

**DETERMINANTS OF CHILDREN'S ACCESS TO EARLY
CHILDHOOD EDUCATION AMONG NOMADIC
PASTORALISTS OF MARSABIT NORTH SUB-COUNTY,
KENYA**

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(EARLY CHILDHOOD STUDIES) IN THE SCHOOL OF
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APRIL, 2016

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DECLARATION


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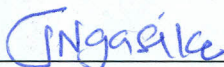
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DEDICATION

To my dear mother; Shai Dido; my wife; Kame; my children: Ibrae, Diana and Mamo for being a source of joy, support and encouragement. Many thanks to them all and wish them God's blessings.

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ACRONYMS AND ABBREVIATIONS

ASALs	- Arid and Semi-Arid Lands
ECD	- Early Childhood Development
ECE	-Early Childhood Education
EFA	- Education for All
FGDs	-Focused Group Discussions
FGM	- Female Genital Mutilation
FPE	-Free Primary Education
FSE	-Free Secondary Education
MDGs	- Millennium Development Goals
MoEST	- Ministry of Education Science and Technology
NFE	-Non-Formal Education
QASO	-Quality Assurance and Standards Officer
SMBs	- School Management Boards
UECE	- Universal Early Childhood Education.
UNCRC	- United Nations Convention on the Rights of the Child
UNESCO	- United Nations Educational, Scientific and Cultural Organization
UNICEF	- United Nations Children's Education Fund
UPE	- Universal Primary Education

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ABSTRACT

Education has been regarded as the most powerful tool for acquisition of knowledge and skills pertinent for transformation of lives. Both locally and globally many commitments have been made to improve education for all children. Through the initiation of free primary education in 2003, Kenya strived to open access for all children particularly for the hard to reach groups like the nomadic pastoralists. However, inspite all the initiatives and commitments, there are still 57 million children of school going age out of school. The current study explored the determinants of children's access to early childhood education among the nomadic pastoralists in Turbi Division, Marsabit North Sub-County. The study was guided by Urie Bronfenbrenner's Ecological Systems Theory. Mixed methods research design was employed in the study. The target population was parents, head teachers, teachers, chiefs and area Education Officers in Turbi Division. Purposive sampling and simple random sampling techniques were used to select the sample villages. From the five villages sampled, 50% (78 out of 156 households), 67% (4 out of the 6 head teachers from 6 primary schools), 64% (16 of the 25 ECE teachers), 40% (2 out of 5 area chiefs) and two Area Education Officers were selected giving a total sample of 90 respondents. The sample size was 102 respondents including 78 parents, 4 head teachers, 16 teachers, 2 chiefs and 2 Area Education officers. Interview schedule and focus group discussion were used to collect data. Data was analyzed by both qualitative and quantitative procedures. Descriptive analysis was done using SPSS v21 giving means, percentages and frequencies. Data was presented in tables and charts. The results showed that majority of children in the division did not have access to early childhood education. Factors affecting children's access to early childhood education were categorized as socio-cultural, socio-economic and environmental. Socio-cultural factors such as participation in cultural ceremonies, livestock labour needs, early betrothal for marriage, Female Genital Mutilation, fear of early pregnancies and care of siblings hindered children's access to early childhood education. Socio-economic factors that hindered access to early childhood education included parents' occupation, parents' level of education and income. Environmental factors that hindered children's access to education included; distance from home to school, harsh climatic conditions and rough terrain. The study recommends that varied strategies matching nomadic lifestyle like mobile and trailer schools should be used to improve children's access to early childhood education.

CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.1 Introduction

This chapter provides an overview of background to the study, statement of the problem, purpose of the study, research objectives and research questions. It also presents significance of the study, its delimitations and limitations, assumptions, theoretical and conceptual framework. The key terms used in the study have also been operationally defined.

1.2 Background to the Study

Education has been widely recognized as a means for reducing poverty, inequalities and to promote high standards of living in the nations of the world (Tilak, 2002). Education has also been perceived to offer knowledge skills and attitudes in preparation for employment geared towards wealth creation. Formal education which begins at early childhood level, has been globally acknowledged as sources of information, experiences and knowledge (Chang'ach and Kessio, 2012). According to Lee, (2008), most developed nations owe their economic rise to their efforts of manpower resource development through education; based on the premise that educated personnel have the will and power for creativity and resource utilization for development. It is the realization of the importance of education that this study focused on children's access to early childhood education (ECE).

Access to education involves getting children to school and to be retained in school to complete the required level of education. Access to early childhood education refers to availing opportunities for all children to acquire early education regardless of social

class, gender, disabilities or even geographic settings (Filmer, Hassan and Pritchett 2006). In recognition of the importance of access to education many global commitments that strive to ensure that all children have access to education, have been ratified by almost all nations including Kenya (UNESCO, 2007) has been initiated.

Introduction of formal education in Kenya by the Western in the 19th Century was segregative and racial based. Ngugi (2016) noted that at independence in 1963, the government of Kenya devoted itself to improved provision of educational opportunities and creating a qualified specialized human resource base as an impetus for socio-economic development. Consequently, the plight of pastoralists' education in Kenya was first addressed by the Ominde Commission of 1964 (Bachar, 2002). Having been the first post independent education commission of the time, it highlighted the need for the government to address regional inequalities in educational especially in the ASAL areas through raising the enrolments levels in these areas. It proposed among other things; more government grants, building of boarding schools and initiation of mobile schools. In spite of the above proposals, not many achievements have been realised in terms of opening access for the children of nomadic pastoralists of Kenya.

Studies have established that ECE has been found to be essential for the attainment of basic skills of literacy, numeracy, and discovery as well as for their future success in school and in life. Similarly, studies have also established that early childhood education empowers children with adequate school readiness skills, enhance smooth transition, improves academic performance, reduces class repetition and school dropout and as well as promote social and economic development (Wadsworth,

1989). However, despite widely acknowledged benefits that accrue from early childhood education, there are children who do not have access to early childhood education, there is need to explore the various determinants hindering children's access to ECE among the nomadic pastoralist communities.

Early childhood education has also been found to have high outcomes on intelligence of children. A study by Barnett (1995) on effects of large scale quality early childhood programmes on cognitive development observed such programmes have a lasting impact in terms of improved intelligence, health, less involvement in crime and stable relationship in future. The intellectual and social benefits associated with high quality long term programmes are particularly useful for nomadic pastoralist children lacking education and therefore need to open up access for these children.

Globally, there are many children with no access to early childhood education. According to UNESCO (2014), Global Monitoring Report, there are over 57 million children out of school. The report further highlighted that by 2015, over thirty countries would be far from achieving the 80% target of universal ECE. The report further asserted that, out of these thirty countries more than half were from sub-Saharan Africa with over 22% of primary school age children out of school. Similarly, it was also observed, that the world was unlikely to fulfill the Education for All (EFA) goal by the year 2015 as earlier pledged. The above revelations illustrate the gravity of the situation globally and regionally and the need to focus on factors hindering children's access to ECE.

In Kenya, notable improvements in access and participation have been realized since independence in both pre-primary and primary schools. This expansion in access was attributable to the education commissions' emphasis on the national goals of

education and manpower training to empower children with knowledge, skills and attitudes pertinent for development (Cheserek and Mugalavai, 2012). Similarly, studies have also established that the work of earlier commissions and colonial development efforts favoured settled farming communities, but was less efficient in improving access for the marginalized groups like the nomadic pastoralists (UNICEF, 1999). Therefore disparities in access existed from the colonial era, based on the perception that the areas lacked resources for development and education. This notion made the regions to lag behind other areas both in development and as well as in children's access to school.

In studies carried out in ASAL areas have shown that many challenges affect children in their day to day lives. According to Uwezo (2011) children from nomadic districts perform less in reading and numeracy skills, absent themselves from school more often than their counterparts from other districts, have fewer teachers and schools and poorer facilities. The report further revealed that a child in the former north eastern province was 16 times more likely to be out of school as compared to children in former Central and Nairobi provinces. Literature reviewed also showed that 63% of pre-primary school age children were out of school in Marsabit County (KNBS, 2009). Similarly, Uwezo (2011) reports that in the same county half of the children aged 3-5 years were not attending pre-primary school and one out of ten children aged six to sixteen years were out of school. The findings of this study shows that there were more children of pre-school going age out of school than those in school and therefore the need to establish the factors hindering children's access to ECE and support.

Despite the many global and local efforts aimed at enhancing children access to education, not much has yielded fruits for early childhood education in Kenya. The initiation of the free primary education (FPE) in 2003 was meant to open up access to

education for those hard to reach and poor rural children. However, the FPE policy did not cover early childhood education. Even though Kenya has made great strides towards achievement of EFA goals (UNESCO, 2000), challenges such as access, equity, quality and relevance continue to hamper education and resource provision (Cheserek and Mugalavai, 2012). These challenges were more pronounced in ASALs than in other areas raising the need for a study to establish the factors impeding children's access to ECE.

Similarly, from the global scene, many EFA initiatives were yet to be realized. Notably the United Nations Convention on the Rights of the Child (UNCRC) 1989, 1990 world conference on EFA, Jomtein Thailand and MDGs 2000, express the right of every child to be in school and the role of the state in ensuring that all children especially those from disadvantaged minorities have access to school. The Jomtein 1990 world conference on EFA focused on the expansion of early childhood care and development and as well as family and community focused intervention programmes. Despite the numerous declarations and envisaged expansion in support of EFA goals, many children continue to lack access to school, necessitating, the need to explore factors hindering children's access to ECE.

Countries where pastoralist live ought to draw programmes and policies which are capable of empowering them to overcome the challenge confronting them and their livestock economy and reclaim the diminishing environmental sustainability strength in terms of pasture for livestock. Mlekwa (1996), in his study on role of state on pastoralist education in Tanzania, argues that the state policies and practices are not geared towards addressing the needs and interests of the pastoralist since they are not based on their socio-economic, cultural and environmental realities. The pastoralists

cherished their long established cultural heritage with livestock production as their economic mainstay, high mobility through migration governed by weather patterns. Mlekwa study suggests that policy initiatives for the nomadic pastoralist groups should take into account their unique socio-cultural and other circumstances. The current study therefore, explored some pastoralist friendly strategies that can rely on livestock economy to improve their children's access to early childhood education.

1.3 Statement of the Problem

The world over education has been believed to offer solutions to the challenges bedeviling mankind. Early childhood education is a basic right for every child as enshrined in the United Nations convention on the rights of the child (UNCRC). Almost all the UN member countries ratified and adopted the content of the treaty into their respective constitutions. The convention underscored education as right which all the governments must strive to provide for its citizens. It was this realization of the importance of formal education in general and the benefits associated with early childhood education in particular that inspires the need to ensure access to early childhood education for all children.

The World Education Forum on EFA goals were committed to provision of a comprehensive early childhood education and care for the vulnerable and the disadvantaged children (UNESCO 2007). These global commitments and initiatives have added impetus to the developing countries clamour for opening up access to attain the universal primary education (UPE) by the year 2015. In Kenya, this saw the introduction of FPE in 2003 to fulfill the obligation of meeting the millennium development goal number two on access to basic education for all children. Despite

the implementation and positive achievements in FPE, this policy does not cover early childhood sector and that the sector continues to be given lopsided attention.

Similarly, the constitution of Kenya 2010 and the Kenya education Act 2013, all expresses the right of children to participate in education. In spite of these legislations the achievement of the education for the nomadic pastoralist children continued to trail behind other parts of the country (Abdi, 2010; Idris, 2011). In view of the importance of early childhood education for children and equity in the provision of education service for all the citizens of Kenya, there was need to carry out research with the underlying intention of exploring ways of reversing the continued trend of under participation in education of the children of nomadic pastoralist in Kenya.

In ASAL areas most studies focused on FPE, school dropout, access to secondary schools and gender issues. Similarly studies conducted in Marsabit County had focused on children's literacy and numeracy skills, income levels, parental participation and feeding programme in pre-schools. Literature reviewed had shown that in Marsabit County children's access to ECE was low (Uwezo 2011; KNBS, 2009) but there has not been any study focusing on factors hindering children's access to ECE.

Studies by Idris, (2011) and Abdi (2010) in ASAL also revealed that the pastoralist continued to register low enrollment. Research studies have also expressed that the ASAL areas have unique challenges that impacted negatively on access to education. Similarly, the educational policies do not advocate for learning through coordinated delivery systems which are suited to the context of nomadic pastoralist groups (Ismail, 2000; Kratli, 2009). Therefore an affirmative action was required in order to address the causes of inequalities in participation in this region (Koech, 1999). Thus

the need to explore the strategies that could be used to enhance children's access to ECE.

1.4 Purpose of the Study

This study set to establish the socio-cultural, socio-economic and environmental factors impeding children's access to early childhood education in Marsabit North Sub-County. The study also purposed to establish strategies that can enhance children's access to early childhood education in Marsabit North Sub-County.

1.5 Objectives of the Study

- i) To establish children's access to early childhood education in Turbi Division, Marsabit North Sub-County.
- ii) To find out the socio-cultural factors impeding children's access to early childhood education in Turbi Division, Marsabit North Sub-County.
- iii) To determine whether socio-economic factors of parents (parental occupation, income and level of education) influence children's access to early childhood education in Turbi Division, Marsabit North Sub-County.
- iv) To establish the environmental factors hindering children's access to early childhood education in Turbi Division, Marsabit north sub-county.
- v) To explore strategies that could be used to enhance children's access to early childhood education in Turbi Division, Marsabit North Sub-County.

1.6 Research Questions

The study was guided by the following research questions:

- i) What is the access rate to early childhood education in Turbi Division, Marsabit North Sub-County?
- ii) What socio-cultural factors impede children's access to early childhood education

in Turbi Division, Marsabit North Sub- County?

- iii) Do socio-economic factors of parents (parental occupation, income and level of education) influence children's access to school in Turbi Division, Marsabit North Sub-County?
- iv) Which environmental factors hinder children's access to early childhood education?
- v) What strategies can be used to enhance children's access to early childhood education in Turbi Division, Marsabit North Sub-County?

1.7 Significance of the Study

The findings of this study revealed the socio-cultural, socio-economic and environmental factors impeding children's access to early childhood education. The study also revealed the number of children both in school and not in school at the household level. The study highlighted pastoralist friendly strategies that can be used to enhance children's access to early childhood education.

The findings of this study could be useful to different education stakeholders such as the Ministry of Education, Science and Technology, the County Education Board and School Management Boards (SMBs) as can offer insights on the factors hindering children's access to early childhood education in the division. Quality Assurance and Standards Officers may use the findings of the study to create awareness on the significance of early childhood education to the communities living in the area in conjunction with the School Management Boards (SMBs).

Similarly, the donor agencies may use the findings of this study to identify areas where early childhood centres are needed or where expansion of existing facilities can be done to accommodate the increase in enrolment. Parents can also get insights on

improving children's access to ECE. The findings of this study will go a long way in adding to the body of knowledge on the scanty and limited literature on nomadic education. The findings will also be useful to other areas with similar geographic and environmental conditions.

1.8 Delimitations and Limitations of the Study

The delimitations and limitations of the study have been described in the following sub-sections:

1.8.1 Delimitations of the Study

The study was conducted in Turbi Division of Marsabit North Sub-County. There could be many factors hindering children's access to early childhood education but the study was delimited to the socio-cultural, socio-economic, and environmental factors impeding children's access to ECE in Turbi Division, Marsabit North Sub-County.

1.8.2 Limitations of the Study

Due to time, financial and other resources involved, this study did not cover the larger Marsabit County but was limited to Turbi Division, Marsabit North Sub-County. Similarly, the people inhabiting the Sub-County are nomadic pastoralists who move from one place to another in search of pasture and water for their livestock. This movement was a challenge for the researcher because parents were not in the same place. The area of study experiences very high day temperatures hence mobility was limited. Some areas were difficult to access as they were served by poor road network. During the dry spell, some members of the family moved far away from homestead with their livestock in search for pasture and therefore in some cases, it was not easy to access parents. In arid areas it was uncommon to find children of

eight to twelve years in pre-primary and lower primary. The researcher therefore adjusted the upper limit to twelve years to capture all the children within ECE.

1.9 Assumptions of the Study

This study was guided by four assumptions. First; the study assumed that not all children had access to early childhood education. Second; socio-cultural factors impede children access to ECE. Third; Economic status of parents affect children's access to ECE and fourth; environmental factors impede children's access to ECE in the sub-county.

1.10 Theoretical and Conceptual Frameworks

This study was guided by the ecological systems theory as described in the following sub-section.

1.10.1 The Ecological Systems Theory

This theory was developed by Urie Bronfenbrenner (1979). He developed a theory of human development and education based on five concentric systems or levels. These levels are Microsystem, Mesosystem, Exosystem, Macrosystem and Chronosystem. To him, child development is a process that takes place within and across different settings. He observed that the interactions within each level and across the settings do have a considerable influence on the child. He used this theory to explain the growth, development and education of children. Each of these factors within the different levels has an impact on each other and on the child. Therefore, there are many factors that influence children's access to early childhood education which may include parental attitudes, cultural beliefs, family income or occupation and government policies and ideologies.

Macrosystem refers to the environment in which the child lives. The environment comprises the family, friends, peer group, neighbourhood and the school. These groups interact with the child and influence the child's development. It is from this immediate setting that the children develop attachment, friendship and even identify their own roles in life. Each of these settings has a role to play as far as enhancing the child's access to school is concerned. The school is an important institution where acquisition of knowledge takes place. Teachers on their part have to be good role models and also make schools favourable setting to win parental approval to enroll their children in the school.

Mesosystem involves the interactions between the factors within the immediate environment. According to Bronfenbrenner, the interaction between the people at home and school tends to influence one another. Each setting has a role to play for the best interest of the child. The family sends children to school and teachers impart skills and knowledge. They are all interdependent. The parents, therefore, have the role of interacting with teachers, children's friends and other parents, school committees in enhancing both the home and school environment. It is the role of the parents to interact with stakeholders within their environment and to enroll their children in quality early childhood centres and to maintain good rapport with teachers.

Exosystem is a setting which is beyond the child's immediate environment but has considerable influence on the child. It consists of parents' employer, local government, the community, social welfare and mass media. The difficulties that the parents experience at their workplace which can lead to loss of a job will have serious impact on the child in terms of low income for the family which may translate into lack of basic necessities and fees for children. Therefore, it is important to observe

that the Exosystem environment such as parents' work is taken care of and therefore government decisions can influence children's access to early childhood education.

Macrosystems comprise the society's socio-cultural practices, attitudes and ideologies, which have great influence on children while the children have no control over them. The socio-cultural values of the community may put greater demands on the child. For instance; early marriage, Female Genital Mutilation (FGM) and cultural ritual observance which are from the family and the community may impact on children's access to ECE programmes.

Chronosystem refers to experiences a person gathers through life. These experiences carry with them events that offer lessons from which individuals learn to understand their environment develop independence and contribute positively to their own development. It is also important to point out that it is not only the child going through change but the environment of the child also changes. Cultural values are overtaken by Information Technology age where the world is becoming a global village. Parents and children will embrace this change with time and the government will be expected to develop policies that will enhance children's access to early childhood education in Turbi Division, Marsabit North Sub-County.

Bronfenbrenner (1992) asserts that when all the different factors interact in harmony with the child, they will likely enhance the child's cognitive, physical and socio-emotional development. The parents, stakeholders and peers interact to create awareness on the need for enrolling children in school. Other factors such as parental attitudes, income levels, socio-cultural practices, government policies and technological changes can also help policy-makers to invent new ways of making

education accessible to children especially for those hard-to-reach children of nomadic pastoralists, for instance, digital learning.

This theory is relevant to this study as it explains the importance of the different factors within and outside the child's environment which can either enhance or hinder his/her access to education. This theory helps to explain how the parents (their occupation and income, educational level) other stakeholders, government policies, geographical factors and cultural values interact to influence children's access to early childhood education.

1.10.2 Conceptual Framework

From the findings of the study children's access to ECE is influenced by many factors. These factors are socio-cultural, socio-economic and environmental factors. Other factors affecting children's access to early childhood education include government policies and donor support. Socio-cultural factors are factors such as early engagement and early marriage, parental attitudes towards education, gender and Female Genital Mutilation (FGM). Socio-economic factors such as parental level of education, child labour, poverty, school levies, parents' occupation and parents' income which dictates the decision of the parent to enroll a child to ECE.

The study revealed that geographic factors such as distance from school, harsh weather patterns and poor terrain can influence children's access to school. Policy initiatives also influence children's access to education and Ecological systems theory attests to this. On the other hand, increased access will mean large number of children being enrolled in early childhood education, which will lead to acquisition of skills, knowledge, positive attitude, higher educational outcomes and consequently improved standards of living for children. This defines the reason why the current study sought

to establish the determinants of children's access to early childhood education in Marsabit North Sub-county.

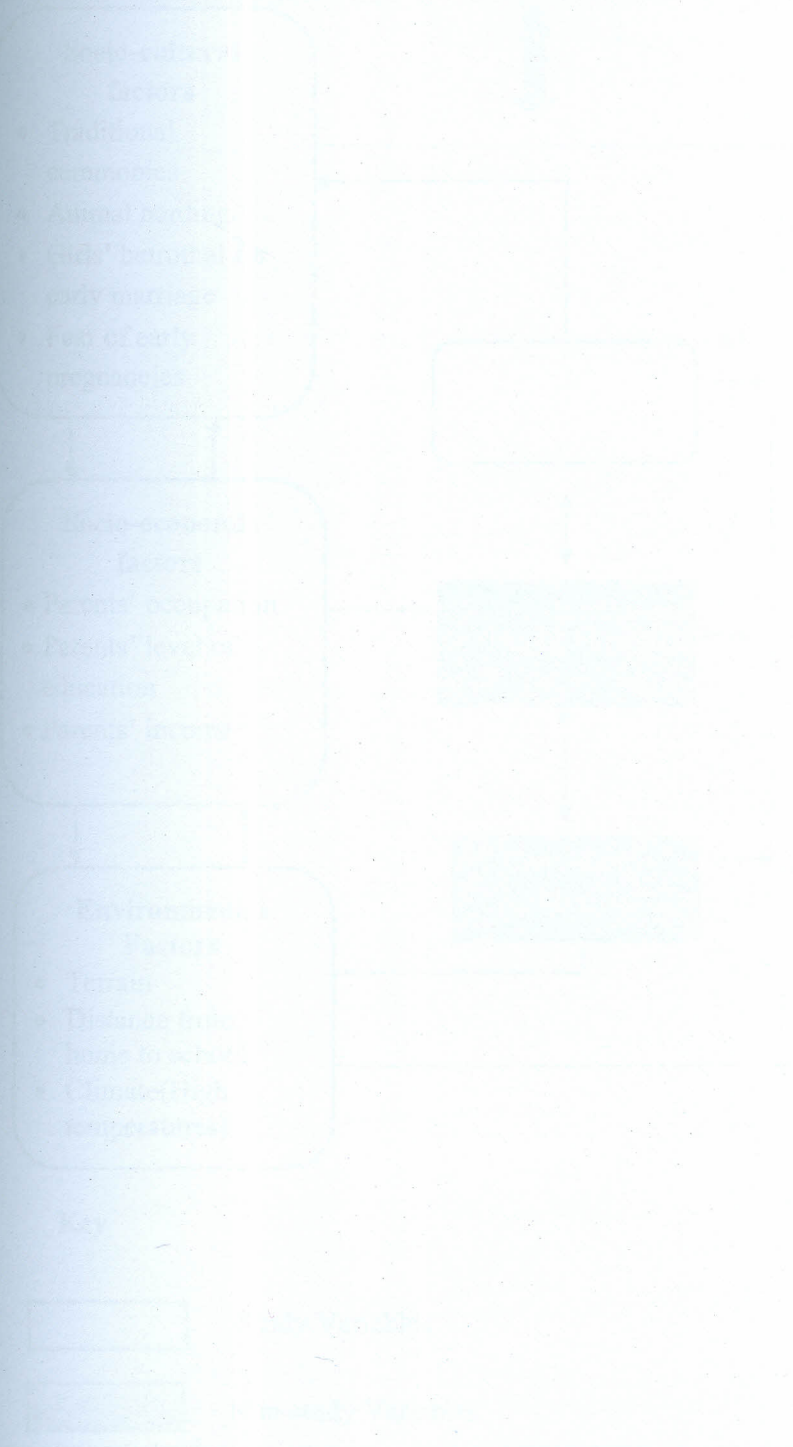


Figure 1.1: Conceptual framework of socio-cultural, socio-economic

and environmental factors of children's access to early childhood

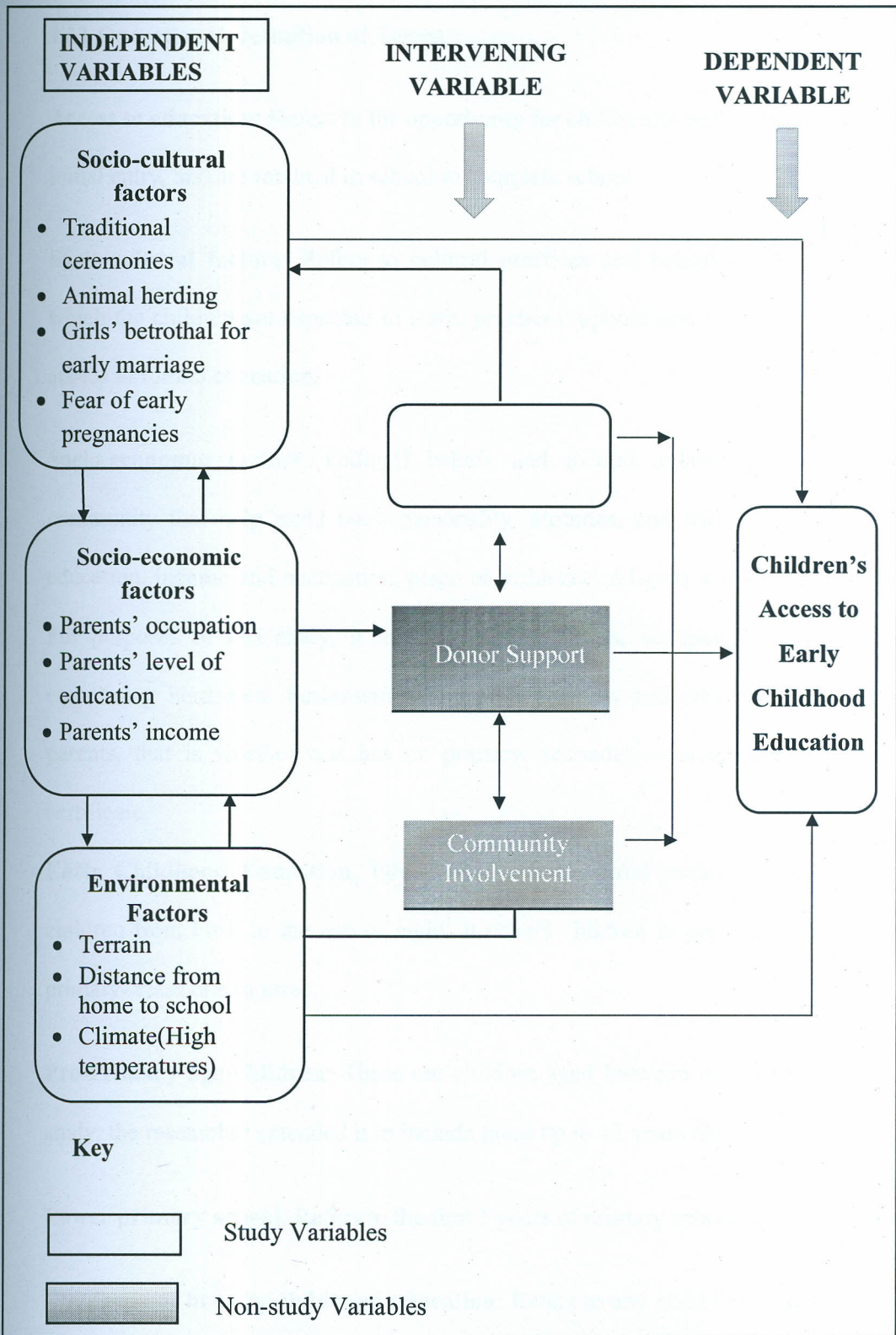


Figure 1. 1: Conceptual framework of socio-cultural, socio-economic and environmental determinants of children's access to early childhood education

1.11 Operational Definition of Terms

Access to education: Refers to the opportunity for children to be enrolled in school at initial entry, and are retained in school to complete school.

Socio-cultural factors: Refers to cultural practices and beliefs of the community which the children are expected to learn, practices, uphold and which influence their access to formal education.

Socio-economic factors: Cultural beliefs and income related practices of the community that help mold one's personality, attitudes, and lifestyle. They include education, income and occupation, place of residence, religion, culture and ethnicity. For purposes of this study, it includes income levels, occupation of the parents; comprising herdsmen, businessmen and civil servants and education level of the parents, that is whether one has no primary, secondary and university education certificate.

Early Childhood Education: Educational programs and strategies geared toward children from birth to the age of eight. It covers children in pre-primary and lower primary- class one to three.

Pre-Primary age children: These are children aged between 4-5 years but for the study, the researcher extended it to include those up to 12 years old.

Lower primary school: Refers to the first 3 years of primary school (classes 1- 3).

Children not in early childhood education: Refers to any child between 4 – 8 years not enrolled in school due to varied factors hindering their access to school. In this study this age bracket has been extended from 4 – 12 years

Child labour: The work children were engaged in on their own or on the parental direction which may hinder their access to early childhood education. For this study, it encompasses both domestic and wage employment.

Determinants of access: Factors which are responsible for enhancing or delaying or denying children's entry or enrolment in early childhood centres.

Nomadic pastoralists: These are groups of people who move with their livestock in search of pasture and water for their livestock. In this study, the Gabra ethnic tribe is a nomadic pastoralist who keeps camels, goats and sheep, majority of them have no permanent domicile.

Birth Order: A child's ordinal position among the children in a family. For purposes of this study, only first, middle and last born were considered.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, literature related to the topic of the study was discussed. The chapter covers: Children's access to early childhood education; socio-cultural, socio-economic and environmental factors hindering children's access to early childhood education. The chapter also discusses the strategies that can be used to enhance children's access to early childhood education. Last, the chapter looks at the summary of the literature reviewed.

2.1 Children's Access to Early Childhood Education

Access to school means availing the opportunities for enrolling in school. The duty of enrolling a child in school belongs to parents, relatives, government and other well-wishers depending on the situation of the child. Enrolment of children in school on the part of the parents fulfils the child's right to education as enshrined in the Convention on the Rights of the Child (1989).

There are different reasons that could keep children out of school in different parts of the world. Irwin, Siddiqi and Hertzman, (2007) cited poverty, war, malnutrition and diseases as factors acting to reduce access to schooling. Ranabhat (2014) conducted a study on the determinants of access, participation and learning outcomes at primary school level in Nepal. The findings showed inequitable enrolments and as well as disparities in access and participation among the ethnic minority groups. At the individual level, the study suggested factors such as gender, parental education,

annual income and parental support as important to student participation and performance. The study also showed that there were both spatial and social disparities in access making EFA achievement far from success by 2015. Whereas this study looked at the factors impacting on equitable and inclusive enrolments for the education of the ethnic minority groups this study looked at factors impeding children's access to early childhood education in Marsabit North District, Marsabit County.

A study undertaken by Werunga, Kikechi, Chepkwony and Simiyu, (2012) investigated the factors affecting FPE in Matete and Lugari divisions. The study revealed that increased access as a result of FPE led to congestion in class, shortage of teachers and could cause children to drop out of school. A study carried out by Mulinge (2012) on factors affecting urban refugee children in accessing quality education in public primary schools in Kamukunji District, Nairobi County found that factors such as language barriers, unsafe living conditions, poverty, separation from parents, hostile social environment, cultural stereotypes and discrimination as the main factors hindering children's access to education. Whereas the above studies were concerned with factors affecting access to FPE and refugee children, the current study focused on determinants of access to ECE of children from nomadic pastoralists in Marsabit North Sub-county.

Studies have also established that some household-related factors tend to affect children's access to school. Njoka, Riechi, Obero, Kemunto and Muraya, (2011) in a study- Towards Inclusive and Equitable Basic Education System in Kenya, observed that factors such as household income, marital status, culture, gender and parental level of education determined child enrolment. The study recommended government

involvement in mitigating these household factors through investing in resources such as health, nutrition, employment creation, improving household incomes and eliminating hidden costs.

Basu, Das and Dutta, (2010) conducted a study on household characteristics hindering children from accessing school. The study showed that more than three times as many children from poorest households are out of school compared to those from well-off households. The report gave the major causes of non-inclusion in these vital services as discrimination, poverty, HIV and AIDs, armed conflicts and weak governance. Despite the many efforts to increase participation rates in education disparities do exist, Ruto, Ongwenyi and Mugo (2010), in a report titled Educational Marginalization of the Arid North; observed that the marginal arid and semi-arid districts of Northern Kenya have low participation rates in education. They revealed that districts such as Wajir have as low as 20.6% participation rate for primary and huge gender disparities were observed.

Disparities in access to education are not confined only to African continent. Disparities in education also exist in America. Rumberger, (1987) in a study of the Hispanics of the United States revealed that their children do not receive economic and social resources as other students receive. Their challenges were believed to have emanated from their immigrant status, low socio-economic status, lack of knowledge on United States education system and poor relationship with their teachers. The report revealed that only 11% of the Hispanics over 25 years have a bachelor's degree or higher as compared to 17% of the blacks, 30% of the whites and 49% of the Asian Americans in the same age bracket. Similarly the challenges impacting on nomadic pastoralists' children's access to early childhood education in Kenya was as a result

of their parents' migratory lifestyle, inaccessibility to schools as well as socio-economic challenges.

According to Australian Bureau of Statistics (2009), early childhood services in Australia have not been accessible to some families in Australia who are in areas with geographic disadvantages, 60% of children aged between 3-5 years are not attending school. The report observed that those children from low income families, indigenous families, children with disabilities and those from culturally and linguistically diverse families are less likely to attend early childhood care services. Smart *et al.*, (2008) also assert that financial stress tends to impact on parental ability to invest in children's education in Australia. The current study also attempted to explore whether family economic related factors affect children's access to school.

Studies have also established that out of those children not in school, many are those who originally enrolled but left school due to certain reasons. According to Njoka *et al.*, (2012) carried out a survey covering three districts on factors leading children to dropout of primary school, observed that poverty accounts for 45.5%, pregnancy and early marriage 35.7% and inadequate parental support 30.3% as some of the factors contributing to children's dropping out of school. Resa (2001) did a study on factors affecting enrolment and retention of students and found that majority of children dropped out of school to complement parents' efforts in agricultural and household activities. The study also found out that there are higher dropout rates for girls than boys.

In a study on the influence of academic performance on learners' retention in school, Ombuya, Yambo, Onyango and Omolo, (2012) argues that poor academic performance demoralizes and discourages the learners who perform poorly. They

further argued that in rural areas, there is low quality provision of resources leading to low achievement, repetition; lack of self-esteem and this culminate into dropping out of school.

Whereas Werunga *et al.*, (2012) recorded that FPE in Matete and Lugari divisions led to increased access which resulted to congestion in class, shortage of teachers and dropout of school, the current studies sought to establish factors that were behind the failure of FPE's achievement of increased access in Marsabit North sub-county. Mulinge (2012) noted that language barriers, unsafe living conditions, poverty, separation from parents, hostile social environment, cultural stereotypes and discrimination as the main factors hindering access to quality education by children in Kamukunji District, Nairobi County. However, in the current study, the issues are not yet about the quality but access to ECE. Besides Kamukunji and Marsabit are different ecologically, culturally and economically hence the factors affecting access are typically different and therefore the need for the current study to fill this knowledge gap.

2.2 Socio-Cultural Factors and Children's Access to Early Childhood Education

In most African countries, marriage and betrothal of young girls are still rampant among many communities. Among the Bimoba of Ghana, for instance, betrothal of infant girl-child to men was still rife (Fant, 2008). The negative aspect of this practice is that the girls would know their would-be husbands and they would be married any time if the family of the husband demands. Such children would miss the opportunity for enrolling in school. In some communities, girls are betrothed as soon as they are born. This study, therefore, sought to establish whether early engagement denied the girl child access to early childhood education.

In Fant's (2008), study on the barriers to girl child's access and participation in formal education in Ghana revealed that early marriage, domestic responsibilities, discrimination and poverty were some of the barriers that denied the girl child access and participation in education. The cultural beliefs were said to perpetuate gender imbalance in favour of the boy child. The researcher recommended education of parents on the importance of girls' education, abolition of fees, instituting laws against early marriage, child labour, expansion of feeding programmes and involvement of men in advocating for girls education as the best strategies for improving access and participation for girl child. Whilst this study focused on the girl child's access and participation in formal education, the current study sought to establish whether early marriage hinders children's access to ECE.

According to Uwezo (2011) report, 15 out of 100 fathers in Kenya have never attended school nationally. The report further revealed that families with illiterate fathers have been found to have higher number of children not attending school. Studies have also proved that many parents of children involved in child labour are illiterate and lacked skills to engage in productive employment (UNCRC, 2006). It was also observed that children of older household heads were less likely to get enrolled in school during their primary school years (Dheressa, 2011). While the above studies revealed that age and level of education of parents were factors that affected children access to education. The current study established that the number of children and the families with many children were more likely to enroll some in school, whereas those with huge livestock engage some of the children in livestock care. This influenced children's access to early childhood education.

According to a study by Ombuya, et al., (2012) on the Effects of Orphanhood on the Girl-Child's Access and Retention in Secondary School Education, Rongo District, observed that most of the parents were semi-illiterate which led to lack of role models in the community. The study also showed that lack of parental involvement in children's education, parents' attitudes towards education, poverty, parents' ignorance and lack of parental guidance influenced students' attitudes towards education. Whereas the above study focused on the influence of the role models on girl child's attitudes to education, the current study sought to establish whether role models from the community influenced parental attitudes towards early childhood education.

The parental attitudes were also found to have an impact on school attendance, expectations and as well as performance inputs (Jodl, Michael, Malanchuk, Eccles and Sameroff, 2001). Studies have also shown that parents who value success in school and expect their children to do well academically are likely to set high standards for achievement (Shumow and Miller, 2001). Parents also encourage educational achievement through the use of authoritative parenting styles, which can help teenagers to develop achievement oriented behaviour aimed at making learning in the school and the home complementary (Aunola, Stattin and Nurmi, 2000). Whilst the above studies focused on impact of parental attitudes and expectations on school attendance, and achievement, this study sought to establish whether parental attitudes influenced children's access to early childhood education in Turbi Division of Marsabit North Sub-County.

The gender of a child may influence the parental decision on whether to enrol their children in school. Globally, EFA report indicates that 54% of 57 million children out of school are girls (UNESCO, 2014). This report further reveals that in Kenya, out of

over a million children out of school, girls make up about 51%. According to a study by Brown and Park (2002) in rural China, the parental inability to pay fees for their children resulted to 47% dropout for girls and 33% dropout for boys in primary schools, implying that parents were less willing to pay fees for girl child as opposed to boy child. This study sought to establish whether parents had gender preference in enrolling children in ECE and if so what factors were considered when making the decision to enrol.

Burley (2009) conducted a study in Guatemala to investigate the effect of gender and location on girls' access to education, observed that girl child in the rural areas are less likely to enrol in school as compared to their counterpart, in urban areas. A study by Njoka *et al.*, (2012) in Kenya observed that girls in the ASALs experience low access to education as compared to boys in the area. The above studies investigated the effect of gender and location on girl child access to education while the current study looked at the parental perception of gender and its impact on children's access to early childhood education.

Studies carried out in many parts of the world have shown that gender roles favoured boys than girls UNESCO (2006) and Lucas and Mbiti, (2011) cited in EFA, Global Monitoring Report, 2014). Fant's (2008) study on the barriers to girl child's access and participation in formal education in Ghana revealed that cultural beliefs perpetuated gender imbalance in favour of the boy child. The gender differences in participation rates have been linked to cultural barriers such as early forced marriages and Female Genital Mutilation (FGM), parental attitudes to education and gender division of roles are assumed to affect girl-children in primary school age bracket (Republic of Kenya, 2010 and African Network for the Prevention and Protection

against Child Abuse and Neglect Report, 2005). The death of parents may also have impact on girl child's access to school.

Ombuya *et al.*, (2012) study on the effects of orphanhood on the girl-child's access to education in Kenya observed that orphan hood affects the girl child's access and retention in secondary schools. These studies cited culturally constructed gender roles that expected the girl child to take care of their younger siblings and to assist the parents with housework at the expense of enrolling in school. The above study examined cultural gender roles and impact of orphanhood on children's access to education whereas this study explored the gender roles affecting children's access to early childhood education.

Studies conducted in Africa showed that cultural beliefs of the communities make FGM practice rife in Africa (Asekun-Olarinmoye, and Amusan, 2008). The prevalence was found to be high in countries like Egypt 97 per cent, Ethiopia 80 per cent, Eritrea 89 per cent, Guinea 99 per cent, and Mali 92 per cent (UNICEF, 2004). Research studies reveal that women themselves support this practice. According to Demographic Health Survey (1997) conducted in three countries; Egypt, Sudan and Mali, practicing extreme form of FGM, majority of women were found to support the practice. Among the communities undertaking this practice, the parents were skeptical about formal education where female children intermingle with other male children and their male teachers, a belief which tends to militate against the girl child's access to education. The above studies focused on prevalence of FGM and fears of the parents on formal education whereas the current study sought to establish parents' views on FGM practices in their communities.

A study carried out by Abusharaf (1998) in Sudan illustrates how trauma coupled with preparation for marriage and fear of exposure by the community drove a seven year-old girl to perform FGM on herself. Seven years is a tender age which falls within the bracket of ECE. Whereas the above studies examined the impact of FGM on the girl child, the current study focused on whether the practice of FGM affected girl child's access to early childhood education in Turbi Division of Marsabit North Sub-County.

2.3 Socio-Economic Factors affecting Children's Access to Early Childhood Education

Studies have shown that socio-economic status of the family has a powerful influence on children's educational success (Coleman, 1987). Children who come from families with educated parents were likely to earn higher incomes, generally score higher on standardized tests, achieve better grades and complete more years of school than do those ones from less fortunate circumstances (Coleman, 1987). This study focused on the effect of socio-economic status of the family on children's educational success, the current study was to establish the effect of socio-economic status of the family on children's access to early childhood education.

Child labour is one of the factors that deny children opportunity for school attendance. The Convention on the Rights of the Child (CRC,1989) article 32 states that member countries should recognize the right of every child to be protected from economic exploitation and hazardous work that may interfere with the child's education, health, physical, mental, spiritual, moral or social development. This convention is binding to all the countries which have ratified it and Kenya is one of them.

Child labour is presented in two forms, that is, wage labour and domestic labour (Hunt, 2008). Children globally were likely to be involved in both forms of labour depending on the situations that confronted them. Studies conducted in different parts of the world have revealed that child labour originates from the need to boost family or household income. For instance in India, Hunt,(2008) observed that low income families may allow children to engage in domestic and wage labour in order to free parents to undertake income employment or for children to supplement household income. This study sought to establish whether child labour hindered access to ECE.

Another study carried out by Murphy (2005) on assessment of Non-Governmental Programmes on child labour observed child labour eradications as the only strategy for enabling access to education for children. The study also expressed that child labour is a consequence of poverty and underdevelopment and addressing poverty is one such programme of eradication of child labour. The above studies highlighted the eradication of poverty in tackling child labour whereas the current study strived to explore the strategies that can be used to improve children's access to early childhood education.

There is a large number of children involved in child labour worldwide. According to UNCRC (2006) report, there are over 700, 000 children under the age of 15 years working in urban areas in Bangladesh. The report opines factors such as family breakdowns, parental abuse, abandonment and natural calamities that have led to child labour in Bangladesh. This study strived to explain factors related to child labour which hindered children access to ECE.

The Kenya National Bureau Statistics (2006) Analytical Report as cited in Ruto *et al.*, (2010) reveals that out of 1.7 million children out of school in Kenya, over one

million are involved in child labour. Globally, an estimated 400 million people (15%) of all the workers are paid less than 1.25 United States dollars per day which is too little to sustain them and their families out of poverty. This may be the probable reason for families to rely on child labour to increase family income (ILO, 2013 as cited in UNESCO, 2014). Whereas the above study reveals factors such as family breakdown, parental abuse, abandonment and calamities as the main factors leading to child labour, the current study was to establish whether the income level of households influences children's access to early childhood education.

The death of one or both parents may have far reaching consequences in terms of poverty that results from the loss of a breadwinner. A study by Ferguson *et al.*, (2004) revealed that in 2003, one in every six children in Canada lived in poverty. The study further confirms that poverty has a negative influence on student behaviour, achievement and retention in school. It also asserts that children from low socio-economic status families are more likely than other children to experience stressful life events such as parental deaths or divorce and other daily challenges which may detract them from school or cause them to drop out of school (Harland et al., 2002). This study sought to find out whether orphanhood impacted on children's access to early childhood education.

Household poverty and income may also influence parents' ability to pay fees and provide other school-related levies, such as uniforms and stationeries used in school (Hunt, 2008). Poverty has been found to have impact on school readiness, environmental influence on child development, school development programmes and can lead to emergence of slums (Nair and Rekha, 2004).

Studies have revealed that children from low income families start school behind their peers from affluent families and are less likely to remain in school as compared to those from rich families (Ferguson *et al.*, 2004). Similarly, a study carried out by Brown and Park (2002) cited in Hunt (2008) expressed that children from poor and those from families immersed in credit constraints are three times more likely to drop out of school in rural China. In a study by Hunt, (2008) on access in slums of Bangalore, India found that father's income has a great impact on children's retention or dropping out of from school. This study, therefore, explored whether low income of parents' denies children access to early childhood education.

School fees have been one of the factors likely to deny children access to school or cause children to drop out. Despite the fact that primary school education has been made free, there are other costs which majority of rural and urban low income groups could not afford to pay. Glennerster *et al.*, (2011) assert that other school fees and other education costs remain a barrier to accessing education. The cost of uniforms has been too high for poor homes to afford prompting many children to stay at home due to inability to purchase the uniforms. The study, therefore, was to establish whether lack school fees hindered children's access to early childhood education.

School fees and other costs can also cause children who have previously enrolled to dropout when their parents cannot raise these costs. In a quantitative survey study by Colclough *et al.*, (2000) conducted in Ethiopia and Guinea to establish the challenges of participation and performance of children in rural schools, found that parental inability to pay fees was the main cause of not attending and dropping out of school. Study by Miako (2012) on school levies and its effect on access and retention in secondary school, revealed that school levies lead to absenteeism, poor transition

from primary to secondary school and even dropouts. This study sought to establish whether children not in school were previously enrolled but dropped out later.

2.4 Environmental Factors Affecting Children's Access to Early Childhood Education

In Nigeria, Duze (2010) carried out a study on the average distance children travelled to primary and secondary schools and its effects on attendance in Anambra, Enugu and Embonyi states. Results showed that students travelled upto 5 kilometres. The study had also found that majority of children travelled more than the recommended one kilometre distance to school which affected school attendance.

A study done in the USA by McDonald (2005) was to establish the distance children travelled to school. The study revealed that unlike in the past, for instance 1969 where 45% of elementary school students lived less than a mile from school, currently fewer than 24% live within the same range. This suggests that many children do not live within walking distance to school therefore, prompting the use of bus services leading to many cases of child obesity. While the above study explored new patterns of increasing walking distance from home to school, the current study attempted to find out whether the distance between home and school hindered children's access to early childhood education.

Using data from the German Socio-Economic Panel (SOEP) combined with a database on university postal codes Spiess and Wrohlich, (2010) estimated a discrete choice model of the demand for higher education. They showed that controlling other socio-economic and regional characteristics – distance to the nearest university at the time of completing secondary school significantly affected the decision to enrol in a university. Their empirical results further suggested that the distance effect was driven

mainly by transaction costs rather than by neighbourhood effects. Vuri, (2008) when assessing the effect of availability and distance to school on children's time allocation in Ghana and Guatemala found out that in Ghana the availability and the travel distance to schools (both primary and middle) in the community influence children's work in both economic activities and household chores and children's school attendance. The longer the travel time to school the more difficult it is for children to reconcile work and school attendance.

In Indonesia, Korkeala (2011) found that there was reduced number of children continuing from primary to secondary school during the onset of monsoon season and delayed entry to school for young children and as well as increased child labour. While the above study focused on the effect of the onset of Monsoon season on the children's schooling and child labour, the current study determined how weather patterns hindered children's access to early childhood education.

In a cross-sectional study conducted in the United Kingdom by Panter, Jones, Sluijs and Griffin (2011) to examine the relationship between active commuting behaviour, levels of physical activities and distance to school among 9-10 year old children. Unlike the long distance between home and school in dry areas which can make children feel exhausted and hindered children's access to school, the above study revealed that there were significant positive relationships observed between walking to school and physical activity and that this positive significance was stronger with increasing distance between home and school.

Vuri (2007) conducted a study in Ghana and Guatemala on the impact of distance to school and household decisions concerning primary age children's time allocations between works, schooling and household chores, using data from Ghana Living

Standard Survey (1998-99) and the Guatemalan living Standards Measurement Survey 2000. The study found that increased smooth access to school impacted on children's time in both countries. In Ghana, the study had found that the availability and travel distance from both primary and middle schools had an impact on children's economic activities, household chores and school attendance. The greater the travelled time to school, the more difficult for children to reconcile work and school attendance. Whereas the above study looked at the impact of distance on the time spent on child work and children's school attendance, the current study determined the effect of long distance between home and school and its impact and children's school access.

A study conducted in Afghanistan by Burge and Linden (2008) on the effect of Village Based Schools observed that distances between villages were greater and travelling between them was dangerous for young children and girls. The study also found that only 29% of the children population in Ghor Province lived within 5 kilometres of a primary school. The current area of study being an ASAL area, the schools could be far away from the mobile settlements and therefore, appropriate intervention was required.

A study carried out by Mudavanhuand Bongo, (2015) in Zimbabwe on the potential effects of disasters on children's access to quality education observed that floods can cause loss of learning hours, absenteeism loss of qualified personnel, outbreak of diseases and low coverage of the syllabus culminating in the poor academic performance. Children further reported food insecurity and dropping out of school which lead to early marriage for girls. The above study highlighted the effect of floods to children's access to education, while the current study explored the

environmental challenges and their effects on children's access to early childhood education.

Muurlink and Matas (2010) carried out a study on likely impacts of climate change on education of primary and secondary children in Australia. The study found out that climate change impacted on children's education through impeding of children's school attendance, psychological and life threatening impact on children and teachers. The study also suggested that climate change impacts more on the poor vulnerable rural children and teachers. The children in the target area of study being ASAL area were likely to suffer health and economic effects of climate change which could also hinder their access to school.

Gitau (2013) carried out a study to investigate the prevalence of drought and its impact on the learning of pupils in Laikipia West County. The study revealed that drought period was a recurrent in the area and led to children's absenteeism, poor performance, truancy and dropout of school. A drought phenomenon was common feature in the dry areas and the study may have some correlation in terms of its impact on children's access to school.

2.5 Strategies to Enhance Children's access to Early Childhood Education

Studies reviewed revealed that lack of learning resources may lead to children to stay out of school. According to Uwezo (2011) report, inadequacy of learning facilities can lower the level of access or deny a child access to school or even lead to dropout. In the North Eastern Province, for instance, the report reveals that 43 out of 100 children sat on the floor in the classroom. Similarly, Njoka *et al.*, (2012) in a case study of Wajir South District on resource availability, observed that schools in the district were characterized by inadequate toilet facilities and classrooms for special needs unit. Provision of

resources may be one of the important strategies to enhance children's access to early childhood education. Whilst above studies looked at resource availability in the school and its impact on access to school, the current study focused on the strategies that can be used to enhance children's access to early childhood education in Turbi Division of Marsabit North Sub-County.

In overcoming barriers to children's access to school, studies have suggested certain policy programmes and strategies to be put in place. Hussein's (1999) study on evaluation of mobile schools in Wajir District identified mobile schools as one practical alternative to mainstream education. The mobile schools were based on the indigenous Koranic schools designed to match the mobile lifestyle of the community in the North Eastern part of Kenya.

In a study by Chabari, (2012) to investigate the challenges facing effective implementation of tuition free secondary education in Kangundo District, Kenya, with regard to adequacy of learning resources and funding of schools, established that more children were able to attend school as a result of Free Tuition in Secondary Education (FSE) even though this was said to overstretch the available resources in schools. The current study sought to find out whether pastoralist targeted alternative programmes can increase children's access to early childhood education.

Research has also established that increased funding in education programmes is likely to improve access to school for children. Miako (2012) recommended government subsidies to help children of extreme poverty to access education can be enhanced. The study recommended for the employment of more teachers to cater for the increasing student population and to provide more funds for the schools. Resa (2001) did a study on factors affecting enrolment and retention of children's in

primary school and recommended increase in budgetary allocation towards education to enhance participation rates for children.

Migwi, (2010) conducted a study on impact of community support grant on access to early childhood education and development in Tharaka District observed that funding, employment of early childhood teachers by the Government, timely disbursement of CSG and initiating IGAs as some of the strategies for improving Community Support Grant as ways of improving access to early childhood. Ombuya *et al.*, (2012) recommended that the government should give more bursaries to cater for the needy cases in schools so as to improve access for those from vulnerable households. Fant's (2008) study in Ghana recommended abolition of fees and expansion of feeding programmes as strategies for improving access and participation for them. This study strived to find out the strategies for enhancing children's access to early childhood education.

Studies reviewed have advocated for increase of awareness on the importance of education to the parents and other stakeholders in order to improve children's access to Early Childhood Education. According to a study by Ombuya *et al.*, (2012) on the effects of orphanhood on the girl-child's access and retention in secondary school education, Rongo District, community sensitization on the importance of education and strengthening of guidance and counseling in schools were found to be some of the ways to improve access to secondary school for the girl child.

Shidhulai Swanirvar Sangstha a registered non-profit organization in Bangladesh sought to address the extreme menace which covered upto two thirds of the country annually. During the floods led to closure of many schools as settlements were cut-off by floods. The above NGO came up with 'floating school' to address the challenge of

inaccessibility of children to school by bringing fleet of boat classrooms for children, adult libraries and fitted the boats with solar panels. The solar panels powered computers, provided lights and also provided lights to other equipment (Beatley,2014). The current study explored workable models that could help nomadic pastoralists' children who lacked access to ECE by the migratory lifestyle of their parents gain opportunity for accessing education.

Sengupta and Ghosh, (2013) carried out a study on new models of education provision among children living in slums in big cities in India. The notable initiatives were *Sarva Shiksha Abhiyaan*, School-on-the Wheels and the Doorstep Schools. In *Sarva Shiksha Abhiyaan* alone in one year over 5000 children got access to education. The programme sought to establish new schools in areas with no schooling facilities and as well as strengthening existing school infrastructure for children who live in squatter settlements and who did not attend school. Through these intervention models children who would have otherwise lacked access to school got opportunities to access school. Similarly, one modified model out of the three particularly the school-on-the wheels can be replicated for the children of the nomadic pastoralists in Kenya, in order to enhance children's access to ECE.

2.6 Summary of Literature Reviewed

The reviewed literature shows that parents socio-cultural and economic factors do have impact on access of children to school. Studies showed that enrolment has been increasing following the implementation of FPE in primary schools and as well as the initiation of Community Support Grants (CSG). This suggests that policy development initiatives on strategies used for improving access to education for children are

important. This is why the current study sought to explore the strategies that could be used to enhance children's access to early childhood education.

The studies reviewed further revealed that hostile environment, language barriers, poverty, separation from parents, gender, teenage pregnancies, FGM, fees and other costs are some of the factors hindering children's access to secondary school education. From the literature reviewed, it is worth noting that many studies were on children access to secondary and primary education while the current study focused on access of pastoral children to ECE. This study sought to establish whether socio-cultural factors: Early marriage and engagement, FGM, manpower demands for livestock economy, order of birth in the family, age of the parents and gender and economic factors: Child labour, poverty and school levies affects children's access to early childhood education in Turbi Division of Marsabit North Sub-County.

Literature reviewed has also revealed that the parental level of education has an impact on children's access to school. Educated parents were found to have high number of children attending school whereas in the regions where parents were semi-illiterate, children lacked role models in the community to emulate. Parents who are educated will expect their children to perform well academically by setting high standards and helping their children to work towards this goal. Parental attitudes, education and their age may likely influence children's access to early childhood education. Gender of a child was also found to determine the parents' decision to enroll or not to enroll a child in school. Girls in rural areas were also found to be less likely to access education than their counterparts in urban areas. Similarly, girls were less likely than boys to attend school in the developing world. Globally, girls comprise fifty four per cent (54%) of all out of school children. The study, therefore,

strived to discover whether gender related factors impede children's access to early childhood education in Turbi Division, Marsabit North Sub-County.

Child labour has also been observed as one of the challenges denying children's access to school. Children from poor homes were found to engage more in child labour to supplement family income. Household poverty and low income were found to either hinder children's access to school or delay the start of school behind their peers from affluent families. This study therefore, sought to establish child labour and poverty-related factors impeding children's access to early childhood education in Turbi Division, Marsabit North Sub-County.

School levies and other costs like support staff salary and uniforms may likely deny some children access to school. The Free Primary Education policy did not include the baby class, nursery and pre-unit classes and provision of other costs like uniforms and other needs for children in primary schools remains a barrier to children's access to school in Kenya. It is for this reason that the current study sought to establish whether economic factors such as school levies, poverty and child labour influence children's access to early childhood education.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology used to achieve the research objectives. It covers; research design, variables, location of the study, target population, sampling techniques, sample size, research tools, pilot study, validity, reliability, data collection techniques, data analysis and logistical and ethical considerations.

3.2 Research Design

This study adopted a descriptive survey research design. According to Robson (2004), descriptive study involves use of extensive previous knowledge of a situation so as to give an accurate profile of a person, events or situation. According to Mugenda and Mugenda (2003), descriptive survey attempts to describe characteristics of a population or a phenomenon that cannot be directly observed such as opinions and attitudes on a wide range of subjects. This design was appropriate for the study since the researcher wanted to establish through the use of interviews and focus group discussion the socio-cultural and economic determinants of children's access to early childhood education.

3.2.1 Variables

The independent and dependent variables have been described in the following subsections.

The independent variables in this study were socio-cultural, socio-economic, and environmental factors which influenced children's access to education.

- (i) The socio-cultural factors were established by analyzing families' socio-cultural practices comprising of cultural beliefs, attitudes and practices perception of gender, number of children and how they impacted on children's access to early childhood education.
- (ii) Socio-economic factors were determined by indicating the parental occupation, income and level of education and their influence on children's access to education.
- (iii) Environmental factors were established by asking the respondents how the factors comprising of terrain, temperature and distance hindered children's access to early childhood education in the division.
- (iv) Strategies to enhance children's access to early childhood education were determined by asking the respondents to suggest strategies that can be used to enhance children's access to early childhood education.

The dependent variable in this study was children's access to early childhood education. It was measured by establishing the number of ECE age children out of school based on gender, number of children per household, order of birth and parents' decision to enrol children in school. These factors were established through asking the respondents the number of their ECE age children in school and out of school based on the above mentioned factors.

3.3 Area of the Study

Location: Marsabit County is located in northern Kenya on the eastern shore of Lake Turkana in the former Eastern Province, about 550km north of Nairobi. The geographic location of Marsabit is 37°58' E, 2°19' N (37.97°E, 2.32 N). It is the

largest county in Kenya covering 70, 961 square kilometres. It borders four counties; Wajir to the east, Turkana and Samburu to the west, Isiolo to the south and Ethiopia to the north. Turbi Division is within Marsabit North Sub-county and is located 100 kilometres North of Marsabit Town along Marsabit-Moyale road. According to the 2009 Kenya population and Housing Census the population of Marsabit County was 291,166 with a population density of 4 people per Km² and an annual growth rate of 2.8%. Age distribution was 0-14 years; 47%, 15-64 years; 49% and over 65 years; 4%.

Education: As of 2013, there were 126 primary schools and 16 high schools in Marsabit County, serving 40,332 pupils and 1,101 students respectively. The county's Teacher to Pupil Ratio is 1: 54 for public primary schools and 1:30 for public high schools. In Turbi District there were six pre-primary schools, seven primary schools and one secondary school. The county lag behind other counties in terms of education and other services. Studies have also revealed that more than half of three to five-year olds were not attending early childhood education (KNBS, 2009; Uwezo, 2011).

Culture: Among the inhabitants, men are culturally responsible for taking care of animals, while women are tasked with taking care of their children and performing day-to-day chores in the home. They are also responsible for the construction (weaving) of portable grass huts for their families. Boys usually accompany their fathers to the grazing fields, while girls are supposed to help their mothers at home mainly by gathering firewood and fetching water. Cultural ceremonies include *Somd'era Qara*, *Somd'era Ege*, and *Yaqaa*. There are other different types of ceremonies such as: 'Sorio', the sighting of new moon and Almado ceremonies. Sorio is celebrated twice in a year; new moon is celebrated monthly and Almado once a

year. During each of these ceremonies, the presence of male children particularly the first born son 'is mandatory and each family must ensure the presence and participation of their first born sons.

Climate: The area is generally hot with an average of 36degrees Celsius during the hot months and 25 degrees Celsius during the cold months. March is the hottest month in Marsabit County while July is the coldest. The average precipitation received is 254mm making it one of the driest counties in the Kenya. Most of the rainfall is received in March and November however on average six days of the month the area experiences foggy conditions due to its proximity to the lake and other geographic features such as Marsabit Mountain. This makes it one of Kenya's driest counties. Most of the rainfall (rainy season) is received in April and November. These temperatures may inform the decision of parents to enrol young children of age 4-8 years to school especially where the children have to walk long distances under hot sun to and from school.

Economic Activities: About 80% of the people of Marsabit County are nomadic pastoralists, 10% are small scale farmers and about 7% are business people, with the rest being salaried employees mainly working with the government and non-governmental organizations (NGOs) like the World Food Programme (WFP), Action Aid, World Vision and the Kenya Red Cross. Other economic activities in the county include salt mining, gemstones mining, sand harvesting and fishing. Recently, Marsabit has attracted several international oil companies hoping to strike the lucrative commodity in the area. According to the Commission for Revenue Allocation (CRA) Constituency poverty ranking in 2009, North Horr Constituency

where the district of study falls was reported to have 75% of the population living below the poverty line.

This area was purposively sampled for this study because it was predominantly inhabited by the nomadic pastoralist communities and it has been found. The divisions are scattered over a wide area where it was difficult to use proportionate sampling. Turbi Division was purposively selected because the division has more early childhood centres and there were more villages with mobile early childhood centres in the division. It was also selected because of its proximity to Marsabit County Headquarters. The area often experiences prolonged drought leading to livestock deaths which may aggravate the levels of poverty and which may likely affect children's access to early childhood education.

3.4 Target Population

The target population was parents in 156 households in five villages, head teachers, teachers, area chiefs and the Area Education Officers in Turbi Division.

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Techniques

Purposive sampling was used to select Marsabit County and Turbi Division. This was because the method allowed the researcher to select the sample which has the required information and was to serve the purpose of the study. When the population is relatively huge, Sutter (2011) suggests that the use of a 30% to 60% sample of the total population is appropriate in educational studies. Hence, purposive sampling was used to select 50% of the villages to be involved in the study because the study area are located along the main road. The households were numbered and then simple

random sampling was used to select 50% households from the identified villages. All headteachers, teachers, chiefs and area education officers were also included in the study.

3.5.2 Sample Size

The sample size of the study consisted of 78 parents from the sampled households, four (4) headteachers (each from the four schools in the sample area), twelve (12) teachers (three teachers for class one to three from the each of the four primary schools and four teachers in two pre-primary centres in the sample area), two (2) chiefs and two (2) AEOs. This gave a total sample of 98 respondents

Table 3. 1: Sample Size for Parents

Division	Villages	No. of Households	Sampling 50% households	Sample Size Parents
Turbi	V	46	23	23
	W	38	19	19
	X	34	17	17
	Y	16	08	08
	Z	22	11	11
Total	5 villages	156	78	78

There were six primary schools in Turbi with 18 teachers in lower primary section comprising class one to three. There were six pre-primary school centres in Turbi district one of which had two classes. The total numbers of teachers in pre-primary primary schools were seven (7). This gave a total population of ECE teachers to 25.

Out of the six primary schools, four were sampled while three pre-primary centres were sampled out of the six.

Table 3. 2: Sample size for Teachers, Chiefs and AEOs

Respondent Category	Target Population	Percentage of the Target Population	Sample Size
Head teachers	6	67	4
ECE teachers	25	64	16
Area Chiefs	5	40	2
AEOs	2	100	2
Total	38	63	24

3.6 Research Instruments

The research instruments used for collection of data were interview schedules for parents and the area chiefs to establish factors hindering children's access to early childhood education. Interviews were ideal as the majority of the parents and the chiefs were illiterate or had little education and not able to fill questionnaires. Interview schedules were also used to collect data from headteachers, teachers and to the AEO because they were a few in number and also in order to generate adequate information from them. Interview schedules were administered to these groups because the researcher believed that they were conversant with factors hindering children's access to early childhood education.

3.6.1 Interview Schedule for Parents

Interview schedules were used to collect data from the sampled parents. The interview schedule was also used to gather information on why children were not in school. It

consisted of six sections. Section (A) gathered data on parents' background information. Section (B) collected data on children out of school. Section (C) collected data on the socio-cultural factors hindering children's access to early childhood education. Section (D) gathered data on socio-economic factors hindering children's access to early childhood education. Section (E) was used to obtain information on children's environmental factors hindering children's access to early childhood education. Section (F) was used to collect data on strategies that can be used to enhance children's access to early childhood education.

3.6.2 Interview Schedule for Headteachers

Interview schedule was used to collect information from teachers on factors which were hindering children's access to early childhood education. It consisted of five sections. Section (A) was used to collect background information on headteachers such as: gender, education level, age, teaching experience and administrative service. Section (B) was used to gather information on socio-cultural factors hindering children's access to early childhood education. Section (C) was used to gather data on socio-economic factors hindering children's access to early childhood education. Section (D) was used to capture information on strategies that can be used to improve children's access to early childhood education.

3.6.3 Interview Schedule for Teachers

Teachers were in a better position to explain the socio-cultural and economic challenges hindering children's access to early childhood education in their areas. The interview schedules were administered to teachers in early childhood centres. Section (A) was used to collect background information of early childhood teachers like gender, age, marital status, level of education and teaching experience. Section (B)

was used to gather information on socio-cultural factors hindering children access to early childhood. Section (C) was used to gather information on socio-economic factors hindering children's access to early childhood education. Section (D) was used to collect information on the strategies that may be used to enhance children's access to early childhood education.

3.6.4 Interview Schedule for the Area Chiefs

The area chiefs as leaders are conversant with all the cultural practices and beliefs of the community in his/her location. They were, therefore, likely to understand factors that hindered children from accessing early childhood education. The interview schedule consisted of five sections. Section (A) was used to compile data on background information like gender, experience and level of education. Section (B) collected information on socio-cultural factors hindering children's access to early childhood education. Section (C) gathered information on socio-economic factors hampering children's access to early childhood education. Section (D) collected data on the strategies that could be used to enhance children's access to early childhood education.

3.6.5 Interview Schedule for the Area Education Officers

The interview schedules consisted of five sections. Section (A) was used to gather background information on the Area Education officer like work experience in the area, number of visits to the community for awareness creation on the need for enrolling children in pre-primary school. Section (B) was used to collect information on the socio-cultural factors impeding children's access to early childhood education. Section (C) collected data on socio-economic challenges hindering children's access

to early childhood education. Section (D) collected information on strategies that can be used to improve children's access to early childhood education in the area.

3.6.6 Focus Group Discussion

The Focus Group Discussion (FGD) was conducted after all the interview sessions were over in order to generate information to corroborate responses obtained through the interview. Focus group discussions were designed to collect qualitative data that was to triangulate data collected using other methods. Only one FGD discussion was conducted so as not to subject respondents to fatigue. The FGD participants were 15 people drawn purposively from the sample population. The group comprised parents, the headteachers, teachers, the chiefs, and the Area Education Officers. The sample for each group comprised: the headteachers (3), teachers (4), area chiefs (2), area education officers (2) and parents (4). The FGD took place in one of the nearest primary school within the sampled area. It was facilitated by the one of the AEOs and moderated and recorded using FGD guides by the researcher. The FGD was used to collect information on the factors affecting children's access to early childhood education. It was also used to obtain strategies that could be used to enhance children's access to early childhood education.

3.7 Pilot Study

The instruments were piloted in one of the villages within the target area but not included in the study. Two headteachers, two area education officers, two teachers, and one chief of nearest division were interviewed during the pilot study. Interview schedule was also administered to one parent from each household in the village selected for piloting. The responses from the pilot study participants were used to improve the instruments for the actual study. The pilot study helped to detect

anomalies, ambiguity or biasness in the instruments before the actual collection of data. Similarly, piloting also helped the researcher to familiarize himself with the instruments and to establish the duration it was to take to conduct the interview.

3.7.1 Validity

According to Mason and Bramble (1989), Instrument validity can be defined as the degree to which a tool measures what it has been designed to measure. According to Wiersma (2004), analysis of content and construction of related evidence through pre-testing of study instruments validates the tools. In this study, the researcher focused on content validity. This would yield data representing particular concepts that were being measured in the present study.

A validity test was conducted to ensure that the instruments collect all the information that informs the purpose and specific objectives of the study. Content validity was achieved by going through the items one at a time and comparing the contents to ensure that it contained all the information in line with objectives of the study. The researcher also sought expert opinion on the instruments from university supervisors. Sampling (content) validity was used by the experts to ensure that the tools covers the broad range of areas under study as heightened by the objectives. Thereafter, the items found to be unsuitable were removed and some modified and added to improve the validity of the instruments.

3.7.2 Reliability

Trochim, (2006) defines reliability as a measure of the degree to which research instruments gives consistent results after repeated trials Frankel and Wallen (2000) define reliability as the degree to which scores obtained from an instrument are consistent measures. It aims at showing the consistency of the research instruments when

administered to a sample several times. Test - retest method was used to establish the reliability of the instruments. The researcher administered the interview schedule to one parent from each household in the pilot village. The interview schedule was also administered to headteachers, teachers, area chiefs and the Area Education Officers. After a period of one week, the researcher visited the same respondents and administered the interview schedule to the same group for the test-retest. The collected data was then analyzed by comparing the responses of the two tests to find out whether there was any correlation and because the responses were similar, the instruments were considered reliable.

3.8 Data Collection Techniques

Interview schedules were administered to the parents, headteachers, teachers, chiefs, and Area Education Officers. Data was collected in four stages; In stage one, Parents were interviewed in their homestead to collect information on their background, information on their children's access to early childhood education and to determine the factors hindering children's access to early childhood education and strategies which they believed could be used to enhance children's access to early childhood education.

In stage two the researcher conducted interviews to obtain information on the socio-cultural, socio-economic and environmental determinants of children's access to early childhood education. Interviews were also used to gather information on the strategies used to enhance children's access to early childhood education. In stage three AEOs were interviewed in their respective places of work to obtain information on the factors hindering children's access to ECE and also strategies that could be used to enhance children's access to early childhood education.

In stage four the Focus Group Discussions (FGDs) took place in one of the nearest primary school within the sampled area. The researcher engaged 16 participants in a FGD, comprising of 3 headteachers, 5 teachers, 2 AEOs, 4 parents and 2 area chiefs. The participants were required to discuss the factors hindering children's access to early childhood education and to suggest strategies that were used to enhance children's access to early childhood education in this area. The FGD was recorded using a tape recorder.

3.9 Data Analysis

Quantitative data was entered into an SPSS version 21 computer software data template by qualified data clerks in the field during data collection process. Data cleaning was done before being processed and analyzed using both qualitative and quantitative procedures. Analysis of data involved summarizing the data collected and presenting the results in the best way that brought out the most important features of the study. Analysis involved discussion summary, presentation (tabulation and charts) and analysis using descriptive statistics (means, percentages and frequencies) were used.

The responses from key informant interviews schedules were recorded appropriately for further processing. The qualitative data was transcribed fully in line with the study objectives. The process relied on effective listening and recording of the intensity and feelings during the interview to capture core issues and lessons using voice recorder and note taking. The qualitative data obtained from FGDs was coded by identifying and labeling items with similarities in themes according to objectives and emerging themes. This was done through content analysis. Relevant quotations were extracted from the transcripts of interviews, and FGDs to illustrate such features as: the strength

of opinion or belief; similarities between respondents; differences between respondents. Careful selection of quotations demonstrated the reliability and validity of the data analysis process. Any idea appearing in the data frequently was expressed as how often it appeared and also quantitatively using tables and figures where feasible. Data was presented in tables, graphs and charts according to objectives and hypotheses of the study.

3.10 Logistical and Ethical Considerations

Authority to do research was obtained from the graduate school of Kenyatta University and the ethical approval for the study sought from the Kenyatta University Ethics Review Committee (KU-ERC). The permit to undertake research was also sought from the National Commission for Science, Technology and Innovation (NACOSTI).

Thereafter, the letter from the County Director of Education and District Education Officer, Marsabit North Sub-County. Approval also sought from the chief and village headman as entry points to the location of study. Confidentiality of the information and anonymity of the respondents were assured since participants names were used and assigned codes. He also obtained informed consent of the individual respondents before collecting data.

3.10.1 Care and Protection of Research Participants

Research participants were assured of their right to withdraw from the study at any time in the research process. In the event of withdrawal, the researcher would replace the participant from the sampled village through a simple random sampling lottery technique. However, the researcher could seek the probable reason for withdrawal of

the participant and if possible try to address any discomforts which might have occasioned such withdrawal.

Special groups in this study were the parents of children not in school who in most cases were illiterate. The safeguard regarding their protection was in full disclosure of the intention of the study to individual participants beside the approval by the County Director of Education, the District Education Officer, the Area Chief and the Village Headman. They were also guaranteed confidentiality of information given and their identity.

3.10.2 Protection of Research Participant Confidentiality

The identity of the respondents was not revealed as names were not used but instead codes assigned to each respondent. The information gathered was to be kept confidential.

3.10.3 Informed Consent Process

The researcher was to seek informed consent from the entire research participants, namely; the parents, the headteachers, pre-school teachers, the chiefs and the area education officers. The consent was to be fully disclosed orally to all those who could not read and write. Since the researcher was conversant with the local language of the community, he fully disclosed the content of the consent to all participants. He informed the participants that it was their right to raise any information or queries and complaints regarding their participation in the research either personally or through their leaders. The participants were also informed accordingly on any information that came up in the course of the research and which was pertinent to their participation in the research.

3.10.4 Community Consideration

The sampled villages were contacted through the area chief and the village headman. The purpose of the study and the significance of the findings were explained to them. The research findings were disseminated through a stakeholder conference involving a wide range of interested parties including the research participants or their representative.

CHAPTER FOUR

RESULTS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

In this chapter, the results from data analysis are presented and discussed. The demographic results are first presented and then followed by descriptive results which have been thematically organized according to the objectives of the study.

The study sought to achieve the following objectives:

- i) To establish children's access to early childhood education in Turbi Division, Marsabit North Sub-County.
- ii) To find out the socio-cultural factors impeding children's access to early childhood education in Turbi Division, Marsabit North Sub-County.
- iii) To determine whether socio-economic factors of parents (parental occupation, income and level of education) influence children's access to early childhood education in Turbi Division, Marsabit North Sub-County.
- iv) To establish the environmental factors hindering children's access to early childhood education in Turbi Division, Marsabit north sub-county.
- v) To explore strategies that could be used to enhance children's access to early childhood education in Turbi Division, Marsabit North Sub-County.

4.2 Demographic Information

The demographic results of the respondents are presented and discussed under the following sub-sections:

4.2.1 Parents' Demographic Information

The demographic information of parents such as gender, age, and marital status was determined and the results discussed.

4.2.1.1 Parents' Gender

The gender of the parents who participated in the study was established. The results have been presented in the Table 4.1.

Table 4. 1: Distribution of Parents' by Gender

Gender	Frequency	Percentage	Number of children in school
Male	13	16.7	28
Female	65	83.3	136
Total	78	100.0	164

Table 4.1 shows that majority of the parents who participated in the study were females. This was because males were said to be herding livestock in distant places. It was also because of culturally constructed gender roles which place childcare under women while men attend to other duties like livestock herding, attending to security and community welfare meetings. Mothers exclusive concern with education of children, may imply that fathers have less concern for education and this may have a negative influence on the boy child perception of education as they look up to the father as a role model and then choose herding at the expense of education.

One mother when asked where her husband was explained as follows;

“My husband went to the grazing fields with the goats in company of our daughter. He comes after a fortnight or a month and I am here to take care of other family members and the children. I always attend school meetings whenever he is away”

Socially and culturally constructed gender may likely influence the actions of their children when it comes to access to school. Boys tend to pick up the roles of their fathers whereas girls emulate the feminine roles by the mothers.

4.2.1.2 Parents' Age

The parents' age range was determined and results presented in Table 4.2.

Table 4. 2: Distribution of Parents by Age

Age Range	Frequency	Percent	Children in school	Mean no. of children
26 - 35yrs	30	38.5	71	2.4
36 - 46yrs	27	34.6	56	2.1
Above 47yrs	21	26.9	37	1.8
Total	78	100.0	164	2.1

Table 4.2 shows that majority of the parents interviewed (38.5%) were between 26 – 35 year old. 34.6% of the parents were between 36-46 years old while 26.9% were above 47 years. It can also be observed that the number of children accessing ECE decreased with increasing ages of parents. On average 2.4 children accessed ECE from households where parents were between 26 - 35 years old, while an average of 2.1 children accessed ECE from households where parents were within 36 - 46 years of age whereas only 1.8 children were able to access ECE from households with parents over 47 years old. The findings indicate that as parents get older, they became less willing to enroll their children in ECE. In assessing the factors influencing access to basic education in Lokori division Turkana County, Wanjala (2013) found that the mean age of parents was 39 ± 11.82 years. He observed that parents have to be in their productive age to provide for their school going children.

4.2.1.3 Parents' Marital Status

The marital status of parents was determined and results presented in Table 4.3.

Table 4.3: Distribution of Parents by Marital Status

Marital status	Frequency	Percent	Number of children out of school	Average no. of children out of school
Married	70	89.7	189	2.7
Single	8	10.3	28	3.5
Total	78	100	218	3.1

89.7% of parents who participated in the study were married. This was because in the community, marriage was compulsory for everyone and it was considered a permanent institution and children were regarded as seal for marriage. The community's marital values and children from married parents enjoyed high status which boosts their self-esteem and enjoy the support of their parents and consequently enhance children's access to school.

Table 4.3 shows that an average of 2.7 children were out of school from households where parents were married while a mean of 3.5 children from single parenthood families were not accessing ECE. These findings give credence to an earlier statement where children from single parent especially those who give birth outside marriage were receive with negative perception from the community and hence this could have hindered their access to ECE.

4.2.1.4 Parents Level of Education

The highest level of education attained by parents was established. The results are presented in the figure 4.1 below.

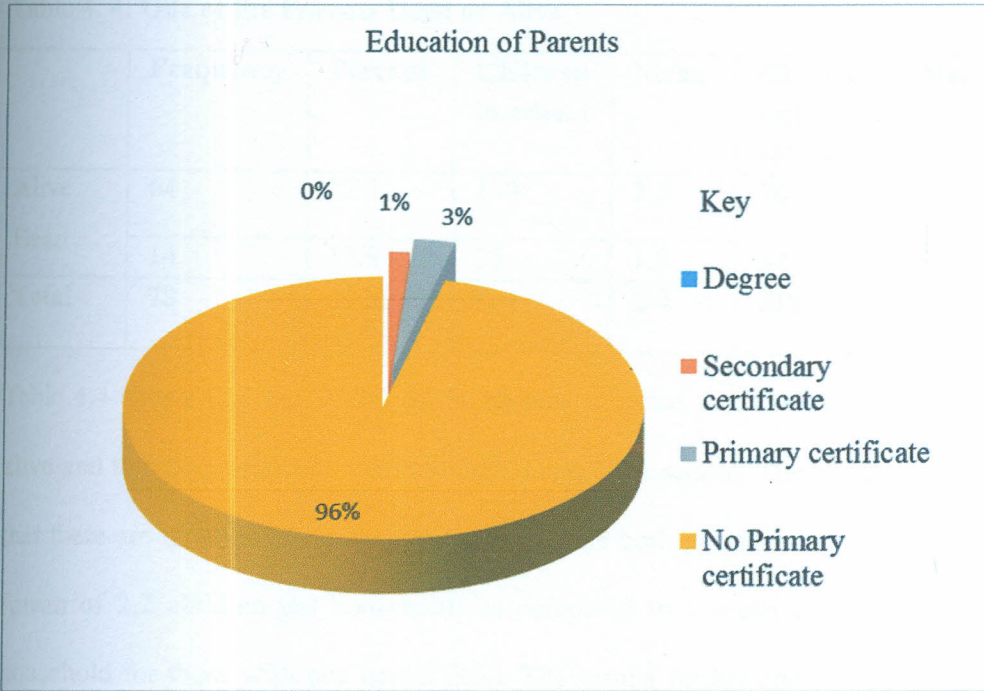


Figure 4. 1: Distribution of Parents by Level of Education

Figure 4.1 shows that the majority of parents who participated in the study had no basic education (96%) and this is likely to influence their children's access to school. Parents who have no basic education are more unlikely to send their children to school. Mare in 1995 used an innovative approach with census data, demonstrated that during the 1980s highly educated parents continued to transmit their advantages to their children, both by sending them to pre-schools and by encouraging their school enrollment in late adolescence. This therefore means that the low access to ECE is highly attributable to education background of the parents.

4.2.1.5 One of the Parents Dead or Alive

The study determined whether both parents were alive or not and the results presented in Table 4.4 below.

Table 4. 4: One of the Parents Dead or Alive

	Frequency	Percent	Children in school	Mean	Children out of school	Mean
Alive	64	82.1	139	2.2	76	1.2
Dead	14	17.9	25	1.8	42	3
Total	78	100.0	164	2.0	218	2.1

Table 4.4 shows that 14(17.9%) of the parents reported that their spouses were not alive and this may influence their children's access to school. The results also shows that there are more children from households with both parents alive accessing ECE (mean of 2.2 children per household) as compared to a mean of 1.8 children per household for those with one parent dead. The results further shows that there were more children out of school (mean of 3 children per household) for households with one parent dead as compared to household with both parents alive which had a mean of 1.2 children out of school.

These findings are concurrent with Thomson, Hanson and Mc-Lanahan, (1994) who observed that children in households with two parents have been found to have better educational privileges including opportunities to access education than those children from single parent households.

The current study revealed that single families experience many challenges as expressed by one parent as follows:

I am a widow for the last three years now and since the death of my husband all the responsibilities fell on my shoulders. He used to manage our herds well, saw to it that we received our necessities and even plan who would care for the camels, goats and sheep. He also ensured that the fee of those in boarding schools was paid. But now although I am trying my best, it has been an uphill task, and my children are often sent home from school for fees (Parent, 8, Village W).

Similarly, Steele, Sigle-Rushton and Kravdal, (2009) examined the relationship between family disruption and children's educational outcomes in Norway. The study sought to distinguish between disruption caused by divorce and paternal death and whether such disruptions may have different effects at different stages of a child's life. The study found that the effects of divorce were most pronounced during the transition periods within high school and even beyond. The study also found that children who suffered father's death were less disadvantaged than children whose parents divorced.

Cluver and Operario, (2008) carried out a study that examined access to schools and educational experiences of orphaned youths in Lesotho. According to this study, the percentage of primary aged children who were orphans in Lesotho accounted for 33% of primary aged children population. Consequently, the number of school aged orphans out of school ranged from 18% in Tanzania to 5% in Lesotho. However, other studies have shown that living with both parents does not necessarily have advantage on children's secondary school enrolment in the developing countries because cultural factors do also have a role in influencing children's access to school (Thomson, Hanson and McLanahan, 1994).

From the current study, 82.1% of families had both parents while 17.9% of the households reported death of one parent. The interview with parents, headteachers, teachers, chiefs and FGD revealed that the remaining parents expressed that he/she had bear the burden of the deceased spouse and that their children go through challenges in accessing education.

4.2.2 Demographic Information of Headteachers and Teachers

The demographic information of headteachers and teachers was established. This consisted of gender and academic qualification.

4.2.2.1 Distribution of Headteachers' and Teachers by Gender

The gender of teachers and headteachers was determined. Table 4.5 presents the results.

Table 4. 5: Gender of Head teachers' and Teachers'

Gender	Head teachers		Teachers	
	Frequency	%	Frequency	%
Male	4	100	11	70
Female	0	0	5	30
Total	4	100	16	100

Table 4.5 shows that out of the four schools involved in the study, all the headteachers were men, while the pre-school teachers were 11 (70%) males and 5 (30%) female teachers. The results show that there were more male teachers in the area of study and this could probably be because the area is a hardship area and female teachers mostly request for transfers to join their spouses in towns. From the information gathered from the headteachers, many teachers dreaded working in hardship prone areas and could always seek for transfers to the urban centres with good infrastructural services.

4.2.2.2 Education Level of Teachers

The education level of teachers was also established and presented in figure 4.2 below.

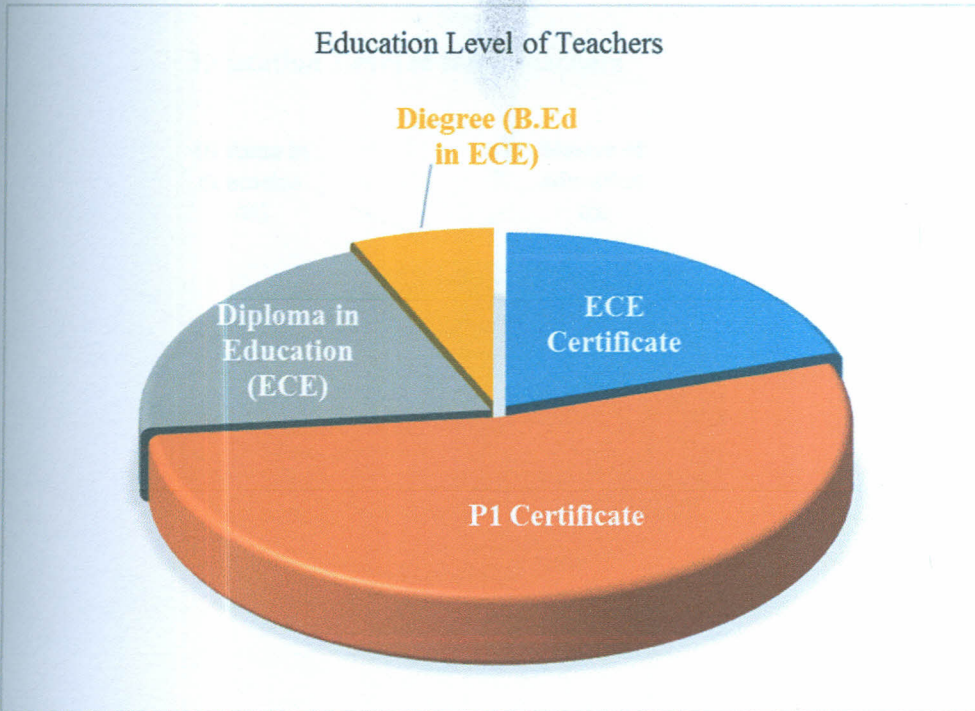


Figure 4. 2: Education Level of Teachers

Figure 4.2 shows that the majority of the teachers had P1 qualification. The results show that teachers have the required skills and training to enhance and mobilize enrolment. Therefore, the low enrolment and access in the study area could be due to other social factors. Teacher experience is important because it contributes to teaching delivery, community mobilization skills and participation in the advocacy and awareness creation on the importance of education to the community in order to enhance children's access to school.

4.2.2.3 Education Level of Headteachers

The education level of headteachers was also established and presented in figure 4.3 below.

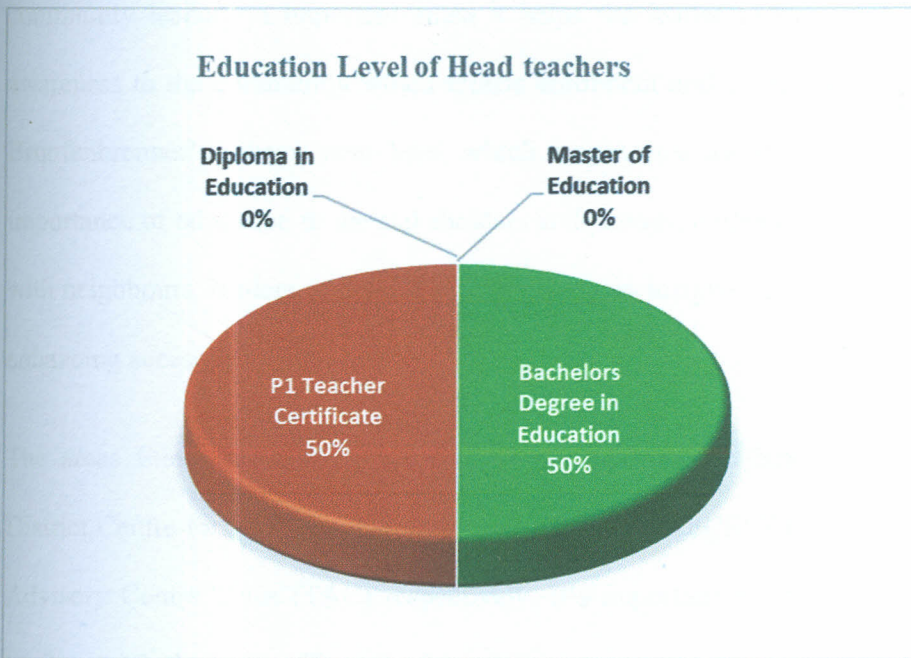


Figure 4. 3: Education level of Headteachers

The figure above shows that 50% of the headteachers had a bachelor's degree certificate and the remaining 50% had a P1 teacher training certificate. This shows that teachers in the study area are adequately trained. This suggests that the low enrolment of pupils to ECE centres is not attributed to the qualifications of teachers within the area. There are therefore other underlying socio-cultural, socio-economic or environmental factors that affect the access of children to ECE.

4.2.3 Demographic Information for Chiefs and Education Officers

The two chiefs involved in the study were both male. The Assistant Chief had completed secondary education level and had about five years of experience while the Chief had no primary education but had over 25 years of experience. Experience in community leadership is crucial as it offers skills in community management and conflict resolutions and as well as win public confidence. Education level of

community leaders is important since it helps the leader to carry out educational awareness to the community which affects enrolment and access. This concurs with Bronfenbrenner's mesosystem level which emphasizes awareness creation on the importance of education to the stakeholders and parents, collaboration and interaction with neighbours, leaders or relatives in order to gain insights on education crucial for enhancing access to ECE.

The areas Education Officers were male and female and their designations were District Centre for Early Childhood Education officer (DICECE) and Zonal Teachers Advisory Centre Tutor (TAC) respectively. It's important to note that many of the teachers and education officers working in remote areas were mainly men because not many female teachers or education officers could opt to work in harsh climatic environment like that of the sampled area of study.

4.3 Children's Access to Early Childhood Education

The first research objective sought to find out children's access to early childhood education in the division. To achieve this objective, the total number of children of age between four and twelve years per household was established using interview schedule. The number of children in households not in school was also established by gender and birth position.

To determine the number of early childhood children's access to school, parents were asked the number of their children aged between 4-12 years that were not in early childhood centres or schools. According to Kenya's children's Act 2001 and Education Act 2013, pre-school education covers the period between 4-8 years; that is baby class to lower primary class three. However, the choice of 4-12 years was in view of the fact that in ASAL areas, it was not uncommon to find children over

8years old in a pre-school. So the researcher purposively increased early childhood years to 12years because even children over ten years old were likely to be enrolled in pre-primary schools.

4.3.1: Number of Children per Household

The number of children per household was established and the results are presented in figure 4.4 below.

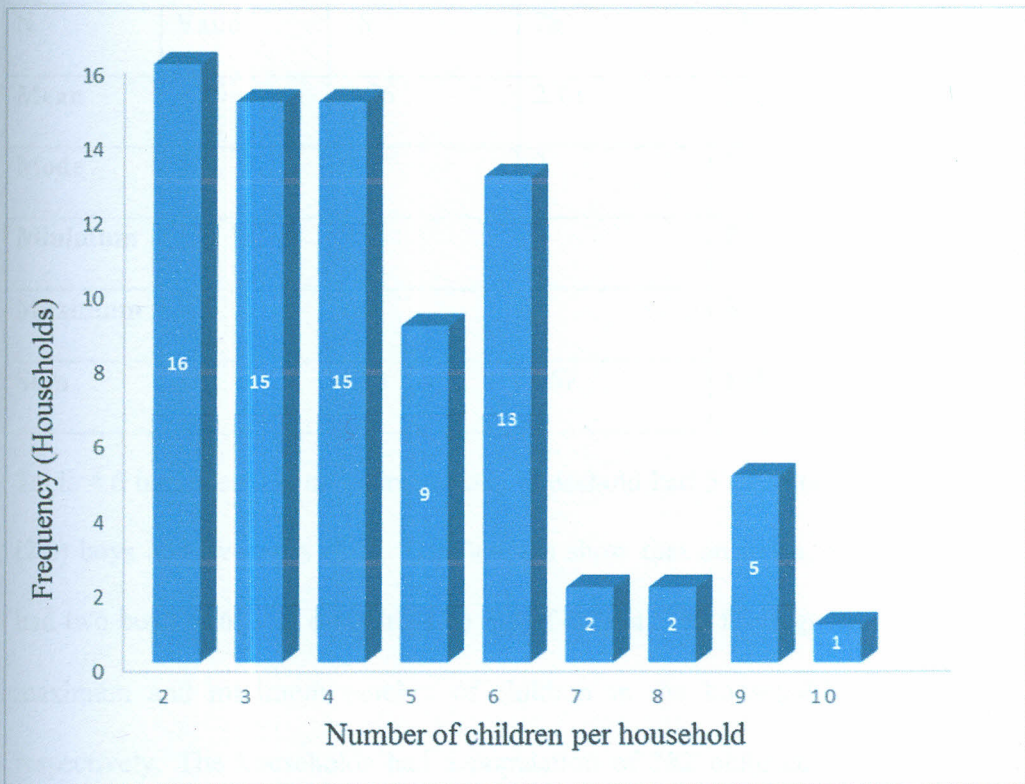


Figure 4. 4: Distribution of Children in Households

The figure above shows that 13 households reported that they had six (6) children, 15 households had three and four children. Similarly, 16 households had reported that they had each two children. The results also show that the household with minimum number of children was two, while the household with the highest number of children was 10 children.

4.3.2: Average Number of Children per Household

The average number of children per households was also established by gender and the results have been presented in the Table 4.6 below.

Table 4. 6: Average Number of Children per Households by Gender

	Total Number of children	Number of Boys in Households	Number of Girls in Households	Number of Boys out of school	Number of Girls out of school
N	Valid	78	78	78	78
Mean	4.90	2.76	2.14	1.64	1.15
Mode	3	3	2	1	1
Minimum	2	1	0	0	0
Maximum	10	6	6	6	3
Sum	382	215	167	128	90

Table 4.6 indicates that on average, each household had 5 children (4.9), that is three (2.8) boys and two girls (2.1). The findings show that on average, every household had two boys (1.6) and one girl (1.2) out of school. The findings also show that the maximum and minimum number of children in the households were 10 and 2 respectively. The households had a population of 382 children; out of which 215 (56.3%) were boys while the remaining 167 (43.7%) were girls.

4.3.3 Number of Children Out of School

The number of children out of school by gender was also determined and the results have been presented in Table 4.7 below.

Table 4. 7: Distribution of Number of Children in and out of School by Gender

Gender	In School		Out of School		Total	
	Frequency	Percent	Frequency	Percent	Total	Percent
Boys	87	53.0	128	58.7	215	56.3
Girls	77	47.0	90	41.3	167	43.7
Total	164	100	218	100	382	100

Table 4.7 indicates that there were 164 children in school and 218 children out of school in the sampled households. Of the 164 children in school, 87 (53%) were boys while 77 (47%) were girls. Out of 218 children out of school, 128 (58.7%) were boys while 90 (41.3) were girls. Findings show that there were more children out of school than those in school in the study area. The results also show that there were more boys than girls out of school.

The findings of this study concur with that reported by UNESCO (2014) which had revealed that globally, there were 57 million children out of school. The boys were said to make up 49% and the girls 51% of the children out of school. The same study revealed that in Kenya, there were over one million children out of school, mainly from ASAL and disadvantaged urban settlements. The results of this study confirm the UNESCO (2014) report and an urgent intervention is required if Kenya has to achieve the sustainability development goals (SDGs).

4.3.4 Average Number of Children Not In School

The study sought to find out the average number of 4-12 year-old children out of school in the study area. Parents were asked to give the age and gender characteristics of their children between the ages of 4-12 years not in school and Table 4.8 below presents the results.

Table 4. 8: Average Number of Children 4-12 Years Out Of School

	Boys 4-12 years not in school	Girls 4-12 years not in school
N	78	78
Mean	1.641	1.154

Table 4.8 shows that on average, there were about 2 boys and one girl (4-12 year olds) not in school per household. The results imply that the number of 4-12 year-old boys not enrolled in school was higher than those of girls of the same age range.

These findings concurred with UNICEF (2014) global initiative on out of school children which attributed large number of out of school children to lack of schools, poverty and their unregistered births. Similarly, children who enrol in school late were also said to likely drop out of school and therefore there was need to help them access school through extension of support programme.

The global initiative on out of school children, UNICEF (2014) regional report asserts that programmes for early childhood care and education should work in collaboration with households and communities to improve children's well-being and children's access to school. These findings therefore, call for the involvement of parents and stakeholders in ensuring that children of the Nomadic Pastoralists access quality early childhood education.

Sankar (2008) carried out a study on the progress of elementary education participation in India, expressed that even though there was a decline in the number of children not attending school, still children from hard to reach groups, from poor and vulnerable groups were not participating in education in the country. While the above study revealed an improvement in elementary school participation, there were still

disparities in participation for vulnerable groups. The current study expressed concerns such as poverty and inaccessibility to schools as hindrances to participation.

According to UNICEF (2014), global initiative on out of school children, there were over 7.57million children between the ages of 5 to 10 who were not attending school in South Asia which made the region the second highest in number of children not getting education after Africa. The report further reveals that in South Asia, gender disparities were more pronounced in poorest families. For instance in Pakistan, school attendance was lower for girls throughout basic education whereas in India, older girls were more likely to be excluded than older boys and as well as those from scheduled Castes and tribes. Whereas in the above studies gender difference had impact in school attendance among the low income families, the current study highlighted cultural values and birth order having effect on children's access to early childhood education.

4.3.5 Children's Order of Birth and Access to School

This study sought to establish whether the parents gave preference of school attendance to first born, middle born or last born children and the reasons why. Table 4.9 below presents the results.

Table 4. 9: Children's Order of Birth and Access to School

Order of Birth	Number of Children not Enrolled in School	Boys Not Enrolled in School	Girls Not enrolled in School
First born	99	58	41
Middle Born	53	27	26
Last Born	66	43	23
Total	218	128	90

From Table 4.9 above, it can be observed that from birth position, the majority of children not in school were first borns followed by last borns. It can also be observed that there were more boys not in school than girls. This community attached a lot of significance to roles and responsibilities and performance of cultural values based on the seniority of birth. This was because the children especially the first born sons were expected to be present in cultural ceremonies of their families without which families were not supposed to participate in accordance with cultural practices. The parents cited cultural ceremonies such as sighting of the new moon every month and the 'Sorio' and 'Almado' ceremonies which come twice and once a year respectively. Sorio (prayer season) usually celebrated twice a year during Sondera Qara (the first month) and Sondera Ege (the second month). This also include Yag'a. During this season, the first born sons and household heads must be present regardless of whether it is school time or not. Almado marking the end of the year and the beginning a new year takes three weeks. It requires that the first born sons and the household heads must be in attendance. One headteacher aptly puts as follows:

“The Gabra community attached a strong significance to their cultural values and its practice and its preservations, jealously guarded through the custodians who are mainly the male members of the community particularly the first born males. The first borns were required to be present during the performance of cultural ceremonies” (Headteacher, school 2).

The table 4.9 also shows that majority of first borns were also not in school. According to the respondents, this was largely due to the need for parents to have one of their children to be helping the at home, as revealed by a parent as follows:

As we advance in age and rearing menopause other children go away to gaze in distant place or for those in other engaged move away from home. During such time the youth child, lastborn, become the only companion or source of happiness and joy

who can keep parents happy and help here and there. Table 4.10 also reveals that majority of first borns were not in school. According to the respondents, this was largely due to the need for parents at least some of their children remain closer in order to help them at home as revealed in the following excerpt from a parent.

As parents advance in age and nearing the end of the child bearing period and when older children were mostly out grazing livestock in distant places or other children were engaged in other commitments taking away from homestead, parents may rely on the last born child as the source of joy who will not only help them here and there but will keep them busy and to minimize boredom” (parent 11, village X).

Similarly from the table 4.10 it can also be noted that more first born girls were not in school. The respondents cited cultural believes and values which hindered girl child access to ECE. One parent expressed as below;

Girl children are expected to help in household chores and as well as care for younger siblings. In most cases they are expected to help the parents in these types of work. However, when it comes to going to school or in situations requiring the girl child to, intermingle with boys/men they are considered vulnerable who need protection against pregnancy before marriage, which leads to being banished from the community. The fear of all these may lead to non-enrolment of girl children in school (parent 17, village W).

From the excerpt above it can be noted that parents were not willing to allow girls to be away from the precincts of the home for fear of involvement in sexual activities which may lead to early pregnancies.

4.3.6 Decision to Enroll Children in School

The study also sought to find out who made decision regarding enrolment of children in school and the results are presented in figure 4.5below.

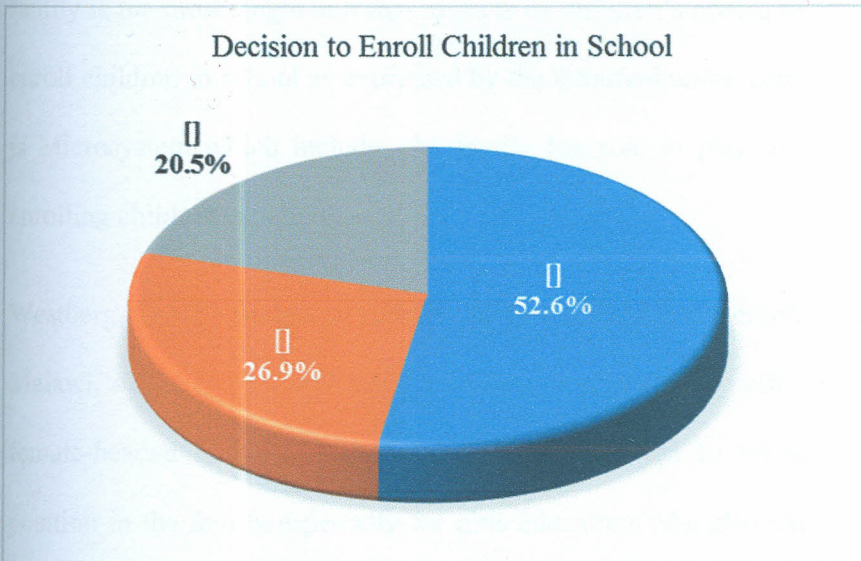


Figure 4. 5: Decision to Enroll Children in School

Figure 4.5 indicates that majority of the parents 52.6% interviewed had reported that both parents were involved in deciding whether to enroll or not to enroll their children in school, whereas 26.9% reported that fathers made decisions on enrolling children and 20.5% indicated that mothers made decisions on enrolling children in school. Results suggest that decision to enroll children in school was done consultatively between fathers and mothers. In the community, fathers are considered family head and made most decisions alone. The families where mothers made decisions were mostly those widowed. From a common understanding, consultative decision making on enrolment of children in school at household level shows not only enhances harmony between family members but may go a long way in promoting access, for children to ECE.

Households where the decision to enrol children to ECE was made by both parents recorded higher access than those households where either parent made the decision to enrol a child to ECE center. There is high likelihood that where one parent makes the decision, the other parent may be against the decision hence limiting access. The

family is the most single unit that impacts on children's access to school. Decision to enroll children in school as expressed by the Bronfenbremer ecological level one that is Microsystem which includes the family has role to play in making decision on enrolling children in school.

Westberg, (2010) sought to identify factors affecting children's schooling in rural Malawi, observed that children's schooling was positively affected if residing with female-headed households as mothers were believed to wield strong bargaining position in the family especially for girls education. She also expressed poverty and labour constrains as factors which were hindering children from accessing education. This literature confirms the results of this study where mothers have strong influence on decisions regarding children to be enrolled in early childhood education. The study further corroborates the findings of the current study through highlighting factors such as poverty and domestic labour as hindering children access to ECE.

Ishida (2010) carried out a study on the magnitude and consequences of father absence as experienced by children in Guatemala and found that father absence had a negative effect on the school environment of indigenous children in Guatemala. The study also found that father absent households' experienced increased poverty which hindered children's access to education. The role of the fathers has been expressed in this study, namely, that of attending to the family livestock, provide family daily needs and even paid fees for children in school and their absence could have impact on the numbers of children accessing early childhood education. The death of the father was said to be so detrimental to the family and hindered children's access to school.

4.3.7 Factors Considered by Parents when Enrolling Children in School

The factors parents considered when deciding whether to enroll or not to enroll their children in school was determined. The results are presented in figure 4.6:

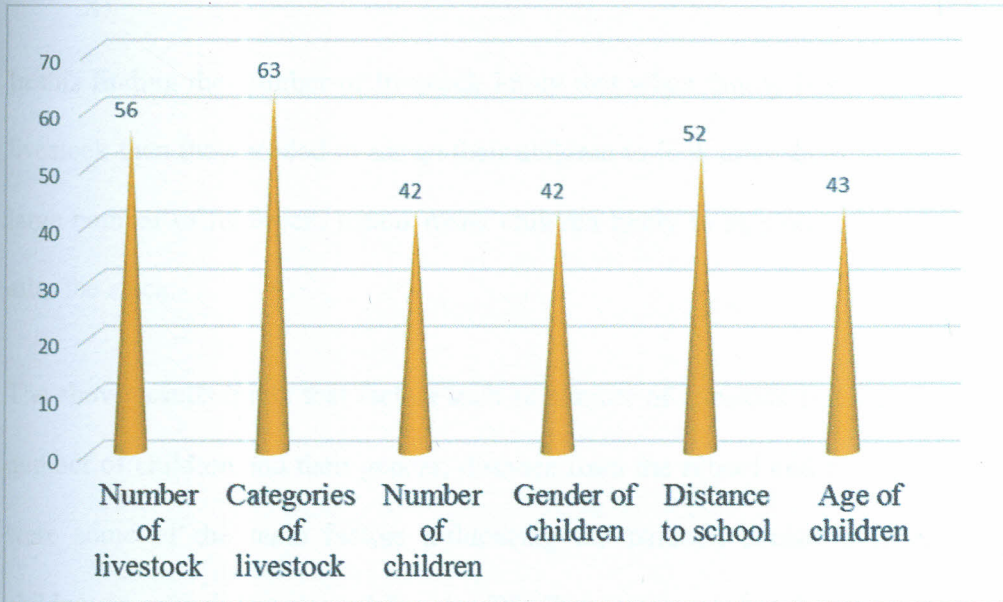


Figure 4. 6: Factors Considered by Parents to Enroll Children in School

Figure 4.6 shows that majority of the parents 56(71.8%) considered the number of livestock, 63(80.8%) considered categories of livestock and 52(66.7%) considered distance to school as the main factors they considered when making decision on whether to enroll children in school. These factors are further discussed below.

4.3.7.1 Number of Livestock

The results imply that most of the parents gave priority to their livestock and would first decide to assign their children who have exhibited good skills of herding, the role of caring for these livestock. One parent argued:

The people in this community are dependent on their livestock for all their needs and therefore are in short supply of labour for livestock due to many activities such as livestock watering for the different types of livestock and long distance to watering point and the younger children to be taken care off. It is actually difficult for the parents to send all their children to school. Boys help in herding and girls help in domestic chores. (Parent 2, Village X).

In this finding the number of livestock imply that when family has large number of livestock then they needed to assign their children to look after them, suggesting that large number of livestock, means many children likely to stay out of school to look after the stock.

The above results imply that factors such as number of livestock and their categories, number of children and their gender, distance from the school and the type of school were some of the main factors influencing the parental decisions to enrol their children in school. People and People, (2015) asserts that infact from age 7, children work six to seven hours a day, mainly tending the animals, while grandmothers largely rear and educate the young. Hence, culture contributes to the challenge of providing education to nomadic pastoralists children. The current study also revealed among other factors negative perceptions when it comes to the parents of prioritizing the needs of their livestock and the practice of the cultural ceremonies over the enrolment of their children in school, findings which are similar to those reported in this study.

4.3.7.2 Type of Livestock

The Gabra ethnic group keeps camels, goats, sheep and cattle. Households used the manpower at their disposal to herd these categories of livestock. Children form part of this manpower resource used to care and attend to livestock. The researcher sought to establish how the types of livestock could influence children's access to ECE. One

elderly mother explained why they did not enroll many of their children in school as follows:

Our goats and our sheep are many and it is difficult to be managed by one person, so we have our first born and third born herding goats. Our camels also require manpower which we must seek help from our children. So in this way most of our children are engaged in livestock herding". (Parent 5, Village Y).

The findings of this study agree with those reported by Burke and Beegle, (2004) who observed that access to education in low-income countries was determined by various factors such as caring for the younger siblings for the mothers to work. Children were also said to care for the sick parents and relatives. The study also revealed that parental health status affected children's access to school by reducing the money available for enhancing children's schooling. The results of the current study also revealed similar findings where some children left school to help ailing parents or to care for family livestock and siblings upon the death of the parents.

4.3.7.4 Gender of Children

From the information gathered through interviews the community has strong distinct values for different gender. The birth of boys signified continuity of the lineage and brings satisfaction to both parents and extended families. One parent in the study village had this to say:

Children are gift from God we love all our children. Boys carry our name and lineage to the next generation and they are a symbol of immortality. We pray to God for children and for male children. According to our traditions girls get married and build their homestead where boys stay and inherit wealth from us. Because of their future role of caring for the family carrying the family lineage to the next generation, some boys are given priority of schooling (parent 7, village V).

The current study findings are consistent with those reported by Dahl and Moretti (2007) who carried out a study on whether parents have preferences over gender of their children and whether this had consequences on children in the United States. The study found that fathers were less likely to live with first born daughters compared to first born sons and in the event of divorce, fathers were more likely to obtain custody of sons compared to daughters which had negative economic consequences on the affected children. Similarly, the study found that the number of children tends to be higher in families with first born girls as they desperately attempt to get male children. In the current findings, parents attach cultural preference to boys than girls. In both contexts, parents seem to favour one gender over the other for instance parents prefer not taking their girl child to school for fear of early pregnancies and boys are involved in herding.

Özbaş, (2012) carried out an assessment of factors which affects female access and participation in secondary education in Asunafo North and Sunyani municipalities in Ghana observed that female access and participation in high school were influenced by factors such as negative perceptions, lack of support from parents, poverty, poor academic performance, lack of policies in place to support girls education and weak female support programmes. Hussain, Salfi and Khan, (2011) concur with the above findings where they assert that the high dropout rate was due to high cost of fees, poverty and lack of interest by the parents. In the current study parents were reluctant to enroll their children in school and also believed that the ultimate priority for girl children was marriage as reported in the above study.

A study done by Ngugi (2016) on challenges facing mobile schools among nomadic pastoralists in Turkana County indicates the extent to which girls are enrolled in mobile schools in comparison to boys. The number of girls enrolled was relatively low in all the three schools used in the study. For instance, School A in year 2012 there were 50 girls enrolled, whereas boys in the same year were 87, reflecting that boys were 37 more than girls. In the same school in year 2011, the girls were 47, whereas boys were 78, hence a difference of 31. In the other schools, the trend was similar. For instance, in year 2012, there were 15 boys more than girls enrolled in school B. While in School C, the total enrolled boys in the same school were more than girls by a margin of 10. The findings from this study also attest to findings of the study above where there were more girls out of school than those in school and hence the need to enhance girl child access to school.

Migosi, Nanok, Ombuki and Metet, (2012) when studying hindrances to pupils' access and participation in primary school education in Kakuma and Lokichoggio divisions, Turkana County indicated that access to education was more difficult for the girl child than for their male counterparts mainly due to cultural considerations. The choice between having a girl child in school and acquiring more wealth in form of livestock in exchange for their marriage puts the schooling for girls at stake. It is claimed by the MOEST (2001) that pastoralists in Kenya avoid education especially for girls for fear of being molested or raped which may not be the case because crime rates in Kenya according to police reports are lowest in North Eastern Province where almost all inhabitants are nomads. However, (Abdi, 2010) notes that the fact is that schools were out of reach for them to attend regularly. The fear of girls' involvement in sex and pregnancy before marriage was what the community wanted to avoid as expressed by elderly mother as follows;

Sex before marriage for girls is highly discouraged. Those girls who get involved in sex and pregnancy before marriage are banished from home by both the parents and the community. They are not allowed to marry within the community and their children are also not accepted in society. They are considered outcasts and dead.

From the above except it can be noted that among this community there are strong taboos relating to sex before marriage which could lead to someone being disowned by the community. Children born out of such circumstances in most cases lack support and access to ECE.

In a study to find out home-based determinants of access Orodho, Waweru, Getange and Miriti (2013) observed that the enrolment in ECD, primary and secondary by district and gender in Garissa County portrays alarming trends. They recorded that in Garissa County, enrolment in ECD stood at 56.5% boys and 43.5% girls, showing a slight gender disparity at the disadvantage of the girl-child. In primary school, the percentage of boys to girls stood at 60.2% and 39.8% respectively, portraying a widening gender gap at the disadvantage of girls. In secondary schools, the gender gap widened slightly and stood at 66.3% boys and 33.7% girls. When these statistics are unpacked at district level by gender, deeper disparities emerge. For example, in Holugho sub-county, enrolment in ECD stood at 59.2% boys and 40.8% girls; in primary, the gap widened and stood at 63.3% boys and 36.7 girls and jumped to 80.6% boys and 19.4 girls in secondary education.

This trend was nearly similar in Balambala Sub-county where enrolment in ECD stood at 63.9% boys and 36.1% girls, in primary schools, the boys enrolment stood at 50.6% boys while girls represented 49.4%. The trend widened in secondary schools and stood at 85.7% boys and 14.3% girls. The overall picture is that apart from the low enrolment in absolute terms, there is a wide gender disparity at the disadvantage

of girls especially in Holugho and Balambala. The current study established that access to ECE in study area stood at 53% and 47% for boys and girls respectively showing a clear disparity in access between genders.

4.4. Socio-Cultural Factors Hindering Children's Access to Early Childhood Education

The researcher sought to find out the socio-cultural factors impeding children's access to early childhood education in Turbi Division, Marsabit North Sub-County. The socio-cultural factors are the beliefs and practices of the community which affected their day-to-day activities. To understand the socio-cultural factors impeding children's access to early childhood education, parents, headteachers, teachers, chiefs and area education officers were interviewed and results were presented in the figure 4.7 below.

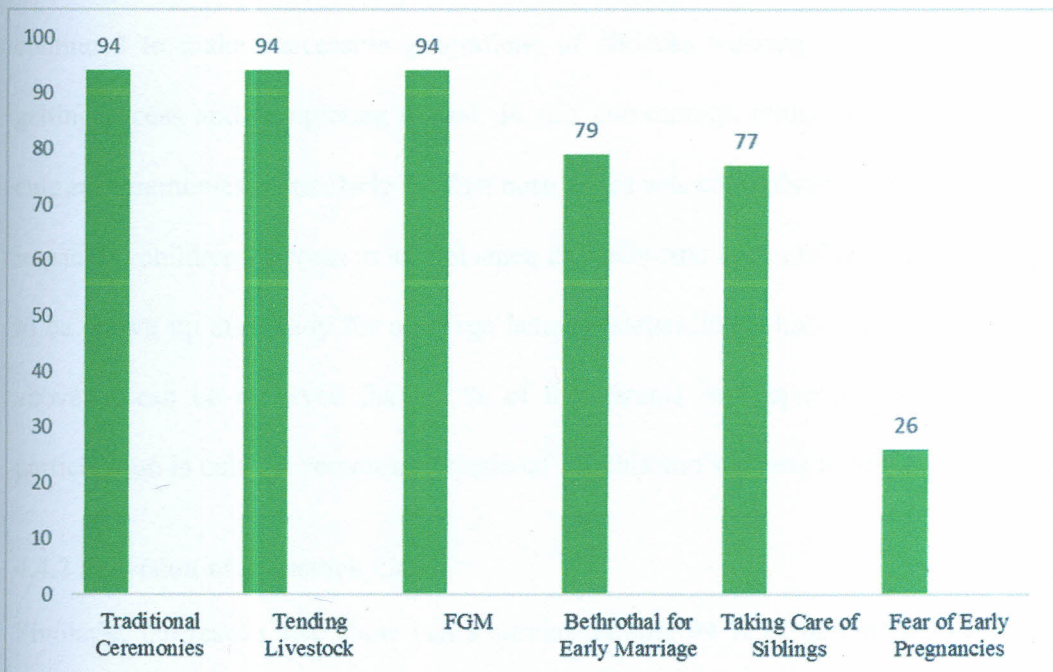


Figure 4. 7: Socio-Cultural Factors Hindering Children's Access to School

4.4.1 Cultural Ceremonies

There are three months during the year that the Gabra consider holy; they are the "camel months," *Somd'era Qara*, *Somd'era Ege*, and *Yaqaa* (Soga, 1997). Soga observes that it is not uncommon for marriage negotiations to start while the bride and groom to-be are still very young. It is during these months that most important traditions occur in Gabra society, amongst the traditions are weddings and engagements. There are other different types of ceremonies such as: 'Sorío', the sighting of new moon and Almado ceremony: Sorío celebrated twice a year, new moon celebrated every month and Almado celebrated once every end of the year. During each of these ceremonies, the presence of male children particularly the first born son was mandatory and each family must ensure the presence and participation of their first born sons. However, due to the frequent nature of these ceremonies, many parents expressed the difficulty of enrolling their first born sons in school which continued to make successive generations of children missing the opportunity of getting access and completing school. In this community, children participation in cultural ceremonies particularly the first born males was compulsory. This has a direct impact on children's access to school since the male first born children are presumed to be grown up and ready for marriage hence disregarding school. From figure 4.7 above, it can be observed that 94 % of the parents had reported that children's participation in cultural ceremonies hindered the children's access to school.

4.4.2 Provision of Livestock Care

Similarly, the results also show that a similar number 94 % of parents reported that children were engaged in provision of livestock labour needs which hinder their access to school. The parents had reported that they are nomadic pastoralists who keep camels, goats and sheep. These livestock form the economic lifeline and as well

as the fulfillment of religious and cultural values as a result of which the parents engaged their children in herding family livestock. One parent-a businessman had this to say:

Our livestock farms the backbone of our live hood and the provision of care for the livestock is the sole responsibility of all people. As a household head it was my duty to ensure that all welfare of my livestock is taken care of for sharing roles between household and family members regarding who will look after camels, goats, sheep and other livestock.
(Parent 16 village X)

The first born males were considered heir to the family wealth and expected to take responsibility of looking after the livestock. All children were expected to help the parents in herding, watering and other work related to livestock. The parents further expressed that they must plan on the division of labour between the different categories of livestock and school. Parents further revealed that they usually give priority to their livestock needs as source of livelihood for them.

The results from the interview with teachers on socio-cultural factors hindering children's access to school were similar to those raised by parents. However, they further reported that it was common to find parents coming to school to ask permission for their sons to attend cultural ceremonies ascertaining the importance they attach to their cultural values.

4.4.3 Taking Care of the Siblings

According to the results in figure 4.7, 77 % of the parents suggested care of the siblings as hindering children's access to early childhood education. The parents said that children attend to their younger brothers and sisters when parents go to provide for the livestock. Other activities children were engaged in are running errands for the parents and even the neighbours.

Migosi *et al*, (2012) records that orphaned children faced most difficulties in access and participation to education. These children lack support from family to attend school. Instead of being encouraged to attend school, their relatives and guardians would ask them to take care of their siblings or even be used by the family as child labourers to supplement family earnings. The adult responsibilities thrust at them early on in life makes it difficult to have time for education even if they were interested to pursue it.

4.4.4 Betrothal for Early Marriages

The results further show that 79 % of the parents reported that early betrothal for marriage hindered girl-child's enrolment in school. Engagement for marriage according to the parents comes from the clan from which their clan marries and therefore, culturally they were not allowed to turn down request for marriage. Such early engagement could make parents not to enroll girl children in school for fear of removing them from school later when the time for marriage comes. One parent expressed the following in relation to betrothal of their daughters:

We consider early engagement and marriage of our daughters a blessing and sign of good luck to the family because we consider this as being saved from the disgrace of pregnancy before marriage. Our cultural traditions require us to accept marriage proposals from the clans which marry our daughters. Turning down such marriage proposals will lead to long standing rifts which could only be settled through payment of fine in terms of livestock or failure to pay will lead to disruption of ties for marriage between clans. (Parent2, Village Y).

According to the teachers, parents make decision on which of their children they will enroll in school early so that they can evade the challenges that they might be subjected to when they withdraw them later from school due to early marriage or leave school to join the care of livestock.

4.4.5 Female Genital Mutilation

The results also show that 94 % of the parents reported that their daughters undergo FGM. They expressed that there was nothing wrong with them practising the rite of passage. From their beliefs, the practice hindered early sexual involvement and upholds moral behaviour. Sex before marriage was highly disapproved and FGM considered or deterrent behaviour against sexual promiscuity and to them done in the best interest of their daughter namely; that of safeguarding against early pregnancy and loss of virginity. A grandmother in one of the village commented on FGM as follows:

The practice of FGM was given to us by forefathers and of our children ever misbehaved or brought a disgrace to the family. All the females in the community undergo the rite of passage. We don't want our girls to adapt immoral behavior that was the reason we circumcise. Girls were taught good behavior from when they were young. Even those who go to school undergo the practice over the school holidays and continue with the school when term begins but circumcision will not deny them school unless when they are to be married. (Parent 4, Village Z).

According to the headteachers, Female Genital Mutilation was compulsory for all girls which they must undergo. Like the parents, they said the practice was performed on all girls above ten years. The headteachers further reported that the practice was performed in secrecy away from knowledge of child rights advocates and performed at the time when the child was most vulnerable when she could not understand the demerits of the practice. The current study also revealed the practice is now performed during the period of early childhood when it is least expected to be performed on the girl children.

A study conducted by Fant (2008) in Ghana identified factors such as preferences for gender, domestic responsibilities, FGM and culturally constructed beliefs on gender as factors perpetuating biasness in school access revealed similar findings to the

results of this study. Similarly, a study done by Njoka et al., (2012) on the effect of gender on girl child's access to education observed that factors such as domestic chores, FGM practice and orphanhood were some main factors hindering girl child access to education. The results of current study in conformity with the above studies revealed; parents fear of early pregnancy, early engagement, early marriage, domestic chores, parent's gender preference and FGM as some of the factors hindering the girl child's access to education.

The area education officers also concurred with the parents, Headteachers and teachers' views on the socio-cultural factors hindering children's access to school. They also cited the vastness of the division, the mobile lifestyle of the community and their strong cultural beliefs as the socio-cultural factors impeding children's access to school. The education officers interviewed had further reported that lack of role models was also hindering children's access to school. The few elites from the area were said to be in the Diaspora having migrated in search of jobs or they fled the harsh weather and environmental conditions of the area.

The chiefs were also asked to state the socio-cultural factors hindering children's access to school. Their responses were similar to those of the parents, headteachers, teachers and the area education officers. They reported that cultural ceremonies, livestock herding, early engagement and marriage as the main socio-cultural factors hindering children's access to school. They also expressed that it was difficult to convince parents to enroll all their children in school as they were resistant in embracing the idea.

One chief when asked why children were still out of school had to say the following:

The parents still hold onto their cultural practices and were dependent on their livestock. They are active at identifying who among their children can be outstanding in the area of livestock husbandry and spare these children for livestock herding. Their cultural values and livestock was their main priority, but these days even though they do not enroll some of their children in school, they are beginning to see the benefits of formal education. (Chief 2, Village X).

The chiefs further pointed out that it was difficult to monitor whether parents enrolled their children in school as the parents live in mobile settlements and most of the time they were said to be on the move every two to three months. This poses a great challenge to the education of this nomadic pastoralists.

This study finding on the socio-cultural factors is similar with those reported by Hunt, (1996) who did a study on gender socialization within the family in the United Kingdom. The study suggested that people get stereotyped because of their gender when you expect your boy child to be a strong person and the breadwinner in the family after the father or the belief that women care for children and to attend to domestic work and even expect their daughters to do the same. The above findings concur with the macrosystem level factors outlined in the Bronfenbrenner's ecological theory, namely the socio-cultural practices, beliefs and attitudes of the parents influencing children's access to early childhood.

Studies have also revealed that children are socialized early in life where they are taught different appropriate behaviour for their gender within their cultures as early as 5-6 years. Similarly, in concurrence with the above studies in the current study, children were socialized early into the family traditions, values and behaviour. Parents expected their children besides stuck adherence to tradition and values to also to devote attention to the care for livestock and other properties. The FGD comprising participants drawn from the parents, headteachers, teachers, chiefs and the area

education officers also confirmed that factors such as cultural ceremonies, meeting livestock demands, gender, care for sibling, early engagement of girl child, parental fear of early pregnancies and FGM as hindering children's access to early childhood education.

Coleman (1966) expressed that parents' cultural capital was important as it offers skills, knowledge and attitudes through the socio-networks of sharing information, helping and encouraging children's access to education. The study findings suggest that parents can use their socio-connections with relatives, friends, community members and leaders to help children access education. Similarly, the results of this study also confirm the importance of networks of the parents with stakeholders, relatives, education professionals and leaders to help children access ECE.

4.5 Socio-Economic Factors Hindering Children's Access to Early Childhood Education

The researcher also sought to determine whether parental socio-economic factors hindered children's access to early childhood education. To achieve the objective, parental occupation, monthly income, and highest level of education were determined using interview and the results have been discussed in the following sub-sections.

4.5.1 Parental Occupation

The kind of occupations parents were involved in was determined by asking them the kind of work they were doing and Table 4.10 presents the results.

Table 4. 10: Distribution of Parents by Occupation

Occupation	Frequency	Percent	Number of children not in school	Percentage
Herdsmen	68	87.2	199	91.3
Business	4	5.1	9	4.1
Civil servant	6	7.7	10	4.6
Total	78	100	218	100

As shown in Table 4.10, majority of the parents were herdsmen 68 (87.2%) who moved from place to place with their livestock in search of water and pasture. Some parents also reported that they were engaged in some form of business 4(5.1%), either owning small shops stocked with food items or engaged in buying and selling of livestock. The parents (herdsmen) mainly depended on their few livestock for all their needs and which could hardly support their daily needs. Parents also reported that during dry spell when their herds were hard hit by drought, they suffered hunger and usually depended on food donations. During this period, children were also required to help their parents in caring for livestock, an activity which denied them access to school.

Headteachers, teachers, chiefs and area education officers also concurred that majority of the parents were herdsmen and during dry season, the nomadic pastoralists moved from place to place in search of pasture and water for their livestock. During this period, parents took their children along with them as they looked for pasture and water hence denying children access to school. They further reported that parents mainly sold livestock to buy essential commodities they needed at home like foodstuff, clothing and medicine for their livestock. Some parents with a few numbers

of livestock had said that they could let their children go to school because they themselves were able to look after their few animals. One parent argued:

I have three children and I have only few goats which are looked after by my brother and two of my children I have already sent them to school. Others have many animals where they used their children to look after the animals but for me I don't have huge number of livestock and that is why I have chosen to send my children to school. (Parent 18, Village X).

One head teacher of a school in the area explained:

Nowadays people here are getting awareness on the importance of formal education. But still most of them tend to prevent some of their children from going to school and instead use them to herd their family livestock. (Headteacher 1, School, 1).

Despite livestock labour being one of the greatest pull factor, for children out of school from what we have observed earlier all the households had at least some children in school and this was a positive move which needs to be strengthened through concerted and coordinated efforts by different stakeholders. The parents also taught their children skills for livelihoods by taking children on apprenticeship with them when herding livestock.

One of the parents aptly put this way:

Our children are our future heir and we need to teach them our skills, occupation and means of survival so that they will be able to manage their livestock and their families in future. Livestock forms our livelihood and every family head must ensure that the family livestock are cared for. Lazy people are ridiculed and hard work and success measured by the number of livestock one has. Children' are therefore used in achieving wealth. (Parent 10, Village V).

From the above point, it is important to note that parents are committed in teaching their children responsibility and as well as skills for survival. Livestock forms the

source of livelihood for the parents and they (parents) are obligated to take care of the livestock.

The headteachers and the teachers expressed that boys were mostly said to look after the family herds. In households with no male children or where the male children were younger, families can account on the girl child to undertake livestock herding. The chiefs on the other hand expressed, that the parents do not enroll the first born males in school. As earlier expressed they were taught the occupation of their father to pick up the responsibility of taking care of the family wealth. The chiefs further said that parents were prioritizing their livestock care over their children's schooling. When they (chiefs) were asked why the parents considered livestock care over their children's education. One of them had this to say:

The parents believed that their children attending school will not yield immediate returns to meet the basic needs of their children. So they (parents) argue that they needed to engage some of their children in livestock herding to help them in providing for their day to day needs as they enroll some in school. In this way they were able to meet the needs of their family and their livestock. (Chief 1, Village V).

The above expression shows that parents were of the view that they consider a balance between livestock herding and education and this suggests that the parents were gaining recognition of the importance of education. Similar sentiments on why children fail to enroll in school were also expressed by the area education officers. They cited lack of role models for themselves and children to be motivated by their successes and inspire the desire to enroll their children in school. However, the area education officers were optimistic that the challenges of lack of the role models will likely change if the county government prioritizes ECE in its strategic plans. Table 4.11 below shows parents' occupation and children's access to ECE.

Table 4.11: Relationship between parents' occupation and children's access to ECE

Occupation	Freq. Households	No. of children in school	Mean no. of children in school	No. of children out of school	Mean no. of out of school
Herdsmen	68	125	1.8	199	3
Businessman	4	15	3.8	9	2.3
Civil servants	6	24	4	10	1.7
Totals	78	164	2.1	218	2.8

Results in Table 4.11 shows that civil servants lead in offering their children access to ECE (with a mean of 4 children per household) followed by businessmen (with a mean of 3.8 children per household) with herdsmen trailing with a mean of 1.8 children per household. Conversely, herdsmen have the highest level of children out of school with a mean of 3 children per household. There is an average of 2.3 children out of school per household within parents who were businessmen while only a mean of 1.7 children per household out of school for civil servants.

4.5.2 Parents' Economic Status

The parents' economic status was also established in order to find out how it influenced children's access to education and Table 4.12 presents the results.

Table 4. 12: Parents' Economic Status

Income	Frequency	Percent	Number of Children Not in School	Mean
Below 3000	15	19.2	51	3.4
3000-5000	55	70.5	154	2.8
5000-10000	3	3.9	8	2.7
Above 10000	5	6.4	5	1
Total	78	100.0	218	2.8

Table 4.12 indicates that out of 78 parents who participated in the study, 15(19.2%) of them earned less than Ksh. 3000 per month. Those that had an income of Kshs. 3001-5000 per month were 55 (70.5%), 3(3.9%) of the parents were those that earned between Kshs.5001-10,000 per month and the moderately high income group were 5(6.4%) who earned above Kshs. 10,000 per month. The above results show that majority of the parents in the area were low income earners. It can also be observed that the low the income of the household, the less the access of children to early childhood education. The results also shows that on average 3.4, 2.8 and 2.7 children were out of school from households earning below Kshs. 3000, between Kshs. 3000-5000 and Kshs. 5000- 10000 respectively. One child each from households earning over Kshs. 10000 also missed school.

However, there are cases where poor families, with little or no livestock who have fallen back to towns had enrolled their children in school. A study by Kratli (2009) among the Karamoja confirms similar findings whereas as a result of loss of livestock parents moved to towns where their children got opportunity to access schooling. Lack of school fees was also reported by parents as a factor which has made children to be out of school. Majority of parents interviewed had reported lack of school fees

as one of the reasons why their children were not enrolled in school. The parents had reported that they could not raise fees because of the low income from their livestock especially during the dry spell hence narrowing children's opportunity for access to education.

The headteachers and teachers interviewed had also agreed that they charged fees in schools and that lack of fees was a real challenge especially to families with many children in school and it could make parents not to enroll their children in school. Headteachers further explained that the fees charged covered costs like boarding fees, volunteer teacher salaries, and provision of teaching and learning resources, water and firewood. Teachers on the other hand had said that the fees charged cater for the pre-school teacher salaries, purchase of teaching and learning resources, repair of classrooms and equipment and provision of feeding programme. These fee charges have been cited as causing children to stay out of school.

Wage employment has also been cited as one factor impeding children's access to school. The boys were reported to be herding their neighbours and relatives livestock for wage employment. When parents were asked why they allowed their children to engage in child labour, one parent had this to say:

I am a widow and I have only a few goats and sheep, which my elder son takes care of together with those of my neighbor who has a large number of goats and sheep. He pays my son some money at the end of every month. The rich man also helps us with some cash when I run short of money to buy food for my children. (Parent 8, Village Y).

The headteachers were also asked why the parents allowed their children to engage in child labour argued that they wanted to increase their household income. One head teacher expressed as follows:

During the dry spell the parents were under stress and needed to ensure that their livestock survived the drought. Therefore, it was not uncommon for the children to be engaged in herding their family livestock as other family members care for other livestock, for instance goats, sheep and camels. During such periods the parents can place boys in wage employment as herd's boys to generate income for the family (Headteacher, School 2).

Homesteads especially with single parent were said to release their children to engage in wage employment so as to supplement the family income. The chiefs also expressed that some parents allowed their daughters to work as baby sitters and house helps within the neighbourhood or far away in the urban centres, with relatives or people they know. Girl children were also reported to engage in hawking or selling milk within the nearest trading centres with huge population when the nomadic pastoralist villages settle near towns.

Poverty was also cited as another factor hindering children's access to school. About 30% of the parents had expressed that they are poor and could not afford to pay fees and other school needs for their children. They further highlighted that the area where they lived often suffered long periods of drought which leads to weakening of the livestock and sometimes culminates in the livestock deaths resulting to low income from their livestock.

One parent had this to say this:

We live in a dry area with little or no rain in the year and during the dry spell pasture and water become scarce and our livestock becomes weak and we suffer mass deaths of livestock threatening the survival of our families.

The headteachers, teachers and chiefs in agreement with parents had reported that many parents were those with few number of livestock and therefore, with low income and hence could not meet their day-to-day family needs let alone fee payment

for their children. In conformity with the above sentiment, one teacher expressed the following:

Some parents are widows and have few herds which could not meet their children's fee demands and other day to day upkeep needs. The business opportunities in the area are mainly livestock selling and food stock shops. Business people from outside the area also come and these makes livestock business not conducive for people with little capital and hence narrowing the opportunities for those with few livestock (Teacher 3).

The fewer number of livestock coupled with long periods of drought could incapacitate the parents ability to pay fees and other school needs and thus hindered their children's access to school. From the Bronfenbrenner's exosystem level, parents' occupation and income influence children's access to ECE. This level is in agreement with the above results which reveal that parents' occupation and income confidentially influence children access to school. However, from the perspective of nomadic pastoralism, parents' occupation such as herding livestock, do keep children out of school such as pointed out in the above findings.

Children's educational outcomes vary sharply with their parents' socio-economic background as there is a strong correlation between family income and educational outcome. Differences in outcomes with parental background emerge early at the pre-school level and are re-enforced in childhood and teenage years through to tertiary education (Bacha, Melesse, Hunde and Regassa, 2002). Using a cross-sectional survey design in Ethiopia Bacha et al., (2002) found out that of the total 320,341(95.4%) respondents, 41.2% did not go to school at all, and on average, 11% were recorded as dropouts. The highest proportion of non-school attendants (never gone to school) accounted for more than 50% in some woredas of the region. From the total 73076 household heads, only 14.8% sent their children to pre-schools at the regional level. Thus, about 85% of the region's households did not send their children

to pre-schools. In some regions more than 95% of the families did not send their children to pre-schools. Similarly, in the current study 57% of children in the study area were not enrolled in ECE with some villages with over 60% of the children out of school.

The school fees hindrance to children's access to school suggest the parents low economic status and this concur with the study reported by Glennerster *et al.*, (2011) who assert that school fees and other education cost remains a barrier to accessing education. The cost of uniforms was too high for poor homes to afford prompting many children to stay at home due to inability to purchase the uniforms. Similar findings were also found in a study in Ethiopia and Guinea by Nekatibeb, (2002) which observed that parental inability to pay fees was the main cause of non-enrolment and dropping out of school. School levies were also found to lead to absenteeism, poor transition from primary to secondary school and leading to dropping out (Miako, 2012). The current study revealed that owing to the low economic status of households some parents were not able to enroll some their children in school.

4.5.3 Parents' Highest Level of Education

Parental highest level of education was also established and categorized into: No primary certificate, primary certificate, secondary certificate and post-secondary certificate. The results are presented in Table 4.13 below:

Table 4. 13: Parents' Level of Education

Categories	Frequency	%	Number of Children not in School	%age number of children out of school
Post-Secondary	0	0	0	0
Secondary Certificate	3	4%	6	3
Primary Certificate	5	6%	11	5
No Primary Certificate	70	90%	201	92
Total	78	100%	218	100

Table 4.13 shows that majority of parents had no primary certificate (90%) and this could be influencing negatively children's access to school. The results also indicate that parents with secondary certificate reported fewer number of children out of school (3%), followed by parents with primary education at 5% whereas parents with no primary certificate had 92% of children not enrolled in school. The results imply that parental low level of education had negative impact on children's access to early childhood education. Most of the parents without or with low formal education had higher percentage of children out of school while those who have attained secondary education had the lowest percentage of children out of school.

Bacha et al., (2002) notes that educated mothers usually facilitate children's schooling and could contribute to better school enrollment and even enhance their performances. However, the effect could be the other way round especially when the parents were not educated as shown in findings of this study. In view of the importance of mothers' education as highlighted in the above study there was need to encourage education of mothers, who are by and large regarded as the first teachers of children and are key stakeholders in enabling access to school for children.

Studies have shown that the socio-economic status of the family has strong influence on children's access to school. Children from families with better education have been found to enroll early in school and complete more years of school than their counterparts from households with little education (Mukherjee, 1999). In concurrence with the above findings, the results of this study showed that only 3% of children of parents with secondary education were not enrolled in school whereas 92% of children of parents with no education, were not enrolled in school. The results also revealed that children as young as 5 years were used to herd family livestock. The above revelation underscores the need for strengthening the adult education programmes for parents by raising education awareness among the parents to enhance access to education.

4.5.4 Household Labour

The study sought to establish the type of labour children were involved in and besides the livestock the livestock labour they mainly cited household chores. One mother of two stated as follows:

When I was a young girl first born in my family, my parents considered me as the only source of help as my other siblings could not help them at that time. So I helped them with household work and as well as caring for my younger brothers and sisters. This was the way things were and it should be that children should help their parents in whatever work available (Parent 21, Village X).

Kratli (2009) reported that among the Turkana observed that young children 5-6 years do help their parents in herding the family livestock, housework and care for siblings. The results of the current study show that parents were exclusively reliant on their children for livestock labour needs. Kapinga (2014) did a study on parental socio-economic status and children's academic achievement in Tanzania and observed that parents with low socio-economic status were less concerned with the education of

their children. In agreement with the above findings, the results of this study revealed that majority of the parents were of low economic status and therefore tend to enlist the services of their children for both domestic and livestock labour needs and hence contributing to children's lack of access to ECE.

One headteacher interviewed expressed as follows:

Many children absent themselves many days in order to help their parents with household work some parents come and report that they have commitments which requires assistance of children to do cooking, washing, baby sitting and even attend to care for young ones of goats, sheep, camels. (Headteacher, School 2).

The study results revealed that household labour has impact on children's school attendance and access. The Convention on the Rights of the Child (CRC,1989) article 32 states that member countries should recognize the right of every child to be protected from economic exploitation and hazardous work that may interfere with the child's education, health, physical, mental, spiritual, moral or social development. This convention is binding to all the countries which have ratified it and Kenya being one of them. The current study highlighted both domestic and wage labour in which children were engaged by the parents in order to release parents to undertake other income earning ventures or for children to engage in work aimed at supplementing the family income.

Children's involvement in child labour was a common scenario in low income countries where families rely on children's labour and earnings. Hunt (2008) also observed that low income families allowed children to engage in domestic and wage labour in order to free parents to undertake income employment or for children to supplement household income respectively. Edmonds and Pavcnik, (2005) asserts that as household wealth improves, children also tend to work less in wage employment

but continue with domestic labour. In conformity with the current study, Murphy's (2005) study on assessment of Non-Governmental intervention Programmes on child labour in India observed that addressing poverty as the best solution to reducing child labour and thereby enabling children's access to education.

Kratli (2009) conducted a study among the Karamoja of Uganda and found out that poor families who have fallen out of pastoralist livelihood fall back to towns and they may enroll their children in school. Similar to the results of the above study findings, the interview responses of the current study expressed that the parents with fewer number of livestock retire to towns and enroll their children in school implying that parents were beginning to realize education as a valuable undertaking likely to sooner or later salvage their children from wage labour at tender age. It was also a common experience with nomadic pastoralists' households who have lost their herds through droughts to move to towns and hence enrol some of their children in school.

4.6 Environmental Factors Hindering Children's Access to Early Childhood

Education

The researcher also sought to find out the environmental factors hindering children's access to early childhood education. This objective sought to determine the environment related factors hindering children's access to early childhood education. To establish these factors, parents, headteachers, teachers, chiefs and the area education officers were interviewed. Similarly, a focus group discussion was also conducted to corroborate the findings from the other respondents. The major factors captured during the interviews and focus group discussions have been discussed under the following sub-headings:

4.6.1 Long Distance to School

Long distance from home to school was cited by many parents as a factor which was hindering children's access to school. A parent from a remote mobile settlement had this to say:

We live far away from the town with schools and our livestock have huge labour demands where we rely on our children to help in taking care of some of the livestock. Big children will look after and care for camels and goats while younger children will look after the young camels and goats. Girls may remain at home to care for younger siblings. I have enrolled my third born son in school when he was old enough to be in a boarding school but the distance, our nature of mobility and the non-existent of early childhood centres could not allow us to enroll even those whom we may like to enroll in school (Parent 2, Village Z).

From the revelations by the respondent above, distance was one major hindrance of children's access to early childhood education in the study area which are supported by studies elsewhere. According to Australian Bureau of Statistics (2009), early childhood services in Australia were not accessible to 60% of 3-5 year-olds in areas with geographic disadvantages. The report observes that those children from low income families, indigenous families, and those from culturally and linguistically diverse families were less likely to attend early childhood care services and the results of this study revealed similar data on children out of school among the nomadic pastoralist population sampled for this study.

Headteachers, teachers, chiefs and area education officers interviewed on the environment-related factors that hinder children's access to school had expressed that distance hindered children's access to school. One headteacher had described the situation as follows:

The distances between settlements and schools was bound to vary as the pastoralist movements were dependent on weather patterns and governed by the availability of basic needs, such as water and pasture for their livestock. There were times these people settle closer to schools but they could not enroll their children in school due to livestock or other domestic considerations (Headteacher, School 3).

The Focus Group Discussion also revealed that the mobility of pastoralists and frequency with which pastoralist settlements relocate to new sites in pursuit of the needs of their livestock, always keeps them at great distance from schools. The participants unanimously concurred on the notion that long distance from school hindered children's access to school particularly for young children who were not able to walk long distances or even stay in boarding school. They also raised cases where some parents were not enrolling their children in school even when they reside closer to school.

A parent living in a close proximity to school made the following comment on why she did not enroll her children in school:

Even though I live about 2 kilometres from the existing pre-school, I did not enroll my children because between the school and the village there is a road corridor leading to a watering point along which there is heavy livestock traffic going to watering point. Indeed, enrolling the child in the pre-school will require someone to take the children to school and to pick the child after school and the family members are so committed elsewhere to take the child to and from school daily. So we decided to retain the child home until such a time when he has come of age to go to school alone (Parent 19, Village V).

The implication that could be drawn from the above results is that there are other factors other than distance that could be hindering children's access to early childhood education besides the distances between home and school. The school can be situated near a settlement and the parents may not still enroll their children in school due to their own other considerations.

4.6.2 Harsh Weather

The other environmental factor which hindered children's access to school was harsh weather. It was reported that high day temperatures and extreme wind filled with dust particles could make the parents delay or not to enroll young children in school. This view was expressed by the parents living 3-6 kilometres from the school. They hold the view that the intense heat will make children become thirsty, sweat profusely and dust will also make children fall sick and hence reasons for which they were not enrolling their children in early childhood education even for those not living far from the school.

One parent, a mother in a village situated between three to five kilometres from an early childhood centre had described the situation as follows:

Here in this area the mid-day sun is so hot and children can easily get thirsty and sweat a great deal. Walking home from school can be a hazardous undertaking for young children. That is the reason why most families living over 2 kilometres find it hard to enroll children in school to walk in the extreme heat of the sun. (Parent 6, Village W).

Similarly, another parent residing in the same village had also reported as follows:

Some days the weather becomes so windy and filled with dust. So walking long distances in the dust can make them get cough and eye infections so that is the reason why I did not enroll my children in school until they are able to protect themselves from the dust (Parent 10, Village W).

The interview with headteachers, teachers and chiefs also concurred with parents that unfavourable weather elements such as high temperatures made some parents not to enroll their children in early childhood centres. Similarly, Focus Group Discussion also agreed with the above respondents but expressed that parents preferred enrolling older children in pre-school centres as they believed that younger children were vulnerable.

4.6.3 Rugged Terrain

This is an environmental factor which hindered children's access to school. Some parents had cited fear of rugged rocky terrain and the perceived challenge it poses to their early childhood children as the reason of not enrolling them in school. When parents were asked why they do not make roads to their village, they cited some challenges in creation of roads every time they moved to a new site. One male parent during the interview said:

One thing why I could not enroll my pre-school age child in school besides the distance is the fact that where we are now, the area is dominated by rocky terrain where both children and adults are easily prone to injuries; where they could easily sprain or even fracture legs and arms. Also I don't see the need to make roads every time we settle in a new area as it is a costly affair. Such situations make me not to send my young children to school as at now but in future, God willing. (Parent 15, Village V).

The other respondents; the headteachers, teachers, chiefs, and area education officers also identified rugged topography in some areas as a factor which was hindering children's access to early childhood education. They said that the rough landscape posed walking difficulties to children and fear of accidents made parents choose not to take their young children to early childhood centres. One pre-school teacher made the following statement:

The terrain in some areas are rocky grounds which poses difficulty for people to walk on such terrain. Children and adults alike are prone to accidents on such rough topography and out of fear of such accidents parents tend to hold back their children until when they are of age to walk with ease on such terrain. (Parent 5, Village X).

The above responses imply that, there are other factors other than distance which were hindering children's access to early childhood education irrespective of the distances between home and school. The school can be situated near a settlement and the

parents may not still enroll their children in school due to their own other considerations notably non-prioritizing early childhood education of their children.

Sanou and Aikman's (2005) study on pastoralist schools in Mali observed that the region occupied by Touareg was a semi-desert area which often suffered severe drought. Similar to the current study findings, children of Mali pastoralists also have to walk long distances (4-8 Kilometres) to and from school daily. The long distances to school may tend to militate against children's access to school. The study revealed that classes start early and with a break in the afternoon when the heat of the sun was at its peak and the temperatures can go as high as 45°C. The above study findings support the findings of the current study where the distances and high day temperatures influenced children's access to early childhood education.

In Ethiopia, Woldesenbet, Tesfaye and Bekele, (2014) found that distance between home and school was a major hindrance to children's access to primary school education results which are similar to the findings of the current study. UNICEF (2008) study on climate change and its impact on children asserts that environmental changes especially those involving weather and climatic patterns may lead to health challenges such as diseases and nutritional disorders. Intense drought in the dry areas and frequent floods impacted negatively on children's cognitive and physical developments (Save the Children, 2009). Fernandez-Gimenez, Batkhishig and Batbuyan (2012) carried out a study on children's vulnerability and capacity building adaptation in Mongolia. The study observed that extreme weather patterns and environmental hazards such as drought, snow, dusty storms and encroaching desertification were some of the global climate changes affecting children and the

high time to cushion children against such vulnerability, which if not checked would likely deny children access to school.

4.7 Strategies to Enhance Children's Access to Early Childhood Education

The researcher was also interested to find out the strategies that can be used to enhance children's access to school. The study sought to find out the strategies that can be used to enhance children's access to early childhood education. To achieve this objective, parents and other participants were interviewed and some of the main strategies have been described in the following sub-sections.

4.7.1 Community Education and Mobilization

Community education and mobilization are very pertinent in making parents understand the importance of education and in particular early childhood education. The researcher wanted to find out whether education awareness forums to educate parents on the importance of education of their children were conducted. Consequently, parents were asked whether they have ever attended any community education forum(s) as depicted in the graph below.

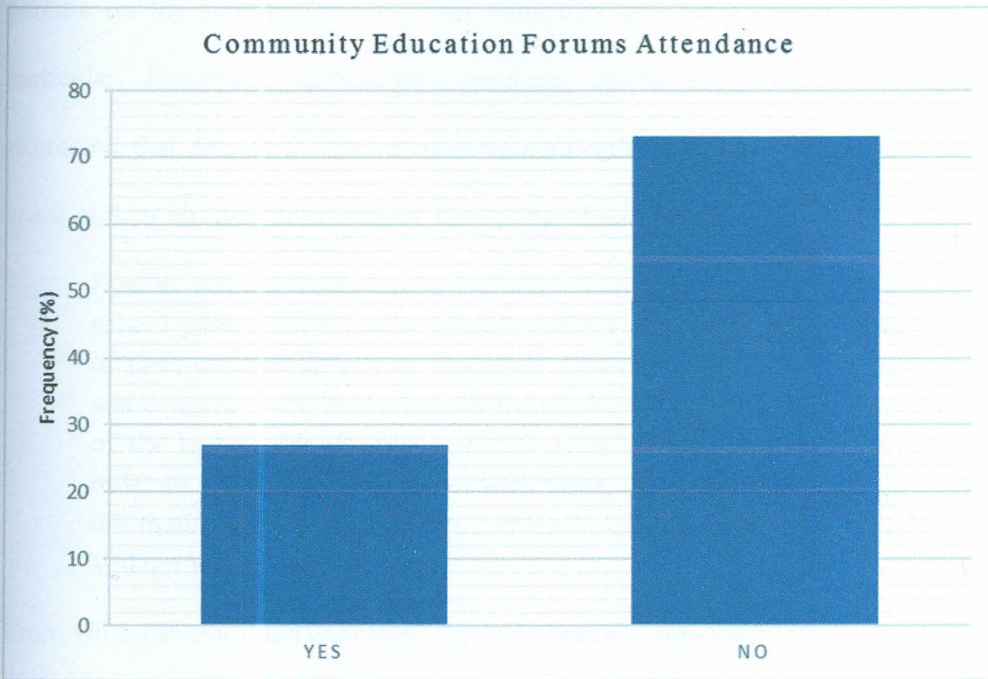


Figure 4. 8: Community Education Forums Attendance

Figure 4.8 indicates that 57 (73%) of the parents involved in the study had never participated in any community education forum. The lack of participation implies that the parents were less informed on the importance of education and therefore, may fail to enroll their children in school.

Headteachers, teachers, chiefs and area education officers working in the area were also interviewed to determine whether they organized or participated in community education awareness forums. The results had revealed that they organized and participated in community education forums. However, they cited lack of enough forums to engage more parents and community members, distances of nomadic settlements from towns and lack of funds for facilitating the forums as some of the reasons that hindered their efforts. The above shortcomings notwithstanding, the respondents indicated that they used community meetings like; cultural ceremonies, and faith-based meetings, chiefs' *barazas* and opinion leaders meetings to enlighten

parents on the importance of formal education and early childhood education in particular. However, headteachers, teachers, chiefs and area education officers expressed that despite their awareness creation efforts, parents continue to withhold some of their children from school. One of the chiefs had this to say:

Despite our constant community interactions during public *barazas*, school parents days, the residents continue to ignore enrolling some of their children in school especially first born boys, girls and even some middle born depending on livestock and domestic labour needs of the households. Because of their rigid cultural traditions and in order to cultivate good rapport with them, our approach has been to tell them to enroll at least some of their children in school. (Chief 1, Village W).

From what the chief had expressed, he had chosen a non-confrontational approach of appealing to parents to enroll some of their children in school as other children help them in looking after their herds. The risk with this approach is that it denies some children opportunity to be enrolled in pre-school because by the time they are released; they are already well over ten years therefore may not get the opportunity to enroll in pre-primary.

The Focus Group Discussion participants had also revealed that there was no coordinated effort targeting parental education where they reside, that is, in their settlements. The tradition has been that they target only those who come to chiefs' *barazas*, religious functions or leaders meetings leaving out the nomadic pastoralist in the remote settlement. The participants also highlighted that funds should be allocated for awareness creation outreach activities. One participant in the Focus Group Discussion explicitly put it as follows:

There was no proper education awareness forums conducted to reach the right audience in the nomadic settlements. The chiefs *barazas*, religious and opinion leaders meetings are all concentrated in towns where the attendants are usually those who are either educated or are those involved in businesses. There ought to be properly coordinated mechanisms in place to enable nomadic parents education awareness forums, continued success and follow up to ensure that the forum bore fruits through parents enrolling their children in school. (FGD, participant,3).

The above sentiments imply that headteachers, teachers, chiefs and the area education officers conducted only a few education awareness forums for the parents. The forums like the chiefs' *barazas*, religious gatherings and opinion leaders meetings were not covering parents in remote nomadic settlement as cited above. There was need to organize parental education awareness forum targeting parents in their nomadic pastoralists settlements to create awareness on the need for early childhood education.

Parents were asked to suggest strategies which they thought would enhance their children's access to early childhood education. Table 4.14 presents the results.

Table 4. 14: Parents Suggested Strategies to Enhance Children Access to Early Childhood Education

Strategies	N	Percent of Cases
Support from other stakeholders	30	40.5%
Move closer to water sources	8	10.8%
Establishment of mobile schools	74	82.4%
Government assistance with fee bursaries and grants	48	64.9%
Reviving village mobile schools	19	25.7%
More involvements and follow-ups by leaders to make sure that children are in school	4	5.4%
Division of labor by enrolling some in school while others assist in labour	14	18.9%
Employment of more teachers	43	58.1%
Education awareness forum	31	41.9%
Motivating children to go to school	1	1.4%
	272	386.5%

Table 4.14 shows that the main strategies cited by parents were: Establishment of mobile schools; government assistance with fee bursaries and grants; employment of more teachers. The other strategies include: Education awareness creation forums; support from other stakeholders; and reviving village mobile schools where children can learn with ease at precincts of their villages.

4.7.2 Establishment of More Mobile Schools

From the interview with parents, it was noted that the number one strategy suggested by parents to improve children's access to early childhood education was establishment of mobile schools 74 (82.4%) for the nomadic pastoralist settlements. As pointed out earlier, some settlements were far away from the existing schools and there were no schools to serve children. In this regard, availing a pastoralist friendly

school suited to the way of life of these people would be a worthy undertaking. One parent interviewed said:

Our settlements are situated far away from schools which situated in towns in town. We are on the move every season depending on the availability of pasture for our livestock. For this reason, there are no schools for our children near our settlement (Parent 3, Village X).

The interview with parents also revealed that there were some villages which used to have mobile schools and due to lack of teachers, they closed down. The parents had also reported that even though not well-coordinated and of low quality, the existing mobile schools and those that existed previously offered opportunity to their children to acquire early childhood education. One parent from a nomadic village with a mobile school remarked that:

The mobile schools were on and off, the teachers were not paid and there was no coordination or help from outside as at now. But these mobile schools have assisted many of our children to access early childhood education. The first group of students are now in form one. We are grateful to Catholic missionaries, UNICEF and our professionals who have managed the school even though they are far away in towns like Nairobi. We needed more help towards strengthening our mobile schools because our teachers left, only one has remained (Parent 1, Village Y).

From the above views of parents, mobile schools have been quite handy because of their flexibility and proximity and the magnitude of work they have achieved since 2006 when they were established.

Sanou and Alkman (2005) who did a study to evaluate a Non-Governmental programme which aimed to improve enrolment of girls expressed that mobile schools were expensive to maintain which the participants of this interview responses seemed to disagree. Information gathered from interviews from Focus Group Discussion and observations revealed that mobile school structures were made from locally available

materials and they resembled the cultural huts of the community and its construction do not involve much expenses. McMillan, (2007) carried out a study on the provision of education to the travellers' children in the United Kingdom expressed that the government in their endeavor to provide gypsy travellers' children with education, developed buses fitted with play boxes which contained complete package for all activity areas. The parents were inducted on the use of play boxes supported by photographic booklets for use by parents with low education when helping children. As pointed out elsewhere in this research, lack of teachers hampered children's access to early childhood education, and the use and availability of packaged teaching learning resources similar to those of the above findings will likely improve parental participation and contribution to children's access to early childhood education even when teachers were absent.

According to Sengupta and Ghosh, (2013) in Indian cities like Mumbai and Delhi there were mobile bus classroom developed through the efforts of NGOs working in the area in conjunction with the Indian government. The schools on the wheels travelled to the children in the settlements during hours that suit their lifestyle and the nature of the occupation they were engaged in. In these model schools, classes took place during the normal hours of the day except in places where children were not available during the day. In such cases, classes occurred in the evening when children came home from fishing. Whereas the above study sought to develop appropriate school model compatible with the children of fishing community who were not available during the normal school hours, the current study sought to develop the appropriate movable school model suitable for children of the nomadic pastoralist who could not have access to early childhood education.

During the focus group discussion, the participants when brainstorming on the best strategies for enhancing children's access to school explored many options. One area education official had this to say:

Because our people are on move every 3-4 times a year, it would be wise to get a movable classroom for children. it would be appropriate these classrooms can have wheel's, so that they are easily relocated to any site the nomadic satellite village move to such movable classes can be provided to all the pastoralist settlements to act as early childhood classrooms for the children of nomadic pastoralists (AEO 1, FGD).

The FGD also explored on how best this intervention programmes could be implemented for success. One teacher stated as follows:

Documentation of the number of pastoralist households, their school age children and their movement patterns. The mobile schools should be coordinated from one central point. The time when any of nomadic pastoralist satellite village wish to migrate to a new site, they should send information early enough to the central point for the arrangement to be made in order to organize their movement. The classroom structure could be a "trailer with wheels' having adequate ventilation and spacious to accommodate 20-30 children that can be pulled to a new site using a truck (lorry). The organization coordinating should make prior arrangements to see to it that the classroom structures are relocated to a new site. To facilitate this movement the coordinating body should have a lorry to enable the movement of the classroom when need arise (Teacher, School 3).

The FGD expressed that for all the above intervention measures to be put in place, there should be source of support from government, NGO organizations and other donor support to ensure the success of the provision if the model schools for pastoralist children.

Beatley, (2014) carried out a study on Shidhulai Swanirvar Sangstha- an NGO in Bangladesh that aimed to help children in flood prone area to access school. The organization operated a 54 fleet of floating schools, where learners were benefiting from improved education despite floods that could otherwise have denied them access to education. The work of Shidhulai Swanirvar Sangsthamay be borrowed and

replicated in a climatic and geographic zones of the world like the Kenyan ASALs through creative interventions like *trailer-with-wheels* schools. The trailer classrooms may be fitted with solar panels and the classrooms could be used as computer laboratories and provide lighting.

4.7.3 Government Support

The information gathered from parents showed that 48 (64.9%) of the parents had suggested government assistance through fees, bursaries and grants to schools as a major strategy for enhancing children's access to ECE. One parent from a remote settlement over 25 Kilometers from existing school, when asked in what way they expected the government to help them, responded in the following words:

We live far away from urban centres with schools and grazing fields are distant from the towns. We needed government and other stakeholders to help educate our children through extension of fee bursaries and grants to our Early Childhood Education centres. (Parent 10, Village X).

Similarly, interviews with headteachers, teachers, chiefs and Area Education Officers had suggested inclusion of pre-primary into FPE policy so as to enhance children's access to pre-primary school for children who could not access ECE because of fees. In support of the above point, Focus Group Discussion expressed that the government support should include all the necessities required in the school. One respondent explained as follows:

Government support is very critical in terms of fees support, payment of staff salary and provision of teaching and learning resources. The Government both at national and county levels should be concerned with community education and enforcement of policies with regard to pre-primary education. (Parent 16, Village W).

4.7.3 Recruitment of More Teachers

Parents also suggested employment of early childhood teachers. As earlier revealed, there were few pre-schools in the sampled area of study and the construction of more pre-schools requires corresponding increase in the number of pre-school teachers. It is a common knowledge that schools without teachers will cease to operate and therefore, the need to employ more teachers. One parent from a mobile settlement which used to have a mobile school responded that:

One time, we used to have a mobile early childhood centre in our village through the assistance of well-wishers. This helped many of our children to attend pre-school and later primary school. The teacher used to be from another distant town and after two years the teacher left the school citing family problems and little salary. The other challenge was that parents were not prompt in paying teacher's salary. We appeal to government and other stakeholders for help. (Parent 7, Village Z).

The headteachers, teachers, chiefs and the area education officers also expressed that early childhood centres will close their doors when teachers leave work due to low morale occasioned by poor pay. The Focus Group Discussions also indicated the need for the government and other stakeholders to employ more teachers with reasonable pay packages to retain them.

4.7.4 Collaboration with Stakeholders

Stakeholders were said to be key pillars in the establishment of schools, resource support and in monitoring and evaluation of learning in schools. Notably, the faith-based Organizations are the main backbone for support of education in the county. The Focus Group Discussion had expressed that stakeholder collaboration was an important strategy for expanding children's access to Early Childhood Education. A headteacher of one of the existing schools asserted that:

Besides the County and National government support, help is also required from other stakeholders such as religious organizations, Non-Governmental organizations and the private sector. This should be done in a well-coordinated manner to avoid conflict of interest and duplication of roles (Headteacher 1, School 1).

The parents interviewed had expressed that the previously initiated mobile schools for the community collapsed because of lack of continued monitoring and assistance. One parent said:

We have witnessed previous efforts through the churches and other well-wishers which established mobile schools for a few of our nomadic settlements. This did not last long because there was no support from other stakeholders. There was lack of follow-up and support structures in place in terms of overseeing operations and as well as enrollment of children in school and teaching and learning regularly in the mobile schools (Parent 1, Village Y).

Similar views were expressed by the Focus Group Discussions. They suggested that proper planning and involvement of nomadic settlements to ensure future sustainability of mobile schools to enable access for children in a familiar environment within their settlements.

A study in Mali by Sanou and Aikman (2005) examined a Non-Governmental funded programme to improve gender equality in education through the work of “female community mobilizers” who were to support girls’ access to education and to foster their participation through complementary developments designed to make the curriculum more gender equitable.

The female community mobilizers were appointed to each school to work with parents and to enlighten them on the importance of education of their children and to monitor girls’ attendance and ensure safe and girl friendly school environments. Such a model can be replicated among our pastoral nomadic population to enhance children

access to quality early childhood education services with a follow-up of instance cases where children were not enrolled or were dropping out.

4.7.5 Integration of Indigenous Knowledge in Teaching and Learning

The interview with parents, headteachers, teachers and chiefs and the FGD participants suggested incorporation of aspects of local cultural values such as stories, play, riddles, tongue twisters, games, proverbs and as well allowing children's participation in cultural ceremonies. They argued that this would make parents who were skeptical about formal education gain some level of confidence and positive attitudes to enroll their children in early childhood education centres. One educated parent in the Focus Group Discussion expressed in his own words as follows:

Teaching of some socio-cultural values are important because it will make children fully in touch with all aspects of their community's language, stories, children's play and the virtues of respect and socialization processes. This will make the parents gain confidence in school curriculum and feel that it has same objectives as their indigenous education and therefore may attract those parents who were suspicious about formal education to embrace it and enroll their children in school (Parent 5, Village V).

The above revelations imply that incorporation of indigenous practices and values into the formal curriculum for children of this community could enhance their children's access to early childhood education. Studies done elsewhere have pointed out similar findings. Evans and Myers (1994) cited in Pence and Shafer (2006) expressed that incorporation of indigenous knowledge into school programmes would improve child care practices and as well as promote respect and appreciation for cultural values. Other studies have also observed that the use of child's mother tongue as a medium of instruction during early childhood period increases children's attendance in school and makes teaching-learning interesting (Nyakwara, 2014).

A study by Andrew and Orodho (2014) in Kibera informal settlement had recommended increased government collaborative initiatives with different stakeholders through mobilization of physical, teaching and learning resources in the slums to enhance classroom instruction for children. The study further advocated for intensification of adult education programme to build the capacity of parents to value education and to assist their children with schoolwork at home. The study also recommended the initiation of Income Generating Activities (IGAs) to boost their economic stability and to support their children's education. The mobilization of resources for Nomadic Pastoralist parents was found to be important for boosting their children's access to school.

Bonds (2012) did an evaluation of the impact of school feeding programme on primary school enrolment in India. The results showed that the feeding programme leads to increased enrolment rates especially for children from low socio-economic status. Such programmes have been implemented in ASAL areas although some remote pre-schools and early childhood centres were not receiving such interventions from the data obtained from parents and Focus Group Discussions. Although not covered under this study school feeding programme has been widely believed to be beneficial to those children from poor vulnerable populations and those from geographically disadvantaged populations such as those of nomadic pastoralists in helping their children access early childhood education.

Another study by Naidoo, (2005) conducted in South Africa emphasized clear policies and stakeholder involvement in the education of girls through involving parents, stakeholders at the district, municipalities, central governments and non-governmental organizations. The study also suggested that the support policies should include

financial aid, advocacy against involvement in domestic work, scholarships, initiation of affirmative action in admissions to high schools and provision of infrastructure. The above findings concur with the results of this study which expressed the provision of bursaries and stakeholder mobilization as some of strategies to enhance children's access to early childhood education.

In China, a study by Hu (2012) investigated the extent to which migrant children's education policy was implemented and also to identify the factors that affected implementation of the policy of migrant education. The study found that the policies for migrant children were partially implemented and that there was insufficient allocation of funds and non-implementation of equal opportunity school access policy. The current study results also revealed a similar scenario where the Nomadic Education Policy Framework was not fully implemented and many early childhood age children were not in school.

A study conducted by Fant (2008) had recommended education of parents on the importance of girls' education, instituting laws against early marriage, child labour, expansion of feeding programmes and involvement of men in advocating for girls education as the best strategies for improving access and participation for girl child. The results of the current study had also advocated for the strengthening of the enactment of the laws relating to socio-cultural practices which hinder children's access to education.

Uwezo (2011) found that inadequacy of learning facilities denied children access to school or even at times led to dropout. For instance, in the former North Eastern Province, the report had revealed that 43 out of 100 children sat on the floor in the classroom. Similarly, Njoka *et al.*, (2012) in a case study of Wajir South District on

resource availability had observed that schools in the district were characterized by inadequate toilet facilities and classroom facilities and even boarding facilities and some children were said to be turned away because of limited classroom and boarding spaces. The above studies suggest that limited learning facilities could hinder children's access to school. A study in Kenya by Barasa and Tsisiga (2014) observed that when adequate learning resources and funding for schools were available, more students were able to attend school as a result of FSE. The above findings are similar to the results of this study which suggested that the availability of classroom facilities as being crucial in enhancing children's access to early childhood education.

Burde and Linden, (2009) conducted a study on the effect of village -based schools on the education of Afghan children. The programme was funded by USAID through Partnership for Advancing Community Based Education in Afghanistan (PACE-A) to address the challenges of providing education services to rural Afghan children. The community provided the space for the school while the USAID funded programme PACE-A provided writing materials, books and teaching learning materials. These village-based schools used the same curriculum as other mainstream public primary schools and village based schools increased the enrolment by 42% within a year.

The current study findings were also supported by those reported by Miako (2012) who recommended government subsidies to help children of extreme poverty to access education in Kenya. The study also recommended for the employment of more teachers to cater for the increasing student's population and to provide more funds for the schools. A study by Resa (2001) on factors affecting enrolment and retention of children in primary school recommended increased budgetary allocation to enhance participation rates for children. Similarly, Migwi (2010) study on improvement of

early childhood centres recommended Community Support Grant (CSG) and employment of teachers as some of the strategies for improving children's access to early childhood education. The study findings suggest that the government should allocate more resources in terms of capitation grants and fee bursaries to improve children's access to early childhood education in ASAL areas.

A study by Wallace-Bruce (2010) suggested the following support base such as adequate financial support, awareness on challenges of domestic labour, provision of scholarships, affirmative action during admissions and provision of materials, equipment and infrastructure in support of girls' education. The above findings concur with the results of the current study which suggested coordinated support base like initiation of mobile schools, community education, and advocacy against child labour, FGM and early marriage among this community to enhance their children's access to early childhood education.

The Ministry of Education (MOE, 2006) in a letter for the launch of Nomadic Education Policy Framework expressed its role as those of enabling nomadic communities to realize the universal access to basic education and training. The ministry also emphasized collaboration of different stakeholders and the use of multifaceted approach in the delivery of education to the nomadic pastoralists (MOE, 2006). The results of this study also concurred with the views expressed above namely that of the collaboration of the different stakeholders and as well as the use of different approaches in increasing children's access to early childhood education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the study findings and the implications that can be drawn from these findings. The chapter also presents recommendations for different stakeholders to improve children access to ECE. Last, the chapter suggests areas for further research that other scholars can undertake to enhance children's access to ECE.

5.2 Summary of the Study findings

The aim of the study was to establish the determinants of children's access to ECE among the nomadic pastoralists of Marsabit North Sub-county. The factors to be investigated included; the number of children out of school by gender and age, socio-cultural factors, socio-economic factors, environmental related factors and the strategies that could be used to mitigate these challenges. The major findings of the study were as follows:

5.2.1 Children access to Early Childhood Education

The results showed that in the study area, there were more children out of school (57.1%) compared to those in school (42.9%). The results also showed that the majority of the children out of school were boys (58.7%) compared to girls (41.3%) and on average every household had two boys and one girl out of school. The results further revealed that majority of children not in school were first and last borns.

Results also showed that the majority of the parents made the decision to enroll children in school consultatively; both parents (52.6%) as opposed to father alone

(26.9%) and mother alone (20.5%). The factors which parents considered when enrolling their children in school include: Category of their livestock; number of their livestock; distance from home to school; child's gender and age and birth order.

5.2.2 Socio-Cultural Factors Impeding Children's Access to ECE

The study explored the socio-cultural factors which hindered children's access to early childhood education. The main factors which hindered children's access to school include: Participation in cultural ceremonies; livestock labour needs which mainly affected male children especially first and last borns; early betrothal leading to early marriage; FGM practices; gender preferences, parental fear of early pregnancy and care for siblings.

5.2.3 Socio-Economic Determinants of Children's Access to ECE

The socio-economic factors impeding children's access to early childhood education were also explored. The major factors include: parents' occupation; parental level of education and income. Results had shown that the majority of the parents were mainly herdsmen (87.2%) who moved from place to place in search of pasture and water for their animals. The results also revealed that the majority of children out of school were those whose parents were herdsmen and with low income (91.3%). The results further indicated that, the lower the income of parents, the more children were out of school. It was also observed that low-income families were engaged in child labour to supplement the little family income. The majority of the parents with no primary education certificate also had the highest number of children out of the school as compared with those with secondary education certificate.

5.2.4 Environmental Determinants of Children's Access to ECE

The environmental factors that hindered children's access to early childhood education were established. The major factors include: Long distance between home and school; harsh weather patterns (intense heat, windy weather filled with dust); and rough terrain which made parents not to enroll or to delay their children's enrolment in school. The situation was further aggravated by migratory lifestyle of the community which denies many children access to early childhood education. The high temperatures made children feel thirsty and sweat profusely and dust particles made children cough and get eye infections. The environmental factors made parents to delay their children's enrolment in school. Results also revealed that the terrain in some areas was dominated by rocks which were dangerous to children and posed walking difficulties to children.

5.2.5 Strategies that could be used to Enhance Children's Access to ECE

On the strategies that could be used to enhance children's access to early childhood education, results revealed that there were many strategies. The key strategies that could be used to improve children's access to early childhood education in the study area include: Community education and mobilization; establishment of more mobile schools; government support in form of grants; recruitment of more teachers who are properly remunerated; collaboration of many stakeholders; and integration of indigenous knowledge in teaching-learning in order to enhance parental perception on formal education.

5.3 Conclusion

The following conclusions were drawn from the study findings. First, the majority of children in the division do not have access to early childhood education. This is because the study had established that in the study area, there were more children out

of school (57.1%) compared to those in school (42.9%). It was also ascertained that the majority of children out of school were boys (58.7%) compared to girls (41.3%) and in the order of birth majority of the children out of school were first and last borns due to cultural preference in which the first borns were regarded as future family heir while last borns were considered closest companion in old age.

Secondly, many socio-cultural factors hindered children's access to early childhood education. It was clear from the study findings that children's participation in cultural ceremonies denied them access to school. The study findings had also indicated that children were involved in animal rearing especially first and last borns; early betrothal of girls leading to early marriage; FGM practices; and parental fear of early pregnancy which also denied children access to early education. The study established from teachers and headteachers that children often absent themselves from school to participate in cultural ceremonies in conformity with their cultural values.

Third, it was clear from the study findings that socio-economic factors were impeding children's access to early childhood education. This is because the study had established that majority of the parents were nomadic pastoralists who moved from place to place in search of pasture and water for their animals. The studies also found that majority of children out of school were those whose parents were herdsmen with low income. It was also observed that children from low-income families were engaged in child labour to supplement the little family income hence denying them access to school. The herdsmen moved with their family in search of pasture for their livestock and prioritized matters concerning their livestock than their children's access to education.

Fourth, environmental factors hinder children's access to early childhood education. The study had found that long distances between the nomadic settlements and schools hindered children's access to early childhood education. It also found that the migratory lifestyle of the community aggravated more the challenge of distance between pastoralist villages and the school. The rocky terrain in some parts of study area posed walking challenges and a threat of accidents thereby leading parents to fear enrolling children in early childhood centres within walking distances.

Last, but not the least, many strategies ought to be used to improve children's access to early childhood education. The key strategies established by the study include: The establishment of pastoralist friendly trailer mobile schools; government assistance through fee bursaries and capitation grants; Provision of learning packages covering all subject areas, employment and proper remuneration of mobile school teachers; intensified education awareness forum; coordinated support from other stakeholders; and sustained monitoring of the progress of mobile schools as suggested by the research participants.

The study had established that few parents participated in education awareness forum. The headteachers, teachers, chiefs and area education officers had reported that they conducted parents' education forum but cited factors such as lack of forums to get in touch with pastoralists, the long distances between settlements and lack of funds among other factors which were hampering their efforts. Lack of coordinated efforts on the education of the community was also cited by FGD as a challenge hindering community participation in enhancing their children's access to early childhood education.

5.4 Recommendations

Bronfenbrenner's chronosystem level emphasizes changes within environment and one's ability to adopt to these changes. In this regard change is rife globally. Kenya and the ASAL areas are not also spared neither. The migratory lifestyle, diminishing grazing land and pasture for livestock are real, a phenomenon that pastoralists must come to terms with. In view of this it is high time all those affected and policy makers and all other stakeholders to focus on how to minimize the impact of these changes so as to help children access education. Therefore, based on the findings of this study, the following recommendations were drawn for different key stakeholders:

(i) Teachers

Teachers in the nomadic pastoral area should spearhead advocacy on children; enrollment in school because they are the single most educated professionals and role models and the most conversant with values beliefs and environmental conditions. Teachers should also work in collaboration with many stakeholders to ensure that children enrolled in school do not drop out of school due socio-cultural factors. The teachers should also organize community sensitization outreach programmes to enlighten them on the benefits of early childhood education.

(ii) Parents

Parents should ensure that all their children are enrolled in school. The findings of the study had shown that nomadic pastoralists did not enroll all their children in school specifically first and last born who were required to look after their animals and participate in cultural ceremonies.

Parents should shun cultural practices which deny children access to education. The study had found that early betrothal, early marriage and the practice of FGM were prevalent in the area. Parents should also stop gender preferences where they tend to favour the boy child over the girl child when it comes to access to education. Parents should also stop engaging their children in child labour. The study had found that low income families encouraged their children to do child labour to supplement the little family income hence denying them access to school.

(iii) School Management Boards (SMBs)

The SMBs should organize education awareness forums for parents and other community members to help them understand the importance of early childhood education. This is because the majority of young children in the division were not in school. The SMBs should also work with many stakeholders to provide the required resources. The study had revealed that some children drop out of school due to lack of fees and other basic needs.

(iv) Ministry of Education, Science and Technology

The Ministry should facilitate integration of indigenous education such as stories, play, games, riddles and participation in cultural ceremonies into the formal curriculum. This will make parents to have positive attitude towards formal education and hence recognize the benefits of formal education and consequently enroll their children in school.

The ministry should also provide grants to children in schools in the community and fee bursaries and capitation grants towards other school costs. This will go a long way in enhancing children's access to early childhood education in the region. The support

from the ministry will also facilitate recruitment and proper remuneration of pre-school teachers to boost their morale to teach and to make mobile schools achieve the target of enhancing access to education for these nomadic pastoralists. The National Commission for Nomadic Education Kenya through the Ministry of Education, Science and Technology and the County Government should put in place local committees to help in ensuring that children in the nomadic pastoralist households are enrolled, retained and complete school. The local committees will also ensure the operationalization of Nomadic Education Policy Framework on the enrolment of children in early childhood centres.

The Government should strengthen laws relating to cultural practices which are detrimental to children's access to school. The results of this study had shown that practices such as observation of cultural ceremonies, early marriage, and early engagement for girls, FGM, marriage and fear of early pregnancy which tend to deny many children's access to education. This calls for the government concerted and multi-pronged approaches to eradicate those practices which militate against children's access to education and to help Kenya realize the achievement of Sustainable Development Goals and Vision 2030 initiatives.

The National Commission for Nomadic Education in conjunction with Ministry of Education Science and Technology and the county government should put in place locational committees to help in ensuring that children of the nomadic pastoralists were enrolled, retained and complete school. The local committees' roles should be that of operationalizing nomadic education policy framework on the enrollment of children in early childhood education.

(v) National and County Government

The county government should construct more schools. This is because long distances between the nomadic settlements and schools hindered children's access to early childhood education. The county government should also spearhead mobilization and awareness for this community in order to empower them and enlighten them on the importance of education of early childhood education. The study had found that there was lack of concern on the part of parents on children's enrolment in school at the grassroots level. The county government should support the establishment of more mobile schools to open access to education for children of nomadic pastoralists. The study had found that the existing mobile schools were not enough and some of them had closed down due to lack of teachers.

The county government should also put in place appropriate strategies on poverty eradication. The data generated from the study established that the majority of the parents were of low income group and there was need to formulate intervention programmes aimed at improving parental income levels through creating conducive environment for livestock trade, livestock management skills, financial assistance and indigenous knowledge of these communities. The efforts by these stakeholders will contribute enormously towards children's access to early childhood education.

While the school-on-the wheels project in India may be a paradigm worth emulating, care should be taken to modify and develop a suitable model for the nomadic pastoralist children. The study respondents particularly the FGD suggested trailer schools for the nomadic pastoralist children in order to save on fuel costs, costs for hiring a driver and as well as the cost of buying many buses for all the satellite

nomadic settlements. In this way the Kenya's aspiration of realizing the EFA goals for such hard-to-reach groups may be on the success track.

(vii) Faith Based and Non-Governmental Organizations

These organizations should facilitate community mobilization and education forums, monitoring of mobile schools, provision of resources and documentation of indigenous knowledge of these communities. The efforts by these stakeholders will contribute enormously towards children's access to early childhood education.

The Faith Based and Non-Governmental Organizations should also employ teachers. The study findings revealed had shown that teachers are poorly remunerated and shortages of teachers in early childhood centres. The study had also revealed that shortage of teachers can lead to closure of schools so there is need for adequate teachers in school.

(viii) Local Community

The community members should attend mobilization and education forums which should be aimed at capacity building. The community members should also be helped to understand educational needs of children and prioritize these needs in their pattern of movement so as to enable their children to access early childhood education. This is because the study had found that the community prioritized more the welfare of livestock that did not have much concern for the education of their children.

5.5 Areas for Further Research

In view of the new constitution dispensation and the devolvement of early childhood sub-sector to the county government in the 47 counties, there is a need to carry out study on the performance of county government in enhancing access, equity and quality early childhood programmes in the counties. While the current study was

delimited to determinants of children's access to early childhood education, the researcher suggests that there is need to study the determinants of girl child access to education in this community where FGM was more prevalent.

There is need to establish the number of nomadic pastoralist households in Kenya as well as their school age children in order to formulate policies for improvement of education access and livelihoods.

There is also need for documentation of nomadic pastoralists' community literature for children in order to incorporate indigenous knowledge in the local curriculum.

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APPENDICES

APPENDIX I: RESPONDENTS CONSENT

My name is Yattani Dido Buna. I am a PHD student from Kenyatta University. I am conducting a study on “*Socio-cultural and Economic Determinants of Children’s Access to Early Childhood Education*”. The information will be used by the Ministry of Education Science and Technology and the County Governments to improve children’s access to early childhood education in this county as well as in other regions of Kenya.

Procedures to be followed

Participation in this study will require that I ask you some questions and record the responses from you in a questionnaire. I may also audio tape your responses to help me transcribe later for data analysis.

Please remember that participation in this study is voluntary. You have the right to refuse to participate in this study. Kindly note that your declination to participate in the study will not have any repercussion whatsoever.

You may ask the questions related to the study at any time. You may refuse to respond to any questions and you may stop an interview at any time. You may also stop being in the study at any time without consequences to the services you receive in any institution, organization, or even leaders.

Discomforts and risks

Some of the questions you will be asked are on social aspects, sometimes touching on personal life or duties which may make you a little uncomfortable. If you so wish, you may refuse to answer these questions. Consequently you may also stop the interview at any time.

Benefits

If you participate in this study you will help us to learn the factors hindering children's access to early childhood education in our division in order to improve children's access to early childhood education. Your children will also benefit by getting access to early childhood education.

Reward

Parents who will participate in this study will be given a small token.

Confidentiality

The interviews will be conducted in the households (parents), school (head teachers, pre-school teachers and SMCs) and their respective officers for the chief and the Area Education Officers. Your name will not be recorded on the interview response questionnaires. The questionnaire will be kept in a locked cabinet for safe keeping at Kenyatta University. Everything will be kept private.

Contact information

If you have any questions you may contact Dr. Nyakwara Begi on 0722 250 188 or Dr. John Teria Ng'asike on 0719 890 857 or the Kenyatta University Ethical Review Committee Secretariat on kuerc@ku.ac.ke.

Participant's statement

The above information regarding my participation in the study is clear to me. I have been given a chance to ask questions and my questions have been answered to my satisfaction. My participation in this study is entirely voluntary. I understand that the information I will provide will be kept in private and that I can leave the study at any time.

Name of participant

Signature or thumbprint

Date.....

Investigator's statement

I, the undersigned, have explained to the volunteer in a language she/he understands, the procedures to be followed in the study and the risks and benefits involved.

Name of interviewer.....

Signature.....Date

APPENDIX II: INTERVIEW SCHEDULE FOR PARENTS

Village code: _____ Household code: _____

Section A: Background information

1. Gender of the parent being interviewed [] M F []
2. What is your age range 17-25 [] 26-35 [] 36-46 [] above 47 []
3. What is your marital status: Married [] Single []
4. Is your spouse alive [] dead []
5. What is the level of your education?
 - Primary []
 - Secondary []
 - College []
 - University []

Section B: Date on children out of school

6. How many children do you have? Boys [] Girls []
7. No of children out of school Boys [] Girls []
 - 1st child: Gender Boys [] Girls []
 - Sequence of birth 1st [] 2nd [] last []
 - Never enrolled [] Dropped out []
 - 2nd Child: Gender Boys [] Girls []
 - Sequence of birth 1st [] 2nd [] last []
 - Never enrolled [] Dropped out []
 - 3rd Child: Gender Boys [] Girls []
 - Sequence of birth 1st [] 2nd [] last []

Section D: Socio-Economic factors

13. What is your occupation or source of income?

Herdsman Business Civil servant Others (Specify).....

14. Give a rough estimate of your monthly/income (Kshs.)

Below 3000 3000-5000 5,000-10,000 Above 10,000

15. a). Is there money related factors hindering children's access to school?

Yes No

b) If yes which are these factors?

i).....

ii).....

iii).....

iv).....

v).....

16. Are you engaged in the following activities? Tick activities which you engage in;

i) Domestic work Yes No

If yes state what kind of work.....

ii) Herding Yes No

iii) Caring for sibling(s) Yes No

iv) Going errands Yes No

v) Work or employment Yes No

If employed, what kind of work do you do?.....

vi) Hawking/selling items Yes No

If yes, what kind of items.....

17. a) In your opinion, do you believe that school is good for your children? Yes

No

b) If Yes/No, What do you think are some of the reasons that make you choose the option?

- i).....
- ii).....
- iii).....
- iv).....
- v).....

Section E: Strategies used to Enhance Children’s Access to Early Childhood

Education

18. Have you ever participated in community education awareness forums?

Yes [] No []

What were the main teachings during education forum?

19. In what ways do you think that your children can be made accessible to early childhood education?

20. In your view, whose role is it to formulate and implement these strategies

APPENDIX III: INTERVIEW SCHEDULE FOR HEADTEACHERS

School code _____ Head teachers code _____

Section A: Background Information

1. What is your gender? M [] F []
2. What is your highest academic qualifications? Secondary [] College []
3. How many years have you been teaching?
Below 2yrs [] 2-5 [] 5-10yrs [] above 10yrs []
4. How many years have you been in headship position
Below 2yrs [] 2-5yrs [] 5-10yrs [] above 10yrs []
5. Is enrollment in your school increasing?
Yes [] No []
6. What do you think can be the reasons for your choice in Question 5 above?
i)
ii)
iii)
iv)
v)
7. Do you enroll children who have not gone through ECD?
Yes [] No []

For your choice above what explanation can you give?

- i)
- ii)
- iii)
- iv)

Section B: Socio-Cultural Factors Hindering Children's Access to ECE

8. a) Are there socio-cultural factors affecting children's access to pre-primary education?

Yes [] No []

b).If yes what are some of these socio-cultural factors that hinder children's access to pre-primary school in this area?

- i)
- ii)
- iii)
- iv)
- v)
- vi)

c) For each of the factors in 10 (b) above explain how they affect children's access to pre-primary school in this area.

- i)
- ii)
- iii)
- iv)
- v)

Section C: Socio-Economic Factors Hindering Children's Access to ECE

9. In your school do you charge some levies or fees? Yes [] No []

If yes, for what purpose are they?

- i)
- ii)
- iii)
- iv)

10. In the locality you live/work are there school going age children not in school due to economic reasons? Yes [] No []

If yes what socio-economic reasons makes these children not to be in school?

- i)
- ii)
- iii)
- iv)
- v)

11. In your honest opinion, what actions need to be put in place to ensure that all children attend pre-primary school?

- i)
- ii)
- iii)
- iv)
- v)

12. a) Do you send children home for fees and other costs? Yes [] No []

b) In case these children could not get the fees or levy from home, will you accept them back to continue?

Yes [] No []

Section D: Strategies Used to Enhance Children's Access to ECE

13. What strategies do you think can be used to enhance children's access to ECE

- i)
- ii)
- iii)
- iv)

14. a) As a professional working within the community, have you ever conducted a community awareness on the importance of enrolling children in pre-primary school?

Yes [] No []

b) If No; what are the challenges that made you not to undertake this?

- i)
- ii)
- iii)
- iv)

c) If yes; what was the response?

- i)
- ii)
- iii)

d) If yes; did you do it individually or with a group? Individually [] Group []

15. In your view who are the people charged with the responsibility of formulating and implementing the above strategies

- i)
- ii)
- iii)

APPENDIX IV: INTERVIEW SCHEDULE FOR EARLY CHILDHOOD**TEACHERS**

School code _____ Teachers code _____

Section A: Background Information

1. What is your gender? Male [] Female []

2. What is your highest academic qualification?

Primary [] Secondary [] College []

Trained [] Untrained []

3. How many years have you been teaching?

Below 2yrs [] 2-5 [] 5-10yrs [] above 10yrs []

4. Is enrollment in your school increasing?

Yes [] No []

5. What do you think can be the reasons for your choice in Question 5 above?

i)

ii)

iii)

iv)

v)

Section B: Socio-Cultural Factors Hindering Children's Access to ECE6. a) Are there socio-cultural factors affecting children's access to early
Childhood education?

Yes [] No []

b).If yes what are some of these socio-cultural factors that hinder
Children's access to early childhood education in this area?

i)

- ii)
- iii)
- iv)
- v)

c) For each of the factors in 10 (b) above explain how they affect children's access to early childhood education in this area.

- i)
- ii)
- iii)
- iv)
- v)

Section C: Socio-Economic Factors Hindering Children's Access to ECE

7. In your school do you charge some levies or fees? Yes [] No []

If yes, for what purpose are they?

- i)
- ii)
- iii)
- iv)

8. In the locality you live/work are there school going age children not in school due to economic reasons? Yes [] No []

If yes what socio-economic reasons makes these children not to be in school?

- i.
- ii.
- iii.
- iv.

9. In your honest opinion, what actions need to be put in place to ensure that all children attend early childhood education?

- i)
- ii)
- iii)
- iv)
- v)

10. a) Do you send children home for fees and other costs? Yes [] No []

b) In case these children could not get the fees or levy from home, will you accept them back to continue?

Yes [] No []

c) Beside fees what other educational cost do you send children home for?

- i.
- ii.

Section D: Strategies Used to Enhance Children's Access to ECE

11. What strategies do you think can be used to enhance children's access to ECE

- i)
- ii)
- iii)
- iv)

12. a) As a teacher working within the community, have you ever conducted community awareness on the importance of enrolling children in early childhood education?

Yes [] No []

b) If No; what are the challenges that made you not to undertake this?

- i)
- ii)
- iii)
- iv)

c) If yes; what was the response?

- i)
- ii)
- iii)

d) If Yes; did you do it individually or with a group?

Individually [] Group []

Specify the group(s)

5. In your view who are the people charged with the responsibility of formulating and implementing the above strategies

- i)
- ii)

APPENDIX V: INTERVIEW SCHEDULE FOR AREA CHIEFS

Section A: Background Information

1. What is your gender? Male [] Female []

2. How many years have you been working in this area?

Below 2 yrs [] 2-5yrs [] 5-10yrs [] above 10km []

3. a) Do you participate in community education awareness activities?

Yes [] No []

b) If yes, what were the main issues you addressed through education awareness and why?

i.

ii.

iii.

iv.

c) If the answer to the above is No, why are you not organizing education awareness meetings?

i)

ii)

iii)

iv)

1.As a chief of the area what are your roles as far as education is concerned in your location?

i)

ii)

iii)

Section B: Socio-cultural factors

a) Do the socio-cultural factors hinder children’s access to early childhood education in this area? Yes [] No []

b).If yes what are some of these socio-cultural factors that hinder children’s access to early childhood education in this area?

- i)
- ii)
- iii)
- iv)
- v)

c) For each of the factors in 10 (b) above explain how they affect children’s access to early childhood education in this area.

- i)
- ii)
- iii).....
- iv).....
- v)

Section C: Socio-Economic Factors Hindering Access to ECE

3. a) Are schools in your division charging fees?

Yes [] No []

b) If yes, what range of fees? 200-500[] 500-1000[] above 1000[]

c) The above fees are used to finance what needs?

- i)
- i)
- ii)

4. a) In the location where you work, are there early childhood education going age children not in school due to economic reasons?

Yes [] No []

b) What economic reasons make these children not to be in school?

- i)
- ii)
- iii)
- iv)
- v)

8. a) Are children sent home for levies, either for fees or for other costs?

Yes [] No []

b) Are there cases where children sent home for fees come back to school when they don't get the fees? Yes [] No []

c) What mechanisms needs to be put in place to enable these children to return to school even for those who do not afford the levies or costs?

- i)
- ii)
- iii)
- iv)
- v)

Section D: Strategies Used to Enhance Children's Access to ECE

9. What strategies do you think can be used to enhance children's access to ECE

- i)
- ii)
- iii)

10 a) As a public servant working within the community, have you ever conducted community awareness on the importance of enrolling children in early childhood education?

Yes [] No []

b) If No; what are the challenges that made you not to undertake this?

- i)
- ii)
- iii)
- iv)

c) If yes; what forums did you use and what are the responses?

- i)
- ii)
- iii)
- iv)
- v)

c) If yes; did you do it individually or with a group?

Individually [] Group []

- i)
- ii)
- iii)

11. In your view who are the people charged with the responsibility of formulating and implementing the above strategies

i)

ii)

iii)

APPENDIX VI: INTERVIEW SCHEDULE FOR AREA EDUCATION OFFICERS

Section A: Background Information

1. What is your gender? Male [] Female []

2. What is your job specification AEO [] QASO [] TAC [] Others []

3. How many years have you been working in this area?

Below 2 yrs [] 2-5yrs [] 5-10yrs [] above 10km []

4. How far is education office from these schools?

Less than 2km [] 2-5km [] 6-15km [] 15km []

Other: Specify.....

5. a) Do you participate in community education awareness activities?

Yes [] No []

b) If yes, what were the main issues you addressed through awareness?

i.

i.

iii.

iv.

c) What forums do you use in awareness creation?

i)

ii)

iii)

6. If the answer to the above is No, why are you not organizing education awareness meetings?

i.

ii.

iii.

iv.

Section B: Socio-cultural factors

7. a) What socio-cultural factors hinder children's access to early childhood education in this area? Yes [] No []

b).If yes what are some of these socio-cultural factors that hinder children's access to early childhood education in this area?

- i)
- ii)
- iii)
- iv)
- v)
- vi)

c) For each of the factors in 10 (b) above explain how they affect children's access to early childhood education in this area.

- i)
- ii)
- iii)
- iv)
- v)

Section C: Socio-Economic Factors Hindering Access to ECE

8. a) Are schools in your zone charging fees?

Yes [] No []

b) If yes, what range of fees? 200-500 [] 500-1000 [] above 1000[]

c) The above fees are used to finance what needs?

- i)
- ii)
- iii)
- iv)

9. a) In the zone where you work, are there early childhood education going age children not in school due to economic reasons?

Yes [] No []

b) What economic reasons make these children not to be in school?

- i)
- ii)
- iii)
- iv)
- v)

10. What actions in your opinion need to be taken in order to ensure that these children are in school?

- i)
- ii)
- iii)
- iv)
- v)

11. a) Are children sent home for levies, either for fees or for other costs?

Yes [] No []

b) Are there cases where children sent home for fees come back to school when they don't get the fees? Yes [] No []

c) What mechanisms needs to be put in place to enable these children to return to school even for those who do not afford the levies or costs?

- i)
- ii)
- iii)
- iv)
- v)

Section D: Strategies Used to Enhance Children's Access to ECE

12. What strategies do you think can be used to enhance children's access to ECE

- i)
- ii)
- iii)
- iv)

13. a) As a professional working within the community, have you ever conducted community awareness on the importance of enrolling children in Early Childhood Education?

Yes [] No []

b) If No; what are the challenges that made you not to undertake this?

- i)
- ii)
- iii)
- iv)

c) If yes; what was the response?

- i)
- ii)
- iii)

If Yes; did you do it individually or with a group? Individually [] Group []

14. In your view who are the people charged with the responsibility of formulating and implementing the above strategies

- i)
- ii)
- iii)

**APPENDIX VII: INTERVIEW SCHEDULE FOR FOCUS GROUP
DISCUSSION**

1. a) What are socio-cultural factors affecting children's access to early childhood education in this area?
b) For each of the socio-cultural factors explain how it affects children's access to early childhood education?
2. a) What are the economic factors affecting children's access to early childhood education in these areas?
b) For each of the economic factors above explain how it affects children's access?
3. How do you address the issue of early childhood children being sent home for fees and which may eventually lead to children dropping out of school?
4. What strategies can be put in place to enhance children's access to early childhood education in your area?
5. Who are the main actors to implement the above strategies in your area?
6. What other factors not mentioned above you think could enhance children's access to early childhood education?

**APPENDIX XII: APPROVAL OF RESEARCH PROPOSAL GRADUATE
SCHOOL**



**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke
kubps@yahoo.com
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 020-8704150

Internal Memo

FROM: Dean, Graduate School

DATE: 26th November, 2014

TO: Mr. Yattani D. Buna
C/o Early Childhood Studies
Studies Department

REF: E83/20540/10

SUBJECT: APPROVAL OF RESEARCH PROPOSAL
=====

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 12th November, 2014.

You may now proceed with your Data collection, subject to clearance with the Principal Secretary, Higher Education, Science & Technology.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

REUBEN MURIUKI
FOR: DEAN, GRADUATE SCHOOL

CC. Chairman, Early Childhood Studies Department

Supervisors:

1. Dr. Nyakwara Begi
C/o Early Childhood Studies Department
Kenyatta University
2. Dr. John Teria Ng'asike
C/o Early Childhood Studies Department
Kenyatta University

RM/mn

APPENDIX XIII: RESEARCH AUTHORIZATION FROM GRADUATE
SCHOOL



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

OUR REF: E83/20540/10

P.O. Box 43844, 00100

NAIROBI, KENYA

Tel. 8710901 Ext. 57530

DATE: 26th November 2014

The Principal Secretary,
Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MR. YATTANI D. BUNA REG. NO. E83/20540/10

I write to introduce Mr. Yattani who is a Postgraduate Student of this University. He is registered for Ph.D. Degree programme in the Department of Early Childhood Studies in the School of Education

Mr. Yattani intends to conduct research for a proposal entitled, "Determinants of Children's Access to Early Childhood Education in Turbi Division, Marsabit North Sub-County, Kenya".

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL



LNM/nn

APPENDIX IX: RESEARCH AUTHORIZATION NACOSTI

**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

22nd December, 2014

NACOSTI/P/14/5078/4387


Yattani Dido Buna
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Determinants of children’s access to early childhood education in Turbi Division Marsabit North Sub County,”* I am pleased to inform you that you have been authorized to undertake research in **Marsabit County** for a period ending **26th July, 2016.**

You are advised to report to **the County Commissioner and the County Director of Education, Marsabit County** before embarking on the research project.

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


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
Marsabit County.

The County Director of Education
Marsabit County.



APPENDIX X: RESEARCH CLEARANCE PERMIT

**THIS IS TO CERTIFY THAT:
MR. YATTANI DIDO BUNA
of KENYATTA UNIVERSITY, 43844-100
Nairobi, has been permitted to conduct
research in Marsabit County**

**Permit No : NACOSTI/P/14/5078/4387
Date Of Issue : 22nd December, 2014
Fee Recieved :Ksh 2,000**

**on the topic: DETERMINANTS OF
CHILDRENS ACCESS TO EARLY
CHILDHOOD EDUCATION IN TURBI
DIVISION MARSABIT NORTH SUB
COUNTY**

**for the period ending:
26th July, 2016**



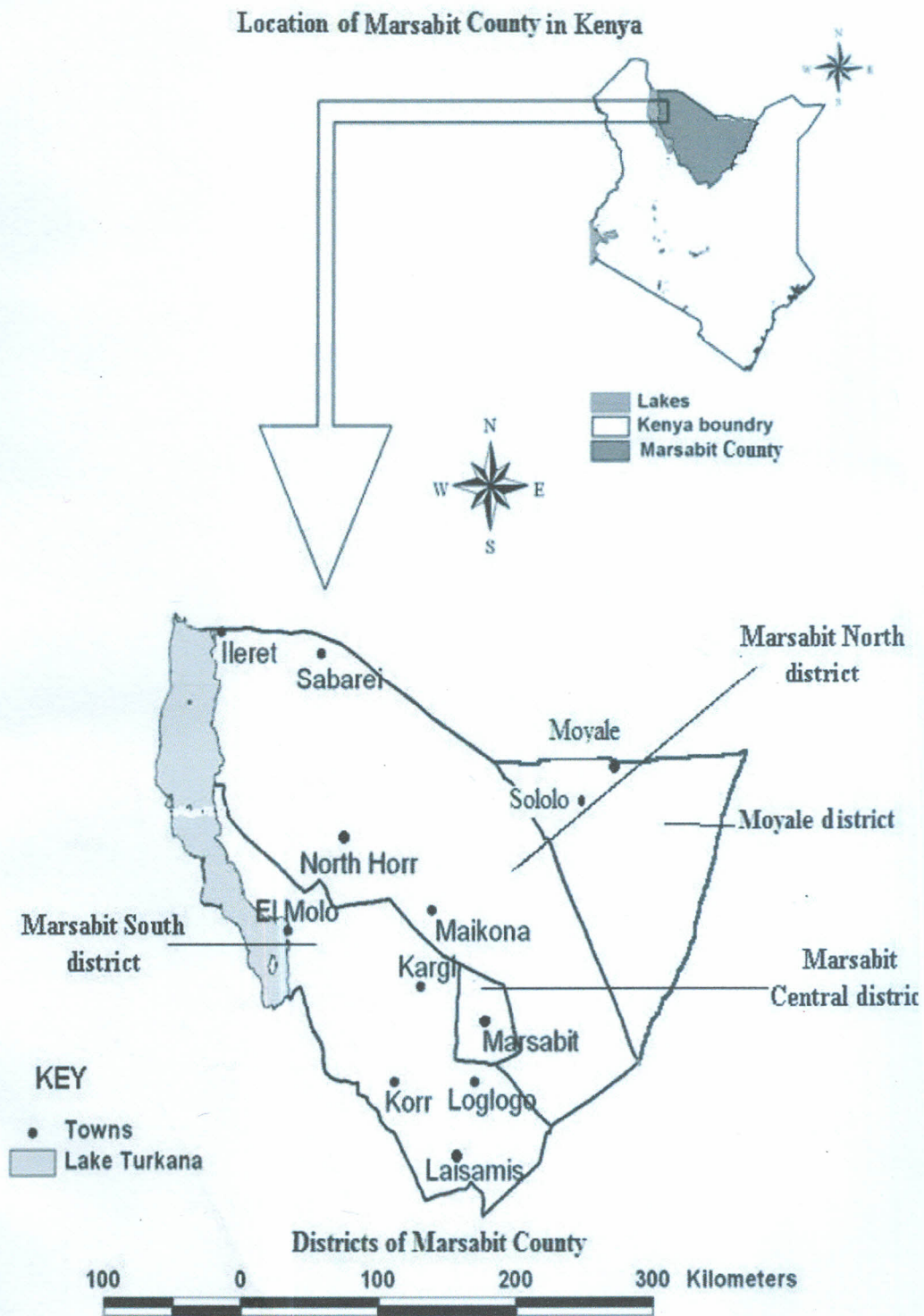
[Handwritten Signature]

**Applicant's
Signature**

[Handwritten Signature]

**Secretary
National Commission for Science,
Technology & Innovation**

APPENDIX XII: MAP OF MARSABIT



KENYATA UNIVERSITY LIBRARY