

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**PRIMARY EDUCATION FOR THE CHILDREN OF PASTORAL  
NOMADS IN BORENA: ACCESS AND ALTERNATIVES**

**BY**

**TEFERA CHALLA**

June 2001  
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**BY  
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## ACRONYMS

The following abbreviations are used as meant in the study.

A.A.U	Addis Ababa University
BZED	Borena Zone Education Department
CSA	Central Statistical Authority
CRDA	Christian Relief and Development Association
GER	Gross Enrollments Ratio
ILO	International Labor Organization
MOE	Ministry of Education
OAU	Organization of African Unity
OEB	Oromia Education Bureau
TGE	Transitional Government of Ethiopia
UNESCO	United Nations Educational, Scientific and Cultural organization
UNICEF	United Nations Children's Fund.
NGOs	Non Governmental Organizations
WEO	Woreda Education Office

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## ABSTRACT

The main objective of this study was to examine the current status of school age children's participation in primary education in the nomadic areas of Borena, identify the major problems, i.e., school related and out of school factors (economic, social, cultural and development constraints) and indicate the alternative strategies that need to be designed by addressing the major issues to be dealt with by the regional policy makers and educational planners. A descriptive survey method was employed to gather the necessary data for the study. Data from the documents was obtained from the annual statistical abstract of the MOE, OEB and the 1994 Housing and Population Census. Moreover, questionnaires and structured interviews were administered to 80 teachers, 516 students and 80 elders. The results of the study showed that school related factors such as distance from home to school and lack of water in the school were found to be the common obstacles for increasing access to primary education. Moreover, weak school-community relationships and absence of flexible time schedule and calendar were identified as the prominent factors in hindering students' participation. Furthermore, lack of separate toilet for girls, and shortage of student textbooks were found to be the other major constraints for increasing access to primary education.

The results of the study also indicated that socio-economic factors such as the need for child's labor by parents, mobility of the people, and lack of understanding of the value of education by parents were identified as the major obstacles. On the other hand, cultural factors were found to be the main hindering factors. Besides absence of development programs designed for the pastoral nomads such as range land development program and extension and

package programs were also identified as the major constraints. Moreover, shortage of marketing services, and shortage of basic services such as education and health were found to be the main obstacles. Furthermore, sparse settlement of the people and shortage of road were also identified as the major hindering problems.

As a result, it is concluded that school related and out of school factors as well as development constraints are the hindering factors to bring about improved access to primary education in the pastoral nomadic areas of Borena. On top of this, it is recommended that the regional state policy makers and planners should give greater attention to improve the existing situation so that an increase in the demand for primary education would be improved and an increase in access is realized.

# CHAPTER ONE

## THE PROBLEM AND ITS APPROACH

### 1.1 Background of the Problem

The development of a country has positive linkage with education, because education is believed to be one of the greatest deriving forces for the well being of a country. In relation to this, TGE (1994: 1) in the New Education and Training Policy stated that education is a process by which man transmits his experience, new findings and values accumulated through years in his struggle for survival and development. It enables individuals and society to make all rounded participation in the development process.

For education to play this decisive role, the school is one of the most important institutions that help to shape the behavior and way of life of the members of the society. It is the base for socio-economic development. Moreover, it helps to socialize people into particular roles. However, the provision of education to the urban and rural is uneven. This problem is more serious in the deprived areas.

One of the serious issues facing most developing countries is spreading educational opportunities to the many millions of children without such opportunities particularly in rural areas and above all for the disadvantaged children (Bishop, 1989: 125).

Of the levels in the formal education system, primary education is the foundation. It has two main purposes:

- a. It helps to produce literate and numerate population that help the society to solve problems encountered at home and work place, and
- b. It serves as a foundation for further education.

Broadly speaking, primary education is important in increasing access to education to the rural population for those who have not got the chance of schooling. In addition to this, it is helpful in establishing an alternative form of education, which is relevant to the experience and needs of the disadvantaged groups (Brown, 1990: 72).

Among the disadvantaged groups, people in the nomadic areas are the most deprived of educational as well as other basic services because of their difficult and unsettled way of life. This group of people constitutes a large portion of the world population. According to Ezoemah (1990: 17), people who live in the nomadic areas of the world are estimated to be 36.6 million.

Different writers at different times tried to explain the need for equal distribution of educational opportunities regarding primary education to mobilize the society for development activities. On top of this, the researcher is interested to investigate the accessibility of primary education as well as the alternative strategies that need to be developed in the nomadic areas of Ethiopia with particular reference to the Borena nomads.

The purpose of this study is therefore, to examine the present status of primary education provision in Borena Zone and to investigate possible alternative strategies that need to be designed to increase access to primary education for the children of nomads in Borena.

## **1.2 Statement of the Problem**

Ethiopia is one of the developing countries with a long history. Its population is estimated to be about 60 million with annual growth rate of 3 percent. Eighty-five percent of its population lives in rural areas. Moreover, about 10 percent of the country's total population inhabits the arid and semi-arid areas, which is about 61 percent of the total land areas of the country (C.S.A, 1997: Fecadu et al, 1984).

The people who live in the nomadic areas of Ethiopia are under the influence of harsh climatic condition, deprived of basic social services, susceptible to drought and famine, and suffer from malnutrition and diseases. Furthermore, they are deprived of educational opportunities. There was no much attention given to these groups of people since the introduction of modern education in Ethiopia. There are few schools located in town and around town areas in which case neither the nomads nor the conditions allow children to attend school. The percentage of school age children attending school does not exceed 5 percent and the majority of them do not go beyond eight grade for they do not get any support from the government in the form of boarding (Fecadu et al, 1984).

Moreover, there was no any educational policy favoring the children of the nomads in the country. The new Education and Training Policy of Ethiopia has the objectives of improving relevance, quality, access and equity of education. However, there were no significant strategies and alternative mechanisms designed to alleviate the problem of educational provision regarding this deprived and ignored areas of the country up to the present.

Therefore, it seems logical to think of alternative strategies of educating the children of the nomadic population based on their learning needs by necessary arrangements of the conditions and facilities that need to be fulfilled. Hence, the major purpose of this study is to investigate the problems with regard to access to education of the nomads' children in Borena.

In the course of the study the following basic questions were addressed as a guide for treating the problem:

1. What mechanisms need to be designed to increase the participation rate of children in primary education in the nomadic areas of Borena?
2. How can access to education be improved?
3. What are the prominent problems hindering students' learning in the Borena nomadic population?
4. What development strategies should be put into practice to help the nomads lead better and settled life so that basic services could be provided constantly?

### **1.3 Significance of the study**

Primary education for the children of nomads should be relevant and it should respond to the needs and interests of the nomads. It ought to be based on their daily life and could solve the problems they encounter. The study is therefore, significant on the basis of the following:

1. The study helps to examine the accessibility and alternative means to provide education to the children of nomads.
2. Since there is no thorough study carried out on the issue in the country, it is hoped that the study will indicate major problems related to providing

educational services in the nomadic areas of the country. Consequently, concerned authorities will take corrective measures to alleviate the existing problems.

3. It will help to provide possible suggestions to policy makers, planners and authoritative officials to remedy the problem regarding educational provision.
4. The result of this study will be used as a stepping-stone for scholars who want to engage in further study on the same issue.
5. This study may also add to the already existing literature.

#### **1.4 Delimitations of the study**

The study is delimited to Borena nomadic population. This is because all the nomads in the country have their identity and way of life and it is found to be difficult to study all the nomadic areas. Besides, Borena pastoral nomadic population is one of the largest nomads in the country that needs attention.

This study is also delimited to the primary level of education provision, because the difficult way of life and the harsh climatic condition in the arid and semi-arid areas of the country made difficult the provision of basic services if not impossible. So providing primary education should be a priority to help the nomadic population to change their way of life. Hence, the researcher believes that the study carried out in the nomadic areas of Borena will also help to give insight into the other parts of the nomadic areas of the country.

## 1.5 Limitations of the Study

As to the limitation, the long process taken by the school of graduate studies of AAU to reach on the financial decision of the proposal and the very late release of fund allowed for the study have created time pressure to gather the necessary information and to organize the study as per the time planned by the researcher. Besides, shortage of transportation to the sample schools was one of the serious problems that could be mentioned. Had it not been for these problems, the study would have covered the other nomadic areas in the nation.

## 1.6 Definition of Terms

In order to avoid ambiguity and to have clarity and consistency in the study, the following terms are given with operational definitions as follows:

**Access:** - the extent to which learning resources can be made available to students who are unable to use them at normal or specified times (Page and Thomas, 1977: 9)

**Alternative schools:** - schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices. E.g. Mobile School, Tent School, Boarding School, Non-formal etc..

**Home:** -defined as to or at one's principal place of residence or place of origin. A general term used to designate many of different ways of living. In this study, home refers to pastoral nomads living place (Gove, 1993).

**Nomadism:** - (Ahmed, 1976: 174) a way of life or an economic activity that has evolved on areas that can hardly be used otherwise. In other words,

nomadism is an animal breeder who is constantly moving with his animals in search of pasture and water or keeping a way from diseases and flies is nomadism .

**Pastoralism:-** a mode of production which depends on natural forage in the arid region which requires constant or periodic movement in search of pasture, a factor that differentiates this form of life-stock production from those practiced by farmers and ranchers (Markakis, 1993: 1).

**Primary Education:-** Education provided by primary or elementary school. Those years of study during which no differentiation is introduced either in the form of operational subjects or in the streaming of pupils towards different types of institutions or education. The most common length of primary education in most countries is 6 years. In this study, primary education refers to grade 1-8 (Page and Thomas, 1977: 271).

## **1.7 Organization of the study**

The study is organized into five chapters. The first chapter treats the problem and its approach. Chapter two is devoted to the review of related literature. Chapter three deals with the methodology. The fourth chapter shows the presentation and analysis of the data. The last chapter discusses the summary, conclusions, and recommendations of the study.

## **CHAPTER TWO**

### **The Review of Related Literature**

This chapter is devoted to the review of the literature concerning the study. The topics discussed in the related literature will be presented as shown below.

#### **2. Primary Education in Developing Countries**

Education is a corner stone of economic growth and social development and a major means of improving the wellbeing of individuals. Primary Education is the foundation of the formal education system. It helps to reduce poverty and improve living standards through sustainable growth and investment in people. Primary education has two main purposes: It helps to produce a literate and numerate population that can deal with problems at home and work place, and it serves as a foundation up on which further education is built (Goulds, 1993,World Bank, 1990:8).

Primary Education has direct and positive effects on earnings, productivity, as well as international effects on child health, nutrition, and education. However, in many developing countries, education systems have not been able to meet their objectives. This is because they have been ineffective in teaching children the basic skills included in their curriculum and they have not provided all school age children with the opportunity to attend school. Consequently, primary education has endangered national efforts to build a human capital base for development (World Bank, 1990:8).

The average level of education in developing countries is increasing. However, there are a number of challenges facing primary education. According to World Bank (1995: 33-34), some of the challenges that primary education faces are:

1. The absolute number of children in the world with no educational opportunity is likely to increase in the next two decades.
2. Only two- thirds of primary school students complete the primary cycle.
3. Adult literacy appears likely to remain a major problem.
4. The combination of an increasing absolute number of children out of school and low primary completion rates means formal education system in the poorest countries is likely to continue to be inadequate as a mechanism for overcoming literacy.
5. The educational gap between developed and developing countries is widening.

This indicates that with all these challenges and problems of primary education provision, developing countries could not meet the learning needs of children and could not provided all school age children with the opportunity to have access to primary schooling in the coming twenty or thirty years. As a result, the efforts made by developing countries in providing the manpower needed for nation building could not be realized.

To remedy this bottleneck developing countries should give priority to primary education to increase children's learning and access to schooling should be improved for all school age children. School attendance should go hand in hand with students learning; otherwise it is a futile exercise (World Bank, 1990:3).

## 2.1 Improving Primary Education in Developing Countries

Improving primary education in developing countries requires efforts regarding the following (World Bank, 1990: 5)

1. Enhancing the learning environment. The learning environment needs to be conducive and attractive for the child. But the reality in most schools in developing countries does not hold true, i.e., school buildings are in disrepair with no or few educational resources, insufficient instructional hours, poor teaching practices, poorly designed curriculum, and classes of undernourished and unhealthy children. Given both the impoverished conditions and severe resource constraints facing poor countries, resources must be used efficiently: A) Improving the curriculum to give a coherent, appropriately paced and sequenced instructional program to develop children's literacy, numeracy, and problem solving skills', B) Providing educational instructional materials in sufficient quantity so that every child has access to textbooks and other reading materials; C). Increasing instructional time to ensure a minimum instructional hour of class time in a year; D) improving classroom instruction through different methods of teaching; and E) increasing students' learning capacity for the disadvantaged groups.
2. Improving the preparation and motivation of teachers. Primary school teachers should be equipped with good knowledge of the subject matter, pedagogical skills, and motivation to teach. But primary school teachers in developing countries lack these qualities of teacher. Therefore, improving the condition of teachers is of paramount importance. However, the general education requirements for primary school teachers could be beyond capacity

and unaffordable in many low-income developing countries (World Bank, 1990; 5).

Therefore, developing countries should strive to shorten teacher training and give more emphasis to the development of pedagogical skills and strengthening teachers' motivation through improved remuneration policies, career opportunities, and working conditions (World Bank, 1990:5).

3. Strengthening educational management. Managerial and institutional capacity must be strong in order to take measures to improve learning conditions. Giving school manager the necessary authority with responsibility and resources to manage and improve instructions as well as developing managerial competence by increasing professional opportunities and incentives (World Bank, 1990:5).

## **2.2 Access to Primary Education in Developing Countries**

Though there has been formidable increase in primary education children enrolments during the past 20 years, low-income developing countries can enroll only about 50 percent of those now out of school (Lookhead and Verspoor, 1991:56, World Bank, 1990). As put by the World Bank (1990), million school age children who have not got the chance of schooling in developing countries come from one or more of the traditionally disadvantaged groups in society: rural, female, and poor. 50 percent of rural children in most countries, and as few as 10 percent in many countries, complete the first four grades of schooling. Major obstacles to education in rural areas include the following:

- a) Lack of schools.
- b) Lack of resources including teachers, materials, facilities and equipment.
- c) Lack of reinforcement for education in the local environment.
- d) Difference between the language of instruction and local languages.
- e) House hold and farm chores and incomplete primary schools, and
- f) Offering less than the official number of primary school grades.

When seen from the gender perspectives although the gap has narrowed, the enrolment of girls continues to lag behind in many countries. For instance, in Northern Yemen there is 90 percent fewer girl's enrolment in primary schools than boys, in Nepal 57 percent fewer, and in Guinea Bissau, 41 percent fewer. The prominent obstacles to female children participation in education comprise:

1. Lack of schools for girls when education is sex- segregated.
2. Reluctance among female teachers to work in isolated rural areas or in urban slums.
3. Perceived irrelevance of primary school curricula to women's employment possibilities.
4. Demand for girls' household labor, and
5. Restrictions placed upon girls' physical mobility, and among older girls increased likelihood of pregnancy and /or preparation for marriage (World Bank, 1990:34).

There are a number of strategies that could be put into practice to increase access to children who are currently out of school. Among these strategies, increasing the demand for education, equal treatment for those in school, and increasing the supply of school places could be sighted (World Bank 1990:35).

To increase enrolment rate, encouraging children who are not in school system is very important. The encouragement should be long lasting. To do so, improving primary schools, reducing direct costs to families, and mobilizing community support and public information are the strategies that could be included to increase demand for schooling (World Bank, 1990:30). Moreover, encouraging children out of school is very important to increase demand for schooling. Furthermore, persuading parents that education is valuable by improving the effectiveness of education, so that parents see greater benefit from sending their children to school. Reducing direct costs for families (for fees, transportation, uniforms, and instructional materials), reducing indirect costs (designing calendar that satisfies seasonal demands for children's labor, providing child care for siblings, etc), and mobilizing community support are the strategies that need to be included to increase demand for schooling (World Bank, 1990). Providing equal treatment for children in schools requires genuine commitment of understanding the sources of an equal treatment and taking corrective measures. On the other hand, expanding access to children who are currently out of school needs increasing the supply of school places. This could include:

1. Building more schools to solve the problem regarding inadequate number of school places, provided that schools are located within children's walking distance
2. Teacher's recruitment and development. Shortage of teachers in rural areas is common problem. To retain the existing rural teachers, incentives like the provision of boarding facilities, increased training opportunities, and additional pay can serve a lot.
3. Private schools. In most developing countries, the public owns primary education. However, tightening physical constraints have limited the

ability of public sectors in many countries. Thus, policy makers must consider the extent to which private primary schools may attract students from high-income bracket families and as a result national spending to public schooling will reduce.

4. Multiple shifts- multiple shifts have the dual advantage of increasing enrolments and reducing costs per student.
5. Multi-grade classes- this is the case in which one teacher teaches several grades, and is an effective way to increase access in rural communities.
6. Single sex- schools- in countries where schooling is sex segregated, providing schools for girls is necessary to increase female enrolment and attendance. This could take various mechanisms such as constructing separate buildings for boys and girls, and holding single-sex classes in co-educational schools.
7. Nontraditional schooling- in general, formal primary schooling is the preferred means of teaching basic literacy and numerical skills. Nevertheless, because many children who belong to the disadvantaged groups like and work in areas where schools are either absent or unsuitable, other mechanisms of providing education may be necessary by ensuring its equivalences with formal primary schools and to be accepted as equal (World Bank, 1990:34-36).

### **2.3 The General Condition of the Pastoral Nomads**

As pointed out by UNESCO (1988: 103), extending educational opportunities to the disadvantaged population groups is becoming a declared goal of many countries in Africa, Asia and the Pacific. The educationally disadvantaged groups constitute the majority of the population in many countries. Improving access to

education for these groups has become an issue of national magnitude and concern. But due to the differences in the level of development and other social and economic factors, the achievement of universalization is also different though the concern and commitment is strong and deep.

Emphasizing the importance of basic education, Graham Brown (1991:72), explained that depending on the objectives and character of a particular government and societies, "Primary education may focus on minimizing the gaps in the education system especially rural areas and disadvantaged groups to control or to retain at school because of language, gender, poverty or isolation of the community". Broadly speaking, primary education is important in increasing access to education to the rural population for those without the chance of schooling. Besides, it is helpful in establishing an alternative form of education particularly regarding relevance to the experience and needs of marginalized groups. Moreover, primary education is helpful in empowering communities and individuals.

Educationally disadvantaged groups or marginalized societies refer to the situation or state of affairs that is characterized by lack of opportunities for education, the absence or inadequacy of facilities for education and where such facilities do exist, their poor quality in terms of infrastructure, buildings, equipment, furniture, personnel and performance. More important is the kind of education provided to the people. If the education does not reflect the needs and aspirations of the people, these people remain, in a strict sense, educationally disadvantaged. In other words, the notion educationally disadvantaged pertains both to the situation and structures used to impart education and to those factors that are intrinsic to education itself, that is, to its conception, content and quality (UNESCO, 1988: 104). Graham-

Brown (1991:51) write "Educational provision is limited by lack of funds, so that the poorest and the most marginalized people are least likely to gain access to education. Poor quality education also limits the numbers who reach the higher grades. Thus effective education remains the preserve of the elite".

From the words of the writers explained in the foregoing paragraphs, one can understand that the provision of educational services is limited in scope and space due to social, economic and political conditions of the population in less developed countries particularly the rural population. Moreover, the kind of education provided is not relevant to the felt needs of a particular society.

Among the disadvantaged groups, people in the nomadic areas are the most deprived of the educational as well as other basic services because of their nature of constant move from place to place. This group of people (the nomads) constitutes large portion of the world population. According to the 1977 United Nation report, out of the total world population, people who lived in the nomadic areas of the world were estimated at 36.6 million. These groups fall into three categories: hunters or food gatherers, itinerant workers, and pastoralists (Ezoemah, 1990:17).

The remote or scattered population falls in three broad categories according to UNESCO (1979:140) as:

- a) Nomadic people, primarily dependent for their livelihood on grazing, as in the sub-Saharan region of the Eastern Horn of Africa and in central Asia;
- b) Tribal groups with primitive styles, in more inaccessible regions of Asia, Africa and Latin America; and

- c) Rural populations in the backward parts of the third world countries relatively untouched by modern development.

Thus, the classification of the disadvantaged and isolated population groups depends on how the writers perceived the concept. However, this group of people is deprived of social services including education, which requires due attention.

Nomads' children are taught by their parents, older relations, and peer groups how to survive and earn a living. However, unless proper action is taken to break the circle of educational deprivation regarding literacy and numeracy, the gap will go on increasing and increasing as society develops in this age of science and technology. Consequently, some countries such as Nigeria, the United Kingdom and Australia have taken steps to ensure the right of the nomads to education (Ezoemah, 1990:17).

In improving the way of life of the society, education has an active role and it should be provided to all groups of society especially to the deprived population groups to bring about all rounded development.

After saying this much about the disadvantaged groups particularly the nomads, it is of great importance for our discussion to have a clear understanding of the concept 'Nomadism'. The term nomadism is a different thing to different scholars. However, for a long time now it has been used to explain two basic tendencies: on the one hand some writers have defined nomads as "all those leading a mobile way of life independent of its economic specificity", whereas other writers have described nomads as "extensive and mobile pastorals who either have nothing at

all to do with agriculture or who are occupied with agriculture to a limited degree in the capacity of a secondary and supplementary activity (Khazanov, 1984:16).

According to the above writers' views, hunters on one hand and mobile pastoralists on the other have too little in common to bring them under a single label because of the bases of their economy, food extracting in the first case, food processing in the second, are different in principle. Hence their being mobile is different. As a result, the term 'wondering' and mobile extensive pastoralists best describe hunters and gatherers who do not lead a sedentary way of life by the term 'nomadic' (Khazanov, 1984:16).

Nevertheless, a clear distinction needs to be made to the pastoral nomads, because there are very many different forms of mobile pastoralism. According to Khazanov (1984:16) there are five basic economic characteristics, which made the economic essence of the pastoral nomads different from other modes of life:

1. Pastoralism is the predominant form of economic activity.
2. Its extensive character connected with the maintenance of the herds all year round on a system of free- range grazing land with out stables.
3. Periodic mobility in accordance with the nomads of pastoral economy within the boundaries of specific grazing territories, or between these territories (as opposed to migration).
4. The participation in pastoral mobility of all or the majority of the population (as opposed, for example, to the management of herds on distant pastures by specialist herdsmen into which only a majority is involved in pastoral migrations).
5. The orientation of production towards the requirements of subsistence (As opposed to the capitalist ranch or dairy farming of today).

Generally, with some characteristics to a greater or lesser extent, are connected with basic social, economic, political and cultural parameters of nomadism, are even its inter relations with the out side world. In this way pastoral nomadism may be defined from the economic perspective as a distinct from food processing economy in which the majority of the population is drawn into periodic pastoral migrations (Khazanov, 1984:17).

Another writer, Ahmed (1976:174) defined 'nomadism' as "a way of life or an economic activity that has evolved in areas that can hardly be used otherwise". In other words, "a nomad is an animal breeder who is constantly moving with his animals in search of pasture and water or keeping away from diseases and flies. "It is not just a haphazard wondering but rather a well-established pattern of life geared to the well being of its people and their animals. It is a rational adaptation of human life." Markakis (1993:1) defined pastoralism as "a mode of production that depends on natural forage in the arid region which requires periodic or constant movement in search of pasture and water for their animals".

The definitions given by scholars mentioned in the foregoing paragraphs assert that nomadism is a way of life that is mostly based on livestock production. It depends on pastureland for sustaining their animals and because of this they are on the move from place to place in search of food and water for their animals. One thing that should be remembered here is that all the nomads are not pastoralists. There are nomads who are not pastoralists and whose livelihood do not depend on livestock production. Therefore, these definitions may not work for all nomads in the world but it is true that pastoral nomads are people who are constantly moving from place to place and they have no constant settlement and have different ways of life.

The basic forms of pastoralism are pastoral nomadism proper, semi-nomadic pastoralism, and semi-Sedentary pastoralism (Khazanov, 1984:18). However, different scholars have chosen different criteria for their classifications of pastoral economy both on regional and global levels. There are various reasons for this: difference in geographical distribution, composition of herds, distance of pastoral migrations, periodicity of pastoral migrations, character of dwellings, degree of sedentary, specific role of agriculture in the system of economy, etc (Khazanov, 1984:18).

### **2.3.1 Education in the Nomadic Area**

Provision of educational services in the nomadic areas is very difficult because of the way of life of the people. To give them basic services including education, one has first to know and understand the nomads and their social, economic and cultural conditions. In relation to this, Ezoemah (1990:17) explained "Educational planners have began making use of nomad's culture and experience as a stepping stone for their education".

Other writers, Fecadu et.al (1984: 104) stated "The provision of social, economic services to nomads becomes very difficult unless proper organization is established using their own existing institutional arrangements". The nomads have to be organized into some form of associations by carefully identifying those nomadic kingships that have been using the same territory that is socially and traditionally recognized.

Strengthening what Fekadu et. al put, UNESCO (1992:35, 1982:5) explained that the nomadic people shift from one place to another. Many of these groups have their own rural identify with regard to matters such as language, mores, religion and dress that clearly separate them from other population groups. Because they are on the move from place to place year in and year out, their children cannot get educational opportunities offered by regular institutions such as the school. Hence, they live in a constant backwardness unless proper study is made regarding their general condition of living.

The educational program should be based on the foundation of the existing indigenous system of training and education, making use of such existing resources and institutions such as mosque and church schools, and traditional teaching activities of parents and families. Then attempts should be made to strengthen them or modify them as appropriate and introduce new elements to supplement and to fill gaps in the system. This would make the educational program acceptable to the population and would provide a greater assurance that it was appropriate to the environment. Although an appropriate approach of teaching for the nomads would be very difficult from the conventional formal approach, the linkage between the two can't be ignored (UNESO, 1979:151). Therefore, proper study needs to be carried out with regard to the nomads' way of life. The social, economic, political and cultural conditions should be known well in order to provide them with the basic services such as education that could fit their basic needs using the existing resources and institutions that could be appropriate to the existing particular environment.

### **2.3.2 Experience of Other Countries in Educating the Nomadic People**

As explained in the former discussion, nomadism is a worldwide phenomenon. In some countries, there are nomads who shift from one place to another being constantly on the move as there are no adequate schools and educational materials. Facilities are not sufficiently available. In generalized terms, they are deprived of educational opportunities. To alleviate this problem some countries have taken actions. The experiences and practices of two countries, namely, Iran and Philippines, will be shown in the forth-coming discussions.

#### **2.3.2.1 Educational Development in the Nomadic Areas of Iran**

In Iran, there are tribes who migrate to the warmer areas in the winter and to the cooler areas in the summer. Because of this seasonal movement, providing educational service to the nomads' children has been very difficult, if not impossible, in the past. Until 1970s tribal people were deprived of all educational and training facilities and they had lived for years in ignorance and lack of information. To change the situation, an effort was made about twenty years ago by starting a program to bring literacy to the children of the different tribes of Fares province by establishing mobile tribal schools. These mobile schools are simple large tents used as school and when the tribe moved from place to place, the schools also move with it. In the nomadic areas of Iran education was made free. Besides, supplies and textbooks were distributed freely. The mobile school was easily distinguishable in the tribal area, a white tent, with the Iranian flag above in the midst of the black tents (Bishop, 1993:105).

One of the serious problems encountered was finding teachers for those mobile schools. Teachers from the city or town were not prepared to teach in the rural areas. There were no educated individuals among the tribal people. The few urban diploma holding teachers who volunteered to teach the tribes did not stay for long due to the harsh climatic condition and difficult way of life, and even the poor and those who had low standard of living in the city were not from the tribes. The government has made an effort to attract and hold teachers who can stay teaching for long in the nomadic areas, but the success was not satisfactory. For the Iranians, the only solution was to go to the half-educated people in the tribes themselves. What they did was recruiting and selecting tribal youths who had a background of some education in the recent past and had completed elementary school course as teachers for the mobile tent schools after giving training in a tribal teacher training school. The tribal teacher training school was founded in 1957. The school was used to familiarize the tribal teacher with training methodologies and techniques in teaching for about a year. After training, the tribal youth returned to his tribe as a mobile schoolteacher. When the season arrived for the tribe to move, the teacher also moves with the tribe holding up his school, a large tent. This helped the nomads' children not to interrupt their education. This program was successful in bringing literacy and education to the children of nomads of Fares province. Consequently, the office of the tribal education opened similar tribal schools in all parts of the country. To accommodate and to teach those needy and talented tribal children, a boarding high school was founded in 1976 so that they could pursue their further education (Bishop, 1993:106).

The other program designed for the children of nomads in Iran was tribal midwifery training program. The office of tribal education in collaboration with the ministry of Health started tribal midwifery training program to assist the tribal

women who used to give birth with out the support of midwives or medical facilities. This was because it was found to be difficult to send the urban educated midwives to the tribal areas to assist young mothers. The only solution was giving training to the tribal girls who completed their primary education and assign them as paramedics and veterinarians for service in the nomadic area. Moreover, the office of the tribal education opened a girls' vocational center in Shiraz in 1970 with the main purpose of initiating and helping for the revival of the handcrafts of the Iranians, which were disappearing. The teachers for this center were recruited and selected from among the elderly tribal women who where well skilled in this tribal traditional craft. The apprentices became skillful within a period of twelve months. They then returned to their tribal areas and started private workshops. The office of the tribal education assists the graduates in establishing their workshops by providing them with the initial capital (Bishop, 1993:107).

As can be understood from the experience of Iran, the mobile tent schools are effective in helping the nomads' children not to discontinue their education while they move along with their animals from place to place. Besides, the tribal midwifery training contributes a lot for the health of the women of nomad. Moreover, the girls' vocational training center seems to be the basis for indigenizing the local handcrafts and it help as a means of living for the women of nomads so that they can lead a settled life

### **2.3.2.2 The Philippines' Experience**

Philippines is one of the countries, which gave attention to the children in the remote and deprived areas. What Philippines did was making use of the mobile tent schools for selected communities as an alternative school by providing basic

- 4) Selecting motivated and qualified members of the community to serve as facilitators by giving them adequate training in flexible teaching methods and related activities;
- 5) Advocating concurrently the benefits of learning through their respected members and elders, and
- 6) Providing collapsible tents, chairs, tables and boards which are easily portable.

Moreover, they used well-motivated, creative and innovative facilitators that could win acceptance and responsibility by the people. They also used multi-media instructional materials like cassettes to attract the learners and to supplement the educational programs. They had mobile library to motivate learners to read and upgrade their skill in literacy and acquire useful knowledge for life (Lasam, 1990:18).

From the experience of Philippine's innovative attempts to meet the learning needs of the mobile groups of people, one can learn the provision of educational services for nomadic population that needs the designing of relevant and applicable strategies. That is based on research and investigation by considering the social, economic and cultural beliefs and traditions of the people. The preparation of curriculum and instructional materials should be based on the existing condition of the nomads; the teachers moral and interest should be considered; and the medium of instruction needs to be the mother tongue of the nomads. Furthermore, supplementary educational programs ought to be made available to attract and motivate the learners towards learning.

education to the nomadic communities, displaced peoples, and groups of ethnic minorities in hilly and/or pocket areas of the country. The non- graded mobile tent schools were used for seven tribes in the Cagayan valley region by implementing the findings of the literacy survey. Indigenous teaching materials were developed; the training needs of teachers were identified, and policies that contradict with the majority tribes were identified. The training of teachers included measures to ensure their safety since some tribes had a history of head hunting. The non-formal education program of the mobile tent schools provided four categories of essential learning;

- a) Family and community life
- b) Literacy and numeracy
- c) Health and nutrition, and
- d) Livelihood (Lasam, 1990:17).

The mobile nature of the tent schools is important because when the tribes move in search of food and water, the teachers also move with the tribes carrying the school. The Philippines government used strategies of implementing the mobile tent schools. Among the strategies employed were the following

- 1) Background study of the community's social, cultural traditions, and other community trends that bind them together;
- 2) Designing a non- formal and flexible educational program that coincides with the nomads' way of life;
- 3) Preparing curriculum in such a way that it could be practical and applicable to the nomads' learning needs and producing instructional materials in their own language;

## **2.4 Primary Education in Ethiopia**

Formal education has a long history in Ethiopia. It is as old as the introduction of Christianity itself. The Sabeian alphabet was used for instructional purposes in the Sixth Century B.C. The Ethiopia Orthodox Church developed a school system in the Christian era. In the Seventh Century, the Koranic or the Islamic schools were established. In the mid and late nineteenth century, American and Swedish missionary schools were opened in the country. Towards the end of the nineteenth century, the need for modern education increased. The establishment of central state authority, the development of modern sector economy, and the arrival of embassies could be sighted as the major factors that contributed to the commencement of modern education (Tshome Wagaw, 1979, Tekeste Negash, 1990:1, 1996:35, Maaza Bekele, 1996, Ayalew in Fellner, 2000:96).

Formal schooling was started in 1908 with the opening of Menelik II School in Addis Ababa, which opened way to the expansion and construction of many schools in the country (Destefano and Wilder, 1992; Ayalew in Fellner, 2000).

Five different stages could be sighted in the history of modern education in Ethiopia:

1. The pre-war period (1908-1935)
2. The Italian occupation period (1935-1941)
3. The post-war period (1941-1974)
4. The revolutionary period (1974-1991)
5. The post-revolutionary period (1991 up to the present) (Ayalew in Fellner, 2000: 96).

From among the above periods in the history of modern education in Ethiopia, significant efforts were made during:

1. Follow up expulsion of the Italians and the return of Emperor Haile Selassie in 1941 serious efforts were made to meet the demand for schooling which brought about rapid and diversified expansion of schooling under the imperial rule. During 1943-1974 total enrolment grew 55 folds (Fassil G. Kiros, 1990).

2. During the revolutionary period (1974-1984), other rapid expansion of enrolment and construction of schools was recorded, i.e., primary schools increased more than double from 2759 to 7096 and the number of primary school students increased from 859,831 to 2,492,114. Besides, adult literacy campaigns targeted at raising adult literacy were conducted. However, this trend could not last for long (Ayalew in Fellner, 2000).

Enrolment rates showed decline both at primary and secondary levels during mid 1980's because of the serious drought and population movement the country faced. The decline in the late 1980's could best be described by the combination of economic and political factors associated with the war that was going on in the country. As put by Ayalew in Pellner (2000: 97) "... schools were there where there were no people and people were there where there were no school". Ayalew goes on expressing that due to the war and political condition, " Many schools were destroyed or plundered." In addition, due to the priority given to the war front by the then existing regime, educational expansion declined enormously and the country became almost below every African nation in terms of education.

After the down fall of the Dergue regime and the coming to power of the Transitional Government of Ethiopia in 1993, a new Educational and Training policy was promulgated by decree in April 1994 which is now in the process of implementation.

Though the government has tried to improve the situation, the education system of Ethiopia faced challenging problems. Very low participation rate of school age children at the primary level, high gender and rural- urban disparity, high repetition and drop out rates, deteriorating quality of education at all levels, and inefficient management because of poor staffing of the educational offices are the major one (Ayalew in Fellner, 2000: 97).

As illustrated in the statistical abstract (MOE, 2000:4), the gross enrolment ratio in primary education is 51 percent at the national level. However, there is a great disparity between regions, urban- rural, and between sexes. When GER is seen by sex, it is 40.7% for girls and 60.9% for boys. GER of primary education of Harari region is 96.2 percent and 8.3 percent in Somali, the highest and the lowest from the regions respectively. The GER for Oromia region is 51.6 percent.

However, when seen from the Oromia region perspective, West Wollega zone has the highest gross enrolment ratio, 63 percent and Borena zone with the lowest, 33 percent GER. Borena rural GER is 26 percent and that of the urban is 98 percent for primary education which shows a great variation (OEB, 1999).

The average annual growth rate in enrolment for primary (Grades 1-8) in the last five years (1988-1992 E.C) at the national level is 14.3 percent, Addis Ababa with the lowest 0.5 percent annual growth rate and Amhara region with the highest 20.8

percent annual growth rate in enrolment. The Oromia region annual growth rate of enrolment for primary is 17.9 percent (MOE, 2000:6). Borena zone is one of the remotest zones in the country with a total of 307 schools out of which 200 schools are grade 1-4 level, 104 grades 5-8 level, and only 3 high schools (OEB, 1999:103).

The average annual growth rate in enrolment is helpful for understanding how coverage is progressing every year. Therefore, it needs the attention of all concerned to increase enrolment in primary education. Besides, improving condition in school construction, decreasing the gaps between rural- urban and sexes in enrolment, decreasing repetition and dropout rates, improving the school management, etc, are unquestionable measures that need to be taken to bring about desirable changes. Moreover, alleviating the problem of access to education of the Borena nomads' children needs more attention.

#### **2.4.1. The Nomadic Areas of Ethiopia**

Nomadism is a significant component of the rural social, and economic system in the country. The people who lived in the nomadic areas of Ethiopia are under the pressure of harsh climatic condition, deprived of basic services, susceptible to drought and famine, and suffer from malnutrition and diseases. As a result, they are subjected to very difficult conditions of living, which need serious attention through integrated approach to improve the living condition of the nomads (Feladu in Pausewang, 1990).

Until recently, most policy makers have limited knowledge about nomadic pastoralists and their habitat. There are various misconceptions about the mobility

and lack of knowledge of crop cultivation of pastoral nomads. Among the misconceptions are the following:

- a) The assumption that the pastoralists lack knowledge of crop production and that they do not farm and do not want to settle down in one place,
- b) The assumption that social organization and defensive action of the pastoral nomads devoid of any rationality concerning that they attack them with out good cause, and
- c) There is the notion that the pastoral nomadic area is suitable for crop cultivation. If and when it is so used, the pastoral nomadic groups will not be affected which means the development of pastoralists often seek to settle them and to use their unused land as much as possible (Fecadu in Pausewang, 1990: 206).

Therefore, proper study of the physical as well as the social and economic conditions of the nomads helps to avoid the misconceptions and to know and understand the nomads so that proper treatment by all concerned would be possible.

#### **2.4.2. The Physical Factors**

According to Fecadu (1984: 4-5), the nomads inhabited surrounding the central high landmasses of Ethiopia. The low lands around Tekeze River, the Afar lowlands, the Ogaden low lands, the Borena low lands, the lower Omo River basin and the Gambela plains, the low lands of Asosa, and the lowlands of Chilga are the main nomadic inhabited areas. These are areas all around the lower limits going down to the national boundary covering about 767,000 square kilometers out of the country's total land area of 1.2 million square kilometers. In other words, about 61

percent of the total land area of the country lies in these peripheral lowlands, which comprise the greater part of the pastoral areas of the country. In most of these areas, the people are nomadic and semi-nomadic and lead their livelihood by livestock production.

Generally speaking, the nomadic areas of Ethiopia are distinguishable from the other parts of the country with respect to the following basic features or characteristics.

- a) These areas are completely low land plains found mostly below 1500 meters above sea level;
- b) The nomadic areas are characterized by relatively harsh climatic conditions, unreliable and unevenly distributed rainfall and with relatively high temperatures,
- c.) these areas are covered with sparse vegetation composed of mainly of grass, bushes, scrubs and bare lands;
- d) The people are sparsely populated with no permanent rural Settlements, and
- e) They have low-level surface water availability (Fecadu et.al, 1984:7).

#### **2.4.1.2. The Socio- economic condition of the Nomads in Ethiopia**

Studying the social and economic conditions of a society is important in order to treat any aspect of that society. Regarding this Coombs (1981:18) pointed out the following:

The first for any-one to help the rural poor is to get to know them- to appreciate not only their physical circumstances and needs but also their social and political environment, their cultural beliefs, traditions and values, their psychological outlook, their life style and daily demands upon time and energies.

The socio-economic condition of the nomadic population in Ethiopia has its own features as presented hereunder.

Ethiopia has a large nomadic population inhabiting almost all lowlands of the country which account about 61 percent of the total land area with the 6-10 percent of the country's total population. It also contributed about 20-30 percent livestock production of the country (OSSREA, 1994: 21).

There are two types of nomadism in Ethiopia: Pastoral nomadism and the nomadism of hunter cultivators (Fecadu et.al, 2984: 15). Pastoral nomadism refers to those nomads who lead their livelihood by livestock production. This group of people lives in the Arid and Semi-arid areas of the country that are not totally suitable for rainfed agriculture. Aspects like seasonal migration, herd diversification, over grazing, and so on characterize the population system. This pastoral nomads form the largest segment of the nomadic population inhabiting the boarder regions of Afar, Somali, Benishangul Gumuz, Oromia, and SNNP with an economic activity of mainly livestock production. The social organization of this group of people is based on kinship, consanguinity and of afinal relationships. The social organization of pastoral nomadism serves as a mechanism of exchange of livestock or reciprocal obligations between kinsmen. As to the social organization, it is broken into smaller but convenient units for facilitating production and mobility. The leadership style exercised is a kind of mutual trust among members of the community with communal leadership (Fecadu et.al, 1984:15).

The hunter cultivators on the other hand are nomads who lead their livelihood based on three economic activities, namely, hunting, gathering, and slash burn agriculture including Bee-keeping. They are sparsely populated in the low lands of

Asosa, Chilga, Gonder, and Wollega. The social organization of this group of nomads is based on kinship but not as extensively and systematically as the domestic organization which is a mixture of kinship system and a labor organization (Fecadu et.al 1984:16).

Fecadu et.al (1984:17) further noted, "Though encapsulated in the national political system, the nomads in the country have some aspects of local level political process, if not centralized system". The political process and power are transferred in which male adults participate in open debate decision- making and implementation. Besides, social control and sanction take the shape of informal disapproval. Public pressure, ostracism and some time open actions against the transgressor of social rule by all concerned. The fear of mystical sanction is used among the hunter cultivators. The family organization of the nomads in Ethiopia is centered on male domination where the male possess property and political right. There is a high bride price for marriage, amounting in some cases up to thirty heads of cattle. The most important function of family is labor organization as unit of organization. The two religion systems followed by nomads are Islam and Animism, which influence and shape the moral order of the groups and confine or relate them as in the case of Islam to even external people and nations. The socio-cultural system is intact. Cooperation and conflict are reflected with respect to the way nomads relate to other nomadic groups. They interface central government and neighboring nations. A consideration of pull and push effect on the nomads is significant in understanding even their internal organization and socio-political actions. Mutual consideration and conflict, which finds expression in periodic war, is a constant factor in nomad's external relationships (Fecadu, et.al, 1984).

The other special character of the nomads is mobility. Mobility is not only a central concern to nomads but also a factor in their domestic labor organization. The Ethiopian nomads have various patterns of mobility ranging from short distance as in the case of hunter cultivators to long distance in the case of pastoral nomads. For the nomads, the scarce resources are pasture and water. The supply and availability of these resources depends on the movement of rainfall and geographical position of the range. They become available in some areas during one time of the year and in others at other times of the year. Because of these spatial and temporal variations in resource availability, the nomads are forced to move with their animals from one grazing area to another while making sure that short lasting vegetation supplies are used amidst their movement before using more pertinent resource base. The movement of the nomads is not disorderly. The overall economic choice of the movement should answer priority questions as when to move, where to move, and how far to move. In this regard, proper surveys and examinations need to be made and decisions reached before they commence movement at anyone time. Under normal conditions, however, seasonal variations are regular. As a result, there are two general permanent movement patterns that could be observed among the Ethiopian nomadic economies. These movement patterns are the oscillatory and horizontal type (Fecadu et.al, 1984:20).

The oscillatory types, which refer to seasonal movement taking the forms of a regular, move type, is a move up and down a valley system with limited amplitude to find suitable conditions for their livestock.

The horizontal type of movement, which follows horizontal variations in the availability of pasture and water for who are located at lower elevations and the other move along the horizontal stretch of the range lands along the boarder in

and famine. Emphasizing this point, Ahmed (1976: 174) indicated, "Nomadism is a bad thing". This view is also widely accepted by international organizations. Nomadism is said to be a bad thing because:

- a) Nomadic life is not compatible with the policy of spreading general education.
- b) There are various difficulties to provide education to the nomads.
- c) There are difficulties in applying local administration including political control and administration of justice.
- d) The nomads are wasteful of natural resources and do not play the part they ought to play in the national economy.
- e) Nomads are more conscious of tribal than national loyalties.
- f) They are in a backward and primitive type of existence.

As to the condition of nomads in Ethiopia, it is not different from what Ahmed has pointed out in the above discussion. Provision of basic services including education is insignificant. Educational institutions are poorly distributed. The few that are available are located in the administrative towns, which do not necessarily coincide with the areas of nomadic concentration. Consequently, their services are attracted almost entirely towards the sedentralized population (Fecadu et. al, 1984:92).

## **2.5. Access to primary Education**

Nomadic population in Ethiopia has been deprived of primary education opportunities. There was no much attention given to these groups of people. Concerning the poor educational services in the nomadic areas of the country, Fecadu et. al (1984:41) have the following to say: " There are few schools located in

search of feed resources as and where available along the range. These specific natures of migrations of nomadic groups vary from group to group (Fecadu et.al, 1984).

From all the pastoral nomads in the country, the biggest livestock population is found in the Borena lowland. The movement of livestock in this area mainly depends up on the availability of water. The seasonal movement of Borenas' nomadic group occurs in between two main sources of water, i.e., Ellas and ponds or surface water. The majority of the Borena livestock are distributed over a large area of the Borena range during rainy seasons. At this time, the main source of water is surface water found adequately on the rangeland. Where as during dry season, the Borenas move closer to areas where Ellas or deep-water wells are found. Due to in availability of deep-water wells in all rangeland areas, they are forced to be concentrated around grazing areas where Ellas or deep-water wells are found and stay around these areas up to the end of the dry season. Consequently, the problem of overgrazing will happen in the areas where deep-water wells are available. Besides, the meda system of the nomads in Borena also plays its part in restricting livestock movement, because each group has its own grazing territory within which its movement is restricted (Fecahu, et.al 1984:20).

#### **2.4.2 Education in the Nomadic Areas of Ethiopia**

Since the introduction of modern education in Ethiopia, the distribution of educational facilities between urban and rural was uneven. There is a great disparity between sexes. Educational services in the nomadic areas of Ethiopia are almost non- existent. There were no sufficient educational services due to various reasons among which were harsh climatic conditions, which resulted in drought

Hence, it needs the attention of all concerned, and a proper educational policy favoring the nomadic areas should be designed and put into practice through appropriate strategies of implementation to alleviate the existing problem.

## **2.6. Alternative Strategies that need to be designed in Educating the Children of Nomads in Ethiopia**

There were some grains of development programs that were started before and after the revolution of 1974 in Ethiopia. To mention some, settlement programs were started soon but failed due to the resistance created because of an expansion of farm on commercial scale on the pastoral land. The RED BARNA was engaged in ground water development and World Vision was engaged in production of food crops by utilizing the Omo River basin. The Philadelphia mission operates in a broader area mainly involved in the provision of education and health services and developing irrigated agriculture on a very small scale (Fecadu et.al, 1984:92). There is no written document, which deals with alternative strategies that were used regarding education of nomads in Ethiopia. Therefore, it seems logical to think of the non-formal way of educating the people based on their learning needs by necessary arrangement of the conditions and facilities that need to be fulfilled.

## **2.7. Non- Formal Education**

Many developing countries do not have the capacity to participate all school age children in their formal system of education. Hence they have to design alternative forms to provide education to their population. In relation to this, World Bank (1971:) stated, "The major educational policy objectives of many developing countries in the 1980s were universal primary education. However, it takes a long

the town areas in which case the nomads have neither the conditions nor the will to send their children". The percentage of school age children attending schools does not exceed five percent and the majority of them do not go beyond eighth grade for they do not get any support from the government by way of boarding. For instance, there were only a total of 7080 pupils in 36 schools, and 274 teachers in the Ogaden low lands and even these schools are located in the town areas and there were no schools in the remote nomadic areas where majority of the nomad's children are found.

While expressing the attention given by the government concerning access to education of the nomads, Markakis (1993:72-73) explained that the Ethiopian government rural policy of 1975, proclamation for the nationalization of rural lands, was largely silent on the formation of associations in the nomadic areas. It merely stated, "all obligations to Balabats were abolished and the nomadic people shall form associations to effectively carry out this proclamation in manner suitable for development process". As a result, there were no significant activities regarding educational facilities in the arid and semi-arid areas of the country.

Right after the downfall of the Durgue, the new education and training policy of Ethiopia came into being in 1994 with the objectives of improving relevance, quality, access, and equity of education. It states that suitable socio- economic development involves the improvement in the economic, social, and human well being of the population. It further noted that the objective is to bring about improved quality, relevance, access, and equity through integrated development (Markos and Seyoum, 1998:170). However, there were no significant strategies and alternative mechanisms designed to alleviate the problem of educational provision regarding the deprived and ignored areas of the country upto the present.

way to go before the goal is realized". Thus, finding an alternative to formal primary education is a must.

Bishop (1989:131) writes that many developing countries have begun to consider seriously an alternative to their formal systems of education, i.e., non-formal education. Therefore, non-formal education is the best alternative of formal education.

As the term suggests, non-formal education is an organized and semi-organized education provided outside the formal educational system targeted at serving a great variety of learning needs of different sub-groups of the population of different age levels (World Bank, 1971; Bishop; 1989, Bishop, 1993; Coombs 1985, Mamo, Wanna and Assefa,1998). Non-formal education takes many forms; adult education, continuing education, on the job training, functional literacy, mobile training unit, community education and community programs of instruction in health, nutrition, family planning, cooperatives, etc.

It provides education to those many millions of people who by chance or birth and place, would otherwise be deprived of the chance of schooling (Bishop, 1989,1993).

Non-formal education:

- a. Can be valid, high quality education for imparting life skill and knowledge;
- b. Is education designed to reach large number of people where they live and work;
- c. Can be highly diverse in organization, funding and management;

- d. Is education designed to pay its own way through increased enrolment, productivity and social participation and
- e. Its objective is to make learning a national, life long learning experience, compatible with the interests of the individuals and communities for all economic levels of society (Hilliard in Bishop, 1989:132).

As put by Ballantine (1993:375), the alternative schools serve the following purposes.

- a. Give people freedom and choice in location, methodology, philosophy, materials, and relationships,
- b. Reflect human qualities of love, openness, informality, flexibility, parental and community involvement and integration in contrast to segregation,
- c. Demonstrate human schooling of further intellectual, social and emotional, self-knowledge, independence and interdependence and creativity in an environment of shared responsibility,
- d. Minimize failure, competitiveness, authoritarianism, top-down administration, expensive facilities and labels.

One can understand from this that non-formal education is provided for citizens outside the formal education system, which is designed to meet the learning needs of many millions of children and adults without the chance of schooling. It is not limited in time and place. It is a kind of education designed based on the target population interest, living condition and it is related to the life of the participants.

## 2.8. Basic Education

The concept basic education has no commonly accepted definition and it is country specific depending on how the term is conceptualized by policy makers and educational planners (World Bank, 1995:104; Kanu, 1996: 173). As indicated by Hetland and Ishumi (1984:13), "... there is no consensus of opinion either on the definition or on the levels or on the demands and prerequisites."

As put by Bishop (1993:53), "Basic education is not a matter of so many years of schooling or so much content covered. But rather the acquisition by the individual, whether young or old, whether in school or out, of certain basic skills, knowledge and attitudes which will enable the individual not only to improve the quality of his life but also to continue his education to the best of his abilities". He stated basic education by saying, "Just as basic education is not terminal, neither it is rural education as opposed to urbanized education, there is no one path to this core curriculum of basic skills and knowledge; the core can be covered in different ways by different paths.

Hawes in Bishop (1993:52) explained that different countries interpret the concept basic education in different ways. In some countries basic education is:

1. The same with the first part of first cycle of schooling and shorter than the conventional primary schooling (USSR, Ethiopia, Sierra Leone).
2. An alternative parallel to conventional primary education in Brazil; and
3. The acquisition of basic knowledge, attitude and skills, by all citizens in or out of school in Tanzania.

Basic education is provided for children at the national level to enable the child to prepare for life and for further education. Adolescents' basic education, on the other hand, is regarded as a minimum social requirement provided out of the formal school system to a mass of child as well as adults who have never been to school or discontinued from his schooling due to some reasons (Philips, 1975: 125-126).

In a similar way, Delors (1996:118) stated that basic education for children could be provided in school or out of school starting from the age of three to about the age of twelve. In the same way, Muller (1981:34) explained that basic education comprises both formal educations at primary level (three to five years of schooling), and out of school educational programs organized to satisfy the basic educational needs of particular groups.

Though there is a great variation in the interpretations given to basic education in Africa, Kagai et.al. (1986: 6-20) identify four main components of basic education in each country of Africa.

- a. Early child hood education;
- b. The primary school;
- c. Non-formal; and
- d. Functional literacy programs;

What is more, there could be an educational components in other sectors other than education to promote specific educational aspects such as extension program in agriculture, family planning and maternal and child health education programs.

When seen from the view point of our country, Ethiopia, basic education refers to education provided at the first cycle of primary schools (grades 1-4) and it includes instructions in literacy, numeric, environment, agriculture, crafts, home science, and health and civil (T.G.E, 1994:16).

Therefore, the purpose of basic education is to transmit the necessary knowledge, skills and attitudes required to improve way of life, to cultivate individual's potentialities, creativity and critical mind for effective and efficient participation and service to improve his community (Muller, 1981:34; Kanu, 1996: 174; Kagai et. al, 1996:6). Furthermore, Delors (1996:115) states basic education as "indispensable passport to life' and contains all the components of knowledge needed for ultimate access to higher educational levels. Attitudes towards learning for future are developed at this stage. He further noted, " The spark of creativity may either spring into life or be extinguished, and access to knowledge may or may not become a reality".

Thus, basic education should be unavoidable for future development of the child's personality in particular and for the betterment of the society in general.

## **2.9. The Need for Development of Pastoral Nomads**

The need for development of pastoral nomads could be seen from two perspectives that are both from the viewpoint of the condition of the nomads as well as from the viewpoint of national interest.

Nomads face an ecological and socio-economic crisis due to desertification and intrude in of their habitat by mechanized farming, game reserves, national forestry,

and peasant farming. Nomads are marginalized with regard to their socio-economic and political relations to national life. The relatively static nature of their economy cannot cope with the rest of the country's population groups and they have low level of political participation. Their poor educational background hindered them from integration into the national life (Fecadu in Pausewang, 1990: 208).

The Ethiopian nomads constitute about fifteen different ethnic groups. Though they have common and comparable factors, they differ from one another in some of their basic socio-cultural characteristics. The major differences center their resource endowment, their mode of production, orientation to modernity, and external relationships (i.e., trade, politics and religion). These differences need variations in development programs, which in turn need vigorous research, resources and organizations (Fecadu in Pausewang, 1990:207; Fecadu, 1984:29).

The nomads and their habitat constitute a vital component of Ethiopia's population, ethnic groups and territory. It is the responsibility of the government to make a significant effort to mobilize the human capital and material resources in order to solve the prevailing conditions of nomads and to control and develop these resources. Pastoral nomadic sector is given equal magnitude and deserves the same degree of consideration with urban dwellers and peasantry. The inherent qualities of nomadism must be taken as the center of development planning and mobilizing. This needs specialized organizations adapted for special purpose to help the development of the nomadic sector. The absence of accumulated knowledge and experience of the nomads in Ethiopia calls for substantial research, experiments and follow up studies for the development of the pastoral nomads (Fecadu in Pausewang, 1990:208).

## **2.9.1. Development Constraints**

There are different development constraints confronting the pastoral nomads. The main constraints of development of pastoral nomads in Ethiopia are archaic socio-economic system, poor social services, low herd productivity, widespread animal disease, contraction and depletion of the resource base, lack of extension and development services specially designed for the nomads, socio-economic constraints arising from the nature and level of development and environmental constraints.

### **2.9.1.1. Environmental Constraints**

Under environmental constraints, there are various constraints that could be cited. The fringeless of the Eco-system the natural ecological balance does not lend much to temper with, the natural resources of land, water and vegetation require skillful manipulation for sustained productivity, inaccessibility supplies of forage and surface water because of decrease in amount of rainfall due to recurrent drought, overgrazing and bush encroachment. Grazing territories have been under constant pressure from high land farmers bordering the nomadic area. The expansion of plantation projects in the traditional nomadic areas has been another problem. The expansion of national parks and game reserves-large areas of land have been taken away from the nomadic communities and changed to national parks. For instance, The Awash, Mango and Omo National Parks have reduced the grazing territory of some of the nomadic communities.

### 2.9.1.2. The Socio-Economic Constraints

The socio-economic constraints include:

- a. Lack of appropriate social organization, poor social services and particularly very poor educational services.
- b. Lack of ability to establish new types of social relationships.
- c. Lack of work discipline- new organizations requires a different kind of social and work discipline than what is usual.
- d. Conflict among nomads- inter clan conflict within a nomadic community arising from the use of grazing territories often leads to the destruction of property and lives and the misutilization of resources. Besides, inter and intra ethnic conflicts could sap the valuable time and energy that could be used for production and agricultural activities.
- e. Lack of division of labour and lack of specialization.
- f. Stigma attached to certain types of activities.
- g. The high value given for livestock.
- h. Low endowment of social services and physical infrastructure – Lack of trained personnel in sufficient number of representatives from the nomads who could quickly grasp technical matters for smooth relationship and operation. The other one is the paucity of infrastructure investment in nomadic areas.
- i. Lack of medical services and poor transportation network.
- j. Population density- nomadic areas are sparsely populated and large area of land is used for sufficient fodder and water.
- k. Lack of orientation of nomads to modern condition- the isolation of nomads from national life has not acquired a core of common cultural elements and

norms with which to communicate and relate with the communities other than the nomads. They constitute closed and tradition bound society.

- l. Lack of respect for international boundaries. Nomads do not respect international boundaries because international boundaries cross cut clan territories.
- m. Low herd productivity- wide spread animal disease and poor veterinary services, lack of forage conservation and water harvesting techniques.
- n. Lack of extension and/or development services applied to the way of life of nomads.
- o. Lack of marketing services (Fecadu et,al, 1984).

### **2.9.1.3. Development Strategies for Pastoral Nomads**

Development strategies for pastoral nomads are very important to change the existing condition. Among the strategies, the following could be cited.

#### **2.9.1.3.1. Settlement as Development Alternative**

When seen from a general perspective, the best solution for development is rationalization of the nomadic pastoral production system. For the Ethiopian nomads, settlement programs do not help too much. However, in some cases settlement programs may be applicable for the reasons mentioned below (Fecadu et.al, 1984).

There are nomadic populations whose production units are below the subsistence level. The future impact of population increase on the capacity of the production

system, and the presence of nomads who need to settle and have some background knowledge in agriculture necessitate settlement programs.

It should be noted that any settlement program should consider the nomads' cultural attachment to livestock production and crop cultivation.

#### **2.9.1.3.2. Rationalization of the Pastoral Nomadic Production System**

Rationalization projects for the nomads should be acceptable as well as comprehensive not to prevent relevant program interventions. Hence, considerations of different aspects of development programs are found to be very important. (Fecadu et.al. 1984).

##### **Establishing a responsible institution**

An institution that is a national one needs to be organized with the responsibility to:

- a. Formulate appropriate legislation and policies regarding the status and rights of the nomads and their habitat.
- b. Initiate and supervise the planning and development projects and programs for nomadic development.
- c. Create appropriate organizations for monitoring, administration and supervision of the implementation of nomadic development.
- d. Create a mechanism for undertaking research and appraisal for the conditions of nomads and their development programs, and based up on such findings, modify and improve development strategies.

- e. Establish mechanisms for training of specialized staff for nomadic development.
- f. Mobilize other government departments for the provision of social and physical infrastructures, not covered by nomadic development programs.
- g. Solicit and channel funds coming from abroad to nomadic development and to mobilize,
- h. Organize and orient the pastoralists for development activities (Fecadu in Pausewang, 1990:209-210).

#### **2.9.1.3.3. Range Development Programs**

It is clear that pastoral nomads depend on pastureland for their livestock production. This sector is the major supplier of livestock production both for internal and external market. Hence, rationalization of the pastoral production system in range development programs helps the nomads to provide with sustained employment. Range development programs can be put in to practice by making use of the existing socio-economic condition of the nomads' present technology and knowledge by necessary arrangement to the local situations with minimum input (Fecadu in pausewang, 1990).

#### **2.9.1.3.4. A Minimum Package Program**

Minimum package program could be implemented in to action only when the pastoral way of life studied deeply and made in agreement with the program to be implemented. The following options could serve the purpose if encouraged by the government (Fecadu in Pausewang, 1990).

Promoting a substantial system of exchange between the nomads, urban and peasant areas. This is because the nomadic sector has a great contribution for the supply of livestock production for the urban and the peasantry. The nomads also need grains and other consumer items, which are important for their life. Hence, there should be a sound ecological balance, by way of decreasing the size of herds so that the carrying capacity of the grazing land would be increased.

Providing basic services to the nomads since the pastoral nomads constitute vast area of land and could play a vital role in the development of the country, provision of basic services such as education and health is very important. However, the mobile nature of the nomads is a great problem for the provision of basic services. Therefore, there should be a mechanism to avoid this obstacle. Once the pattern of movement of Nomads is identified, provision of basic services could be possible. By studying the way of life of the nomads, an appropriate schooling system could be designed. If the nomads have semi permanent camps, the use of mobile schools as well as stationary schools could serve the purpose, when the nomads stay in camps the stationary schooling can be used, and when they are on the move, the mobile school can be applied.

To make the pastoral sector more productive, introducing selective range management program by detecting adverse ecological effects is also important (e.g. veterinary service and water harvesting). Rehabilitating the nomads during recurrent drought. In advance preparation for drought situations should include the shortage of abundant grain for the nomads as well as fodder for their animals.

Developing policies for the maintenance and provision of pastoral grazing land. Laws should be performed and compel obedience to project encroachment upon the territory by mechanized agriculture with out appropriate compensation; and The clan system should be maintained rather than trying to displace it by newly created peasant associations (Fecadu in Pausewang, 1990:21; Fecadu et.al, 1984:29).

## **2.10. Primary Education in Borena**

Borena is one of the 12 Oromia Regional State situated in the southern part of Ethiopia bordering Somalia to the south east and Kenya to the south. It occupied about 69, 373 square kilometers. Borena zone has 12 woredas of which six woredas are lowland woredas namely, Moyale, Dire, Teltele, Yabelo, Arero and Liben. It has also six highland woredas namely, Hagere-Mariam, Adola wadera, Bore, Gelan Abaya, Uraga, and Oddo Shakiso.

Borena is inhabited by Borena, Guki, Garri Gabra, Burju, Konso, Somali, Gurage and Amahara nationalities (A.F.D and OEB, 1995).

The principal economic activity in Borena zone is livestock production. Livestock production is both social asset and a source of security. Mobility of the pastorals nomad's from one point to another for search of water and pasture for their animals has a regular pattern. The Geda system still holds strong in exercising control over social, political and ritual life (AFD and OEB, 1995).

According to Ormoia Education Bureau Annual statistical Abstracts, the gross enrolment ratio for grades 1-8 in the last five years has shown increase as can be seen from the Table I here under (OEB, 1995, 1996, 1997, 1998, 1999).

**Table I**

Gross Enrollment Ratio of Students in Oromia Regional State from 1995-20000.

Year	Grads 1-8		
	Boys GER	Girls GER	Total GER
1995	39	19	29
1996	47	22	34
1997	54	25	40
1998	60	30	45
1999	67	36	52
2000	73.1	41.8	57.6

As can be seen from Ttable I above, the gross enrolment ratio has been increasing in the past five years from 29 in 1995 to 57.6 in 2000. Similarly, the gross enrolment ratio for Borena Region showed an increase. The gross enrolment ratio for grades 1-8 in Borena in 1995 was 23 and it has grown to 47 in 2000. Besides, Urban-rural gross enrolment ratio of the zone has been increased from 1995 to 2000. For instance, that of Urban in 1998 was 33 where as that of rural was 26, the 1999 urban gross enrolment ratio was 42 and that of rural was 34. This shows that there was an improvement in gross enrolment ratio of the region in general and Borena zone in particular from time to time (OEB, 1999, 1998, 1997, 1996, 1995).

When seen from total students enrollment, it has shown an increase from 1465944 in 1996 to 2661691 in 2000 in the region as a whole. That of Borena was 83760 students in 1996 and has increased to 162805 in 2000.

With respect to school age population that of Oromia was 4242000 in 1996 and 4620909 in 2000. On the other hand, Borena's school age population was 319651

in 1996 and increased to 348189 in2000. This clearly shows that the participation rate of children of Borena was the least from Oromia Zones, which needs attention.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

As stated earlier in the former chapters, the main objective of this study was to examine the status of primary education provision to the pastoral nomadic children in Borena and to forward some possible strategies that need to be developed to increase access to primary education.

Thus to arrive at this goal, the method of study employed in this study is a descriptive survey method. This method is selected on the assumption that it helps to gather enough information on the issue under study. As a result, the following population and sampling techniques, variables, data collection instruments and data analysis procedures were applied.

#### **3.1. Population and Sampling Techniques**

The sample for the study was Borena Zone nomadic area. This sample area was selected, because Borena nomadic population constitutes large nomadic people and cover vast area of land. Accordingly, the most dominantly pastoral nomads and semi-pastoral nomads inhabited woredas of Borena zone, namely, Moyale, Dire and Yabello were taken as sample woredas. Seventeen primary schools were included in the sample. These schools are:

1. Chewbet	1-8	9. Hidilola	1-8
2. Dhadim	1-8	10. Mega	1-8
3. Dhagales	1-8	11. Megado	1-8
4. Dikicha	1-8	12. Mekanayesus	1-8 (Dire)
5. Dilo	1-8	13. Mekanayesus	1-8 (Yebello)
6. Dubluq	1-8	14. Moyale	1-8
7. Elwaya	1-8	15. Moyale	7-12
8. Gadana Yabel	5-8	16. Tuka	1-8
		17. Teso	1-8

These sample schools constitute about twenty per cent of the schools in the three woredas concerning the sampling technique, purposive and simple random sampling was used. In order to ascertain representation, twenty percent of the principals, teachers and students in the sample schools were included in the sample.

The other group of respondents constitutes officials and experts in the Zonal Education Department and Woreda Education Offices. In addition, focused group discussion was also made (for further information see appendix 2A-2B).

### **3.2 Data Collection Instruments and Procedures**

The data for the study was obtained from primary and secondary sources. In the secondary data, relevant books, booklets and journals, which show the practices of educational provision in the nomadic areas of developing and developed countries were consulted to support the findings of the study. In addition, available reports and documents regarding the issue have been reviewed. The participation rate and enrolment ratio of students in the Borena pastoral nomadic areas were also obtained from documents in the Ministry of Education, Oromia Regional Bureau of Education and Borena Zone Education Department.

The subjects of the study included students, teachers and principals in the sample schools as well as education experts at Zonal and Woreda education offices. Therefore, in order to get first hand information, with the help of questionnaire and interview primary data were collected.

Questionnaire was preferred for this study because it enabled to obtain a lot of information from many people. Accordingly, two types of self completed questionnaires that include both open and closed end questions were administered to students, teachers, principals and experts.

Structured interview was also prepared to obtain additional information from elders around the sample schools. Besides, unstructured interview was prepared to grade four students in the sample schools. Moreover, focused group discussion was also made to enrich the information gathered for the study.

A pilot test of the data gathering instruments was conducted in two schools namely; Moyale 1-8 and Gadana Yabello 5-8 primary schools, and the necessary corrections were done before the final study was carried out. Convenient time was also chosen for the respondents in order to maximize the quality of responses and degree of return. The objective of the study was put in clear and understandable statements so as to avoid confusion. Assistants for the distribution and collection of the questionnaire were involved with the coordination of the researcher. The researcher also made a close follow up during data collection.

As to the questionnaires and structured interviews, two types of questionnaires were prepared. A questionnaire for education experts, teachers and principals was first prepared in English and later translated into "Afan Oromo". A questionnaire was also prepared for students of primary education of grades 5-8 first in English and then translated into "Afan Oromo". Structured interview was also designed to the elders around the sample schools first in English and later translated into "Afan Oromo". Besides, unstructured interview was also made with students at grade four in the sample schools.

### **3.3 Variables Included in the Study**

In this study, access to primary education and alternative strategies were the dependent variables. The independent variables, however, were grouped into four major categories: school related factors, socio-economic factors, cultural factors and development constraints.

### **3.4 Data Analysis**

According to Faraa (1983:166-172), the following statistical techniques were employed depending on the number of groups involved and the level of measurement used to measure the dependent variable.

Percentages and frequency counts were used to explain the personality characteristics of the respondents included in the study.

The weighted mean was calculated to know the major factors hindering children's participation in primary education in the nomadic areas.

## **CHAPTER FOUR**

### **PRESENTATION AND ANALYSIS OF THE DATA**

This part of the paper treats presentation and analysis of data gathered from documents in Oromiya Education Bureau, Borena zone Education Department and the sample schools, with the help of questionnaire for experts at zonal and woreda education offices, teachers, principals and students in the sample schools. From a total of 90 questionnaires distributed for experts, teachers, and principals.80 (88.9%), and of 560 distributed for students 516 (92.1%) were properly filled in and used for data analysis. The analysis of the data was made based on the responses obtained from these groups of respondents as well as based on the data gathered from documents.

### 3.1 Characteristics of Respondents

The forth-coming table and discussions will be devoted to the characteristics of the respondents.

**Table II**

Experts and Teacher Respondents by their Sex, Age, Education and Service

Respondents		Sex				Age						Education						Service							
		Male		Female		21 Below years		21-30 years		31-40 years		Above 40 years		12 + TTI		12 +2		12+4		Below 11 years		11-20 years		21 & above	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Zonal Experts	Education	4	5.0	1	1.2	-	-	-	-	3	3.8	2	2.5	1	1.2	2	2.5	2	2.5	1	1.2	5	6.2	-	-
Woreda Experts	Education	7	8.8	3	3.8	-	-	-	-	8	10.0	2	2.5	8	10.0	2	2.5	-	-	4	5.0	6	7.5	-	-
Primary Teachers and Principals	School and	44	55.0	21	26.2	-	-	42	52.5	20	25.0	3	3.7	49	61.3	16	20.0	-	-	23	28.8	37	46.3	4	5.0
Total		55	68.8	25	31.2	-	-	42	52.5	31	38.8	7	8.7	58	72.5	20	25.0	2	2.5	28	35.0	48	60.0	4	5.0

As indicated in the introductory part of this chapter, a total of 80 experts and teachers were involved in the study. As indicated in Table II, 5(6.2%) of them are education experts at zonal level, while 10(12.6%) of them are woreda education experts, and the rest 65(81.2%) of them are primary school teachers and principals. As to their sex, 55(68.8%) of them are males and the remaining 25(31.2%) of them are females. This is assumed to be representative when compared to the total population from which the sample is taken.

Concerning respondents age, the majority 73(91.3%) are in the age groups of 21-30 and 31-40 years. The remaining few 7(8.7%) is above 41. This indicates that the majority of the respondents are found in the adult age group.

With regard to respondents' educational background, most of the respondents, 58(72.5%) of them are TTI graduates, the rest 20(25%) are diploma holders, and only 2(2.5%) are degree graduates. This shows that the majority of teacher respondents are TTI graduates.

From teacher respondents, 23(28.8%) of them have less than 11 years of service while the majority, 37(46.3%) of them have 11-20 years of service.

**Table III**

Teachers Teaching Load

Less tan 10 periods		11-15 periods		16-20 periods		21Periods and above		Total	
No	%	No	%	No	%	No	%	No	%
2	3.1	17	26.2	6	9.2	40	61.5	65	100

As to the teaching load, 40(61.5%) of the teacher respondents teach 21 and above periods per week, 19(29.3%) of them have less than 11 periods of teaching load per week, The rest, 6(9.2%) of the teacher respondents have 11-20 periods of teaching. From this one can say that most primary school teachers in the study area are teaching 21 & above per week, which implies that, they have no enough time for co-curricular activities.

**Table IV**

Student Respondents by their Sex, Age and Grade

Sex				Age								Grade							
Male		Female		7-10		11-14		15-18		19 & above		5		6		7		8	
No	%	No	%	N	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
386	74.8	130	25.2	-	-	227	44.0	268	51.9	21	4.1	215	41.7	151	29.3	95	18.4	55	10.6

As shown in Table IV, 386(74.8%) of student respondents are males, while the remaining 130 (25.2%) of them are females. This shows that the participation of girls in primary education of the study area is very low as compared to that of male students. With regard to respondents' age, 227 (44.0%) of them are in the age group of 11-14 years. 268(51.9%) of student respondents are in the age group of 15-18, while the remaining few 21 (4.1%) are 19 and above years old. One can see from this that most of the students in the study area complete their primary education when they are about 15-18 years old.

**Table V****Elder Respondents by their Sex, Age, Occupation and Education**

Sex				Age						Occupation							
Male		Female		20-30		31-40		41 & above		Farming		House work		Small business		Animal Raring	
No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
56	70.0	24	30.0	9	11.3	36	45	35	43.8	18	22.5	9	11.5	20	25.0	33	41.5

As shown in Table V, 56(70%) of the elder respondents are males and the rest 24(30.0%) of them are females. As to their age, the majority, 88.8% of them, are adults in the age group of 31 and above. This indicates that the information obtained from them is dependable, because they are matured people with a lot of experience about their locality.

With regard to their occupation, 33 (41.5%) of them are pastoral nomads. The rest, 20(25.0%), 9(11.5%) and 18(22.5%) are leading their life as small business traders, household workers and farmers respectively. One can understand from this that the majority of the pastoral nomads in Borena earn their living by animal raring and there are also few who exercise small business work. Regarding their level of education, 36(45.0%) are illiterate, 24(30.0%) of them can read and write. The rest 19(23.8%) of them are in grade 1-4 level and only 1(1.5%) has educational background of grade 8 complete. This indicates that most of the elders around the study area have low educational background.

**Table VI****Elder Respondents by their Religion**

Religion									
Muslim		Christian		'Waaqefata'		Others		Total	
No	%	No	%	No	%	No	%	No	%
16	20.0	10	12.5	54	67.5	-	-	80	100

As can be seen from table VI, Majority, 54(67.5) of the elder respondents follow "Waaqeffata", while the remaining 16(20%) and 10 (12.5%) are Muslims and Christians respectively. Therefore, it can be concluded that most of the people of Borena follow "Maaqefata" religion.

**Table VII**

Students Responses Concerning Distance from Home to School and their Chance to pursue their Education

No	Item	Responses	
		No	%
1.	How far is the school from your home?		
	• Less than 1 kilo meter	46	8.9
	• 1-2 Kilo meters	90	17.4
	• 3-4 kilo meters	100	19.3
	• 5-6 kilo meters	154	29.8
	• More than 6 kilo meters	126	24.6
	<b>Total</b>	<b>516</b>	<b>100</b>
2.	How far is the nearest secondary school from your home?		
	• 5 Kilo meters	183	35.5
	• 6-10 Kilo meters	120	23.2
	• 11-15 kilo meters	101	19.6
	• More than 15 kilo meters	112	21.7
	<b>Total</b>	<b>516</b>	<b>100</b>
3.	While your parents are on the move from place to place with their animals for search of water and forage for their animals, what is the chance of students?		
	• Discontinuing their education	104	20.1
	• Some will discontinue and some will learn	358	69.4
	• The school will be closed until parents return	34	6.6
	• Other than these	20	3.9
	<b>Total</b>	<b>516</b>	<b>100</b>
4	Is there any strategy used before to help students not to discontinue their education?		
	• Yes	12	2.3
	• No	504	97.7
	<b>Total</b>	<b>516</b>	<b>100</b>
5	If there were strategies, what were these strategies?		
	• Developing ponds by NGOs	2	0.4
	• Food supply by NGOs	10	1.9
	<b>Total</b>	<b>12</b>	<b>2.3</b>
6	Is there anyone who help you regarding your education?		
	• Yes	14	2.7
	• No	502	97.3
	<b>Total</b>	<b>516</b>	<b>100</b>
7	If there is some one who helps you regarding your education, who is/are they?		
	• Father	6	1.2
	• Mother	5	0.9
	• Brother	3	0.6
	<b>Total</b>	<b>14</b>	<b>2.7</b>
8	Do your parents ask you about your learning?		
	• Yes	7	1.4
	• No	509	98.6
	<b>Total</b>	<b>516</b>	<b>100</b>

As indicated in item 1 Table VII, 154 (29.8 %) of the student respondents replied that the school is far from their home 5-6 kilometers. 100 (19.3%) and 90 (17.4%) of them responded that the school is far from their home 3-4kilo meters

As indicated in item 1 Table VII, 154 (29.8 %) of the student respondents replied that the school is far from their home 5-6 kilometers. 100 (19.3%) and 90 (17.4%) of them responded that the school is far from their home 3-4kilo meters and 1-2 kilometers respectively. The remaining 46 (8.9%) of the student respondents indicated in their response that the school is less than one kilo meter far from their home. From this one can conclude that most of the students in Borena pastoral nomadic area come to school from a distance of 4-6 kilometers and even some of them travel more than 6 kilometers from their home to school. This indicates that distance from home to school is one of the problems that hinder children's participation.

As to the second item of Table VII, 303 (58.7%) of the respondents replied that the nearest secondary school is found 5-10 kilometers away from their home. The rest, 213 (41.3%) of them showed in their response that the distance of the nearest secondary school to their home is about 11-15 and more kilometers far. This clearly shows that students who complete primary education have to travel far distance to get secondary school and they do not get support either from their parents or from the government to pursue their secondary education and the only chance is to join the pastoral nomadic community.

Regarding item number 3 of Table VII, the majority 358 (69.4%) of the respondents, indicate in their response that while the pastoral nomads are on the move from place to place in search of food and water for their animals, some children at school will discontinue their learning and some will continue learning. 104(20.1%) of the respondents replied that children at school will be forced to discontinue their education due to their parents' mobility. This indicates that children of the pastoral nomads who are by chance at school are forced to

withdraw from school due to the mobility of their parents. Therefore, formal schooling does not help so much for the children of this community.

Concerning the strategy used before other than the formal way of education to help the children of nomads, 504(97.7%) of the student respondents replied that there was no strategy designed earlier other than the formal schooling. And only 12(2.3%) of them said that there is some NGOs who tried to develop ponds and give food support for the people to settle in one place for a time being and provide them with non-formal education.

As to item number 6 of table VII only few, 14(2.7%) of the respondents indicated in their response that their parents help them regarding their education. while the majority, 502(97.3%) of them, responded that their parents do not help them, concerning their education. One can see from this that parents do not give any attention and support to the education of their children, which in a way shows parents' low understanding about the value of education.

With regard to the last item of Table VII, most of the respondents showed in their response that their parents do not ask them about their learning. This shows that parents' low educational background has a negative impact on the education of children.

**Table VIII****Student Respondents Concerning Learning Time**

	I tem	Responses	
		No	%
1.	What do you do after school? <ul style="list-style-type: none"> <li>• Looking after cattle</li> <li>• Participate in farm activities</li> <li>• Caring of small children</li> <li>• Fetch water</li> <li>• Help your mother at home</li> <li>• Collect firewood</li> <li>• Playing with your peer groups</li> <li>• Studying what you learnt at school</li> <li>• Other than these</li> </ul>	510 490 201 109 120 159 222 104 136	98.8 94.7 38.9 21.7 23.3 30.8 43.0 20.2 26.4
2.	Which one of the following is more convenient for your learning? <ul style="list-style-type: none"> <li>• Double shift system</li> <li>• Whole day schooling</li> <li>• Arranging flexible time and calendar</li> <li>• Other than these</li> </ul>	158 15 317 26	30.6 2.9 61.4 5.1
	Total	516	100

NB. For the item percentage is more than 100% respondents are allowed to give more than one answer or option.

As shown in Table VIII of item number 1, children are needed for their labor by their parents. They are the working force for their family. They look after cattle, participate in farm activities, fetch water, collect firewood, help their mother at home, etc. This indicates that children of the pastoral nomads are the working force for their family and most of them do not come to school.

As to the strategy and convenient time for the learning of the children of the pastoral nomads, the majority, 317(61.4%) of the respondents indicated in their response that arranging flexible time schedule and developing a calendar which goes with the needs of the children of the nomads is of paramount importance, while 158(30.6%) of them replied that double shift system could serve the

purpose. It can be concluded from this that the formal system of education does not fit the needs of the pastoral nomads' children.

**Table IX**

School Related Factors Affecting Children's participation in Primary Education as Perceived by Teachers, Students, and Elders

No	Variables (Factors)	Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
			No	%	No	%	No	%	No	%	No	%
1	Distance from home to school is too far	Students	284	55.0	106	20.6	70	13.6	27	5.2	29	5.6
		Teachers	27	33.8	25	31.2	14	17.5	11	13.7	3	3.8
		Elders	28	35.0	22	27.5	9	11.3	11	13.7	10	12.5
2	Lack of water in School	Students	262	50.8	111	21.5	95	18.4	36	7.0	12	2.3
		Teachers	42	52.5	18	22.5	8	10.0	6	7.5	6	7.5
		Elders	27	33.8	18	22.5	5	6.3	15	18.7	15	18.7
3	Shortage of Students textbooks	Students	178	34.5	115	22.3	48	9.3	86	16.7	89	17.2
		Teachers	22	27.5	30	37.5	7	8.7	12	15.0	9	11.3
		Elders	34	42.5	21	26.3	12	15.0	7	8.7	6	7.5
4	Shortage of Desks	Students	128	24.8	138	26.7	85	16.5	90	17.5	75	14.5
		Teachers	38	47.5	32	40.0	10	12.5	-	-	-	-
		Elders	6	7.5	14	17.5	22	27.5	22	27.5	16	20.0
5	Shortage of Sport fields	Students	212	41.0	103	20.0	95	18.4	60	11.6	46	9.0
		Teachers	19	23.8	24	30.0	15	18.8	11	13.7	11	13.7
		Elders	30	37.5	25	31.2	3	3.8	8	10.0	14	17.5
6	Shortage of trained and experienced teachers	Students	259	50.2	134	26.0	62	12.0	42	8.1	19	3.7
		Teachers	28	35.0	18	22.5	18	22.5	14	17.5	2	2.5
		Elders	33	41.3	22	27.5	7	8.7	8	10.0	10	12.5
7	Weak School community relationship	Students	220	42.6	90	17.5	104	20.2	33	6.4	69	13.3
		Teachers	13	16.3	28	35.0	18	22.5	16	20.0	5	6.2
		Elders	30	37.5	20	25.0	7	8.7	6	7.5	17	21.3
8	Absence of convenient time for learning	Students	200	38.8	122	23.6	25	4.8	92	17.8	77	15
		Teachers	24	30.0	26	32.5	9	11.3	8	10.0	13	16.2
		Elders	36	45.0	25	31.2	4	5.0	5	6.3	10	12.5
9	Lack of separate toilet for girls	Students	189	36.6	170	32.9	70	13.6	56	10.9	31	6.0
		Teachers	23	28.8	24	30.0	16	20.0	13	16.2	4	5.0
		Elders	35	43.8	25	31.2	-	-	8	18.0	12	15.0

As can be seen from Table IX, majority of the respondents, 390(75.6%) of students, 52(65%) of teachers, and 50(62.5%) of the elder respondents indicated

their response strongly agree and agree regarding item 1 of Table IX. The remaining 126(24.4%) of the students, 28(35%) of the teachers, and 30 (37.5%) of the elders replied undecided, disagree and strongly disagree. As the result of the study showed, all the three groups of respondents considered distance from home to school as the major obstacle in hindering children's participation in primary education.

Concerning item No. 2 of Table IX, most of the respondents, 373(72.3%%) of the students, 60(75%)of the teachers, and 45(56.3%) of the elders responded strongly agree and agree while the remaining few 95(78.4) of the students, 8(10%) of the teachers, and 5(6.3%) of the elders replied the option undecided. The rest, 48(9.3%) of students, 12(15%) of the teachers, and 30(37.5%) of the elders showed in their response that they disagree and strongly disagree with respect to lack of water in schools. Therefore, it is clear that lack of water in schools was identified as a major problem in affecting children's participation in education.

Regarding item No.3 of Table IX, 178(34.5%) and 115(22.3%) of student respondents, 22(27.5%) and 30(37.5%) of teachers, and 34(42.5%) and 21(26.3%) of the elder respondents indicated in their response that they strongly agree and agree respectively. The rest few of the three groups of respondents indicated that they neither strongly agree nor agree. Thus, it is possible to generalize from the result of the responses that shortage of students' textbooks was found to be one of the problems that hinder children's participation in education.

Pertaining to item number 4 of table IX, most of the three groups of respondents 128 (24.8%)and138 (26.7%)students, 38(47.5%)and 32(40%) teachers strongly agree and agree that shortage of Desks was the major problem in

affecting children's participation. Similarly the three groups of respondents showed in their response that shortage of sport fields is also an obstacle for children's participation. Thus, it is safe to say that though it is not the major factor that hinders participation in education, shortage of sport fields have a negative impact on children's participation because children are most of the time like to play in fields with peer groups and absence of sport fields push them from schooling.

With regard to item No 6 of Table IX, 393(76.2%) of the student respondents, 46(57.5%) of the teachers, and 55(68.8%) of the elders strongly agree and agree that shortage of trained and experienced teachers affect children's participation in primary education. As the results of the discussion with the focused groups show, most of the experienced teachers are found around town areas and most of the schools in rural pastoral nomadic areas of Borena have no experienced teachers. This asserts that shortage of experienced and trained teachers were found to be the major constraints in hindering children's participation in the study area.

As to item No.7 of Table IX, 220(42.6%) of the students and 30(37.5%) of the elder respondents strongly agree that weak school-community relationships affect children's participation to education. And 17.5% of students, 35% of teachers and 25% elders agree that poor school-community relationships hinders children's participation, while the remaining few, 20.2% of students, 22.5 percent of the teachers, and 8.7 percent of the elders showed undecided in their response, and 19.7% of student 26.2 percent of the students, and 28.8 percent of the elder respondents indicated that they disagree and strongly disagree. Thus, this clearly shows that poor school-community relationships were identified as a major

problem in affecting children's participation in the pastoral nomadic areas of Borena.

Concerning item No. 8 of Table IX, the majority of the respondents, 200(38.8% and 122 (23.6%) students, 24(30%) and 26(32.5%) of teachers and 36(45%) and 25(31.2%) of the elder respondents strongly agree and agree respectively that absence of convenient time for children's learning was the major problem in affecting children's access to primary education, while the remaining few, 194(37.6%) students, 30(37.5%) teachers, and 19(23.7%) of elders replied undecided, disagree and strongly disagree. This confirms that absence of convenient time for learning was found to be the major constraint in hindering children's participation in primary education of pastoral nomadic areas of Borena. With regard to the last item of Table IX, most of the three groups of respondents indicated in their response that lack of separate toilet for girls affects children's participation, and only few of the respondents replied undecided, disagree and strongly disagree. Therefore, it is possible to say that lack of separate toilet for girls in schools was found to be one of the problems in hindering children's participation in primary education.

**Table X**

**Socio -Economic Factors Affecting Children's participation in Primary Education  
as Perceived by Teachers, Students, and Elders**

No	Variables (factors)	Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree		Total	
			No	%	No	%	No	%	No	%	No	%	No	%
1	The need for children's labor by their parents	Student	180	34.9	130	25.2	61	11.8	85	16.5	60	11.6	516	100
		Teachers	21	26.2	20	25.0	19	23.8	12	15.0	8	10.0	80	100
		Elders	34	42.5	21	26.2	5	6.3	8	10.0	12	15.0	80	100
2	Poor educational back ground of parents	Student	231	44.8	136	26.4	62	12.0	58	11.2	29	5.6	516	100
		Teachers	26	32.5	24	30.0	14	17.5	8	10	8	100	80	100
		Elders	33	41.3	27	33.7	3	3.8	2	2.5	15	18.7	80	100
3	Mobility of the community	Student	292	56.6	160	31.0	21	4.1	26	5.0	17	3.3	516	100
		Teachers	25	31.2	18	22.5	14	17.5	18	22.5	5	6.3	80	100
		Elders	29	36.2	21	26.3	10	12.5	8	10.0	12	15.0	80	100
4	Shortage of 2nd Cycle primary Schools	Students	301	58.3	126	24.4	33	6.4	35	6.8	21	4.1	516	100
		Teachers	27	33.7	28	35.0	13	16.3	10	12.5	2	2.5	80	100
		Elders	31	38.8	21	26.3	11	13.6	10	12.5	7	8.8	80	100

Table X shows socio - economic factors affecting children's participation in education. Item No.1 of Table X shows the opinion of students, teachers and elders regarding the need for the children's labor by their parents. 180(34.9%) and 130(25.2%) students, 21(26.2%) and 20(25%) teachers, and 34(4.2.5%) and 21(26.2.%) elders showed in their response the options strongly agree and agree respectively, while the remaining 11.8 percent of students, 23.8 percent teachers, and 6.3 per cent elders replied undecided and the rest indicated in their response disagree and strongly disagree. As can be seen from the responses, majority of the respondents recognized the need for children's labor by their parents as a problem which further implies the need for the children's labor by their parents was found to be the major constraint in hindering children's participation in education in the study area.

As to the second item of Table X, majority of the respondents indicated in their response that poor educational background of parents was the major factor in

affecting children's learning. According to the results of the responses, 376(71.2%) students 50(62.5%) teachers, and 60(74.8%) elders replied strongly agree and agree. This further shows that parents' poor educational background hampers the chance of children's access to primary education. Thus, parents' poor educational background was identified as the main problem in hindering access to primary education.

With regard to item No. 3 of Table X, the majority, 292(56.6%) and 160(31%) students, 25(31.2%) and 18(22.5%) teachers, and 29(36.2%) and 21(26.3%) elders responded options strongly agree and agree respectively. This clearly asserts that mobility of the community in the pastoral nomadic areas of Borena affects children's participation in primary education. This further indicates that due to the mobile nature of the people, children of the nomad's could not attend sedentary school system program. This means the formal school system does not help that much for the children of nomads, which calls for the need of alternative mechanisms. Thus, mobility of the community was found to be the major impediments in increasing access to education of the children of nomads. Most of the three groups of respondents strongly agree and agree regarding the last item of Table X. Therefore, it is safe to say that shortage of second cycle primary schools was identified as the major obstacle for children's participation in education.

In sum, Socio-economic factors like low regard given to education by parents, early marriage and early pregnancy, and low participation and involvement of parents and the community in issues regarding the education of children were identified as major constraints for access to primary education in the nomadic areas of Borena.

**Table XI**

**Cultural Factors Affecting Children's Participation in Primary Education as Perceived by Teachers, Students, and Elders**

No	Variables (factors)	Respondents	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
			No	%	No	%	No	%	No	%	No	%
1	Low regard given to education by Parent	Students	226	43.8	113	21.9	65	12.6	63	12.2	49	9.5
		Teachers	10	12.5	8	10	42	52.5	15	18.8	5	6.2
		Elders	25	31.2	17	21.3	15	18.8	13	16.2	10	12.5
2	Early Marriage	Students	110	21.3	140	27.2	96	18.6	76	14.7	94	18.2
		Teachers	25	31.3	27	33.8	11	13.7	11	13.7	6	7.5
		Elders	35	43.7	15	18.8	10	12.5	8	10.0	12	15.0
3	Early Pregnancy	Students	55	10.6	64	12.4	52	10.1	150	29.1	195	37.8
		Teachers	18	22.5	17	21.2	14	17.5	11	13.8	20	25.0
		Elders	39	48.7	21	26.3	4	5.0	6	7.5	10	12.5
4	Low participation of parents in increasing children's participation in education	Students	243	47.0	150	29.1	50	9.7	52	10.1	21	4.1
		Teachers	18	22.5	22	27.5	12	15.0	13	16.3	15	18.7
		Elders	26	32.5	34	42.5	10	12.5	6	7.5	4	5.0
5	Low Community participation in increasing access to education of the children	Students	141	27.3	138	26.8	116	22.5	79	15.3	42	8.1
		Teachers	29	36.2	21	26.3	9	11.2	10	12.5	11	13.8
		Elders	20	25.0	22	27.5	13	16.3	13	16.2	12	15.0

Table XI shows cultural factors affecting children's participation. Pertaining item number 1 of Table XI, 226(43.8%) and 113(21.9%) of the student respondents as well as 25(31.2%) and 27(21.3%) of the elder respondents reported strongly agree and agree respectively. On the other hand only 10(12.5%) and 8(10%) teachers indicated in their response that they strongly agree and agree. However, as discussion result with focused groups and elders around the sample school show parents give little attention and regard for the education of their children. Therefore, low regard given to education by parents was identified as a problem in hampering children's participation in education.

In a similar way, the results of the respondent's response indicate that early marriage and early pregnancy were found to be major obstacles for children's learning.

As to item No 4 of Table XI, most of the respondents, 243(47%) and 150(29.1%) students, 18(22.5%) and 22(27.5%) teachers, and 26(32.5%) and 34(42.5%) elders replied strongly agree and agree. Similarly, 14(27.3%) and 138(26.8%)students, 29(36.2%) and 21(26.3%) teachers, and 20(25%) and 22(27.5%) elder strongly agree and agree respectively for item No. 5 of Table XI. From this one can understand that low parents and community participation and involvement in matters concerning the education of children were identified as major impediments in increasing access to primary education

**Table XII**

Development Constraints Affecting Children's Participation in Primary Education as Perceived by Teachers and Elders

No	Variables (factors)	Respondent	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
			No	%	No	%	No	%	No	%	No	%
1	Recurrent drought and famine	Teachers	15	18.8	25	31.2	15	18.8	16	20.0	9	11.2
		Elders	23	28.7	24	30.	13	16.3	7	8.7	13	16.3
2	Shortage of water and pasture for animals	Teachers	34	42.5	26	32.5	5	6.3	7	8.7	8	10.0
		Elders	23	28.7	24	30.0	3	3.8	17	21.2	13	16.3
3	Expansion of national parks	Teachers	31	38.8	20	25.0	11	13.7	8	10.0	10	12.5
		Elders	27	33.77	26	32.5	9	11.3	8	10.0	10	12.5
4	Low social services such as education and health	Teachers	38	47.5	18	22.55	10	12.5	3	3.8	11	13.7
		Elders	40	50.0	21	26.3	10	12.5	4	5.0	5	6.2
5	Tribal conflict	Teachers	36	45.0	19	23.7	7	8.7	9	11.3	9	11.3
		Elders	25	31.2	40	50.0	4	5.0	6	7.5	5	6.3
6	Lack of extension and package services	Teachers	35	43.7	24	30.0	4	5.0	9	11.3	8	10.
		Elders	8	10.0	6	7.5	19	23.7	21	26.3	26	32.5
7	Shortage of marketing services	Teachers	25	31.2	20	25.0	15	18.8	11	13.7	9	11.3
		Elders	25	31.2	25	31.2	10	12.5	13	16.3	7	8.8
8	Shortage of road	Teachers	25	31.2	22	27.5	8	10.0	13	16.3	12	15.0
		Elders	31	38.8	25	31.2	9	11.3	8	10.0	7	8.7
9	Sparse settlement of the people	Teachers	48	60	11	13.7	7	8.8	7	8.7	7	8.8
		Elders	13	16.3	12	15.0	10	12.5	23	28.7	22	27.5
10	Lack of development strategy developed for nomads	Teachers	38	47.5	12	15.0	10	12.5	6	7.5	14	17.5
		Elders	37	46.2	23	28.8	3	3.8	17	21.2	-	-
11	Lack of Settlement Programs	Teachers	33	41.3	25	31.2	14	17.5	4	5.0	4	5.0
		Elders	30	37.5	33	41.2	3	3.8	9	11.3	5	6.2
12	Absence of range land program	Teachers	35	43.8	25	31.2	5	6.2	6	7.5	9	11.3
		Elders	28	35.0	27	33.8	2	2.5	15	18.7	8	10.0
13	Absence of minimum package programs	Teachers	40	50	25	31.2	5	6.3	6	7.5	4	5.0
		Elders	31	38.7	26	32.5	9	11.3	8	10.0	6	7.3

Table XII shows development constraints affecting children's participation in Primary education. As to item number 1 of the table XII, 58 percent of the elder respondents and 50 percent of teacher respondents replied strongly agree and agree, while 18.8 percent teachers and 16.3 percent elder's responded undecided. However, the overall result of the study shows that recurrent drought and famine hampers children's participation in education.

As can be seen from the table, shortage of water and pasture for animals was also found to be one of the major barriers in hindering children's learning. The people are on the move from place to place in search of water and pasture for their animal because they could not get enough water and pasture for their animals in one place. Besides, expansion of national parks and game reserves affect the pastoral grazing land, which in turn affects their way of life.

Pertaining to item No. 4 of Table XII, the majority of the respondents of the two groups asserted in their responses that low social services such as education and health were the major problems, i.e., 70 percent of the teachers and 76.3 per cent elders reported strongly agree and agree. From this it can be concluded that the absence of adequate social services hinders children's participation in education.

With regard to item 5 of Table XII, 68.7 percent teachers and 81.2 per cent elders replied strongly agree and agree respectively. While the remaining few indicated undecided, disagree and strongly disagree. Thus, tribal conflict was found to be the major constraint for increasing access to primary education.

Generally it is safe to say that the results of the study showed that development constraints such as shortage of marketing services, shortage of road, lack of extension and package services. Sparse settlement of the people, and lack of development strategies designed for the nomads were found to be major constraints not only for development but also for the expansion and provision of educational services for the children of nomads. The major barriers in increasing access to primary education in the study area because there were no due attention given to this group of people regarding basic services including education up to the present, the problem that requires deep concern.

As to item number 7 of Table XII, the majority of teacher respondents 35 (43.7%) and 24 (30.%) of them reported strongly agree and agree that lack of extension and package services were problems. On the other hand, 21 (26.30%) and 26(32.5%) elders in dictated disagree and strongly disagree. However, as the results of the focused group discussion and the overall response results show lack of extension and package services were found to be the major constraints for development.

Regarding item number 7 of Table XII, 25 (31.2%) and 20 (25.0%) teachers as well as 25(31.2%) and 25(31.2%) elders replied strongly agree and agree. Similarly, pertaining item number 7 of Table XII, 25 (31.2%) and 22(27.5%) teacher respondents and 31(38.8%) and 25 (31.2%) elders reported strongly agree and agree. This shows that variables, shortage of marketing services and shortage of road were identified as obstacles in affecting children's participation in education.

In a similar way, the responses obtained for item numbers 9 and 10 indicate that both groups of respondents, 48(60%) and 11(13.7%) of the teachers and

13(16.3%) and 12(15%) elders for item number 9. As well as 38 (47.5%) and 12(15%) teachers and 37(46.2%) and 23(28.8%) elders reported strongly agree and agree for item number 10. This indicates that sparse settlement of the people and lack of development strategy designed for the nomads were found to be major constraints for children's participation in primary education.

Concerning item number 11 of Table XII, the majority, 33 (41.3%) and 33(41.2%) teacher respondents and 30(37.5%) and 33(41.2%) elders reported strongly agree and agree. Similarly, 35(43.8%) and 25(31.2%) teachers and 28(35%) and 27(33.8%) of the elders replied strongly agree and agree regarding item number 12 of Table XII. This clearly indicates that lack of settlement programs and absence of range land programs were identified as main obstacles in hindering children's participation in education.

With respect to the last item of Table XII, the majority, 40(50%) and 25(31.2%) teachers and 31(38.7%) and 26(32.5%) of the elders indicated strongly agree and agree. This asserts that absences of minimum package programs were identified as major factors in hampering children's participation.

Besides, the responses obtained from the three groups of respondents (teachers, students, and elders) in the open ended questions confirm that those constraints discussed above were found to be major constraints in affecting children's participation in education. Moreover, most of the respondents indicated in their response that in addition to the problems mentioned above, lack of integrated effort by governmental and non-governmental organizations on matters concerning education was found to be major problem in hindering children's participation.

As to the open ended question which says what strategies do you suggest for increasing children's participation in primary education in you locality, majority of the three groups of the respondents showed in their responses that the strategies need to be put in to practice are:

- a. Developing relevant and need based curriculum that goes with life of the pastoral nomads by arranging convenient time for learning.
- b. Recruiting and selecting teachers from among the community with proper training those who have interest and boost their moral.
- c. Establishing boarding schools and implementing flexible time schedule.
- d. Creating multiple modes of delivery i.e., opening mobile tent schools, providing literacy programs to children out of school and to adult, forming strong relationships between non traditional alternative schools and formal schooling, using church and mosque schools to supplement the formal

schooling and preparing certificates which have equal value with that of formal schooling.

- e. Designing and implementing development programs such as settlement program where the nomads have an interest and willing, developing minimum package program and range land program, initiating exchange activities between the nomads and peasants and the outside world.
- f. Providing basic services such as water and health services to the nomads.
- g. Rehabilitating the nomads during recurrent drought and famine.
- h. Developing policies for maintaining and for the provision of pastoral grazing land.
- i. Solving conflicts arising between nomads by maintaining the clan systems of the nomads.
- j. Involving the community by providing continuous agitation about the benefits of education and on how to educate their children.

## CHAPTER FIVE

### Summary, conclusions and Recommendations

#### 5.1 Summary

The main purpose of this study was to examine the participation rate of the children of Borena pastoral nomads in primary education, identify the major factors hindering access to primary education and then come up with the major strategies that ought to be put into practice to alleviate the problem of educational deprivation of the pastoral nomads' children in the country. On top of this, basic questions were raised regarding the problem of low access to primary education, In addition, alternative strategies that need to be developed, factors affecting access to primary education in the nomadic areas of Borena, i.e., school related factors, socio-economic factors, cultural factors, and development constraints were discussed.

The study was carried out in 17 government primary schools. Besides, educational personnel and teachers and students were included i.e. 516 students, 80 teachers, and 80 elders were taken as the subject of the study.

In addition to the information obtained from the sample respondents through questionnaires and structured interviews, documents from the OEB and BZED were consulted to identify the participation rate of the children in primary

education of the study area from 1996/97 to 2000/2001. Furthermore, focused group discussion was also made to enrich the findings of the study.

The help of different statistical tools like percentages are of paramount importance for the analysis of the data collected. Based on the results of the analyzed data, the forthcoming major findings were obtained.

1. The participation rate of children in primary education of Borena pastoral nomadic area was found to be low as compared to the participation rate of children in primary education of Oromia.
2. As the results of the study show, the major factors hindering access to primary education in Borena pastoral nomadic areas as perceived by teachers, students and elders were:
  - a. Lack of flexible time schedule and absence of separate calendar designed for the nomads were found to be the major problems.
  - b. Lack of water in the school was found to be a major problem.
  - c. Distance from home to school was identified as the major obstacle
  - d. Poor school-community relationships were identified as the major constraints.
  - e. Shortage of students' textbooks, shortage of desks, shortage of sport fields, shortage of trained and experienced teachers, and lack of separate toilet for girls were found as major obstacles.
3. The data analysis results of socio-economic factors as perceived by teachers, students and elders show that:
  - a. The socio-economic factors such as the need for child's labor by their parents & poor educational background of the parents were identified as the major obstacles.
  - b. Mobility of the people was found to be the main constraint. On the other hand, shortage of second cycle primary schools was not

identified as the major factors in hindering children's participation in primary education.

4. Cultural factors: low regard given to education by parents, early marriage, early pregnancy, low parents' involvement in matters concerning the education of children and low community involvement to increase access to primary education were identified as major barriers in increasing access to primary education in the study area.
5. Development constraints, recurrent drought and famine, shortage of water and pasture for animals. Tribal conflict, lack of extension and package services, shortage of marketing services, shortage of transportation road (road), sparse settlement of the people, absence of development programs designed for the nomads such as settlement problem, absence of range land development program were identified as the major constraints. On the other hand, expansion of national parks was not found to be a main obstacle.
6. As the results of the interview and focused group discussion revealed, lack of an integrated effort by governmental and non-governmental organizations concerning primary education was found to be one of the major hindering problems.

## **5.2 Conclusions**

Based on the major findings of the study the following major conclusions were drawn.

As the result of the study showed, access to primary education for the children of nomads in Borena in most cases is concluded to be a result of school related

factors, out of school factors such as socio-economic factors, cultural factors, and development constraints.

Access to primary education for the children of nomads is the function of demand and supply for education. This is to mean the services rendered in the school on one side and the community needs on the other. The school related factors include all the facilities in school such as the plant (building), the teacher, desks, textbooks, sport fields and the like which are on the supply side. On the other hand, we see the communities' willingness and decisions that are influenced by socio-economic, cultural and developmental activities in the community. Thus, as the results of the study reveal, the major problems affecting children's participation in primary education of the children of Borena pastoral nomadic population were found to be school related factors, socio-economic factors, cultural factors and development constraints. However, the out of school related factors are more influencing than the school related factors. Therefore, it is concluded that all concerned governmental and non-governmental organizations did not work in coordination to alleviate the problem of low access to primary education in the lowlands of Borena. Besides, this has greater implications for policy makers and planners in the region. Thus, it is generalized that all concerned bodies need to give greater attention to increase access to primary education in the Borena low land.

### **5.3 Recommendations**

Depending on the results of the findings obtained and the conclusions drawn, the forthcoming strategies are forwarded so as to realize increased access to primary education in the pastoral nomadic areas of Borena.

1. As the results of the study indicated, lack of flexible time for learning and absence of proper calendar designed for the nomads were found to be the major obstacles in hindering children's participation in primary education of Borena pastoral nomadic areas. It is clear that the time for learning needs to be in conformity with the needs of the people. However, the school calendar does not give due consideration for seasonal variations and climatic conditions which in turn affect participation in education in rural areas and above all in the remote and deprived places in the country. Thus, the school calendar ought to be revised based on the seasonal demand for the child's labor by their parents. This could be possible by allowing flexible time schedule and calendar for learning so that the child could perform his duties in the family and participate in learning. Furthermore, the people should also be given proper orientation from time to time on the benefits of education and reach on decision on the convenient time for child's learning. If the time for learning is decided by the people themselves and liable to change according to the seasonal variations, the access to primary education would undoubtedly be increased. Therefore, the Oromia Education Bureau in consultation with the Ministry of Education needs to give due consideration to the education of pastoral nomads' children, and the school calendar ought to be revised to accommodate the alternative mechanisms to educate the children of nomads. The experiences of other countries could also help a lot if studied carefully and put in to practice based on the way of life of the Ethiopian nomads by necessary arrangements.
2. The findings of the study further revealed that shortage of water in school and distance from home to school were found to be the major impediments to increase access to primary education in the nomadic areas of Borena.

Establishing more schools nearer to the people's home could alleviate this problem. Developing ponds and digging underground water by the concerned organization and by inviting NGOs and humanitarian organizations could minimize the problem of water.

In addition to the recommended idea to participate more children in school, Borena Zone Education Department, Woreda Education offices and the people need to construct additional schools to create additional places for learning and encourage students to continue their education.

3. The findings of this study also showed that the mobility of the people was found to be the major obstacle to increase access to primary education in Borena. The people are on the move from place to place in search of water and pasture for their animals. Moreover, recurrent drought and famine worsen the problem. On the other hand, the educational service provided in the sedentary formal school could not coincide with the way of life of the community. Thus, an alternative strategy needs to be designed to alleviate the problem of education deprivation of the nomadic people. This could be possible by constructing semi-sedentary schools, tent schools and boarding schools and provide students with the basic necessities of life so that they can pursue their education without interruption. Moreover, the recruitment and selection of teachers should be made from among the community and provide them with proper training. Therefore, Oromia education Bureau in coordination with the higher official in the region should make a concerted effort to remedy the problem.
4. The formal school system is believed to be the preferred means of providing primary education. However, there are many millions of children out of

school either due to lack of schools or because of the mismatch between the demand for schooling and the available schools. As a result, the non-formal way of teaching is of paramount importance for children out of school. Hence the Oromia Education Bureau, the Zonal Education Department and Woreda Education Offices need to put into practice the non-formal education program to make primary education accessible to children of nomads in Borena.

5. As shown in the findings of this study, one of the prominent problems hindering primary education provision was lack of development programs designed for the nomads. Because of the mobile nature of the people, provision of basic services such as education and health could be difficult if not impossible. Thus, development programs such as settlement of the people if there is interest by the people, rangeland development program and extension and package programs are very important so that the people could lead settled life and provision of basic service could be possible. Therefore, the regional state should promote development programs through sector bureaus. The regional state should invite investors and NGOs for the development of different programs that help the people to lead settled life.
  
6. The school-community relationship is very weak in the pastoral nomadic areas of Borena. The provision of education and other basic services could not be fruitful without the active involvement and participation of parents and the community. Parent's involvement can help to build a strong school-community relationship and it has positive impact for understanding the work of schools and for increasing students' participation. Thus, woreda Education offices and schools in the deprived & remote pastoral nomadic

areas of Borena should strive hard to strengthen the relationships between schools and community through school committees.

7. Since this study is the start and not an end in the area of pastoral nomad's children participation in education, and it is limited in scope, further investigation and study ought to be carried out to bring about increased participation in primary education in the nomadic areas of the country.

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## APPENDICES

APP. NO.

TITLE

1. Student population of the Study Area and Number of Students by their Age, Sex and Grade (1A-1C)
2. Table Showing population of Borena Zone (2A-2B)
3. Sketch Map of the study Area (3A-3C)
4. A Questionnaire Prepared for Teachers in Primary Schools.
5. A Questionnaire Prepared for Students of Primary Education
6. Structured interview Prepared for Elders
7. A Checklist Prepared to Know the Facilities and Services in Schools

**Appendix 1A**

**Table Showing Sample Schools Student Population of Grades 5-8**

No	Name of the Sample Schools	Grade							
		5		6		7		8	
		Male	Female	Male	Female	Male	Female	Male	Female
1	Moyale 7-12					38	11	40	7
2	Tuka 1-8	125	21	55	14	45	11	24	2
3	Moyale 1-8	166	71	131	58				
4	Dhadim 1-8	40	10	34	3	43	5		
5	Mekaneyesus 1-8(yabelo	18	10	17	21				
6	Elwaya 1-8	52	8	37	7	14	11	14	4
7	Teso 1-8	17	3	21	5				
8	Mega 1-8	134	82	94	40	128	54	99	30
9	Mekaneyesus 1-8 (Dire)	14	14	19	14				
10	Mogado 1-8	24	5	14	4				
11	Hidilola 1-8	78	32	72	28	108	28	48	15
12	Duduq 1-8	23	12	16	3				
13	Gadana yabel 1-8	27	6	10	5				
14	Dilo	6	3	5	1				
15	Dikicha	19	1	17	2				
16	Dhagale	59	3	27	1				
17	Chewbet	18	4	5	4				
	Total	820	285	574	210	376	120	225	58

**Appendix 1B**

**Table Showing Student Respondents by their School, Sex., Age and Grade**

No	Name of the Sample Schools	Sex				Age								Grade							
		Male		Female		7-10		11-14		15-18		19 & above		5		6		7		8	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Moyale 7-12	15	2.9	3	0.6			7	1.3	8	1.5	3	0.6					9	1.7	9	1.7
2	Tuka 1-8	48	9.3	9	1.7			25	4.8	30	5.8	2	0.4	28	5.4	13	2.5	11	2.2	5	1
3	Moyale 1-8	58	11.2	25	4.8			47	9.1	33	6.4	3	0.6	46	8.9	37	7.1				
4	Dhadim 1-8	23	4.5	3	0.6			11	2.1	13	2.5	2	0.4	10	1.9	7	1.4	9	1.7		
5	Mekaneyesus 1-8(yabelo	7	1.4	6	1.2			5	0.9	8	1.5			6	1.2	7	1.4				
6	Elwaya 1-8	23	4.5	6	1.2			13	2.5	16	3.1			12	2.3	9	1.7	5	1	4	0.8
7	Gadana Yabel1-8	7	1.3	2	0.4			4	0.8	5	1			6	1.2	3	0.6				
8	Teso 1-8	7	1.4	2	0.4			3	0.6	6	1.2			4	0.8	5	1				
9	Mega 1-8	88	17	40	7.8			54	10.5	65	12.6	9	1.7	42	8.1	26	5	35	6.8	25	4.9
10	Mekaneyesus(1-8)Dire	6	1.2	5	0.9			6	1.2	5	1			5	1	6	1.2				
11	Megado 1-8	7	1.3	2	0.4			2	1.4	7	1.4			6	1.2	3	0.6				
12	Hidilola 1-8	59	11.4	20	3.8			29	5.6	49	9.4	1	0.2	21	4	19	3.6	26	5	12	2.3
13	Dubluq 1-8	8	1.6	3	0.6			5	0.9	6	1.2			7	1.4	4	0.8				
14	Dilo 1-8	2	0.4	1	0.2			3	0.6					2	0.4	1	0.2				
15	Dikicha 1-8	7	1.3	1	0.2			4	0.8	3	0.6	1	0.2	4	0.8	4	0.8				
16	Dhagale 1-8	17	3.3	1	0.2			6	1.2	12	2.3			12	2.3	6	1.2				
17	Chewabet 1-8	4	0.8	1	0.2			3	0.6	2	0.4			4	0.8	1	0.2				
	<b>Total</b>	<b>386</b>	<b>74.8</b>	<b>130</b>	<b>25</b>	<b>2</b>	<b>0</b>	<b>227</b>	<b>44</b>	<b>268</b>	<b>51.9</b>	<b>21</b>	<b>4.1</b>	<b>215</b>	<b>42</b>	<b>151</b>	<b>29.3</b>	<b>95</b>	<b>18.4</b>	<b>55</b>	<b>11</b>

Appendix- 1C

Table showing the Gross Enrolment Ratio, Total Enrolment and school age population of Oromia and Borena zone

Gross Enrolment Ratio (1-8) Of Oromia

Year	Boys	Girls	Total
1996(1989)	47	22	34
1997(1990)	54	25	40
1998(1991)	60	30	45
1999(1992)	67	36	52
2000(1993)	73.1	41.8	57.6

Enrollment of Oromia

Year	Boys	Girls	Total
1996(1989)	1007355	458589	1465944
1997(1990)	1169687	541231	1710918
1998(1991)	1338203	659465	1997668
1999(1992)	1530614	810581	2341195
2000(1993)	1703847	957844	2661691

School age Population of Oromia

Year	Boys	Girls	Total
1996(1989)	2146000	2096000	4242000
1997(1990)	2183005	2135003	4318008
1998(1991)	2226000	2180000	4406000
1999(1992)	2276003	2230602	4506605
2000(1993)	2331976	2288933	4620909

Gross Enrolment Ratio (1-8) Of Borena

Year	Boys	Girls	Total
1996(1989)	39	12	26
1997(1990)	45	14	30
1998(1991)	50	17	34
1999(1992)	62	22	43
2000(1993)	68	24	47

Enrollment of Borena

Year	Boys	Girls	Total
1996(1989)	64803	18957	83760
1997(1990)	74720	21780	96500
1998(1991)	84489	25719	110208
1999(1992)	107743	34665	142408
2000(1993)	121913	40892	162805

School age Population of Borena

Year	Boys	Girls	Total
1996(1989)	164401	155250	319651
1997(1990)	167236	158139	325375
1998(1991)	170529	151472	322001
1999(1992)	174360	156176	330536
2000(1993)	178648	169541	348189

Appendix - 2A

Table Showing the 1999 Population of Borena Zone

No	Woreda	Urban Population		Rural population	Total population
		Male	Female		
1	Uraga	Male	2314	95428	97742
		Female	2465		
		Total	4779		
2	Bore	Male	4622	65113	69735
		Female	5067		
		Total	9689		
3	Adola Wadera	Male	15378	64034	79412
		Female	15244		
		Total	30622		
4	Odo Shakiso	Male	11895	43720	56615
		Female	10514		
		Total	22409		
5	Hagere Mariam	Male	8319	221309	229628
		Female	7876		
		Total	16195		
6	Yabello	Male	6596	26556	33152
		Female	6548		
		Total	13144		
7	Arero	Male	2617	15512	18129
		Female	2603		
		Total	5220		
8	Liben	Male	15934	50288	66222
		Female	15959		
		Total	31893		
9	Moyale	Male	9437	45002	54439
		Female	8342		
		Total	17779		
10	Dire	Male	5337	44790	50127
		Female	5366		
		Total	10703		
11	Teltele	Male	2111	18750	20861
		Female	2127		
		Total	4238		
12	Gelan Abaya	Male	-	64481	64481
		Female	-		
		Total	-		

- Rural population = 1,483,161 = 89.9%
- Urban Population = 166,671 = 10.1%
- Total Population = 1,649,832 = 100%

Source: Borena Zone Planning and Statistics Department

Appendix - 2B

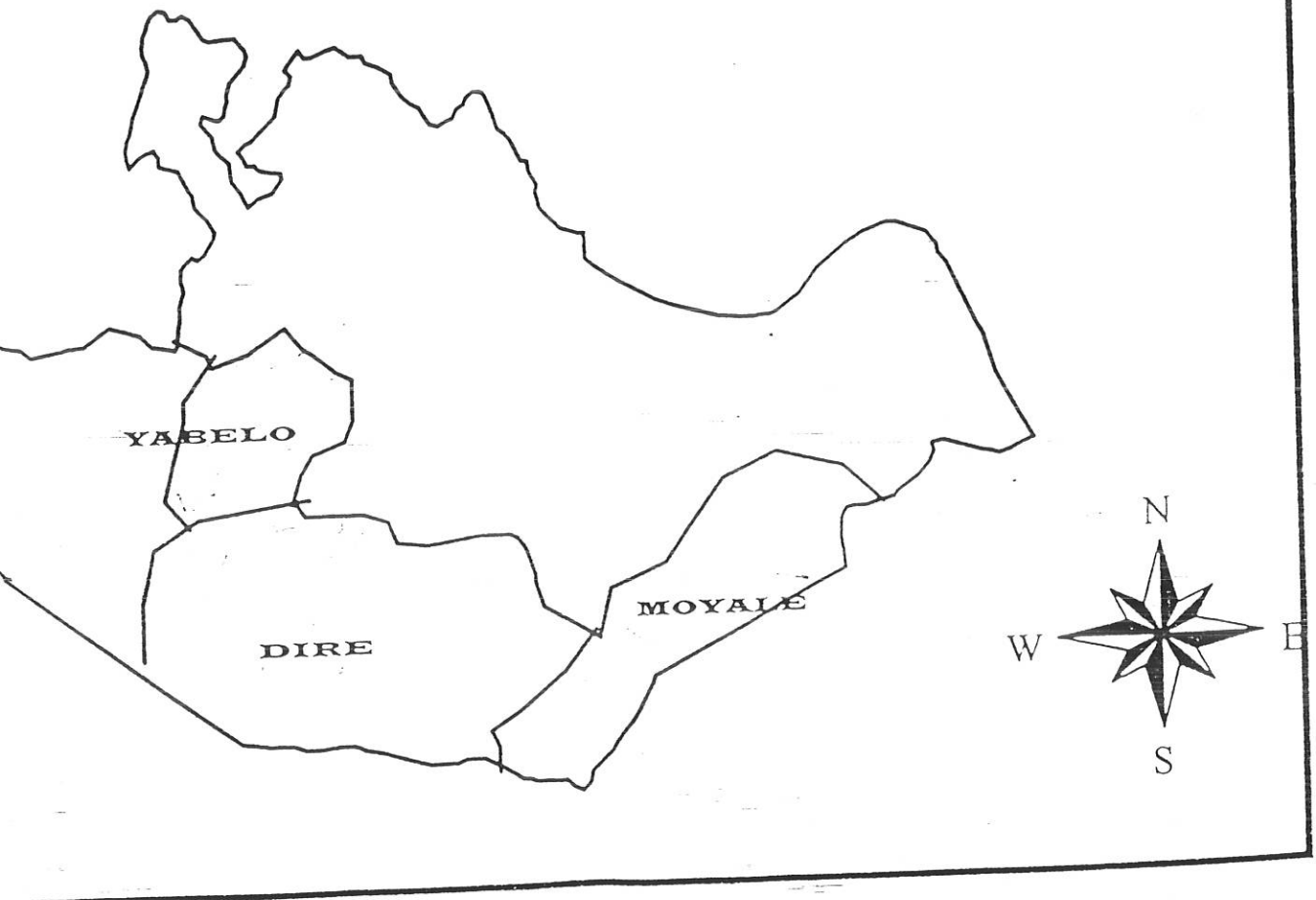
Table Showing Borena's Area of Land in Square Kilometres

No	Woreda	Area of land in square kilometres
1	Uraga	1540
2	Bore	1330
3	Adola Wadera	2640
4	Odo Shakiso	4080
5	Hagere Mariam	6183.3
6	Yabello	5550
7	Arero	10890
8	Liben	8950
9	Moyale	1130
10	Dire	12700
11	Teltele	10900
12	Gelan Abaya	3390
Total		69373.3

Source : Borena Zone Planning and Statistics Department

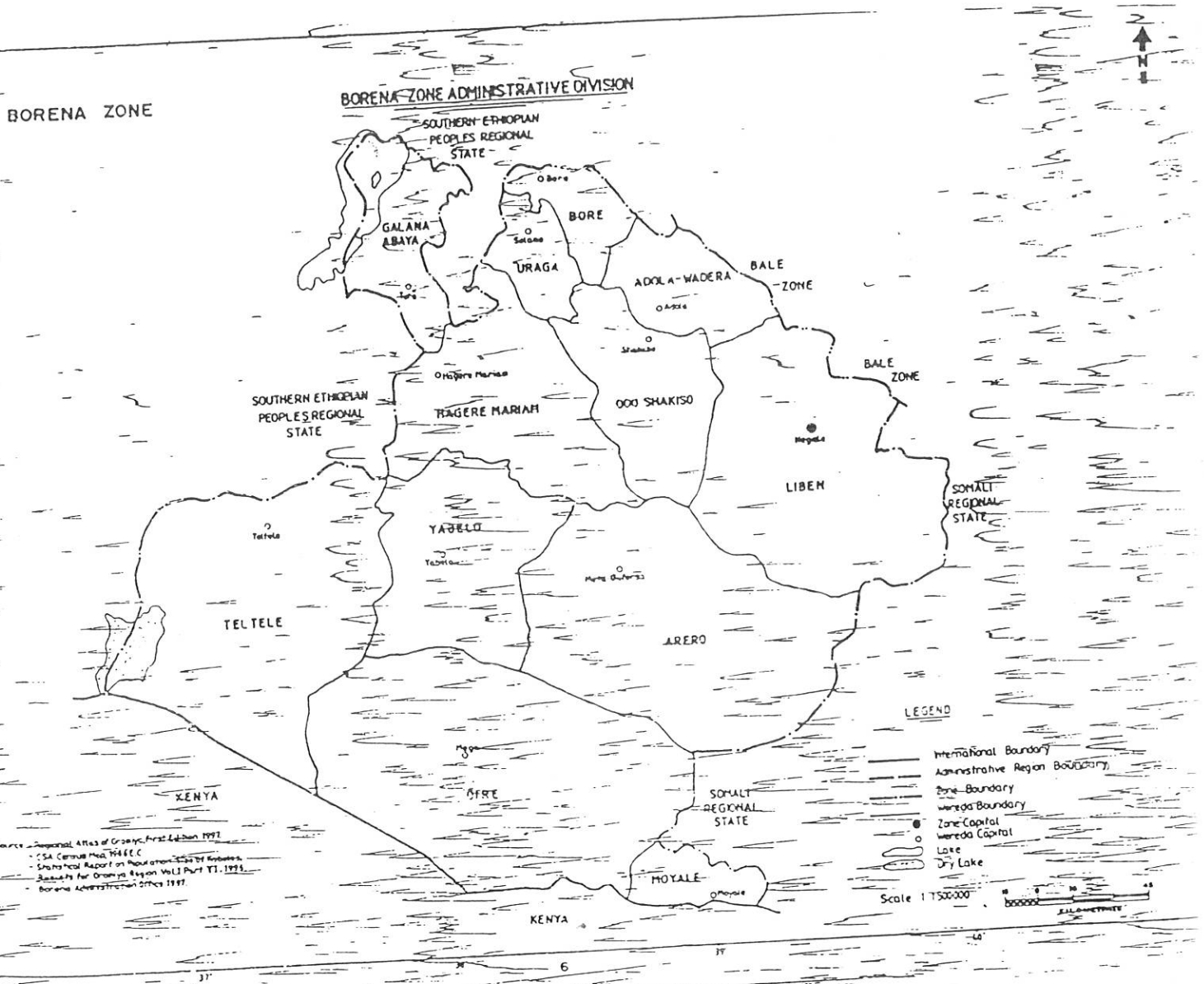
Appendix-3A

LOCATION OF THE STUDY WOREDA'S  
(OROMIYA REGION BORENA ZONE)



Source: Borena Zone Planning and Statistics Department.

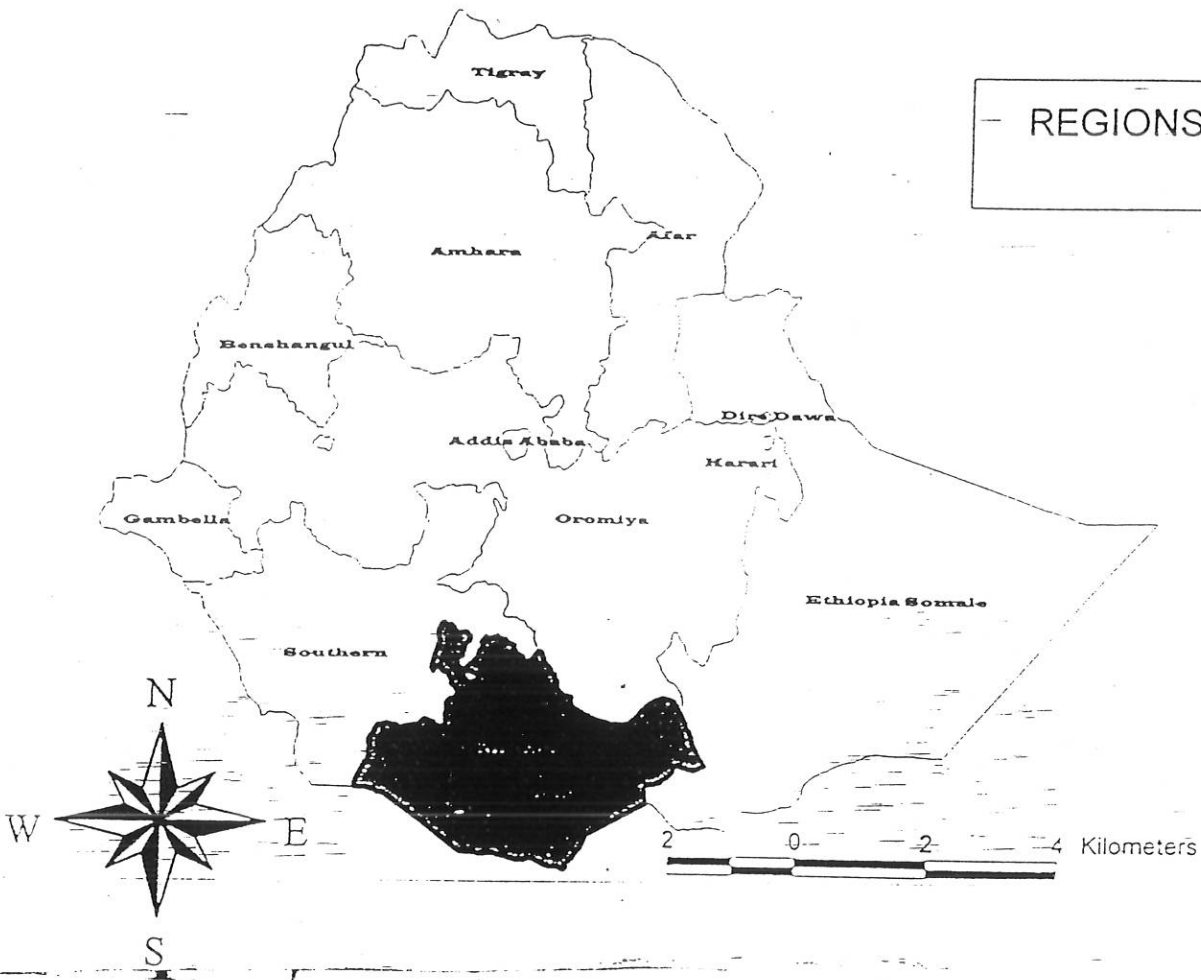
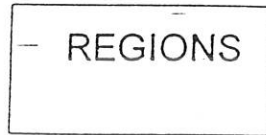
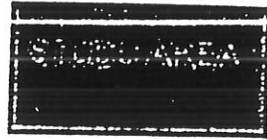
# Appendix-3B



Source: Borena zone Planning and Statistics Department.

Appendix-3C

LOCATION AREA OF THE STUDY



Source: Borena zone planning and statistics Department.

## Appendix-4

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
FACULTY OF EDUCATION  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION**

### **RESEARCH QUESTIONNAIRE**

**To be filled by experts at Zonal and Woreda education offices, primary school Teachers, and Principals.**

This questionnaire is designed to collect the necessary information for the study on " Primary Education for the children of Nomads in Borena: Bold Access and Alternatives." It is also aimed at identifying the major problems 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 education in Borena nomadic area. You are therefore kindly requested to fill in the questionnaire honestly because the success of this study directly depends upon your genuine response to the questions.

Thank you in advance for your time and concern.

#### Instruction

1. No need of writing your name.
2. Please put an "x" mark in the space provided for your answers.
3. Give short answer in the space provided for question items that are open ended.

**Part one**

1. Place of Work:

Zone \_\_\_\_\_

Town \_\_\_\_\_

Woreda \_\_\_\_\_

School \_\_\_\_\_

2. Career Position:

A. Zonal education expert \_\_\_\_\_

B. Woreda education expert \_\_\_\_\_

C. Primary school Teacher \_\_\_\_\_

D. Primary School Principal \_\_\_\_\_

3. Age:

A. Below 20 years \_\_\_\_\_ C. 31-40 Years \_\_\_\_\_

B. 21- 30 Years \_\_\_\_\_ D. 41 Years and above \_\_\_\_\_

4. Sex: A. Male \_\_\_\_\_

B. Female \_\_\_\_\_

5. Current Educational level \_\_\_\_\_

6. Service:

A. At your present position/School \_\_\_\_\_ years

B. Total years of Service \_\_\_\_\_ years.

7. Your Teaching load per week \_\_\_\_\_ periods. (for teachers and principals only).

## Part Two

Factors that hinder the participation of the children of nomads in primary schools of Borena.

### Instruction

Please put an "x" mark in the column, which nearly affects the participation of the children of nomads by using the following, five point rating scales:

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

No.	Statements	5	4	3	2	1
<b>1</b>	<b>School Related Factors</b>					
1.1	Distance from home to school is too far					
1.2	Lack of water service in school					
1.3	Shortage of students' text books					
1.4	Shortage of students' desks or chairs					
1.5	Shortage of play ground or sport fields					
1.6	Shortage of experienced and qualified teachers					
1.7	Poor school-community relationships					
1.8	Absence of flexible time schedule that fits in the children's learning needs					
1.9	Lack of toilet for girls					
<b>2</b>	<b>Socio-economic factors/problems</b>					
2.1	The need for child's labor by parents					
2.2	Parents' poor educational background					
2.3	Mobility of the Community					
2.4	Absence or shortage of upper primary schools (5-8)					
<b>3.</b>	<b>Socio-Cultural factors</b>					
3.1	low regard given to education by parents					
3.2	Early marriage					
3.3	Early pregnancy					
3.4	Lack of family involvement in encouraging participation in education					
3.5	lack of community involvement in encouraging participation in education					

<b>4</b>	<b>Development Constraints/problems</b>						
4.1	Low annual rainfall and drought						
4.2	Absence of water and forage for animals						
4.3	Expansion of national parks and game reserves						
4.4	poor social services such as education and health						
4.5	Conflict among the nomads						
4.6	Lack of extension development services						
4.7	Lack of marketing services.						
4.8	Inadequacy of communication						
4.9	Problem of nomads settlement (sparely distributed over vast area)						
4.10	Lack of development programs designed for the nomads						
	Settlement program which the nomads have interest						
	Lack of range land development programs						
	Lack of development of minimum package programs						

### Part Three: Open Ended Questions

What other factors/Problems other than those mentioned in part two, do you think affect children's participation in primary education in the nomadic areas of Borena?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

What other mechanisms other than those explained in part <sup>two</sup>~~three~~, do you suggest for increasing or improving children's participation in Primary education in Borena?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

What other development programs other than those mentioned in part ~~three~~<sup>two</sup>, do you suggest to improve the living condition of the nomads?

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

What development constraints do you think face the nomads?

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

Do you have other suggestions? please write them.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
FACULTY OF EDUCATION  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

RESEARCH QUESTIONNAIRE

To be filled by primary school students (grades 5-8).

The main objective of this questionnaire is to collect necessary information for the study on "**primary Education for the children of Nomads in Borena: Access and Alternatives**". And to identify major factors hindering participation and to come up with alternative strategies that need to be designed for the children of nomads in Borena. You are, therefore, kindly requested to fill in the questionnaire because the success of this study directly depends up on your genuine responses to the questions.

**Instruction**

1. No need of writing your name
2. Put an "x" mark in the space provided for your answers.
3. Give short answers in the space provided for question items that are open ended.

**Part -One**

**General Information**

1. Place of work  
Woreda \_\_\_\_\_ Village/town \_\_\_\_\_

Name of your school \_\_\_\_\_

2. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_

3. Age:  
A. Below 7 years \_\_\_\_\_ C. 11-14 Years \_\_\_\_\_  
B. 7-10 Years \_\_\_\_\_ D. 15-18 Years \_\_\_\_\_  
E. 19 Years and above \_\_\_\_\_

4. Grade:  
A. 5<sup>th</sup> \_\_\_\_\_ B. 6<sup>th</sup> \_\_\_\_\_ C. 7<sup>th</sup> \_\_\_\_\_ D. 8<sup>th</sup> \_\_\_\_\_

5. your parent's educational status

Level of Education	Father	Mother
Illiterate		
Can read and write		
Grades 1-4		
Grades 1-6		
Grades 1-8		
Above grade 8		

E. More than 6 kms \_\_\_\_\_

9. What is the distance of senior secondary school from your home?

A. About 5 kms \_\_\_\_\_ C. 11 – 15 kms \_\_\_\_\_

B. Between 6 – 10 kms \_\_\_\_\_ D. More than 15 kms \_\_\_\_\_

10. While the family move with their animals in search of water, what will be the chance of student at school?

A. Discontinue their education \_\_\_\_\_

B. Some will dropout and some will continue to learn \_\_\_\_\_

C. The school will be closed until the family will return back \_\_\_\_\_

D. Other than the above \_\_\_\_\_

11. Were there any mechanism used to help students not to discontinue their education?

A. Yes \_\_\_\_\_

B. No \_\_\_\_\_

12. If you response for question no 12 is Yes, what alternative strategies were used?

A. \_\_\_\_\_

C. \_\_\_\_\_

B. \_\_\_\_\_

D. \_\_\_\_\_

13. Is there someone to help you about your difficulty in your education

A. Yes \_\_\_\_\_

B. No \_\_\_\_\_

14. If your response for the question no 14 is Yes, who is that person/s?

A. \_\_\_\_\_

B. \_\_\_\_\_

15. Do your parent's ask you about your lesson?

A. Yes \_\_\_\_\_

B. No \_\_\_\_\_

16. What do you do after school hours. Indicate your response by putting an "x" mark in the

space provided.

- A. Look after cattle \_\_\_\_\_
- B. Participate in farm activities \_\_\_\_\_
- C. Look after little brothers and sisters \_\_\_\_\_
- D. fetch water \_\_\_\_\_
- E. Help your mothers at home \_\_\_\_\_
- F. Collect firewood \_\_\_\_\_
- G. Play with your peer groups \_\_\_\_\_
- H. Read your exercise books \_\_\_\_\_
- I. Other \_\_\_\_\_

17. Which one of the following is convenient for your learning?

- A. Single Shift \_\_\_\_\_ C. Flexible time \_\_\_\_\_
- B. Double Shift \_\_\_\_\_ D. Whole day School \_\_\_\_\_

**Part – three: Factors hindering the participation of children in Nomadic  
Primary Schools.**

19. Please put an "x" mark in the column which nearly affects your participation in education by using the following five point rating scales:

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

No.	Statements	5	4	3	2	1
<b>1</b>	<b>School Related Factors</b>					
1.1.	Distance from home to school is too far					
1.2.	Lack of water service in school					
1.3.	Shortage of students' text books					
1.4.	Shortage of students' desks/ or chairs					
1.5.	Shortage of play ground or sport fields					
1.6.	Shortage of qualified and experienced teachers					
1.7.	Poor school-community relationships					
1.8.	Absence of flexible time					
1.9.	Lack of toilet for girls					
<b>2.</b>	<b>Socio-economic factors/ problems</b>					
2.1.	The need for child's labor by parents					
2.2.	Parents' poor educational background					
2.3.	Mobility of the nomads					
2.4.	Absence or shortage of upper primary schools (5-8)					
<b>3.</b>	<b>Socio-Cultural factors</b>					
3.1.	Low regard given to education by parents					
3.2.	Early marriage					
3.3.	Early pregnancy					
3.4.	Lack of family involvement in encouraging in education					
3.5.	Lack of community involvement in encouraging participation in education					

#### Part- Four: Open Ended Questions

What other problems do you think affect your participation in education?

Please write them.

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

What mechanisms do you think will improve the participation of children in education?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

What development strategies do you suggest for the development of nomads?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

What development constraints do you think the people in your village face?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

What do you suggest to attract more students to school?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

Appendix-6

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DEPARTMENT OF EDUCATIONAL ADMINISTRATION

STRUCTURED INTERVIEW PREPARED FOR ELDERLY PEOPLE AROUND THE  
SAMPLE SCHOOLS

Part-One

Personal data:

1. Sex:                   A. Male \_\_\_\_\_                   B. Female \_\_\_\_\_  
2. Religion            A. Christian \_\_\_\_\_ B. Muslim \_\_\_\_\_ C. Other \_\_\_\_\_

3. Occupation:

- A. Farmer \_\_\_\_\_                   C. Small business worker \_\_\_\_\_  
B. House work \_\_\_\_\_               D. Cattle raring \_\_\_\_\_  
E. Other than these \_\_\_\_\_

4. Educational level:

- A. Illiterate \_\_\_\_\_  
B. Can read and write \_\_\_\_\_  
C. Primary education complete \_\_\_\_\_  
D. Other \_\_\_\_\_

**Part -Two**

6. Which of the following factors do you think hinder children's participation in education in your locality?

No.	Statements	5	4	3	2	1
<b>1</b>	<b>School Related Factors</b>					
1.1	Distance from home to school is too far					
1.2	Lack of water service in school					
1.3	Shortage of students' text books					
1.4	Shortage of students' desks /or chairs					
1.5	Shortage of play ground or sport fields					
1.6	Shortage of qualified and experienced teachers					
1.7	Poor school-community relationships					
1.8	Absence of flexible time					
1.9	Lack of toilet for girls					
<b>2</b>	<b>Socio-economic factors/problems</b>					
2.1	The need for child's labor by parents					
2.2	Parents' poor educational background					
2.3	Mobility of the nomads					
2.4	Absence or shortage of upper primary schools (5-8)					
<b>3.</b>	<b>Socio-Cultural factors</b>					
3.1	Lack of interest in education					
3.2	Early marriage					
3.3	Early pregnancy					
3.4	Lack of family involvement in encouraging in education					
3.5	lack of community involvement in encouraging participation in education					
<b>4</b>	<b>Development Constraints/problems</b>					
4.1	Low annual rainfall and drought					
4.2	Absence of water and forage for animals					
4.3	Expansion of national parks and game reserves					
4.4	Poor social services such as education and health					
4.5	Conflict among the nomads					
4.6	Lack of extension development services					
4.7	Lack of marketing services.					
4.8	Inadequacy of communication					
4.9	Problem of nomads settlement (sparely distributed over vast area)					
4.10	Lack of development programs designed for the nomads					
	Settlement program which the nomads have interest					
	Lack of range land development programs					
	Lack of development of minimum package programs					

**Part -Three: Open Ended Questions**

What other factors do you think affect children's participation in primary education in your locality?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

What strategies do you suggest for increasing children's participation in primary education in your locality?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

What other development programs do you suggest to improve the learning condition of the nomads?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

What development constraints do you think face the people in your locality?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

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**CHECK LIST**

1. Name of the school \_\_\_\_\_  
 Year founded \_\_\_\_\_
2. Number of students' \_\_\_\_\_  
 Average number of students per class \_\_\_\_\_  
 Average number of students per desk \_\_\_\_\_  
 Students textbook ratio \_\_\_\_\_
3. Number of Teachers \_\_\_\_\_  
 Teacher- student ratio \_\_\_\_\_
4. Number of student by grade and sex

Year	Grades															
	1		2		3		4		5		6		7		8	
SEX	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1989																
1990																
1991																
1992																
1993																
Total																

## DECLARATION

I the under signed, declare that this thesis is my work and that all sources of material used for the thesis have been duly acknowledged.

Name: Tefera Challa

Signature

A handwritten signature in black ink, appearing to be 'Tefera Challa', written over a horizontal line.

Place and date of Submission: Addis Ababa University ,July 2001