

Citation: Jillaow, E. A; Momanyi, M & Mwalw'a, S. (2020). School Factors Affecting Pupils' Participation in Mobile Schools' Education in Mandera County, Kenya. *Journal of Popular Education in Africa*. 4(7), 87 - 102.

School Factors affecting Pupils' Participation in Mobile Schools' Education in Mandera County, Kenya

By

¹ Jillaow Elyas Abdi, ²Momanyi Marcella and ³Mwalw'a Shem

Abstract

The study determined the school factors affecting participation in mobile school delivery approach in Mandera County, Kenya. It was grounded on the Rights-Based theory and adopted the convergent parallel mixed methods research design. Specifically, cross-sectional survey research design and phenomenology were used. Questionnaires, document analysis guide, interview guide and observation checklist were used to gather data. The research instruments were subjected to both content and face validity. Cronbach Alpha technique determined the reliability for quantitative items on Likert scale while that of qualitative items were determined in terms of their trustworthiness particularly credibility, dependability and conformability. Ethical standards were upheld while conducting the study. Quantitative data obtained from the questionnaire were cleaned, coded and keyed in a computer Statistical Package for Social Sciences software version 25 to generate frequencies and percentages that summarized data and presented in tables. Qualitative data was analyzed thematically and reported in excerpts, verbatim, narratives and direct quotes. Key findings showed that mobile schools delivery model increased pupil participation in primary education. Male pupil enrolment was higher compared to the female ones. However, not all pupils complete their education at the school of initial admission due to livestock herding, early marriages and transfers to other schools. Majority of the pupils in mobile schools transited to sedentary schools. The challenges encountered were acute shortage of teaching staff, parents' level of education, inadequate funding and child labour. The study established that the provision of education through mobile schools is hampered by school leadership, insecurity and inadequate teaching and learning resources. For all children of Mandera County to access primary education, the study recommends that the stakeholders should deploy the strategies of employing more teachers and providing them with security, address the quality issue, and enact massive parental sensitization and improve the state of mobile schools and learning environment. The government should review Capitation grants, curb terrorism, and recruit teachers from the local community as a long-term measure to adequate staff the mobile schools.

Key words: Kenya, Affecting, County, Education, Factors, Mandera, Mobile Schools, Participation, Mandera County

Citation: Jillaow, E. A; Momanyi, M & Mwalw'a, S. (2020). School Factors Affecting Pupils' Participation in Mobile Schools' Education in Mandera County, Kenya. *Journal of Popular Education in Africa*. 4(7), 87 - 102.

School Factors Affecting Pupils' Participation in Mobile Schools' Education in Mandera County, Kenya

By

¹Elyas Abdi, ²Momanyi Marcella and ³Mwalw'a Shem

Introduction

Globally, pastoralist populations remain among the most underserved by education. Even in Eastern Africa, where nomadic groups make up at least 20% of the population, infrastructure and other investments for the educational needs of nomadic children remain extremely limited. The 2003 abolition of school fees in Kenya largely failed to catalyse enrolment of nomads in schools despite the fact that its policy initiative for nomadic communities is one of the most developed. Still, Sub-Saharan Africa is home to more than half of the global total of out-of-school children (Global Monitoring Report, GRM, 2020). And half of these children in the region have never been enrolled and may never enrol without additional incentive. Girls in pastoralist communities are more likely to never have enrolled in school than boys.

Over the years, reaching the nomads with formal education has been a major challenge (Abdi, 2010; Krätli, 2001; Muhammad & Abbo, 2010) due to their migratory culture in pursuit of water and pasture for their livestock. Efforts to provide education to them through such interventions as free education, school feeding programmes, low cost boarding schools, and provision of uniforms, books and stationery to pupils have remained futile (Carr-Hill & Peart, 2005; Dyer 2016; GRM, 2010). As a matter of fact, pastoralist enrolment, attendance, academic achievement and transition to higher stages of education remain well below those of other groups globally (GRM, 2010; Dyer, 2009; Krätli, 2001). Providing mass education to the nomads owing to their mobility has been a challenge and this is reflected in the low school enrolment in pastoralist areas.

The concept of mobile schools evolved out of the idea of "taking schools" to pastoralists if they cannot "come to school". The teachers are attached to the nomadic family or group of families who are targeted for education provision and move with nomads from one place to another as the latter search for water and pasture for their livestock. The mobile schools are usually named after the families they serve. Mobile schools' concept has been practiced in a number of countries including Nigeria, Kenya, Mauritania, Iran, Algeria, Sudan and Mongolia (Carr-Hill & Peart 2005; Krätli & Dyer 2006). Mobile schools take various structural forms; tents, boats, schools-on-wheels, and collapsible schools (Udoh, 1982). In Mongolia the mobile pre-school education project uses *gers* (the white tents of the nomads) or even cars as mobile training centres. The costs for these structures are low and teachers also come from the nomadic communities and are paid by the government for their work as teachers (MOSTEC, 2000).

Mobile schools were introduced in the 1970s in Kenya (Kratli, & Dyer, 2009). However, they sprout and waned off shortly, leaving behind little documentation concerning their practices or insights. Anecdotal reports reveal that they faced difficulties in recruiting and retaining

Citation: Jillaow, E. A; Momanyi, M & Mwalw'a, S. (2020). School Factors Affecting Pupils' Participation in Mobile Schools' Education in Mandera County, Kenya. *Journal of Popular Education in Africa*. 4(7), 87 - 102.

teachers. By 2010, Kenya had about ninety mobile schools scattered in ASAL areas which include Turkana, Wajir, Mandera, Marsabit, Tana River, Samburu and Garissa among others (UNESCO, 2010). Mobile schools provision presents more exciting possibilities for educational provision in ASALs in Kenya. However, inequalities in the access and distribution of education, and the disparities that perpetuate poverty in areas where education standards are low (UNESCO, 2010) often reduce the capacity of the nomadic pastoralists to participate in education in order to improve their welfare and compete favourably for employment opportunities (Wainaina, 2005).

Government with support of its partners came up with different nomadic education delivery approaches such as mobile schools, sedentary schools for mobile populations, open and distance learning through radios and receiver, and school feeding programmes and scholarships for girls. However, these approaches have not had the intended positive impact (Munene & Ruto, 2015). The sector still faces myriads of challenges in terms of access, relevance, quality, equity, and equality, efficiency in the management of educational resources, cost and financing of education, gender and regional disparities, and teacher quality and utilization (Wainaina, 2010). Further, school-age children are majorly engaged in nomadic pastoralists' activities and lifestyle owing to the low premium placed on education among nomadic pastoralists, especially for the girl child (Orodho, Waweru, Getange & Miriti, 2013), hence low participation in formal school attendance and learning (MoE, 2012; UNESCO, 2010; Ngugi, 2017).

Statement of the Problem

While the Government of Kenya has taken measures to enhance access to basic education, pupil participation in primary education remains low among the nomadic communities of Kenya. For instance, of the over two million school-going age children (6-13 years) who were still out of school in 2015, majority were found in counties inhabited by nomadic communities (ROK, 2015). Mandera County is the worst affected by low participation in primary education. In an effort to improve participation in primary education among nomadic communities, the government with the support of partners introduced mobile schools that targeted early grade education. Past studies on nomadic education in Kenya employed either mixed methods research designs (Abdi, 2010) or qualitative research designs (Ayiro & Sang, 2015; Hussein, 2016) or were evaluations of education projects in ASALs (Ouda, Opiyo & Wambiya, 2014). These design approaches denied the synergistic benefits that accrue from adopting a mixed method research design. Against this background, the current study investigated the school factors that affect pupil participation in education delivered through mobile schools to the pastoralist nomads in Mandera County, Kenya.

Theoretical Framework

The study was grounded in the Human Rights-Based Approach (HRBA) theory. The HRBA theory was introduced in the 1990s through the acts of various development actors including the United Nations (UN), various NGOs and individuals (Dóchas, 2003). In principle, the HRBA stresses the importance of process in the realization of rights. The approach is underpinned in five principles namely; Participation, Accountability, Non-discrimination, Empowerment and Linkages (PANEL) to human rights standards. Participation principle requires all stakeholders to

Citation: Jillaow, E. A; Momanyi, M & Mwalw'a, S. (2020). School Factors Affecting Pupils' Participation in Mobile Schools' Education in Mandera County, Kenya. *Journal of Popular Education in Africa*. 4(7), 87 - 102.

participate in decision-making on matters that affect them because exclusion from decision-making is in itself a rights violation. The principle effectively means that rights-holders, teachers, parents and local communities, are actively engaged in educational outcomes for children (UNICEF, 2015) and decision-making is centered on the rights of the child. In this context, accountability refers to obligation of power-holders to take responsibility for their actions (UNDP, 2010). The power holders are primarily the government, which are also the primary duty bearers. It is thus imperative for the government and other relevant stakeholders to proactively and co-operatively establish and apply standards, indicators, tools and systems of monitoring, measuring and evaluation to fulfil their obligations and commitment to protect children from violations of their rights (Committee on the Rights of the Child, No. 13 of 2011). The principle of non-discrimination ensures that no one is denied their rights because of factors such as race, colour, sex, language, religion, political or other opinion, national or social origin, property or birth. In addition, discrimination on such grounds as age, nationality, marital status, disability, place of residence within a country is prohibited.

Without gainsaying, education remains a basic human right and the foundation on which to build peace and drive sustainable development (UNESCO, 2019). Despite all these treaties and conventions which has been ratified by countries millions are deprived of educational opportunities as a result of social, cultural and economic factors (UNESCO, 2019). Among these millions are nomadic communities who are excluded due to their mobile nature. It is against this background that the HRBA theory has been used for this study.

Conceptual Framework of the Study

The conceptual framework for this study shows the interplay between the independent variables to bring about the dependent/outcome variables of the study.

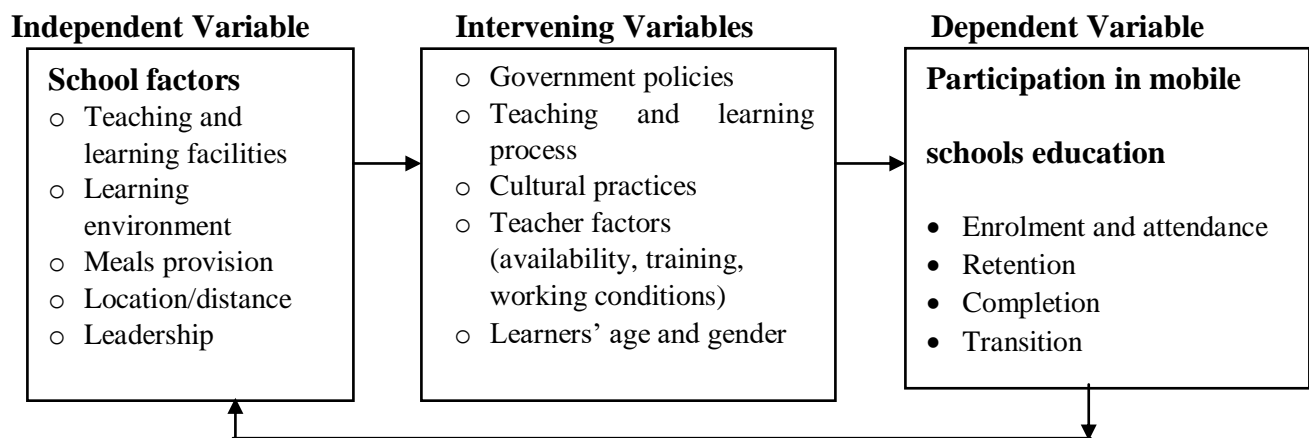


Figure 1: Conceptual Framework showing relationship among variables

Source: Author (2020)

Citation: Jillaow, E. A; Momanyi, M & Mwalw'a, S. (2020). School Factors Affecting Pupils' Participation in Mobile Schools' Education in Mandera County, Kenya. *Journal of Popular Education in Africa*. 4(7), 87 - 102.

The school factors investigated as influencers of pupil participation in education in the ASAL regions was: teaching and learning facilities, learning environment, meals provision, location of the school and school leadership. The effect of these factors were moderated by government policies on capitation and quality assurance processes, cultural practices of pastoralist communities, availability and training of teachers, and the learners' age and gender.

In this context, teaching and learning facilities investigated included textbooks, exercise books, chalks, pencils and pens and wall charts. These were likely to affect the teaching and learning process and pupil participation in learning. The availability of these facilities to both the learners and the teachers makes effective the delivery of instruction.

Closely related to the teaching and learning facilities is the learning environment. A study done by Malik and Rizvi (2018) shows that learning is optimized in a safe and secure environment that is devoid of any internal and external threats. The learning environment can be made more conducive by adapting the curriculum to the local realities of life. Therefore, it was necessary to determine how the type of learning environment created in the mobile schools affected pupil participation in education.

A key component of education provision in the ASAL regions of Kenya is the provision of meals through the School Feeding Programme (SFP). Through the SFP strategy, the government ensures that all children in pre-primary and primary schools receive at least one nutritious meal per school day. The strategy is supported by the Constitution of Kenya (2010) that recognizes access to food as a basic human right. As earlier stated, meals provision incentivizes children to attend and stay at school, learn better hence perform well in school. The Sessional Paper No. 8 of 2012 which articulates the national policy for the sustainable development of Northern Kenya and other arid (RoK, 2012) highlights the benefits of meals provision to schools in the drought-stricken regions of Kenya. The policy argues that SFPs can alleviate short-term hunger, increase children's abilities to concentrate, learn and perform specific tasks at school. Above this SFPs motivate children to attend and stay at school. As such, parents are incentivized to send their children to schools where meals are provided. The effect of meals provision to pupils in schools was therefore investigated in the study with a view to determining how this affected pupil participation in education in Mandera County.

The northern Eastern part of Kenya has been prone to sporadic terrorist attacks by terrorist groups in Somalia. This has heightened the insecurity situation to the long-standing inter-clan conflicts among different clans in the region. The inter-clan conflicts are mostly fueled by competition over grazing land and water for their livestock. Thus, long distances to schools expose the pupils to possible attacks along the way. The situation is even more dangerous for female pupils than their male counterparts. Determining the extent to which distances from home to school covered by pupils in mobile schools was therefore critical in this study.

Another school factor that may affect pupil participation in education that this study investigated is the school leadership offered by the teachers of the schools. The study viewed the teachers to play a critical role in education delivery to children from pastoralist communities. They played the role of curriculum implementation, are agents for the government that regulates education and also serve the liaison role of linking the school to the community.

Citation: Jillaow, E. A; Momanyi, M & Mwalw'a, S. (2020). School Factors Affecting Pupils' Participation in Mobile Schools' Education in Mandera County, Kenya. *Journal of Popular Education in Africa*. 4(7), 87 - 102.

Review of Related Literature

Available literature indicates that related studies have been conducted on Nomadic education. For instance, Osokoya, Atinmo, Ajayi and Sarumi (2010) conducted an evaluation of Nomadic Education Programme in Nigeria. The study highlighted the achievements and failures, strengths and weaknesses of nomadic education as perceived by the various stakeholders of the programme. It also assessed the facilities provided in the nomadic schools. Six of the thirty-four states participating in nomadic education programme in Nigeria were purposively sampled for the study. From the sampled states, a total of 607 participants were randomly selected comprising of officials of the National Commission for Nomadic Education and local education authorities, nomadic community leaders and officials of nomadic organizations, headmasters and teachers in nomadic schools. Questionnaires and observation checklists were used in data collection. Data were analyzed using frequency counts and mean scores. The findings showed that out of the pupils that had graduated from the nomadic schools since the inception of the programme, 65 % were boys and only 35 % were girls. This further supports previous findings that have shown the under-representation of girls in education for nomadic communities. This could be attributed to the cultural practices including the low value placed on educating girls and the excessive domestic chores girls are required to perform.

On the issue of adequacy of basic facilities that were provided to enhance access to education the teaching and learning process, the findings revealed a scarcity of these facilities except for limited few such as availability of chalkboards and proper ventilation of the classrooms. While ventilation of classrooms is a boost to the hygiene and sanitation standards for a sound learning environment, the lack of the teaching and learning resources will render the education process ineffective. Challenges around the capitation of schools, adequacy of infrastructural facilities, teacher transfers and truancy, and lack of incentives for the teachers and supervisors were major constraints to access to and completion of education in nomadic schools in Nigeria. The high teacher turnover and the reasons for this high turnover in nomadic schools appear to be a global phenomenon regardless of the type of nomads in question.

In Ethiopia, Woldesenbet (2015) investigated the provision of and participation in primary education in the pastoralist regions of Afar and Somali. The study which was qualitative administered interviews to gather data from state ministers, experts, directors, university students, heads of education at regional, zonal and woreda (district) level. In addition, FGDs were used to gather data from school teachers and members of parent teacher associations, and observation and document reviews were used to gather data from schools and documents respectively. The data obtained were analyzed thematically. The results show that the status of provision and participation in primary school in the Afar region was lower than that of the Somali regional state and the national average. The result also indicated several in-school (irrelevant curriculum, poor facilities in schools, lack of support, incentives and desert allowance to teachers) and out of school (long distances between school and home, parents' low economic status, and importance attached to girls' marriage than education) constraints inhibited the provision and participation of primary education. In both regions about 84 % of students admitted in the first grades of primary schools did not complete primary education. Although the cited study was conducted in nomadic regions of Ethiopia, it did not focus on mobile schools.

Citation: Jillaow, E. A; Momanyi, M & Mwalw'a, S. (2020). School Factors Affecting Pupils' Participation in Mobile Schools' Education in Mandera County, Kenya. *Journal of Popular Education in Africa*. 4(7), 87 - 102.

Hence this study incorporated the experiences and views of stakeholders concerning the effectiveness of mobile schools in the provision of education to nomadic communities.

A qualitative study by Moges (2017) explored the impediments of pastoral children's participation into schooling and education with particular emphasis on the primary school of selected Woreda, Afar Zone, Ethiopia. The study purposively sampled seven members of parent teacher associations, 20 teachers, four school principals, 14 education experts and officials, giving a total of 45 respondents. Data were collected through structured interviews, focus group discussions, and document review and observation checklists. The study identified several cultural and economic barriers to participation such as early marriage, lack of interest for modern education, parental level of education, mobility, child labour, poverty, inability to attract and retain qualified teaching staff, poorly equipped schools and community perception of modern education as a threat to pastoralist way of life. Although the qualitative approach allowed for in-depth description of the phenomenon, the findings cannot be generalized to inform policy, hence the adoption of mixed method approach in this study. Further, the cited study left out the primary stakeholders (children), whose experiences and views are solicited in this study.

Studies on education provision in the ASAL regions in Kenya continue to discriminate treatment of the girl child education. For instance, Ombati and Ombati (2015) discuss several factors that disadvantage the girl child in participating in primary education in the ASAL regions of Kenya. They argue that the opportunities to access quality education are a pipe dream for the girl child due to the high levels of poverty, female genital mutilation, and lack of WASH facilities, child marriage, domestic responsibilities, and long distances to travel to and from school, and insecurity. Their report further holds that most families in the ASALs get more concerned with survival than bearing the extra burden of educating their children. The spend on non-tuition fees such as Parent Teacher Association (PTA), textbooks and uniforms is overwhelmingly burdensome to the already poverty-stricken parents, hence a high chance that their children may drop out of or not start school.

A critical determinant of whether or not female pupils stay in school especially when they attain puberty is the availability of proper WASH facilities. In their discussion about the obstacles facing the girl child, Ombati and Ombati (2015) explain that the lack of sanitary products during menstruation may force girls to miss school and stay at home. The onset of puberty is common when the girls reach the upper grades, especially grades six and seven. The anxiety faced in coping with the new changes in their bodies, some which have not been explained to them by their parents or teachers, coupled with the shyness experienced when menstruation sets in suddenly with no sanitation pads worn, many girls choose to stay at home over this period. Moreover, water scarcity in pastoralist regions presents a serious challenge to girls at puberty especially when they start experiencing menstruation. The lack of clean water and dedicated sanitation facilities for girls in the schools makes them to miss some classes and even drop out of school.

In taking stock of the progress made in attainment of Education for All (EFA) among nomadic pastoralists in Kenya, Orodho, Waweru and Getange (2015) interrogated what can be done to dismantle the gender differential challenge in Mandera County. They document the current strategies put in place in Kenya towards the attainment of EFA and the millennium

Citation: Jillaow, E. A; Momanyi, M & Mwalw'a, S. (2020). School Factors Affecting Pupils' Participation in Mobile Schools' Education in Mandera County, Kenya. *Journal of Popular Education in Africa*. 4(7), 87 - 102.

development goals (MDGs) for the nomadic pastoralists in the county. The study targeted all public primary school teachers teaching in or residing in or around Mandera County. Out of this population, 45 teachers undertaking the school-based degrees at Kenyatta University and Mount Kenya University at the time of the study were sampled. Mixed methods research design that employed both quantitative and qualitative approaches was used to analyze the data that were collected using semi-structured questionnaires.

The study found that a number of challenges impeded the provision of education especially in nomadic pastoralist areas of Mandera County. These challenges included poverty, high cost of education, retrogressive socio-cultural practices, un-conducive learning environment and insecurity in the region. In particular, gender disparities, in disfavor of the girl child, were evident in the sub-counties of Lafey, Barissa and Mandera West. In describing the possible reasons for the low female enrolment, the authors explained that children are made to work as domestic servants in urban areas or engage in commercial activities especially across the Kenya Somalia border in order to earn income for the household. Usually the girls are left to sell milk and foodstuff in market stalls. Another reason given is that large family sizes are unable to send all their children to school in which case the education of the girl child is put on hold if not abandoned at the expense of the boy child.

The study further established that facilities for school activities such as sanitary, classroom and sports facilities were over-stretched in many schools in Mandera County. Some schools lacked adequate toilets and sanitary towels for female learners. These challenges rendered the learning environment unfavorable especially to the female learners. Notwithstanding the challenges of early marriages and child labour, sexual and gender based violence were found to be a major impediment to female participation in education.

Although the cited study looked at education provision in Mandera County, it differs from the current study in four major ways. The first two differences are scope related. The study looked at basic education in general thereby not distinguishing the gender disparity issue for the case of primary education. The other difference is that the cited study was limited to gender differences in education provision to nomadic pastoralists of Mandera County whereas gender dimension is only one of the many variables the current study investigated. The third difference relates to the study participants. The cited study collected data from teachers teaching in or residing in Mandera County. The authors of the cited study had no opportunity to get an on the site experience of delivering education to the nomadic pastoralists in the region. The current study involved movement to the field and interaction with the various stakeholders and community members in understanding the effectiveness of the two education delivery approaches. Fourth, the use of a variety of data collection methods such as key informant interviews, and observations enabled the researcher to get in-depth and detailed information on the experiences of the participants about the mobile schools' education delivery approach.

Ruto et.al also examined the role of School Feeding Programs (SFPs) in enhancing participation in education in Northern Kenya. While recognizing the positive impact of SFPs in influencing access and retention in education, the authors that these programmes are limited to the regular schools, with no organized feeding for mobile schools. This explains why retention rates in mobile schools remain low. Provision of meals to pupils not only incentivizes them to

Citation: Jillaow, E. A; Momanyi, M & Mwalw'a, S. (2020). School Factors Affecting Pupils' Participation in Mobile Schools' Education in Mandera County, Kenya. *Journal of Popular Education in Africa*. 4(7), 87 - 102.

stay at school but it also plays a significant role in their physical and cognitive development. Children who have had a meal tend to be more active and attentive in class than the hungry ones. Although the cited studies investigated boarding schools, they did not examine on mobile schools, which was the focus of the current study.

Research Design and Methodology

The study adopted mixed methods approach particularly Convergent Parallel Mixed Methods Design. In mixed methods approach, the researcher combines quantitative and qualitative research techniques, methods, or approaches to a single study (Creswell, 2014). In quantitative paradigm, cross-sectional survey design was considered appropriate for use in gathering information from larger samples of head teachers, teachers and students a point in time. In qualitative paradigm, phenomenology design was used and enabled the researcher to gather the lived experiences of the participants in nomadic education in Mandera County.

The target population for this study comprised six Sub-County Director of Education (SCDEs), six Quality Assurance and Standards Officers (QASOs), 10 teachers, 57 parents and 30 chiefs. Non probability sampling particularly snow balling technique was used to select parents to participate in the study. Using this sampling technique, the researcher began with interviewing a parent that is known to have a child in one of the targeted schools. After interviewing the parents, the researcher then asked him/her to identify similar parents that participated in the study. Purposive sampling was also used to sample 12 chiefs, six SCDEs and the six QASOs who had experience and knowledge about education provision through the mobile schools in Mandera County.

Data was collected by use of questionnaires for teachers, interview guides for parents, chiefs, SCDEs, and QASOs. The observation schedule enabled the researcher to record the facilities and resources available in the schools visited. Three experts from educational field with enormous experience in nomadic education determined the content and face validity of the research instruments. Each of the experts separately judged the objectivity, clarity and relevance of the items to the research questions. Their constructive feedback and responses were incorporated in the instruments prior to actual data collection. The instruments were piloted in one mobile school that were then excluded from participating in the actual study.

The Cronbach Alpha technique determined the reliability quantitative Likert scale type items that yielded a coefficient of 0.881. That signified a good internal consistency of the items hence the questionnaire was adopted for data collection. The study ensured credibility of qualitative instruments through a variety of strategies including early familiarization with the study context, triangulation, debriefing sessions and use of thick descriptions in reporting. In the course of data collection, multiple data sources were used to minimize likelihood of biased data.

Quantitative data from the field were cleaned, coded, entered in the computer and cleaned before being analysed. Descriptive statistics such as frequencies, means and percentages were used to summarize data and were presented in distribution frequency tables and figures. Qualitative data were transcribed and translated before undertaking a preliminary analysis of key issues emerging from the interviews. These findings were shared during the debriefing sessions

Citation: Jillaow, E. A; Momanyi, M & Mwalw'a, S. (2020). School Factors Affecting Pupils' Participation in Mobile Schools' Education in Mandera County, Kenya. *Journal of Popular Education in Africa*. 4(7), 87 - 102.

to identify areas of convergence and divergence with respect to common issues. Narratives and excerpts were used in presenting the qualitative findings that corroborated the quantitative ones.

Presentation, Discussion and Interpretation of Findings

Demographic Characteristics of Teachers

The study sought to establish the demographic variables of the teacher participants. These included teacher's gender, age, highest academic qualification, professional qualification and teaching experience. The findings on each of these variables are presented in Table 1.

Table 1: Teachers' Responses on their Demographic Characteristics, n = 5

Demographic Characteristics		Frequency	%
Gender	Male	5	100
	Female	-	-
Age in years	20-29	3	60
	30-39	2	40
	Mean age		28.5
Highest Academic Qualification	High School	3	60
	No Response	2	40
Professional Qualifications	PTE Certificate	1	20
	Untrained Teacher	3	60
	No Response	1	20
Teaching Experience in Years	0-4	2	40
	5-9	2	40
	10-14	1	20
	Mean		6.0
Teaching experience at current school in years	0-4	2	40
	5-9	3	60
	Mean		5.0

Source: Field Data, 2020

All the respondents from the mobile schools' teachers were males. This suggests that the teacher resource in nomadic education is male dominated with no female teacher in the mobile schools visited. These findings can be explained by position advanced by Dyer (2015) that the conservatism nature of nomadic communities to enroll few girls in education hence the absence of female teachers. Similarly, Raymond (2014) argued that the consistently low girls' enrolment reflects parental concerns over how schooling processes and curricular values fit community codes of moral propriety, as well as the absence of female teachers in nomadic schools.

In the mobile schools, 60% were aged between 20 and 29 years while 40% are aged between 30 and 39 years. The findings show that a majority of the teachers in the mobile schools (100%) were generally young aged below 40 years. For these mobile schools, 60% of the teachers had high school education, and 40 % did not respond to the question. These findings

Citation: Jillaow, E. A; Momanyi, M & Mwalw'a, S. (2020). School Factors Affecting Pupils' Participation in Mobile Schools' Education in Mandera County, Kenya. *Journal of Popular Education in Africa*. 4(7), 87 - 102.

revealed that the teachers had attained the requisite level of education to teach in primary schools. The MOE stipulates that a teacher should have a higher level of education than that offered at the level where s/he is supposed to teach. Therefore, the study established that the teachers had the minimum educational qualifications to teach at primary school level.

In contrast, a majority (60%) of the teachers in mobile schools were untrained teachers with a mere 20 % having Primary Teacher Education certificate qualifications. The findings revealed that teachers in the mobile schools were not trained in the primary school pedagogy. The seasonal migration of the pastoralists in search of water and pastures makes teaching in mobile schools unattractive to trained teachers. Teacher training prepares teachers to adapt materials and create environments that motivate learners and enhance the learning process. Untrained teachers are therefore deficient of learner management and motivation strategies hence not likely to create a suitable learning environment where pupils participate actively.

Factors Influencing Pupil Enrolment in Mobile Schools

The teachers were asked to rate the extent to which identified factors of community support, academic, cost of education, leadership and parental involvement influenced pupil enrolment in their mobile schools. Teacher participants were asked to indicate whether the factors were influential using the following scale.

Key: VI - Very Influential; SI – Somewhat Influential; I – Influential; NI – Not Influential; DK – Don't Know. The findings are presented in Table1.

Table 2: Teachers' Responses on Factors Influencing Pupil enrolment in Mobile Schools n=5

Factors Influencing Pupil Enrolment (%)	VI	SI	I	NI	DK
Leadership: School administration cares, listens to and treats pupil fairly.	20	20	60	-	-
Facilities: mobile School facilities are adequate and well maintained	-	20	20	60	-
Learning Environment: The environment is learner friendly	20	20	40	20	-
Security/Safety: Pupils feel safe at school especially girls	40	20	20	20	-
Location: School is at an accessible distance	-	20	60	20	-
Provision of Meals: Pupils look forward to having meals at school	20	40	20	-	20

Source: Field Data, 2020

The findings in Table 2 show that a majority of the teachers rated school leadership, learning environment, school security, school location and provision of meals to be influential school factors that affect pupil enrolment in the mobile schools. All the teachers (100%) rated school leadership as influential while 80% rated the learning environment, school security, school location and the provision of meals as influential in enhancing pupil enrolment in mobile

Citation: Jillaow, E. A; Momanyi, M & Mwalw'a, S. (2020). School Factors Affecting Pupils' Participation in Mobile Schools' Education in Mandera County, Kenya. *Journal of Popular Education in Africa*. 4(7), 87 - 102.

schools. However, the adequacy of school facilities was not considered to be an influential by a majority of the teachers.

The provision of a secure/safe school environment where pupils feel safe, especially girls, and parental involvement in the affairs of the school were factors teachers considered to be very influential in enabling pupil enrolment to mobile schools. When parents are confident that their daughters will not be physically harassed at school, they are more likely to let them attend school. Provision of school meals was considered somewhat influential. This is in consistent with the finding by Abdi (2010) that an unaccustomed diet given to the children in homes may push them to attend school in order to partake of the school meals.

Location of the school at an accessible distance was considered an influential enabler of pupil enrolment in mobile schools. Mandera County is highly exposed to terrorist activities that are perpetrated by Alshabab group of neighbouring Somalia. As such incidences of waylaying children going to or coming from distantly located schools pose a major challenge to participation in education. Thus, the more accessible a school is to the residents, the more likely they are to send their children to the school. Within the school itself, if the learning environment is learner-friendly to the extent that pupils feel free and safe to interact amongst themselves and with the teachers, more pupils are bound to enrol in the schools. The enrolment is also influenced by the type of leadership provided in the school. School leadership that listens to and works closely with the community in ensuring that teaching and learning facilities and teachers are provided in the schools will no doubt inspire parents to enrol their children in the school. Corroborating the finding about the learning environment, one of the chiefs pointed out that "the poor condition of the mobile school environment affects learning in the mobile schools" by making children less interested in the schools since they appear less attractive (Respondent BB3). While emphasizing the role of community support, one area chief said:

...as the area chief, I work closely with the government, Islamic Relief, Plan International and mobilize the community to send children to schools, bring textbooks, learning and teaching materials and other required items in school (Respondent T3).

Information from the area chief indicates the principle of participation as espoused in the HRBA theory that demands all stakeholders to express their views freely in all matters affecting the child. This includes supportive activities that guarantee access to education. The principle effectively means that teachers, parents and local communities should be actively engaged in educational outcomes for children (UNICEF, 2015). Thus, the findings confirm the application of the participation principle in the provision of education to pastoralist communities.

However, 60 % of the teachers stated that mobile school facilities were not influential in enabling pupil enrolment in mobile schools. Learning in mobile schools takes place under tree shades or tents while the herds are grazing; this distracts concentration on what is taught as they also watch over straying animals. When the pastoral families are migrating, the mobile pack that contains the teaching and learning materials are loaded to a means of transport that is usually a camel or donkey for the case of the mobile schools in Mandera County schools.

Citation: Jillaow, E. A; Momanyi, M & Mwalw'a, S. (2020). School Factors Affecting Pupils' Participation in Mobile Schools' Education in Mandera County, Kenya. *Journal of Popular Education in Africa*. 4(7), 87 - 102.

Conclusions and Recommendations

The study concluded that the provision of education through mobile schools is hampered by school leadership, insecurity and inadequate teaching and learning resources. Although mobile schools were found to increase pupil participation in primary education, the study established that many of the mobile schools had wound up. This denies pastoral children access to education that is a basic right for every child. Therefore, the government should support the establishment of more mobile schools in the County to expand access to education among the pastoral communities. In addition, the government should provide capitation to mobile schools including the deployment of teachers to these schools. The teachers deployed should be inducted into the pastoral way of life so that they adapt the curriculum to the pastoralist value system and way of life. In order to maintain a motivated workforce, the government should ensure that the schools are well staffed and teachers are well remunerated especially those in the mobile schools. This will reduce teacher turnover and improve pupil learning and achievement.

Schools in the region should provide safe and friendly learning environments that motivate children to learn and study at school especially for those who lack time for study due to involvement in domestic chores at home. The community should continue to support the funding of schools through such initiatives as building/setting up schools, volunteering teachers and maintaining peace and security in the community.

Citation: Jillaow, E. A; Momanyi, M & Mwalw'a, S. (2020). School Factors Affecting Pupils' Participation in Mobile Schools' Education in Mandera County, Kenya. *Journal of Popular Education in Africa*. 4(7), 87 - 102.

References

- Abdi, I. (2010). Education for All (EFA): Reaching nomadic communities in Wajir, Kenya - Challenges and opportunities. Master's thesis. Edgbaston, Birmingham: University of Birmingham. Retrieved from http://etheses.bham.ac.uk/1053/1/Abdi_10_MRes.pdf.
- Ayiro, L. P., & Sang, J. K. (2015). Provision of Education to the 'Hard to Reach' Amidst Discontinuity in Nomadic Communities in Kenya. *FIRE: Forum for International Research in Education*, 3(3), pp. 32-45.
- Carr-Hill, R., & Peart, E. (2005). *The Education of Nomadic Peoples in East Africa: Djibouti, Eritrea, Ethiopia, Kenya, Tanzania and Uganda. Review of the relevant literature*. Paris: UNESCO/IEP, Paris and Tunis.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed method approaches* (4th ed.). California, SAGE Publications, Inc.
- Dochas (2003), *Report on Dóchas seminar on rights based approaches to development. Application of rights based approaches – experiences and challenges*. Available online at: <http://www.handicap-international.fr/bibliographie>.
- Dyer, C. (2015). Evolution in approaches to educating children from mobile and nomadic communities. Background paper prepared for the Education for All Global Monitoring Report 2015. *Education for All 2000-2015: achievements and challenges*. UNESCO.
- Global Monitoring Report, GMR (2010). *Reaching the marginalized. Education for All Global Monitoring Report 2010*. Paris: UNESCO.
- Institute of Policy Analysis & Research, IPAR (2003). Access and participation in secondary school education in Kenya: Emerging issues and policy implications. *Policy Brief*, 9(6).
- Krätli, S. (2001). *Education provision to nomadic pastoralists: A literature review*. IDS Working Paper 126. New York: World Bank.
- Kratli, S., & Dyer, C. (2009). *Mobile pastoralists and education: Strategic options*. Education for Nomads Working Paper 1. International Institute for Environment and Development. London. UK. <http://pubs.iied.org/pdfs/10021IIED.pdf>
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610.
- Malik, R. H., & Rizvi, A. A. (2018). Effect of classroom learning environment on students' academic achievement in mathematics at secondary level. *Bulletin of Education and Research*, 40 (2), 207-218.
- Ministry of Science, Technology, Education and Culture (MOSTEC) (2000). *EFA 2000 assessment country report: Mongolia*. Ulaanbaatar: MOSTEC.
- Ministry of Education (2012). *A policy framework for education: Aligning education and training to the Constitution of Kenya (2010) and Kenya Vision 2030 and beyond*. Nairobi: Government Printers.
- MOE (2018). *Kenya education sector analysis report*. Nairobi: Government Printers.
- Moges, B. (2017). Children's participation in schooling and education in pastoralist Woredas of Afar region: Prospects, challenges and policy implications. *Journal of Research in Humanities and Social Science*, 5(2), 50-63.

Citation: Jillaow, E. A; Momanyi, M & Mwalw'a, S. (2020). School Factors Affecting Pupils' Participation in Mobile Schools' Education in Mandera County, Kenya. *Journal of Popular Education in Africa*. 4(7), 87 - 102.

- Muhammad, N. D., & Abbo, B. M. (2010). *Reaching the hard -to- reach nomads through open and distance learning: A case study of nomadic education programme in Nigeria*. A paper presented at the sixth Pan Commonwealth Forum on Open Learning (PCF6) on the theme; Access and success in learning: Global development perspectives held from 24-28 November 2010 at Le-Meridian, Cochin Resort & Convention Centre (Kochi, Kerala), India.
- Munene, I., & Ruto, S. (2015). Pastoralist education in Kenya: Continuity in exclusion in Arid and Semi-Arid Lands (ASALs). *A Journal of Third World Studies*, 32(1), 133-158.
- Ngome, C. K. (2006). *Mobile schools programme for nomadic pastoralists' in Kenya: Pilot project in Wajir, Ijara and Turkana districts*. Institute For Research and Development: Kenyatta University.
- Ngugi, M. (2017). Participation of Kenyan nomadic pastoralists in non-formal education. *European Journal of Education Studies*, 3(10), 486-515.
- Ombati, V. F., & Ombati, M. (2015). Girl's education in Kenya's arid-semi arid zones. *Cultura Crítica*. Available at: <https://www.culturacritica.cc/2015/03/girls-education-in-kenyas-arid-semi-arid-zones/?lang=en>
- Orodho, A. J., Waweru, P. N., Getange, K. N & Miriti, J. M. (2013). Progress towards attainment of education for All (EFA) among nomadic pastoralists: Do home-based variables make a difference in Kenya? *Research on Humanities and Social Sciences*, 13(21), 54-67.
- Ouda, J. B., Opiyo, R. A., & Wambiya, P. (2014). Quality education for the pastoralist in public primary schools in Kajiado County, Kenya: Case study of Dupoto-e-Maa education project in Kajiado Central District. *International Journal of Advanced Research*, 2(12), 297-306.
- Osokoya, I., Atinmo, M., Ajayi, S.A., & Sarumi, A. (2010). An evaluation of Nomadic Education Programme in Nigeria. *Academic Leadership: The Online Journal*, 8 (4), 9. Available at: <https://scholars.fhsu.edu/alj/vol8/iss4/9>
- Raymond, A. (2014). *Girls' education in pastoral communities: An ethnographic study of Monduli district, Tanzania*. Research report. Reading, UK: CfBt. Retrieved from <http://cdn.cfbt.com/~media/cfbtcorporate/files/research/2014/r-girlseducation-in-pastoral-communities-2014.pdf>
- Republic of Kenya (2012). *Sessional Paper No. 8 2012. National policy for the sustainable development of Northern Kenya and other arid*. Nairobi: Office of the Prime Minister.
- Republic of Kenya (2015). *National Education Sector Plan, Volume one: Basic education programme rationale and approach 2013 – 2018*. Nairobi: Ministry of Education, Science and Technology.
- Udo, S. U. (1982). The problem of administering mobile schools. In C. Ezeomah (ed.), *the problems of educating nomads in Nigeria. Proceedings of the First Annual Conference on the Education of Nomads in Nigeria*. University of Jos, 5-6 February 1982, Jos, Nigeria.
- UNESCO (2010). *Reaching the marginalized*. EFA Global Monitoring Report 2010. <http://unesdoc.UNESCO.org/images/0018/001866/186606e.pdf>.

Citation: Jillaow, E. A; Momanyi, M & Mwalw'a, S. (2020). School Factors Affecting Pupils' Participation in Mobile Schools' Education in Mandera County, Kenya. *Journal of Popular Education in Africa*. 4(7), 87 - 102.

UNESCO (2019). *Education transforms lives*. Available at: <https://www.unesco.org/themes/education>

UNICEF (2015). *Fact sheet: the right to participation*. Retrieved from <http://www.unicef.org/crc/files/Right-to-Participation.pdf>.

Wainaina, G. (2005). An Inequality perspective of education structure and performance in Kenya. Available from www.google.com

Wainaina, G. (2010). *An inequality perspective of education structure and performance in Kenya*. Nairobi: University of Nairobi Enterprises and Services Limited.

Woldesenbet, P. W. (2015). *Provision of and participation in primary education in the pastoralist regions of Afar and Somali of Ethiopia*. University of Tampere: Tampere University Press.