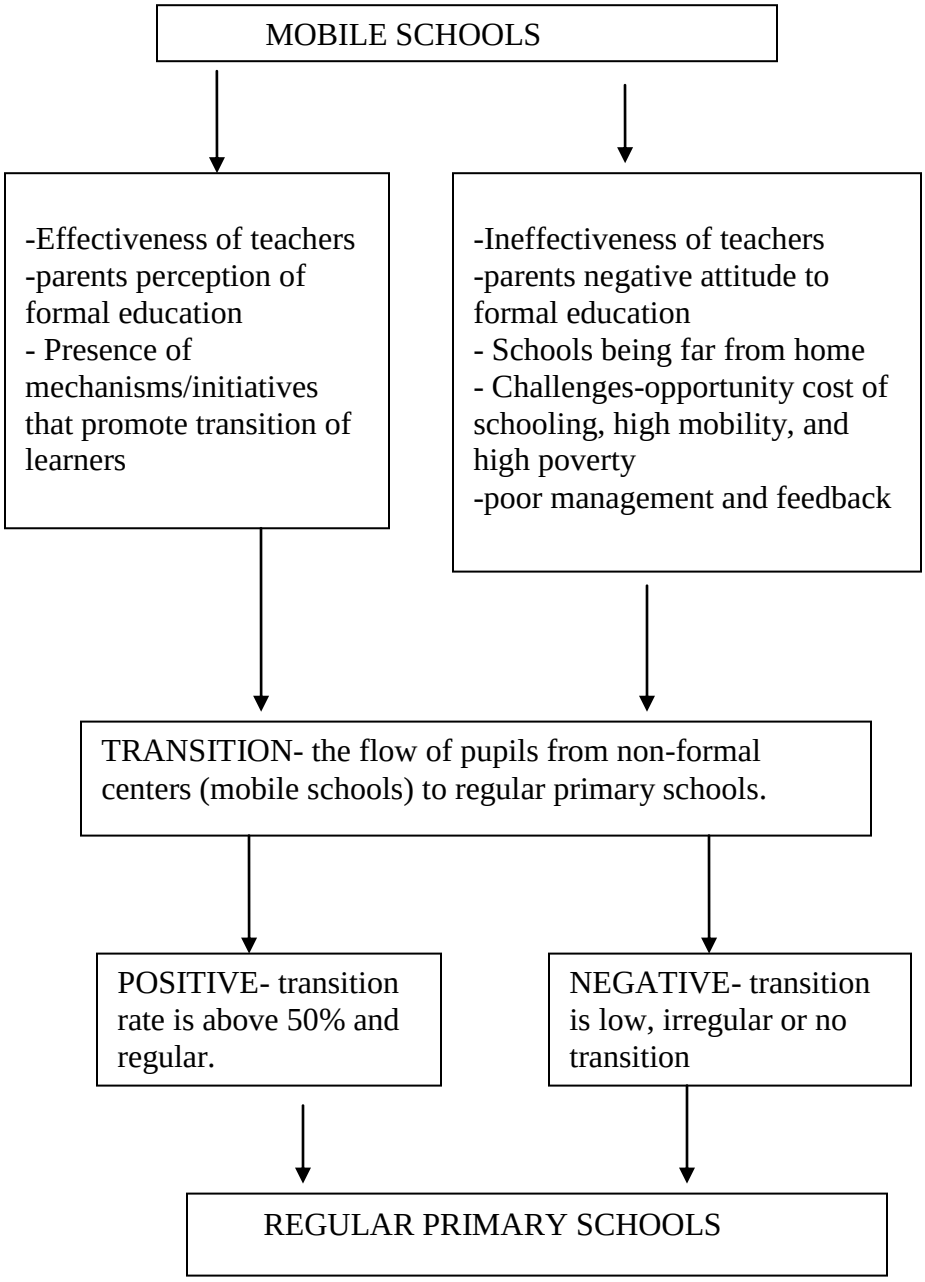

Figure 1.1 shows how the variables in the study are related

Source: Researcher

1.12 Operational Definitions of Central Terms

Drop-out-the pupils who fail to complete an educational course.

Enrolment- the total number of pupils that register in class or a school in a given period.

Formal schools- regular primary schools established by government or individuals.

Mobile school- A school that does not have permanent location. Depends with availability of clients.

Nomadism- Moving from one place to another in such of pasture and water. Not having permanent residence.

Pastoralist- These are the people whose way of life largely depends on mobile livestock herding.

Pastoralism- A way of keeping livestock, that involves moving them from place to place to find water and food.

Retention- in relation to education, it is the number of students who progress to next class

Transition- flow of student from the mobile schools to regular primary schools

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of literature related to the study. The literature review was discussed in the following sub-topics: justification for mobile education, impact of mobile schools in lower primary on transition to upper primary in regular primary schools world wide, impact of mobile schools in lower primary on transition to upper primary in regular schools in Kenya and the summary of literature review.

2.1 Justification for mobile education

Education is a fundamental right of every person; a key to other human rights; the heart of all of all development; the essential prerequisite for equity, diversity and lasting peace (UNESCO, 2000). Education is seen as a means of empowering-a route by which to overcome social and economic disadvantages. It is also a means to serve an important purpose in including and integrating or assimilating non-mainstream groups into wider society. Educated citizens are presumed to be more productive than their uneducated peers. In a nutshell schooling is perceived as universal project in which all should share and from which all would gain. But this is not the case with the pastoral groups. In terms of enrolment, attendance, classroom performance, achievement, transition to higher level of education, and gender balance their record is consistently disappointing(Dyer ,2006)

Many attempts have been made to establish education services to meet the learning needs of nomadic pastoralists, but on the whole failed. This largely appears to be due to failure educational provision to respond appropriately to their nomadic way of life (Tahir, 2006), (Sifuna, 2005).

The world declaration on education for all (1990) drew attention to remove disparities within countries and ensured that particular groups did not suffer any discrimination in access to learning opportunities. It also encouraged learning through variety of delivery systems and adoption of supplementary programs. Nomads have been neglected and never provided with essential basic services including education. Historically it began during colonial period. Areas inhabited by pastoral nomads were isolated from the rest of the country and restrictions of movement to and from these areas was enforced. This policy, as well as indoctrination against other communities led the nomadic people to believe that they did not belong wholly to Kenya (Mbithi, 1993). Even today when one travels to other towns in Kenya; it is popularly known as 'going to Kenya'. The aridity, the difficulty of the terrain, porous border and 'warlike' groups of the north perhaps made the region unfavorable to the British (Sifuna, 2005). The nomads had received unfair treatment in the provision of formal education. Education programmes had failed nomadic communities because nomads were considered to be 'the others' by the society at large. They were depicted as inferior persons whose ways of life had to become sedentary, if development and education services were to be brought to them (Tahir, 2006). That isolation made them unaware of development taking place in education. Hence their level of participation in formal education was low partly due the weakness of the school network. Again most of the nomads had their own set of traditions in knowledge and values that were passed on orally to the young generations. The content of that was usually concerned with how to manage habitats, practice animal husbandry, identify what type of herbs to use as medicine, understand the environment and other knowledge perceived to be important for society (African Development Bank, 2005).

Nomads hold their culture and traditions dearly. Indigenous knowledge was seen as the most important resource in trying to address environmental and other problems. Formal education did not appeal to majority of them due to lack of relevance, purpose and outcomes. Schooling was also incompatible with the nomadic economy and lifestyle (African development bank, 2005). Where nomads can be brought into formal education, they are usually, from the point of view of service providers, unsatisfactory clients. In terms of enrolment, attendance, classroom performance, achievement, transition to higher levels of education and gender balance, their record is constantly disappointing. Education campaigns may raise some interest at the beginning but are soon deserted. (Tahir, 2006) says if increased access to education is to be achieved with nomads, policies for nomadic communities had to first take cognizance of their way of life and respect their culture and traditional system. (Sifuna, 2005) argues that educational interventions for pastoralists' communities require proper understanding of the social and economic factors which directly affect them. Issues of livestock, insecurity and environment must be considered. Livestock is at the centre of nomadic economy. All nomads consider cattle a sign of prosperity and security, as matrimonial and social alliances depend on it (Qualib, 1993). Consequently mobility is a key feature. Those family groups who are more successful exhibit a higher degree of mobility to search for water and pasture. Mobility is a strategy of survival for herds and nomads (African development bank, 2005).

The environment has a major impact on the lives of nomads. The nomads stay in a place depends on availability of water and pasture for livestock. It is not the choice of the

nomad to move from place to place and to be a nomad, it is the condition imposed upon him/her by the environment (Anderson, 2009).

Insecurity has been another major factor that makes nomads to move. Insecurity arises from attacks from rival clans and banditry. Conflicts arise from various sources: the drive to control resources, the need to achieve full cultural identity or gain social status by possessing large herds of animal. Pastoralists are prone to ethnic/clan conflicts and clashes over land resources such as water and pasture. Fights and raids resulted to significant loss of animals increasing poverty levels. Because of the many challenges faced by nomadic communities their children are unable to access formal education in regular primary schools which are located mainly in urban areas. Most of the children of the nomads were at home carrying out households' chores and other assigned roles while the children of parents' agricultural communities attend schools. In some countries small children are made to earn money for their parents by being hired out to work in the house hold of more rich people.

The government has recognized the low participation of nomads in education and has intervened. The government in partnership with World Food Programme has provided food stuff to schools in nomadic areas through 'the school feeding program'. The government has allowed schools in nomadic areas to teach in first language for lower primary level. This language policy encouraged nomadic parents to allow their children to attend schools. To motivate children to continue with their education to secondary schools the government has higher quota (50%) in admission to secondary schools. In terms of finance the government provided nomadic regions with bursary for needy students, grants for establishment and support of low-cost boarding primary schools and

secondary schools in nomadic communities. Teachers working in ASALS are paid hardship allowance to motivate them to work there (KESSP, 2005).

After the government tried many initiatives to increase participation of nomads in education there were many nomadic children who are still out there without going to school and it is not their making. Following successful implementation of mobile schools in Nigeria the government of Kenya and UNICEF introduced mobile schools in Kenya in the 1990s'. The mobile schools have a flexible timetable depending on the daily activities of the learners. The curriculum is tailored to wards the needs of learners. The teachers are members of the community and required to be friendly (Carr-Hill, 2006).

Mobile schools are tents –schools, schools on wheels and various kinds of collapsible structures that are moved seasonally or can be moved at low cost when necessary. Teachers are also nomads who move with their families and stock together with the group of households involved (UNICEF, 2007), (Kaushik, 2008) .With exception of Iran; mobile schools have performed far below expectation (Dyer, 2006). One successful way of providing mobile education is supporting and expanding existing Koranic schools where they are available (Kratli, 2001).

2.2 Impact of Mobile Schools in Lower Primary on transition to upper primary in regular primary schools Worldwide

2.2.1 Mobile Schools in lower primary in Asia

In most of the countries where mobile schools are in place they provide education for primary 1-3. The learners after successfully completing in the mobile schools are expected to join state or regular primary schools; but, generally it has not been successful.

In Bangladesh the Grambangla Unnayan Committee, an NGO initiated mobile education program for the Bede community emanating from Participatory Action Research (PAR). Each mobile school has PAR group called a school management committee. Each management committee is committed and meets once a week to deliberate on the progress of the school. All community members are allowed to participate. The mobile schools have a mode of operation. Each mobile school has guidelines on how a mobile school will be operated within a cluster of fleets. A comprehensive operational manual is in place and indicates how each activity is carried out. In the manual many things have been addressed. For example the role and responsibilities of teachers and other program people, curriculum, assessment guidelines for students and performance.

The curriculum is very elaborate indicating what to be covered at each stage. Class tests and three examinations are organized in the schools to assess the achievement of pupils using questions of the nearby government primary school.

Training of teachers is done frequently. Before initiating a mobile school, teachers were imparted a 5 days, basic training and two days refreshers' training in every 3 months.

Participatory monitoring and supervision is done regularly. In the 7 mobile schools 185 students studied and 47 pupils have already transferred to government primary schools and residential madrasa representing 25% transition rate. Currently 315 pupils are studying in mobile schools (Maksud and Imtiaj 2006), (Anita ,2011), (Dyer ,2009).

2.2.2 Mobile Schools in lower primary in West Africa

In Nigeria the National Commission for Nomadic Education (NCNE) is mandated to ensure the nomads have acquired basic education like other groups. The Nomadic

Education Program (NEP) uses innovative approaches like: drawing up and using relevant curricula, teaching methods, materials and suitable facilities; Flexible academic calendars and hours that suit the learners; Intensely building awareness among the community and empowering them; A solid collaboration and partnership with institutions involved in drawing up, carrying out and evaluating the program; Pedagogic renewal and teacher development.

Though it was not successful at the beginning it later picked up. Between 1992-2002 remarkable transition was attained. The table below shows the rate of transition of pupils from nomadic schools into junior secondary schools. It shows that between 1992-1998, 28769 pupils graduated from nomadic primary schools in Nigeria and 15,429, representing (54%) of these pupils gained admission into secondary schools. By 2002, the number of graduates from nomadic schools rose to 46824, and the rate of transition to secondary schools rose to 55% (ADEA, 2005)

Table 2.1 Rate of transition of graduates of nomadic primary schools to junior secondary schools/unity schools in Nigeria 1992-2002

Year	Total graduates	No. admitted to secondary schools	%	Number not admitted	%
1992	1274	534	45	650	55
1993	1541	742	48	799	52
1994	2079	1050	51	1029	49
1995	4430	2363	53	2065	47
1996	5609	3090	55	2519	45
1997	6304	3588	57	2716	43
1998	7632	4072	53	3560	47
1999	7632	4072	53	3560	47
2000	6333	3456	54.35	3560	47
2001	7600	4147	55	3452	46.65
2002	9120	4976	54.6	4242	45.4

Source; ADEA 2005

The success was attributed to monitoring initiatives. Initially monitoring of NEP was carried out using the conventional school monitoring instruments. These instruments were found to be unsuitable and new monitoring approaches and instruments were

designed to obtain comprehensive and reliable data for quality assessment and compliance to stipulated standards. The new approach currently in use is participatory in nature and much more comprehensive. A joint committee of stakeholders carries out monitoring. The committee's membership is drawn from the Federal Inspectorate Division of the Federal Ministry of Education (FME), the State Inspectorate Unit, State Coordinating Units of NEP, Local Government Education Authority, Active Community Leaders, Pastoral NGOs, Parent- Teacher Association (PTAs) and NCNE. This approach has also strengthened the support and commitment of all stakeholders.

Towards a more effective monitoring and evaluation, a Teacher Performance Rating Scale (TPRS) was introduced to evaluate the performance of teachers. The rating scale has four variables: planning for lessons, classroom management, teaching procedure and teacher's personality. The use of TPRS has considerably improved the level of instruction in nomadic schools because the feed back from its use allows for a more accurate assessment of training and re-training needs of teachers. This has helped to make the implementation of teacher training and development of programs and activities more focused and results –oriented.

In spite of these achievements a number of problems require attention. The scarcity of funds has constrained the training of adequate number of teachers and supervisors for nomadic education and the provision of adequate instructional materials. Disruption of learning by constant conflicts between nomads and farming communities is also a cause

for concern Ngome (2006), Government of the Republic of Nigeria(1999), VerEecke (1989), ADEA (2005), GMR (2010).

2.2.3 Mobile Schools in lower primary in Eastern Africa

In Sudan Mobile schools started in 1980 in order to provide education to the nomads. It is provided for children within level one to level four. While from level five children are given complexity of the curriculum in the boarding schools. The curriculum of mobile schools is based on the national curriculum but with some adaption. The teaching methods and context are adjusted to the nomadic way of life. The syllabus focuses on Arabic, Islam, nutrition, arts, first aid, and health education.

Teachers in the mobile schools are qualified and trained as primary level-grade. Preferably teachers would come from the nomadic communities. Teachers move with the communities and the classroom is a tent and portable furniture.

Mobile schools depended on three sources for economic support. First, the various local governments are supposed to provide the teachers' salaries and necessary provision of textbooks. Local communities provide additional incentives either in form of cash or animals. Communities also provide teachers housing, food, water and transport during periods of migration. Basic equipments such as books, pens, pencils, chalk slates and chalk boards as well as tents, solar lamps were provided by UNICEF (Samir ,2003),(Oxfam,2003), (UNESCO,1990).

In Darfur the government established 265 mobile schools in pastoral areas between 1994-1999. But only 15 schools are operational. The mobile schools suffered because of low funding from the government. There is a strong demand for more mobile schools and

communities have established there own schools. The government policy of one teacher per school is a major draw back. For example Tamoro Mobile school that has over 188 pupils and has four classes. The teacher is overwhelmed by work. The National curriculum that is used is rigid and timetable does not take care of uniqueness of nomads.

The strength of the program is that the schools are embedded in a community management structure and parents are committed to overcome the shortcoming of the model. To support education for nomads Oxfam is putting some boarding primary schools to enable pupils continue with their education (Oxfam, 2003), (Browne and Sherwin, 2005).

In Uganda mobile schools are implemented under Alternative Basic Education for Karamoja (ABEK). The program is designed to address specific needs for the Karamoja. The facilitators are from the community. The community contributes towards the welfare of the teachers, provision of learning centers and learner attendance. The local language is used as the medium of instruction. The teaching schedules correspond with children labor needs at home and content is designed to suit their environment.

They have a local committee structure, in which parents are the key stakeholders. The parents have a key role at monitoring level. While the aims are clearly wider than providing a funnel to primary schooling, the ABEK program is meant to develop in (in the karamoja children) a desire to join the formal schooling as Owiny says in (Carr-Hill and Peart, 2005).

The program was implemented in 2001 in eight parishes, representing a total of 222 centers, with total enrolment of 13,000 pupils. The review of the program showed that the facilitators have problems with the manuals and the quality of manuals and

supplementary readers produced; there was lack of accurate recording and monitoring. In transition; about 1 percent of children were transferring to primary schools, more data from the synthesis report suggest this has risen to 10 percent. From 2009 to 2010, 770 children joined formal schools (Kratli,2009), (Malinga,2009).

In Ethiopia, a NGO the Apa Pastoralist Development Association (APDA), implements a mobile school. The mobile school caters for 1,878 children, 1,454 women and 2,881 men. Teachers are recruited from among the pastoralists and trained on a short term basis. Their educational qualifications vary from grade 6 to grade 8. The Association pays for the teachers and their work is also supervised by the same organization. They teach by travelling with the pastoralist from place to place using UNESCO's emergency kit as teaching material where the method of approach to specific target groups and the content are indicated. The final grade they are aiming is 1-3, after grade 3 it is hoped the government will continue the system (Kratli and Dyer, 2009).

Another NGO called TEACH also implements a mobile school program in South Omo Zone. To date 43,000 children, youth have been enrolled and TEACH will reach 49,5000 over the life of the project. The programme is showing the initial fruits of labor in that the first cohort of students are now graduating from alternative basic education centers and entering formal schools where they will complete upper primary education. Alie Jarta is one among the 15 that have joined primary schools (Katy,2006 a). The parents are committed. Each day the committee counts children in class and goes to parents homes to ask why children are absent. When the facilitator is absent, the committee reports to District Education Office (DEO) or TEACH implementing NGO (Katy,2006 b),

(PFE ,2006).

2.3 Impact of Mobile schools in lower primary on transition to upper primary in regular schools in Kenya

2.3.1 Mobile Schools in lower primary in Northern Kenya

Kenya recognizes the right by all her people to education and the view is supported by various policies and statutory documents such as the education act of 1968, session papers, constitution among others. (GOK 1998) , (GOK,1999) called for flexible and relevant approaches to basic education within formal and non-formal education system in order to increase access, retention and completion rates(GOK,2005) in PRSP says the objective is to start closing the gap with the rest of the country by developing a creative schooling program for pastoralist children. The government is also a signatory to Education for All and Millennium Development Goals. In order to improve involvement nomads in formal education the government in partnership with UNICEF has developed a policy framework for nomadic education. The policy recognizes clearly that nomadic pastoral communities have complex and challenging educational needs that need a special attention (GOK ,2008).

Mobile schools in Kenya are found in Arid and Semi Arid Lands (ASAL) of Northern Kenya; Turkana Wajir, Samburu and Ijara. The mobile school initiative aims to increase access to education through the provision of culturally and religious appropriate basic education to children who would otherwise find difficult to access formal education in conventional schools. The initiative also provides children with basic skills to possibly transit to formal education centers. The program works with mobile school teachers to enhance pedagogical methods and school management committees to enhance their governance structures and build their capacities to manage the schools (USAID,2010).

The first aim of increasing access to education through mobile schools is attainable. High enrolment has been registered in most of mobile schools. The enrolment in mobile schools in Turkana has increased from 10,180 in 2008 to 16800 in 2010 (Nanok,2010). A fact that is also supported by Basic Education Director, Leah Rotich. She said that mobile schools have played a significant role in improving enrolment in ASAL districts. Some 10,000 pupils were enrolled and the number is likely to increase (Daily Nation, 2010).

The Wajir mobile school project that was started in 1994 by the Nomadic Primary Health Care Organization (NPHC) enrolled 2480 children and 1653 adults in 84 mobile schools. However the anticipated optimistic outcome that the mobile school may stimulate enrolment in state schools and increase demand for education is not borne by the data in the year 1999 and 2000 in Wajir District. In 2001 these schools were not operational when funding stopped (Ngome, 2006), (Carr-Hill and Peart 2005).

The review of the project by the North Eastern Provincial Directorate in 2003 identified the challenges that faced the program. The communities were not adequately socialized in the need for education by their children. There was scarcity of resources, equipment and materials. Another challenge was the Wajir Disrict Education Office was not actively involved; the inspectors failed to provide the program with pedagogical assistance and professional supervision of teachers. The teachers had inadequate grasp of the English language and that did not allow them to teach English well (Ngome ,2006).

The USAID through Education for Marginalized Children in Kenya (EMACK) and the Nomadic Heritage Association (NOHA) also started the mobile school project in Wajir in 2005. That had some success. To date over 80 children including 28 girls have benefited from three mobile schools. 14 children have transited to the nearby Abakore Boarding

school in order to complete primary education (USAID,2010). The success of this was attributed to training of teachers and the empowering of the school management committees to enhance their governance structures and build their capacity to manage schools.

2.3.2 Mobile schools in lower primary in Turkana County

In Turkana mobile schools were started as the Alternative Basic Education for Turkana (ABET). The schools were started with joint effort of the Catholic Dioceses of Lodwar, Oxfam, and the Government through the Arid Lands Resource Management Project (ALRMP) .It borrowed heavily from the ABEK program in Uganda. In 2006 there were ten centers with regular attendance of 1328. In that year 304 pupils transited to primary schools representing 22% transition as opposed to 248 in 2005. In 2008/2009, 425 of 2167 pupils transited representing about 20% transition Turkana Education Programme (n.d), (TEFA, 2009).

Some success was recorded due to collaborative approach pursued by Turkana Education for All. TEFA is the main organization facilitating and funding mobile schools. The organization receives funding from Oxfam GB. The organization has managed to provide mobile schools instructional materials, stationery and training of teachers. In partnership with the Government, the Catholic Church and Local Leaders, TEFA has done advocacy campaigns to involve pastoralist parents in formal education. As result there is considerable increase of community and other stakeholders' participation in education issues Turkana Education Programme (n.d). Through TEFA training, the community has been empowered on the school management practices. The integration of the governance aspect in trainings and dealings with schools has boosted the knowledge of parents on

their obligation as overseers of schools. As result of trainings, improved mobilization and management of resources and accountability has been reported.

Program monitoring, evaluation and learning (MEL) tools have been popularized and are regularly used (TEFA, 2007).

In spite of some progress in transition the mobile schools are faced with some challenges. The ABET curriculum is yet to be developed and is still in the progress. Lack of feeding program in the mobile schools affects enrolment and retention of learners. There is also limited finance yet the programmes need a lot of resources. The use of school dropout for teachers also curtails advancement of the program beyond certain limits. The large number of pupils who turn up for school eventually over stripping the teaching force is a challenge for teachers and the planners of the program (Ngome ,2006). In each of the mobile schools there is only one teacher who receives regular pay. There is also insecurity (Oxfam, 2008). Records kept in mobile schools are inconsistent and incomplete. (Nanok, 2010) observes in his study; the Role of Mobile Schools in Increasing Education Access in Turkana.

"Records kept in mobile schools were inconsistent and incomplete; rendering the exercise of drawing conclusion on enrolment, transition, and drop out difficult to reach. In some schools visited the teachers could give systematic transition figures for their pupils who had transited to regular primary schools only stating that that was a rampant occurrence." P.13

Other mobile projects included the Shepherd Programme in Samburu that was started in 1992 and Bendera Out of School Programme in Baragoi. Both projects registered some success in the enrolment but no transition has been reported

2.3.3 Summary of literature review

From the limited literature reviewed it is evident that transition of learners from mobile schools to formal regular primary schools is possible. It calls for commitment from all stakeholders involved. The major challenge of scarcity of resources must be addressed. The problem of pastoralist attitude towards formal education has changed and is now demanding for more formal education. The best example is the Darfur case where parents have started their own mobile schools with less funding from the government. Another good example is the Ethiopian case where parents themselves go to school to check the attendance and make follow-ups for absent pupils. They also take appropriate action for teachers absconding duties.

In this study the researcher has tried to look at what has happened in other countries in terms of increasing transition from mobile schools in lower primary to primary schools and compare with what is happening in schools in Kenya. With intention of borrowing best practices.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

In this chapter the sub-sections are geared towards describing the research design. Locale, target populations, sampling technique, research instruments and methods of data analysis. The methodology involved in this section was mostly qualitative.

3.1 Research design

The researcher used descriptive Research design (Kombo, 2006) argues that before much progress can be made in solving educational problems, descriptive phenomenon must be obtained by means of descriptive research. This approach is appropriate to this study because it involved fact finding and enquiries on the impact of mobile schools on transition to regular primary schools(Orodho,2003) observed that descriptive was designed to obtain information concerning the current phenomenon and where possible to draw valid general conclusions from the facts discussed.

3.2 Study Variables

A variable is an empirical property that is capable of taking two or more values. A variable can have different roles in a certain problem. They may influence other variables, thereby determining the values of the affected variables; such variables are referred as independent variables (Nkpa, 1997). Other variables might be subject to other causes so that their values are influenced by values of other variables. These are dependent variables.

In the study educational policies and institutional process; school based factors and household and social cultural factors, determined the level of transition of pupils to formal primary schools. Therefore they were the independent variables. Transition to primary schools was the dependent variable.

3.3 Location of the Study

The study was carried out in Turkana West District. The district covers an area of 17266.1 km2 with a total population of 245,327 (Kenya Bureau of Statistics, 2010). It is served with 41 primary schools. Most these primary schools are concentrated in Kakuma and Lokichoggio towns while other parts of the district have few schools. The district borders Sudan and Uganda. It is an arid district. The climate is hot and dry. Rainfall is generally low and unpredictable.

Turkana West District was chosen because it has more mobile schools than the other five districts in Turkana Region. It has also the largest population of nomads in the region. It is also where the project was piloted and has the first mobile schools. The choice of the district was also influenced by limitation in time and funds.

3.4 Target population

According to (Orodho, 2009) target population is the population to which the researcher intends to generalize his/her findings. In this research the researcher targeted the 24 mobile school teachers in 12 mobile schools. 180 pupils were targeted in three mobile schools. The researcher also targeted 60 parents; Head teachers of primary school targeted were 41. Education officers targeted were two.

3.5 Sampling techniques and sample size

3.5.1 Sampling techniques

Sampling is the process of selecting a sub-set of cases in order to draw conclusions about the entire set (Orodho,2009). Sampling technique refers to the design that the researcher will use to select the representative sample. In the study the unit of sampling was the mobile school. Non-probability sampling techniques was used in selecting the sample. Convenient sampling (easy of access) was used to select 3 mobile schools. Stratified random sampling was used to select pupils according to gender. Purposive sampling was used in selecting teachers of mobile schools, parents of mobile schools and head teachers in primary schools and education officers in charge of mobile schools

3.5.2 Sample size

Sample size is the exact number of elements that was used in the study. Sample size was drawn from the target population. The researcher selected a sample that was large enough to improve the likelihood of obtaining results that are similar to what would be obtained using the entire population.

In the study a sample of 81 individuals was used. It comprised 38 pupils from mobile schools, 20 nomadic parents, 12 mobile school teachers, 10 primary schools head teachers and 1 area education officer.

Table 3.1 Sample Size

Sample group	Population	Sample	Percentage
Pupils in mobile schools	180	38	21
Parents of pupils in the mobile schools	60	20	33
Teachers of mobile schools	24	12	50
Head teachers of primary schools	41	10	24
Education officers	2	1	50
Total	**3O7**	**81**	

3.6 Research instruments

In the study the researcher used questionnaires and interview schedule guides.

3.6.1 Questionnaires

The instrument was designed for self-completion by mobile school teachers and the head teachers of primary schools. The questionnaires had both closed and open ended questions. The preference for questionnaires was based on the fact that teachers were able to complete them without help, anonymously, and it was cheaper and quicker than other methods while reaching out to a larger sample.

3.6.2 Semi-structured interview

This was preferred for nomadic parents and mobile school pupils because they may not read and write and are used to oral communication. The interaction with nomadic parents and pupils had the advantage of eliciting complete, complex and deep information that would be missed in the situation of other methods. It would also be

used with the education officers because he was only one and also the nature of their work schedule.

3.7 Piloting

The researcher conducted a pilot study before the actual administration of the instruments. Piloting was done in two mobile schools in Turkana West Distict. The schools were Apamulele and Merireng. Five pupils were picked from each school and three teachers were used from the two schools. Piloting was done to test the validity and reliability of research instruments (Orodho, 2009). Piloting is important as it helped identify misunderstandings, ambiguities, and useless or inadequate items (Kombo, 2006).It is not always easy to criticize one`s own written work and in development of questionnaires, it is essential to obtain comments from a small group of intended respondents.

3.8 Validity

Before administering research instruments, the researcher established their validity (Love and Lawn, 1970) state that validity is concerned with the extent to which a technique actually measures what it was actually intended to measure. This was done by conducting a pilot study prior to the actual study. Secondly, the researcher adopted content validity procedure to determine the validity of the instruments. According to (Mugenda and Mugenda ,1999) content validity is a measure of the degree to which data collected using a particular instrument represents a specific domain of the content of a particular concept. They further state the usual procedure in assessing content validity of a measure is to use professional or experts in a particular field. On this basis, the researcher had to seek expert judgments and guidance from the supervisor and other professionals. They

critically examined the items used to determine whether they represent the skills that the researcher intends to measure. Once the items were ascertained to be valid, the researcher administered them in the actual study.

3.9 Reliability

The researcher established the reliability of the research instruments before their actual administration. According to (Kombo, 2006) reliability is a measure of the degree to which a research result yields consistent results or data after repeated trials. The researcher tested the reliability of the research instruments by carrying out a pre- test study. The items were divided randomly into halves and were marked with even and odd numbers. Then scores were tabulated. The results from one half were compared with the results from the other half. From the reliability of half test, the half correlation of the whole test was then estimated using the Spearman Brown prophecy formula.

The reliability coefficient **(Re)** for the full test was given by the formula.

$$\text{Re} = \frac{2r}{1+r}$$

Where **Re =** reliability of the original test

r = reliability of co- efficient resulting from correlating the scores of the odd items with the scores of the even items. The correlative coefficient of the instruments was 0.8.

For the instrument to be reliable the reliability co-efficient **Re** must be within the limit of **Re > 0.80 and < 1** (Mugenda and Mugenda)

3.10 Data Collection Techniques

In the study the researcher made use of questionnaires and semi-structured interviews to collect the data. The researcher sought permission to collect data from Graduate school of Kenyatta University and the National Council of Science and Technology (NCST). The researcher also paid a courtesy call to District Commissioner and District Education officer Turkana West before embarking on collecting data. The mobile school teachers were identified through the area education officer. The teachers collected questionnaires from the area education officer. They were given a period of one month to fill them and send back to the area education officer where the researcher collected them. The researcher identified three research assistant and trained them. The three research assistants were sent to visit the three mobile schools that were selected for the study. With the help of teachers; 20 pupils were selected according to gender in each school for interview. The teachers assisted in identifying parents who had children in the mobile schools for interview.

3.11 Data Analysis and Presentation

The data collected was analyzed manually. The researcher grouped the instruments according to the sample. The data was presented using descriptive statistics, like frequencies, tabulations and percentages. The findings were reported in form of tables. Qualitative data was grouped into thematic areas as the objectives of the study and conclusions drawn from themes addressed by the respondents.

3.12 Logistical and Ethical Consideration

Logistics refer to all the prior processes, actions or activities that the researcher must address or carry out before undertaking research to ensure successful completion of a research project (Orodho,2009). The researcher made adequate arrangements to ensure he had the research permit, the working plan, budget, and the appropriate layout of instruments. The researcher used three researcher assistants. They were trained well. The researcher ensured the instruments had been pre-tested to detect and rectify any flows in good time. The researcher and assistants made two reconnaissance visits and familiarize themselves as much as possible with the geographical area in which the research took place.

The researcher was a ware of ethical issues. Before beginning the collection of data the researcher followed the protocol required. The researcher sought permission from the District Commissioner Turkana West and District Education Officer before collecting data. He persuaded the participants to participate. Informed consent was sought from teachers and parents before interviewing the pupils. He ensured the information collected was treated confidentially and informants were anonymous. The researcher ensured there was no plagiarism by acknowledging all work used from other scholars.

CHAPTER FOUR

ANALYSIS, PRESENTATION AND DISCUSSIONS

4.0 Introduction

The chapter presents analysis, results and discussions of the data gathered from the field through the two main data collecting instruments; questionnaire and semi-structured interviews. In the process of analyses, the findings are grouped into themes emerging from the responses given by the samples; mobile school pupils, mobile school teachers, nomadic parents, head teachers of primary schools and area education officer. The results are discussed in relation to the literature review.

The researcher collected data from 12 mobile school teachers through the questionnaire, 10 head teachers of primary schools through questionnaire, 20 parents, 38 pupils and 1 area education officer through semi-structured interviews. The researcher was not able to reach the intended 60 pupils in the targeted schools because some of them had migrated and some schools had closed temporarily. One of the targeted education officer was on study leave and not available.

4.1 Demographic information of the respondents

Age of the pupils in the mobile schools.

Pupils were asked to approximate their age. Responses are contained in table 4.1

Table 4.1 Age bracket of pupils in the mobile schools

Age brackets in years	frequency	percentage
5-10	8	21
11-15	21	55
16-20	6	16
Above 20	3	8

N=38

Question was posted to pupils to determine their age bracket. From the findings over 79% of pupils are aged above 11 years. When they join primary schools at lower primary they feel out of place and hence drop out of school.

Gender of the mobile schools' teachers.

There was gender imbalance in the teachers of mobile schools. Only 6% of teachers were female while male counter parts were 94%.

Gender of mobile schools' pupils.

In terms of the gender 58% of pupils were female while 42% were male. This indicated there were more female enrolled in the mobile schools than the males. This was so because girls remain at home to carry out home duties when not occupied get time to attend school while boys do duties a way from home.

4.2 Rate of transition of pupils from mobile schools in lower primary to upper primary in regular primary schools

Mobile schools were established to provide education to nomadic groups that can not access formal education in the conventional schools. They offer non-formal curriculum

which is equivalent to lower primary level in conventional schools. Learners are expected to join formal schools at class four to continue with schooling. It was with that background that the researcher went on to establish the level of transition of learners from mobile schools in lower primary to regular primary schools.

To establish the transition rate the mobile school teachers were asked to give enrolment of pupils for last three years from 2009-2011. Then indicate the number that moved to regular primary schools in 2010-2012. The responses are contained in table 4.2 and table 4.3.

Table 4.2 Enrolments for mobile schools

Name of mobile school	**2009**	**2010**	**2011**
Lopie	234	356	448
Loritit	148	170	272
Lokipetot Akwan	184	187	189
Lorengo	278	249	269
Edoe	210	230	250
Eyomo	128	139	156
Namon	313	333	396
Lotikokinei	317	273	224
Lokitoengikiliok	370	355	325
Ngipedokume	186	180	324
Lokwanamor	128	131	141
Kalobeyei	0	50	105
Total	**2602**	**2903**	**3309**

From table 4.2 it is clear there are many pupils enrolled in mobile schools and the enrolment is increasing each year. The high enrollment indicates there are many children who are in need of education.

Table 4.3. Those who transited to regular primary schools from mobile schools (records in mobile schools)

Name of mobile school	2010	2011	2012
Lopie	14	32	91
Loritit	25	170	7
Lokipetot Akwan	0	2	4
Lorengo	2	2	3
Edoe	8	6	3
Eyomo	2	2	3
Namon	6	12	20
Lotikokinei	26	12	13
Lokitoengikiliok	15	10	20
Ngipedokume	2	8	4
Lokwanamor	20	30	10
Kalobeyei	0	50	105
Total	**120**	**311**	**207**

Table 4.3 indicates the number of pupils who moved to regular primary schools to complete primary education is few. For the three years the percentages are 4%, 10% and 6% respectively. On average the transition rate is about 7% annually. As result about

93% of the children in the mobile schools do not complete primary education. The teachers explained that even those who transit is by accident and not planned. The pupils join primary schools when their homes migrate to places where primary schools are or near primary schools and later drop when they migrate to other places without schools.

The primary schools head teachers were asked to give records of mobile school pupils they have admitted from mobile schools in the last three years. The responses are in table 4.4.

Table 4.4 Number of pupils admitted to regular primary schools from mobile schools (records in primary schools)

Name of the primary school	Type/year	2010	2011	2012
Kakuma mixed	Boarding	0	0	0
Kakuma girls	Boarding	15	20	11
A.I.C Lopur	Boarding	8	15	13
Kakuma Arid Zone	Boarding	0	0	0
Kalobeyei	Boarding	0	0	0
Pokotom Mixed	Boarding	0	0	0
Oropoi	Day	4	3	5
Nakalale	Day	0	0	0
Makutano	Day	0	0	0
Lopwarin	Day	0	0	0
Total		**27**	**38**	**29**

From table 4.4 it is only three primary schools from the ten schools that have received pupils from mobile schools and the number is few. It indicates that 30% of primary schools enroll learners from mobile schools while 70% do not. From the data collected from the head teachers of primary schools it indicates that only 1% of mobile schools pupils' transit to regular primary schools. The head teachers who received pupils from mobile schools mentioned a number of challenges that pupils face when the join primary schools. These include; they feel out of place because of new environment and also their age, do not have school uniform and basic personal effects, and take time to adjust to the school routine. The head teachers have gone extra mile to provide some basic personal effects to them, provide guidance and counseling to them, being patient with them to encourage them to learn.

The head teachers were asked to give their opinion on whether mobile schools will contribute to high enrolment in primary schools. All the head teachers of the primary schools were optimistic that it will boost enrolment if proper management and monitoring is constantly done.

The mobile school pupils were asked whether they will proceed to regular primary schools to complete primary education. The total sample was 38. 14 were willing to proceed while 24 were not willing. The percentage was 37% and 63% respectively. The 63% of pupils who were not willing to proceed cited distances of regular primary schools, some said the parents would not allow, some feared being away from their parents, some also mentioned it is expensive.

37% of pupils who were willing to proceed said; they wanted to know how write and read well. They wanted to be employed by the government to be teachers, work in the church as catechist and be like town people who know a lot from reading.

The parents were also asked if they will allow their children to proceed with their primary education. All the 20 parents interviewed were willing to allow children to continue but cited the distances and the cost of educating as expensive.

4.3 Effectiveness of teachers in the mobile schools in lower primary

A number of questions were asked to all respondents on teachers' effectiveness'. Teachers who teacher in a mobile school should be a minimum holder of Primary one (P1) certificate from recognized institution. What was found is that none of teachers holds minimum requirement. It was established 42% of teachers hold certificate in ECD, 42% hold KCSE certificate and 16% hold KCPE certificate.

On capacity building it was established that within the last one year only 33% of teachers were inducted once and the 67% teachers were not.

On evaluation of students it was established that no formal assessment is done. Evaluation of learners is at the discretion of the teachers.

Another question teachers were asked if they were residences of the community. From literature review it was evident mobile schools that had high transition was as result of teachers being part of the group. They lived with the clients and interacted most of the time. From the findings 84% of the teachers belonged to the community but did not stay with them regularly. Most of them had families in Kakuma town which is far from working place. Some of them rarely go to schools but are punctual when it is time to earn a salary; this was confirmed by the area education officer.

The pupils used in the study were selected from three mobile schools. The asked how often they attended lessons. Most of them said that it depended on the conditions of the place and availability of the teacher. They said sometimes they could stay for a month without seeing the teacher.

Monitoring and supervision of mobile schools is in adequate. The area education officer has no funds allocated for mobile schools. He only visits the school when is doing other routine duties in the primary schools and it depends with the mobile school being close to the road and accessibility. He entirely relies on the reports brought by the teachers.

The researcher was also interested to find the number of teachers employed in each school. It was surprising that only one teacher is employed per a school.

4.4 Mechanism/incentives for transition of learners from mobile schools in lower primary to upper primary in regular schools

This theme was to find out if the government and other education providers had availed any incentives to pupils in the mobile schools to ensure they proceed to regular primary schools to complete primary education. The respondents were 70. From the data it was evident the government has not provided any incentives to the parents and pupils to enhance transition. The providers expect that once the pupils have received education in the mobile schools their parents should cater for further education.

When asked what can be done to ensure pupils transit almost all respondents said the government should meet all the basic needs of the learners. The government to provide uniforms, food, personal effects of the learners and provide the means for travelling from the nearest shopping centres which are about 70 kilometres to nearby primary schools.

4.5 Challenges /issues that stop pupils from transiting to upper primary schools from mobile schools in lower primary

The question was posted to mobile school teachers, parents and pupils and responses were as table 4.5.

Table 4.5 Issues that hinder transition of learners from mobile schools to regular primary schools

Challenge	frequency	percentage
Distance to primary schools	56	79
Labour constraint	45	63
Personal effects/uniform	30	42
Nomadic way of life	30	42
Cultural mode of dressing	27	38
Cost of schooling	25	35
Parental care-some parents do not trust teachers	20	28
Poverty	15	21
Insecurity	10	14
Early marriages	8	11
Nomads not keen on schooling	6	8

N=71

From table 4.5 the issues raised are real and cannot be avoided. The nomadic parents rely entirely on livestock economy. For them to get money to meet some of the costs they have to walk for more than 70kms to access a shopping centre. Their cultural lifestyle is also unique to the urban dwellers. The mode of dressing is different from others who

dwell in urban centers. Most girls are dressed in traditional way- putting beads around the neck, dressed in skin dresses and have a particular hairstyle which incompatible with urban dwellers. For one to join regular primary schools one has to change the mode of dressing completely. Most of their dresses are expensive. The nomads rely entirely on children as source of lab our. Allowing children to go far a way will be denying them the source of lab our.

All respondents were asked on how these challenges can be addressed so that most pupils complete primary education. The majority of respondents proposed that primary schools should be constructed near these mobile schools. The government to provide school feeding programmes in the mobile schools to attract high enrolment, close monitoring and supervision should be done, government agents like chiefs to be appointed in these locations to enforce government policies on education. Government to open these places by providing essentials such as water, health services and relief food to make them sedentary. The government should provide enough incentives to nomadic people .i.e provision of enough teaching materials, provide basic personal requirements like soap, pens ,food, clothing. Adequate teaching staff to be employed in these schools.

4.6 Nomadic parents' perception of formal education

The objective was included in the study to establish whether parents' perception of formal education has direct link with transition of learners from mobile schools to regular primary schools. The data was collected from parents, teachers of mobile schools, head teachers of primary schools and area education officer. From the data collected 77% of the total sample (71) were positive and supported formal education while 13% of the total sample (71) was negative and skeptical of formal education.

The mobile school teachers, parents and the area education officer all had positive responses. Nomadic parents have accepted formal education. This was supported by them accepting children to go to school. Most parents have accepted to be members of school management committees. A number of parents cited that all leaders in the government who are rich are as result of going to school. Some parents said that they receive money, blankets, sheets, food and animal drugs from their relatives who are employed as teachers, nurses and chiefs by the government. The area education officer was very happy on the way nomadic parents accepted mobile schools and said plans are at advanced stage to transform 15 mobile schools into primary schools.

All the primary head teachers had contrary view. They portrayed nomadic parents having negative attitude. They claimed nomadic parents perceive formal education as undermining their culture, waste of human resource, expensive; loss of labor, school is a place where children are spoilt among others. From the findings it evident that most parents view formal education positively. It is other factors that are hindering transition of learners from mobile schools to regular primary schools.

4.7 Discussions

From the findings it is evident that the rate of transition of pupils from mobile schools is 7%. 93% of pupils do not transit to regular primary schools to complete primary education. This has to be blamed on all stake holders. The government has tried to employ one teacher per mobile school. No regular in service is done like the teachers in Nigeria and Bagladesh. The schools have non-formal syllabus and no effort has been done to streamline what is taught. The practice of having a manual like the Bede schools

in Bagladesh will bear good fruits. All schools follow the manual instructions and regular assessment is done after three month. The pupils in all schools take the same examination at the end of the year. The results are used for promotion. Regular monitoring and surpvisory role of the education office is inadequate. The Nigeria schools did well in transition because of involvinging all stakeholders in monitoring.

The parents' perception of formal education is positive same as other countries reviewed. Parents are happy for their children are able to speak English and read. They hope their children will complete education and get employed in white color jobs.

Most of the challenges that hinder pupils from transiting to regular primary schools in Turkana West district are the same challenges that are faced by their counter parts in other countries. They include: distance to primary schools, poverty, and parental care among others.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

The final chapter presents summary, conclusion, recommendations and suggests way forward for future research. The implementation of these recommendations are expected to improve access to education for nomadic communities of Turkana county, Kenya and by extension all other communities with similar characteristics.

5.1 Summary of Research Findings

Despite a lot of efforts expended and wide acceptance of the role of education in developing the social, political and economic well being of people, many nomadic children in Turkana are still out of school. The study shows transition of learners from mobile schools in lower primary to regular primary schools is very poor and can not be relied.

The major findings include:

5.1.1 Rate of transition of learners from mobile schools in lower primary to upper primary in regular schools

The rate of transition is about 7%. This is very poor. It indicates that over 93% of pupils in the mobile schools do not complete primary education.

5.1.2 Perception of nomadic parents on formal education

The perception of nomadic parents is encouraging most of them have accepted the importance of education and ready to allow their children to attend school. They are requesting the government to bring schools closer to them.

5.1.3 Mechanisms/initiatives/incentives to learners in mobile schools to transit to upper primary in regular schools

From the study it is clear the government and other education providers have not provided any incentives to nomadic pupils for them to transit to primary schools. If incentives were offered many children would have joined regular primary schools.

5.1.4 Effectiveness of teachers in mobile schools in lower primary

The teachers employed to teach in the mobile schools do not meet the minimum qualifications required. Most of them are trained to handle ECD classes. They have not received proper capacity building and most them stay in Kakuma town. They do not give the proper attention required by learners. It is surprising that only one teacher is employed per a mobile school. What happens when this teacher is sick or has other engagement that keeps him/her a way from school for long?

5.1.5 Issues that hinder transition of learners from mobile schools in lower primary to upper primary in regular schools

A number of issues have hindered learners from mobile schools in lower from transiting to regular primary schools. They include distance of regular primary schools, labor constraint requirements, cost of education, and parental care among others. Some of these issues must be confronted in order to access education to nomadic children.

5.2 Conclusion

The rate of transition of pupils from mobile schools in lower primary to upper regular primary schools is very low. It is not possible for many learners from the mobile schools to transit to regular primary schools because of the many challenges that hinder them. They are also given a raw deal by the teachers as they are not regular in carrying out their duties. The number of teachers employed to teach in these schools is inadequate. These challenges must be confronted by all stakeholders.

5.3 Recommendations

From the study a number of recommendations are given to enable learners in the mobile schools to access full primary education.

a) The existing mobile schools should be converted into regular primary schools. It is not all family members who are mobile. It is only young men and women who regularly move to look for pasture and water for livestock. The old and children stay back when others move. With the opening of a primary school most of them will stay and children will access proper primary education.

b) There should be established a regular monitoring and supervision plan for these schools so as to check on education quality, standards and also identify pedagogical gaps that need to be addressed in the in servicing of the teachers.

c) The teachers being hired to teach in the mobile schools in Turkana should be better qualified and be given in service skills to handle their learners more professionally.

d) The government and other education providers' should be able to provide incentives such as food, uniforms and personal effects to the learners at the initial stages to attract many pupils at these schools.

e) The government agents such as chiefs and councilors should be used to enforce education policies. They should be used to identify all pupils enrolled in the schools and follow up done to ensure to proceed to regular primary schools.

5.4 Suggestions for Further Research

The researcher suggests that a study to be done to establish the effectiveness and efficiency of mobile schools. There is need to study the type of teachers being used in these schools, their skills with a view to determine their pedagogical ability, gaps and provide in service for their needs.

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APPENDICES

APPENDIX A: QUESTIONNAIRES FOR MOBILE SCHOOL TEACHERS

Background Information

Name of the mobile school…….

1. Gender □ Male □ Female
2. How many teachers are you in one school?

Effectiveness of teachers

3. What is the level of your training? □ KCPE □ KCSE □ certificate in ECD □ Diploma in ECD □ others specify
4. Have you undergone any induction course in the last one year? □ yes □ no
5. Explain how you evaluate your pupils? How do you often test them? Do you give external exams/promotion? Do they get report cards at the end of the session?
6. Are you a resident of location you are serving?
7. Who is involved in monitoring your work?

Transition

8. What is the enrolment rate in your school according gender in last three years

2008	2009	2010

9. How many pupils moved to regular primary schools in each year?

2009	2010	2011

Nomadic parents perception of formal education

10. Do nomadic parents perceive formal education positively or negatively? Explain your answer.

Mechanism/initiatives

11. State some of the mechanisms put in place to ensure learners in the mobile schools proceed to regular primary schools to complete primary education?
12. What do you think can be done to ensure all pupils who enroll in the mobile schools complete primary education?

Challenges on transition

13. State some of the issues that stop pupils from mobile school from transiting to regular primary schools? How can these issues be addressed?

APPENDIX B: QUESTIONNAIRES FOR HEAD TEACHERS OF PRIMARY SCHOOLS

1. Name of the school
2. Type of school? □ Day □Boarding
3. How many pupils have you enrolled from mobile schools in the last three years?

2009	2010	2011

4. What challenges do pupils from mobile schools face when they join your school?
5. How can these challenges be addressed?
6. Comment on the nomadic parents' perception of education?
7. What do you think can be done to ensure all pupils who enroll in mobile schools complete primary education?
8. In your own opinion do think mobile schools contribute to increased enrolments in primary schools? Give an explanation for your answer.
9. What are some of the issues that stop pupils from mobile schools from transiting to regular primary schools?
10. How can these issues be addressed?

APPENDIX C: INTERVIEW SCHEDULE GUIDE FOR PUPILS

Background information

1. Name of the school
2. How old are you □ 5-10 □11-15 □ 16-20 □ above 20 years
3. Gender □ male □ female

Transition

4. State reasons for attending school
5. What would you do after completing in the mobile school? Move to primary school and continue with schooling or join others in the community?

Effectiveness of teachers

6. Do your teachers teach you regularly?
7. Do you seat for examinations? Do you receive a report card at the end of the term?

Parents' perception of formal education

8. Does your parent encourage or plan to help you continue with learning up to primary level?

Challenges on transition

9. What problems hinder pupils from mobile schools from transiting to primary schools?
10. How can these problems be addressed?

APPENDIX D: INTERVIEW SCHEDULE GUIDES FOR PARENTS

Background information

1. Name of the village
2. How far is the nearest regular primary school from your home?

Transition

3. Will you allow your child to move to regular primary schools? □ yes □ no if no state reasons?

Effectiveness of teachers

4. Comment on teachers' performance of duties?

Nomadic parents perception of formal education

5. Comment on importance of formal education
6. How do you perceive formal education?

Mechanisms

7. What are some of the mechanism put in place to ensure pupils transit to formal schools?
8. What do you think the government and all stakeholders should do to facilitate high transition rate from mobile schools to regular primary schools?

Challenges on transition

9. State some of the issues that stop pupils from transiting to regular primary schools?
10. How can these issues be solved?

APPENDIX E: INTERVIEW SCHEDULE GUIDES FOR EDUCATION OFFICERS

Background information

1) Which geographical location are you in charge?
2) How many mobile schools are in you area? How many are enrolled according to gender? Female Male
3) How many primary schools are in your area? Boarding day?
4) How many teachers are assigned to each mobile school?

Transition

5) How many pupils transited from mobile schools to primary school in the last three years?

Effectiveness of teachers

6) Comment on teachers' performance of duties, level of training and capacity building?
7) Do they prepare the mandatory professional documents prepared by teachers?
8) Do they evaluate their learners?
9) Comment on monitoring and reporting of issues in the field?

Mechanisms

10) What mechanisms are in place to coordinate placement of pupils from mobile schools to regular primary schools?
11) What can the government do to ensure all the pupils that enroll in the mobile schools progress to regular primary schools?

Parents perceptions of formal education

12) Comment on the nomadic parents' perception of formal education?

Challenges on transition

13) What are the major issues that stop pupils from mobile schools to transit to regular primary schools?

14) Suggest possible solutions to the issues mentioned above?

APPENDIX F: WORK PLAN

Project Activities	Jan 2012	Feb 2012	Mar 2012	Apr 2012	May 2012	Jun 2012	Jun 2012	Jun 2012	Jul 2012	Aug 2012
1 Proposal development	☞	☞	☞							
2.Reconnaissance & instrument development			☞	☞						
3.Data collection					☞	☞				
4.Data analysis							☞	☞		
5 Report drafting									☞	
6. Report submission										☞

APPENDIX G: BUDGET

Core Activity	Items	Cost
1. Consolidation of literature	Library search-data storage. 4 GB Flash disk	14,500/=
2. Reconnaissance field visit, instrument development	A) transport- 1day per group, 4 people= 1*4*400/=* 12 schools B) Cost of typing and printing of instruments	a) 19,200/= b) 10,000/=
3. Primary data collection	1 day per group * 4 people * 1000/= per day * 12 days	48,000/=
4. Data entry, processing and analysis and verification	Data entry and processing-1 person*1000/=*10 day Verification-1 person*1000/=*1 day per group*12 schools	12,000/= 12,000/=
5. Project drafting and printing	15/= per page*200 pages* 5 copies	15,000/=
6. 10 percent contingency and institutional cost	As need may arise.	13,070/= **143770/=**

REPUBLIC OF KENYA

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Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
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secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: NCST/RCD/14/012/360

Date: 19th April 2012

Jackson Ekonon Lodio
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "***Impact of mobile schools on transition of learners from non-formal education centres to primary education in Turkana County,***" I am pleased to inform you that you have been authorized to undertake research in **Turkana West District** for a period ending **31st August, *2012.***

You are advised to report to **The District Commissioner and the District Education Officer, Turkana West District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Turkana West District.

Notified
DISTRICT COMMISSIONER
TURKANA WEST
Research
15/5/2012