

Abstract

Nomadic pastoralists are tens of millions of people mainly residing in Africa, the Middle East and South, South-West and Central Asia. Their contribution to socio-economic and political development is great. Thus the importance of examining factors affecting access to UPE by Kenya's nomadic pastoralists. This research employed descriptive survey design. The study involved learners, parents, classroom teachers, head teachers and QASO as target population. The research findings indicate learners' characteristics ($F(7, 65) = 4.0; P < 0.005$) that pointed out average score and age, household characteristics ($F(4, 65) = 15.604; P < 0.05$) that identified household income and distance, and community factors ($F(3, 65) = 38.286; P < 0.05$); that picked on role model as the only factors affecting access to UPE by nomadic pastoralist. Resource input ($F(3, 65) = 9.669; P < 0.05$) that had supply of learning materials, supply of qualified and motivated teachers and supply of school facilities were found not to be affecting access to UPE by nomadic pastoralists. Therefore the study recommends Open Distance Learning, involvement of private sector in nomadic education and abolition of all school levies as measures to increase effective access to UPE by nomadic pastoralists. The study suggests areas that need further research which include alternative education model for nomadic pastoralists and transition rate of education for nomadic pastoralist from primary to secondary. The research findings add to the body of knowledge of nomadic education. The findings and recommendations can be replicated with varying degree to a similar population elsewhere. The findings are useful to all education stakeholders who might refer to this report for appropriate educational intervention in nomadic pastoralists' education.