

**THE STATUS AND CHALLENGES OF ACHIEVING  
UNIVERSAL PRIMARY EDUCATION (UPE) IN  
TRADITIONAL GOLD-MINING BERTA COMMUNITY OF  
BENISHANGUL-GUMUZ REGIONAL STATE**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES  
OF ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN  
EDUCATIONAL PLANNING AND MANAGEMENT**

**BY  
KESSETE ADMASS DAREGOT**



**JUNE 2010**

**ADDIS ABABA**

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(POLICY AND PLANNING STREAM)**

**KESSETE ADMASS**



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## ACRONYMS

- ABE**-Alternative Basic Education
- ACRWC**-African charter on the Rights and Welfare of the Child
- AIDS**-Acquired Immune-Deficiency Syndrome
- AIR** – Apparent Intake Rate
- ANFE**-Adult and Non-formal Education
- BGREB**- Benishangul-Gumuz Regional State Education Bureau
- BGRS**-Benishangul-Gumuz Regional State
- CPD**-Continuous professional Development
- CRC**-Convention on the Rights of Children
- CSA**-Central Statistical Agency
- EFA**- Education for All
- EMIS**-Education Management Information System
- ESDP**-Education Sector Development Program
- ETP**- Education and Training Policy
- FAL**-Functional Adult Literacy
- FDG**-Focus group Discussion
- FDRE**-Federal Democratic Republic of Ethiopia
- GER**-Gross Enrolment Rate
- GPI**-Gender Parity Index
- HIV**-Human Immune-deficiency Virus
- ICT**-Information communication Technology
- IIEP**- International Institute for Educational Planning
- ILO**-International Labor Organization
- KETB**-Kebele Education and Training Board
- MDGs**-Millennium Development Goals
- MLC**-Minimum Learning Competencies
- MOE**-Ministry of Education
- NER**-Net Enrolment Rate
- NGO**-Non-Government Organization

## Abstract

*The main purpose of this study was to examine the status and challenges of achieving UPE in traditional gold-mining of Berta community of Benishangul-Gumuz Regional state: the case of Berta community children, focusing on identifying the major challenges that impede educational participation of Berta children and proposing possible intervention strategies for policy makers and planners and other stakeholders to enhance primary education participation with quality education in traditional gold mining areas of BGRS. To achieve this, a descriptive survey method was employed in the study. To this end, data were collected from relevant documents and 307 subjects, comprising 120 primary school students, 80 primary school teachers, 30 Berta community elders, 15 school principals, 30 PTA and 15 KETB members, 6 regional experts, 2 zonal desk and 9 woreda education experts were included. Data were collected from primary and secondary sources. The primary data for the study was collected through using questionnaire, interview, focus group discussion and observation. The secondary data were collected from different sources of documents, i.e. annual abstract of the region, the regional UPE plan and other relevant documents. Both primary and secondary sources of data were analyzed qualitatively and quantitatively using relevant statistical tools such as tables, frequency, percentages, the mean, Std, significance and t-test were used. Based on the major findings of the study revealed among other things that school related, out of school, socio-economic and also socio-cultural factors were all identified to be the major challenges to the educational participation of Berta children and in attaining UPE by the year 2015. On the basis of the results of the findings, the study recommends the BGREB to come up with using other viable strategies like Alternative basic education, expansion of non-formal and adult education, appropriate school mapping, using flexible school calendar, upgrading the existing schools, increasing the role of the private sector, improving school environment, expansion of available school buildings and classrooms from locally available materials, strengthening school community partnership, establishing boarding schools especially low cost Para-boarding schools that are in harmony with the life condition of traditional gold mining community, school feeding program, provision of quality teaching materials, incentives for orphans and vulnerable children, expansion of inclusive and special needs education, awareness creation on gender equity, addressing security issue in collaboration with the community, clan chiefs and religious leaders, the necessity of creating a sense of ownership at various levels and making continuous follow up and providing frequent supervisory support as an intervention for the successful attainment of UPE.*

## CHAPTER ONE

### The Problems and its Setting

#### 1.1. Background of the Study

In the Knowledge based global economy, education is the backbone of broad based economic growth and poverty reduction. In recognition of this critical role of education, Chabot and Ramirez (2004) emphasize the central role of international development organizations and conferences in rationalizing a discourse that strongly links development and education for national and individual development goals. A major goal of education is poverty alleviation. However, recent studies emphasize the social, political, and cultural aspects of development in addition to economic gains from development. Besides, Tekeste (1990:27) states that education is critically an important tool which plays a key role in political, social and economic developments. Moreover, education is considered to be the basic right for everyone by the global community.

The World Bank has been a longstanding partner to developing countries in their efforts to educate their people, and is to date the largest external source of financing for education projects worldwide. It also fits squarely within the Bank's strategic framework, which emphasizes support to countries to invest in people and to strengthen the investment climate as the basis for progress toward the millennium Development goals. The Bank's work in education is centered on education for all, comprising the objectives of universal primary education and gender equity in schooling. EFA accounts for a significant part of ongoing activities (World Bank, 2006).

The international community has long recognized that the realization of basic education is both a necessary and a fundamental right. The universal Declaration of Human Rights, adopted by the united nations in 1948, asserted that, ' every one has the right to education" and subsequent international conferences and normative texts have reaffirmed this goal and sought to achieve it. This is mainly due to the fact that education is the basis of development (Haddad, 1990; Auger, 1987; world Bank, 1980:23). However, the issue has remained unfulfilled promise for many of the people in the world, especially those who are living in developing countries like Ethiopia at most in marginalized and underserved areas of the regions.

In the world conference on Education for All (EFA), which was held in Thailand, Jomtien reaffirmed that “Every person-child, youth and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs and then outlines an expanded vision of basic education that can make this possible (UNESCO 1991:89).

Likewise, the Dakar international forum on education for all (EFA) renewed this international commitment. As a result, the government of Ethiopia has made quite significant number of efforts and commitment to universalize basic education without any discrimination and developing good policy environment at improving access to primary school education so as to provide good quality education for all its citizens. Hence, the transitional government of Ethiopia has designed the education and training policy in 1994 which clearly stipulates that primary education is compulsory and education is free up to grade 10 (TGE, 1994 ).This principle indicates that there are legal basis and policy support for universalization of primary education in Ethiopia.

Since 1994 Ethiopia has experienced dramatic increases in primary school enrollments. Improvements in access and coverage of primary education were achieved with great movement towards equity (MOE, 2005). This success, since 1994 had its foundations in the FDRE constitution, the government’s education and training policy, the education sector development programs(ESDPs),and different policies, reforms, and strategies of regional states that set their specific goals to achieve good quality primary education for all school age children by the year 2015.

Nomadic herders number several tens of millions of people, mainly in Africa, the Middle East, and south, south west and central Asia. They include some of the poorest and most vulnerable of all southern populations. Reaching them with formal schooling has become a major challenge and millions of nomadic pastoral children remain outside the education system (Khogali ,M.M, 1979:11).

In Ethiopia pastoralists are estimated to be about 8 million, which constitute 13% of the total population and are found to be in the marginal borders of lowland peripheral parts of the

country and account for large percent of illiteracy rate (Getachew, 2001). In view of these the pastoralist and agro-pastoralist areas had suffered a long period of neglect and marginalization during the previous periods.

Benishangul Gumuz Regional State is one of the emerging states bordering Sudan in the west, Amhara region in the North and North East, Oromia region in the East and South East, and Gambela region in the South of the country. It is a home of excessive natural resources with low trained human power, less efficient implementation and use of their natural resources and means of production. The region is divided into 3 zones (i.e. Assosa, Metekel and Kamash) and 2 special woredas (Pawe and Mao komo) comprising a total of 20 woredas and 474 kebel. According to the BGREB (strategic plan for UPE, 2009:7) the area covers about 50,380 square kilometers and the population is projected to be 690,972(49.3% females and 50.7% males). The major ethnic groups living in the region are the Berta (26.68%), Gumuz (21.74%), Shinasha (7.82%), Mao (1.96%), Komo (0.99%) and others (40.82%). This means that the indigenous people (Berta, Gumuz, Shinasha, Mao and Komo) account for 59.18% of the total population of the region.

Consequently, basic development infrastructure and social services, including education and training in these areas are very meager. On the basis of this, the woredas of the study areas in Assosa zone in Benishangul-Gumuz regional state are the most marginalized and underserved, with no access to social services and infrastructure. The main purpose of this study is then to assess the major achievements and problems of universalizing primary education in Benishangul-Gumuz regional state.

## **1.2. Statement of the problem**

According to ESDP III of the FDRE, at national level, the GER at primary level, the achievement in 2004/05 is 79.2% and similarly the NER has also increased from 24.9% in 1996/97 to 67.8% in 2004/05. The NER has shown a faster increase compared to the GER. This reveals that the age structure at primary level is changing towards the appropriate/school age. Both programs (ESDP I, II) were aimed at increasing access to meet the target set for UPE by the year 2015. This denotes the government's commitment to meet EFA and MDGs (ESDP III of the FDRE, 2005:5).

At regional level, the GER at primary level had increased from 88.5% in 2000/01 to 107.4% in 2004/05 and the NER had also increased from 52.6% in 2000/01 to 83.6% in 2004/05. As it is indicated the NER had shown a faster increase compared to the GER. (ESDP III of BGREB, 2005:5). With regard to the efficiency of the education system, the national repetition rate at primary (1-8) level has fallen to 4% in 2003/04 from as high as 11.9% in 1996/97. On the other hand, no promising improvement has been observed in dropout rate. In 2003/04 the dropout rate was 14.7% (ESDP III of the FDRE, 2005:20-21).

At regional level, the education system also suffers from the phenomenon of dropout and repetition. Dropout rates are relatively higher in lower grades. The dropout rate at grade 1 was 36.45 in 2003/04. In 2003/04, the dropout rate in primary education was 25.5% showing that it is a serious problem of the education system of the region. In 2003/04 the repetition rate in grade 1 was 8.5% and this was more than three-fold reduction from that of 1995/96, which was 26%. In 2003/04, the repetition rate in primary education (1-8) was 12.9% (ESDP III of the BGREB, 2005:14).

Accordingly, on the basis of the ETP, the third Education sector Development Program has given due consideration to mainstream pastoralist education in all the sub-sectors of the education system. Hence, the regional government is committed in working to provide primary education and due emphasis to the expansion of construction of many primary schools and ABE centers in various places. However, experiences differ across regions and assessing the progress, identifying the problems and its prospect as well as the achievement of UPE is pertinent. Besides, it gives chance to identify the region's specific problems and best experiences that could be lesson for other regions in promoting UPE.

### **1.2.1 Basic Questions**

The study focused to assess the status and challenges in universalizing primary education in traditional gold- mining Berta community areas of Benishangul-Gumuz Regional State.

In light of these, the study intended to address the following basic questions:

1-What is the status of primary education in traditional gold mining Berta community areas of the region?

- 2-To what extent do the policy, socio-economic, socio-cultural, school -related and out-of-school related factors inhibiting the progress towards the achievement of UPE?
- 3-What are the appropriate strategies in addressing the educational participation of primary education?
- 4-Is student's dropout and repetition rates be considered as problems, if so which grade levels of primary education have the highest dropout and repetition rates?
- 5-which group (male/Female) is more affected by the problem?

### **1.3. Objective of the study**

#### **1.3.1. General objective**

The general Objective of this study is to examine the status of promoting primary education and to investigate the challenging factors that hinder the achievement of UPE in traditional gold mining areas of Benishangul-Gumuz Regional state.

#### **1.3.2. Specific Objectives**

More specifically, the study is intended to:-

- 1-Examine the current status of primary education in traditional Gold mining Berta community areas of the region.
- 2-Investigate the major challenges that hinder the achievement of UPE in the region.
- 3-Find out the extent of dropout and repetition rates of the grade levels being more affected in traditional gold mining areas of the Berta children with regard to primary education.
- 4-Propose viable mechanisms and holistic ways of addressing the problem and making sure appropriate strategies to increase educational participation in traditional gold mining and semi-pastoralist areas of the Berta community children in Assosa zone.

### **1.4. Significances of the Study**

Assessing and identifying the major hindering factors and suggesting possible strategies with regard to UPE are essential. Therefore, the study is significant on the basis of the following points:-

- 1-The study will help to devise strategies for improving the major challenges related to reaching education for all children in the region understudy.

2-Since, there is no any study carried out on the issue under the study, it will be hoped that the study may indicate the major problems related to providing primary education service so that the concerned regional authorities will take corrective measures to resolve the existing problems.

3-It will provide awareness for the federal and the regional state to the status of achieving UPE and to facilitate and make sure the development of policies, programs and strategies to promote the intended progress.

4-It will provide preliminary information for woreda administrators and educational officials to identify the various challenging factors that decelerate the achievement of UPE and put a strategy to resolve according to their seriousness.

5-It will enable the NGO's and other stakeholders in providing information to plan specific actions so that the traditional gold mining Berta community children will be attracted to school.

6-It will help to provide valuable suggestions for policy makers, planners, and other concerned authorities to remedy the problem regarding UPE.

7-The study will serve as preliminary information for those who wish to conduct further study on the traditional gold mining Berta community areas of the region.

Finally, the study may also add to the already existing literatures.

### **1.5. Delimitations of the study**

Universal primary education is a wide concept and related to many factors. Hence, it is difficult to include all components in the area of the study. Therefore, this study focuses on the status and the challenges to achieve primary education for all children in the three woredas of Assosa zone in Benishangul-Gumuz Regional state. The boundary of this study is delimited to traditional gold mining Berta community areas of Assosa zone. Therefore, the study is delimited to the formal government primary schools (1-8) excluding the ABE schools even though they have a supplementary role to achieve UPE. Besides, the study is delimited to factors affecting the achievement of UPE mainly due to geographic, climatic, socio-economic, and socio-cultural, policy, the curriculum, and security issues on the border line between Ethiopia and Sudan of the area under the study.

**Agro-pastoralist**-segment of pastoral husbandry society who promotes opportunities crop farming integrated to their live stock husbandry practices and who live in semi-permanent settlements (Ayalew et al.2002:26).

**Basic Education**-refers to learning outcomes, i.e. knowledge and skill acquisition and application, positive attitude formulation, internalization and exhibition of values for a Variety of life (Ayalew et al.2002:26).

**Equity**-is fairness, justice or equity with respect to the impact of education.

**Formal Education**-highly institutionalized, chronologically graded and hierarchically structured educational system spanning lower primary school and the upper reaches of University (Coombs and Ahmed, 1974).

**Gross enrollment rate**-is derived by expressing total enrollment at a given level of education irrespective of the age of the students as a percentage of population which according to the national regulation is an age to attend at that level (Lewin with colclough).

**Informal Education**- all that is learned from everyday experience and the transfer of knowledge, skills and attitudes through traditional culture, families, communities and the media.

**Nomadic Education**- a non- formal education provided by the nomadic people within their culture context (Ezeomah, 1995:16).

**Nomads - ethnic** or socio-professional groups who travel and migrate in large or small scale clan groups in search of means of livelihood with in a community (Ezeomah, 1995:25).

**Non-Formal Education**-any organized systematic educational activities carried on outside the framework of formal system(a flexible approach to Education using alternative modes of delivery outside the formal system) to provide selected types of learning to particular sub-groups in the population ,adults ,youth as well as children (Coombs and Ahmed, 1974).

**Pastoralist**-a term used interchangeably with Nomads and reflects a life style based on maintenance of herds of animals, which depends mainly on natural vegetation for their food (Ayalew et al.2002:26).

**Primary Education**-in the context of Ethiopia, Eight years, offering basic and general primary education to prepare students for further education and training (ETP, 1994:14).

**Vernacular** - the indigenous language or dialect of a speech of a community.

### **1.8. Organization of the Study**

This study is organized in to five Chapters. The first Chapter deals with the problems and its setting which includes background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitations of the study and definitions of key terms. The second Chapter deals with the review of literature while Chapter three presents research design and methodology of the study. The Findings and analysis of the study are presented in chapter four followed by summary, conclusions and recommendations in chapter five.

## CHAPTER TWO

### **Review of Related Literature**

This chapter deals with the review of the related literature as the theoretical framework of the study. It covers the conceptual framework of UPE, why so important and pastoral education. Besides, alternative strategies to realize the achievement of UPE and of the major challenges hindering the progress towards achieving UPE in traditional gold-mining and semi-pastoralist areas are going to be presented.

### **2.1. Education and Development**

Education is a corner stone of economic and social development; primary education is its foundation. It improves the productive capacity of societies and their political, economic and scientific institutions. It also helps to reduce poverty by mitigating its effects on population, health, and nutrition and by increasing the value and efficiency of the labor offered by the poor (Haddad, 1990; World Bank, 1998).

As Bruns et al (2003:26) argued education is one of the most powerful instruments for reducing poverty and inequality, and for laying the basis for sustained economic growth. As economies worldwide are transformed by technological advances and new methods of production that depend on a well trained and intellectually flexible labor force, education becomes even more significant. Therefore, education is central to development. It empowers people and is a powerful equalizer, opening doors to all to lift them out of poverty.

It is critical to the world's attainment of the millennium development goals (MDGS). Poverty reduction, gender equality, child health, maternal health, lower HIV/AIDS and other communicable diseases and environmental sustainability ( Bruns et al, 2003: 28), two of the eight MDGS Pertaining to education namely, universal primary completion and gender parity in primary and secondary schooling. As Lockheed and Verspoor (1991:1) noted primary education has two main purposes: to produce a literate and numerate population that can deal with problems encountered at home and at work and to serve as a foundation on which further education is built. In many countries of the developing world, education systems are unable to

meet their objectives. As a result, these primary education systems are ineffective and jeopardize national efforts to build a base of human capital for development. To address these problems, primary education should be to increase children's learning in school so that most students master the curriculum and complete the primary cycle and access to school must be provided for all school age children. Therefore, primary education has a central role to national development. It has been initially accepted as a human right, but the case for its provision on strictly economic issue is a more recent phenomenon (colclough, 1993:1).

Education drives a country's future, that is economic prosperity and the reduction of global poverty can not be accomplished unless all children in all countries have access to, and can complete, a primary education of adequate quality. Children have the right to participate in decisions and activities that concern their lives. This is explicitly articulated in the convention on the rights of the child. It was also strongly emphasized in December 1948, that the universal declaration of human rights that the UN general assembly adopted in its article 17 states that access to primary education is a fundamental human right. According to Article 26 of the same declaration," everyone has the right to education" irrespective of difference in Race, Gender, and Social status (UN 1948; Katarina, 2004:16; Bishop, 1985:39). This is mainly due to the fact that education is the basis of development. This Right is also given due attention (enshrined) in the Constitution of FDRE (TGE, 1994:1).

Progress in education is taken to be essential for environmental protection, sustainable development and participation in democratic, social and political process. On the basis of this, primary education is seen as a ground for laying its foundation for the future educational opportunities and lifelong skills, since it enables people to participate in the social, political and economic activities of their communities with their full potential (Derbessa, 2006:425). The issue of UPE is a desirable and essential goal for the social, economical and political development of the poor nations in the world. Realizing these facts, many successive educational conferences were held in 1960 in Karachi (Pakistan) for the Asian countries, in 1961 at Addis Ababa for African nations, in 1962 at Santiago for Latin America and in 1966 at Tripoli for Arab states, had set targets for universalizing primary education.

As the targets set by these conferences, the goal of UPE were aimed to be achieved since 1970 in Latin American countries and by 1980 in Africa, Asia and Arab states (Derebessa, 1999:98). Access to education was being made rapidly since the conferences throughout these continents. But, universalizing primary education remained futile and led to the initiation of the Jomtien decade. The EFA is an historic commitment to basic education takes on by the international community in Jomtien, Thailand, in 1990 emphasizing the attainment of UPE by the year 2000, involving 155 governments and 150 NGOs (Lockheed and Verspoor, 1993; Bertrand, 2003:1).

Although many countries made enormous efforts to universalize primary education still large number of girls, orphans, street children, disabled and underserved and marginalized children were denied of schooling. The world education forum in Dakar, Senegal in April 2000 was conducted by considering the performance after Jomtien conference that the time frame was extended to 2015 to achieve UPE (UNESCO, 2000:7). The commitment reflects a vision that all children, young people and adults have the human right to benefit from an education that would meet their basic learning needs in the best and fullest sense of the term.

In September,2000 the millennium development goals adopted two of the most important EFA goals: to ensure that by 2015 all children including girls, children in difficult circumstances and those from ethnic minorities have access to, and complete, free and compulsory education of good quality and to eliminate gender disparities in primary and secondary education by 2005 (World Bank,2002:2).

The UNESCO global monitoring report (2008) had revealed that, in 2005 at the global level, there were 72 million children of primary school official age who were out of school. The report mentioned that it would be possible for Ethiopia to achieve UPE by the year 2015 which then became obligatory to achieve the target set. With these global and national initiatives and with the support of the ministry of education (MOE), stakeholders, partners, the Benishangul-Gumuz regional state and its regional education bureau have been implementing the education sector development programs-ESDPs (I, II, III) and the newly ESDP IV which is going to be

made in the year (2010) and will be implemented by the year 2010/2011 within the framework of the 1994 Ethiopian education and training policy (EETP).

### **2.1.1 Economic Development**

The basic input for economic development is the human resource i.e. the human capital. Research and experience demonstrate that an educated labor force is a necessary condition for economic development (Lockheed and Verspoor, 1991:2).

Education has a significant effect on earnings, and the rate of return to education is high. Earnings provide an indirect measure of productivity, but physical productivity is the best measure of education's economic impact. Workers and farmers with more education are physically more productive than those with less. Generally, different findings prove that there is a close link between primary education and economic development. The world economic and social survey (2000:162-166) states that a labor force equipped with high quality basic education helps to resolve the problems of industrial development and economic progress.

### **2.1.2 Social Developments**

Primary education encourages social development by helping in showing the way as to how they solve their difficulties and developing their awareness. A growing population of young people strains education budgets, and in many low- income countries an increasingly large number of young people, often the children of rural and low - income families, receive no education at all. Reducing fertility rates must therefore be an important part of any development program, and reduced fertility depends heavily on educating women (Coherence, 1979). Psacharopoulos (1985) found very high social rates of return and estimated that the returns to completed primary education are 27% and the returns to secondary education are 15-17%. The returns to education in developing countries are higher than those in more advanced countries, although they appear to diminish over time (Psacharopoulos 1985, Rayoo, 1988). Education remains profitable; however, and its social rate of return still exceeds that of other Investments by a considerable margin.

The education of women is also closely related to child health, as measured by nutritional status or by infant and child mortality. Elementary education improves hygiene and nutritional practices, which improve both child survival and fertility, while further education highlights the advantages of controlling family size (Holsinger and Kasarda, 1975).

In light of the above discussions, primary education is a base for economic and social development. Social development is to be attained by behavioral change coming from education.

### **2.1.3 Poverty Reduction**

The contribution of primary education in reducing poverty and income inequality is more magnified than is its overall economic growth. It provides skills, knowledge and attitudes that increase the productivity of the Poor's labor by increasing their output and their access to jobs in both the formal and informal sectors (World Bank, 1996:27).

Besides, primary education also combats poverty by equipping people with the fundamental skills they need to participate effectively in the society and its economy to control fertility and improve health (WCEFA, 1990). Therefore, primary education with no doubt plays a vital role in poverty reduction by enhancing social and economic development in the developing countries.

### **2.2 Conceptual Frame Work of UPE**

The concept of UPE as a desirable and essential goal for the political, social and economic development of the poorer nations of the world has been accepted for a very long time. Leaders in developing countries look upon the task of providing with basic skills in literacy and numeracy with greater urgency to all their citizens.

This is a manifestation of the recognition of the importance of basic education in nation building through increasing the economic productivity of the disadvantaged populations and through the creation of a community of enlightened parents and a responsible citizenry (Bastian, 2004:1).

### 2.2.1 The Concept of UPE

Ethiopia considers provision of basic education as one of the key strategies of national development and poverty reduction. Provision of basic education to all future citizens of Ethiopia is one of the policy goals articulated in the education and training policy. The aim of extending basic education for all was a major outcome of the world conference on education for all, held in Jomtien (Thailand) in 1990, and in the world education forum held in Dakar (Senegal) in April 2000 Ethiopia reaffirmed her commitment to achieve UPE by 2015 (Bastian, 2004:2). Although the goal of UPE is at the center of the EFA agreements and millennium declarations, it has no commonly agreed meaning.

The term UPE has been interchangeably often used with other terms like basic education, schooling for all and education for all. However, when examined closely difficulties emerge over what is meant by the term “Universal”, “primary” and “Basic education (Derbessa, 2006). Universal primary education literally would mean everyone in a population having a full primary school education. Universal means all children, boys and girls alike, children in difficult circumstances and those belonging to whatever religion or ethnic groups of the target population have access to schooling (WCEFA, 2000 Article 33).

The concept of UPE has no universally accepted norms. Its concept varies across countries depending on their social, economic and educational realities. However, as Bastian (2004) stressed that an analysis and expansion of the concept of UPE as stated in goal No. 2 of EFA, should have certain minimum characteristics in order to identify best strategies and monitoring indicators to move towards UPE.

These components are:

- Minimum numbers of years of schooling
- Average number of days of schooling per year
- Average number of contact hours per day
- Levels of access and coverage that should be reached
- Levels of internal efficiency of the education system
- Equity: gender and geographical
- Quality of primary education

### **2.2.2 Education for all and UPE**

According to Bastian (2004,4-6),many of the former colonies, soon after achieving independence, declared their commitment to providing primary education to all their citizens within a reasonable period of time. In Africa, Kenya, Nigeria, and Ghana are examples of former colonies that expressed strong aspirations for achieving universal primary education soon after coming into existence as independent nations. Though significant progress has been made in increasing access to primary education, these countries have still a long way to go to reach the goal of UPE.

A more concerted and coordinated approach to UPE by developing countries, multi – lateral organizations, and rich donor countries is of more recent origin. The major effort was the world Declaration on Education for All in Jomtien in 1990. The World Bank, UNICEF and UNESCO took the leading role in promoting the conference with the strong support from the developed and developing nations for the EFA Objectives.

The Jomtien conference set year 2000 as the target date for achieving EFA goals. But realizing the inadequate progress made by the nations of the world to achieve the goals of EFA, the framework for action accepted by world education forum held in Dakar in April 2000 pushed the target date for achieving EFA, by another 15 years, to year 2015.

### **2.2.3 Why Universalize Primary Education**

Education is recognized as one of the essential underpinning of human development and nation building. Achieving universal primary education is so important to fully realize every one's right to education and to promote socio-economic development of a nation. It helps to reduce poverty and improve living standards through sustainable growth and investment in people. Primary education has two main purposes.

On the one hand it helps to produce a literate and numerate population that can deal with problems at home and work place and on the other hand it serves as a foundation upon which further education is built (World Bank, 1990).

### **2.3 The Right to Education**

The United Nations ( UN ) had recognized the problem of the primary education systems in most developing countries was their low capacity: the schools of many former colonies and traditionally independent countries a decade earlier and had set the stage for expanding mass education in its Universal Declaration of Human Rights (United Nations General Assembly 1948) , which stated “ everyone has the right to education. Education shall be free at least in the elementary and fundamental stages. Elementary education shall be compulsory “(Lockheed and Verspoor, 1991:22).

Moreover, basic formal education is seen as essential for the full accomplishment of individuals as human beings, their survival and lifelong development. This position is reaffirmed for example in the first article of the world Declaration on Education for all (1990). As such, education is represented as a fundamental human right. Hence, exercising the right to education to a fullest extent should not be a question of will, it is beyond the political will of governments, and it is a must to ensure this right to a point at which it will contribute to the fulfillment of every individual and to the progress of every society.

### **2.4 Education and Pastoral Livelihood.**

The future policies in the literature insist on the importance of not separating support for education from support for pastoral livelihood and economy (Lambert, 1999, MOEST, 1999 in Kratli, 2001: 70). Usually this is meant in the sense of integrating education provision into wider interventions concerning water, food and security. However, this should not encourage one to overlook the fact that over the last four decades pastoral development, overall, hasn't performed much better than nomadic education. There is a need to link, more successfully, the practice of education and issues of nomadic pastoral culture and society, particularly the relationship between culture, local knowledge, social institutions and poverty.

More effective schooling in this respect means teaching and learning which recognizes that the knowledge, skills and attitudes needed for effective herding under pastoral conditions are likely to: value pastoral livelihood systems, equip pastoralists to adapt in dynamic ways, be

based in part on local indigenous knowledge and intricately linked to wider features of social organization and institutions. Pastoralism is the key agricultural production system in the dry lands. As dry lands constitute nearly half of the land area of sub-Saharan Africa, pastoralism is of a particular importance for the continent and in some countries pastoralists even represents the majority of the population (Oygard et al, 1999; Rushton et al, 1999 in Nikola Rass, 2006:6).

The pastoralists consider cattle as a sign of prosperity and security. Mobility is a key feature to search for water and pasture and it is the strategy of survival for herds and pastoralists (Carr-Hill, 2005:33). Thus, pastoralists are finding themselves economically, politically and socially marginalized. The degree of movement of pastoralists is used to further categorize pastoralists into three stages: as Nomadic Pastoralism, Agro Pastoralism and Transhumant Pastoralism (Carr-Hill and peart, 2005).

Nomadic pastoralism: is characterized by high mobility and often irregular movement of people and livestock. In general, nomadic pastoralists' follow established migration routes.

Agro-pastoralist: are those who engaged in crop production and animal husbandry in more or less equal proportions. They live in semi-permanent settlements, with goats and sheep kept by women and children while males are away in search for pasture. Transhumant pastoralism: is based on regular movements of herds between fixed areas to exploit seasonal availability of pastures. Transhumant pastoralists have often a permanent homestead, where the older members and the younger children remain throughout the year. 'Vertical movement' is the specific form of transhumance occurring in mountain regions.

### **2.5 Why Primary Education for the pastoralists?**

Primary education has a central role to national development. In general, primary education produces a literate and numerate population that can deal with problems encountered at home, at work and services as a foundation for further education (Lockheed and Verspoor, 1993:1). Besides, primary education facilitates the ability to meet basic needs like adequate nutrition, shelter and clothing and access to health services and clean water (World Bank, 1988:22).

Therefore, achieving equity in educational opportunity for people who are denied of education because they are poor, disadvantaged ethnic minorities or live in geographically remote regions requires both financial and policy measures (World Bank, 1996:8). To sum up, it is true that the conducive conditions created and strategies for promoting primary and secondary education in pastoralist areas have resulted in some increment in enrollment in pastoralist areas (MOE, 2008). Hence, unless we hold the primary educational participation of pastoralists, it will become difficult to achieve UPE by the targeted year. On top of this, the emphasis on EFA and the requirement to prepare plans for achieving that objective, the problem of providing education for nomadic groups, among other disadvantaged groups, is becoming more visible (Ayalew et al, 2002).

## 2.6 Pastoral Groups in Ethiopia

Pastoralists in Ethiopia are mainly found in north eastern, eastern, southern, south eastern and extreme south western part of the country. Almost all are found in marginal border areas and inhabit in the low land part of the country (Ayalew et al, 2002). Educationally, pastoralists appear to be a paradox. From the point of view of official education they are a complete failure: in terms of enrollment, attendance, classroom performance, achievement, continuity to higher education and gender balance they regularly score at the bottom of the ladder.

There are about 8 million pastorals in the country. They are found in Somali, Afar, Oromia, Benishangul- Gumuz, Gambella and SNNP regions as indicated in table 2:1.

**Table 2.1, pastoral groups by their geographic location**

Region	Pastoralist groups	Population ( in 000.s)
Oromia (Borena zone)	Oromo, Somali	2,577
Somali	Somali	3,690
Afar	Afar, Somali, Argoba, Oromo	11,000
SNNP & Gambella	More than 15 pastoralist groups	550
Benishangul- Gumuz	Berta, komo, Gumuz, mao, shinasha	37
	Estimated total	17,854

(Source: Carr- Hill, 2005:38)

In Benishangul-gumuz regional state the traditional gold mining and semi-pastoralists live in international borders and lowland areas of the region. They were previously politically marginalized society and lack economic and social concern. These days it is true that the suitable political environment is created for the development of pastoral areas. The present situation clearly shows that solving the discrepancies of education in the pastoralist regions demands intensive effort of all stakeholders and employment of various strategies appropriate to the way of life of pastoralists (UNESCO, 1990).

## **2.7 Challenges of Achieving UPE in Pastoralist and Agro-pastoralist Areas.**

The EFA global monitoring report (UNESCO, 2002), demonstrates that there has been significant progress towards the achievement of UPE in many countries. However, many of them have not still succeeded in achieving the goal of making primary education available to all. Despite impressive increases in enrollments during the past two decades, many governments have not achieved universal and equitable access to education (Lockheed and Verspoor, 1991:145). Therefore, it is quite important to identify potential challenges and problems in universalizing primary education with a view to promote the attainment of goal of UPE. The most prominent bottlenecks that hinder the achievement of UPE in semi-pastoralist (agro-pastoralist) areas of children to education are out-of-school factors and school related factors.

### **2.7.1 School Related Factors**

All developing countries are committed to universalize primary education by the year 2015. However, studies reveal that there are low participation, high dropout and repetition rates of pupils in many cases. Therefore, there are school related factors that could also impede the progress to words UPE. The main school related factors are discussed here under:-

#### **2.7.1.1 Curricular Relevance**

Throughout the developing world, countries were pre-occupied with the role of the primary school in preparing children to participate actively and productively in nation building, economic development and community life, particularly in rural communities. In 1967 president Julius Nyerere of Tanzania delivered his famous speech on "Education for self -

reliance”, in which he advocated establishing a system whose cost and impact on farm production and attitudes toward farming were appropriate to the country’s needs and therefore, more effective (Lockheed and Verspoor, 1991:30). Several countries adopted large scale, comprehensive curriculum development programs that involved new curricula, new teaching materials and the training and retraining of teachers and school supervisors.

The curriculum in developing countries has a characteristic of a top -down approach that lacks appropriate relation with situations familiar to students and their needs. Thus, schools that operate on the curriculum that does not fit the real needs of the society may lack attraction and holding power, hence hampering UPE. Likewise, studies have shown that irrelevance of the curriculum resulted in low interest in education and high dropout. Therefore, ensuring the curriculum is made to reflect the life situation of the pastoralists and engage community leaders, partisans, etc in the teaching learning process so that they can share their rich experiences and play their due role in shaping the behavior of children.

#### **2.7.1.2 Medium of Instruction**

The use of several Ethiopian languages in primary education is a reflection of reforms in the geo-political structures of the state after 1991 that created regional states in Ethiopia. The rights of nationalities within the state to use languages for official purposes are enshrined in article 39 of the 1994 constitution of Ethiopia.

The education and training policy promotes the use of regional and local languages for two stated reasons (FDRE, 1994b). The first is the claim that learning in the mother tongue has clear pedagogical advantages for the child, who feels comfortable and reassured by their ability to understand and analyze Information in their own language. The second is the claim that the use of local languages in education accords with the rights of nationalities to self-expression that are enshrined in the constitution of Ethiopia (Hywel Coleman, 2007:80-81). On the basis of this, school performance of children is better when they are taught in the language that is mostly used at local level and instruction in the mother tongue is the best way of ensuring that pupil’s grasp the meaning perfectly because only when their taught are activated through their mother tongue, they can interact well with the subject taught (Derbessa, 2006).

### **2.7.1.3 School calendars**

The issue of school calendar is on how to come up with flexible alternative approaches and programs of basic education that could effectively accommodate the special needs and real life conditions of poor families and their children without affecting the quality of education. How to take education to these children who by the very nature of their life styles, can not come to education(WCEFA, 1990:57-59). A number of countries have found that school attendance can be Improved and dropout of the pupils in rural areas be reduced by making use of flexible school calendar, especially in the pastoral and agro- pastoralist groups.

### **2.7.1.4 Teachers**

Teachers are central to the delivery as well as the quality of education. The academic and professional training of teachers has a direct and positive bearing on the quality of their performance and consequently on the achievement of students (Avalos and Haddad, 1981). Effective teaching is determined by the individual teacher's knowledge of the subject matter and mastery of pedagogical skills.

Different studies indicate that teachers' attitudes, their behavior and teaching methods are among the factors affecting children's persistence and academic achievement. Teachers in developing countries are frequently observed leaving their job due to low salaries and lack of other incentives (Ibid). Therefore, incentives are needed that encourage teachers, especially females, to work in isolated areas. Increasing the supply of female teachers is an important strategy for increasing the access of girls to schools (Lockheed and Verspoor, 1991:155).

Research findings prove that in Tanzania, Kenya, Rwanda and Malawi, teachers pay attention to boys than girls (Odaga and Heneverd, 1995). However, in Tanzania efforts to recruit and train female graduates from local primary school, combined with arrangements for certified teachers to supervise and assist them. Other incentives might include the provision of boarding facilities increased training or even additional pay.

### **2.7.1.5 Lack of Learning Materials**

Instructional materials are critical ingredients in learning and the intended curriculum can not be easily implemented without them. Instructional materials provide information, organize the scope and sequence of the information presented, and provide opportunities for students to use what they have learned.

The learning materials that enhance student achievement are text books, teacher guides and other learning aids. Researchers have found that the availability of text books and other instructional materials has a consistently positive effect on student achievement in developing countries (Lockheed and Verspoor, 1991:49).

### **2.7.1.6 Fear of Sexual Harassment, Rape and Abduction**

Pastoralists live in remote areas often close to insecure international borders and conflict prone regions. Having to walk long distances in order to go to school, for children and especially girls, may present serious risks of attack. Therefore, large numbers of girls are in extremely hostile and uncomfortable learning environment in school. Harassment could be of physical or verbal. This could happen inside or outside the school.

Different bad words referring their appearance or the way they walk harasses girls. They are asked to do things out of their way. They are asked sexual favors and this continuous harassment can lead to rape leading to unwanted pregnancy and HIV/AIDS.

In Northern Kenya for example, schools in remote areas make good targets for the mass abduction of children, particularly girls, by raiding parties and bandits (Kratli, 2001:33). It was found out that male pupils, teachers and also others are identified as major offenders. (Odaga and Heneveld, 1995:35). This has an impact on the educational attainment and performance of girls.

Education is a key to protection when it is of good quality, but falls short when the learning environment itself fails to provide the necessary protection against violence and abuse of children. This involves making schools secure not only from without but also from within.

## **2.7.2 Out-of-school Factors**

### **2.7.2.1 Socio-economic challenges**

In developing countries the major problem of children's basic education is extreme poverty particularly at the household level. It is clear that, parents with poor economic status may have difficulty in providing educational opportunity to their children.

The degree of demand for education is related to the socio-economic environment in which families live (Steven, 1993:39). About 20 million rural and 4 million urban households are estimated to live in absolute poverty. The relevance of poverty factors lies in the fact that, even when there are schools it inhibits school enrollment and attendance due to the high cost it incurs (AAE, 2007:3). Thus one can say that socio-economic challenge is a major constraint that universalization of primary education faces in low income countries.

### **2.7.2.2. Child Labor**

In developing countries of Africa, Asia and Latin America, child labor is a serious problem. Children's involvement in the household division of labor is negatively referred to as child labor and represented as situations that deprive children of their fundamental right to education (Kratli 2001:37). Child labor is the principal factor for low participation and dropout of children from schooling. Children help to increase the labor power of parents both by engaging in domestic services thus freeing their parents for income generating activities and by working to subsidize family income.

The international labor organization (ILO) estimates that 250 million children between the ages of 5 to 14 are failing in the work force in developing countries. About half of them work full time and the rest combine work with schooling (World Bank, 1998). Therefore, the demand for child labor by the family has an effect on school dropout and repetition.

### **2.7.2.3 House Hold Factors**

It is clear that, parents with poor economic status may have difficulty in providing educational opportunity to their children. The degree of demand for education is related to the socio-economic environment in which families live (Steven, 1993:39). One of the most consistent

finding related to school enrollment and educational attainment in the developing countries is the effect of family resources, income, assets, family size and structure as well as parental education are identified to be important correlates of school enrollment and attainment.

Household wealth determines a household's ability to invest in education of the child. Studies conducted in developing countries show consistently that household wealth significantly improve children's chance of school enrollment (Rankin and Aytac, 2006 :Al-samarrai and Rose 2001 : Oxaal ,1997) ,education attainment (Pal 2004,Woldehanna et al, 2006) and lower school dropout (Sibanda 2001: Chaudhury et al 2006). Most of these studies identified direct and indirect costs of schooling as important factors for school attendance and dropout. As to the direct cost, household poverty restrains parents from sending their children to school as they are not able to cover expenses of stationeries, books, school uniform and transportation.

#### **2.7.2.4 Parents Educational Background**

The attitude of parents towards education has a negative impact on enrollment and dropout rates. According to Magland (1994) explained educational background of parents affects the children's school enrollment and year of schooling. Hyde (1989) also indicates that educated parents are more likely to send their children to school and keep them in schools. Most of out – of- school children are the ones who have illiterate parents. Parents who have attended school are more likely to send their children to school (Mulugeta, 2007). One of the reasons for low enrollment and dropout rate is that the value of education might not be fully realized among the pastoralist, agro -pastoralist and nomadic population and schooling is not apriority issue in their traditional way of life.

#### **2.7.2.5 Socio-cultural Challenges**

Pastoralists have their own customs, norms and traditions and the attitude of parents towards education have its own effect on educational provisions and participation. Moreover, pastoralists are considered as change resistant towards modern schooling, which is rooted in their fear of cultural alienation and distortions of traditional values (Carr-hill and peart, 2005: 48-49).

Some of the socio-cultural practices that affect the participation of pastoral and agro - pastoralist children in education are early marriage, polygamy ,abduction ,less value of girls' education, household labor demands by parents, lack of role models, religion and lack of access to local secondary education (UNICEF, 2003). Some problems to universalize primary education have emerged from social and cultural conditions of the society. They influence the decision to enroll children, to withdraw them from schools, their performance and their grade level attainment.

Another social issue that hinders children participation and dropout in education is highly related to societal attitude towards physically impaired children that need special attention. Parents of impaired children in developing countries to a large extent are not willing to send their children to school; because impairment is considered as a symptom of curse and evil practice. Even children with special needs are viewed as not able in fully participating in societal roles.

In Uganda, it is common for children with disability being chased away from school (Watkins, 2000). Gender inequality is rooted against girls. Parents are not willing to invest that scarce resource to girls, but they prefer to invest for boys, girls have been ascribed the role of providing domestic labor and child care and the view that girls primary need to be prepared to by wives and mothers, educating girls is considered as wastage of time and Money(Carr-Hill and Peart, 2005:58-86). Early marriage is one of the socio- cultural factors that hinder the educational participation of girls in most developing countries (Carr-Hill, 2005:57). Several studies in Africa and other developing countries have shown that there are certain culturally induced practices which encourage early marriage before the adolescents are physically, psychologically or socially prepared for it.

Among Muslims, forced or early marriage is particularly common for religious reasons where the young girls are being considered as a ripe fruit which should be consumed before she is over-ripe. Girls are already prepared for marriage at the age of 13-14 (Fatime, 1988:56).

Besides, modeling as an important part of social learning is from which human-beings learn the behavior from another significant person. Therefore, the absence of learned family member

which is considered to be a role model who succeeded in modern education in the community has its own impact on motivation of children to enroll in school (kratlli, 2001:36-38).

#### **2.7.2.6 School Related Factors**

School related constraints could also impede the progress towards achieving UPE. From the supply side of education government policy and school characteristics determine child schooling outcomes.

The most important school characteristics include the cost, the distance from the child's home and the quality of the school. School availability and its distance determine child's age at starting schooling in Ethiopia (Abebaw et al 2007). In addition to access to school, availability and quality of text books and instructional materials, teachers and class size are also found to be important determinates of child schooling (woldehanna, et al 2006, Abebaw, et al 2007, Chaudhury, et al 2006).

Studies reveal low participation, high dropout rates and under education of pupils in many cases. This is due to constraints, which include inadequate resources, low political commitments and inefficiency in administrative capacities and absence of appropriate policies (Philemon et al, 2002; 1).

#### **2.7.2.7 Distance from the school**

One of the constraints in increasing or decreasing access to Schooling is the distance between the school and community. This is especially true for the beginning grades where children are not matured for walk along distance (Derbessa, 2006).

Experience shows that parents decisions about whether or not send their children to school are very much influenced by the proximity of schools. The distance of the nearest school from the homestead negatively impact school enrollment probability in rural areas than urban areas. The most important determinant of primary school enrollment is the proximity of a school to primary school to primary school age children (Lockheed and verspoor, 1991:146).

It is commonly accepted that in primary education the children should be able to get school in not more than 45 minutes which is equivalent to some 3kms on foot on level ground, but less in mountainous areas (UNESCO 1996:17).

In Ethiopia, the primary school children should get schools with in distance of 5kms from their home (MOE 1997:26). Moreover, long distance between students' homes and school was one of the school related factors affecting students' participation in rural areas of Ethiopia (Tadesse, 1974:60).

### **2.7.3 Administrative Problems**

In developing countries, the effort to universalize primary education by 2015 faces combined problems. According to Taylor and Mulhall (1997:1), inadequate resources, low political commitments, inefficiency in administrative capacities and absence of appropriate policies result in low participation, high dropout rates and under education of pupils.

Above all, commitment is crucial from top officials to directly support the lower level units in planning, financing and implementing educational programs (Govinda, 1997; 36).

It also requires effective leadership at every level and with the support of government bureaucracies, business organization, parents and students. The effective leadership and mass mobilization required a dedicated leadership to over-come the stagnation of the education system (Lockheed and Lewin, 1993:13) so as to achieve UPE by the year 2015.

## **2.8 Alternative strategies to universalize primary education**

It was since 1960's that the universalization attempt has become among the top education priority agendas of governments all over the world. Many countries ratified the declaration and adopted education policies in line with international consensus and subsequent declaration on universal primary education and education for all. Later on the convention on the rights of the child (CRC) in 1989 underscored the need to promote universal primary education to many children in rural areas, girls and the disabled who suffer discrimination in access to education. This was followed by the world conference on EFA (1990) which provided a way towards making basic education to all by the year 2000.

The pan African conference (1993) emphasized education for Girls and the world education forum (2000) Dakar, Senegal, culminated in the adoption of Dakar framework for action with a commitment to achieve EFA by 2015 (Philemon et al, 2002:1).

However, regardless of these attractive values, many developing countries have not achieved universal primary education even after forty years yet. Therefore, what is needed this days is educational responses that are tailored to the special requirements of un reached and to the growing numbers of new un served children, new strategies has to be designed (Anderson,1992). In order to over-come shortcomings the issues of supply, demand intervention strategies are more convenient.

### **2.8.1 Mobile Schools**

Mobility, sparse population, harsh environmental conditions and remoteness are clearly technical obstacles to the provision of formal education through systems that are designed for sedentary people in well-connected and densely populated areas (Kratli, 2001:28).

Governments respond to mobility, sparse population and remoteness by introducing various alternatives to the standard education structure. Tent-schools, schools -on- wheels and various kinds of collapsible schools have experimented with over the past 50 years. A recent successful mobile pre- school education project in Mongolia uses gers(the white tents of the nomads) or even cars as a mobile training centers during the summer. The costs for the structure are low and can be afforded by local governments or the families involved. Teachers are also nomads, they move with their families and stocks, together with the group of households involved in pre-school education and are paid by the government for their work as teachers (MOSTEC, 2000.SCF, 2000b).

### **2.8.2 School Feeding Program**

In areas of low food-security or in periods of exceptional food scarcity, day schools may guarantee the children a daily meal and also prevent school performance from falling due to malnutrition. Schools that provide meals are usually successful in increasing attendance, but the success vanishes as soon as the meal provision is interrupted. Many children in developing

countries travel long distance to school without eating food. To overcome this problem, the world food program (WFP) of the United Nations has been organizing the school feeding program as a means of encouragement to enhance the enrollment of children (Carr-Hill and Peart, 2005:62).

### **2.8.3 Boarding Schools**

Boarding school is an important strategy to provide education for pastoralists who are in constant movement and sparsely populated in remote areas (UNESCO, 2002: 201). However, neither parents nor children like being separated for long periods, usually with no way of communicating. The success of boarding schools therefore depends on the quality of life within the school, first of all on the capacity to recreate a familiar and friendly environment, and secondly on effective law enforcement.

Therefore, there is a need to establish Para-boarding schools that are in harmony with the life condition of pastoralists and in which the community makes active participation in terms of providing locally available building materials and labor as well as managing the schools, for second-cycle of primary education priority should be given to females. Besides, Hostels enable pastoralist children and youth who reside in areas where there is no second cycle primary schools to continue their education by building low-cost hostels for them in areas where the schools are available.

### **2.8.4 Alternative Basic Education and Non-formal approach**

The non-formal education programs like ABE are focusing on providing a service enhancing the life and survival of pastoral societies. The core feature of the program is not, therefore, detailed preparation but flexible and dynamic organization. If they achieve flexibly, it might help to support the preservation of the learners' nomadic life style and culture including migration, herding and clan-based culture (UNESCO, 1990). Therefore, to increase access to education for out of school children especially girls in remote areas are promoting ABE as a complementary for formal education in order to attain the millennium development goal of education for all (EFA) by the year 2015.

Besides, to reduce the illiteracy rate of adults and hence promoting the culture of sending children to schools is going to be made through adult and non-formal education (Annual abstract of BGREB, 2006).

### **2.8.5 Increasing School Places and Facilities**

Building more schools is an obvious and necessary response to increase the number of school places. Yet, the persistent disparity in school attendance among groups of children means that the location of new schools should be carefully mapped before construction begins. Since, distance is a significant factor determining school attendance, particularly for girls and rural children (Lockheed and Verspoor, 2001:154).

School location planning determines the distribution, size and spacing in schools, where possible, the kind of education and related facilities to be provided based on an inventory and analysis of demographic. Location for new schools, for example, may be selected on the basis of educational need; that is for the most rapid stimulation of interest and participation in education among populations that have lower stage of development (World Bank, 1980: 27).

School consultation is not cheap and may require more resource , but many countries could develop and use new school designs that meet minimum standards which are much less expensive than those typically used at present . Greater reliance on locally available materials could reduce the cost school construction sustainability.

### **2.8.6 Teacher Recruitment and Development**

School can not operate with out teachers, and shortages of teachers are common in rural areas. According to the 2004 EFA global monitoring report, there is a growing concern that existing incentives monetary and non - monetary are seriously inadequate to recruit teachers and to keep them fully committed to their work in developing countries.

Possible solutions include multiple Shifts and multi-grade teaching. In addition, incentives are needed that encourage teachers, especially females, to work in isolated areas. Increasing the

supply of female teachers is an important strategy for increasing the access of girls to schools (Lockheed and Verspoor, 2001: 155).

### **2.8.7 Private Schools**

The government provides primary school education in most developing countries and public schools enroll approximately 90 percent of all primary school students. But, encouraging the private sector's participation in education is also viewed as another alternative strategy. This is because serious financial constraints have limited the ability of governments and public sector in many countries to expand public and government education (lock heed and Bloch, 1990:35).

One alternative to this problem is allowing private schools to meet excess demand. As a result, governments are advised to promote fertile policy grounds for private investments in education so as to alleviate the problems of shortage in school places.

### **2.8.8 Multiple Shift System**

The multiple shift system takes an advantage of increasing enrollment and reduces unit costs. By organizing classes into separate sessions and having teachers share facilities (class rooms , desks ,texts and equipment ) , a multiple shift system can accommodate double or some times triple the number of students that a single-shift system can, as well as reduce certain capital and teacher costs ( Lockheed and Verspoor ,2001 : 156 ).

### **2.8.9 Multi – grade System**

In a multi –grade class, one person teaches several grades; also improve access in rural communities. Multi –grade teaching addresses the problem of uneconomically small classes as well as that of incomplete schools (Lockheed and Bloch, 1990:35).

Effective multi-grade teaching, which requires special instruction materials and teacher training, has been successfully implemented in a number of countries. In areas of low population density where pupils within an acceptable range of distance from school are not numerous enough to fill individual classes, student teachers ratio and the use of space can be

significantly improved by structural changes. With this regard multi-grade teaching and the nuclear satellite school net works are important (World Bank, 1980; 40).

#### **2.8.10 Single Sex School**

In countries where schooling is segregated by sex, providing schools for girls is essential to increasing female enrollment and attendance. Various mechanisms exist for establishing single sex schools: constructing separate building for boys and girls, using the same facilities for boys and girls at different times (double shifts), and conducting single sex classes in co-educational schools (Lockheed and Verspoor, 2001:159).

#### **2.8.11 Community Participation**

In many developing countries, community participation is very much weak and demanding contributions in many cases is limited while not allowing communities to participate in decision – making. As a result, it is necessary to mobilize communities to support and sustain in increase in primary school enrollment particularly among girls and demand for the interest in education, by bringing about changes in educational values and public understanding (UNESCO, 1995:93).

### **2.9 Opportunities and Prospects in Realizing UPE in Ethiopia**

In all aspects of educational development, Ethiopia has made a progress towards meeting UPE goal or target needs to be assessed regularly and systematically to allow for taking meaningful measures and remedial action to achieve the goal by the specified time.

The most demanding are measuring and analyzing the level of access, and coverage, internal efficiency and the equity issues using those relevant indicators (UNESCO, 2002).

#### **2.9.1 Access to Education**

As noted by Bastian (2004:13), the terms access and coverage has often been used in the popular education literature without making much distinction between the two terms. However, coverage of education strictly speaking refers to the size of the education system in relation to the potential demand for education. Whereas, access refers to how much of the eligible school age children enter appropriate level or enrolled in a given level of schooling.

The indicators to measure the extent to which children have got access to primary level education are the Apparent and Net Intake Rates.

### **2.9.1.1 Apparent, Gross and Net Intake Rates**

According to the global monitoring report (2003), universal enrollment of children in school can not be achieved unless first grade intakes approximate 100% of the starting age range. Accordingly, Apparent, Gross and Net Intake Rates provide useful indicators of one aspect of progress towards EFA.

Apparent Intake Rate is the total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age. Noting that in this definition no age distinction is made in the numerator (new entrants). Hence, AIR is a crude measure of access to Grade one.

Gross Intake Rate (GIR) is not age-adjusted and when there are many early or late entrants the GIR may effectively over estimate access. On the other hand, some decreases in the GIRs reflect a real decline in access to school.

Net Intake Rate (NIR) depends very much on the selection of the reference age. Therefore, NIR is a refined measure of universal access to education. NIR is the proportion of new entrants in the first grade of primary education who are of the official primary school-entrance age (seven years of age), expressed as percentage of the population of the same age.

According to the EFA global monitoring report (2003), in many developing countries the official entrance age means little. For example, in 1996 in Chile, where the official entrance age is 6 years, and in Ethiopia, age seven is the official age for entering grade one.

### **2.9.1.2 Gross and Net Enrollment Rates**

Enrollment ratios are used to measure the extent of coverage of the education system. Thus, Gross Enrollment Rate is the percentage of the total enrollment in primary schools (all age) out of the corresponding primary school age population. GER is a crude measure of coverage.

It includes under-age and over age pupils and as a result sometimes is higher than 100%. In Ethiopia the official age of students in grades 1-8 is in the range of 7-14 years and the starting age at grade one is seven years.

**Table 2.2, primary GER and school age population BGRS (1996-2000E.C)**

year	Enrollment Grades 1-8			School age population (7-14 years)			GER (Grades 1-8)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1996	73,560	46,968	120,528	61,288	58,596	119,884	120.8	80.2	100.5
1997	78,442	53,230	131,672	62,709	59,944	122,653	125.1	88.8	107.3
1998	80,567	57,147	137,714	64,166	61,331	125,497	125.6	93.2	109.7
1999	83,641	61,031	144,672	67,763	63,038	130,801	123.4	96.8	110.6
2000	82,497	61,746	144,243	69,406	64,801	134,207	118.9	95.3	107.5

(Source: Education Statistics Annual abstract (2007/2008), of Benishangul-Gumuz REB)

Even though, this is an encouraging sign towards the achievement of UPE by the year 2015, GER is not a good indicator of primary school coverage for it includes the over and under-aged children.

**Table 2.3, NER primary (Grades 1-8) for BGRS (1996-2001 E.C)**

Year	Net Enrollment Rate		
	Male	Female	Total
1996	86.3	65.2	76.0
1997	92.2	74.5	83.6
1998	91.7	77.3	84.7
1999	90.4	77.5	84.2
2000	88.0	77.1	82.7
2001	84.0	65.15	74.34

(Source: Education Statistics Annual Abstract (2008/09) of Benishangul- Gumuz REB).

Net enrollment rate is enrollment of the official age-group for a given level of education expressed as a percentage of the corresponding population. There is a progressive effort of the Region NER with 82.7% during the year 2000E.C.

But, NER has declined to 74.34% in the year 2001E.C; the decrease of the NER in formal primary enrollment was due to various reasons like by large increase of children to join in nearby ABE centers rather than traveling long distances to formal schools, lack of commitment and lack of supervision for control and support and turnover of senior experts.

One of the key criteria for the achievement of UPE is the NER that is close to 100%. Accordingly, countries with high intake levels of official school age will achieve the goal in this regard (Derbessa, 2006, UNESCO, 2004).Ethiopia has low chance of achieving UPE by 2015. According to the EFA global monitoring report, only those countries with NER 80% and above currently can achieve UPE in 2015.

**Table2.4, The National, NER for primary school (1-8) in 2005/2006 G.C**

Year	Net Enrollment Rate (1-8)		
	Male	Female	Total
2001/02	59	45.2	52.2
2002/03	60.6	47.2	54.0
2003/04	62.9	51.8	57.4
2004/05	73.2	63.6	68.5
2005/06	81.7	73.2	77.5

(Source: Education Statistics Annual Abstract (2005/06), MOE when the NER data was analyzed).

## 2.9.2 Equity

Equity is an integral part of the goal of UPE. As Bastian noted equity has three major components: First, equity of gender for access and coverage of education. Second, geographical equity which means that all administrative sub-levels of the education system-the regions, woredas, and kebeles- most attain equity of access and coverage. Third, if there are substantial minority groups, they also must attain parity with the rest of the population in access and coverage of education (Bastian, 2004: 21-22).

### 2.9.2.1: Gender Disparities

The prevalence of educational disparities is the major obstacle for the rights of women and children. As a result, the international community has been committed to eliminate gender

disparities in primary and secondary schooling by 2005 and to achieve gender equality by 2015 at all levels (UNESCO, 2003). Thus, ensuring gender equality in education is an imperative for the achievement of UPE goal. The level of gender disparity is the one to be systematically and regularly monitored and analyzed in the process of setting priorities in the education sector development plans. Accordingly, Gender parity index and Gender gap indicate the direction of Gender disparity in enrollment between boys and girls.

In the Ethiopian context, women's access to education has been recognized as a fundamental right, and increasing their access to education is among the educational goals of the country (TGE, 1994). With regard to this, some regions have managed to close the primary school gender gap and in some areas, enrollment of girls exceeds those of boys.

**Table 2.5, Gender gap and Gender Parity Index from grades 1-8 (1996-2000 E.C)**  
(Calculated from GER)

year	Grades 1-8	
	GG	GPE
1996	40.6	0.66
1997	36.3	0.72
1998	32.4	0.74
1999	26.6	0.78
2000	27.1	0.73

(Source: Education Statistics Annual Abstract (2007/08 G.C) of Benishangul-Gumuz REB).

### 2.9.2.2 Regional/Geographic disparities.

Disparities between regions, urban/rural areas, sexes, ethnic groups and various social groups in access to education are important issues in the process of monitoring the progress and analysis of the education system. Considering this, Ethiopia has a wide range of disparities between regions, woredas, Kebele, sexes, urban- rural areas, center – to- peripheral area of the country and ethnic groups (Habtamu, 2002:47).

The disparity between regions is wide and ranged from 21.9% in Afar and 148.5% in Addis Ababa in 2005/06. The gender gap was also wide, which was 14.1% and the gender parity 0.84 in the year 2005/06 (MOE, 2006). Thus, it allows policy makers and planners to make critical analysis to set out appropriate strategies to address the problem of disparities and to ensure equal access for all.

### **2.9.3 Quality**

Quality measurement in education employs various indicators including the availability of qualified teachers in sufficient number, pupil/teacher ratio, the pupil/ text book ratio and the results of the National learning assessment (NLA).

On the basis of the two most recent UN conference declarations focusing on education recognizes quality as a prime for achieving EFA goals. The Dakar frame work of action work confirms that quality is at the heart of education Goal 2 is in providing primary education of good quality and goal 6 incorporates to improving all aspects of quality of education and ensuring excellence that recognized and measurable learning out comes are achieved by all especially in literacy, numeracy and essential life skills (UNESCO, 1995, 2005, 2008).

#### **2.9.3.1 Pupil Teacher Ratio (PTR)**

The National standard for pupil-teacher ratio (PTR) is 50:1 for primary and 40:1 for secondary schools. The lower the PTR, the higher the opportunity of contact between the teacher and pupils. However, very low PTR indicated inefficiency of the education system or under utilization of the resource. In 2000 E.C the pupil-teacher ratio of Benishangul-Gumuz regional state primary schools is 46:1 for 1<sup>st</sup> cycle and 45:1 for 2<sup>nd</sup> cycle but it is 72:1 if calculated for qualified 2<sup>nd</sup> cycle teachers. Education statistics Annual Abstract (2007/08:20).

#### **2.9.3.2 Pupil Book Ratio (PBR)**

The Regional Education Bureau of Benishangul-Gumuz is aiming for a PBR of 1: 1 with in the coming 5 years period. At Present (2000 E.C) PBR is 3 pupils: 2 sets of text books for grades 1-4, 2 pupils: 1 set of textbooks for grades 5-8 (BGREB, Annual Abstract, 2007/08:20).

#### **2.9.4 Efficiency of the Education System**

The internal efficiency of an education system basically measures the number of years it takes a child to complete a particular level of education. From efficiency perspective, high dropout and repetition rate lead to inefficiency and wastage of scarce resources, and a challenge in many developing countries including Ethiopia in their commitment to achieve UPE by the year 2015. Therefore, as Bastian (2004:19) forwarded very high dropout rates and repetition rates result in lowering the access and coverage to primary education and thereby prolonging the target year for achieving UPE.

#### **2.10 The Current Status of Primary Education in Benishangul-Gumuz Regional State**

The provision of basic education to all the citizens of Ethiopia is one of the policy goals articulated in the education and training policy. The education and training policy (ETP) of 1994 and its strategy ESDP III (2009/10) is being implemented in order to achieve universal primary education (UPE) by the year 2015.

In the context of BGRS, the region was deprived of many educational opportunities and other infrastructures for many years during the past and the educational participation was very low in the traditional gold mining and semi-pastoralist areas of the Berta children (BGREB, 2008). Similarly, the Benishangul-Gumuz regional state education bureau has set targets to achieve UPE in its regional ESDP III and of the coming ESDP IV.

In this section the current participation of children regarding the GER and NER, enrollment in ABE, indigenous participation, the repetition and dropout rates of the region and at national level and the current status of UPE in the traditional gold-mining and semi-pastoralist areas and the progress in primary education participation at regional level were assessed and analyzed in terms of set targets and indicators of ESDP III of the MOE and the regional state.

**Table 2.6, The BGRS Enrollments in ABE (1997-2001E.C).**

year	No of ABE centers	Number of facilitators			Enrollment								
					Level one			Level two			Level three		
		M	F	T	M	F	T	M	F	T	M	F	T
1997	51	128	11	139	2267	2092	4359	664	626	1290	-	-	-
1998	184	325	42	367	7339	6256	13,595	1197	1192	2389	-	-	-
1999	212	448	61	509	6877	5042	11,919	3958	3031	6989	1027	723	1750
2000	234	436	81	517	6160	4879	11,039	4307	3156	7463	2596	1665	4261
2001	251	644	88	732	6702	5147	11,849	3820	2795	6615	3338	2372	5710

(Source: BGREB annual abstract, 2002E.C. (2008/2009).

To increase access to education for out of school children especially in remote areas of the region, the BGREB and other development partners are promoting ABE to complement formal education in order to achieve UPE by 2015. Therefore, table 2.6, shows the rapid increase in ABE enrollment and in number of facilitators and ABE centers covering all the 20 woredas of the region.

**Table 2.7, Enrollments in ABE of the study areas (2001E.C).**

year	Woreda	Enrollment									Total
		Level one			Level two			Level three			
		M	F	T	M	F	T	M	F	T	
2001	Kurmuk	112	98	200	30	29	59	141	205	346	615
	Sherkole	244	256	500	88	63	151	174	263	417	1088
	Menge	550	458	1008	286	255	541	310	258	568	2117

(Source: BGREB annual abstract, 2001E.C. (2008/2009)

The study areas are international borders and to increase access to education for out of school children especially girls in remote areas of the traditional gold mining and semi-pastoralist Berta children, the Regional Education Bureau and other development partners are working with ABE to complement formal education. Therefore, table 2.7, shows the rapid increase in ABE enrollment covering the study areas i.e. Kurmuk, Sherkole and Menge.

Gross enrollment rate is the percentage of the total enrollment in the primary schools out of the corresponding primary school age population (7-14 years). Gross enrollment rate is a crude measure of coverage including under age and overage pupils and as a result some times is higher than 100%. In Ethiopia the official age of students in grades 1-8 is in the range of 7-14 years and the starting age at grade one is 7 year.

**Table 2.8, Gross enrollment rate (GER) -in primary education (1997-2001 E.C)**

Year	Enrollment (1-8)			School-age-population (7-14 years)			GER (1-8)		
	M	F	T	M	F	T	M	F	T
1997	78,442	53,230	131,672	62,709	59,944	122,653	125.1	88.8	107.3
1998	80,567	57,147	137,714	64,166	61,331	125,497	125.6	93.2	109.7
1999	83,641	61,031	144,672	67,763	63,038	130,801	123.4	96.8	110.6
2000	82,497	61,746	144,243	69,406	64,801	134,207	118.9	95.3	107.5
2001	84,774	63,514	148,288	75,540	79,448	154,988	112.2	79.9	95.7

(Source: *BGREB Annual Abstract -2001 E.C (2008/2009)*)

Table 2.8, shows a steady increase of enrollment in primary schools(grades 1-8) with faster growing enrollment of female students than males over a period of 1997-2001E.C. Furthermore, a decrease in the value of the GER which was 95.7% for primary education (grades 1-8) in the year 2001E.C reveals that more official age children were joining the school system.

Net enrollment rate is the percentage of the total number of pupils of the official age (7-14 years) in primary schools out of the corresponding primary school age population (7-14 years). Net enrollment is the best way of measuring participation and is a more refined indicator of coverage in terms of explaining the proportion of pupils enrolled from a specific age group. Net enrollment rate (NER) is an important EFA indicator which shows the proportion of out of school children in the official primary schools age.

**Table 2.9, Net enrollment rate (NER) – Primary education (1-8) 1997-2001 E.C**

Year	Male	Female	Total
1997	92.2	74.5	83.6
1998	91.7	77.3	84.7
1999	90.4	77.5	84.2
2000	88.0	77.1	82.7
2001	84.0	65.15	74.34

*(Source: BGREB Annual Abstract -2001 E.C (2008/2009)*

In table 2.9, the decrease of the NER which was 82.7% in 2000E.C has been changed to 74.34% in 2001E.C in formal primary enrollment was justifiable by the large increase in ABE enrollment in the year 2000-2001E.C. There was preference amongst parents and children of ages 6-7 years to join to the nearby ABE centers than traveling long distances to the formal schools.

### **2.10.1 Indigenous participation**

In Benishangul- Gumuz regional state there are five indigenous nationalities. These are: - Berta, Shinasha, Gumuz, Mao and Komo. (BGREB, Annual abstract, 2008:15) The primary school participation of these indigenous ethnic groups further indicates how they were deprived of education in the past.

**Table 2.10, Percentages of indigenous pupils in primary education (1-8) (1997-2001 E.C)**

Year	level	Total Enrollment			Indigenous enrollment			Percentage share
		M	F	T	M	F	T	
1997	Primary	78,442	53,230	131,672	43,667	22,923	66,590	50.6
1998	Primary	80,567	57,147	137,714	46,430	24,630	71,060	51.6
1999	Primary	83,641	61,031	144,672	46,953	25,888	72,841	50.4
2000	Primary	82,497	61,746	144,243	46,054	27,668	73,722	51.1
2001	Primary	84,774	63,514	148,288	48,455	29,163	77,618	51.3

*(Source: Education statistics annual abstract, BGREB, 2008/2009)*

Table 2.10, indicates that the educational participation of indigenous pupils in primary schools was found to be a little bit higher as compared to the non-indigenous constituting an average of 51.3 % in the year 2001E.C. The non-indigenous ethnic groups include Oromo, Agaw, Amhara and others.

The total primary education enrollments of the five indigenous ethnic groups were 77,618 out of 148,288. This shows that the majority of indigenous children were out of school. Therefore, the educational participation of the indigenous ethnic groups in general and those of traditional gold-mining and semi-pastoralist Berta in particular was low.

### 2.10.2 Repetition and dropout rates by region

Repetition and dropout rates help to understand how the education system functions in terms of the use of available resources. Strictly speaking, repeating a grade means utilizing more resources than that actually allocated to a student, and leaving a school (dropout) before completing a particular cycle or level of education is also means wastage of resources. Repetition rate measures the proportion of students who have remained in the same grade for more than one year, and used additional resources in the same grade level. Repetition and dropout rates measure the efficiency of the education system in producing graduates of a particular education cycle.

**Table 2.11, Percentage of repetition rate in BGRS for grades 1-8 in 1998-2000 E.C**

Year	Percentage of repetition rate (grades 1-8) from 1998-2001E.C											
	1			2			3			4		
	M	F	T	M	F	T	M	F	T	M	F	T
1998	6.3	6.4	6.4	4.9	6.1	5.5	4.5	5.0	4.7	4.0	4.9	4.3
2000	17.4	16.8	17.1	12.6	11.8	12.3	10.5	8.8	9.7	10.9	8.8	10.0
2001	13.9	13.9	13.9	8.4	7.8	8.2	6.9	6.9	6.9	8.2	7.1	7.8

Year	Percentage of repetition rate (grades 1-8) from 1998-2001E.C											
	5			6			7			8		
	M	F	T	M	F	T	M	F	T	M	F	T
1998	7.8	9.6	8.5	4.2	4.8	4.4	8.4	11.8	9.6	12.8	13.6	13.1
2000	14.1	13.7	13.9	11.6	9.9	10.9	15.6	13.9	14.9	15.3	12.0	14.0
2001	10.2	9.1	9.7	11.6	5.9	9.0	11.2	10.6	11.0	17.1	10.5	17.7

*(Source: BGREB Annual Abstract -2002 E.C (2009/2010).*

Table 2.11, shows that in 2000E.C more male children repeated from grades 1-8 than females of the same grade level. High repetition rate for both sexes were registered at grades 1, 5, 7 and 8, while relatively low rates were at grades 3 and 4. This reveals that repetition rate was found to be a serious problem in the region as well as in the study areas.

**Table 2.12, Repetition Rate by Region in 2002/04**

Regions	Repetition Rate 2002/03			Repetition Rate in 2003/04		
	Male	Female	Total	Male	Female	Total
Tigray	6.8	5.0	5.9	2.6	3.4	3.0
Afar	10.0	6.1	7.5	5.5	9.6	6.9
Amhara	7.8	5.5	6.6	1.1	1.4	1.3
Oromiya	6.0	4.6	5.1	4.5	4.7	4.6
Somali	2.2	2.6	2.5	2.6	2.2	2.5
Benishangual G	8.5	7.3	7.8	12.3	13.7	12.9
SNNPR	10.4	8.3	9.1	4.9	5.9	5.3
Gambella	11.3	7.4	8.8	8.1	14.4	10.2
Harari	15.0	14.6	14.8	7.9	7.7	7.8
Addis Ababa	9.9	9.1	9.6	6.2	6.5	6.3
Diredawa	5.0	3.9	4.3	3.5	4.5	3.9
National	7.7	5.9	6.7	3.9	4.2	4.0

*(Source: MOE/EMIS (2003) and 2005, Education statistics Annual Abstract 2002-03 Addis Ababa, EMIS p.14 and 16 respectively).*

Table 2.12, shows the primary repetition rates by region for the academic year 2002/2003 and 2003/04. It ranges from only 2.5% in Somali to 14.8 % in Harari in 2002/03 and 1.3 for Amhara to 12.9% for Benshangul in 2003/04. In almost all regions, a decreasing tendency of repetition rates in 2003/04, except in Somali region, where the repetition rate remained the same (2.5) in both years and Benishangul-Gumuz, where it increased from 7.8 to 12.9. In Amhara region dramatic decrease is observed b/n 2002/03 and 2003/04 from 6.6% in 2002/03 to 1.3% in 2003/04. Another interesting point the table reveals is that in all the regions, with the exception of Somali, the repetition rate was lower for girls in 2002/03.

The situation however is reversed dramatically in 2003/04 where the repetition rate of girls is higher than boys in all regions except again Somali and Hararri regions. These both situations need further study.

**Table 2.13, Dropout Rate by Region in 2001-02 and 2002/03**

Regions	Drop out Rate in 2002/03			Drop out Rate in 2003/04		
	Male	Female	Total	Male	Female	Total
Tigray	17.2	17.1	17.1	9.5	10.7	10.1
Afar	19.8	19.1	19.5	30.0	30.6	30.2
Amhara	13.8	15.8	14.7	18.9	18.7	18.8
Oromiya	17.3	18.6	17.8	19.0	17.8	18.6
Somali	12.4	28.9	17.8	27.0	33.5	28.9
Benishangual G	19.7	21.6	20.4	27.2	22.7	25.5
SNNPR	21.6	23.7	22.4	25.8	25.2	25.6
Gamblla	5.9	12.8	8.4	30.2	48.3	36.7
Harari	7.0	12.1	9.1	12.7	9.5	11.4
Addis Ababa	1.4	2.3	2.1	2.0	2.5	2.3
Diredawa	8.3	8.3	8.3	8.5	8.2	8.4
National	16.7	17.8	17.2	19.8	18.5	19.2

(Source: MOE/EMIS (2003). Education statistics annual abstract, 2002/03. Addis Ababa, EMIS p.16).

As table 2.13, shows that Addis Ababa had the lowest drop out rate (2.1% in 2001/02 and 2.3% in 2002/03), while Gambela (36.7%), Afar (30.2%) and Benishangul-Gumuz (25.5%) had the highest rate. Unlike the repetition rate, in almost all regions the dropout rates are increased except in Tigray. The National dropout rate has also in increased from 17.2 % to 19.2.

## CHAPTER THREE

### Research Design and Methodology

In this chapter, the methodological structure, the purpose of the research, instruments/tools employed for collecting data, selecting sample sites and respondents, data analysis are presented.

#### 3.1 The Research Method

The main purpose of this study was to examine the opportunities and the forthcoming prospects and of the major challenges of the status of primary education in traditional gold-mining and semi-pastoralist areas of Benishangul-Gumuz regional state in achieving UPE. It was aimed to suggest some possible strategies to enhance the expansion with quality of primary education to achieve UPE by the year 2015. To serve this purpose, a descriptive survey method was employed for the study because the method enables to describe the current status and to treat the problem in a wider context of a large sample size (Seyoum and Ayalew, 1989). Besides, this method of research helps to disclose the state of achievement, existing conditions and the constraining problems in universalizing primary education in the regional state. The method has also a penetrating power to analyze and realize conditions so that the researcher was insisted to the description of authentic and accurate information about UPE.

#### 3.2 Sources of Data

Since the study was intended to assess the progress towards the goal of UPE and identifying the major challenges in achieving UPE, both primary and secondary sources of data were important to make use of the study. The primary sources of data were obtained from students, teachers, school principals, zonal desk and woreda education office experts, REB experts, PTA and KETB members, and traditional gold-mining and semi-pastoralist community elders who have a direct relationship with the study. These sources helped the researcher to get first hand relevant information to draw valid inferences.

Secondary sources of data were obtained through document analysis. To secure facts and figures, synthesized and well organized information was obtained from the regional education statistics annual abstract and UPE strategic plan, from the national and regional ESDP manuals, from MOE,

UNESCO-EFA global monitoring report and other related publications were consulted to draw the profile of primary education provision in the regional state and to analyze the opportunities and progress towards achieving UPE and the challenges were also treated. Moreover, education programs, strategies, action plans and targets and reports of the region were also been analyzed to make a comparison of achievement.

### **3.3 Sample Population and Sampling Techniques**

#### **3.3.1 Sample Population**

Benishangul-Gumuz regional state has three zones and two special woredas, comprising a total of twenty woredas. The semi-pastoralist areas were found to be in the three zones (Assosa, Kamash and Metekel) holding 11 woredas (BGRS, 2006). The study incorporates a total population of 307 respondents from different subjects.

Therefore, students, teachers, school principals, Regional, zonal, and woreda education experts, PTA and KETB members, and traditional gold-mining and semi-pastoralist community elders were included in the sample. Accordingly, the study consisted of a total of 15 primary schools of the traditional gold-mining and semi-pastoralists which comprises 120 students, 80 teachers, 15 principals of the selected schools, 6 regional, 2 zonal, 9 woreda education experts, 30 PTA and 15 KETB members, and 30 Berta community elders. This helped the researcher to find the reality on the basis of the respondents.

#### **3.3.1 Sampling Techniques**

From the three zones and two special woredas of the region, one zone i.e. Assosa zone (33.3%) comprising 7 woredas (namely, Assosa, Homosha, Menge, Odabildiglu, Bambasi, Sherkole and kurmuk) was selected as a sample of the study using random sampling method with the belief that it gives equal opportunity for the respondents to be involved in the study.

The selected zone i.e. Assosa zone with its selected three woredas (42.9%) ( Kurmuk, Sherkole and Menge) were included in the sample using purposive sampling method. This method was preferred due to the fact that the majority of the traditional gold-mining and semi-pastoralist Berta community children were found to be in this three woredas as compared to others, the researcher has ample

experience on the area being selected and the selected areas of the target population of the study were marginalized and near to the border line of Ethiopia and Sudan.

**Table3.1, Sample woredas and zones of the Region**

S.No	Zone/Special woreda	No of woredas	Sample woredas
1	Assosa	7	3
2	Kamash	5	-
3	Metekel	6	-
4	Mao komo	1	-
5	Pawe	1	-
	Total	20	3

The focus of the study was, therefore, on 15 primary schools which are found in the three woredas of Assosa zone. This was because the researcher believes that it was in these traditional gold-mining and semi-pastoralist areas that there might be challenges in achieving UPE for the region, although there have been some progressing opportunities and prospects for the future in achieving UPE.

**Table 3.2, Sample schools of Assosa zone**

S.No	Woredas	Number of Primary Schools	Sample schools
		2002E.C	
1	Kurmuk	9	5
2	Sherkole	10	5
3	Menge	16	5
	Total	35	15

(Source: BGREB education statistics annual abstract, 2007/08)

For the purpose of the study, from a total of 35 primary schools of the three woredas 15(42.08%) were selected using simple random sampling. This was due to the fact that each group has similar characteristics and holds traditional gold-mining and semi-pastoralist Berta- community children which have an equal chance of being selected in the sample.

In view of this, Seyoum and Ayalew (1999:59) state that simple random sampling gives each unit of population an equal chance of being selected. It also yields the research data that can be generalized to a large population.

**Table3.3, Total number of students and teachers of the three woredas of primary schools for the year 2001-2002 E.C (from grades 1-8)**

S.No	Woreda	Year	Total No Primary schools	Total No of Students			Total No of Teachers		
				M	F	T	M	F	T
1	Kurmuk		9						
		2001		1946	1401	3347	69	20	89
		2002		2050	1665	3715	73	19	92
2	Sherkole		10						
		2001		2298	1313	3611	59	26	85
		2002		2319	1374	3693	73	22	95
3	Menge		16						
		2001		3761	2014	5775	76	33	109
		2002		3919	2070	5989	95	30	125
	<b>Total</b>		35						

(Source: BGREB education statistics annual abstract (2009/10))

**Table 3.4, Total number of students, teachers and school principals of the three woredas  
Of the sample schools**

S.No	Woreda	Selected Primary schools	Total number of sampled Students			Total number of sampled Teachers			Total number of sampled School Principals		
			M	F	T	M	F	T	M	F	T
1	Kurmuk										
		Hora-azab	5	3	8	2	3	5	1	-	1
		Famatsore	6	2	8	1	4	5	1	-	1
		Abadi	4	4	8	3	2	5	1	-	1
		Kurmuk ketema	3	5	8	4	1	5	1	-	1
		Dulhode	5	3	8	5	-	5	1	-	1
	sub-total		23	17	40	15	10	25	5	-	5
2	Sherkole	Halmo	4	4	8	3	2	5	1	-	1
		Tumetobe	5	3	8	4	1	5	1	-	1
		Segnogebeya	6	2	8	2	3	5	1	-	1
		Gizen	7	1	8	3	2	5	1	-	1
		Eltajer	3	5	8	1	4	5	1	-	1
	sub-total		25	15	40	13	12	25	5	-	5
3	Menge	Menge	2	6	8	4	2	6	1	-	1
		Kashaf	5	3	8	3	3	6	1	-	1
		Malo	4	4	8	6	-	6	1	-	1
		Tumetaziz	6	2	8	5	1	6	1	-	1
		Abejendu	7	1	8	2	4	6	1	-	1
	sub-total		24	16	40	20	10	30	1	-	5
	<b>Total</b>		72	48	120	48	32	80	15	-	15

The subject of the study also included different groups of respondents. Therefore, taking into account the selected 15 primary schools, a total of 120 students, 80 teachers and 30 traditional gold-mining and semi-pastoralist community elders were selected by using random sampling method. Similarly, 15 principals of the selected schools, 30 PTA and 15 KETB members were selected using purposive and

availability sampling methods respectively. These methods were preferred on the bases of their knowledge and by virtue of their respective position to give pertinent information to the study. Furthermore, 6 regional experts, 2 zonal desk experts and 9 woreda education experts were found to be selected by using simple random sampling.

**Table 3.5, Summary of Respondents**

S.No	Respondents	Number of participants
1	Students	120
2	Teachers	80
3	School principals	15
4	PTA members	30
5	KETB members	15
6	Community elders	30
7	Woreda education experts	9
8	Zonal education experts	2
9	Regional education experts	6
	Total	307

### 3.4 Instruments and Procedures of Data collection

#### 3.4.1 Instruments of Data Collection

Both qualitative and quantitative data were collected through using questionnaires, interview/FGD, observation and Document analysis.

##### 3.4.1.1 Questionnaires

The quantitative and qualitative approaches were used to collect and analyze data through distributing questionnaires for students and teachers and school principals related to challenges in achieving UPE of the Berta community children regardless of out of school, school related, socio-cultural and socio-economic factors. Accordingly, both open-ended and close-ended questionnaires were prepared in English and translated into Amharic for their better understanding.

#### **3.4.1.2 Interview/ FGDs**

The qualitative approach was used to collect ideas and analyze data through arranging and making in to use an interview for PTA and KETB members and education experts of the REB, ZED and WEO and also FGDs were made with Berta community elders in relation to challenges in achieving UPE of the Berta community children regardless of out of school, school related, socio-cultural and socio-economic factors and the attitude of the Berta community towards formal education and other issues were included.

#### **3.4.1.3 Observation**

The researcher has used class room observation, looking into how far the teaching learning process was going on, the class room arrangement and how it can be managed, the distribution of text books, the class size, the availability of chairs and tables and the total number of teachers in the schools of the study areas. The purpose of observational evaluation data was first to describe the program thoroughly and carefully. This includes describing the activities that took place in the program, the people who participated in those activities and meaning to those people what was observed (Pathon, 1987:72). Therefore, observation for this study was planned in order to have better understanding about the context within which the activities of the teaching-learning program were taking place in the traditional gold-mining and semi-pastoralist Berta community areas.

#### **3.4.1.4 Document analyses**

Documents were used especially to obtain background information and data for the study from relevant sources like literature on pastoral education, the national annual abstracts of the MOE, BGRFB annual abstract with its strategic UPE plan and etc.

#### **3.4.2 Pilot testing**

Questionnaires were made and pilot testing of the instrument was used on randomly selected non-sampled woredas i.e. Assosa woreda (selamber primary school) and Bambasi woreda (Bambasi primary school). This helped the researcher to ensure the appropriateness of the items.

Hence, the Pilot test was carried on twenty teachers and school principals' respondents and also twenty students. Based on the Pilot test the internal consistency of the instrument was calculated using

the Pearson coefficient of correlation as a result of which the reliability of the instrument was found to be 0.92. Therefore, the instrument was found to be reliable as was recommended by statistical literatures, with a test result of 0.6 and above as reliable when the test is nearer to 1(one). To confirm the validity of the instrument, questionnaires were distributed. Based on the feedbacks from students, teachers and school principals' valuable improvements were made and irrelevant items were discarded. In general, the Pilot test helped the researcher to reject errors related to ideas and contents and included some important additional ideas. After the necessary amendments were made the final copies were distributed to be filled by the respondents of the sample woredas.

### **3.4.3 Procedures of Data Collection**

After sample schools were being selected for the study, six experienced data collectors and one assistant researcher were recruited for the operation of the field work on the basis of their Berta language skills, familiarity to the area and recommendations of the woreda education officials. A two day orientation training was designed and introduced to various approaches to research, instructions on how to make use of interview, FGD and for completing questionnaires and to carefully treat the respondents in accordance with the background they came from.

The field work was launched simultaneously in all the three woredas (Kurmuk, sherkole and Menge). A convenient time was chosen for the respondents in order to set them freely and maximize the quality of the responses and degree of return. After a short visit to each school, students and teachers were randomly selected and school principals were selected purposefully for the questionnaire. The necessary clarifications were made by the group of researchers for questions raised regardless of the items. Student respondents from grades 1-3 were deliberately excluded from the sample on the consideration that they were too young to provide the required information. But, students from grades 4-8 were involved and the necessary orientation and explanation was made in both Amharic and Berta (Rutanigna) language by the researcher and his assistant researchers. Students were free to ask in their mother tongue.

Throughout the field work, the researcher maintained close contact with data collectors and assistant researchers and supervised the work. The REB, zonal and woreda education officers were interviewed on arranging time with prior meeting in their office based on the schedule developed. The PTA and

KETB members were for the interview and Berta community elders for FGD were appointed by school principals for having necessary information.

### **3.5 Method of Data analysis**

In this study, both qualitative and quantitative data analysis methods were used. The analysis of data, secured through aforementioned data collection instruments from the stated sources, was made using different statistical methods. Thus, depending on the nature of the basic questions and the collected data, the appropriate statistical tools like percentages, graphs, tables, mean, independent t- test were used.

Qualitative research plays significant role in investigating problems in the field of education. To analyze the quantitative data, percentages were one of the statistical methods. Percentages were used to explain the personality characteristics of respondents, Dropout and Repetition rates, Gross and Net intake rates and factors for the achievement of UPE in Benishangul-Gumuz and also used to compare some of the data collected through content analysis. The mean was calculated to identify the major hindrances that impede the achievement of UPE in traditional gold-mining and semi-pastoralist areas of the region. The independent t-test was used to identify significant difference between the ideas of the respondents. The information that was obtained through document analysis, interview, focus group discussion and questionnaire were transcribed and summarized using word expression and supplemented to the main interpretation. Therefore, the next chapter treats the data obtained from the field to achieve the objectives of the study.

## CHAPTER FOUR

### **Presentation and Analysis of Data**

This part of the study deals with presentation and analysis of data gathered from sample schools of Berta community students, teachers, school principals, PTA and KETB members, Berta community elders, Regional, Zonal, Woreda education office experts through questionnaire, interview, FGD and document analysis.

The questionnaires were distributed to 120 students, 80 teachers and 15 school principals. Among the distributed questionnaires 215 (100%) was returned. In addition, 6 regional, 2 zonal and 9 woreda education office experts, 30 PTA and 15 KETB members were involved in interview and also 30 Berta community elders were involved for focus group discussion. The responses given by students, teachers and school principals were analyzed and interpreted. Most of the data collected were organized in tables and graphs followed by discussions. The responses from the PTA, KETB, regional, zonal and woreda education experts and community elders were used as generating new ideas to substantiating the data gathered through questionnaire and document analysis. As a result, the responses are expected to be sufficient to draw valid inferences for the study.

### **4.1 Characteristics of Respondents**

The focus of this study was to give background information about the target groups: Berta community students, teachers, school principals, PTA and KETB members, regional, zonal, and woreda education experts, and Berta community elders.

#### **4.1.1 Characteristics of teachers and school principals' respondents**

The study included 80 teachers and 15 school principals from the three woredas (i.e. Kurmuk, Sherkole and Menge).

**Table 4.1, Characteristics of teachers and school principals by their sex, age, Educational status, service year and teaching load.**

S. No	Characteristics		Respondents					
			Teachers			School principals		
1	Sex		M	F	T	M	F	T
	Total		50	30	80	13	2	15
	%		62.5	37.5	100	86.7	13.3	100
2	Age	≤ 20 years	15	7	22	-	-	-
		21-30 years	30	23	53	8	2	10
		31-40 years	5	-	5	5	-	5
		41-50 years	-	-	-	-	-	-
		≥ 51 years	-	-	-	-	-	-
		Total	50	30	80	13	2	15
		%	62.5	37.5	100	86.7	13.3	100
3	Educational status	12th	-	-	-	-	-	-
		12+TTI	18	12	30	3	-	3
		12+1	-	-	-	-	-	-
		12+2/10+3	27	18	45	12	-	12
		12+4/12+3	5	-	5	-	-	-
		12+6	-	-	-	-	-	-
		Number	50	30	80	15	-	15
		%	62.5	37.5	100	100	-	100
4	Service year	≤ 5 years	15	16	31	-	-	-
		6-10 years	26	14	40	7	2	9
		11-20 years	9	-	9	4	-	4
		21-30 years	-	-	-	2	-	2
		≥31 years	-	-	-	-	-	-
		Number	50	30	80	13	2	15
		%	62.5	37.5	100	86.7	13.3	100
5	Marital status	Married	26	17	43	8	2	10
		Unmarried	24	13	37	5	-	5
		Divorced	-	-	-	-	-	-
		Widow	-	-	-	-	-	-
		Number	50	30	80	13	2	15
		%	62.5	37.5	100	86.7	13.3	100
6	Teaching load	≤ 15 periods	6	4	10	10	2	12
		16-25	34	24	58	3	-	3
		26-36	10	2	12	-	-	-
		Number	50	30	80	13	2	15
		%	62.5	37.5	100	86.7	13.3	100

As indicated in table 4.1, with regard to sex; 50(62.5%) of teachers and 13(86.7%) of school principals were males. On the other hand, 30(37.5%) of teachers, 2(13.3%) of school principals were females. The overall, sex of both teachers and school principals were 63(66.3%) males and 32(33.7%)

### 4.3 Family backgrounds of student respondents

S.No	Characteristics	Items	Total Number	%
1	Father's job occupation	Semi-pastoralist & gold mining	90	75
		Merchant	15	12.5
		Gov't employee	10	8.3
		Private employee	5	4.2
		other	-	-
2	Mother's job occupation	Housewife	69	57.5
		Merchant	7	5.8
		Gov't employee	2	1.7
		Semi-pastoralist & gold-mining	42	35.0
		other	-	-
3	Father's level of education	Illiterate	85	70.8
		Read and write	13	10.8
		1-4 grade	6	5.0
		5-8 grade	4	3.4
		≥ 9grade	12	10.0
4	Mother's level of education	Illiterate	110	91.6
		Read and write	8	6.7
		1-4 grade	2	1.7
		5-8 grade	-	-
		≥ 9grade	-	-
5	Family size	1-2 children	9	7.5
		3-4 children	40	33.3
		5-6 children	65	54.2
		≥ 7 children	6	5.0
6	Number of children attending their schooling	Very few of them	95	79.2
		Half of them	16	13.3
		Majority of them	6	5.0
		All of them	3	2.5

**Table 4.4, Characteristics of PTA, KETB members and community elders**

S. No	Characteristics		Respondents											
			PTA				KETB				Community elders			
1	Sex		M	F	T	%	M	F	T	%	M	F	T	%
	Total		27	3	30	-	13	2	15	-	30	-	30	-
	%		90	10	100	-	86.7	13.3	100	-	100	-	100	-
2	Age	20-30 Yrs	-	-	-	-	-	-	-	-	-	-	-	-
		31-40 Yrs	6	1	7	23.3	5	1	6	40	3	-	3	10
		41-50 Yrs	10	2	12	40	6	1	7	23.3	8	-	8	26.7
		51-60 Yrs	9	-	9	30	2	-	2	6.7	15	-	15	50
		≥61 Yrs	2	-	2	6.7	-	-	-	-	4	-	4	13.3
		Total	27	3	30	100	13	2	15	100	30	-	30	100
3	Educational status	Illiterate	20	3	23	76.7	8	2	10	66.7	23	-	23	76.7
		Read and write	5	-	5	16.6	5	-	5	33.3	7	-	7	23.3
		1-4 grade	2	-	2	6.7	-	-	-	-	-	-	-	-
		5-8 grade	-	-	-	-	-	-	-	-	-	-	-	-
		9-12 grade	-	-	-	-	-	-	-	-	-	-	-	-
		Total	27	3	30	100	13	2	15	100	30	-	30	100
4	Job occupation	Traditional gold mining	21	3	24	80	10	2	12	80	27	-	27	90
		Merchant	4	-	4	13.3	2	-	2	13.3	3	-	3	10
		Gov't employee	2	-	2	6.7	1	-	1	6.7	-	-	-	-
		Private employee	-	-	-	-	-	-	-	-	-	-	-	-
		Other	-	-	-	-	-	-	-	-	-	-	-	-
		Total	27	3	30	100	13	2	15	100	30	-	30	100

**Table4.5, Characteristics of education experts by their sex, age, educational status and service.**

S.No	Characteristics		Respondents			
			Education experts			
1	Sex		M	F	T	%
2	Age	≤ 20 years	-	-	-	-
		21-30 years	-	-	-	-
		31-40 years	13	-	13	76.5
		41-50 years	4	-	4	23.5
		≥ 51 years	-	-	-	-
3	Educational status	12th	-	-	-	-
		12+TTI	3	-	3	17.5
		12+1	-	-	-	-
		12+2/10+3	5	-	5	29.5
		12+4/12+3	9	-	9	53
		12+6	-	-	-	-
4	Service year	≤ 5 years	-	-	-	-
		6-10 years	8	-	8	47.1
		11-20 years	4	-	4	23.5
		21-30 years	5	-	5	29.5
		≥31 years	-	-	-	-
5	Marital status	Married	12	-	12	70.5
		Unmarried	5	-	5	29.5
		Divorced	-	-	-	-
		Widow	-	-	-	-

With regard to sex, 17(100%) of education experts were males. This shows that the participation of females as being an expert is very much restricted. Therefore, it needs attention to enhance the positions of female experts in the offices and other positions as well.

As to their age characteristic, the majority of experts were well experienced, that is 13(76.5%)

Education experts were between the ages of 31-40 years. The rest 4(23.5%) were between the ages of 41-50 years.

On the other hand, the majority of educational experts 9(52.9%) of them have first degree and 5(29.4%) were with diploma and the rest 3(17.7%) were with certificate.

As per ethnic background of the respondents is concerned 13(76.5%) of education experts were from non-indigenous community and the rest were from the indigenous Berta community which is 4(23.5%). Therefore, it needs special attention to empower the Berta community at large.

#### 4.1.5 Characteristics of sample schools

On the bases of the sampling techniques explained, in chapter three, a total of 15 primary schools were included in the study. The schools were selected considering enrollment profile, level of schooling and medium of instruction they used.

**Table 4.6 Characteristics of sample schools by grade level (2002E.C.).**

S.No	Description	Items	Total Number of schools	%	Sample schools	%
1	Level of sample schools	1-4 grade	17	48.5	-	-
		1-5 grade	1	2.9	1	6.7
		5-8 grade	-	-	-	-
		1-6 grade	7	20	4	26.6
		1-7 grade	1	2.9	1	6.7
		1-8 grade	9	25.7	9	60
		Total	35	100	15	100
2	Shift system	Single	-	-	15	100
		Double	-	-	-	-
		Whole day	-	-	-	-
		Flexible time	-	-	-	-
3	Medium of instruction	Berta(Rutanigna)	-	-	-	-
		Amharic(1-4)	18	-	15	100
		English(5-8)	17	-	15	100
		Shinasha	-	-	-	-
		Gumuz	-	-	-	-

(Source: *BGREB annual abstract, 2002E.C. (2008/2009).*)

As can be observed in Table 4.6, the level of sample schools were from grades (1-8). But, there are also some other constraining factors observed in the table i.e from 35 primary schools of the study areas only 9(nine) of them are a complete cycle (1-8).This reveals that only 9 (25.7%) of the study areas have a full cycle (upper and lower primary). But the rest 26 of them were not a complete cycle. Therefore, this shows that there are shortages of upper primary schools in the study areas.

The shift system was found to be 15 (100 %) single shift due to the geographic location and the weather condition of the study areas.

As far as the medium of instruction is concerned, in all study areas the medium of instruction is Amharic for lower primary (1-4) and English is used as medium of instruction in upper primary schools, but the regional government has made an effort and planned to make use of the mother tongue of the indigenous population as medium of instruction starting from the coming year i.e. 2003 E.C. in lower primary schools.

#### **4.2 Major challenges that hinder the traditional gold – mining and semi – pastoralist Berta children primary school participation.**

One of the biggest challenges facing the education sector in Ethiopia is the low quality of schooling. However, access to education in Ethiopia has improved rapidly over the past 15 years. This growth has not been matched by improvements in or even sustaining past levels of educational quality at the input, process and out put /out come levels.

Although the federal and regional governments of the pastoralist and semi-pastoralist regions as well as the community at large are collaborative making significant endeavors to provide quality of education and to realize UPE. So far, promising progress has been made in the regional administration, still much has to be done to succeed in providing education to all children by strongly tackling the most intimidating challenges in the area. Hence, the major ones are presented below.

##### **4.2.1 Out-of-school Factors**

There were many out-of-school related factors that impede primary school participation of Berta community children. The following table summarizes five out of school factors in this regard.

**Table4.7, Out-of-school Factors that affect the attainment of UPE as viewed by students, teachers and school principals respondents.**

No	Items	Resp onde nts	statistic	Stro ngly agre e 5	Agre e 4	Mod erate lyagr ee 3	Disa gree 2	Str dis agr ee 1	Mea n	Std	Signific ance	t- Value
I  1.1	Out of school factors	S N=120	Frequency	61	31	23	5	-	4.07	.594	4.185	1.767
			percent	50.8	25.8	19.2	4.2	-				
	Distance from home to school is too far	TP N=95	Frequency	25	52	18	-	-	4.49	.672		
			percent	26.3	54.8	18.9	-	-				
1.2	problem of security around the locality	S N=120	Frequency	65	49	6	-	-	4.06	.628	.732	.117
			percent	54.2	40.8	5	-	-				
		TP N=95	Frequency	26	49	20	-	-	1.74	.697		
			percent	27.4	51.5	21.1	-	-				
1.3	Parents need for child labor parents lack of awareness about the value of education	S N=120	Frequency	56	50	14	-	-	4.11	.850	.008*	7.246
			percent	46.7	41.7	11.6	-	-				
		TP N=95	Frequency	29	47	19	-	-	3.52	.707		
			percent	30.5	49.5	20.0	-	-				
1.4	parents lack of awareness about the value of education	S N=120	Frequency	28	58	30	4	-	3.95	.960	0.000*	21.026
			percent	23.3	48.3	25.1	3.3	-				
		TP N=95	Frequency	22	46	27	-	-	3.45	.720		
			percent	23.2	48.4	28.4	-	-				
1.5	Parents economic problem	S N=120	Frequency	34	52	30	4	-	3.78	.926	.796	.067
			percent	28.3	43.3	25.1	3.3	-				
		TP N=95	Frequency	23	41	18	13	-	3.49	.970		
			percent	24.2	43.2	18.9	13.7	-				

\* Significance

Df=213

S- students

TP- teachers and principals

(Strongly agree= 5.00, Agree=4.00-4.99, moderately agree= 3.00-3.99, Disagree= 2.00-2.99

Strongly disagree= 1.00-1.99)

As table 4.7, depicts, the computed mean values for students were found to be 4.07 and for teachers and school principals were 4.49. The average mean computed was found to be 4.28 which was above average showing that distance from homestead to school was very far and influence the educational participation of children. The t-test value was 1.767 indicating that there was no significant difference between the respondents, i.e. students and teachers and school principals. On the basis of the finding, the problem of school distance is not peculiar to Ethiopia. In this regard, parents' decisions about whether to send or not their children to school were influenced by the proximity of schools to home. Therefore, the distance of the nearest school from the homestead negatively impact school enrollment probability in rural areas (Chaudhury et al 2006). Besides, school availability and its distance determine child's age at starting schooling in Ethiopia (Abebaw et al 2007). Thus, improving the distribution of schooling at a reasonable distance from the children's home would improve school attainment.

In connection to poor household income (Parents economic problem), the computed mean values for students was found 3.78 and for teachers and school principals was 3.49. The average mean computed was found to be 3.64 which was above average indicating that parents economic problem due to poverty has an influence in children enrollment to schools. The t-test value was .067 indicating that there was no significant difference between the respondents, i.e. students and teachers and school principals In relation to house hold factors, one of the most consistent finding related to school enrollment and educational attainment in the developing countries is the effect of family resources or parent's income to afford for school requirements.

Household wealth determines a house hold's ability to invest in education of the child (Rankin and Aytac: 2006). Most of these studies identified direct and indirect costs of schooling as important factors for school attendance and dropout. As to the direct cost, house hold poverty restrains parents from sending their children to school as they are not able to cover expenses of stationeries, books, school uniform and transportation.

In line with parents' lack of awareness about the value of education, it was depicted in table 4.7 that the computed mean value for students was found 3.95 and for teachers and school principals were 3.45. The average mean computed was found to be 3.70 which were above average showing that there

was a significant difference on the views of respondents. The calculated t-value for parents lack of awareness about the value of education was found to be  $t=21.026$ , at  $p < 0.05$  indicating that there was a significant difference between the opinion of the respondents. This finding goes in line with the findings of Carr-hill and Peart (2005), which states about the attitudes of pastoralists and agropastoralists towards education. They perceive education as a tool which alienates the young from prevailing social norms and values. Parents see no value in education and see no good coming out of it. Therefore, it is possible to conclude on the bases of the evidence collected from different sources, lack of interest towards education was found to be one of the major problems (hindering factor) for the children's participation in education.

Respondents were also asked to forward their views on security issues in their near by locality. It was depicted in table 4.7 that the computed mean value for students was found 4.06 and for teachers and school principals were 1.74. The average mean computed was found to be 2.90. The t-test value was .117 indicating that there was no significant difference between the views of respondents, i.e. students and teachers and school principals revealing that security problem has an impact on children educational participation. This finding goes in line with pastoralists and semi-pastoralists that live in remote areas often close to insecure international borders and conflict prone regions. Having to walk long distances in order to go to school, for children and of especially for girls, may present serious risks of attack.

In cognizant to child labor was interrelated to parents need for children's involvement in the household division of labor. It was caused as a result of cultural realities and backward way of life and as an effect of poverty. In this regard, the mean computed for students was 4.11 and for teachers and school principals were found 3.52. Therefore, the mean computed for students were greater than that of teachers and school principals. The calculated t-value for parents need for child labor was found to be  $t=7.246$ , at  $p < 0.05$  indicating that there was a significant difference between the opinion of the respondents on parents need for child labor. This revealed that high demands for child labor by parents were found a serious issue impeding the educational participation of children and thereby increasing dropouts. This finding proves the research finding of Rogers (1980) indicating that children are the major source of labor in the household to fetch water, herd the cattle, and mining gold etc.

It is obvious that child labor is a major source of survival and one of the reasons for low participation of children in primary schooling.

On top of the views of the education experts at regional, zonal and woreda levels, PTA and KETB members and Berta- community elders forwarded about the prominent problems hindering students participation in primary schooling with reference to out of school factors like distance from home to school, security problems, child labor, parents lack of interest to send to schools and the value of education by parents were all discussed during the interview and FGD session.

Therefore, during the FGD session of the Berta community elders have made an agreement on security problem exists around the vicinity of the study areas, it happened not with clan chiefs and ethnic groups, but it happened due to the role of the terrorists coming out of the international borders from Sudan and Eritrea. The problem is found to be very serious in the existing situation as well. The PTA and KETB members and education experts ,when interviewed share the idea of community elders and replied that the regional and the national gov't has to give due attention for properly kept security for the well being of its Nation around the vicinity since the place is an international border.

The other important issues were discussed with community elders and PTA and KETB members and also education experts were interviewed and gave a response on child labor, parent's lack of interest and value of education and also about household income. Therefore, all factors stated were found to be factors that hinder students' participation in the schools. If for example, there exists child labor because of poor household. Berta-parents were unable to sustain food throughout the year due to poor agricultural practice and lead to use child labor for gold mining, herding goats etc dropping their children out of school.

It was obviously agreed that parents lack interest in education and the value given for education is very much low. They would rather choose in mining gold, herding their goats and small scale merchants to generate income to feed large family size of their population. Furthermore, distance from home to school is too far due to inappropriate choice of school constructions or poor school mapping without consulting the community at large.

#### **4.2.2 Socio – cultural factors**

Socio- cultural factors are reasons for keeping children or some of them at least, out of school are the perception of formal education as a process of cultural alienation and have an influence on the realization of UPE. The following table summarizes a situation in Benishangul-Gumuz.

**Table4.8, Socio-cultural factors that influence the attainment of UPE as perceived by Students, Teachers and School principals respondents.**

No	Items	Respondents	statistic	Strongly agree	Agree	Moderately Agree	Disagree	Str disagree	Mean	Std.	Significance	t-value
2.1	Socio-cultural factors	S N=120	Frequency	8	64	32	14	2	3.78	.793	.001*	10.606
			percent	6.7	53.2	26.7	11.7	1.7				
	Negative attitude of Berta parents towards modern education	TP N=95	Frequency	13	37	28	11	6	3.42	1.068		
			percent	13.7	38.8	29.5	11.7	6.3				
2.2	Low self-conception of Berta children for education	S N=120	Frequency	16	46	34	24	-	3.72	.852	.013*	6.237
			percent	13.3	38.3	28.3	20.0	-				
		TP N=95	Frequency	10	38	26	16	5	3.34	1.048		
			percent	10.5	40.0	27.4	16.8	5.3				
2.3	Lack of role model female teachers for girls	S N=120	Frequency	22	54	39	5	-	4.08	.811	.242	1.376
			percent	18.3	45.0	32.5	4.2	-				
		TP N=95	Frequency	21	48	26	-	-	3.95	.705		
			percent	22.1	50.5	27.4	-	-				
2.4	Early marriage	S N=120	Frequency	4	16	36	44	20	2.50	1.029	0.000*	26.211
			percent	3.3	13.3	30.0	36.7	16.7				
		TP N=95	Frequency	-	-	8	49	38	1.68	.623		
			percent	-	-	8.4	51.6	40.0				
2.5	lack of community involvement in encouraging the education system	S N=120	Frequency	22	56	39	3	-	3.81	.759	.405	.697
			percent	18.3	46.7	32.5	2.5	-				
		TP N=95	Frequency	19	48	26	2	-	3.88	.742		
			percent	20.0	50.5	27.4	2.1	-				

\* Significance  
Df=213

S- students

TP- teachers and principals

(Strongly agree= 5.00, Agree=4.00-4.99, moderately agree= 3.00-3.99, Disagree=2.00-2.99  
Strongly disagree= 1.00-1.99)

As it has been shown in table 4.8, respondents were asked to reply upon lack of educated role model in the household especially female teachers for girls, the computed mean values for students were 4.08 and 3.95 for teachers and school principals. Therefore, the computed grand mean rated 4.02 indicating that the majority of respondents rated above average and the calculated t-value for lack of educated role was found to be  $t=1.376$ , at  $p < 0.05$  indicating that there was no significant difference between the opinion of the respondents about the influence of lack of educated role model in the household in educational participation of children especially girls, implying that the value of education given to girls was considered to have low effect on their educational participation due to lack of educated role model Berta female teachers.

Respondents were also asked to reply upon the extent of the attitude of Berta children towards education. Therefore, the mean computed for students (3.72) and for teachers and school principals was (3.34). The average mean computed was 3.53 which were above average. The calculated t-value for Berta children low self conception to education was found to be  $t=6.237$ , at  $p < 0.05$  indicating that there was a significant difference between the opinion of the respondents. From this, it can be deduced that the majority of the respondents agreed that Berta-community children low self-conception for education was a serious problem. With regard to lack of community involvement the mean for students was 3.81 and teachers and school principals with a mean value of 3.88, and the computed average mean was 3.85. Besides, the calculated t-value for lack of community involvement in school affairs was found to be  $t=.697$ , at  $p < 0.05$  indicating that there was no significant difference between the opinion of the respondents on the impact of lack of community involvement in educational planning and decisions on education of their children. Therefore, lack of community involvement in encouraging the education system was found to be one of the major factors hindering the children's participation in education.

In relation to early marriage, abduction and rape, students with a mean value of 2.50 and teachers and school principals with a mean value of 1.68 responded that they disagree on the impact of early marriage, abduction and rape. On the other hand, very few students strongly agree on early marriage has its own contribution in low enrollment in educational participation, but some teachers and school principals replied that early marriage has a moderate effect. The computed average mean 2.09 was rated below average. The calculated t-value for early marriage, abduction and rape was found to be  $t=26.211$ , at  $p < 0.05$  indicating that there was a significant difference between the respondents view on the issue of early marriage, abduction and rape. Therefore, early marriage was not found to be a

hindering factor for educational participation of semi pastoralist Berta community children especially, girls due to religious reason i.e., almost all inhabitants of the Berta community are Muslims and the cultural reality prohibits early marriage, abduction and rape.

Regardless of Negative attitude of Berta parents towards modern education, the computed mean value for students was 3.78 and teachers and school principals was found 3.42. Hence, the computed average mean was found to be 3.60 indicating that it was rated above average. The calculated t-value for Negative attitude of Berta parents towards modern education was found to be  $t=10.606$ , at  $p < 0.05$  indicating that there was a significant difference between the opinion of the respondents. To sum up, the attitude of parents for modern education has its own contribution in educational participation of children. Regardless of the views of the education experts at regional, zonal and woreda levels, PTA and KETB members and Berta- community elders forwarded about the socio-cultural factors hindering students participation in primary schooling with reference to lack of role model in the household especially females, early marriage, abduction, rape and harassment, lack of community involvement and low self-conception of Berta children for education were all cross fertilized and discussed during the interview and FGD session.

Therefore, during the FGD session of the Berta community elders and during the interview of education experts and PTA and KETB members have made an agreement on lack of Berta community involvement in school affairs due to low educational background of Berta-parents and lack of awareness about the benefit of education. The next issue was discussed with community elders and PTA and KETB members and also education experts were interviewed and given a response on students' low self-conception on education was agreed to be lack of educated role model Berta community members around the study areas and lose of hope.

The other important issue was discussed with regard to socio-cultural factors and an agreement was arrived at early marriage, abduction, rape and harassment of girls were not quite common in Berta community due to the cultural realities of the society and the role of clan chiefs and religious leaders.

#### **4.2.3 School related factors**

There exist problems associated with school related factors due considering: inadequacy of learning facilities and services, lack of flexibility in delivery mode, school fees, unsuitable curricula, medium of instruction, low internal efficiency and the like are the major challenges to achieve UPE (UNESCO/BREDA,2005). The following table summarizes five school related situations in this regard.

**Table 4.9, School related factors that constrain the attainment of UPE as viewed by students, teachers and school principals respondents.**

No	Items	Responde nts	statistic	Stro ngly agre e 5	Agre e 4	Mod erate lyagr ee 3	Disa gree 2	Str Dis agr 1	Mea n	Std.	Signifi cance	t- value
3.1	School related factors	S N=120	Frequency	16	52	33	19	-	2.93	.916	.007*	7.309
			percent	13.3	43.3	27.6	15.8	-				
	Irrelevance of the curriculum(school instruction is not life oriented)	TP N=95	Frequency	12	44	29	10	-	3.61	.842		
			percent	12.6	46.4	30.5	10.5	-				
3.2	Absence of flexible school calendar	S N=120	Frequency	54	52	14	-	-	3.54	.678	0.000*	16.347
			percent	45.0	43.3	11.7	-	-				
		TP N=95	Frequency	26	47	22	-	-	4.04	.713		
			percent	27.4	49.4	23.2	-	-				
3.3	shortage of school facilities like desks, textbooks ,water ,toilet rooms etc	S N=120	Frequency	43	46	30	1	-	4.27	.799	.056	3.699
			percent	35.8	38.3	25.1	0.8	-				
		TP N=95	Frequency	25	46	24	-	-	4.01	.722		
			percent	26.3	48.4	25.3	-	-				
3.4	Large class size	S N=120	Frequency	27	55	32	6	-	4.09	.823	.636	.225
			percent	22.5	45.8	26.7	5.0	-				
		TP N=95	Frequency	23	41	25	6	-	3.85	.863		
			percent	24.2	43.2	26.3	6.3	-				
3.5	Inappropriate medium of instruction	S N=120	Frequency	52	49	18	1	-	3.93	.742	.271	1.220
			percent	43.3	40.8	15.0	0.8	-				
		TP N=95	Frequency	15	46	30	4	-	3.76	.768		
			percent	15.8	48.4	31.6	4.2	-				

\* Significance

Df =213

S- students

TP- teachers and principals

(Strongly agree= 5.00, Agree=4.00-4.99, moderately agree= 3.00-3., Disagree=2.00-2.99

Strongly disagree= 1.00-1.99)

As table 4.9, depicts, there are five major school related factors that impede the involvement of semi-pastoralist and traditional gold-mining Berta children in primary education. According to the data pertaining to shortage of school facilities, the mean values of respondents, 4.27 for students and 4.01 for teachers and school principals. The average mean computed rated 4.14 showing that shortage of school facilities and services are rated above average and the calculated t-value for shortage of school facilities was found to be  $t=3.699$ , at  $p < 0.05$  indicating that there was no significant difference between the opinion of the respondents about shortage of school facilities like desks, text books, water supply, separate toilet rooms for boys and girls especially for disabled children, library and pedagogical center were found to be a major hindering factors for the educational participation of children

As indicated in figure 1, 2, 3 and 4, the researcher made class room observation and checked the availability of school facilities like desks, chairs, tables, text books, separate toilet rooms for girls and boys including the disabled and also the researcher checked whether schools have water system.

**Figure 1, a class room with shortage of chairs ,desks and tables.**



**Figure 2, shows lack of water system in Primary schools**



**Figure 3, a school with shortage of separate toilet  
Rooms for boys and girls**



**Figure 4, shows scarcity of textbooks in  
primary schools of the study areas**



As the EFA 2000 assessment indicated that primary education in most developing countries are characterized by too large class size, lack of educational materials and services, in appropriately trained teachers, poor instructional supervision and unsafe learning/school environment.

Such deficiencies of the school less likely encourage and attract children to neither come to school nor retain them in the system. Therefore, to attract and retain children in school, schools should be child friendly. Schools to be child friendly, it should be free of gender biased , free of sexual harassment especially for girls, availability of separate toilet rooms for boys and girls, adequate availability of desks and text books, supply of adequate drinking water and other services.

Concerning large class size as a factor, the mean computed to large class size was 4.09 for students and 3.85 for teachers and school principals. The average mean computed was 3.97. The calculated t-value for large class size was found to be  $t=.225$ , at  $p < 0.05$  indicating that there was no significant difference between the opinion of the respondents about large class size that its effect was high in the study areas of the region.

As was being discussed, the growing demand of the public to primary education and the existing intake capacity of schools never match each other. Besides, no more new buildings as a result teachers do not make use of large number of students in the class room to clearly identify according to their

ability and provide them the necessary academic support in a hot climate( from meteorological evidence, on the average 41 °c) in the study areas.

As indicated in figure 5, 6, 7 and 8 the researcher made class room observation and checked the number of students in each of the grades level and observed how the teaching learning process was going on.

Figure 5, 6 and 7 show large class size of students but figure 8 represents a very small number of students in grade 1.

**Figure 5-A class room with overcrowded Number of students in grade 1.**      **Figure 6-A class room holding overages Children in grade 4.**



Figure 7-A Tutorial support given for girls.



Figure 8 –A class room holding a very small number of students in grade 1.

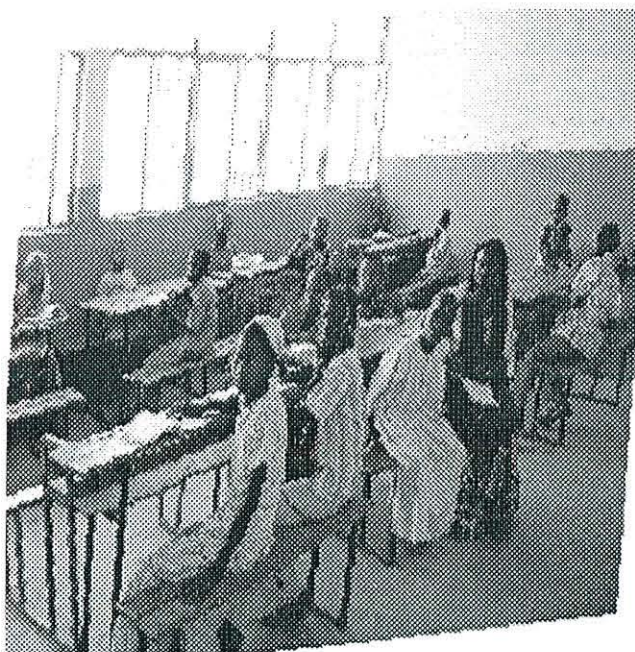
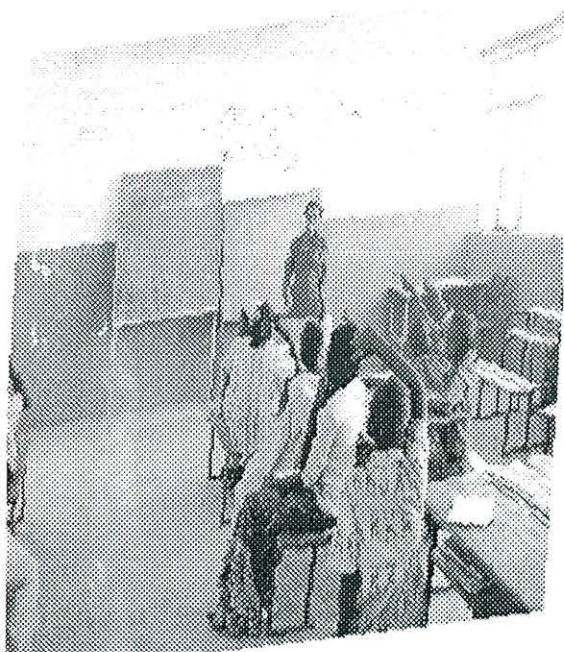


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With regard to shortage of qualified teachers, the majority of the respondents: students and the very majority of teachers and school principals replied that its effect is high enough. On the contrary, few students and very few of teachers and school principals responded that its effect is low. On the basis of the responses obtained, shortages of qualified teachers were found to be a major obstacle for the attainment of UPE in Benishangul-Gumuz. This was because of the fact that the new graduates are not willing to work with remote, harsh climatic condition (very hot) and arid areas of the region. Due to this reason the pupil teacher ratio is not as per the standard.

Figure 9 and 10 represent inappropriate school calendar has given rise to dropout of students due to the time of gold-mining.

**Figure 9, a class room holding students dropping out due to the time of gold-mining. Figure 10, a class room holding dropping out due to harvesting-time.**



In the case of absence of flexible school calendar, students with a mean value of 3.54 and teachers and school principals with a mean value of 4.04 agreed that there was no a system of flexible school calendar; on the other hand, the weighted mean computed rated 3.79 which were above average showing that it has a high impact on the teaching learning process. The calculated t-value for absence of flexible school calendar was found to be  $t=16.347$ , at  $p < 0.05$  indicating that there was a significant difference between the opinion of the respondents.

The above finding appears to be in line with the findings of Anderson (1992:10) pointed out, if the school's schedule is not flexible, some children who have daily responsibilities in the households, may hardly attend schooling. Moreover, if the households need for child labor conflict with schooling schedule, parents do not send their children to school (World Bank, 2004:1).

Therefore, inflexible school calendar was found to be one of the major obstacles for students' participation in education.

In cognizant to irrelevance of the curriculum, students with a mean value of 2.93 and teachers and school principals with a mean value of 3.61 agreed that the curriculum was prepared with out considering the life situation of the traditional gold mining and semi-pastoralist areas of Berta community. The average mean computed was found to be 3.27. The calculated t-value for irrelevance of the curriculum was found to be  $t=7.309$ , at  $p < 0.05$  indicating that there was a significant difference between the opinion of the respondents on the issue of how far irrelevant curriculum hampers the educational participation of children in the study areas and throughout the region.

On the basis of this finding, (Anderson, 1992:10) argued, that children's parents may refuse to send them to school because parents think that the quality of learning is not worth while or the curriculum is irrelevant in which school instruction is not life oriented. Even though, education systems rely almost always on standard curricula: all pupils in the same grade every where in the country learn the same thing more or less in the same way. However, pupils' environment and experiences can vary greatly from place to place and from one way of life to another. Lack of curriculum differentiation has become one of the major explanations for pastoralists supposed low interest in education and for high drop out rate from schools in pastoral and semi-pastoralist areas. Low relevance generates low interest and lowers motivation, therefore causing low enrollment figures and high drop out rates. This calls for a differentiation of the curriculum and the design of special ones for pastoral and semi-pastoralist areas, relevant to their life.

In conformity with inappropriate medium of instruction the majority of respondents, students with a mean value of 3.93 and teachers and school principals with a mean of 3.76. The average mean computed was found to be 3.85 indicating that there was no much difference on the ideas of both students and teachers and school principals rating above average revealing that its influence agreed to be high in educational participation. Consequently, the calculated t-value for inappropriate medium of

instruction was found to be  $t=3.699$ , at  $p < 0.05$  indicating that there was no significant difference between the opinion of the respondents. In line with the above finding, the Ethiopian education system includes providing education in children's mother tongues, thereby making education more accessible and therefore, one might assume more equitable (G feller, 1999). Besides, the education and training policy promotes the use of regional and local languages for two stated reasons (FDRE, 1994b). The first is the claim that learning in the mother tongue has clear pedagogical advantages for the child and the second claim is the use of local languages in education accords with the rights of nationalities to self-expression that are enshrined in the constitution of Ethiopia.

From what has been discussed so far, one could safely say that school related factors like shortage of school facilities and services, shortage of qualified teachers, large class size, and absence of flexible school calendar, irrelevance of the curriculum and in appropriate medium of instruction are all challenges to meet the achievement of UPE. An interview was held with PTA and KETB members, education experts and FGD was made with community elders viewing that shortage of school facilities like text books persist, one reason is the textbooks are not accessible as was desired and the second reason is even those available in the store are not properly distributed to the woredas and to the schools. Community elders have replied that their surprise was their children were with no text books, with some two, three or four books, that is the very majority of them with no complete set of text books.

As far as qualified teachers was concerned there was shortage not only in the study areas but also through out the region. The community has tried to sustain teachers by building low cost houses and the community replied that there is turnover every year due the climatic condition, the security Problem, shortage of water and food facilities, low infrastructure at large and the schools were very far apart and in remote areas with no road infrastructure of the study areas. Similarly, school calendar for a specific year was sent from the regional education bureau and sent to the woredas and to the schools. The school calendar was not appropriate and has not considered the climatic condition, the time of gold mining and the harvesting time of semi-pastoralists and also has not consulted the community at large to make use of its appropriate school calendar for their children.

The other important issue is irrelevance of the curriculum that has already been made without considering the life style of semi-pastoralists or Agro-pastoralists, but some measures were taken to adjust the curriculum in 1997E.C., by regional education bureau of Benishangul-Gumuz, it is a start up not an end and much has to be made on this issue as well. Finally, with regard to medium of

instruction as was enshrined in the ETP, every child has to learn in its mother tongue in primary schools. But, it has not yet started in the study areas. Therefore, inappropriate medium of instruction hampers the educational participation of children as was viewed by community elders, education experts and PTA and KETB member.

#### 4.2.4 Socio – economic factors

In universalizing primary education, the issue of public spending and educational priorities are the central question of concern. The extent of public spending on education is highly dependent upon financial capacity of the nation at large and could determine the participation of children in education. The responses of respondents in this regard were presented in the table below.

**Table 4.10, Socio-economic factors that affect semi- pastoralist Berta- children’s participation in education as viewed by students, teachers and school principals’ respondents.**

No	Items	Resp onde nts	statistic	Stro ngly agre e 5	Agre e 4	Mod erate lyagr ee 3	Disa gree 2	Str dis agre ee 1	Mea n	Std.	Signif icance	t-value
4.1	Socio-economic factors	S N=120	Frequency	41	55	18	6	-	4.09	.830	.370	.806
			percent	34.2	45.8	15.0	5.0	-				
	Health problem and poor nutrition	TP N=95	Frequency	32	47	16	-	-	4.17	.694		
			percent	33.7	49.5	16.8	-	-				
4.2	Parents poor educational background	S N=120	Frequency	58	52	10	-	-	3.69	.933	.002*	9.933
			percent	48.3	43.3	8.4	-	-				
		TP N=95	Frequency	33	48	14	-	-	4.20	.678		
			percent	34.7	50.5	14.7	-	-				
4.3	Over population	S N=120	Frequency	56	50	14	-	-	4.35	.682	.001*	10.782
			percent	46.7	41.7	11.6	-	-				
		TP N=95	Frequency	19	37	29	8	2	3.66	.963		
			percent	20.0	38.9	30.5	8.4	2.1				

\* Significance

Df=213

S- students

TP- teachers and principals

(Strongly agree= 5.00, Agree=4.00-4.99, moderately agree= 3.00-3., Disagree=2.00-2.99

Strongly disagree= 1.00-1.99)

As Tables 4.10 depicts, there are three major socio-economic factors that hinder the educational participation of Berta-community children.

According to table 4.10, the mean values of respondents, 4.09 for students and 4.17 for teachers and school principals and the grand mean 4.13 has shown that health problem and poor nutrition are rated above average and agreed to be considered as a factor for hindering the educational participation of children. The calculated t-value for health problem and poor nutrition was found to be  $t= .806$ , at  $p < 0.05$  indicating that there was no significant difference between the ideas of the respondents. On the basis of the finding, Bishop (1994:31) portrays that sickness due to malnutrition and lack of medical care are the factors influencing children participation in schooling.

With regard to parents poor educational background, the mean computed for students was found to be 3.69 and teachers and school principals to be 4.20 which were greater than that of the mean value of students. The grand mean was computed to be 3.95, indicating that parents educational background was rated above average and considered as a major hindering factor for the educational participation of Berta children. The calculated t-value for parents poor educational background was found to be  $t=9.933$ , at  $p < 0.05$  indicating that there was a significant difference between the opinion of the respondents. In relation to this finding Magland(1994),explained that educational backgrounds of parents has an impact on children's school enrollment and year of schooling. Besides, Mulugeta(2007) forwarded that parents who have attended school are more likely to send their children to school.

With regard to over population, the mean computed for students was found to be 4.35 and teachers and school principals to be 3.66. The mean values of students were greater than that of teachers and school principals. The grand mean was computed to be 4.01, indicating that the computed mean was above average. Therefore, the calculated t-value for over population of Berta parents was found to be  $t=10.782$ , at  $p < 0.05$  indicating that there was a significant difference between the ideas of the respondents on the issue of Berta parents being overpopulated in their family. Hence, over population was found to be a major hindering factor for the enrollment of students in schools.

An interview and FGD was made with education experts, PTA and KETB members and community elders on the issue of socio-economic challenges that hinder students' participation in the school

system. They responded that health problem, poor nutrition and over population amongst Berta community persisted to be a challenge. Besides, the educational background of the Berta community was very much low.

The respondents gave their idea on the issue of health that agreed by interviewee and FGD was malaria which was found to be very serious not only in the study areas but also throughout the region. In relation to poor nutrition, the way of life condition of the pastoralists, the place they live and backward agricultural practices give rise to improper nutrition. The place itself is very hot and dry land, the crops they harvest did not sustain for more than five months. Hence, they responded that they were unable to feed their large family size. They forwarded that the place was food insecure area and better their children helped through school feeding program ,at least one meal and medicine for malaria be distributed to decrease dropout of students from schooling.

As far as the educational background of parents was concerned quite majority of them were illiterate and they have no awareness about the value of education, but few of them can read and write through adult and non-formal education. On the basis of the finding the national ESDPIII, explains that the adult and non-formal education program is basically focused on literacy, numeracy and other relevant skills to enable learners to develop problem-solving abilities and change their lives. The document also explains that functional adult literacy program shall be expanded and cover various areas of life skills in order to enable the population as a whole to participate in the development process.

#### **4.2.5 Distance as a challenge on students participation**

Distance from homestead to school is considered to be a major challenge for students' educational participation. Therefore, parents decision about whether to send their children to school or not is very much influenced by the proximity of schools to home. On the basis of this, long distance between students' homes and school was one of the school related factors affecting students' participation in rural areas of Ethiopia (Tadesse, 1974:60). In this regard students, teachers and principals were asked to rate to what extent distance has an impact on students participation in primary schooling. The results were analyzed as follows:-

**Table 4.11 Distance as factor that constrains the participation of Berta-children in primary schools as viewed by students, teachers and school principals.**

NO	Item	Respondents	yes		No	
				%		%
1	Students late coming	S N=120	112	93.3	8	6.7
		TP N=95	90	94.7	5	5.3
2	It enhances dropout of students	S N=120	95	79.2	25	20.8
		TP N=95	82	86.3	13	13.3
3	There is poor performance and repetition of students	S N=120	70	58.3	50	41.7
		TP N=95	65	68.4	30	31.6
4	Increases students absenteeism in class	S N=120	80	66.7	40	33.3
		TP N=95	75	78.9	20	21.1
5	Girls are exposed for abduction and rape	S N=120	32	26.7	88	73.3
		TP N=95	33	34.7	62	65.3

As table 4.11 shows, distance from home to school constrained the educational participation of children. Therefore, 112(93.3%) students and 90(94.7%) teachers and school principals replied that long distance from their homestead to school gave rise to students late coming to school. Consequently, 95(79.2%) students and 82(86.3%) teachers and school principals viewed that long distance enhances dropout of learners. On the other hand, the majority of students 117(97.5%) and teachers and school principals 62(65.3%) responded that girls were not face a challenge on rape and abduction due to the cultural reality of Berta community. From the finding, what has been very much serious due to distance as a factor was students late coming and dropping out of school.

#### **4.2.6 Medium of instruction as a challenge on students' participation**

In 1994, the TGE issued the Ethiopian education and training policy (ETP). This policy was based on the principle that all nations and nationalities have the right to be educated in their own language and

to preserve their culture. Therefore, the use of mother tongue as medium of instruction both in ABE and formal primary education is of pertinent. How far mother tongue education as medium of instruction influences the primary school participation of children was assessed.

The responses of respondents in this regard were presented in the table below.

**Table 4.12, Medium of instruction as an impediment in the participation of Berta-children in primary schools as viewed by students, teachers and principals.**

No	Item	Respondents							
		Students				Teachers and principals			
		M	F	T	%	M	F	T	%
1	What is your mother tongue?								
	• Rutana(Bertigna)	58	40	98	81.7	13	20	33	34.7
	• Gumuzigna	-	-	-	-	-	-	-	-
	• Shinashigna	-	-	-	-	2	-	2	2.1
	• Mao-komo	-	-	-	-	-	-	-	-
	• If any other	14	8	22	18.3	48	12	60	63.2
2	Medium of instruction in your lower primary(1-4)								
	• Rutana(Bertigna)	-	-	-	-	-	-	-	-
	• Gumuzigna	-	-	-	-	-	-	-	-
	• Shinashigna	-	-	-	-	-	-	-	-
	• Amharic	72	48	120	100	63	32	95	100
	• English	-	-	-	-	-	-	-	-
3	If the medium of instruction be given in their local language, do you expect challenges?								
	• Yes	12	18	30	25	13	9	22	23.2
	• No	60	30	90	75	50	23	73	76.8

As table 4.12 depicts, the majority of children were from the indigenous Berta community and therefore speak in their own local language Bertigna (Rutana), that is, 98(81.7%) of students and the rest 22(18.3 %) of them were non-Bertigna speakers. As far as teachers and school principals was concerned, 33(34.7%) were from the indigenous Berta community and therefore speak in their own local language Bertigna (Rutana), and the rest 2(2.1%) from indigenous shinasha and 60(63.2%) were from non indigenous groups.

Besides, 120(100%) students and 95(100%) teachers and school principals replied that currently the medium of instruction used in lower primary school (1-4) is given in Amharic. Hence, it has its own

influence in the participation of children. Students' dropout of the school, if they were in class as well, they were not motivated to learn in Amharic. Quite the majority of them did not write, hear and speak Amharic. With regard to the challenges, if their local language is going to be used as medium of instruction, on one hand, 30 (25%) students expect that a challenge may occur in the cases of lack of interest among students and lack of Berta language teachers. But, the rest 90(75%) students replied that it has no challenge that they would be better of in learning in their own mother tongue. On the other hand, 22(23.2%) teachers and school principals replied that a challenge may occur in the cases of lack of literacy materials, Berta parents lack of interest, academic performance of students might probably decline and also teachers and school principals expect that they might probably lose their job. But, the rest 73(76.8%) replied that it has no challenge and using local language as medium of instruction has a pedagogical advantage and increases students participation in education. Therefore, it is going to be advisable to use mother tongue education to enhance the educational participation of children from being dropping out of school.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5:1 Summary

The main purpose of this study was to examine the current status of primary education through the goal of UPE, and to identify pressing challenges in traditional gold-mining and semi-pastoralist areas and to come up with possible intervention strategies that should be made to resolve the major hindering factors of participation in education. To this end, five basic questions were raised in the study:

- 1-What is the status of primary education in traditional gold mining Berta community areas of the region?
- 2-To what extent do the policy, socio-economic, socio-cultural, school -related and out-of-school related factors inhibiting the progress towards the achievement of UPE?
- 3-What are the appropriate strategies in addressing the educational participation of primary education?
- 4-Is student's dropout and repetition rates be considered as problems, if so which grade levels of primary education have the highest dropout and repetition rates?
- 5-which group (male/Female) is more affected by the problem?

The study was carried out in 15 government primary schools of Assosa zone i.e. Kurmuk, Sherkole and Menge woredas. The target groups of the study were 120 students, 80 teachers, 15 school principals, 30 PTA and 15 KETB members, 30 traditional gold-mining and semi-pastoralist Berta community elders and also 6 REB, 2 ZED and 9 WEO.

Both primary and secondary data were collected for the study. The primary data were collected from students, teachers, school principals, PTA, KETB, community elders, REB, ZED and WEO experts. For the secondary data, documents available at the regional level from the EMIS and UPE strategic plan of BGREB and at national level from the MOE annual abstract and at international level UNESCO global monitoring report, UNICEF were consulted and reviewed.

Qualitative and quantitative data were collected through the employment of four types instruments i.e. through using questionnaire for students, teachers and school principals.

Interview was arranged for REB, zonal and woreda education experts as well as for PTA and KETB members. Focus group discussion was used for Berta community elders.

Besides, relevant data were obtained through using observation checklist and document analysis. Data collected were processed and analyzed using the SPSS package for comparing the percentages and means, the independent t-test and chi-square test. To sum up, the data obtained were analyzed using appropriate statistical tools.

On the basis of the results of the data analyzed, the following major findings were identified. ✓

**1.** The current status of primary education participation of semi-pastoralist and traditional gold-mining Berta-community children in Assosa zone of the three woredas of the study areas (Kurmuk, Sherkole and Menge), the NER was found to be 62.5%, which is relatively low when compared to the regional NER 82.7% in the year 2000E.C and consequently, the regional NER has declined to 74.34% in the year 2001E.C., which was going to be a very big challenge in achieving UPE. This is because of the fact that NER is a very important indicator of EFA. Similarly, the GER of the three woredas (Kurmuk, Sherkole and Menge) were found to be 147.9%, which was relatively very low when compared to the regional GER 107.5% in the year 2000E.C and 95.7% in the year 2001E.C.

Besides, the finding shows that repetition and dropout rates were serious problems not only at regional level but also at the study areas as well. The repetition rate of primary schools (1-8) at regional level was found to be 13.6% for boys and 12.3% for girls; the overall repetition rate was 13.0% in the year 2000E.C. This data shows that more boys repeated from grades 1-8 compared to girls. High repetition rates were prevalent for both sexes for grades 1, 5, 7 and 8, while relatively low repetition rates were at grades 3 and 4.

The dropout rate of primary schools (1-8) at regional level was found to be 9.8% for boys and 10.5% for girls. The overall, dropout rate was 10.1% in the year 2000E.C. This data shows that more girls dropped out compared to boys. The high dropout rates were prevalent in grades 1, 5, 7 and 8. Special emphasis has to be given for grade one, because it was registered the highest dropout rate in the region as well as in the study areas.

**2-**With regard to school related factors, there were numerous bottlenecks that hinder students participation as was perceived by respondents:

- Irrelevance of the curriculum in which the school instruction was not made life oriented and designed for pastoralists and semi-pastoralists to take into account their socio-economic and cultural realities and has become a major barrier for Berta children in primary education participation.

- Absence of flexible school calendar, a fixed time schedule and school calendar without considering the climatic condition (very hot weather-up to an average temperature of 41 degree Celsius), the harvesting and planting time of semi-pastoralists and gold-mining Berta parents was found to be a cause that deprives students from their study time giving rise to poor academic performance which consequently leads to repetition and dropout of primary schooling.
- Shortage of school facilities like furniture's (desks, chairs, tables), text books, separate latrines for boys and girls, safe drinking water (water supply), sport field and reading rooms were all identified as a major factor in affecting students participation. The schools under study were found to be highly impoverished.
- Inappropriate medium of instruction was also found to be another pressing challenge for Berta-community children educational participation. Even though, Berta community children speak in there own language (Bertigna) at home and in school compound as well, Amharic language was remained to be used as a medium of instruction in the lower primary(1-4) and English was used in the upper primary (5-8).
- Similarly, most of the respondents reported that large class size, poor quality of education and lack of quality teaching materials had highly affected the attainment of UPE.

**3-**The out-of-school related factors hindering the progress towards UPE were:

- Distance from home to school was found to be a major problem. Besides, it was found out in the study that girls did not enroll due to long distance between home and school. The distance of the nearest school from the homestead negatively impact school enrollment probability in rural areas, but not in urban areas. The reason for no effect of school distance in urban areas is because all towns have at least one elementary school and distance was not a problem. Long school distance and poor school quality significantly increase the likelihood of dropout of children from rural areas.
- It was found out in the study that there was security problem in the study areas and has become a serious problem for school dropout. Since pastoralists and semi-pastoralists live in remote areas often close to insecure international borders and conflict prone regions, taking into account this, having-to-walk long distances in order to go to school, for children especially for girls may present serious risks and attack.

- Regardless of parents need for child labor, it has an influence on children's educational participation. Moreover, the study has shown that there was a need for child labor in the three woredas. Child labor is used as a means of strengthen the income of a given family (Steven,1993:397).Therefore, a strategy has to be devised to diminish the interference of child labor on the educational participation of pastoralist and semi-pastoralist children such as making time learning flexible enough to be determined by parents themselves and taking education to the village reside.
- As a response was given by the respondents i.e. students, teachers and school principals, there is lack of adequate knowledge of the benefits of education by Berta parents.

**4-Socio-cultural factors** also inhibit the attainment of UPE. The study identified the following factors like parents negative attitude towards education, cultural and religious influences, early marriage, abduction, rape and harassment.

- On the basis of the findings, low level of awareness on the importance of education and reluctance to send girls to school on the part of pastoralists and semi-pastoralists stems from deep-rooted background cultural and religious influences. But, early marriage, abduction, rape, and harassment were not considered to be reasons for dropping out and repetition of children especially for girls' educational participation. These harmful traditional practices were not persisted in Berta community due to religious reason and their culture, but as some other studies show still abduction, rape and harassment persisted in Gumuz and shinasha community in the region.

**5-Socio-economic factors** have a lot of contribution in hindering the achievement of UPE. Certain factors were identified to be socio-economic that impede the attainment of UPE were: Berta parents cannot afford to pay for education, over population, health problem and poor nutrition. The finding reveals that the dropout and repetition rates were found to be due to shortage of finance to afford for education, involvement in farm and domestic activities and also gold-mining, a great majority of them drop due to health problem especially malaria is quite common in the region and also the vulnerability of pastoralist and semi-pastoralist areas to repeated drought and food shortage (food insecurity) which in turn forces students to drop out of school in many areas where the problem was acute and school feeding program was not put in place.

- Household size, where families are large, the likelihood of enrolling children in school was significantly and negatively influenced by the number of children.

**6-**With regard to the policy, on the basis of the education and training policy, the third education sector development program has given due consideration to mainstream pastoralist and semi-pastoralist education in all the sub-sectors of the education system. However, studies reveal low participation, high dropout rates and under education of pupils in many cases. Therefore, there was a great problem on the implementing bodies at regional, zonal and woreda levels. There was very weak political commitment and good governance observed. This was due to constraints, which include inadequate resources, low political commitments and inefficiency in administrative capacities and absence of appropriate policies (Taylor and Mulhall, 1997:1). After all, the attainment of UPE is not an easy task; it requires not only immense resources but also political will and commitment for the development and implementation of education policies and strategies.

**7-** From the efficiency of the education system, the study had shown that the average pupil text book ratio (PBR) in 2001E.C. was 2 pupils: 1 set of text book for grades 1-4, and 7 pupils: 3 sets of text books for grades 5-8 at regional level. But, what was on the ground in the study areas were 4 pupils: 1 set of text book for grades 1-8 on the average.

The regional education bureau of Benishangul-Gumuz has aimed and striving to work for a pupil book ratio of 1:1 within the coming 5 years period. In relation to pupil-section ratio, the national standard is 60:1 for both primary and secondary education. In 2001E.C. the pupil-section ratio for Benishangul-Gumuz region was found to be 57 for primary (grades 1-8) and 72 for secondary and preparatory schools (9-12). But, the average pupil-section ratio of primary schools in the study areas was found to be 70:1(Annual statistical abstract of BGREB, 2008/09)

## **5:2 Conclusions**

Based on the findings the following conclusions were drawn:

**1-**On the bases of the results of the study, the status of students' participation in primary education was found to be very low. The low enrollment, retention and poor performances of students in general and female students in particular continue to pose a challenge for the education system. Failure to accelerate the pace of learning by doing, lack of vision, work burden, low awareness of the value of education, economic problems, cultural influences, shortage of trained teachers, lack of learning materials and facilities, lack of role models and other essential pre-conditions for learning are reasons for low enrollment including problems of retention as well as poor performance of children, especially of girls.

**2-** As the finding reveals, the AIR was decreasing for girls (98.4%) during the period 2000E.C. and this shows the fact that more 7-year old children especially girls were joining the system in grade one than boys. Besides, the NIR is an important indicator of EFA which reveals the proportion of out-of-school children of the official entrance age to grade one. However, it is declining from NIR (63.1%) in the year 2000 E.C. to NIR (57.3%) in the year 2001 E.C.

The GER and participation of children in primary schools of Benishangul-Gumuz is high (GER, 95.7%), but the NER which is an important indicator of EFA has become low from NER (82.7%) in the year 2000E.C. to the NER (74.34%) in the year 2001E.C. Therefore, it is too ambitious and unrealistic that UPE can be achieved neither during the target year 2015.

**3-**The finding shows that schools have fixed calendar which was sent from the regional education bureau every year before the start of the academic year. Therefore, schools should be given a responsibility to arrange flexible programs (flexible school calendar) with the community to accommodate the interest of the community. However, while preparing the school calendar in a manner that does not affect the total number of school days. Besides, these programs need to be approved by woreda education office before implementation.

**4-**Despite some achievements to attain UPE, currently strategies and programs have not been sufficient to meet the needs of children who are vulnerable to marginalization. According to the view of the researcher, all school age children including the disabled children as well, who are out of the school system should enter grade one and complete full course of the first and second cycle of primary schooling with no more dropout and repetition rate, in order to successfully achieve UPE by the year 2015 in the region and throughout the country. But, based on the data collected and analyzed the current situation available at hand reveals that the performance in realizing UPE by the target year seems impossible.

### **5:3 Recommendations**

Based on the findings obtained and the conclusions arrived at, the following recommendations are put forward:

- ❖ From the findings it was observed that there was weak political commitment and good will at regional, zonal, woreda and school levels. The achievement of UPE requires strong political commitment at all levels that would be essential for the development and implementation of education policies and strategies.

- ❖ With regard to child labor, it is quite extensively used by children parents in the study areas especially of gold-mining. Therefore, there should be a need to carry out extensive sensitization work to create awareness on the adverse consequences of child labor exploitation especially on girls and mobilize the community at large for its elimination.
- ❖ On the basis of the finding, the majority of students are forced to walk long distances. This may discourage parents to send their children to schools. Thus, the opening of low cost schools made from locally available materials by the regional government, the local community in cooperation with national and international agencies in nearby rural centers encourage parents to send their children especially girls to schools. It also minimizes risk and fear of parents and the safety of their children will be under their close supervision.
- ❖ The study indicates that one of the basic causes for low enrollment of children was poverty and nutritional problems which adversely affects the study areas and the region. The school feeding program should cover the study areas which were seriously affected by nutrition (balanced diet) problem. The school feeding program was believed in increasing school attendance and eliminates shortage of nutritional problems of children. However, care must be taken into account to make it sustainable since the termination of the program.
- ❖ The study has revealed as there was very weak school community relationship in the study areas. From this it is possible to deduce that there should be a need to strengthen the communication between school and parents, through the PTA and KETB members. The school authorities shall be proactive and reach out to the parents in the communities, so that parents and the community at large increase their support to schools thereby improving the participation of their children in schools.
- ❖ The distribution of primary schools in the study areas of the woredas are very few in number and far apart from each other, that is, there still existed poor school mapping. Therefore, there has to be appropriate school mapping and the kinds of school buildings should consider the climatic condition of the area and the constructions be made from low cost materials.
- ❖ The study has shown that schools are dilapidated; some of the existing facilities are old and inadequate. These schools should, therefore, be renovated to create child friendly learning environment.

- ❖ The finding of the study revealed that language problem is a major obstacle in sample schools of the study areas, where the majority of children are not Amharic speakers. This causes communication problem between teachers and students and could be a reason for dropout and repetition rates. Therefore, the use of vernacular language as a medium of instruction might be commendable, that is, the use of mother-tongue education as medium of instruction both in ABE and formal primary schools.
- ❖ Irrelevance of the curriculum was considered to be a hindering factor in achieving UPE in the study areas of sample schools. Therefore, curricular materials produced for ABE and formal primary education should be related to the socio-economic and cultural realities of the pastoralist and semi-pastoralist population, make the teaching –learning process participatory and student-centered and engage community leaders, partisans, etc., in the teaching-learning process so that they can share their rich experiences and play their due role in shaping the behavior of children.
- ❖ As was discovered from the study scarce educational inputs like shortage of teachers and unsatisfactory level of commitment on the part of teachers who are currently serving have been observed and also lack of textbooks and shortage of school materials. Therefore, a strategy has to be devised to employ teachers and other professionals in sufficient number and incentives (hardship allowance, Top-up payment and free houses for living in rural areas) and also making adjustments accordingly should be given to retain teachers and school principals in their work for sufficiently long period of time, since the place of the study areas are very far, on the border line between the neighboring countries and of a very hot zone (41degree Celsius on the average). Besides, an efficient mechanism should be devised for delivering textbooks to school on time. Most children do not go to school due to shortage of school materials like exercise books, pens, school uniform etc., and other start up expenses. Most of the families in the study areas face economic problems and cannot afford to spend enough money for the education of their children.
- ❖ Shortage of school materials may also cause school dropout and repetition of classes. Therefore, to improve the retention of children, especially in girls education, UNICEF has been supporting schools with the necessary materials in Assosa zone of the study areas of sample schools through its program females scholarship ( Top-up payment for girls from

poor household) and providing school uniform and stationery materials for both girls and boys.

- ❖ The study also shows that provision of education through adult and non-formal education enhances children educational participation.
- ❖ As the results of the study reveal female teachers assigned were small in number and in some other schools female teachers were not assigned. In such a situation young girls would lack role model of their sexes. This affects their motivation and efforts in education. Raising the number of female teaching staff and their participation in educational administrations throughout the study areas and the region is recommended so that they would serve as role models. To do so, the selection criteria for training should favor female candidates due considering the indigenous groups than ever before.
- ❖ The region (Benishangul-Gumuz) is thinly populated and getting a sufficient number of students may be difficult. In such sparsely populated region i.e. the sample schools of the study areas, building a one or two classroom school and applying a multi-grade class management system is recommended.
- ❖ The study also shows that lack of awareness of parents and the community at large is one of the major reasons for low enrollment of children, especially girls in almost all the sample schools. Problems related to awareness have been reflected due to lack of vision, low value of girls education, cultural influences etc. Therefore, it is necessary to raise their level of awareness through meetings, continuous workshops, adult education programs and local radio programs etc., so that the local community in general and parents in particular can develop positive attitude towards the education of children.
- ❖ The study further indicated that the establishments of a committee like girl's advisory committee and a need to establish girl's education promoting clubs guided by women to provide a tutorial support and counseling service. A committee which visits girls houses and provides counseling to girls and their parents, especially to enable those dropouts because of marriage in collaboration with school management committee.
- ❖ On the basis of the findings, immediate measures should be taken into account to address environmental and economic constraints related to dropping out of school.
  - Make water sources available at schools.
  - Provide separate latrines for boys and girls including the disabled children.

- Provide various supports (stationery materials, school uniforms, bags etc.).
  - Promote conflict resolution and peace education.
  - Build low cost village schools in areas where the community is settled permanently.
  - Make the time of learning flexible i.e. let the beneficiary community decide the time of learning and create a child friendly teaching-learning environment.
  - Mobilize and develop a sense of ownership in the community.
  - Establish low cost Para-boarding schools that are in harmony with the life condition of semi-pastoralists and in which the community makes active participation in terms of providing locally available building materials and labor.
  - Enable semi-pastoralist children and youth who reside in areas where there is no second cycle primary schools to continue their education by building low cost hostels for them in areas where the schools are available.
  - Use multi-grade teaching approach in areas where the number of students in a grade level is too small to form a class.
  - Utilize religious, political and community leaders as entry points to achieve the goal of UPE in Pastoralist and semi-pastoralist areas.
  - Expand school feeding program in areas of acute food shortage, alongside with government's endeavors to make the community self-sufficient in food production, to deter students from dropping out of school, taking care that it does not lead to dependency syndrome.
- ❖ One other critical issue was support and control system of the education sector was found to be weak during the study. Therefore, the finding has shown that there was weak supervision from the side of cluster supervisors, WEO, ZED and REB experts.
  - ❖ The other pertinent issue was about clubs, there are girls clubs in all sample schools, but no child rights club. Therefore, establishing and strengthening girls clubs and child rights clubs at schools is of paramount.
  - ❖ One of the varieties of educational modalities for expanding access to primary education is ABE for achieving UPE by the target year 2015. But, previously it has no clear cut transition for ABE students who have completed level three-to-the fifth grade of formal primary education of the second cycle. Nowadays, a clear guideline was set for the transition from

ABE-to- formal primary education of the fifth grade which has a great contribution for the attainment of UPE.

- ❖ Finally, with regard to areas for further research, it was strongly recommended that the researcher in relation to the focus of this study which was mainly on the challenges, opportunities and prospects in achieving UPE in semi-pastoralist and traditional gold-mining areas of Berta-community children for further research work may be undertaken to address the problems and come up with other intervention strategies by integrating the results of this study with other studies will enable concerned bodies to develop a comprehensive strategy to the issue under the study.

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**A questionnaire to be filled by primary school students (Grades 4-8)**

This questionnaire is intended to gather relevant information from sample respondents for the study on “Challenges, opportunities and prospects to achieve universal primary education in traditional gold mining, and semi-pastoralist areas of Benishangul-Gumuz Regional state: The case of Berta-Community Children.

The study is aimed at investigating the current status of UPE on the bases of opportunities and prospects and identifying the major challenges that hinder the achievement of UPE and to come across with alternative strategies for traditional gold-mining and semi-pastoralist Berta Children.

You are hereby requested to complete the questionnaire carefully and honestly.

Thank you in advance for your cooperation.

**Instruction:**

1. No need to write your names
2. Put an “X” mark on the space provided.
3. Write short answers or additional opinion for open-ended items.
4. Encircle the letter for what you have chosen
5. Make sure that this booklet holds four parts i.e., part I, II, III & IV.

## Part One

### General Information

#### I. Personal Data

1. Region \_\_\_\_\_

2. Woreda \_\_\_\_\_

3. Kebele (village) \_\_\_\_\_

4. Level of the school \_\_\_\_\_

5. Sex: \_\_\_\_\_

a) Male

b) Female

#### 6. Age

a) 7-8 years

b) 9-10 years

c) 11-12 years

d) 13 years and above

#### 7. Grade level

a) Grade 4

b) Grade 5

c) Grade 6

d) Grade 7

e) Grade 8

#### 8. Religion

a) Muslim

b) Orthodox

c) Protestant

d) Catholic

e) If any other, specify \_\_\_\_\_

9. Your ethnic background:

- a) Gumuz
- b) Berta
- c) Mao-komo
- d) Shinasha

e) If other, specify \_\_\_\_\_

10. Your father's job occupation:

- a) Semi-pastoralist and gold-miner
- b) Merchant
- c) Government employee
- d) Private institution's employee

11. Your mother's job occupation:

- a) Merchant
- b) Housewife
- c) Government employee
- d) Gold miner

e) If other, specify \_\_\_\_\_

12. Your father's educational status:

- a) Illiterate
- b) Read and write
- c) 1-4 grade complete
- d) 5-8 grade complete
- e) Grade 9 and above

13. Your mother's educational status:

- a) Illiterate
- b) Read and write
- c) 1-4 grade complete
- d) 5-8 grade complete
- e) Grade 9 and above

14. How many children are there in your family?

- a) 1-2
- b) 3-4
- c) 5-6
- d) 7 and above

15. In your family, how many of them have the chance to attend schooling?

- a) Half of them
- b) Very few of them
- c) Majority of them
- d) All of them

## Part Two

### I. Factors hindering students' participation

The prominent problems hindering students' participation to achieve UPE in the traditional gold-mining and semi-pastoralist Berta children area with particular reference to: out-of-school factors, socio-cultural factors, school related factors and socio-economic factors.

Please put an "X" mark in the column which affects your participation in education by using the following five points of rating scale.

- Strongly agree = 5
- Agree = 4
- Moderately agree = 3
- Disagree = 2
- Strongly disagree = 1

S. No	Problems/constraints	Rating scale				
		5	4	3	2	1
1	Out-of-school factors					
1.1	The household income of parents to afford school requirements like uniform, cost of books, texts etc is inadequate					

1.2	Parents don't value of educating their child					
1.3	Parents lack of interest to send their children far distance between home to school					
1.4	There is security problem in the nearby locality					
2	Socio-cultural factors					
2.1	Fear of parents to send their children because of abduction, rape and harassment					
2.2	Parents negative attitude towards modern education					
2.3	Students lack of interest in education					
2.4	Teachers awareness problem about the culture and religion of the locality					
2.5	Lack of educated role model in the household					
2.6	Gender role bias and stereotyping					
2.7	Belittling the value of girls education					
2.8	Early marriage					
2.9	Lack of family and community involvement in encouraging participation in education					
2.10	Parents fear towards the children taught in school treat to their culture					
3	School related factors					
3.1	Incompatibility of the curriculum with the life style of the semi-pastoralist Berta					
3.2	Inappropriate medium of instruction					
3.3	Lack of separate toilet room for girls					
3.4	Inflexible school time-table					
3.5	Lack of school facilities and services (toilet rooms, water, desk, sport field etc)					
3.6	Large class size					
3.7	Shortage of teachers					
3.8	School distance					

3.9	Low participation of Berta parents in school affairs					
4	Socio-economic factors					
4.1	High demand for child-labor due to poor economic activity					
4.2	Health problem and poor nutrition					
4.3	Parent's poor educational background					
4.4	The traditional gold-mining and semi-pastoralist way of life (mobility)					

## II. Students response about distance from home to school

1. How far is the school from your home?

a) 1-2 kilometers

b) 3-4 kilometers

c) 5-6 kilometers

b) 6 kilometers and above

2. Do you think school distance influence enrollment?

a) Yes

b) No

3. If your answer for question No 2 is 'yes', specify by putting an 'x' mark for your agreement or disagreement.

No	Problem	Yes	No
1	Dropout of students		
2	Girls are exposed for abduction and rape		
3	Absence from the class		
4	Late coming to the class		
5	Coming to class without doing homework		
6	Unable to follow the class due to hunger		

4. Which school shift system is convenient for your learning?

- a) Single shift
- b) Double shift
- c) Flexible time
- d) Whole day school

5. What will be the prospect of students at school, while parents move from place to place with their cattle in search of water, foliage?

- a) Discontinue their education
- b) Some will dropout and some others continue
- c) The school be closed until parents return back
- d) If other, specify \_\_\_\_\_

6. Is there any strategies sought to help students to continue in their schooling?

- a) Yes
- b) No

7. If your answer for question No 6 is 'yes' what were these strategies?

- a) Mobile schools
- b) Alternative basic education centers
- c) Non-formal schools
- d) Other services

8. Who is responsible and helps you regarding your education?

- a) Father
- b) Mother
- c) Brother
- d) Sister
- e) If any other, specify \_\_\_\_\_

9. Do your parents ask you about your lesson?

- a) Yes
- b) No

10. What do you do after school?

a) Participate in farm activities

b) Looking for a cattle

c) Fetching water

d) Collecting firewood

e) If any other, specify \_\_\_\_\_

### III. Medium of Instruction

1. What is your mother tongue that you normally speak in your locality?

a) Rutanigna (Bertigna)

b) Gumuzigna

c) Shinashigna

d) The mao and komo

e) If any other, specify \_\_\_\_\_

2. What is the medium of instruction in your primary school (1-4)?

a) Berta (Rutani) language

b) Amharic language

c) Gumuz language

d) Shinashigna language

e) English language

3. If you learn in your local language as medium of instruction, have you faced challenges?

a) Yes

b) No

4. If your answer for question No 3 is 'yes' write down the challenges you faced.

\_\_\_\_\_

\_\_\_\_\_

#### IV. With regard to efficiency of the education system

1. What is the average distribution of pupil textbook ratio in your class?

a) One book: one pupil

b) One book: two pupils

c) One book: three pupils

d) One book: four pupils and above

2. What about the pupil teacher ratio

a) one teacher: 50 pupils

b) one teacher: 60 pupils

c) one teacher: 70 pupils

d) one teacher: 80 pupils and above

**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education**

**Department of Educational Planning and Management**  
**Under a stream of Educational Policy and Planning**

**Questionnaire to be filled by sampled primary school teachers and principals**

This questionnaire is prepared to gather the necessary information for the study on the challenges, opportunities and prospects to achieve universal primary education in traditional gold mining and semi-pastoralist areas of Benishangul- Gumuz Regional State: The case of Berta Community Children. The study is also aimed at identifying the major challenges hindering children's participation in education and to come up with alternative strategies that need to be designed to improve children's participation in primary schooling for the children of semi-pastoralist Berta Community.

You are, therefore, kindly requested to fill the questionnaire honestly and genuinely to the questions provided here after.

Thank you in advance for your cooperation.

**Instruction**

1. No need of writing your name
2. Put an "X" mark on the space provided for your answer.
3. Give short answers for the open ended items.
4. Make sure this booklet has three parts i.e., part I, II, III, IV, & V.

## Part One

### General Information

#### I. Personal Data

1. Region \_\_\_\_\_

2. Zone \_\_\_\_\_

3. Woreda \_\_\_\_\_

4. Kebele/village \_\_\_\_\_

5. Name of the school \_\_\_\_\_

6. Sex \_\_\_\_\_

a) Male

b) Female

#### 7. Age

a)  $\leq 20$  years

b) 21-30 years

c) 31-40 years

d) 41-50 years

e) 51 years and above

#### 8. Educational Status

a) 12<sup>th</sup> complete

b) 12 + TTI

c) 12 + 1/ 10+1

d) 12+2 / 10+3

e) 12+3

f) B.A/ B. Sc /B. Ed

g) If any other, specify \_\_\_\_\_

#### 9. Religion

a) Muslim

b) Orthodox

c) Protestant

d) Catholic

e) If any other, specify \_\_\_\_\_

10. Marital status:

- a) Married
- b) Unmarried (single)
- c) Divorced
- d) Widow

11. Service year as being a teacher or principal

- a)  $\leq 5$  years
- b) 6-10 years
- c) 11-20 years
- d) 21-30 years
- e) 31 years and above

12. Teaching load

- a) Less than 15
- b) 15-25
- c) 26-36
- d) If any other, specify \_\_\_\_\_

13. What is your ethnicity?

- a) Berta
- b) Gumuz
- c) Shinasha
- d) Mao
- e) Komo
- f) If any other, specify \_\_\_\_\_

## Part Two

### Major hindering factors

The challenges that hinder the traditional gold-mining and semi-pastoralist Berta children's primary school participation will be identified.

Please put an "X" mark in the column that negatively affects the attainment of UPE by using the following five points of rating scale.

Strongly agree = 5

Agree = 4

Moderately agree = 3

Disagree = 2

Strongly disagree = 1

S.No	Hindering factors	Rating scale				
		5	4	3	2	1
1	Out of school related					
1.1	The distance from home to school is too far					
1.2	There is a problem of security around the locality					
1.3	Parents need for child labor					
1.4	Berta parents lack of awareness about the value of education					
1.5	Parents economic problem because of drought					
2	Socio-cultural factors					
2.1	Negative attitude of Berta parents towards modern education					
2.2	Low self conception of Berta children for education					
2.3	Lack of role model female teachers for girls					
2.4	Early marriage					
2.5	Lack of community involvement in encouraging the education system in the area of the study					

3	School related factors					
3.1	Irrelevance of the curriculum (school instruction is not life oriented)					
3.2	Absence of flexible school calendar					
3.3	Shortage of school facilities like desks, textbooks, water, toilet rooms, library, pedagogical center etc...					
3.4	There is no training of teachers on how to teach pastoral and semi-pastoralist Berta children					
3.5	There is no upper primary school (5-8) around the vicinity					
3.6	Large class size					
3.7	Poor community-school relationship					
3.8	Inappropriate medium of instruction					
4	Socio-economic factors					
4.1	Berta parents cannot afford to pay for education					
4.2	Parents poor educational background					
4.3	Over population					
4.4	Health problem and poor nutrition					
4.5	High demand for child labor in poor households					

## II. Distance from home to school

1. In your school, what is the average distance student's travel from home to school?

- a) Less than 3 km
- b) 3-5 km
- c) 6-10km
- d) 11km and above

2. Do you think that school distance affects the enrollment of students?

- a) Yes
- b) No

3. If your answer for question No 3 is 'yes', how do it influences students enrollment by putting an 'x' mark for your agreement or disagreement.

S. No		Yes	No
1	Students come late		
2	It enhances dropout of students		
3	Parents are not willing to send their children to school for fear of abduction and rape		
4	There is poor performance and repetition of students		
5	Increases students absenteeism in class		

### III. Medium of Instruction

1. In your lower primary school (1-4), is the medium of instruction be given through Berta (Rutanigna) language?

a) Yes

b) No

2. If your answer for question No 1 is yes, how do you think that this primarily benefit the educational participation of Berta children.

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3. If the medium of instruction is given through Berta (Rutanigna) language, what do you think are the challenges?

Please put an "X" mark for the challenges when using Berta (Rutanigna) as medium of instruction.

Strongly agree =5

Agree =4

Moderately agree =3

Disagree =2

Strongly disagree =1

S.No	Hindering factors	Rating scale				
		5	4	3	2	1
1	Students lack of interest to learn in Berta (Rutanigna) language					
2	Lack of Berta language teachers who are trained.					
3	Lack of literacy materials prepared in Berta language					
4	Berta parents lack of interest to teach their children in Berta language.					
5	Academic performance of students has declined					

#### IV. Appropriate strategies to achieve UPE

1. What strategies do you propose? What actions should be taken?

Please put an "X" mark by using the following five points of rating scale.

Strongly agree =5

Agree =4

Moderately agree =3

Disagree =2

Strongly disagree =1

S.No	Strategies	Rating scale				
		5	4	3	2	1
1	Flexible school calendar.					
2	School feeding program.					
3	Addressing security issues.					
4	Appropriate school mapping.					
5	Construction of low cost schools around the Berta community.					
6	Using mobile schools (tent schools).					
7	Berta language as a medium of instruction.					
8	Recruiting and training of the indigenous teachers					

	as a role model.					
9	The curriculum with regard to the life style of Berta community.					
10	Construction of upper primary schools (5-8) nearby the community.					
11	Increasing the participation of the Berta community in school issues like PTA, KETB.					
12	Awareness creation for Berta community on the value of education.					
13	Boarding schools for marginalized Berta children.					

2. If there are also other strategies, specify?

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3. Have you contributed your effort in making use of the curriculum relevant according to the life style of Berta community?

a) Yes

b) No

4. If your answer for question No 3 is 'yes', specify what you contributed?

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#### V. Efficiency

1. What is the total number of students in your class?

a) Below 40

b) 40-50

c) 51-60

d) 61-70

e) 71 and above

2. What is the students (pupils) textbook ratio in your class?

a) 1 book: 1 pupil

b) 1 book: 2 pupils

c) 1 book: 3 pupils

d) 1 book: 4 pupils and above

**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education**

**Department of Educational Planning and Management**  
**Under a stream of Educational Policy and Planning**

**Unstructured interview and point's discussion prepared for REB, Zonal and woreda Education experts.**

**Part one**

1. Personal data

1. Sex

- a) Male  
 b) Female

2. Age

- $\leq 20$  years  
 21-30 years  
 31-40 years  
 41-50 years  
  $\geq 51$  years

3. Service year

- a)  $\leq 5$  years  
 b) 6-10 years  
 c) 11-20 years  
 d) 21-30 years  
 e) 31 years and above

4. Marital status:

- a) Married  
 b) Unmarried (single)  
 c) Divorced  
 d) Widow

5. Religion

- a) Orthodox
- b) Muslim
- c) Protestant
- d) Catholic
- e) If any other, specify \_\_\_\_\_

G. Educational Level

- a) 12<sup>th</sup>
- b) 12+TTI
- c) 12+1
- d) 12+2/10+3
- e) 12+4/12+3
- f) 12+6
- g) Others \_\_\_\_\_

7. Region/zone/woreda \_\_\_\_\_

8. Position in the office \_\_\_\_\_

9. Your ethnic background \_\_\_\_\_

1. What are the prominent problems hindering students participation to attain/achieve UPE with particular reference to:
    - a) socio-economic factors
    - b) socio-cultural factors
    - c) school-related factors
    - d) out-of-school factors
    - e) development strategies
  2. To what extent does security issue affect the supply and demand for education?
  3. Do you expect that the community satisfied with the policy, curriculum, teaching materials and medium of instruction?
  4. What other problems do you think that affect students participation in education?
  5. What is the responsibility of the government in facilitating and improving the provision of education for semi-pastoralists?
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6. What is the attitude of the traditional gold mining and semi-pastoralist Berta community towards formal education?
7. What development program do you suggest to improve the living condition of semi-pastoralists?
8. What do you suggest to attract more children to school?
9. What mechanism do you suggest to improve the achievement of UPE specifically with reference to semi-pastoralists?
10. What is the level of educational participation of Berta children when compared to other ethnic groups?
11. If you have extra suggestion, don't hesitate to give your idea.



5. Occupation

- a) Farmer
- b) Merchant
- c) Semi-pastoralist and gold-mining
- d) If any other, specify

6. Ethnic background

- a) Berta
- b) Gumuz
- c) Shinasha
- d) Mao- Komo

f) If any other, specify \_\_\_\_\_

1. What socio-cultural problems, out-of schools factors and socio-economic factors affect Berta children's primary education participation? Why?
2. What is the attitude of Berta community towards modern education? Why?
3. What are the problems that the Berta community refuse to send their children to school? Why?
4. What household factors hinder the Berta community not to send their children to school? Why?
5. What development constraints are the semi-pastoralist Berta community face?
6. Is security issue very serous in your locality (area)?
7. What strategies do you suggest to improve primary school education participation of Berta community children to achieve UPE?

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**Department of Educational Planning and Management**  
**Under a stream of Educational Policy and Planning**

**Unstructured interview prepared for PTA and KETB members.**

**Part-one**

Personal data

1. Sex

- a) Male
- b) Female

2. Age

- a) 20-30 years
- b) 31-40 years
- c) 41-50 years
- d) 51-60 years
- e) 61 years and above

3. Religion

- a) Orthodox
- b) Muslim
- c) Protestant
- d) Catholic
- e) If any other, specify \_\_\_\_\_

4. Ethnic background

- a) Berta
- b) Gumuz
- c) Shinasha
- d) Mao -komo
- e) If any other, specify \_\_\_\_\_

5. Educational level

- a) Illiterate
- b) Read and write
- c) Primary education
- d) If any other, specify \_\_\_\_\_

6. Job occupation

- a) Gov't employee
- b) Merchant
- c) Semi-pastoralist and gold mining
- d) Private employee
- e) If any other, specify \_\_\_\_\_

7. What are the prominent problems hindering students' participation in education with particular reference to:-

- a) Socio-economic factors      b) Socio-cultural factors
- c) School-related factors      d) Out-of-school factors
- e) Development program

8. What do you think is the attitude of semi-pastoralist Berta community towards formal education? Why?

9. Do schools have appropriate school calendar in your zone/woreda/ kebele regarding to traditional gold mining and semi-pastoralist life style?

10. What do you suggest to bring back students to school and to minimize the current status of students' dropout and repetition to achieve UPE in Berta community?

11. Do Berta community members participate in school issues like PTA, KETB?

12. What is the magnitude of semi-pastoral Berta children involvement in primary schools relative to non-indigenous during the past and the present regimes?

13. What strategies do you propose to improve the achievement of UPE with reference to semi-pastoralist areas?

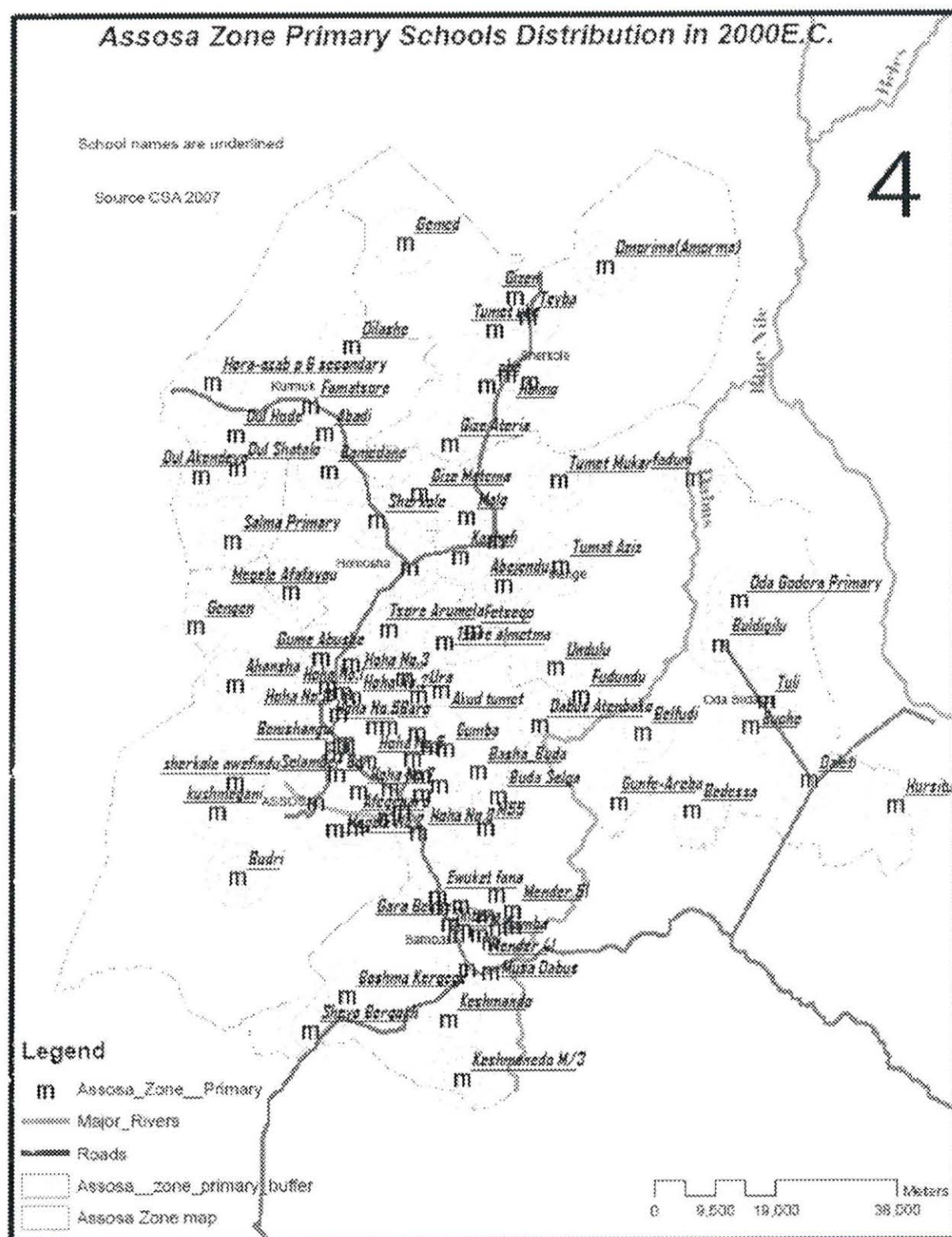


	Grade											
	5			6			7			8		
Sex	M	F	T	M	F	T	M	F	T	M	F	T
Year												
2005/6												
2006/7												
2007/8												
2008/9												
2009/10												
Total												

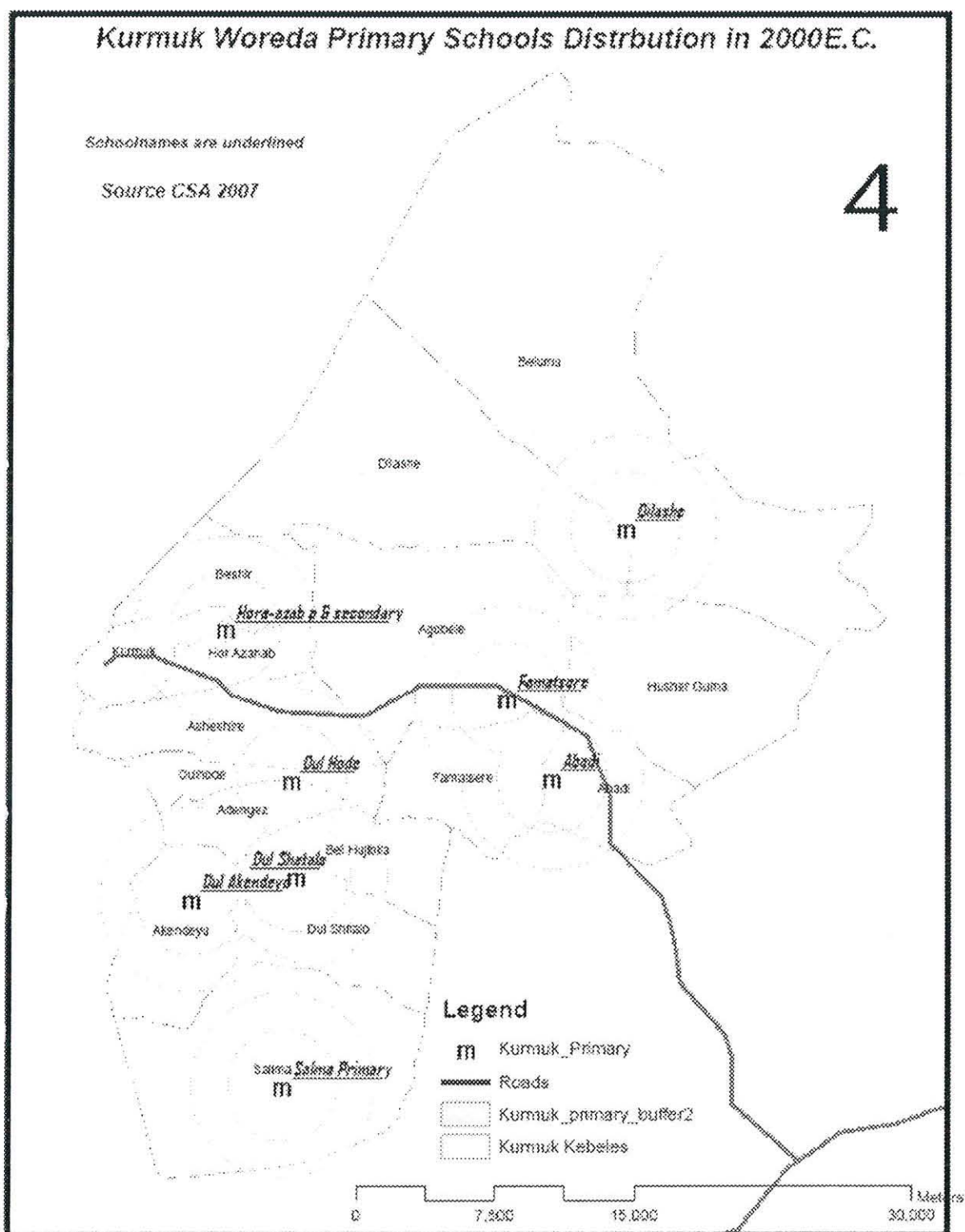
9. Classroom observation (Teaching-Learning process)

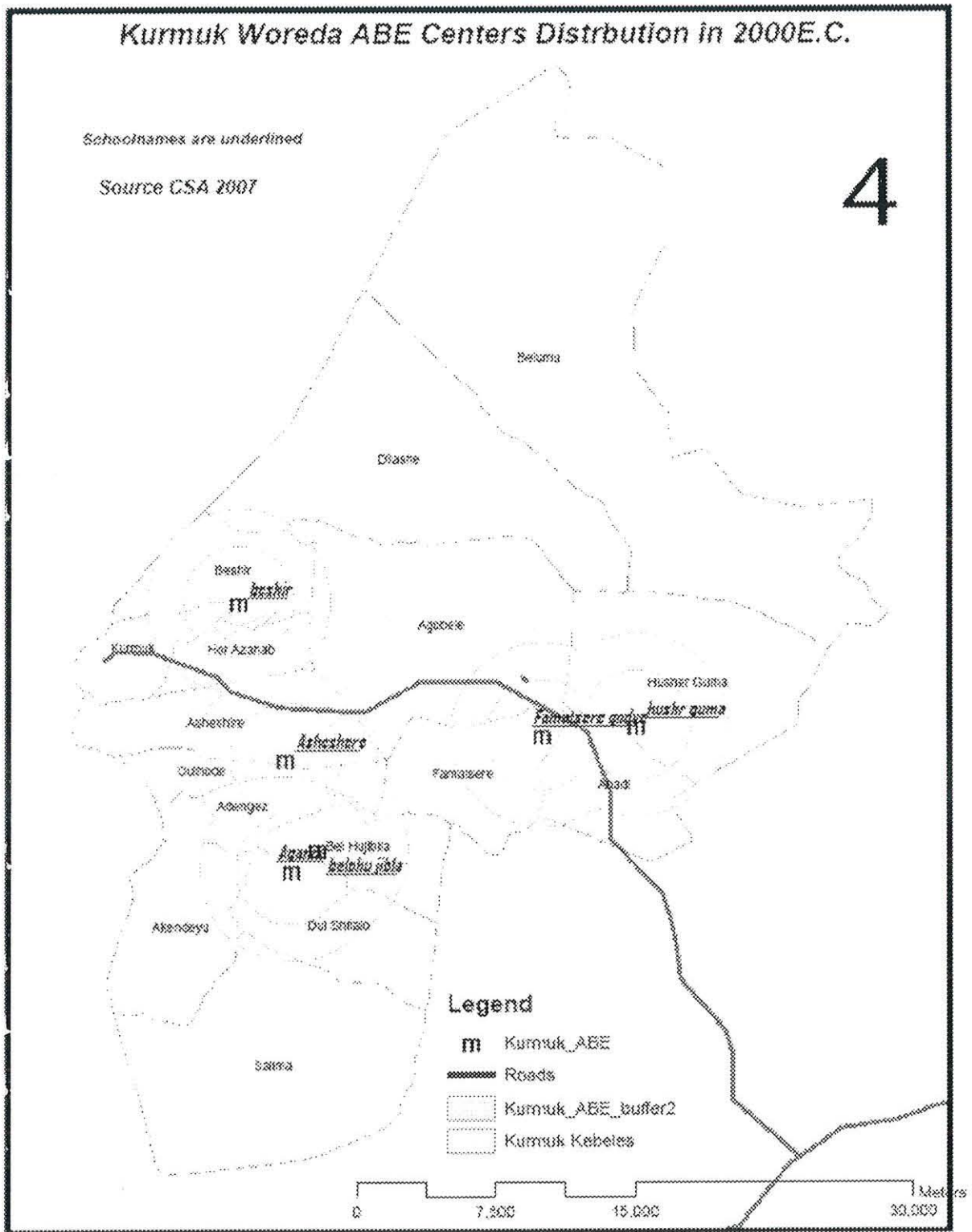
10. Field observation (sport field, toilet, water, fence etc)

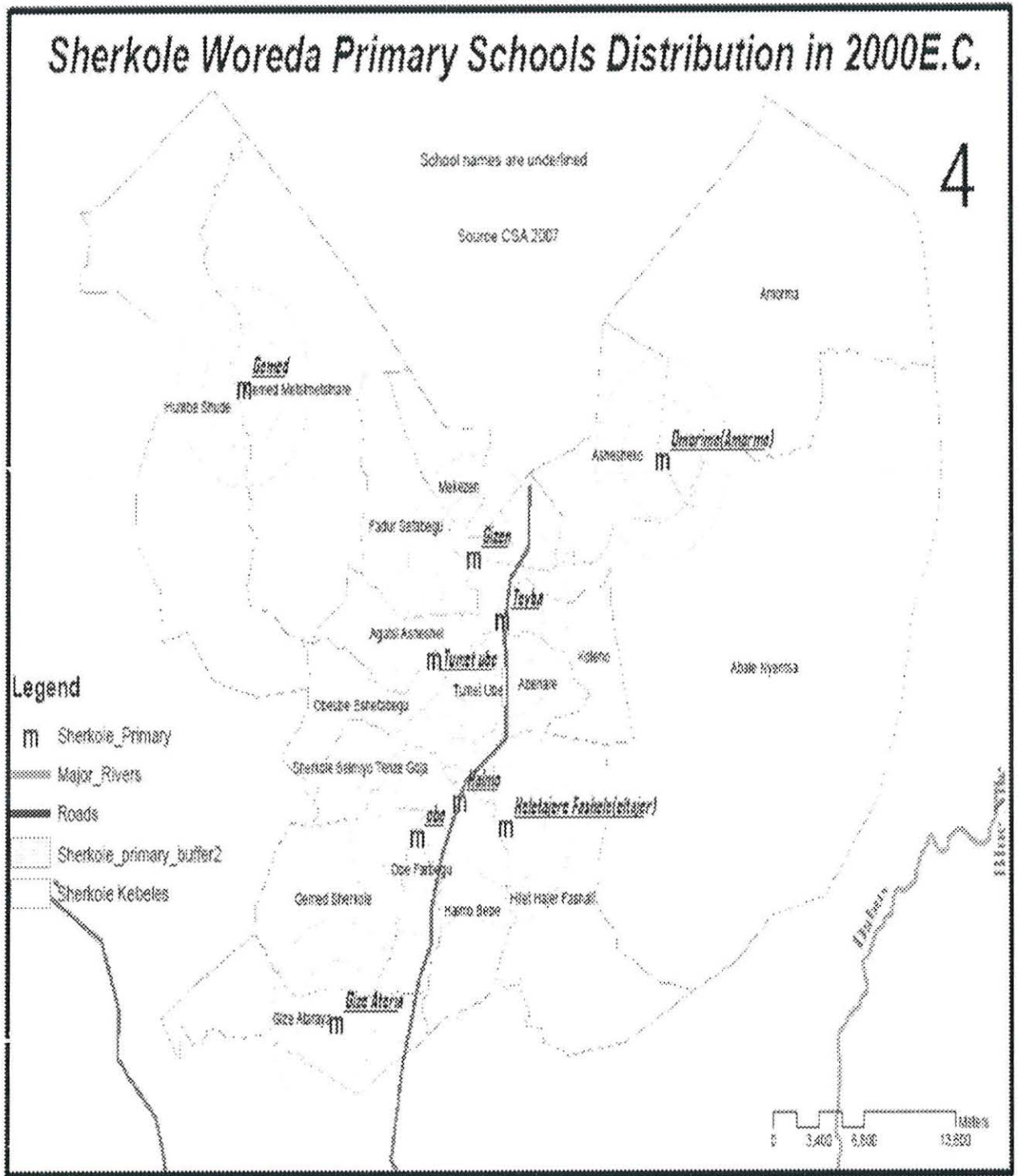




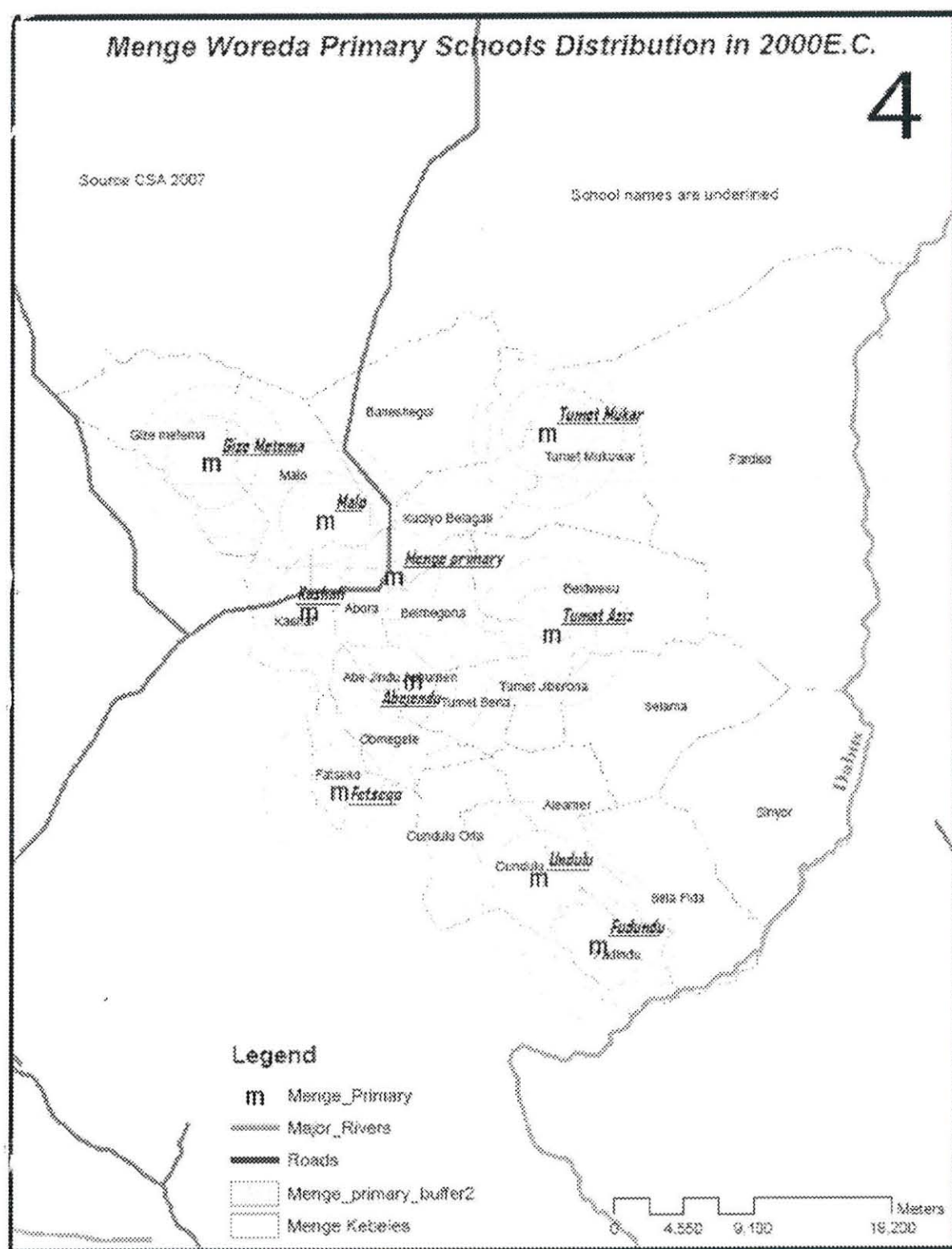


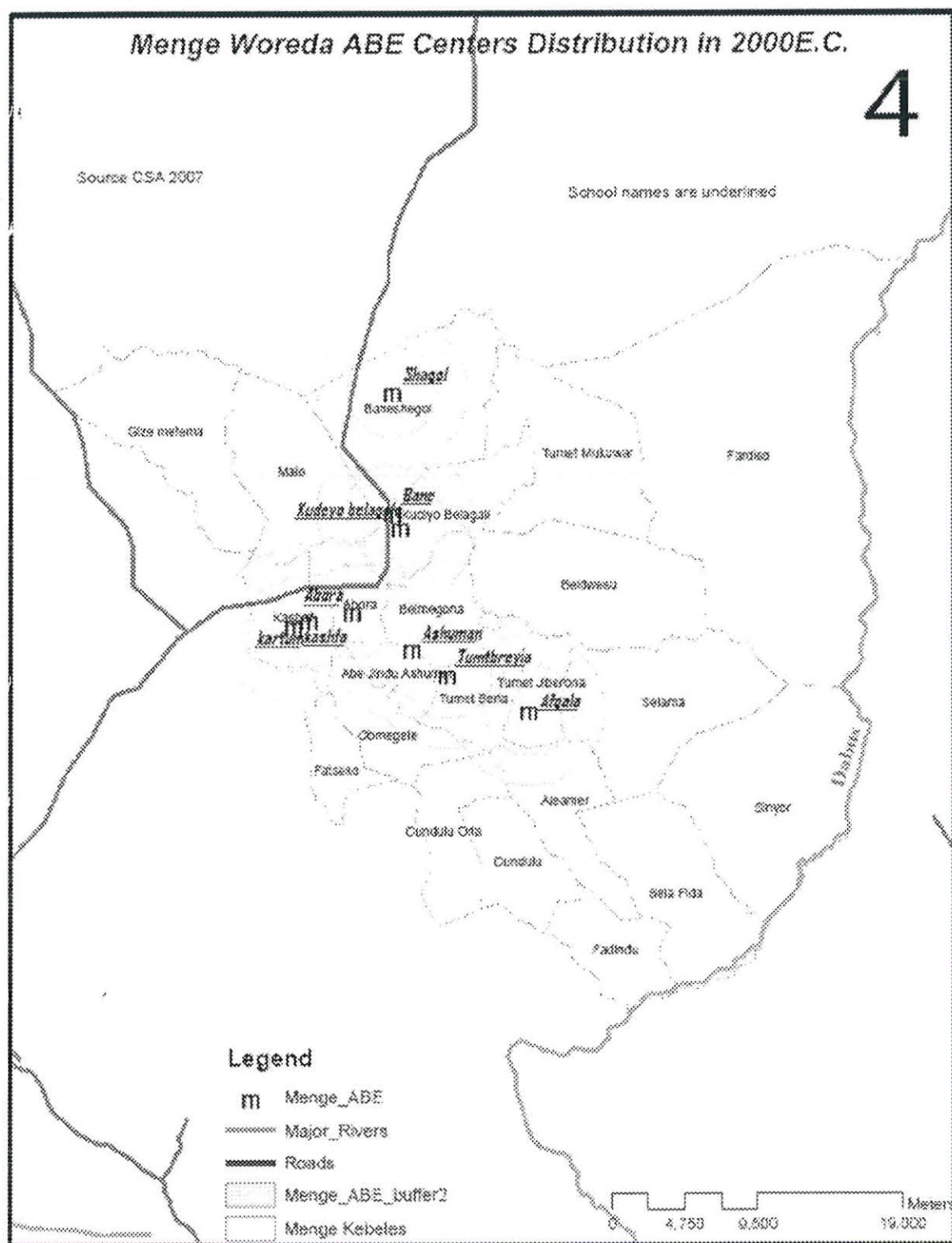












## Declaration

I the under-signed, declare that this Thesis is my original work, has not been presented for a degree of any other university, and that all sources of materials used for the Thesis have been duly acknowledged.

Name: KESSETE ADMASS DAREGOT

Signature: -----  


Place: Department of Educational Planning and Management  
(Policy and Planning stream)

Date of submission: -----