

**CHALLENGES IN ACHIEVING UNIVERSAL PRIMARY
EDUCATION IN BORANA PASTORAL COMMUNITY**

**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
GRADUATE SCHOOL OF EDUCATION DEPARTMENT
OF EDUCATIONAL PLANNING AND MANAGEMENT**



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April 2011
Addis Ababa

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EDUCATION IN BORANA PASTORAL COMMUNITY**

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

April 2011

Addis Ababa

Acknowledgments

First of all, I would like to express my deepest praise to my God for his limitless assistance and care.

I am greatly indebted to ato Ayalew Shibeshi (Associate Professor), my Advisor, who attentively followed up the day to day development of this study and who cheerfully contributed his constructive criticism and valuable guidance throughout my tasks.

It is a pleasure and honor for me to record my gratitude to my lovely family for their entire support and genuine encouragement.

Finally, I am much grateful to all teachers, school principals, educational personnel, and educated group of Borana pastoral community who facilitated and provided me with the required information for this study.

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ABBREVIATIONS AND ACRONYMS

ABE:	Alternative Basic Education
BZED:	Borana Zone Education Department
GER:	Gross Enrollment Ratio
MoE:	Ministry of Education
NER:	Net Enrollment Ratio
NGO:	Non Governmental Organizations
OEB:	Oromia Education Bureau
PFE:	Pastoral Forum Ethiopia
PHRD:	Population and Human Resource Development
PSR:	Pupil Section Ratio
PTA:	Parent and Teacher Association
PTR:	Pupil Teacher Ratio
UN:	United Nations
UNESCO:	United Nations Education, Science and Cultural Organization
UNICEF:	United Nations Children's Education Fund
UPE:	Universal Primary Education
WCEFA:	World Conference of Education for All
WFP:	World Food Program
WEO:	Woreda Education Office

Abstract

The purposes of this study was to examine the challenges in achieving UPE by 2015, and come up with strategies that should be designed to enhance enrollment of school age children of the pastoral community. In order to realize the study, descriptive survey research was employed. This study was conducted in the three purposefully selected woredas of Borana Zone. And the sample schools were selected through random sampling technique. The subjects of the study were 156 teachers, 28 school principals, 20 educational personnel and educated group of this pastoral community. The necessary information was obtained from these subjects through questionnaires, structured interview and document analysis. Moreover, educational statistics and annual abstracts of the OEB and ZED were used to obtain the necessary data. The data obtained from the questionnaires were analyzed using statistical tools like percentage, mean and grand mean values. The data from documentary analysis and the findings showed that the provision of primary education in Borana pastoral community has shown an improvement but not as its desired targets. The findings of the study further indicated socio-economic factors like high demand for children labor, lack of direct costs of schooling, nutrition problem, the pastoral way of life, poor educational background of parents, conflicts, large family size, lack of adequate budget and drought have been identified as major challenges. Furthermore, socio-cultural factors such as negligence of physically impaired children, irrelevance of curriculum, existence of backward traditional culture, shortage of role models of pastoral girls, early marriage and pregnancy, parents fear modern education change their culture, parents tend to favor the education of boys than girls, low value given to the girls' education and absence of socialization program to the new comer students were considered as barriers. Moreover, school related factors like shortage of qualified teachers, shortage of female teachers as a role model, weak school management, long distance walk between home schools, absence of flexible school calendar, lack of adequate supervision services, shortage of syllabus and teaches' guides and lack of school facilities have been identified as major problems in enhancing enrollment of Borana pastoral school age children. Hence, it is concluded that, in most cases, the provision of primary education for Borana pastoral children was a function of socio-economic, socio-cultural and supply side factors. Depending on the results of findings, building new schools near to the community, expanding existing schools and ABE centers, establishing mobile schools, expanding boarding schools, expanding existing feeding program, increase the number of female teachers, use of relevant curriculum, increase supervision services, allocate sufficient budget to the schools, avoiding any school related costs, establishing especial support program to the girls' education, mobilizing community awareness on the UPE goals, full-fill school facilities, attracting more NGOs that work on education issues, implementing flexible school calendar and mobilizing community support were among sound strategies which have been identified by the respondents to increase the participation of school age children in these lowland pastoral community.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Social changes are always inevitable for a society aspiring for more development and better lifestyles. Education plays a significant role to enhance such social and economic endeavors. Primary education provides a fundamental base for all further human development (Further schooling, training & etc.). It provides the basis for developing the capacity to cope with readily evolving and changing society in an information age, and also provides to live and work in dignity, to participate fully in development and improve the quality of their lives.

Primary education helps to create literate and numerate population that can deal with problems at home and workplace and serves as foundation upon which further education is built (World Bank, 1990:8). Primary education in developing countries is considered to have great importance because of its wide range of benefits. These include the shaping and strengthening of the child as individual in relation to his/her fellow people and to nature. It is also to build capacity for lifelong learning in individuals, and to develop knowledge, skill, and attitudes which contribute to general development of the country (Taylor, 1997:1).

As the above benefits of education are needed by all society , education declared globally as a human right in 1948. The world declaration of education for all is based on the recognition that education is a fundamental human right for all people , women and men, of all ages through the world. . . is an indispensable key to, though not a sufficient condition for personal and social improvements and can help ensure a safer, healthier, more prosperous and environmentally healthier and sound world , while simultaneously contributing to social, economic and cultural progress, tolerance, and

international cooperation. Education as a good is an outcome of development, while as a means it can be an engine of development and an indispensable tool for improving the quality of people's lives (World Education Forum, 2000:17).

The importance of education to individual, community and national development is reflected in its recognition as a human right. The right to a primary education is stated in the Universal Declaration of Human Rights (1948: article 26). The goal of achieving universal primary education has been on the international agenda since the Universal Declaration of Human Rights affirmed, in 1948, that elementary education was to be made freely and compulsorily available for all children in all nations. In the year 1990 the convention on the rights of the children again reaffirmed this intention. In the same year, delegates from 155 countries at the World Conference on Education for All (WCEFA) acknowledged their respective government to providing access to basic education for all children (WCEFA, 1990:19). But, practically the accomplishment of the task becomes a difficult one for many developing countries.

National governments, especially the third world countries, have to be truly committed to providing the education sector with adequate budgetary resources, to engaging in necessary system reform, to enhancing their capacity to deliver quality education to their populations as well as to the most disadvantaged children, and most importantly to accelerate girls' education. Ethiopia is a signatory to all the global and regional proclamations to provide basic education for all citizens. Though, participating in world Declaration on Education for All in Jomtien (Thailand) in 1990, and in 2000 the World Education Forum held in Dakar (Senegal), Ethiopia reaffirmed its commitment to achieving UPE by 2015 with specific targets to bring all boys and girls to school, and will be able to complete a full course of primary education (Grade 1-8) (Derebssa, 2006:28).

Federal, regional, and local governments of Ethiopia are committed to provide primary education through alternative mechanisms. This is the major priority area of education and training policy. Even if this idea is acceptable, it is challenged to achieve goals of UPE and equal opportunity in the Borana lowland pastoral areas by 2015. Thus, it is imperative and timely to look into efforts made to achieve UPE and the impending factors encountered in the process of implementing these efforts in the education of these pastoral community children.

1.2 Statement of the Study

A large number of children and adults in the low income countries have been denied access to compulsory primary education (Colclough, 1993, and Lockheed and Verspoor, 1991). Among others, the major causes are slower economic growth, inadequate support from the donor countries, lack of consensus on what constitutes UPE and absence of available operational definition of UPE that is compatible with the social, economic and educational realities of the countries (Bastian, 2004). On the basis of the study that was carried out in the horn of Africa, east African pastoralists are included under the category of the most disadvantaged and hard to reach groups and represent a particular challenges for development in general and education in particular (Carr-Hill,2002). It is true that, Ethiopia is one of the least developed countries in the world, and the state of its nomadic pastoral population seems even worse. These nomadic pastoralists are among the most deprived and neglected groups in the country. Furthermore, these pastoralists are deprived of educational opportunities. There was no much attention given to these groups of people since the introduction of modern education in Ethiopia (Pastoral Forum Ethiopia, 2001:46).

The pastoralist areas of Ethiopia, accounting for around 78 million hectares, are situated 1500m below sea level and are homes to 12% and 40% of the human and animal populations respectively. The lowlands of the country,

which account for almost two-thirds of the national land area, are home to more than eight million people who are pastoralists and move from place to place with their livestock's in search of grassland and water. These nomadic people are composed of 29 Nilotic and Cushitic ethnic groups spreading over six regions of the country (Ayalew Shibeshi, 2005:5, and Pastoralist Forum Ethiopia, 2008:34).

The pastoral areas of this community are mainly characterized by unpredictable and unstable climatic conditions, as well as ecologically fragile environment. These pastoral areas are also characterized by frequent draught, conflict, flood and food insecurity as well as inadequate facilities and infrastructure. Low human development features, manifested by very low primary and secondary schools gross enrollment rate (20% and 3% only); characterized extreme poverty and low immunization rate (10% only) (Pastoralist Forum Ethiopia, 2008:34).

The government of Ethiopia, with the aim of expanding education increasing access and improving quality, has introduced a National Education and Training Policy in 1994. This policy provided a new educational structure, decentralized management, localized curriculum, and the use of local language as a medium of instruction in primary education. Also education sector development program with the ultimate goal of achieving UPE by the year 2015 was adopted (Ayalew, Damtew, Berhanu and Hailemariam, 2002:2). But, the current situations in Borana lowland pastoral community create serious challenges in achieving UPE in the region by 2015. Education is by far one of the biggest burning problems of the Borana pastoral society. Borana pastoralists are not very comfortable with sending girls to schools because the schools are located far away in towns. Children could not travel to faraway places to attend classes. Particularly girls are victims of this situation. As a result, this situation has hampered the overall education momentum in the Borana pastoral community (Pastoral Forum Ethiopia, 2004:3). Moreover, regional figures in the year 2009/10 indicated that there

were 17.6% GER and 20.2% NER differences between the Zone and region primary school enrollment (OEB, 2009/10). Therefore, educational status of this pastoral community needs urgent responses from the government, non-government bodies and the community with great commitment before it will be difficult to be achieved by 2015.

In order to overcome these problems and to realize UPE by 2015 in these pastoral areas, the following basic research questions were addressed as a guideline for treating the problem:-

1. What does the current access of primary education opportunity look like in Borana lowland pastoral community?
2. What are the main out-of school obstacles to achieve UPE by 2015 in these pastoral areas?
3. What are the major in school impediments to achieve UPE by 2015 in these pastoral areas?

1.3. Objectives of the Study

Education is a cornerstone of economic growth and social development and principal means of improving the welfare of individuals. It increases the productive capacity of societies and their political, economic and scientific institutions. Thus, this study has the following objectives:-

1.3.1. General Objective

The main purpose of this study was to examine the challenges in achieving UPE by 2015 in Borana lowland pastoral community.

1.3.2. Specific Objectives

In the course of this study, the following specific objectives were addressed for treating these problems:-

1. To assess the current access of primary education in achieving UPE by 2015 in the Borena lowland pastoral community.

2. To examine the primary school participation rate of this pastoral community children.
3. To assess the gap between male and female students' enrollment.
4. To identify the major challenges that are hindering children's access to education in this pastoral community.
5. To investigate the alternative strategies those are used to enhance the enrollment of students in Borana lowland pastoral community in achieving UPE by 2015.

1.4. Significance of the Study

It is very important and pertinent to identify the actual problems related to access and coverage of primary education in the sample Woredas of Borana Zone in the context to its global agenda and the goal of UPE needed to be implemented in the time frame affirmed. So it is essential by doing so to generate necessary information for decision makers in order to take corrective action regarding what speedy change should be done, how the resources to be acquired and the available are allocated and what priority issues need prior decisions. Thus, the study becomes useful and timely to assess the causes of the problems and its own contribution from the following points of view:-

1. May enable education officials, policy makers, stakeholders and donors to have some important information on the actual status of primary education.
2. The study is expected to identify problems and constraints in achieving UPE by 2015, so as to enable educational decision makers to make urgent remedial action which can enhance the progress of the goal of UPE.
3. The results of the study are expected to design viable strategies and to make corrective measures which will alleviate the problems.
4. The results of this study may also serve as a stepping-stone for interested researchers who want to engage them to study on a similar issue in detail.

1.5. Delimitation of the Study

In order to carry out any research, scholars in the field of research advice, it is important to delimit it to a manageable size (Seyoum and Ayalew, 1989:126). Therefore, this study was delimited to the pastoral community of Borana zone as it is one of the most educationally deprived areas in the region. And also, the study was limited in the three sample Woredas and 21 primary schools of these Woredas of Borana Zone.

1.6. Limitation of the Study

It is obvious that research work cannot be totally free from the limitations. To this end, limitation was also observed in this study. One apparent limitation was absence of facilitators of ABE centers. This is the fact that during the data collection the ABE centers were closed due to summer season in those arid areas. Therefore, it was the major challenge that researcher faced while conducting research. As a result, researcher was forced to collect data from the formal school only.

1.7. Definition of Key Terms

Access: The extent to which learning resources can be made available to students who are unable use them at normal or specific times (UNESCO, 1998:22).

Basic Education: Very minimum of knowledge, skills, attitudes and values that will enable individual to operate reasonable expectations of success in their community (UNESCO, 1998:2).

Demand: Refers to the decisions that parents make largely based on socio-economic and socio-cultural factors (Tietjen, 1995:49).

Nomadism: Any type of existence characterized by the absence of a fixed domicile (Ahmed, 1976:174).

Nomads: Ethnic groups who travel and migrate in large or small clan groups in search of means of livelihood with community (UNESCO, 2002:4).

Out of school children: Children in the official age group who are not enrolled in school (MPUTU, 2001:85).

Pastralists: People who are primarily raising and depending on livestock and their products as their source of food and income (Dawit, 2002:2).

Supply: Refers to the provision of adequate schools, teachers, textbooks and facilities (Tietjen, 1995: 78).

UPE: Full enrolment of all children in the primary age group and completion of the final year of primary schooling, i.e. 100 percent net enrollment ration as well as at or close to 100 percent completion rates (UNESCO, 2001).

1.8. Organization of the Study

The research paper was organized into five chapters. The first chapter deals with the introduction section of the study. The second chapter trends the review related literature. The third chapter of the paper focused on research design and methodology of the research. The fourth chapter deals with the data presentation and analysis. The last chapter is concerned with the summary, conclusion and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with review of the literature that is related to the concepts of universal primary education and pastoralists. Therefore, it has sub-topics like the conceptual framework of UPE, the rationales for achieving UPE, an overview of pastoral communities and their features, pastoral communities and education, provision of education in pastoralists area, pastoral communities in Ethiopia, Trends in achieving UPE in pastoral communities of Ethiopia, challenges in achieving UPE in the pastoral communities, and finally intervention strategies in achieving UPE in pastoralist areas.

2.1 The Conceptual Framework of UPE

Universal Primary Education as a concept is a chameleon, taking expanded meanings as more is understood about the nature of the problem. It is seen, examined and explained by different from various disciplines using different perspectives for different reasons. The way it has been defined has also influenced by the way its status and progress has been measured and the choice of strategies adopted to pursue the goal (Colclough, 1993; Haddad, 1990). The term UPE has been used interchangeably (and often confused) with other terms such as Basic education, schooling for all and education for all. This is partly due to the problematic nature of developing suitable indicators for measuring the status and progress of universal primary education as the definition changed.

Researchers, commentators, and policy analyst bring their own disciplinary views to act on it. Economists perceive UPE based on the factors and constraints of supply and demand for basic education (Colclough, 1993), sociologists focus on the factors that affect the participation of gender, social class and ethnicity (Kelly,1970), while educators focus on the number of children in school and out of schools (Pettlethwaite, 1988). The multiplicity of

perspectives on the one hand allows for meaningful insights but on the other hand, it may confuse the untrained policy implementer.

Universal primary education in the literal sense would mean everyone in a population having a full primary school education. But, according to the educationalists point of view, UPE is the level that all children of primary school age participate in the school system and complete primary school (UNESCO, 1990). Thus, this definition is taken more appropriate for this concept in this study. Generally, this compound word is explained as follows:-

i) Universal

According to this context, universal means all children of the target population have access to a school and secondly, participate. And also it means all children, boys and girls alike, children in different circumstances and those belonging to whatever religion or ethnic groups of the target population have access to schooling (WCEFA, 1990:33). Measuring Universal enrollment may be difficult in most developing countries because of poor population census and school enrollment data collection techniques (Colclough and Lewin, 1993).

ii) Primary

Primary education denotes and implies that this is the first level of education leading on to higher levels of education. The term “basic” may be taken by some to show changes in emphasis and indicate that primary education is a complete and terminal phase of schooling itself. The Jomtien conference adopted “basic education” what was coined “the expanded vision” to include education for out of school youth and adults in literacy and other basic skills training through non-formal education, a view theoretically supported by the World Bank (Thomas, 2000:21).

iii) Education

In a wider sense, education may describe “all activities by which a human group transmits to its descendants a body of knowledge and skills and a

moral code which enable the group to subsist (Free Encyclopedia 2007). The Jomtien conference resolved the basic education should meet what defined as “Basic Learning Needs” (UNESCO, 1992:69). The basic learning content such as knowledge, skills, values and attitudes required by human beings to survive, to develop their full faculties, to live and work in dignity, to participated fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning.

2.2 The Rationales for Achieving Universal Primary Education

In developing countries, the number and seriousness of the problems faced are naturally greater. People more in remote or agrarian areas are sometimes unaware of the importance of education. With five years to go to the 2015 target date, the Education for All goals are at a crossroads. Many of the world’s poorest countries remain far off track for the goals set at Dakar. They could be pushed even further off track, as their prospects for recovering from the global economic crisis remain uncertain. There is a real danger that progress will stall and that in some countries the hard-won gains made since 2000 may be lost (UNESCO, 2010:39).

A decade has passed since world leaders adopted the Education for All goals. While progress has been made, millions of children are still missing out on their right to education. Achieving UPE and the right to education are concepts of one theme established by human right declaration (UN, 1948: article 26). Which implies the importance of primary education for social and economic development makes it to be universally and a basic right for every child without discrimination. Another implication of achieving UPE is that since education is a universal human right, those denied to it have the rights violated (UNESCO, 2002).

As the governments look to 2015 EFA goals, it is critically important to place marginalization at every corner of the Education for All agenda. The EFA targets will not be reached in many countries unless government direct their attention and resources towards those who are being left behind as a result of disparities linked to poverty, gender, ethnicity, language and other markers of disadvantage. Therefore, it is a time to give more attention the efforts UPE goals to the disadvantage children who are not accessible to the education system.

2.3 Indicators of Performance of Education

Educational indicators that are used to measure performance of education are access, equity, quality and efficiency of the education.

2.3.1 Access and Coverage of Primary Education

Access to primary education is one of the major quantitative indicators of education performance. The extent to which school is available to the community and the extent, to which school age children are enrolled to schools, can be measured by the degree of access to education system. Coverage of education is measured through different interrelated indicators of education. According to MoE (2002), access is measured by enrollment of children and number of schools built. The two commonly used indicators that were also employed in these parts were Gross Enrollment Ratio (GER) and Net Enrolment Ratio (NER) of the primary education.

2.3.1.1 Gross Enrollment Rate (GER)

The Gross Enrolment Rate (GER) is defined as total enrollment in a specific level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education in a given school year (OEB, 2007/08). The Gross Enrolment Rate (GER) is calculated by dividing the total number of students enrolled in a particular level by the population of corresponding age. GER is widely used to show the general level

of participation in a particular level of education. It indicates the capacity of education system to enroll students of a particular age group.

2.3.1.2 Net Enrollment Rate (NER)

Net enrolment rate is another indicator that is used to measure educational coverage. It is more refined indicator of pupils enrolled at specific age group (OEB, 2005/6). The Net Enrollment Rate (NER) is usually lower than GER, as it excludes over aged and under aged pupils, while use the same denominator as in GER.

2.3.2. Equity in Provision of Primary Education

One of the main indicators that show education performance is equity. Equity defines as “fair to all concerned, impartial”. Most view equity in terms of equality in the provision of resources required for an education. A measurement that is fair, one that ensures that all students in every school will be able to avail themselves of the services, technology, materials and the qualified staff necessary to achieve educational success (OEB, 2009/10). Fair distribution of educational services between boys and girls, rural and urban are the main challenges of the education system. The achievement of the goals of UPE is only realized when it is possible to provide equal access of educational opportunity between sexes (Gender Equity) and between urban and rural areas.

Gender Disparity

Gender disparity could be considered to be the differences in a girl’s and boy’s access to education and the opportunities available to persist and achieve an education. The lower progression rate of girls through education systems is Gender Disparity (OEB, 2009/10).

2.3.3 Quality of Primary Education

Quality of the education system may refer to many different characteristics of the education system, such as quality of inputs into education, quality of

outputs from the education process and quality of the outcomes of the education system (OEB, 2009/10).

2.3.3.1 Student- Text Book Ratio (STR)

One of the educational inputs that affect the quality of education is a Students' textbook. Quality of education system in this regard is seen through the accessibility of textbook to students. Textbook is the major means of delivering the curriculum. As a result its availability to students determines the change of behavior that the system endeavors for (UNESCO, 2001:73).

2.3.3.2 Pupil-Teacher Ratio (PTR)

Pupil-Teacher Ratio (PTR) is the total quality indicator of education system. It is believed that a lower number of pupils per teacher indicate that pupils will have a better chance of contact with the teacher and hence a better teaching/ learning process is achieved (OEB, 2009/10).

2.3.3.3 Pupil-Section Ratio (PSR)

The average number of pupil per class is another important indicator of quality of education system. It is also used to assess the efficiency of resource utilization (OEB, 2009/10). The regional standard for pupil-section ratio is 50 to the primary level.

2.3.3.4 Qualification of Teachers

One of the main factors that affect the quality of education system is the qualification of teacher that is whether the education standard of the teachers fits the level at which he/ she is teaching (OEB, 2009/10). The first cycle primary education, according to national and regional standards, requires teachers with minimum qualification of teachers' training institute (TTI) certificate and teachers' training college (TTC) Diploma for second cycle primary education.

2.3.4 Efficiency of Primary Education

An education system is said to be efficient if maximum output is obtained from a given inputs, or if a given output is obtained with the minimum possible output (OEB, 2006/07). There are several indicators used to measure the efficiency of the education system.

2.3.4.1 Repetition Rate (RR)

Repetition rate is the proportion of the pupils who repeat a grade once or twice. The repetition rate measures the rate at which pupils repeat grades (OEB, 2006/07). A higher repetition rate implies high wastage. In order to increase access, participation and internal efficiency, repetition rate should be kept as low as possible. High repetition rate is associated with low internal efficiency. It blocks access of the new comers to schooling. This is because the resources are occupied by the repeaters.

2.3.4.2 Drop-Out Rate (DR)

Drop-out rate is the proportion of pupils who leave the system without completing of a given grade in a give school year. This ratio shows the extent to which pupils abandon school. Dropout rate is calculated as a residual of the two other rates, namely, promotion rate and repetition rate (OBE, 2009/10). Dropout students are simply those students who were attending to their education for a specific year but not return to school the next year. Very high drop-out rates result in lowering the access and coverage of primary education and thereby prolonging the target year for achieving UPE. Reduction in dropout rate, especially in grade 1, is important for the achievement of the goals of UPE.

2.4. An overview of Pastoral Communities and their

Features

There is no agreed definition of the term "Nomad". Rather, the meaning of the term varies from country to country. Literally, it was suggested that the term implies groups of people who for one reason or another had to move in

pursuit of their livelihood, and did not have a fixed dwelling (UNDP, 2006:2). Carr-Hill and Peart (2005:23-24) defined this term as, they are ethnic socio-economic groups who constantly travel and migrate in large or small groups in search of livelihood within a community or country or across international boundaries. These groups contrast with the settle or sedentary population living in villages, town and cities and tied to fixed locations by agriculture, employment, housing and social and cultural factors.

Also, according to Ezemoah (1990:12), "Pastoralists are ethnic or socio-professional groups who travel and migrate in the large or small scale in search of means of livelihood within a community." He traces the origin of the word from the Greek "Nomos" which refers to a pastoral activity carried on by a group of people over a traditional route or area. The contemporary definition of the word "Nomadism" refers to any types of existence characterized by absence of a fixed domicile. In Ethiopia context Elias (1993:4) defined Pastoralism as "a system of extensive livestock herding in which livestock track the seasonal fluctuations in natural forage availability.

There are different types of pastoralist modes of life. Those are:- Nomadic pastoralism, Agro-pastoralism, Transhumant pastoralism, Nomadic hunter-gatherers and Transhumant hunter-gatherers (Ayalew et al., 2005:34-35).

- i) **Nomadic pastoralism:-** refers to pastoralists who mainly live and derive most of their income from raising domestic livestock. Any crop production is only a supplement. They do not have a recognized place of residence and move from place to place in search of pasture and water. Most are pure pastoralists.
- ii) **Agro-pastoralism:-** these are segments of pastoral societies who promote opportunistic crop farming integrated to livestock husbandry. Unlike the nomadic pastoralists, they live in semi-permanent settlements. Only male members of the households move in search of pasture and water, while women and children remain in the homestead, tending goats and sheep.

- iii) **Transhumant pastoralism**:- refers to pastoralists who have a permanent home area and move over more or less regular routes.
- iv) **Nomadic Hunter-gatherers**:- refers to a nomadic group whose livelihood depends on collecting wild fruits, honey, roots and hunting.
- v) **Transhumant Hunter-gatherers**:- refers to hunter gatherers who have temporary base camps and mobile along some routes.

Pastoralists constitute large portion of the population in the world. According to UN report people who live in the pastoral areas of the world are estimated to be 36.6 million (Ezoemah, 1990:1). From this data, Africa shares about 15-20 million. Large parts of Africa are classified as arid and the semi-arid lands which are estimated to cover as much as 60% of continent and are occupied by peoples with a pastoralist's mode of living (Sanford, 1983:2). Pastoralists are people who derive most of their income from their domestic livestock. In most cases, pastoralists devote the bulk of their own and their families working time and energy to looking after their livestock rather than to other economic activities (Ezoemah, 1990: 2-3).

At the beginning of the 21st century, pastoralist populations throughout the world find themselves facing more pressure up on their way of life than at any previous time. While the situation for particular pastoralists varies considerably, many populations in East Africa and central Asia face similar problems of lose of formerly communal rangelands, increase in urban migration, increased commoditization, and rising economic inequality. In Africa today, many pastoralists face troubling dislocations brought by drought, famine, and civil war events (Elliot, 2005:15).

2.5. Pastoral Communities and Education

Education is not only one of the most important basic human rights but is also the foundation for human development. It is a powerful tool that releases the intellectual, social and organizational potential of individuals, communities and nations. And also education has an active role in improving

any society's socio-economic situations regardless of their sex, color, and geographical location. Moreover, education plays an important role in changing different socio-cultural attitudes and socializes people into particular roles in a society.

Pastoralists to be survive successfully in the dry lands they require high levels of individual and social specialization. They can very confident, articulate and entrepreneurial, and have good negotiating and management skills, and show strong sense of dignity and self-respect (Carr-Hill and Peart, 2005:22). Therefore, to shape up and empower pastoralists in this mode of life, sustainable education plays a significant role.

Now a day, however, the problem of providing education in the pastoralist areas is largely caused by the failure of educational provision to respond appropriately to the nomadic way of life, to the nomads' traditional culture and to their need to retain flexibility in dealing with changing and possibly adverse circumstances, such as droughts, above all other needs (Carr-Hill and Peart, 2005). Thus, from the above discussion we can say that pastoralist communities are among educationally disadvantaged people in the world not only accessible to education but also a given education is not appropriate and compatible with their lifestyle.

2.6. Provision of Education in Pastoralists Areas

As education systems expand, however, they face more complex and more specific challenges. They must address the increasing number and diversity of students populations by ensuring that all children and youth, regardless of their background, gain access to a quality education. The Dakar framework calls on government to ensure the education system explicitly identify target and respond to the need of poor and marginalized populations (UNESCO, 2010:26).

Nomads are among the most marginalized social groups and are widely excluded from educational provision. The phenomenon of movement itself

presents many challenges for both providers, and would-be users of educational services. Around the world, the provision of education for nomads has reflected and been instrumental to particular stances on pastoral development. Education is directly implicated in this concern, given its central place in human and national development. The provision of some form of non-indigenous education for nomads (i.e. education that is not passed down from parents to child or within the context of an apprenticeship mode of learning) is widely seen as a key to including them within the development process. Educational provision may thus serve an instrumental purpose in promoting sedentarisation. Among those purposes, where there is (by neglect or deliberately) no alternative provision, nomads have to stay near settlements if they want their children to go to school. Nomad children are deliberately introduced to a sedentary lifestyle in boarding schools in the expectation that they will absorb the hegemony of the superiority of a sedentary existence.

In the world, especially the rural areas of developing countries, within significant region and ethnic disparities continue to exist in educational provision, participation and performance. In part, the wide spread inability to eliminate regional educational disparities stems from practical difficulties involved in attempting to provide equal access to schooling within widely differentiated rural areas. In most cases, the distribution of educational facilities was not only uneven, but also highly skewed in favor of heavily populated, high potential areas where service provision was both relatively simple and efficient. When it came to evening up this pattern, however, many countries found that the less well-off regions were also those in which conventional approaches to educational provision were most difficult to implement and most expensive to operate (Alex, 1980:1-3). A study conducted by Carr-Hill (2002) showed that there are various constraints of access of education in the ethnic minorities like nomadic pastoral groups of people in African countries. Therefore, pastoralist children still do not enjoy their right to basic education. The 2015 EFA targets will not be achieved unless policies

and resources are directed to provide these children with access to relevant and good quality education.

2.7. Pastoral Communities in Ethiopia

Ethiopia is an ancient country in Africa continent. The country has mosaic people and diverse cultures and its population in 2008 is 73.9 million. In respect to age structure, those under 15 years old constitute 48%; those between 15-64 years old make up 49 percent. The majority of the populations, about 85 percent, live in the highlands of the three largest regions (Oromia, Amhara and SNNP). Other people of the county are living in the relatively lowland regions of Afar, Somali, Benshangul-Gumuz, Gambella and so on (MoE, 2008:4).

The fact that, in general, the nomadic pastoralists inhabit lowland and are scattered across a wide areas, usually in the more inaccessible parts of the country, mostly between the highlands and the border areas. This is estimated to cover 61-65 percent of the total area. Their population is estimated to cover 12 percent of the country population. They predominantly live in frequent change of domicile in search of grazing lands for their livestock. Because of these and other interrelated cultural and economic factors, the nomadic people of Ethiopia are among the most educationally disadvantaged groups in the country (Ayalew, Damtew, Berhanu and Hailemariam, 2002:30).

Pastoralists in Ethiopia like in the other African countries have continuously suffered from long history of political, economical, and socio-cultural marginalization. The pastoralist problems have been exacerbated by the recurrent and complex natural calamities such as drought, flood, and disease. Due to both artificial and natural calamities, the pastoralists have emerged as the poorest of the poor (PFE, 2002:2). The major problems in pastoral areas include lack of appropriate provision of education, livestock marketing, public health, veterinary services, water both for human and for livestock and rural finance are the least developed (PFE, 2002:2).

In this country, Pastoralism is one the most the oldest socio-economic system in which livestock husbandry in opening grazing areas represents the major means of subsistence for the pastoralists. The entire geographical, environmental and economic peripheries of this country have been inhabited by pastoral populations comprising such diverse communities as the Afar, the Somali, Borana and so on (PFE,2001:7 and Ayalew 2005:38). The uncertainties of rainfall and primary education in the rangelands have promoted livestock-based lifestyle that both allows for and requires the mobility of the communities (Coppock, 1994:39).

The level of poverty in the lowlands areas, however, goes beyond food insecurity. The population also suffers from access to health and education facilities and has few income generating activities outside of the livestock (Fekadu, 1984:37). The nomadic communities are among the most educationally disadvantaged in the country. The attempts made so far to establish education services are not only limited in size and number but also do not respond to their nomadic way of life and their traditional culture. Little attempt is made to adapt curriculum to their environment & experience. The result is a largely illiterate population without the skills to participate in the development endeavor of the country. The following table presents the pastoral communities and their respective region in the country.

Table 1: Ethiopia Pastoral Groups by their Geographical Location

Region	Nomadic Group	Population(in 1,000s)
Afar	Afar, Somali, Argoba, Oromo	1,100
Oromia (Borana zone)	Oromo, Somali	2,577
Somali	Somali	3,690
SNNP and Gambella (Dehub Omo)	More than 15 nomadic groups	550
Benni-shangul Gumuz	Komo, Shinasha, Gumuz, Benshangul	37
Estimated Total		7,954

Source: Ayalew et.al (2005:38). The Education of Nomadic Peoples in East Africa

As shown in the table, in Ethiopia a pastoralist specialization may not be confined to a particular ethnic group, but rather be an adaptive feature of many communities living under conditions which make extensive livestock keeping an effective way of utilization of the natural vegetation (Hogg, 1997).

The pastoral areas of Ethiopia are endowed with enormous economic potentials. The rangelands are rich in bio-diversity. Big rivers like wabeshebele, Omo, Genale and Awash cut across the pastoral areas. But, the primary livelihoods of the communities are based on livestock herding. Out of 70 million livestock estimated in Ethiopia, about 40% of the cattle, 75% of the goats, 25% of the sheep's, 20% of the equine and 100% of the camels are found in the pastoralist areas. And also Nechisar National park is situated in pastoral areas (PFE, 2004:38). In addition to the above natural resources, those areas under pastoral production system are enriched with stable institutions and resilient organizations on which pastoral production system has sustained it for centuries. The Herra of the Somalia, the Gada system of the Borana, and a Finna of the Afar must be mentioned as great pastoral institutions of the respective communities are survived for centuries (PFE, 2001:7).

2.8. Trends in Achieving UPE in the Pastoralist

Communities of Ethiopia

For several centuries, Ethiopia had been under the feudal monarchy. It was, thus, quite inconvenience for the imperial regime to address nationality issues that are enriched in democratic values. During imperial regime the political and administrates policies led to two types of action in relation to educational provision for pastoralists. First, they established dual system of secular and religious traditional institutions. Secondly, special attention was given to the education of the sons of tribal chiefs (Ahmed, 1990:70). For instance, during the imperial regime some children of the tribal chiefs who had intimacy to the central governors were chanceful to come to urban centers to attend schooling, especially in boarding schools with support of

government fund. Since, they are selected from prominent chieftain families, they were few in numbers and its main aim was to prepare them for the monarchical political leadership (Shibeshi and Kidane, 1997:35)

During Dergue regime, the effort made by the socialist government for the development of educational service provision in the nomadic pastoral areas was very insignificant. The nomadic areas share the same education problems with the other neglected and under privileged people in the country. However, the problems are more severe among the pastoral nomadic groups, because the few primary schools established for peoples who are concentrated in towns and agricultural plantation (Shibeshi and Kidane, 1997: 36). The fact that, in general, the two past regimes had been completely marginalized pastoral areas in terms of access to public education, because the provision of education in pastoralist areas has not been seen differently from that of other areas and their mobility and lifestyle and not been taken in consideration (Taffesse, 2000:32). The reason for above facts, nomadic pastoralists did not send their children to schools (Shibeshi and Kidane, 1997:36).

Now a day, by present government, the provision of education service to the under privileged nomadic communities has paid attention. The government has acknowledged existence of inequalities and taken some measures to solve the problems. Article 89 number 4 of the constitution of Federal Democratic Republic of Ethiopia states that "The Government shall provide special assistance in economic and social development". The National Education and Training Polity (MoE, 1994:16) also states "Special finance assistance will be given to those who have been deprived educational opportunities and steps will be taken to raise the educational participation of deprived regions.

The implementation of these directives started with intensive studies that are used to determine where to locate and constructing boarding schools in the nomadic areas of the country. Based on the studies, there was plan to open 18 boarding schools in different specified areas of the nomadic communities

(Shibeshi and Kidane, 1997:37). Moreover, the constructions of mobile schools are also proposed as a strategy to provide education for nomadic communities. The Oromia region was experimenting with pilot nomadic mobile schools in Borana zone. As experiment shows, these schools are less expensive than boarding schools. But, this pilot experiment do not implemented in the form of permanent and consistence. Besides this effort, also the boarding school in Addis Ababa caters for children and adults from deprived regions including Afar, Somali, Benshangule and Gambella. This school known as "Ediget Adults' Boarding School". It was established in 1998 with the main goals of producing educated human power to these regions with in short period of time (Ayalew, Damtew, Berhanu and Hailemariam 2002:31).

Generally, during EPDRF government, a conducive and comprehensive policy environment has been formulated and some tangible measures are taken to increase the participation of pastoralist communities in education. However, the enrollment of pastoralist children in the schools is still very low when compare to the out-of the school children (school-age children) in those pastoral areas.

2.9. Challenges in Achieving UPE in the Pastoral Communities

Education is one of the most pivotal elements in reducing poverty, laying the basis for persistent economic growth, the construction of democratic societies as well as dynamic competent economics. Recognizing these benefits, the conference of the world summits held at Dakar, Senegal in 2000, declared "Collective Commitment to the Millennium Development Goals. Goal 2 of the Dakar framework said that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality. However, for its realization efforts & progress are being made and achieved not sufficient enough to succeed UPE by 2015. This is due to persistent constraints that face against the EFA goals. These factors hinder the forward

movement of UPE at global, national and local levels. These challenges that face achievement of UPE are grouped into out of school related and in school related factors and discussed of follows.

2.9.1 Out-of School Factors

2.9.1.1 Demand-side Factors

In economics, demand is defined as the units of an article that a person wishes to buy at a given price. It implies a desire backed by ability and willingness to pay (karla, 1997:28). Populations have their own effect on the demand. The total domestic demand for a given product depends on the size of population. The larger the population, as the same time the large in the demand of a product given per capital income and personal preferences apart from individual incomes, the distribution pattern of national income also affects the demand for commodity. If national income evenly distributed, the demand for normal goods will be the largest. Whereas, it is unevenly distributed i.e. the majority of the population belongs to the lower income groups and their demand is also low (Dwivedi, 1997:39). Similarly, demand has significant effects in the sphere of education. The two major factors of demand in education are socio-economic and socio-cultural factors (Tietjen, 1995:45; Odaga and Heneveld, 1995:28).

2.9.1.1.1 Socio-economic Factors

Socio-economic constraints affect regular attendance and enrollment of students in learning and teaching process. It is true that sending children to school incur direct and opportunity costs and others which are hindrance to school participation for children from poor and rural families. Those socio-economic factors that influence participation of students are discussed below.

i) Direct Cost of Schooling

Regularly attending education and completing a given cycle with in intended time need different types of costs. Those costs may be direct, in-kind, monetary and opportunity costs (Wagner, 1993; Carr-Hill, 2002; Graham-

Brown, 1991; Action-aid, 2003). In many developing countries including Ethiopia, primary education is free of any direct costs. However, in practice, parents still making some financial contribution to the school. Direct costs of schooling consist of costs of materials, transport, clothing and etc. In Ethiopia, quite numbers of children do not usually stay at schools; because of the direct costs of schooling require more than their family can afford (Anbesu and Barbera, 1988:52). Therefore, these factor posses as a point of decision of parents on whether or not their children, particularly their daughters, send to school.

ii) Poverty

The level of family income has one of the most powerful influences on demand for education. Parents with low income are difficult to send their children to school. In this regard, World Bank (1990:34) stated that in all countries, children of poor families are less apt to enroll in school and more apt to dropout than children of fair income families. The economic situation of pastoralists is just an extreme example of the rural poor (Carr-Hill, 2002). Whatever their wealth in terms of livestock, they are among the poorest in cash terms. In Ethiopia, where 47 percent and 33 percent respectively of the urban and rural population were living below the poverty line and 49 percent of the population is under nourished (UNESCO, 2002), and especially it is worse among pastoralist groups.

The implication was that poverty at the household level has a negative relation with school enrollment. This is because of poor families couldn't afford to send their children supplying all the necessities as clothing, food, transportation, house rent and so on. To summarize, among other factors poverty is one of the impediment faced and still facing in the achieving UPE in many developing countries including Ethiopia.

iii) Opportunity Costs of School

Demand for schooling in rural areas can be low, particularly due to the opportunity costs of attending school in terms of time lost to working in the fields or at the home (UNESCO, 2005:92). Thus, schools that compete with those familial demands will have more difficulty in attracting students. Especially, in the lowland pastoral areas because of the labor-intensive nature of the herding of cattle, parents were not willing to send their children to school. Pastoralist children are significant contributors to the household income through their labor. Therefore, parents are reluctant to send their children to school (PHRD, 1996:19). As the studies conducted in the different parts of Ethiopia indicated, one of the major reasons for low enrollment, dropout and repetition of students in schools has been parents demand for child labor. This implication here was that child labor has been one of the negative effects in achieving UPE. Therefore, to alleviate the problem of opportunity cost is to adjust school calendar in accordance with major economic activity of the local area.

iv) Pastoralists way of Life

In the world, for many million pastoralists, Pastoralism is a normal way of their life. Pastoralist is usually known by the movement of pastoral people from place to place with their animals in search of water and pasture, and to keep their cattle from disease (Carr-Hill, 2002). Though migration is one of the most important strategies for pastoralist people to manage herds, it appears that it does not allow them to settle permanently. This situation results in low school participation rates and high dropout rates in the area. Therefore, pastoralism way of life is one factor that affects the achievement of UPE.

v) Expected Return from Education

Parents support their children's education if they perceive the expected returns from their children's education are valuable (Ezeomoh, 1995). The primary motive for most of the parents to send their children to school was to

get employment opportunity (Postlathwaite, 1988). However, they need to be convinced that their children have access to good quality education, relevant knowledge and skills taught well in a conducive learning environment. If they are not convinced that their children are getting an appropriate education, they lose confidence in the system and pull their children out of school (UNESCO, 2005:68).

vi) Educational Background of Parents

As one of socio-economic factors, parental educational levels and attitude is an important factor that determines educating their children and pupil's survival in the schools (Hyde, 1989:21). According to Hyde, educated parents are more likely not only to send their children to schools but also to keep them in school until they complete a given educational level. Also a study made to find the relationship between parental education and daughters' school enrollment also indicates the daughters of illiterate parents have less opportunity to go to schools (Bowman and Anderson, 1982:29). Moreover, the situation of this effect in the nomadic areas is obvious that the nomadic groups of the world are the most severely disadvantaged groups in the acquisition of education. The rate of illiteracy among nomadic pastoralists ranges from 80-100% in many African countries (Ezeomah, 1995:42). Hence, it has a negative impact on the enrollment of school age children to achieve UPE by 2015.

2.9.1.1.2 Socio-cultural Factors

Failure to demands of schooling can also be influenced by problems related to the socio-cultural condition of the society. Communities' attitude towards education & violence against females' rights are the variables that discourage access to schooling in rural part of Ethiopia (Pauline et al., 1996:12). According to Carr-Hill (2002:57) pastoral communities in Ethiopia tend to favor the education of boys rather than girls. Cultural inhabitation and activities such as early marriage, female genital mutilation and livestock-tending that school age children are engaged in play a significant role in

keeping pastoralists children out of the school. Some of the socio-cultural factors that affect the enrollment of pastoral children in education are explained below.

i) Parents Attitude Towards Modern Education

The attitude that parents have towards schooling may affect the achievement of UPE by 2015. In this regard, study in the Ovahimba and San, pastoralist tribes in Namibia, indicates that about 78-100 percent school age children of these tribes are not in the schools, either never attend schools or leave it early (Hogg, 1997), sometime the attitude of parents towards education is not positive, because education is perceived as a tool which alienate the young from prevailing social norms cultures and values. This implies that the negative value attached to education by parents greatly affects the children's participation in modern education.

ii) Early Marriage and Socialization

In many traditionally minded societies, especially in Africa and other developing countries, early marriage is one of the major cultural obstacles for girl's schooling. In addition to early marriage, another cultural problem is gender socialization. In many pastoralist communities of Africa, gender socialization is a common event. Especially this cultural practical is very common among pastoral community is Lorana (kamara, 2001) and Messai of Kenya (Abagi and Odipo, 1997). In kenya some pupils are pulled out of school to participate in initiation ceremonies. In some groups of pastoralist communities, girls expected to get married immediately after they have been initiated. Thus, pressure is put on them to leave school and meet traditional expectation. However, whatever reasons behind the early marriage of girls, it has disastrous effects for girls' participation and is the major cause for an increase in girls' dropout from schooling (Rose, 1998).

iii) Sexual Harassment

Sexual harassment is defined as unwanted conduct of sexual nature or other conduct based on sex affecting the dignity of women and men. However, the most frequent victims are women, and the most perpetrators are man (Curcio and Mildford, 1993:53) studies have shown that girls may be harassed sexually on the way to, as well as, within school by male pupils and teachers. This is both discouragement for girls to attend school causing absenteeism and dropout and more over a reason for the reluctance of parents to send daughters to school (Pauline et al., 1996:6).

iv) Traditional outlooks to Girl's Education

Traditional constraints such as school related problems which lead to cultural concerns might force parents not send girls to schools. This called be possible, even when the opportunity cost of girls, chore time is low (Miller, 2002). Gender bias at all levels of the society including the family had effect on girls' participation in education. In line with this, kane (1995) has said that, education in most developing countries is created for boys, not for girls but unintentionally. This was because; girls were essential to the household works and were "physically, culturally or spiritually endangered".

Family as one major socialization agent, consider their male children as brave, expressive, self-confidence where as their daughters as shy, quite and dependent (Almaz, 1991). Likewise, the attitude of parents towards the importance education for females is determined by what the society expects of the roles of females and males. Not only are these, in most developing countries' stereotypically females conceived to be too much submissive, timid and weak both mentally and physically. On the contrary males are perceived as competitive, courageous and intelligent. As a result, such perception and expectation tremendously affect females' aspiration and competency in education (Almaz, 1991). Those traditional outlooks have impediment on the achievement of UPE by 2015.

2.9.2 In School Factors

Supply Side Factors

Achievement of UPE is a goal that all developing countries are committed to universalize by 2015. Therefore, the expansion of access to schooling through the supply of school becomes the world issue for education development since 1960s. Some supply side factors that limit participation of school age children are discussed below.

i) School Distance

School distance has a significant role in the school participation of students. It has severe disadvantages to students especially at the primary level where students are found young enough to be affected by the distance; they are travel from school to their residence and back to school every day. Move over, distance school is a critical factor in determine whether or not children especially girls, attend school. Since, schools are readily available and accessible in urban areas; urban children are more likely to attend school than rural children (Lockheed and verspoor, 1991:146). In rural areas, particularly in pastoralist areas, where the populations are highly scattered, school catchments areas tend to be large. Such accessibility of school affects the child's schooling because of the age of the child.

In Ethiopia, particularly in remote rural and pastoralist areas distance has a negative impact on enrollments. It was found that household with less 1km has 29% of gross enrollment and those who are located 15kms from primary school account 2 percent of gross enrollment in these areas (PHRD, 1996:18). According to the directives of ministry of education, the primary school children should get schools within a distance of 5kms from their home (MoE, 1997). Therefore, schools need to be established within the proximity of residence to increases the enrollment rate of pastoral children which greatly enhances the achievement of UPE by 2015.

ii) School Curriculum

Many researchers (Carr-Hill, 2002; Lockheld and Levin, 1993; UNESCO, 2002) asserted that for any education system to achieve its intended objectives, its curriculum must be relevant and responsive to the socio-economic, cultural and lifestyle situation of the society that it would be to serve. Particularly, the educational contents, values and attitudes thought in the schools should be fruitfully linked to those prevailing in society (EDC, 1989:97). Education also has transformation functions, which introduce innovations, new knowledge and attitudes into society. The transformation function of schools seems better accepted by the community if its members are also aware of what is happening in school.

However, in Ethiopia, Tekeste Negash (1996:39) mentions the view point that “the irrelevance of curriculum in Ethiopia has acted as a deterrent of schooling among school age children”. In the same vein, Genet (1991:28) stated that in addition to its irrelevance to the societies’ needs the curriculum in Ethiopia is full of traditional stereotyping.

Generally, the basic argument on the issue of curriculum development is that school curriculum commonly developed by sedentary people for pastoralist people and hence such kind of curriculum is largely irrelevant to pastoralist experience, economic activities, and their lifestyle. Therefore, to enhance interest of community is general and that of school children in particular, school curriculum should be responsive and adoptive to the local socio-economic, socio-cultural and environmental situations.

iii) School Facilities

The main obstacle of participation and enrollment of children at school is inadequacy of school facilities like lack of learning materials, buildings, Latrines, water and etc. School facilities also affect educational quality in general and pupils’ performance in particular. In many developing countries text books, blackboards chalk, desks, chairs: all the ordinary objects are

often scarce or non-existent (Graham-Brown, 1991:38). The study carried out by Carr-Hill (2002:18) on the problems of school facility in primary school of pastoral areas states that: - the existing schools are inadequately equipped and staffed; that there is a critical shortage of text books; and the teachers do not seem to have either the capacity or the equipment to prepare handouts. This imposes several problems on the teaching learning process.

Lack of appropriate teaching and learning materials are also affect students' performance. Especially, in the areas where there is a shortage of furniture in the classroom and where students are required to sit on the floor, parents are reluctant to send their children to the schools (World Bank, 1996:89). In some countries parents are against sending their daughters to school because of the absence of separate classrooms and toilets (World Bank, 1997:126). In general school facilities are the main determinants of enrollment and poor achievement, as a result it lead to dropout and repetition of the students (Coombs, 1985:22).

iv) School Calendar

Some children who have daily responsibilities in the households may hardly attend schooling because of inflexible schools' schedule (Anderson, 1992). In many Africa countries the education has decentralized to the regional and local levels, but the school calendar and timetable still are not decentralized, that means still chose and imposed by the regional or central ministry of education. The study carried out by (Carr-Hill, 2002:86) remarked that in Tanzania such centrally designed timetable has no acceptance for the lack of room of flexibility. Generally, rigid and central designed schedule can affect the participation of students, especially pastoralist children, in achieving UPE by 2015.

v) Teachers Related Factors

Teachers related factors include shortage of qualified and experienced teaches. If students are to be enrolled in schools and to be carrying out their

schooling, there should be enough trained manpower to mobilize the students and run the teaching learning process. It is true that shortage of teachers is common in remote rural areas (Lockheed and Verspoor, 1991). Very high staff turns-over and highest rate of request for moving to other locations are common in schools of pastoral areas.

As Gross (1994), Coombs (1985) and Graham-Brown (1991) studies, one of the most important contributor for low internal efficiency of education system is ill-qualification of teachers. According to these studies teachers' qualification in subject matters is one of important factor that considered as a potent force source of school holding power. Here, the assumption is that schools with better qualified and experienced teachers are expected to have strong power as the teachers provide better guidance service and also use attractive teaching and learning methods. As a result, those situations contribute to retain students in the school system. Generally, the above mentioned teachers related factors directly influence the participation of students in achieving UPE by 2015

2.10 Strategies to Achieve UPE in Pastoralist Areas

Countries that are unlikely to achieve the goal of UPE by 2015 face two challenges: they must simultaneously address shortfalls in access and in quality. They must significantly accelerate the enrollment of children and improve the ability to keep children in school, and they must achieve major improvements in learning outcomes and educational attainment at a level required to have an economic and social impact. Increasing access and improving quality are mutually reinforcing; if the schools cannot offer a good quality education, parents are far less likely to send their children to school. Achieving more education and better education in pastoralist areas will require efforts in a number of domains within the education sector, as well as within the broader social and economic contexts. The major strategies can be used to address these challenges are as follows:-

i) Reducing Direct Costs to Schooling

Eliminating or reducing any school fees has substantially increased enrollment of children particularly for girls. Regarding this, the Ethiopia Education Policy has gone a significant step in abolishing all forms of fee up to grade 10. According to study carried out by the world Bank (1990:37), in rural mountainous and minority areas in china, a package of incentives including boarding schools, books, stationary materials, medical allowances, educational guidance's, and parental education has increased participation rates of girls to go over 90 percent.

ii) Increase School Place and Facilities

Additional building of primary schools and supply of facilities are used to enhance enrollment of students. In this sense World Bank (1990:34) states that building more schools in an obvious and necessary response in order to extend access to children who are currently out of the schools. If the schools are situated within children's walking distance, their likelihood of being attended by the nearby children will be higher.

iii) Teachers Recruitment and Deployment

An increase in the number of children in school invariably led to an increase in the demand for teacher. As a result, there have been deliberate efforts to restructure primary education and to increase the number of trained, retrained and upgrade teachers. The shortage of teachers becomes more severe in rural and insolated areas where social services are extremely limited (Garrido, 1986:217). In this case, the World Bank (1990:98) and Lockheed and verspoor (1991:211), believe that paying remuneration, providing bearding facilities, and offering additional training, encourage teachers to work in remote areas are techniques that are used to perform teachers in rural and remote areas.

iv) Boarding Schools

Boarding schools assist Nomadic indigenous children with schooling. In some east countries, especial boarding facilities were being made available for students for marginalized and poor groups of the population; and that some were especially targeted at children of pastoralist groups (Carr-Hill, 2002:29). For example, boarding schools were established in Kenya to cater for wastage in primary schools due to the migratory lifestyle of the communities as well as prohibitive distances from schools (Akaranga, 1995:45). They succeed in enrolling a large number of children from nomadic pastoralist groups through a combination of local awareness raising efforts, support from local and other NGO's, increasing community commitments to support schools and increasing desire to support girl's education (Carr-Hill, 2005:29). Therefore, boarding schools have a great role in promoting enrollment of students.

v) Mobile Schools

Mobile schools are a useful and appropriate method in the provision of education for the children whose families are constantly on the on the move lifestyle like nomadic pastoralists. It is one of strategies being used by Sudan to promote the education of nomadic pastoralists in the arid zones of the country. The mobile schools in Sudan have a maximum of two grades at a time (Eisa, 1997:187). The teachers of those mobile schools are trained as primary level grade teachers. They are selected from the nomadic background or communities. It is believed that a background from nomadic communities will make it easier for the teachers to sustain a nomadic way of life as well as to adjust and gain the confidence of the people living in nomadic communities. Moreover, the teachers who teach in the mobile schools, in the same way in addition to the usual teachers' training, acquire training in areas like first aid, immunization as well as in the most common animal diseases and their cures. Besides, female teachers receive basic training as midwives. Such kind of knowledge is usually highly appreciated by nomadic communities (Larsen and Hassen, 2001:10).

vi) Offer School Health Program

It is true that each pupil has his/her physical, physiological and psychological set-up which play great role in determining his/ her success or failure in school. One of such factors is student's health problem. Certainly, the process of teaching learning requires, among other things, individual student who follows lesson attentively. Attentive listening in turn depends on students' physical and mental (psychological) health. In relation to this, Coombs (1985) has stated that the learning achievement of students depend largely on the characteristics of the learners themselves.

Young children, particularly of marginalized areas, are vulnerable to many diseases. Whilst some illness may cause temporary absence accumulation of these may lead to children falling behind or giving up school completely. As Carr-Hill (2002:14) study a report, in Uganda, a survey was carried out where respondents were asked what the factors were affecting school enrollment and they cited (64 percent) ill-health was the most frequent factors. Other study reports concur with the view that in most rural and remote areas of developing countries school children often suffer from parasites, fever, recurring headaches, stomach pains and liver problems (Tillaye, 1999). Such ill-health problems usually lead students to discontinue their schooling. This problem is believed to be more serious in pastoralist areas as they are characterized by frequent drought, lack of nutrition, and above all absence or shortage of health service (Carr-Hill, 2002). Therefore, so as to minimize students' absenteeism, increase enrollment and achieve EFA goals, schools have to get health service to their children.

vii) Educate Children with Disabilities

A cluster of terms comprises a triumvirate of impairment, disability and handicap (Porter, 2002). An impairment is a discreet loss of mental or physical functioning such as brain damage, where as disability refers to the effect of impairment on the individual as the movement difficulties associated

with central palsy; while a handicap is the social stigma and environmental restrictions that are often imposed on those with disabilities but which are not usually an inevitable feature of this condition.

The Ethiopia communities in most cases, assumes that person with disabilities are incapable of doing anything which has contributed to increase an interiority complex in person with disabilities (JICA, 2002). The birth of child with a disability has been taken as a symbol of shame, leading to disagreement as well as divorce among some couples (Tirusew, 2005). In Ethiopia, especially in remote rural areas, persons with disabilities are thought as weak, hopeless, dependent, and unable to learn the subject of charity. These have limited interaction of persons with disabilities at the family, neighborhood and community levels. It could also limit the provision of public services and special programs for persons with disabilities. Thus, unless disabled persons are brought into schools, it will be difficult to give every child a chance to achieve a UPE by 2015.

viii) Schooling Feeding Program

School feeding program is one of the strategies to be implemented to lessen dropout, class repetition, even to attract more children to school and thereby raise enrollment. According to WFP Ethiopia office (2003-06) school feeding program has been an integral part of education sector development as of 1994 with objectives of improving access, stabilizing attendance, reducing and alleviating short term hunger. In this support, Darge (1997:59) stated that only dropout, and students' absenteeism has been recognized as insidious antecedent of low academic achievement and attrition. The implementation of school feeding program in primary schools of deprived and semi-desert areas in supposed to remedy to launch the enrollments of students.

IX) Non-Formal Education

Non formal education is a system which enables to strengthen alternative education provision for out- of school children and illiterate adults. As a result disadvantaged groups can have access to quality learning opportunities. It has a flexible organization and capacity to adjust time constraints of participants, particularly those from disadvantaged groups of populations (Bishop, 1994:120-122). Similarly, Coombs (1981:11) stated that non-formal education is an organized and semi organized education provided outside the formal education system targeted at serving a great variety of learning needs of different subgroups of the population of different age levels.

According Bishop (1989:132) non-formal education can be valid, high quality education, for importing life skill and knowledge, designed to reach large number of people where they live and work; can be highly diverse in organization, funding and management; designed to pay its own way through increased enrollment, productivity and social participation; its objective is to make learning is a national, Lifelong experiences compatible with interest of the individual, and communities for all economic levels of society. Therefore, because of its flexible calendar and suitable to demand for child labor, non-formal education is alternative technique to achieve UPE by 2015.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This section consists of the research method that was used to conduct the study, the source of the data, the sample populations and techniques, types of instruments that were used to collect the data, the procedures and the methods that were used to analyze the data.

3.1. The Research Method

The main purpose of this study was to examine the challenges in achieving UPE and identifying the major challenges that hinder the enrollment of Borana pastoral community children. Therefore, in describing the current and actual situation of the problems, a descriptive survey design method was found relevant and appropriate (Best and Kahan, 1998:94) for this study.

3.2. The Source of Data

So as to gather sufficient and reliable information, the data were collected from various sources through different instruments. Thus, both primary and secondary data were used for this study. Primary data were gathered from Zonal and Woreda educational officers, primary school teachers and principals, PTA members and educated group of Borana pastoral community. Secondary data was gathered through document analysis from regional, Zonal, Woreda, and school records and other related publications.

3.3. Sample Populations and Sampling Techniques

3.3.1 Sample Populations

To realize the objectives of this study, the population of this study was selected from three pastoral Woredas of Borana Zone, and consists of elementary school teachers and principals, PTA members, Woreda and Zonal educational officers, and educated groups of the pastoral community.

3.3.2 Sampling Techniques

The populations of the study covered three pastoral Woredas out of 8 dominantly inhabited by pastoralist people in Borana Zone. Accordingly, Teletelle, Yabello, and Dirre Woredas were purposefully selected as a sample areas of the study. This comprises 37.5% of the total Borana pastoral community Woredas in the Zone. The main reason for the selection of these pastoral Woredas of Borana Zone was that they are dominantly inhabited by people who are the most affected in the provision of education. As a result, the samples Woredas are characterized by low enrollment rate. And also the samples of the schools were selected based on the total number of schools in the sample Woredas. From a total of 84 primary schools in the sample Woredas, 21(25%) of the primary schools were selected through simple random sampling technique. Moreover, from the 622 teachers of sample Woredas, 156(25%) of sample teachers were selected through stratified random sampling technique. This sampling technique was chosen due to the sample of teachers were consists of different stratus such as sex, educational qualification and etc. Educational experts, principals, and PTA members were selected by using convenience sampling technique from sample Woredas. This method was implemented because of these sample subjects are few in number. Regarding educated groups of this pastoral community, purposive sampling technique was employed so as to get depth and sufficient information from these educated groups.

3.4. Data Gathering Tools

The researcher used three basic instruments for the collection of data. These instruments were questionnaire, interview, and document analysis. These tools were employed due to the expectation that they are more appropriate and suitable to collect tangible information from respondents. These tools were first prepared in English and later translated into "Afan Oromo" for the purpose of better understanding of the questionnaire by the subjects of the study. The questionnaire contained both closed and open ended questions.

These questionnaires were filled by the primary school teachers and principals and educational officers. Structured interview was constructed and conducted with educated group of this pastoral community and PTA members. The interview was used for its appropriateness of gathering data from relatively small numbers of respondents and may also for the purpose of getting information from these who are unable to read and write.

Before administrating the instruments of data collection, the questionnaires were tested for validity and reliability. In order to make the necessary correction and improvement on the questionnaire items, pilot testing was conducted for the content validity at Wachile primary school of Arero woreda of Borana Zone, which was not a part of sample schools. The pretest was done with the objective of checking whether or not the items contained in the instruments that could gather relevant information. The draft questionnaires were distributed and filled by 15 teachers and 3 principals. In addition to this, three experts in the field of education in education office had checked the questionnaires and gave their corrections accordingly. Hence, some adjustments were made on the questionnaire contents for making the research more valid and reliable. During the pilot test, the questionnaires were collected from the selected samples and the reliability test was conducted. Then after, spearman Brown correlation prediction formula (r_s) was used. The assumption is that if r_s is > 0.7 , it is estimated to be reliable. Thus, the result was estimated reliable near to 0.94 for teachers. The result obtained from principals was near to 0.87. These figures indicated that there were insignificant differences between the r_s of the selected samples. Therefore, the test was reliable.

3.5. Procedures of Data Collection

After sample Woredas and schools for the study were identified, a total of three data collectors were recruited in order to collect data from the sample schools. Data collectors were selected on the base of their academic qualification and familiarity to the areas. Two days of orientation was given

for the data collectors in their respective places. The training consists of instruction in general data gathering tools and field procedure for the study.

Finally, after a reasonable time questionnaires were distributed to the sample teachers, principals and education experts. During the field work the researcher maintained constant contact with the data collectors and closely supervised the work. In the case of PTA members' and educated group of this pastoral community, convenient time was selected and an appointment was made with them by the researcher to carried out the interview.

3.6. Methods of Data Analysis

3.6.1. The Variables

The dependent variable of this study was achievement of UPE by 2015 in this pastoral community. On the other hand, the independent variables were categorized under out-of and in school related factors that hinder the enrollment of children in the primary schools.

3.6.2. Data Analysis Techniques

After the collection of data the process of tabulation carried out, the items were presented in different tables according to similarities of issue raised in the questionnaire. Descriptive survey quantitative data analysis method was used. In this case, the percentages mean and grand mean values were employed. The percentage was used to explain the characteristics of respondents. The mean and grand mean values were calculated to identify the major impending factors that mitigate the participation of Borana pastoral children in the primary education which is the cause of the less progress of UPE in the sample Woredas.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

Under this chapter, data collected from the respondents and organized from documents were presented and analyzed. In the first part of this chapter personal data of respondents like sex, age, work experiences and qualification were presented. In the second part of this chapter, the current situation of access to primary education opportunities, strategies that enhance enrollment and challenges in achieving UPE in the sample Woredas of Borana Zone were tabulated, presented and analyzed.

4.1 Characteristics of the Respondents

As stated earlier (in chapter three), the subjects of this study were teachers, school principals, and educational personnel in the three sample Woredas. In this topic, the background information of the respondents was presented.

Table 1: Characteristics of Respondents

Characteristics	Respondents					
	Teachers		Principals		Educational Officers	
	No	%	No	%	No	%
Sex						
M	99	63.5	24	85.7	18	90
F	57	36.5	4	14.3	2	10
Total	156	100	28	100	20	100
Age						
21-30	113	72.4	18	64.3	11	55
31-40	37	23.7	9	32.1	6	30
41-50	6	3.9	1	3.6	2	10
Above 50	-	-	-	-	1	5
Total	156	100	28	100	20	100
Educational Status						
First Degree	5	3.2	3	10.7	11	55
Diploma	78	50	22	78.6	9	45
Certificate	73	46.8	3	10.7	-	-
Total	156	100	28	100	20	100
Service Years						
1-5 years	73	46.8	6	21.4	6	30
6-10 years	53	34.0	14	50	3	15
11-15 years	10	6.4	7	25	5	25
16-20 years	15	9.6	1	3.6	4	20
21-25 years	5	3.2	-	-	2	10
Total	156	100	28	100	20	100

As indicated in the first part of this chapter, 156 teachers, 28 school principals and 20 educational officers were participated in the study. In terms of sex, 99 (63.5%) of the teachers, 24 (85.7%) of the school principals and 18 (90%) of the educational officers were males; while 57 (36.5%), 4 (14.3%), and 2 (10%) of teachers, school principals and educational officers were females respectively. This indicated that most of the professional respondents were males. This is resulted from the opinion that females were traditionally viewed as mothers and home makers as mentioned by white (1985); Coats (1994); and Rose (2003) due to the legacy of discriminative attitudes of the society on the education of girls in the Borana lowland pastoral areas.

With respect to the respondents' ages, the majority of the participants 113 (72.4%) of the teachers, 18 (64.3%) of the school principals and 11 (55%) of the educational officers belong to the 21-30 years age interval. This means most of the respondents were young professionals. In contrary to this finding, the study carried out by Carron and Chau (1990) describe that young teachers are more opt to leave this profession at their early development period in searching for a better job they think than taking the profession as lifelong profession. But, from this finding it is safe to conclude those younger professionals were present in these arid pastoral areas.

With regard to the educational status, 78(50%) of the teachers were Diploma, 73(46.8%) were certificate and 5(3.2%) were first degree holders. Regarding school principals 3 (10.7%), 22 (78.6%) and 3 (10.7%) were degree, Diploma and certificate respectively. In case of educational officers (55%) of them were degree and (45%) were diploma holders. From this finding, it is possible to conclude that majority of the teachers and school principals were diploma while majority of educational officers were degree holders. Therefore, relevant information could be obtained from the professional respondents.

In terms of experience 73(48.6%) of teachers, 6(21.4) of school principals and 6(30%) educational officers had 1-5 years of experience; 53(34%) of teachers, 14(50%) of the principals and 3(15%) educational officers were served 6-10 years; 10(6.4%) of the teachers, 7(25%) of the principals and 5(25%) of educational officers were served 11 to 15 years; and 20(12.8%) of the teachers, 1(3.6%) of the principals, and 6(30%) of the educational officers were served 16 years and above. From these above findings it is possible to conclude that majority of the teachers were inexperienced. While the majority of the school principals were experienced enough. On the other hand, majority of the educational officers as that of teachers they were inexperienced. From this one can assume that because of low experience their contribution to the achievement of UPE might be insignificant.

4.2 Current Status of Access to Primary Education in Achieving UPE

The second part of this chapter deals with the current status, challenges and the strategies to be designed to achieve UPE in these lowland pastoral areas. The status of primary education of sample Woredas were discussed in relation to the Zonal context.

4.2.1 Access and Coverage of Primary Education

The following topics are aimed in analyzing the progress in coverage and access at sample Woredas in relation to the Zonal.

4.2.1.1 Gross Enrollment Rate (GER)

GER is widely used to show the general level of participation in a particular level of education. It indicates the capacity of education system to enroll students of a particular age group. The provisions of primary education over the last three years, the sample Woredas and Zonal GER were presented as follow.

Table 2:- Average GER of sample Woredas and Borana Zone

Years	Primary	GERs of Sample Woredas			GERs of Borana Zone			Gaps		
		M	F	T	M	F	T	M	F	T
2007/08	Primary (1-8)	67	35	51	84	60	72	17	25	21
2008/09	Primary (1-8)	74	42	58	89.1	65.3	77.2	15.1	23.3	19.2
2009/10	Primary (1-8)	79	49	64	91	67	79	12	18	15

As shown in Table 2, in the year 2007/08 the gap in GER between the sample Woredas and Zone were found 17% for male and 25% for female in the primary schools. In the year 2008/09 the gap between the sample Woredas and Zone were found to be 15.1% and 23.3% for males and females respectively. And in the year 2009/10 the differences in GER between the sample Woredas and Zone were also found to be 12% for male and 18% for female in the primary schools. Even if there were significant progress in the enrollment rate, still the GER of the Zone was greater than the sample Woredas. Moreover, the gaps in GER of females were greater than that of males in the sample Woredas and the Zone. From the differences observed in the GER in the sample Woredas and Zone one can deduce that the GER of the sample Woredas might be less than the other Woredas in the Zone. The gaps of GER was seen not only between the sample Woredas and Zone but also between the sexes within the sample Woredas and Zone itself in last three consecutive years. When viewed from the Table 2, the GER of males were greater than that of the females both in the sample Woredas and the Zone.

4.2.1.2 Net Enrollment Rate (NER)

Net enrolment rate is another indicator that is used to measure educational coverage. Access to primary education over the last three years, the sample Woredas and Zonal NER, were presented as follows.

Table 3:- Average NER the Sample Woredas and Borana Zone

Period	Primary	NER of Sample Woredas			NER of Borana Zone			Gap		
		M	F	T	M	F	T	M	F	T
2007/08	Primary (1-8)	42	27	34.5	63	50	56.5	21	23	22
2008/09	Primary (1-8)	49	34	41.5	68.3	55.7	62.0	19.3	21.7	20.5
2009/10	Primary (1-8)	55	38.9	46.9	71	57.8	64.4	16	18.9	17.5

As indicated in Table 3, in the year 2007/08 the differences between the NER of the sample Woredas and Borana Zone were 21% and 23% for males and females respectively in the primary schols. In the year 2008/09 the gaps between these Woredas and the Zone were 19.3% NER of males and 21.7% NER of females in the same level. And also in the year 2009/10 the differences were 16% NER of males and 18.9% NER of females. Like the GER of Table 2, NER of the Zone were greater than that of the sample Woredas. In addition, there were gaps in NER for sexes within the sample Woredas and the Zone in which the NER of males were greater than that of females. These findings indicated that how much the sample Woredas lags behind the other Woredas of this Zone.

4.2.2. Equity in Provision of Primary Education

One of the main indicators that show education performance is equity. Fair distribution of educational services between boys and girls (Gender Equity), rural and urban are the main challenges of the education system.

Gender Disparity

Considering GER as one of the defining element to compute Gender Disparity Index, the GER of girls was compared with that of Boy's and the Absolute Gender Gap and Gender Disparity Index (GPI) of primary education of the sample Woredas over the last three years were calculated and presented in the table below.

Table 4:- The Average Sample Woredas GER and GPI of Primary Education over the last three years

Period	GER of male	GER of Female	Absolute Gap	GPI
2007/08	67	35	32	0.52
2008/09	74	42	32	0.56
2009/10	79	49	30	0.62

As can be seen from Table 4, the disparity in enrollment between male and female students was in favor of male students. The GPI of female to male students in the years 2007 /08, 2008/09 and 2009/10 had been 0.52, 0.56, and 0.62 respectively. In the three consecutive years, the gaps between two sexes were gradually decreased. This showed that more girls were attracted to schools. This was because, as the observation of researcher witnessed that, in the rural areas of this pastoral community non-governmental organizations (NGOs) were working extensively towards increasing the participation of female students. As a result, parents and students got cooking oil from NGOs' (Like WFP) in the same proportion to the number of their daughters that they send to the school.

4.2.3 Quality of Primary Education

Quality is one indicator that is used to measure the performance of the education system. Here, researcher focused on quality related with educational inputs such as student text-book ratios, pupil-teacher ratios, pupil-section ratios and qualified teachers at primary level.

4.2.3.1 Student- Text Book Ratio (STR)

One of the educational inputs that affect the quality of education is Students' textbook. The Regional Education Bureau established the standard of student-textbook ratio to be 1:1 at primary schools.

Accordingly, the current student text ratios of the sample Woredas were presented below in Table 5.

Table 5:- The Status of the Sample Woredas Text Book Student Ratios

Years	STR of Primary Cycles		Standard
	1 st cycle	2 nd cycle	
2007/08	1:1	1:2	1:1
2008/09	1:1	1:2	1:1
2009/10	1:1	1:2	1:1

As can be seen from Table 5, in 2007/08, 2008/09 and 2009/2010 years the ratios of text book to the students were 1:1 in the constant trend in first cycle primary level in these consecutive years. These figures showed that the ratio of text book to the students in the first cycle primary level was achieved as a set standard. Likewise, in the same consecutive years the ratios of text book to the students were 1:2 in the constant manner in these years in the second cycle primary level. These data indicated that in the second cycle primary level the ratios of text book to the students were not achieved the set standards. This finding showed that there were deficiencies of textbooks in the second cycle primary schools of the sample Woredas of Borana Zone.

4.2.3.2 Pupil-Teacher Ratio (PTR)

Pupil-Teacher Ratio (PTR) is the total quality indicator of education system. The standard set by Oromia Education Bureau for pupil teacher ratio to the primary level is 50:1.

Table 6:- The Status of Sample Woredas Primary Education Average PTR for the three Consecutive Years

Years	PTR of Primary Cycles		Standard	Gap	
	1 st Cycle	2 nd Cycle		1 st cycle	2 nd cycle
2007/08	47	31	50	3	19
2008/09	52	38	50	-2	12
2009/10	58	40	50	-8	10

As shown in Table 6, pupil teacher ratios' gaps in the sample Woredas were found to be 3,-2, and -8 in the years 2007/08, 2008/09, and 2009/10 in the first cycle primary level. These figures indicated that the number of the students gradually exceeded a given standard of the pupil teacher ratio in the past consecutive years. While for the second cycle primary level, the gaps between the set standard and the actual PTR were 19, 12, and 10 for the past three consecutive years. The findings indicated that the actual PTR of the first cycle primary school were below the standard (that means the number of the students exceeded the set standard of the PTR). However the teacher resource could not be used as a given standard in the second cycle primary level, the PTR were not above the set standard. This means in the second cycle primary school the pace of PTR were relatively on the right track in these pastoral areas of the sample Woredas.

4.2.3.3 Pupil-Section Ratio (PSR)

The average number of pupil per class is another important indicator of quality of education system. The average pupil-section ratios of primary education of the sample Woredas over the three consecutive years were presented in the following table to make the analysis in relation to the regional standards.

Table 7:- Average Pupil Section Ratios of the Sample Woredas

Years	PSR of Primary Cycle		Standard	Gaps	
	1 st Cycle	2 nd Cycle		1 st cycle	2 nd cycle
2007/08	62	57	50	-12	-7
2008/09	58	55	50	-8	-5
2009/10	53	52	50	-3	-2

As observed in Table 7, in the years 2007/08, 2008/09 and 2009/10 the actual PSRs of the sample Woredas were 62, 58 and 53 respectively for the first cycle primary level. In the same consecutive years, the actual PSRs in the second cycle primary school were 57, 55 and 52 respectively. These results indicated that the actual number of students per class were greater than the set standard for both cycles. Although the set standards for PSRs were not achieved in both cycles, the current trend shows that the gap between the set standard and the actual PSR has becoming narrowed.

4.2.3.4 Qualified Teachers

One of the main factors that affect the quality of education system is the qualification of teacher. In this regard, the following table indicates the status of the sample Woredas teachers' qualification.

Table 8:- The Average Percentage of Qualified and Unqualified Teachers of the Sample Woredas.

Primary Cycles	Qualification of Teachers	Academic Years		
		2007/08	2008/09	2009/10
First Cycle	Qualified	85.9	83	UA
	Unqualified	14.1	17	UA
Second Cycle	Qualified	48.5	60.4	UA
	Unqualified	51.5	39.6	UA
Primary (Grade 1-8)	Qualified	67.2	71.7	33.6
	Unqualified	32.8	28.3	66.4

Key: UA=Unavailable Data

As shown in Table 8, in the years 2007/08 and 2008/09 the percentage of qualified teachers were 85.9% and 83% respectively in the first cycle

primary level. These data showed that the percentage of qualified teachers was decreased from the 85.9% to the 83% in the given two years. In the second cycle primary level, the percentages of qualified teachers were 48.5% in 2007/08 and 60.4% in 2008/09. These figures showed that there were gradual progresses in the provision of qualified teachers in the second cycle primary level in these years. In the year 2009/10 there was no available data for the two cycles separately; but from the general data given for primary level (Grade 1-8) only 33.6% qualified teachers were available in the sample Woredas. These results indicated that in both cycles there were shortages of qualified teachers in the sample Woredas for past three consecutive years.

4.2.4 Efficiency of Primary Education

There are several indicators that are used to measure the efficiency of the education system. In this study repetition and dropout rates were used.

4.2.4.1 Repetition Rate (RR)

Repetition rate is one indicator in measuring the efficiency of education system. According to EFA Global Monitoring Report, the percentage of primary education repeaters was much higher than 15% in most of the sub-Saharan countries (UNESCO, 2006). The 2006/07 statistical report of Oromia Regional State also indicated 7.56% repetition rate. To this end, the next table shows the situation of repetition rates of the sample Woredas of the primary schools.

Table 9:- The Average Rates of Primary School Repeaters of the Sample Woredas

Years	Percentage of Primary School Repeaters					
	1 st Cycle			2 nd Cycle		
	M	F	T	M	F	T
2007/08	2.2	3.5	3.3	3.7	8.1	6.4
2008/09	1.9	3.4	2.6	3.5	7.9	5.7
2009/10	1.8	3.2	2.5	3.1	7.6	5.3

As indicated in Table 9, the repetition rates for first cycle primary level in the years 2007/08, 2008/09 and 2009/10 were 2.2%, 1.9%, and 1.8% for the male students respectively. These figures indicated that the repetition rates for males were gradually decreased in these past years. In the same consecutive years, the repetition rates for female students were 3.5, 3.4, and 3.2 respectively in the same cycle. These data showed that, in the same manner with repetition rates of the male students, repetition rates for females were gradually decreased in the first cycle primary in these years. Similarly, the repetition rates of second cycle primary level in the same consecutive years were 3.7, 3.5, and 3.1 for male students respectively. And also in the same consecutive years, repetition rates in the second cycle primary level for female students were 8.1, 7.9, and 7.6 respectively. These data showed that there were good improvements in the repetition rates for male and female students in both cycles' primary levels in the past three consecutive years.

From these findings it is possible to conclude that, even if there were good progresses in the repetition rates for male and female students in both cycles' primary levels, especially in the second cycle primary level, the repetition rates for females' students were twice greater than that of male students in the past three consecutive years in the lowland pastoral areas of the sample Woredas.

4.2.4.2 Drop-Out Rate (DR)

Dropout rate is one indicator in measuring efficiency of education system. The next table showed the dropout rates of primary pupils in the sample Woredas.

Table 10:- The Average Dropout Rates of the Sample Woredas

Years	Percentage of Primary School Repeaters					
	1 st Cycle			2 nd Cycle		
	M	F	T	M	F	T
2007/08	3.4	5.3	4.3	2.3	7.8	5.1
2008/09	4.7	6.9	5.8	2.2	6.4	4.3
2009/10	6.4	8.8	7.6	1.9	6.3	4.1

As revealed in Table 10, the dropout rates for male students in the first cycle primary level were 3.4, 4.7, and 6.4 in the years 2007/08, 2008/09, and 2009/10 respectively. And also the dropout rates for female students in the same cycle primary level were 5.3, 6.9, and 8.8 in the same consecutive years. These figures indicated that the dropout rates for both sexes were increased in the past years in first cycle primary schools.

But, dropout rates for male students in second cycle primary level were 2.3, 2.2, and 1.9 in the years 2007/08, 2008/09, and 2009/10 respectively. Similarly, the dropout rates for female students in the same primary level were 7.8, 6.4, and 6.3 in the same consecutive years respectively. In contrary dropout rates of the first cycle primary level, the dropout rates in the second cycle primary level were gradually decreased in the past consecutive years. From these figures it is safely summarize that even though the trends of dropout rates for both sexes in the second cycle primary level were decreased in the past years, the dropout rates for the female students in second cycle primary level were three times greater than that of the male students in the past consecutive years in these arid pastoral areas of the sample Woredas.

4.2.5 Efforts made by Zone & Woreda Education Offices in the Provision of Primary Education

It has been set by the year 2015, all the school age population will to be brought into school and complete primary education. On the top of this, to achieve education millennium development goals in these lowland pastoral areas, efforts made by the OEB, ZEO and WEO in the past years were analyzed as follow.

Table 11:-Teachers, School Principals and Educational Personnel response on efforts made by the Region, Zone and Woredas Education Offices to Achieve UPE

No	Items	Respondents			Grand Mean
		Teac hers Mean	Princ ipals Mean	Educational Officers Mean	
1	Building new primary schools	3.0	3.0	3.2	3.1
2	Expanding the existing schools	3.3	3.3	3.0	3.1
3	Expanding ABE centers and boarding schools; and Establishing mobile Schools	2.3	2.5	2.4	2.4
4	Increasing participation of private school	2.3	2.3	1.5	2.0
5	Budget allocated to the primary schools	3.0	2.9	3.0	3.0
6	Initiate participation of NGOs in expanding non formal education	3.1	3.2	3.0	3.1
7	Involving community in education issues	3.3	3.6	3.1	3.3
8	Fair distribution of schools between rural & urban areas	3.2	3.3	3.2	3.2
9	Minimize gender gap in primary schools	3.7	3.7	3.6	3.7

Key: 5=very high, 4=high, 3=moderate, 2=low, 1=Very low

For item 1 in Table 11 the grand mean of the respondents was rated 3.1, which is almost equal to the average grand mean. This indicated that, respondents were moderately believed that building new primary schools

could be one of the efforts made by regional, zonal and Woreda educational offices to achieve UPE. Similarly, for items 2,5,6,7, and 8 the grand means of the respondents were rated 3.1, 3.0, 3.1, 3.3, and 3.2 (almost average) respectively. This figures showed that moderate efforts were made by regional, Zonal and Woredas education offices in expanding the existing schools, budget allocated to primary schools, initiate participation of NGOs in expanding NFE, involving community in education issues and fair distribution of schools between rural and urban areas in achieving universal primary education.

However, for the items 3 and 4 in Table 11 the grand means of the respondents were rated 2.4 and 2.0 (Below the average) respectively. From this finding, it is possible to conclude that efforts being made by the regional, Zonal and Woredas education offices in expanding ABE centers and boarding schools, establishing mobile schools; and increasing participation of the private schools were low in these pastoral areas. But, for the item 9 in Table 11 the respondents were rated 3.7(almost above average) grand mean. This result indicated that great efforts were made by the regional, Zonal and Woredas education offices in minimizing gender gap in the primary schools of these lowland pastoral areas.

Generally, these findings revealed that the efforts being made by the region, Zone and Woredas education offices like building new and expanding existing schools, expanding non formal education, and fair distribution of the schools, minimizing gender gap and so on activities were practiced. Whereas, in case of the expanding ABE centers and boarding schools, establishing mobile schools; and increasing participation of the private schools were little efforts were made these lowland pastoral areas. Therefore, these activities need extra efforts to enhance their contribution in achieving education millennium development goals.

4.3 Major Challenges in Achieving UPE

With no doubt, the efforts to realize UPE are not easy tasks. So far, promising improvement has been made by the region, zone and Woredas education offices. But, still much has to be done to succeed in providing education to all children by strongly tackling the most intimidating challenges in the areas. Thus, in the next parts attempt was made to assess the major challenges that could resist the success of universal primary education.

4.3.1 Out-of School Factors

There are different out-of school factors that affect the achievement of UPE. Some of those factors are explained as follows.

4.3.1.1 Demand Side Factors

Demand-side factors are out-of school factors that influence the realization of UPE. Socio-economic and socio-cultural factors are types of demand side factor that were analyzed below.

4.3.1.1.1 Socio-Economic Factors

Many scholars believed that socio-economic factors like high demand for children labor, lack of direct cost of schooling, poverty of parent, nutrition problem, poor educational background of the parents of the students, poor provision of social services and etc. have influence in achieving UPE. The following table summarized the existing status in the sample Woredas of Borana pastoral community in this regard.

Table 12:- Socio-economic Factors that affect the realization of UPE goals

No	Items	Respondents			Grand Mean
		Teachers' Mean	Principals' Mean	Educational Officers' Mean	
1	High demand for children labor	3.7	3.7	4.3	3.9
2	Lack of direct cost of schooling	3.4	3.3	3.5	3.3
3	Poverty of parents	3.6	3.2	3.7	3.5
4	Nutrition problem	3.4	3.5	3.9	3.6
5	The pastoral way of life	3.5	3.7	4.2	3.8
6	Poor educational background of students' parents	3.3	3.5	4.1	3.6
7	Security Issue (conflicts)	2.8	2.9	2.7	2.8
8	Health problem	2.8	3.1	3.3	3.0
9	Large family size	2.9	3.1	3.3	3.1
10	Lack of adequate budget to the schools	3.1	3.0	4.0	3.3
11	Drought in the areas	3.7	4.0	4.6	4.1

Key: 5=very high, 4=high, 3=moderate, 2=low, 1=Very low

For items 1, 5 and 11 in the tabulated data of Table 12, the Grand means of the respondents were rated 3.9, 3.8, and 4.1 (above the average) respectively. These indicated that as factors high demand for children labor, the pastoral way of life, and drought had very high influence on the enrollment of the students in these lowland pastoral areas. Supporting item 1 finding the study carried out by Habtamu (2002) and Aseffa (1991) state that one of the major reasons for non-enrollment, readmission and repetition of the students in primary schools had been parental demand for child labor. From these implications of the findings, it is possible to summarize that these factors affected the enrollment of the students in the sample Woredas of Borana Zone.

Similarly, for the item 3 in the Table 12 the grand means of the respondents were rated 3.5(above average). And also, for the items 4 and 6 in Table 12 the grand mean values of respondents were rated 3.6(Above average) for both mentioned items. These factors were poverty of parents, nutrition problem, and poor education background of parents of the students had high impact on the schooling of these lowland pastoral children. In line with item 6 finding, the study made in Nigeria and Senegal indicates that the children of literate parents who work in public and private sectors have thirty times more chance of going to schools than illiterate parents' children (UNESO, 1992:182). Therefore when viewed from these findings and research results, it is safe to conclude that these factors had impacts on the hindering the achievement of universal primary education.

For the items 2,8,9 and10 in Table 12 the grand means of the respondents were rated 3.3, 3.0, 3.1 and 3.3 (almost average) respectively. These revealed that lack of direct cost of schooling, health problem, large family size, and lack of adequate budget to the schools had moderate influence on participation of the Borana lowland pastoral community children. In support with item 2 finding, the study made by Anbesa and Barbera (1988:52) describes that in Ethiopia quite number of children do not usually stay at school because of the direct costs of schooling (Such as fees for exercise book, pen, pencil, school uniform and the likes) require more than their family can afford. These findings showed that due to these factors parents are facing problems to send their children to schools.

However, for the items 7 in Table12 the Grand means of the respondents were rated 2.8 (almost below average). This indicated that security issue had low impact in these arid areas of the sample Woredas. In contrary with this finding, the World Bank (2004) reported that in many nomadic areas of Nigeria, conflict between nomads and farmers have prevented

communities from participation in educational programs. But, these findings had no significant influence on the participation of these pastoral community children.

To sum up from these findings, the major socio-economic factors that affect the effort to reach primary education to the all school age children were high demand for children labor, the pastoral way of life, poverty of parents, drought in the areas and the like in these pastoral sample Woredas. Although, socio-economic factor like security issue had little impacts on the enrollment of these pastoral arid areas.

4.3.1.1.2 Socio-Cultural Factors

In addition to socio-economic factors, socio-cultural factors are also the major challenges to school enrollment in education system in most areas of developing nations. Under these factors, some major socio-cultural factors that are faced achievement of universal primary education in these pastoral areas are discussed below.

Table13:- Socio-cultural factors that influence achievement of UPE

No	Items	Respondents			Grand Mean
		Teachers' Mean	Principals' Mean	Educational Officers' Mean	
1	Parental negative attitude towards education	3.1	3.0	2.9	3.0
2	Negligence of physical impaired children	2.9	3.1	2.6	2.8
3	Incompatibility of curriculum with the values of pastoral people	2.8	2.8	2.9	2.8
4	Existence of back ward cultural practices like abduction	3.0	3.1	3.1	3.1
5	Absence / lack of role models of educated girls	3.1	3.6	3.5	3.4
6	Early Marriage	3.1	3.4	3.3	3.3
7	Early Pregnancy	2.9	2.8	2.8	2.8
8	Parents fear modern education change their culture	3.0	3.3	3.5	3.3
9	Parents tend to favor the education of boys than girls	3.2	4.0	3.8	3.6
10	Low value given to the girls' education	3.1	3.7	3.6	3.5
11	Absence socialization program to the new comer students	3.2	3.2	3.1	3.1

Key: 5=very high, 4=high, 3=moderate, 2=low, 1=Very low

For the items 1, 4, 5, 6, 8, and 11 in Table 13 the grand means of respondents were rated 3.0, 3.1, 3.4, 3.3, 3.3 and 3.1 (Almost Average) respectively. These data showed that Parental negative attitude toward education, existence of back ward cultural practices like abduction, absence / lack of role models of educated girls, early marriage, parents fear modern education change their culture, and absence socialization

program to the new comer students had moderate influences in these arid areas. In conformity with item 4 finding the study made by Rose (2003) reported at UNESCO Global Monitoring, on the case of Ethiopia, in some areas, girls get abducted on their way to school. And also in line with item 5 the study carried out by the Kratli (2000) indicated that absence of learned family member who succeed in modern education in the community has its own impact on motivation of children to enroll in the schools. Therefore, from these above findings it is possible to conclude that these factors had their own pressures on enhancing the enrollment of the students of this pastoral community of the sample Woredas.

Regarding the items 2, 3, and 7 in Table 13 the grand means of the respondents were rated 2.8(almost below average) for all these mentioned items. These figures indicated that negligence of physical impaired children, incompatibility of curriculum with the values of pastoral people, and early Pregnancy had relatively low impacts on the enrollment of the sample Woredas. But, in opposite to the item 2 of Table 13 grand mean that was rated by the respondents, the interview from the educated groups of Borana pastoral community and PTA members witnessed that families are not voluntary to send their disabled children to school due to schools are not conducive enough and far away from their home. Even if the rated grand mean for the item 2 Table 13 was below the average, there was existence of this practice that suppressed the participation of physically disabled children in these arid areas of Borana Zone.

Concerning the items 9 and 10 in the tabulated data of Table 13, the grand means of the respondent were rated 3.6 and 3.5 (above the average) respectively. These data showed that parents tend to favor the education of boys than girls and low values given to the girls' education were relatively high on the participation of the students in these pastoral areas. In support with item 9 finding of Table 13, the study done by the

Carr-Hill (2002:57) states that pastoral communities in Ethiopia tend to favor the education of boys rather than girls. And also in conformity with the item 10 finding of Table 13, the study made by Almaz (1991) describes that in most developing countries stereotypically females are conceived to too much submissive, timid and weak both mentally and physically. On contrary, males are perceived as competitive, courageous and intelligent. When viewed from these data, the presences of these opinions in the pastoral community of these areas were influence the achievement of universal primary education.

All in all, from these findings and the interview from educated group of this pastoral community and PTA members, these socio-cultural obstacles had seen in Borana pastoral community of the sample Woredas. As results, they affected the achievement of universal primary education by the time it is stipulated.

4.3.2 In-School Factors

The main in-school related factor that affects the achievement of UPE is supply-side factors.

Supply -Side Factors

Challenges in achieving UPE in developing countries in general and that of marginalized rural areas in particular the contributing factors are not only limited to out-of school variables. The school environment also creates a significance number of obstructs in achieving UPE. Some major of such factors are discussed in the table below.

Table14: Supply side factors that affect achievement of UPE

No	Items	Respondents			Grand Mean
		Teachers' Mean	Principals' Mean	Educational Officers' Mean	
1	Shortage of qualified teachers	3.4	3.4	3.7	3.5
2	Shortage of female teachers as a role model	3.0	3.1	3.2	3.1
3	Weak school management	3.0	3.4	3.2	3.2
4	Large class size	2.0	2.4	2.5	2.3
5	Presence of harmful school practices like physical punishment	2.3	1.9	2.3	2.2
6	Long distance walk home school	3.2	3.5	3.7	3.5
7	Absence of flexible school calendar	3.6	3.4	3.5	3.5
8	Absence of full-day schooling	2.5	2.2	2.1	2.3
9	Lack of supervision service	3.2	3.5	3.2	3.3
10	Shortage of syllabus and teachers' guide	3.7	3.6	4.0	3.8
11	Lack of adequate students' textbook	2.9	3.1	3.0	3.0
12	Lack of school facilities	3.3	3.5	3.9	3.6

Key: 5=very high, 4=high, 3=moderate, 2=low, 1=Very low

For the items 1, 6, and 7 of Table 14, the grand means of the respondents were rated 3.5(above average) for all these mentioned items. And also for the items 10 and 12 of Table 14, the grand mean values of the respondents were rated 3.8 and 3.6(Above average) respectively. These figures indicated that shortage of qualified teachers, long distance walk between home school, absence of flexible school calendar, shortage of syllabus and teachers' guide and lack of school facilities were relatively high in these pastoral areas. In conformity with item 1 finding of Table 14, the study made by UNESCO (2005:87) states that large proportions of primary school teachers in the rural areas lack adequate academic qualification, training and mastery of content.

And also in support with item 7 finding of Table 14, the study made by the World Bank (2004) states that if the households need the children labor conflict with schooling schedule, parents do not send their children to school. From these finding it is possible to conclude that these factors were suppressed the attainment of UPE in these areas of sample Woredas.

Regarding the items 2, 3, 9, and 11 of Table 14, the grand means of the respondents were rated 3.1, 3.2, 3.3 and 3.0 (Almost average) respectively. From these data shortage females' teachers as a role model, weak school management, lack of supervision services, and lack adequate students' textbook had moderate influences on the achievement of UPE by 2015. In support with item 3 finding of Table 14, the study carried out by Heneveld and Craig (1996:51) states that the principals play a key role in shaping the effectiveness of a school. And also in line with item 9 finding of Table 14, the research done by EDC (1989:241) describes that regular school supervision was seen to be crucial in order to sustain the quality of education. These findings revealed that these factors had influence on the achievement of education millennium development goals.

However, for the items 4, 5, and 8 of Table 14, the grand means of the respondents were rated 2.3, 2.2, and 2.3, (Almost below average) respectively. These finding indicated that large class size, presence of harmful school practices like physical punishment, and absence of full-day schooling were low in these arid areas of sample Woredas.

To summarize Table 14, it illustrates that the supply side barriers such as shortage of qualified teachers, absence of flexible school calendar, long distance walk home school, shortage of syllabus and the like are found to be hindrance to the attainment of UPE in these pastoral areas. Whereas, large class size, presence of harmful school practices like

physical punishment, and absence of full-day schooling of supply side factors had no contribution to affect the enrollment of Borana pastoral community children.

4.4 Strategies that Need to be Designed to Achieve UPE by 2015

To achieve UPE goals, these sample Woredas implemented different kinds of strategies to their specific situation in the last passed years. To improve the achievement of UPE within the given year, 2015, different strategies will be designed and provided to the respondents of this study and their responses were analyzed as follow.

Table 15:-Strategies that will be designed to achieve UPE by 2015

No	Items	Respondents			Grand Mean
		Teachers' Mean	Principals' Mean	Educational Officers Mean	
1	Building new school near to the community	3.9	4.2	4.3	4.1
2	Expanding the existing school	3.7	4.0	4.3	4.0
3	Expanding ABE centers	3.4	3.5	4.1	3.7
4	Establishing mobile schools	3.2	3.3	3.7	3.4
5	Expanding boarding schools	3.3	3.4	4.0	3.6
6	Expanding feeding programs	3.4	3.9	4.1	3.8
7	Increase the number of female teachers	3.4	3.5	3.6	3.5
8	Use of curriculum that first with the values of the community	3.4	3.7	3.9	3.6
9	Increase supervision service	3.5	3.7	4.1	3.8
10	Allocate more budget to the schools	3.3	3.9	4.0	3.7
11	Avoiding any school related costs from the students	3.1	3.3	3.6	3.3
12	Establishing especial support program to the girls' education	3.6	3.5	4.0	3.7
13	Mobilize awareness of community about UPE	4.2	4.3	4.1	4.2
14	Fulfill school facilities	3.4	3.9	3.8	3.7
15	Attracting more NGOs that work in education issues	3.4	3.8	3.9	3.7
16	Implementing flexible school calendar	3.3	4.1	3.7	3.7
17	Implementing multi-grade system	2.5	2.1	1.7	2.1
18	Mobilizing community support	3.5	4.0	3.9	3.8

Key: 5=very high, 4=high, 3=moderate, 2=low, 1=Very low

For the items 1, 2, and 13 of Table 15 the grand means of the respondents were rated 4.1, 4.0, and 4.2 (Almost above average) respectively. These figures indicated that building new school near to the community, expanding the existing school, and mobilize awareness of community about UPE are very high

as strategies to enhance participation of school-age children in Borana pastoral areas. In line with item 1 finding of Table 15, the study made by the World Bank states that building more schools is an obvious and necessary response in order to extend access to children who are currently out- of the school. If the schools are situated within children's walk distance, their likelihood of attending school within their vicinity will be high. Similarly, in conformity with item 2 finding of Table 15, the research findings carried by Lackheed and Verspoor (1991:215) describes that adding classroom and up grading school attract more children to continue their education there. Moreover, in support with item 13 finding of Table 15, the study done by Odaga and Henveld states that seminar, workshops and village meetings are used in Burkina Faso, Cameroon, Uganda, Tanzania, Zimbabwe and Malawi to convince parents to reflect up on and understand the impacts of certain traditional practices on educational participation of children. From these findings and research results it is possible to conclude that implementing these findings as strategies will contribute to the attainment of UPE in the given time frame.

Concerning the items 3, 5, 6, 7, 8, and 9 of Table 15 the grand means of the respondents were rated 3.7, 3.6, 3.8, 3.5, 3.6 and 3.8 (above average) respectively. These data showed that expanding ABE centers, expanding boarding schools, expanding feeding programs, increase the number of female teachers, use of curriculum that first with the values of the community, and increase supervision services have high contributions to enhance participation of school-age children in these Borana lowland pastoral areas. In support with item 5 finding of Table 15, the study made by Akaranga (1995:45) states that boarding schools were established in Kenya to cater for wastage in primary schools' due to the migratory lifestyle of the communities as well as prohibitive distances from the schools. And also in line with item 8 finding of Table 15, the research results done UNESCO (2002) describes that irrelevance of the curriculum with the interest and value of the community results in low interest in education and high dropout rate among the pastoral areas. The results of

these findings revealed that as strategies implementing these findings will have positive impacts on the attainment of UPE in these arid pastoral areas.

Similarly, for the items 10, 12, 14, 15, and 16 of Table 15, the grand mean values of the respondents were rated 3.7(above average) for these mentioned items. And also, for the item 18 of Table 15 the grand mean value of the respondents was rated 3.8(Above average). These figures indicated that allocate more budgets to the schools, establishing especial support program to the girls' education, fulfill school facilities, attracting more NGOs that work in education issues, implementing flexible school calendar, and mobilizing community support have high contribution to increase number of the students in these arid areas. In conformity with item 14 finding of Table 15, the study made by the World Bank (1996) states that parents need the presence of basic facilities like latrine to protect their daughters' modesty and security because of the age of the children. And also in line with item 16 of Table 15, the research results carried out by Anderson (1992) states that if the school's schedule is not flexible, some children who have daily responsibilities in the households may hardly attend the schooling. Moreover, in support with item 18 of Table 15, the study made by Heneveld and Craig (1996:98) reveals that the community has meaningful role in school governance, and community members and parents assist with instruction. From these findings it possible to conclude that as strategies implementing these findings will accelerate the achievement of education millennium development goals within a given time frame in these lowland pastoral areas.

Regarding the items 4 and 11 of Table 15, the grand means of the respondents were rated 3.4 and 3.3 (Almost average) respectively. These data showed that establishing mobile schools and avoiding any school related costs from the students have moderate influences in achieving UPE by 2015. In support with item 4 of Table 15, the study made by Ayalew, Damtew, Berhanu and Hailemariam (2002:199) state that mobile school is a preferable mechanism for

children whose family are constantly on the move like nomadic pastoralist, due to, first, the cost of the structure is very low and can be constructed easily by the government and local communities, secondly, the children learn within the environment which they can easily adopt to the school situation. Lastly, the parents should be free from fear of cultural alienation and insecurity since their children remain close to them. And in line with item 11 of Table 15, the research findings done by UNESCO (2005:95) reveal countries that have removed fees or other related costs of education have experienced dramatic increases in the girls' education. These findings showed that implementing these findings as strategy will be enhancing the participation of school age children in the attainment of universal primary education.

Finally for item 17 of Table 15, the grand mean of the respondents were 2.1 (below average). This figure indicated that implementing multi grade system as strategy had no contribution in achieving UPE in these pastoral areas. From this finding, it is possible to conclude that as strategy there is no need of implementing multi grade system to enhance the enrollment of school age children in these pastoral arid areas.

Generally, in addition to the above findings of the respondents, and the interviews from educated group of this pastoral community and PTA members strengthen that as strategies implementing these all issues will have great positive impact in achieving of universal primary education by 2015 in these Borana lowland pastoral woredas.

CHAPTER FIVE

5. Summary, Conclusion and Recommendations

This chapter was concerned with the summary, conclusion and recommendations of the study.

5.1 Summary

The major purpose of this study was to examine the current status of Borana lowland pastoral community in achieving UPE by 2015. To achieve the objectives of this study, the following basic questions were raised. These were:-

1. What does the current access of primary education opportunity look like in Borana lowland pastoral community?
2. What are the main out-of school obstacles to achieve UPE by 2015 in these pastoral areas?
3. What are the major in-school impediments to achieve UPE by 2015 in these pastoral areas?

The data analysis and interpretations led to the following main findings:-

5.1.1 Access and Coverage of Primary Education

Depending on the documentary data obtained from the OEB and BZEO, the following situations were observed in achieving UPE in these sample Woredas.

1. Even though the GER and NER of the sample Woredas were improved not only by the percentages but also by the sexes from years to year, still there were 15% GER and 17.5% NER of the gaps between the sample Woredas and Zone in the year 2009/10 in the primary school.
2. In terms of GPI, there were good improvements over the last three years in the sample Woredas. In the year 2009/10, GPI reached 0.62. Thus, still the figure indicated that there was gap between the enrollment of female and male students in the sample Woredas.
3. Even though, there were progresses in both pupil teacher ratio and pupil section ratio in the past three consecutive years, still there were below

standards of PTR in first cycle primary level and PSR in the primary level (Grade 1-8) of these arid areas of the sample Woredas.

4. Similarly, even if the STR in the first cycle primary level was achieved as its standard in the past three consecutive years, since 2007/08 year the student text book ratios in second cycle primary level were still 1:2 ratios without improvement.
5. Regarding the qualification of teachers, as the figure 2009/10 year showed there were 66.4% of unqualified teachers in the primary schools (Grade 1-8) in the sample Woredas of Borana Zone.
6. However there were good progresses in the repetition rates for male and female students in both cycles' primary levels, especially in the second cycle primary level the repetition rates of female students were twice greater than that of male students in the past three consecutive years in the lowland pastoral areas of the sample Woredas.
7. Concerning dropout rates, as finding revealed that dropout rates in the first cycle primary level were gradually increased in the past three consecutive years. Although the trends of dropout rates for both sexes in the second cycle primary level were decreased in the same consecutive years, the dropout rates for the female students in second cycle primary level were three times greater than that of the male students in the past consecutive years in these arid pastoral areas of the sample Woredas.
8. Regarding efforts made by OEB, BZEO, and WEO in the past three consecutive years, there were good progresses in building new and expanding existing schools, allocation of budget, participations of NGOs and local community in education issues, and fair distribution of primary schools between rural and urban areas. But, as the responses of the respondents showed insufficient efforts were made in increasing the participation of private schools, building and expanding ABE centers and boarding schools, and establishing mobile schools.

5.1.2 The Major Challenges Encountered in Achieving UPE

Goals

From the analysis of the data of the respondents different factors like socio-economic, socio-cultural and supply-side factors affected the achievement of UPE goals. The major challenges encountered were discussed below.

1. Socio-economic factors that challenged the attainment of UPE goals in these lowland pastoral community were high demand for children labor, lack of direct costs of schooling, poverty of parents, nutrition problem, the pastoral way of life, poor educational background of parents, conflicts, health problem, large family size, lack of adequate budget and drought. Especially rather than the rest factors, the respondents emphasized on the impacts of high demand for child labor, the pastoral ways of life and drought in the areas were challenged in achieving education millennium development goals in these arid areas.
2. Concerning socio-cultural factors, the goals of the universal primary education were challenged by the socio-cultural factors like existence of backward traditional cultures, shortage of role models of pastoral girls, early marriage and, parents fear modern education change their culture, parents tend to favor the education of boys than girls, low value given to the girls' education and absence socialization program to the new comer students. But from the rated factors, the respondents concentrated on the influences of parents tend to favor the education of boys than girls and low value given to the girls' education were faced in achieving the UPE goals in these Borana lowland pastoral areas.
3. Supply-side factors that challenged the achievement of education millennium development goals in the Borana lowland pastoral community of the sample Woredas were shortage of qualified teachers, shortage of female teachers as a role models, weak school management, long distance walk home schools, absence of flexible school calendar, lack of adequate supervision services, shortage of syllabus and teaches'

guides and lack of school facilities. But, from these factors the respondents strongly emphasized on the impacts of absence of flexible school calendar, shortage of syllabus and teachers' guide, lack of school facilities and long distance walk home school rather than the rest factors. In contrary to this, factors like absence of large class size, presence of harmful school practices like physical punishment and absence of full day schooling had no contribution in achieving UPE goals in these pastoral lowland areas.

5.1.3 The Strategies need to be designed to Achieve UPE by 2015

Concerning the strategies that will be designed to increase the enrollment of students in achieving education millennium development goals in these Borana lowland pastoral areas, the respondents strongly agreed on the contribution of building new schools near to the community, expanding existing schools and ABE centers, establishing mobile schools, expanding boarding schools, expanding existing feeding program, increase the number of female teachers, increase supervision services, allocate sufficient budget to the schools, avoiding any school related costs, establishing especial support program to the girls' education, mobilizing community awareness on the UPE goals, full-fill school facilities, attracting more NGOs that work on education issues, implementing flexible school calendar and mobilizing community support were among the major strategies that have great positive impacts in achieving the universal primary education goals in these lowland pastoral areas of Borana Zone. But, the respondents strongly disagreed on the contribution of multi grade system to increase the enrollment of students to achieve universal primary education goals.

5.2 Conclusion

Based on the major findings presumed from the study, the following conclusions can be drawn.

1. Regarding to GER, NER and GPI of the sample Woredas had acquire substantial improvement over the last three years, but, still there were the gaps between the sample Woredas and Zone and between male and female students. This indicated that large numbers of school age children were out of schools and there was enrollment gap between two sexes. Thus, these become challenges to the Zone in particular and to the region in general to attain education millennium development goals by 2015.
2. As results of this study revealed, the pupil teacher ratios in the first cycle primary level and pupil section ratios in primary school (Grade 1-8) were below their given standards. And also, student text book ratio in the second cycle primary level was below its set standard. Moreover, there were 66.4% unqualified teachers in the primary schools (Grade 1-8). Therefore, these mentioned factors influence the attainment of quality of education millennium development goals in these lowland areas of the sample Woredas.
3. The findings of this study indicated that there were repeaters in both cycles' primary levels, especially the number of female repeaters were more than that of the male repeaters. And also, the dropout rates in first cycle primary level were gradually increased in the past three consecutive years. Thus, these discussed elements were considered as wastage of education system that challenging the achievement of UPE by 2015 in these lowland pastoral areas.
4. As these findings revealed, many efforts were made by the Woreda and Zone education offices to increase the participation of students over the last three consecutive years. But, very little efforts were made in increasing the participation of private schools, establishing mobile

schools and expanding boarding schools. Therefore, these are facing the attainment of education millennium development goals in the given time frame.

5. The findings of the study also revealed that socio-economic factors (especially, high demand for children labor, the pastoral way of life and drought), socio-cultural factors (especially, parents tend to favor the education of boys than girls and low value given to the girls' education) and supply side factors, (especially, absence of flexible school calendar, shortage of syllabus and teachers' guides, lack of school facilities and long distance walk home school) had negative impact on the enrollment of children. Thus, the overall negative impacts of these mentioned factors would not enable the universalization of primary education in these Borana lowland pastoral areas of the sample Woredas.

5.3 Recommendations

Based on the findings and conclusions drawn from the study, the following recommendations were forwarded as remedy to enhance the performance of primary education of these lowland pastoral areas in line with the success of education millennium development goals by 2015.

1. There were remarkable increases in enrollment of both sexes, but as the sample Woredas GER and NER figures indicated still several school age children are out-of schools. Therefore, local community, Wereda and Zone Education Offices and Oromia Education Bureau in collaboration with non-governmental organizations should build new and expanding existing school and ABE centers within children's walking distance to enroll the school age population that are found out-of the schools.
2. As GPI of the sample Woredas showed, there was the gap between enrollment of female and male students. This was due to low value given to the girls' education and parents tend to favor the education of boys than girls. Thus, Woreda Education Office; Women, Youth and Children

Affairs Office; and educated group of this pastoral community advisable to mobilize awareness of the pastoral community on the backward traditional cultures that affect females' education and the issues of UPE. Besides, WEO should recruit more female teachers, especially from this pastoral community member that can be used as a role model.

3. The findings of the study showed that the quality of education was affected by the below standard of pupil-text book ratio in second cycle primary, pupil section ratio; shortage of syllabus and qualified teachers; and supervision services the likes. Thus, to enhance and achieve quality of education millennium development goals:-
 - i. OEB recommendable to provide students' text book as the set standard (especially in the second cycle primary), and syllabus and teachers' guides.
 - ii. Also OEB should provide sufficient number of qualified teachers to the given cycles primary level and
 - iii. ZEO and WEO advisable to provide sufficient supervision services to the schools.
4. Repetition and dropout rates were wastage of education system that affects the attainment of UPE in these lowland pastoral areas. Therefore, to eliminate or minimize the rate of repeaters and re-admitters:-
 - i. OEB recommendable to implement flexible school calendar that match with the pastoral way of life and climatic condition of that arid areas.
 - ii. OEB, ZEO and WEO should expand boarding schools and establish mobile schools to increase the enrollment of pastoral school age children.
 - iii. OEB, ZEO & WEO advisable to furnish basic school facilities like separate latrine for both sexes, water supply services and etc.
 - iv. OEB collaboration with WFP recommendable to expand feeding program for new established schools in these arid pastoral areas.

Of course, the supply & implementation of these all things need a huge amount of investment. Therefore, governmental organizations (WEO, ZEO, OEB, MoE) in collaboration with non-governmental organizations should generate fund to cover the required amount of money to fulfill these facilities.

5. As findings of the study also revealed that socio-economic factors (especially, high demand for children labor, the pastoral way of life and drought) and socio-cultural factors (especially, parents tend to favor the education of boys than girls and low value given to the girls' education) had negative impact on the enrollment of children. Thus, WEO; Women, Youth and Children Affairs Office; and educated group of this pastoral community advisable to mobilize awareness of the pastoral community on these mentioned factors that affected the education millennium development goals.
6. As the findings of the study showed the participation of the private schools in these areas was very weak. Therefore, WEO and ZEO recommendable to initiate the participation of private schools to enhance the enrollment of school age children in line with government schools.
7. As the collected data indicated, the allocation of budget to the schools was not enough to run the tasks of schools. Therefore, WEO and WAO advisable to allocate sufficient budgets to the schools.
8. As the findings of the study showed the current school calendar has faced the enrollment of the pastoral children. Thus, OEB recommendable to revise the school calendar that match with the interests and climatic condition of these arid areas of the Borana lowland pastoral community.
9. As findings of study indicated, low income of the parents has affected the enrollment of students. Therefore Oromia Pastoralist Commission and Oromia Investment Bureau in collaboration with Zone Investment and Pastoralist Offices advisable to invite investors on the market of livestock's and its products which intern helps the pastoralist community to generate income and able to afford the educational expenses to their children.

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Appendix A
Addis Ababa University
School of Graduate studies
College of Education
Department of Educational Planning and Management

Respondent specification: - This questionnaire is to be filled by Zonal and Woreda Education Experts, CRC Supervisors and Primary school Principals and Teachers.

The objective of the study: - The main objective of the study is to examine the current situation of access of primary education opportunities, challenges and strategies that enhance enrollment in achieving UPE of Borana pastoral communities in Borana zone of Oromia.

Dear Respondent: - The success of the objective of this study entirely depends upon your honesty, earnest and sincere response you provide to the questions. In addition, the complete and timely responses you give help the researcher to produce reliable work. Please, bear in mind that, the information that you provide is secured will be used only for this research purpose and, therefore, be confidential.

Thank you in Advance for your Time and Concern

General direction: 1) No need of write your name

2) Put "√" mark in the space provided for your answer

3) Give short and brief answer the space provided for Question

4) Please, read all instructions before attempting to answer the questions

Part I. General information

1. Place of work

1.1 Woreda _____ 1.2 Name of your office _____

1.3 Name of your school 1.4 School site: urban / rural

1.5 Your position/responsibility _____

2. Sex: Male Female

3. Age: Below 20 Years 41-50 years
21-30 years Above 50 years
31-40 years

4. Job experience on your responsibility

1-5 years 16-20 years
6-10 years 21-25 years
11-15 years Above 25 years

5. Educational background

10th / 12th complete BA/ BSC
Certificate / TTI MA/MSc
Diploma Other (Please specify) _____

Part II: Current situations of Access to primary education

Please indicate the extent to which the following current situations look like in provision of primary education. Put (√) mark under the column you want to choice.

5= very high; 4= high; 3=medium; 2= low and 1= very low

No	Items	Rating scales				
		5	4	3	2	1
1	Building new primary schools					
2	Expanding the existing primary school					
3	Building and expanding ABE centers and boarding schools ,and establishing mobile schools					
4	Increasing participation of private schools					
5	Budget allocation to the primary school					
6	Initiate Participation of NGOs in expanding non formal education					
7	Involving community in education issues					
8	Fair distribution of primary school between rural and urban areas					
9	Minimize gender gap in primary schools					

Part III: Out-of and In-school Related Factors that hinder the Enrollment in Achieving UPE by 2015

Please, indicate the extent to which the following factors affect the enrollment of primary education. Put "√" mark under the column you want to choice

5= extremely serious; 4= serious; 3= somewhat serious; 2=observed but not serious and 1= not observed

3.1 out-of School Related Factors that affect Enrollment of Students

No	3.1.1 Demand-side factors 3.1.1.1. Socio-economic factors	Rating scales				
		5	4	3	2	1
1	High demand for children labor by their parents					
2	Lack of direct cost of schooling (uniform registration fee, instructional materials)					
3	Poverty of parents (low household income)					
4	Nutrition problem					
5	The pastoral way of life (Mobility)					
6	Poor educational background of students' parents					
7	Security Issue (conflicts)					
8	Health problem					
9	Large family size					
10	Lack of adequate budget to the school					
11	Effects of drought in the areas					

Please, indicate the extent to which the following factors affect the enrollment of primary education. Put “√” mark under the column you want to choice

5= extremely serious; 4= serious; 3= somewhat serious; 2=observed but not serious and 1= not observed

	3.1.1.2. Socio-cultural Factors	5	4	3	2	1
1	Parental negative attitude towards education					
2	Negligence of physically impaired children					
3	Incompatibility of curriculum with the value and belief of pastoral people					
4	Existence of backward practices like abduction, rape and etc.					

5	Absence / lack of role models of educated girls in the community					
6	Early marriage					
7	Early pregnancy					
8	Parents fear that modern education change their culture					
9	Parents tend to favor the education of boys than girls					
10	Low value given to the girls' education by parents					
11	Absence of socialization program and weak handlings of the new comer					

3.2 In-school Related Factors that affect Enrollment of Students

Please, indicate the extent to which the following factors affect the enrollment of primary education. Put "√" mark under the column you want to choice
5= extremely serious; 4= serious; 3= somewhat serious; 2=observed but not serious and 1= not observed

No	Supply side factors	Rating scales				
		5	4	3	2	1
1	Shortage of qualified teachers					
2	Shortage of female teachers that are seen as a role model					
3	Weak school management system					
4	Large class size					
5	Presence of harmful school practices like violence, physical punishment, verbal abuse and etc					

6	Long distance walk between Home school					
7	Absence of flexible school calendar					
8	Absence of full-day schooling					
9	Lack of adequate supervision service					
10	Shortage of teachers' guide and syllabus					
11	Lack of adequate students' textbook					
12	Lack of school facilities like water, library, latrine, laboratory, and etc					

3.3 Pleas, specify other challenges that are not mentioned above (if any)

Part IV: Strategies that need to be designed to Achieve UPE by 2015

Please, indicate your opinion by rating "√" mark under the column which you assume that are used to achieve UPE by 2015

5= very high; 4= high; 3=medium; 2= low and 1= very low

No	4.1 Items towards increasing Access to basic education	Rating scales				
		5	4	3	2	1
1	Building new schools near to the communities					
2	Expanding the existing schools					
3	Expanding alternative basic education centers (ABE)					
4	Establishing mobile schools					
5	Expanding boarding schools					
6	Expanding feeding programs					
7	Increase the number of female teachers					
8	Use of curriculum that fits with the need and values of the communities					

9	Increase supervision services					
10	Allocate more budget to the primary schools					
11	Avoiding any school related costs from the students					
12	Establishing especial support program to the girls education like tutorial and make-up class					
13	Mobilize awareness of community about UPE and the effect of harmful cultures					
14	Fulfill school facilities'					
15	Attracting more NGOs that work in the education area specially at remote areas					
16	Implementing flexible school calendar					
17	Implementing multi-grade system					
18	Mobilizing community support					

4.2 What factors other than mentioned do you think hinders enrollment of children in primary education of these pastoral areas?

- a) _____
- b) _____
- c) _____

4.3 What strategies and actions need to be taken by listed below bodies to achieve UPE by 2015?.

- a) Ministry of Education

b) Region Education Bureau

c) Zonal Education Office

d) Woreda Education office

e) Local Community

f) Parents of Students

Appendix B

Addis Ababa University
School of Graduate studies
College of Education

Department of Educational Planning and Management

**An interview guideline to be conducted with PTA members and
educated groups of Borana pastoral community that live in
sample woredas**

I-Personal Profile

- 1.1. Zone _____ Woreda _____
Town _____ Kebele / Vellage _____
- 1.2. Sex _____
- 1.3. Age _____
- 1.4. Educational level: - High school graduate Degree
Certificate Masters
Diploma Others _____

II. Status, challenges and strategies in achieving UPE by 2015

- 2.1. What is the current status of enrollment of children in primary schools look like? _____
- 2.2. What factors that hinders the participation of children the pastoral areas of Borana?
- 2.3. In your suggestion, what is perception of community towards education in general and girl's education in particular?
- 2.4. What is the perception of community towards physically impaired children in sending them to school?
- 2.5. What types of administrative gap do you observe in achieving UPE in primary schools?
- 2.6. What kind of strategies do suggest to enhance the enrollment of children in primary schools.

Thank you