THE CONTRIBUTIONS OF THE THIRD PASTORAL COMMUNITY DEVELOPMENT PROJECT (PCDP-III) IN ENHANCING PRIMARY EDUCATION IN AFAR REGION

BY

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Addis Ababa University

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Contents

Acronyms and Abbreviations

DPFSB	Disaster Prevention and Food Security Bureau
ESDP	Education Sector Development Program
ETP	Education and Training Policy
FGD	Focus Group Discussion
GoE	Government of Ethiopia
GTP	Growth and Transformation Plan
MoA	Ministry of Agriculture
MoE	Ministry of Education
NGOs	Non – Government Organizations
PCDP	Pastoral Community Development Project
PDO	Project Development Objective
PTSA	Parent Teacher Students Association
RCS	Resource Center School
REB	Regional Education Bureau
TAs	Technical Assistances
WASH	Water and Sanitation Health
WEOs	Wereda Education Offices

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Abstract

This study was aimed at examining the contribution of the third Pastoral Community Development Project (PCDP-III) in enhancing primary education for pastoralist children of Afar region. It was assessed against targets set in the fifth Education Sector Development Program and PDO level result indicators. The study therefore, examined the contribution of the project to meet some targets of education. Mixed research method (QUAN + qual) — more quantitative data than qualitative data were used in the study. For the fact that both qualitative and quantitative data were collected at the same time the approach was concurrent. The qualitative data has a supportive or a secondary role (embedded) to the quantitative data in the study. 140 teachers, 19 principals, 10 CR supervisors, 10 WEOs and REB experts were selected through stages sampling, purposive and available sampling techniques respectively. Of the five zones of the region three were selected through simple random sampling. There were 104 weredas where PCDP III was functional in the three zones. Through simple random sampling techniques, eight weredas were selected as the sample of the study. 26 schools were selected consulting officials of the WEOs. Experts at WEOs and REB were chosen through purposive sampling technique; while principals and supervisors were selected using available sampling technique. Questionnaires, interviews, FGD and observation checklists were used to collect primary data. On top of that documents at MoE, REB, schools and head office of PCDP III were made in use. Mean score and one way ANOVA test of significant were used as descriptive and inferential statistical analysis respectively. ANOVA was put in place to find out if there are significant statistical differences across the three zones of respondents. The study disclosed that the project benefited the community by minimizing school home distance and that enabled school age children to join primary education in time. The project was successful in empowering the community through asserting demand driven needs, enhancing project ownership among the community through cash and kind contribution. On a negative note, some vital schools inputs which should have been provided by the project were not adequately supplied. Partnership of the various echelons of project coordinating staff with their counterpart from education sector was found to be rather loose. Inadequate monitoring of schools while under construction, brought about tendency to used low quality raw materials by contractors, manifested by ruined-schools at their early year, coupled with delayed handover. The trend to use child labour was also a major factor affecting schooling in pastoralist community. Inadequate availability of drinking water, shortage of teachers or facilitators as a result of high turnover affected continuity of learning. None of school community was exposed to certain kind of awareness creation schemes to capacitate their knowledge and skills. As recommendations the project should be involved more in the awareness creation of the community on the importance of modern education for the fact that only mere construction of schools would not guarantee enrolment and participation in education. Joint monitoring of the contractors by the government officials, project coordinating staff and the beneficiary community is crucial if projects are to be completed as per the schedule and maintain quality. Collaboration of each level project's structures with their education sector counterpart is needed to achieve common goals. The government, the project and the beneficiary community come together to ease the effects economic, social and school related factors for pastoral children's learning.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

As defined by Blench, R (2001, p. 6), pastoralism is "the use of extensive grazing on rangelands for livestock production"; and it is one of the dominantly used livelihood systems in the world's dry lands. It is heavily depends on milk products for nutrition, through both direct consumption and the sale of dairy products to neighboring farmers to get grains or other food items instead. Pastoralists focus on raising livestock and keeping animals such as camels, goats, cattle, yaks, llamas, buffalos and sheep; bird species like ducks, hens and geese . Animal species vary depending on where pastoralists live in the world. Pastoralism exists almost everywhere in the world (ibid).

Pastoralists are frequently mobile by their nature in search of water and pasture. Their mobility is determined by the quantity of herd they follow and the amount of water and pasture available in an area. They stay long in an area if the availability of pasture and water is ample; otherwise leave the area soon in search of other attractive pasture places. Besides, "pastoralists are flexible and opportunistic and can rapidly switch their management systems as well as operating multiple systems in one overall productive enterprise" (Dong, S. 2016, p. 22). For example, transhumance pastoralists were observed to become nomads in extreme draught and epidemics situations, leaving their original home place far back.

Literature on pastoralism worldwide is "extremely uneven and determined by politics and security issues" (Blench, R 2001, p. 18). Similarly, Abbink, 1993 cited in Blench, R (2001) disclosed that many pastoral peoples in Ethiopia remained unstudied and even today they are little known. "Despite the [presence] of a number case studies, monographs and collected papers on African and Asian pastoral systems, integrated worldwide overviews of pastoralism are surprisingly few" (Blench, R, 2001, p. 6). As the pastoralists' way of life is dominated by irregular mobility pattern, it does not allow scholars to undertake general description about them. However, anthropologists and social theorists have continued to pay much attention to pastoralism, at times seeing it as an inevitable stage in the growth of civilization or, alternatively, assuming it as a rebellious institution that is likely to pull down civilization (ibid).

As indicated in FAO (2001, cited in Dong S. 2018, p. 2) “Pastoralist exists in more than 100 countries, occupies about 25 % of land area of the earth and supports about 200 million households and possesses herds of nearly a billion animals, including camels, cattle, and smaller livestock that account for about 10 % of the world’s meat production”. Pastoral communities account 20 million and agro-pastoral communities account 240 million in sub-Saharan Africa (ibid). Nowadays, this figure certainly increases as the trend of world population shows.

Absence of or limited of education services in pastoralist community is despite the obvious benefit of education for private and public good. As astutely observed by Mandela “It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mine that a child of farmworkers can become the president of a great nation” (Nelson, M, 1994, p. 99). The miracle behind vast differences in economic, political and social development among countries in the world lies on the kind of modern education delivered to citizens. In order for a nation to develop, it should provide education service for all its citizens — irrespective of race, sex, religion, economic background and geographical settings.

According to article 26 of the declaration of Human Rights, under the United Nation General Council, “everyone has the right to education, and education shall be free and compulsory, at least in the elementary and fundamental stages” (UN, 2015, p. 54). Hence, the provision of education to all citizens has become an international issue and a national agenda. Unfortunately, due to geographic setting — remoteness and inaccessibility ― climatic condition and even through political decision (MoE, 2008 & 2017) some places are not well served. Everybody should make sure that the next generation is a better off than todays’ are.

Pastoralists constitute a substantial proportion of the Ethiopian population which is estimated to be 12 - 15 million people, or 14 – 18 percent of the total population, which inhabits 60-65 percent of the countries landmass (MoE, 2017). Ethiopian pastoralists are found in the low lands of the country, including: 1) south east — the Ogaden, 2) Northeast — the Afar, 3) the South — the Borena and the South Omo 4) the South west — Gambela and some parts of Benishangul Gumuz region. Due to prolonged period of neglect under previous governments, pastoralist communities historically have had limited access to social services, such as education, health and others (MoE, 2008 & 2017). Basic infrastructures, transportation services, and communications are poorly served in these areas when compared with other regional states.

The commitment of the government of the Federal Democratic Republic of Ethiopia to access quality education for all school aged children — irrespective of race, sex, religion, economic background and geographical settings — is manifested through a number of official documents of the country. The constitution of the Federal Democratic Republic of Ethiopia, in its article 89 (4) clearly stated that "Government shall provide special assistance to Nations, Nationalities, and Peoples least advantaged in economic and social development" (FDRE, 1995, p. 33). Besides, article 3.9.4 of the Education and Training Policy spelled out boldly that "Special financial assistance will be given to those who have been deprived of educational opportunities, and steps will be taken to raise the educational participation of deprived regions (MoE 1994, p. 32).

To realize all these commitments, the Council of Ministers has issued the establishment of a Federal Board in 2006 — to which the Ministry of Education is member — to provide affirmative support for less developed regions; namely, Somali, Afar, This board is headed by Deputy Prime Minister and members include the following ministries: (1) Minister of Peace, (2) Ministry of Education, (3) Ministry of Health, (4) Ministry of Water and Energy (5) Ministry of Agriculture, (6) Ministry of Fish and Animal Husbandry (7) Ministry of Civil Service (FDRE, 2003).

The government's dedication to pay special attention to those segments of the society, who were historically deprived their basic human and social rights, is high. The Ministry of Education has a directorate named Special Support and Inclusive Education Directorate which is responsible to coordinate the technical supports to be provided to pastoralist regions.

1.2. Statement of the Problem

Community development is a process whereby community members come together to take collective action and generate solutions to their common problems (Phillips, R., & Pittman, R. H., 2009). It ranges from small initiatives within a small group to large initiatives that involve the entire community. The Third Pastoral Community Development Project is expected to reach 2.6 million pastoralists in a maximum of 113 pastoral and agro-pastoral woredas of the Afar, Somali, Oromiya, and SNNP National Regional States.

Ethiopia has envisaged to become one of the "lower middle income countries of the world by 2025 and to accelerate the transformation and renaissance journey of the country"

(FDRE, 2017, p. 9). This vision will not be possible excluding the pastoral communities. They are assumed to contribute towards achieving this vision. Emerging and pastoral areas possesses substantial size of land, natural resources and productive people; hence, empowering these people through education so that they can play their role towards the country's economic, social and political direction is paramount.

There is Pastoral Community Development Project (PCDP-III) under Ministry of Peace — formerly called Ministry of Federal and Pastoral Development Affairs — funded by World Bank. The project is responsible in enhancing the overall development of pastoral community in Somali, Afar, Oromia and SNNP regions. Community development is a process whereby community members come together to take collective action and generate solutions to their common problems (Phillips, R., & Pittman, R. H., 2009).

The project intervenes in education, health, irrigation, of rangeland management, conservation of natural resources and wild lives so that they can boost the function of the respective ministries. The project is now in its third phase life. A phase has five years life span and now finalizing the third PCDP. The rationale for the establishment of this project is to enhance the overall development of pastoral communities as to contribute to the national targets. The project has gone through three consecutive phases — the first from 2003 to 2008, the second from, 2008 to 2013, and the third from 2014 to 2018. The head quarter of the project is located at Addis Ababa, and regional officials are deployed at each respective regions, zones and weredas. Having approval of an account of the project report, the next project is allowed to be launched.

According to the five years consolidated report of the project (26th of Dec, 2018), under the third phase of the project alone, 1362 functional subprojects related to education were constructed (583 in Somali, 185 in Afar, 456 in Oromia and 138 in SNNP). These schools are benefiting 543,320 students — 145,827 in Somali, 63,171in Afar, 292,636 in Oromia and 41,686 in SNNP. Despite all these efforts, the education performances of these regions and pastoral areas are by far lower than the national average.

Based on the 2016/17 annual abstract of the ministry of education, Gross and Net Enrollment Rate of preprimary and primary education as well the Gross and Net Intake Rate of the two pastoral dominated regions (Afar and Somali) is presented below. The status of Oromia and SNNP regions is not presented as the regions do not have separate data of pastoralist areas. (1) The preprimary gross enrollment rate of Afar and Somali is 11.7 and 7.4 respectively; while

the national average is 45.9. Similarly their net enrollment rate is 9.5 and 4.1 respectively compared to the national average 40.1. (2) The primary gross enrollment rate of Afar and Somali is 66 and 90.3 respectively, while the national average is 111.9. Likewise, 50.1 and 72.3 is their net enrollment rate while the national average is 99.9. (3) Their net and gross intake rate is 86.4 and 28.3 for Afar, 83.9 and 22.3 for Somali compared to the national average 149.9 and 94.5 respectively.

The midterm review of the project which was released in October 2017 and covers from 15th of May 2014 to 7thof July 2017 revealed a number of subproject's achievements. Of the 739 education subprojects planned to be completed by the time of the midterm review, 733 were completed (331 in Somali, 124 in Afar, 228 in Oromia and 50 in SNNP) — only 6 education subprojects were not completed at the time of the midterm review. Based on the functionality of these completed projects 331 (100%) in Somali, 115 (92.5%) in Afar, 228 (100%) in Oromia and 42 (84%) in SNNP were able to deliver the intended services for the pastoral community — only 17 education subprojects were not functional at the time of the midterm review.

Recently the World Bank who funds the project required MoE to cross check whether those PCDP-III constructed schools are there and fulfilled with necessary furniture or not. But getting those data found to be very difficult, as the communication between regional education bureau and the project is loose during their implementation. Besides, lots of supervision reports in MoE, indicate, perception differences between higher and lower echelon of education system about the role and contribution of the project is exhibited. According to the personal observation of the researcher those at the top know little; but those at the bottom are observed witnessing the contribution of the project. So this study tried to address the real contribution of the project and factors contributing for the prevailing perception gaps. The study was different from other similar studies, like that of Debebe, A. (2000) in that the scope of the later was on the role of all NGOs across Sidama and South Omo zones of SNNPS to enhancing education opportunities, but the former was delimited to a project called PCDP III in Afar region. The geographic areas where the two studies conducted are also different. This study, therefore, was guided by the following three basic questions.

1.3. Basic Questions:

Therefore, the study attempted to answer the following three basic questions.

- To what extent has the third Pastoral Community Development Project (PCDP III) empowered the community for the success of primary education in Afar region
- To what extent have the schools constructed by PCDP III been utilized by the beneficiaries as per the expectation?
- What are the challenges for pastoralist children to access education service in the region?

1.4. Objective of the Study:

1.4.1. General Objective

The general objective of this study is to examine the contribution of Pastoral Community Development Project to enhancing primary education in Afar regions

1.4.2. Specific Objectives:

The study had the following specific objectives.

- To assess the role of the third Pastoral Community Development Project (PCDP III) empowered the community for the success of primary education enrolment and participation in Afar region?
- To unveil whether schools constructed by the third Pastoral Community Development Project (PCDP III), fully utilized by the beneficiaries as per the expectation or not?
- To disclose the challenges of pastoralist children to access education service in the region?

1.5. Significance of the Study

The study has the following significances.

- The study may inform education officials at the various echelons, about the role of stakeholders working in education sector in providing educational opportunity for the unreached.

- The findings of the study may also help pastoral community development project managers/ coordinators/ to understand the existing challenges to make urgent remedial action which can enhance community development endeavors.
- Data obtained from this study would be helpful for other researchers in case further study on the topic is needed.

1.6. Delimitation/Scope of the Study

Delimitation of a study starts from keeping ones area of research (topic of study) free from vagueness and ambiguousness. The project is operating in Afar and Somali regions as well as in significant number of pastoral weredas of Oromia and SNNP regional states. Therefore, this study attempted to reveal the contributions of pastoral community development project in enhancing primary education in Afar regions. The project intervenes in lots of multi- sectors' activities like, education, human and animal health, irrigation, drinking water development, rural road development and so forth. But the study covered only the education sector intervention of the project in some selected weredas of Afar regions.

1.7. Limitations of the Study

One of the challenges which negatively impacted this study was the inconvenient of data collection time to the local context. It was during Ramadan fasting month that instruments of data collection tools were sent to regions. Many respondents of the questionnaires and participants of the FGD hardly showed their willingness to be involved as respondents. I had to wait until it is over and that was time taxing and time consuming. Initially I sought to include three weredas from each selected zones in the sample. Unfortunately, due to temporary security issue, Eliadar wereda from zone one was not accessible. Similarly two PCDP-III constructed schools from Aysaita wereda were not reached, because of the then Awash River flooding.

Besides, it was planned that staff of the PCDP-III at region and wereda levels were to be involved as respondents of the questionnaires, but they were at exit program of their own, so couldn't get data through the questionnaires. Interview with federal and regional project coordinators were used instead later on.

1.8. Definition of Key Terms

Agro-pastoralism: Pastoralists who cultivate sufficient areas of land to feed their families from their own crop production

Community Development: Community development can be defined as either an outcome – physical, social, and economic improvement in a community – or as a process – the ability of communities to act collectively and enhancing the ability to do so

Community: People who live within a geographically defined area and who have social and psychological ties with each other and with the place where they live (Mattessich and Monsey 2004, cited in Phillips, R., & Pittman, R. H. (2009, p 5).

Nomadism: are exclusively livestock producers who grow no crops and simply depend on the sale or exchange of animals and their products to obtain foodstuffs (S. Dong, 2018).

Pastoral Community Development: is initiation to improve access to community demand-driven social and economic services for pastoralists and agro pastoralists. It includes services like preventive and primary health care, 1st cycle primary education, veterinary services, rangeland management water supply, market place development, rural roads, agricultural/livestock advisory services, support to innovation; and, savings and loan services. World Bank (2013).

Pastoralism: Pastoralism can be defined as mobile livestock herding in either dimension — production or livelihood. Pastoralism is concerned with the care and use of grazing livestock in its production dimension. In the dimension of livelihood it is a subsistence living pattern of tending herds of large animals (S. Dong, 2018).

1.9. Organization of the Study

The thesis is organized in five chapters. In chapter one, background of the study, statement of the problem, objectives of the study, significant of the study, scope/ delimitation of the study, limitation of the study, the research design and methodology and definition of key terms are included. The review of the related literature is done in chapter two. Chapter three deals with the methods of the study and then chapter four discusses about presentation, analysis and interpretation of data. Presented in the fifth chapter are summary, conclusion and recommendation of the study.

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

2.1. Definition and Classification of Pastoralism

It is difficult to get standard definition for pastoralism, but can be described "as a livelihood in which at least 50% of a household's food and income is obtained from livestock" (Catley, A., Lind, J., & Scoones, I. 2016, p. 389). It is a subsistence (economic) pattern in which people make their living by tending herds of large animals. It is heavily depends on milk products for nutrition, through both direct consumption and the sale of dairy products to neighboring farmers to get grains or other food items instead.

Classification of pastoralism can be of various types, but categorization of pastoralists is seriously criticized for they are flexible and opportunistic. A good example is that transhumance in West Africa, follow regular patterns of movement, but in case of extreme drought or epidemic disease; however, they switch to highly 'nomadic' patterns — moving to far areas, cross-border, where pasture and water is available (Blench, R., 2001). Pastoralists are used to be classified by the kind of animal species they possess — some pastoralists rear cattle or goats or sheep; some others keep camels, donkeys or horses; still others keep birds like geese and ducks. Pastoralists can also be grouped by the way they manage their animals — some pastoralists' rear their respective animals traditionally as most African pastoralists do (they keep them in an open rangeland); others keep their animal in a large fenced ranges unambiguous tenure like in Australia and North America. Pastoralists can be classified based on their mobility pattern from nomadism, via to transhumance, agro-pastoralism and enclosed systems and ranching.

Any classification of this type must be treated as a simplification. As stated above pastoralists are by their nature are flexible and opportunistic, and can rapidly switch their management systems and operate multiple systems in one overall productive enterprise. For example, West African cattle herders can practice a system of regular transhumance for a long period, through building up patronage relationships with farmers on their routes. However, in the case of extreme drought or disease stress, they switch to highly nomadic patterns — moving to new areas and breaking these relationships. When the crisis has passed they may revert to their former routes or move into an entirely new management mode. Keeping in mind all the

limitation, classification of pastoralist depending on their mobility pattern is presented here under cited from Blench, R, 2001.

2.1.1. Nomadism

There are exclusive pastoralists who keep livestock but grow no crops. They simply depend on the sale or exchange of their animals and animal products to obtain foodstuffs. They permanently move from one place to other in search of pasture and water. Nomads' mobility patterns are not fixed; their movements are opportunistic and follow pasture resources in a pattern that varies from year to year. Their movement is directly influenced by the availability of forage resources. Cited in Blench, R 2001, p.11, Ammianus Marcellinus describes nomadic pastoralists as follow:

> *No one ever ploughs a field in their country, or touches a plough handle. They are ignorant of time, law or settled existence and they keep roaming from places in their wagons. If you ask one of their children where he comes from, he was conceived in one place, born far away and brought up still further off.*

One of the characteristics futures of nomads is that they do not have permanent homestead where they leave their older family. The community move from place to place with entire family members. No family members left in a specified place.

2.1.2. Transhumance

Transhumance is the regular movement of herds among fixed points in order to exploit the seasonal availability of pastures. They use two types direction for their movements namely; vertical (north to/from south) and horizontal (east to/ from west). A vertical movement is, usually between established points, and the routes are very ancient. There is strong association with higher-rainfall zones. If the precipitation is ample, forage is not a problem; herders, therefore, can develop permanent relations with particular sites, as for instance building houses. Horizontal transhumance is more opportunistic, with movement between fixed sites developing over a few years but often disrupted by climatic, economic or political change.

Transhumant pastoralists often have a permanent homestead and base at which the older members of the community remain throughout the year. Transhumance is often associated with the production of some crops, although primarily for herders' own use rather than for the market.

In West Africa, for example, there is a broad pattern of southwards movement in the dry season, when grass is available and insect problems are minimized, and a return movement northwards in the wet season, when humidity-related diseases increase and there is pasture in the regions further north. A characteristic feature of transhumance is herd splitting; the herders take most of the animals to search for grazing, but leave the resident community with a nucleus of lactating females.

Hay making is an important component of the transhumance pastoralist system in the temperate zone — "Make hay while the sun shines" is very significant advice of the system for the grass is not cut, dried and bundled during the summer; it may decompose while being stored. Hay production in tropical systems is less common because the movement of the herds is between higher and lower rainfall zones, in the expectation that there will be ample forage in both zones.

2.1.3. Agro-pastoralism

Agro-pastoralists can be described as settled pastoralists who cultivate sufficient areas to feed their families from their own crop production. Agro-pastoralists hold land rights and use their own or hired labour to cultivate land and grow staples. While livestock is still valued property, agro-pastoralists' herds are usually smaller than those found in other pastoral systems, possibly because they no longer rely solely on livestock and depend on a finite grazing area which can be reached from their villages within a day. Agro-pastoralists invest more in housing and other local infrastructure and, if their herds become large, they often send them away with more nomadic pastoralists.

Agro-pastoralists, who share the same ethno-linguistic identity with the pastoralists, often act as brokers in establishing cattle tracks, negotiating the "camping" of herds on farms (when crop residues can be exchanged for valuable manure) and arranging for the rearing of work animals.

2.2. The Need of Equipping Citizens with Basic Education

Education is a basic condition for economic and social development. Primary education is both a necessity and fundamental human right. Primary education in developing countries

well thought out to have great importance because of its wide range of benefits. These includes the shaping and strengthening of the child as an individual in relation to his or her fellow people, to nature, and to the world as an environment. It enables the individual to build his/her capacity for lifelong learning, and to develop knowledge, skills and attitudes which will contribute to the general development of the community, in general and the future life of the individual in particular.

Primary and lower secondary education helps to minimize poverty by increasing the efficiency of the poor, and equipping people with the skills they need to participate fully in the economic development of the society. If human labour is to yield sustainability in the development of the country, all school-aged children should receive at least primary education.Education that reaches the poor, women, and marginalized ethnic groups brings private benefits to them as well as benefits to society as whole by reducing inequality, diminishing discrimination, and creating more cohesion in the long run. One of the reasons why basic education is important for all human beings is that it has high social benefit as compared with upcoming level of education, which more benefits the individual more instead.

It promotes understanding, tolerance and friendship among all nations, racial or religious groups, and guarantee peace in all places. The declaration confirms the notions above as "education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms".Thus, the right to education is not only takes the fundamental position in human rights, but also proves to be indispensable for the exercise of all other human rights. This is because of the fact that none of the economic and social rights can be guaranteed in the absence of basic primary education.

As explained in Grosh, M., & Glewwe, P. (2000) a labor force equipped with high quality primary education help to tackle the challenges of industrial development and economic progress. Lots of findings prove that there is a positive relationship between primary education and economic development. Primary education facilitates the ability to meet basic needs like adequate nutrition, shelter, clothing, and access to health services and clean water (Haddad, W. D., 1990).

In recognition to these multi-dimensional benefits, governments, international community and development agencies have placed increasingly high attention on universalization of primary education. It is in line with these that universalization of primary education has received considerable attention in many of the developing countries and the Ethiopian government has made important endeavors in that direction. The country had set for itself the target of achieving free universal primary education at different times. Since 1962/63, following the Addis Ababa conference on African Education in 1961, Ethiopia set a goal of providing universal and free primary education by 1980.

In short, for countries like that of Ethiopia where the majority of the rural population are illiterate, fair and equal universal primary education provision has an indispensable social, economic, cultural and political contribution. To be able to realize universalization of primary education places the country in the list of those who accomplished the Dakar framework and MDGs with regard to EFA — ensure that children everywhere boys and girls alike, will be able to complete a full course of primary schooling no later than 2015.

2.3. Universalizing Primary Education

Cognizant the social and individual benefits of basic education the UN general assembly adopted the Universal Declaration of Human Rights, in December 1948. In its article 26 (1), it states that, “Everyone has the right to education and education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory”. Universalizing primary education by all member state of the UN is a long history agenda, which is not put in to reality yet. Education meetings were held in various parts of the world; in1956: in Lima —Latin America and Caribbean countries, in 1963: Santiago, Asian countries met in Karachi in 1960 and in Tokyo in 1962. The African countries held a historic education meeting in 1961 in Addis Ababa and planned to achieve Universal Primary Education in 1980 (Lockheed, M. E., & Verspoor, A. M. (1991). In March 1990, 155 governments and most of the world’s major bilateral and multilateral donor agencies met in Jomtien, Thailand. They met to discuss and endorse a plan to achieve basic education for all, and to eradicate illiteracy globally by the year 2000. There were three main aspects to the issue:

- how to get all children enrolled in schools for at least four years and deliver a quality education to help them become literate
- how to recover literacy among the large numbers of ‘over-age’ children who have dropped out of school before achieving sustainable literacy
- how to bring basic education to more than 960 million adults who at that time were living in a state of illiteracy

The goal was to have basic education for all and universal literacy by 2000. Moreover, the participants acknowledged that the then educational provision was seriously deficient and that must be made more relevant, quantitatively improved and made universally available. Despite enormous commitments and efforts over the past decades, there are millions of the disadvantaged groups — the poor rural and remote sections of the society, street and working children, nomads and migrant labourers, ethnic, religious, and linguistic minorities, refugees and girls cutting — across all categories of school-aged children are not in schools yet for various reasons.

Pastoralists inhabited in seventeen African Countries — Mauritania, Algeria, Egypt, Sudan, Niger, Mali, Senegal, Ghana, Nigeria, Cameron, Uganda, Tanzania, Kenya, Somalia, Djibouti, Eritrea, and Ethiopia (Carr-Hill, R., & Peart, E., 2005). In many countries of Africa, pastoral nomads live in parts of the country that hold potential promise for development. In most countries of Africa, they own about eighty to ninety present of the large animals available in the country (ibid). They contribute in various ways to the development of the communities and nations in which they live by providing social and economic services. Most of the countries occupied by nomadic pastoralists rely on them for the provision of meat, milk, butter, hides and skins for growing urban population and export earnings. Socially, nomadic groups’ culture and language have formed part of the culture and linguistic patrimony of the larger communities and the nation (ibid)

Thus, these marginal people are the most severely disadvantaged groups in the acquisition of educational and other social service provisions (Ali, 2002). In fact, the rate of illiteracy among pastoral nomads’ people ranges from eighty up to hundred present in many African countries. However, if the development of this section of society is hastened through

education and training, it would reduce poverty and increase employment for themselves and for others, thereby improve their quality of life (ibid).

Educating nomadic pastoralist serves them, as a springboard for social and economic changes. Thus, a nation looking for a long-lasting economic achievement must raise the literacy level of all its citizens. Moreover, education regarded as an indispensable part of nation building. It is an appropriate media for changing pastoral nomads' perception and value system to integrate them into a broader socio-economic and political context and to take advantage of technology and information in this era of globalization (Godia, 2006).In addition, education would help nomadic pastoral communities to better equip themselves as their habitat and way of living were under threat due to global warming and climatic change. Education is seen as an instrument to transform pastoral nomads' attitudes and beliefs, as well as to commence modern knowledge, methods and practice to renovate nomadic pastoralists into modern livestock producers (Kratli, 2000).

Contemporarily, there have been increasing efforts by governments and development planners to provide education for nomadic communities since 1950s (Kratli, 2000). Nowadays, the education of nomadic pastoralists has been well thought-out by many governments in which they live and by concerned agencies and organizations as a major economic, ethical and political problem deserving special attention (Ezeomah, 1993).However, providing appropriate education services to nomadic people seems to be challenging and problematic. Moreover, lack of consensus and common notions on the worth and meaning of education, lead nomadic Pastoralists to view modern education as a threat to their culture and way of life.

2.4. Provision of Basic Educations

Article 3.9.6 of the 1994 Ethiopian Government Education and Training Policy states as the government will create the necessary conditions to encourage and give support to private investors to open schools and establish various educational and training institutions (MoE, 1994). Similarly article 3.6.4 announces as "governmental and nongovernmental organizations can establish training programmers according to their needs" (MoE, 1994, P.26). This revealed that provision of basic education was not left for the government alone. The need to allow private sectors and non-government organization to be involved is very essential.

NGOs play a variety of roles in supporting education service delivery. Some NGOs are primarily involved in advocacy aimed at putting pressure on governments to fulfill their commitment to their citizens and international agreements.

Others are involved directly in education provision, primarily with the aim of providing educational opportunities to those children who excluded from government schooling. Educational exclusion that such provision intends to address can take many multidimensional forms. It is often associated with being 'hard-to-reach' in terms of where children live as well as who they are. Street children, orphans, child soldiers, demobilized children in post-conflict areas, pastoralists, indigenous groups, ethnic, religious and language minority groups, the disabled, refugees, and child laborers are often amongst those identified as being most excluded from government provision (UNESCO, 2004).

2.5. Alternatives to Formal Schooling — 'Non-Formal' Education

As the formal education system does not fit the interest of mobile pastoralists, alternative means of providing basic education has become very essential. In order to reach the excluded, NGO provision is often viewed as aiming to develop an 'alternative' approach to education from the formal 'conventional' state system. The 'alternative' associated with NGOs' education provision is often related to 'non-formal' approaches. Over time, however, the term non-formal education has become closely associated with NGOs' education provision, while formal schooling is seen to refer to government (or private) provision.

One of the objectives of the 1994 Ethiopian Education and Training Policy is to make available special and non-formal education in line with the needs and capability of the country; and to promote relevant and appropriate education training through formal and non-formal programmes. The first Ethiopian Education Sector Development Programme (ESDP-I) indicated the intention that non-formal education would provide a second chance to school dropouts and those youths and adults who have never had the opportunity to attend schools, and that out-of-school children would benefit from an opportunity to become literate through non-formal education (MoE. 1998). Non-formal education models are proposed within the programme as an alternative to school-based primary education for out-of-school children and for very sparsely

populated and remote communities, with options for graduates of these programmes to join the regular schools.

2.6. Modes of Education Delivery and Experiences of Other Countries

It is clear that any nation looking for a lasting economic success must raise the literacy level of its citizens. Literate citizens are easy to be trained, are quick to be acquainted with new technologies and innovations. The role literate people play in building a nation is very great. Their contribution in political, economic and social affairs has paramount effect. That is why all countries in the world strive to educate their citizens. The mode of education delivery may vary based on the availability of resources and the objectives to be achieved in the education of the then time. The kind of knowledge, skill and attitude we want to impart to citizens, determines the modality through which education will be delivered. Formal and non- formal education are the most commonly used method of modalities with which education is being delivered to learners. Non- formal education of any type are best preferred for pastoral and nomadic community as it respond to their immediate needs and flexible in approach. “The objectives, curriculum, delivery methods, timetabling and relevance of wide range of programmes are considered.” (Carr-Hill, R., & Peart, E. (2005, p. 16). Formal school systems in permanent building are obviously designed for sedentary people in well-connected and relatively densely populated areas. Given the constraints on the children of nomadic pastoralists being able to attend fixed conventional schooling, it is natural to think of the potential for alternative forms of provisions like; boarding schools, mobile schools, evening shifts of different calendar.

2.6.1. Mobile Schools in Nigeria, Iran and Sudan

Mobile schools have generally used specially constructed tents or temporary shades under trees thatches staffed by teachers who move with the nomads and their mobile schools during migration.

Nigeria

Mobile schools use collapsible classrooms that can be assembled or disassembled with 30 minutes and carried conveniently by pack animals. While a whole classroom and its furniture can be transported by pack animals, nowadays motor caravans are replacing pack animals to move

the classrooms. A typical mobile unit consists of three classrooms, each with spaces to serve 15 to 20 children. Some classrooms are equipped with audio-visual teaching aids.

Iran

The successful tribal education programme in Iran used a standard curriculum, but implemented it with an innovative approach based on the convention that nomads were a cultural resource to be preserved and supported. Carr-Hill, R., & Peart, E. (2005 p. 57), citing Hendershot, 1965).

Tent schools were introduced as parts of the Tribal Education Programme. The programme was presented as a genuine commitment to bring education to the tribes and was a radical change of direction as compared to the previous attempts to lead sedentary way of life. The equipment of tent schools were kept to the minimum; with just one blackboard, one case of equipment for science and nature study and the teachers and pupils books.

Sudan

In an attempt to address the very low rates of participation of pastoralist children in formal education, the Ministry of Education developed a strategy in 1994 for nomadic education (ibid). Within the context of a new National Education Strategy (1992–2002) priorities for pastoralist education were outlined as the need to expand access, link education to socio-economic and cultural practices and to eradicate illiteracy by 2000. Mobile schools are one of a range of responses taken to try to improve access and retention for mobile pastoralists in basic education. The mobility and semi-mobility of groups of pastoralists provides specific challenges to formal education, which is primarily organized physically around permanent buildings and settled communities. In Darfur States used collapsible classroom tents and attempt to provide skills development in animal husbandry as well as basic education through a modified version of the national curriculum.

2.6.2. Koran Schools and 'Madrassas' in Somali

Many of nomadic people are Muslim and for them the mosque has been the traditional place where teaching will take place. There were widespread fears that secular education would be a vehicle to introduce Christianity or for the ideas and values incompatible with Islamic faith. The modern madrassas are much more like a formal school with permanent building, a timetable, a

uniform a curriculum that is broader than Koran schools education. In madrassas, subjects like arithmetic and history are taught with Arabic language centering Islamic education (Carr-Hill, R., & Peart, E., 2005)

Somali

A learning institution called 'Dugsi' in Somali that has existed for centuries provides Koran for children. The medium of instruction is Arabic. There are as such no construction costs as there are no fixed structures, and there are no uniforms or equipment such as books. As explicitly indicated in Carr-Hill, R., & Peart, E. (2005), the 'Durgsi' learning institutes, therefore, are much cheaper than formal primary schools, but also more adapted to a pastoral way of life.

2.6.3. Boarding Schools in Uganda

A more traditional response to the "problem" of pastoralists' household need for their children to help with the herds has been to enroll their children in boarding schools. In Ethiopian case it is designed more to above first cycle primary students — grade 5-8. Children from pastoral community join a boarding far from their village. They are provided with bedding, feeding and schooling in a compound.

Uganda

Alternative Basic Education for Karamoja (ABEK) programme was introduced in northern Uganda to address specific needs that were identified and developed during 1996 and 1998 through discussion. The tailored curriculum included livestock education; crop production environment management, rural technology, home management, rights and obligations, peace and security, human health, sex education and HIV?AIDS (Carr-Hill, R., & Peart, E., 2005). Such programmes must carefully organized and their potential links to formal schoolings, as the trend shows formal schooling remains the dominant route to income generating opportunities and better social status. .

2.6.4. Open and Distance Education

Open and Distance Education also allows for the development of alternative, culturally tailored curricula. It offers opportunity for nomads to access education while on the move, as they do not

require nomads to settle in a place to attend a rigid institutional programmes such as conventional and boarding schools. Divers delivery models and technologies have been used for open and distance education for nomadic learners, including printed materials, radio broadcasts, mobile schools, mobile cinemas, audio cassette tapes and internet. Nevertheless, the reality is that open and distance education approaches until now have had a limited impact on nomadic populations.

2.6.5. Radio and Television Education in Nigeria

In order to deliver basic education for citizens through radio and television, one must make sure that learners have their own devices or be provided by others. There is a radio and television program in Nigeria which provides basic education for pastoralist called “Improving Community Education and Literacy, Using Radio and Television in Nigeria”.

In a research jointly carried out by the Federal Government of Nigeria and UNESCO in 2004, the result of the study revealed that 37.0% of Nigerians owned only radio set, while 1.3 percent owned only TV sets. 47.8% owned both radio and TV set, while 13.9% had neither. As per the findings of the study radios are easily affordable, accessible, and often more handy to use than TV. Those without TV and radio, however, still have access to the media through socialization in their local communities.

The pastoral Fulani as a captive audience for radio and television programmes have radios, which they carry along during herding. The literate world can, thus, reach itinerants Fulani without disrupting their nomadic life or livelihood. To improve literacy, especially in the rural areas, the Nigeria Government has introduced radio and television educational programmes. The government supplies hardware such as radio, television, and electric generators, and builds viewing rooms for public use.

2.7. Earlier Trends of Pastoralist Education in Ethiopia

Pastoralist in Ethiopia as other pastoralists elsewhere in the world are under served. If we consider the pastoralist community development attempts of the governments of Ethiopia, we see that the efforts are though not useless, but not yet fully satisfied the needs of the pastoral community. Many of the pastoralist community development efforts so far made are directly

related to the livestock or economic development — ignoring the socialization of pastoralist community children through formal and non-formal education. It is when citizens are exposed to formal education that economic, social and political problems are corrected.

Pastoral communities are believed to own the most significant number of livestock in Ethiopia. As indicated in MoE, (2016) there are 27 million cattle, 24 million sheep, 18 million goats, 1 million camels and 7 million equines in Ethiopia. Of which 40 present of the cattle, 75 present of the goats, 25 present of the sheep, 20 present of the equines and 100 present of the camel are belong to the pastoralist community. Despite pastoralists' great actual and potential economic importance, limited information is available on pastoralists and pastoralism in Ethiopia. They are underserved, marginalized, neglected by successive governments existed in the country.

It is apparent that a large number (more than 80%) of Ethiopian population lives in dispersed rural areas and this poses problems to the education sector to provide education service in such context. Besides, many pastoral and semi-pastoral groups raise the issues of school organisation and curriculum relevance. It is generally easier to provide education services in urban areas, given their higher population density, than to scarcely populated villages in rural areas. Children living in urban areas are also more exposed to cultural and educational events, and to written material (books, newspapers, advertising, and so on), which favors both literacy and school results;

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 cited in Feyessa A., (2011). For instance, during the imperial regime some children of the tribal chiefs who had intimacy to the central governors were brought to urban centers to attend schooling, especially in boarding schools with support of government fund. As discussed by Shibeshi and Kidane, cited in Aemiro, 2009, these few children are selected from prominent chief families and aimed to prepare them for the monarchial political leadership.

A holistic and sector-wide integrated methodologies was planned in ESDP-II in the pastoralist areas which include sensitization of the population, curriculum revision, training of teachers, provision of textbooks, establishment of alternative non-formal schools, mobile learning centers, boarding schools, construction of hostels and introducing and expanding school feeding programs (MoE, 2002:24). Ten boarding schools and six hostels were to be built in Afar, Somali, Benishangul Gumuz, SNNPR and Oromia regions in order to improve access and thereby increase enrollment of children from the pastoral communities (ibid).

A policy study on “Alternative Routes to Basic Education" was conducted by MoE to achieve Universal Primary Education goal by 2015. Following this study another study was conducted in 2001 by IIEP/UNESCO on “Nomadic” Education in East Africa. The study proposed the expansion of ABE and a multi-sectoral approach to address the problems in the Pastoralist and Semi- agriculturalist areas. A resolution was then passed at the National Education Conference to incorporate ABE in the education system as a means for providing basic primary education (MoE, 2005).

A Task Force was established in the MoE to assume the responsibility of introducing the ABE package in the education system particularly in the pastoralist and semi- pastoralist areas, which includes Borena and South Omo zones in addition to the four emerging regions. To this effect, guidelines for the implementation of ABE syllabi and teaching learning materials in four subjects — Mother Tongue, English, Mathematics, and Environmental Science — for level 1 to Level 3 ABE.

Under ESDP IV (2010/11-2014/15) specific programs were developed to improve the participation of the most difficult to reach groups — pastoralists —As the then five years plan of MoE, where and when necessary, Alternative Basic Education Centers (ABECs) will be opened and, where possible, existing centers will be transformed into formal schools (MoE 2010). The plan also confirms as a specific strategies will be developed to improve access to secondary education in rural areas in an affordable manner. Efforts to ensure greater gender equity and to improve the participation of students with special needs was also given due attention in the plan.

To increase the participation of pastoral children in secondary education the following strategies were proposed in ESDP IV as a means to intervene the prevailing limited participation

(MoE, 2010). This includes setting up a limited number of secondary boarding schools; providing special support to vulnerable children through a scholarship scheme; developing a school based accountability system for actions related to access, survival and performance of girls; and increasing the number of teachers from emerging regions and disadvantaged groups (pastoralists and indigenous groups).

Besides, "Ediget Adults' Boarding School" was established in 1998 in Addis Ababa to respond to the existing shortage of educated personnel of Afar and Somali regions, as well as the agro-pastoralists regions of Benshangule Gumuz and Gambela. Students from this boarding school were able to join universities and colleges then went back to their respective region to serve their community in various field.

2.8. Education Modalities Proposed in the 2008 Pastoralist Education Strategy in Ethiopia

The 2008 Pastoralist Education Strategy proposed various education delivery modalities to promote primary and secondary education in pastoralist areas of the country. The education performance of pastoralist area was (still is) by far lower than the national average and other regions. Hence, the strategy was aimed to achieve two broad goals (MoE, 2008):

- to expand access to equitable, quality and relevant education in pastoralist areas with the active participation of the community; and
- to bridge the huge gap of participation in education that prevails between pastoralist areas and other parts of the country,

  The following strategies were put in place to make primary education accessible to children in pastoralist areas (ibid).

2.8.1. Alternative Basic Education

(1) There are two types of ABECs experienced in pastoralist area — three and four years' programs.

- The three year program was designed for overage children. The four year formal primary school curriculum (grade 1-4) was condensed to three years (level 1-3),

assuming that these children have got some knowledge and skills required from experience.

- Later on the four year program was designed to the school age children (7-10) responding to the needs of pastoralist community to be flexible in school calendar and daily lesson. This four year program uses the conventional curriculum designed for the formal schooling (grade 1-4).

It includes building low-cost schools in a village where the local community is expected to settle for at least 8 consecutive months in a year.

- It allows the use of Koranic Schools, which are found in the nearby villages of pastoralist areas, as venues for alternative basic education with full permission of the community and religious leaders.
- It involves making the time of learning flexible — let the beneficiary community decide the time of learning and create a child friendly teaching – learning environment.
- Develop localized ABE curriculum that is equivalent to that of formal basic education. (Grade 1 – 4)
- It recruits people who have better qualification from the locally community as ABE facilitators (females are prioritized), and offer the facilitators pre-service and in-service training.
- Mainstream Alternative Basic Education as an integral part of the education system, entrust the responsibility of leading and coordinating the program to Educational Programs and Supervision Department at regional level, and create conducive situation in which the head of the Regional Education Bureau makes close follow-up and support to the program.
- Monitor and evaluate the program continuously and use the feedbacks obtained to improve the program.

2.8.2. Mobile Schools

It involves providing alternative basic education through mobile schools (tents are easily moveable and simple structures that can provide shelter, flexible black boards, mat etc) in areas where the duration of mobility of communities in a year is more than 4 months. For so doing studying the mobility pattern of pastoralists, water points where they make temporary shelters in large numbers, etc is very important before starting mobile education services. Providing semi-

mobile education by establishing temporary on-site schools in areas where mobile communities make a short stay to ensure the continuity of education offered in the permanent villages of the communities is to be used as a starter.

2.8.3. Para-boarding Schools

Establish low-cost para-boarding schools that are in harmony with the life condition of pastoralists and in which the community makes active participation in terms of providing locally available building materials and labor as well as managing the schools, for second-cycle of primary education (priority should be given to females students in case of capacity limitation for admission)

2.8.4. Hostels

Enable pastoralist children and youth who reside in areas where there is no second-cycle primary schools to continue their education by building low-cost hostels for them in areas where the schools are available. Hostel is the provision shelter and feeding for students in a situation where students are forced to go away from their village for learning.

2.8.5. Formal Primary Schools

- It involves building low-cost formal primary schools in areas where settlement is sedentary and the size of population is sufficiently large.
- It needs to build additional classrooms and facilities in existing primary schools that require expansion to accommodate new entrants.
- It helps to increase enrollment in existing primary schools that are working below their capacity (low students population) by:
    - Introducing more flexible delivery schedules that can accommodate local objective realities and
    - Sensitizing the community to send its children to school.
- Use “Multi-grade” teaching approach in areas where the number of students in a grade level is too small to form a class, and provide training on the approach to teachers accordingly.
- Mainstream ABE graduates into near-by formal second-cycle primary schools and in case such schools are not found in close proximity.

- Place them in the low-cost boarding schools mentioned earlier, or
- Raise a centrally-located ABE Center to second-cycle primary school level with the participation of beneficiary communities so that it can serve students coming from surrounding ABE centers.

From 2008 until now the proposed education modalities are in use; but education delivery modality with ABE was found to be the most successful in increasing enrolment of pastoralist community children as compared with other modalities (MoE, 2017). Since then attempts to enroll pastoralist children in few boarding and para-boarding and in hostels schools was made. There are still some boarding schools in Afar, Somalia and Benishangual Gumuze regions.

The 2017 revised pastoralist education strategy also proposed those mentioned above considering other elements. It proposed to increase level of ABEC from level 4 – 6. Implementation manual production is underway to be used in the future.

2.9. Factors Affecting Enrolment and Participation of Pastoralist Children in Education

There are numerous factors which hinder schooling of children of any group — the poor-the rich, urban-rural, male-female so forth. These factors generally grouped into two, named as demand side and supply side factors. In this section the demand side factors were further divided to socio- economic and socio – cultural factors. Cognizant their effect on education help to take corrective measures as needed.

2.9.1. Demand Side

Direct cost of schooling: Though, schooling is free in Ethiopian Education system, fulfilling stationery materials for students have come to be difficult for the majority of pastoralist community. They do not want to send their children to school for they cannot buy the required learning materials for their children.

Poverty: Poverty is the inability to buy the basic human needs like food, clothes and shelter. A starved child cannot attend his/her learning properly. Moreover a balanced diet food is very essential for the cognitive development of a child. Many children, from the marginalized community, go to school eating none. Cognizant of this, some countries introduced school

feeding programme in their school system. Ethiopia also has begun to introduce school feeding programmes, though not significant as compared with other countries.

Opportunity Costs of Education: It is foregone earnings associated with time spent at school instead of working. The time at which children of pastoral community spend on learning would bring another economic benefit. As discussed in UNESCO (cited in Feyessa A., 2011, p. 27) "demand for schooling in rural areas can be low, particularly due to the opportunity costs of attending school in terms of time lost to or at the home".

Pastoralist way of life: One future of pastoralism is that they move from one place to the other in search of pasture/ grazing areas for their livestock up on which their livelihood is relied. Mobility is their custom, their tradition, their way of life which contradicts with the formal schooling system. The education calendar is highly affected by this mobility. They may start moving half way the school calendar. Therefore, a kind of education system that fit the pastoralist way of life should be introduced to benefit them. An elder from the Afar region explicitly says "We will learn if you bring us a school that has feet, a school that can walk with us" (MoE, 2016:18). Study on the mobility pattern of pastoralist community is very essential so that education can be delivered at any place and time avoiding interruptions.

Expected return from education: Education is an investment for present and future consumption. Investment yields return; no one invests if it does not yield him/her return. Parents from pastoralist community prefer their children to follow their animals to sending them to school. They think that their children benefits if they rear animals; complaining that their educated contemporary age mates are not productive as they are.

Educational background of parents: Educated parents are well aware of the importance of secular education than uneducated ones. So, educated parents send their children to school at an appropriate age (7 years in Ethiopia). They are more likely to assess the academic strengths and weaknesses of their children to improve their overall performance. On contrary the uneducated parents will do the otherwise.

Parents' attitude towards Secular/Modern Education: Modern education in Ethiopia has short history — about a hundred years only. The community used to think that secular education loses ones faith, and is against the existing religion. So they prefer to send their children to

religious education than secular. The same is true for pastoral community of Afar. They tend to send their children to Qur'an schools, but not to formal schools nearby.

2.9.2. Supply Side Factors

School distance: Access in education denotes the provision of education facilities so that the learner can reach them with no hindrances. Education facilities can be obstructed from learner by some physical objects like, distance, river, mountains, and insecurity between homes - schools paths. In such cases, they said to be inaccessible. **School Curriculum:** the curriculum of a given education system expected to be relevant to the needs of the society. The term relevance typically refers to learning experiences that are either directly applicable to the personal aspirations, interests, or cultural experiences of students or that are connected in some way to real-world issues, problems, and contexts.

School Facilities: Schools are expected to be a place where children eager to stay in. The size and number of classrooms should be ample to all enrolled students; the number of desks and chairs must fit the number of student and teachers. Ample playground is essential to play on various games so that to win the attention of children at school. The school compound is expected to be a safe place for special need children — school facilities (classroom, toilet, library, laboratory playground, offices) are easily accessible for them.

School Calendar: Availing flexible school calendar is mandatory for pastoralist children if they have to learn. The formal school calendar (fixed and tailor made for the highlanders) do not satisfy the interest of pastoralist community. The issue of curriculum relevancy is hot discussion among pastoralist communities. The primary school curriculum in the Afar region is considered to be of less relevance, if not irrelevant, to pastoralism when compared with its counterpart in Somali region (MoE, 2017)

Teachers related: Methods of teaching is one factor which affects the enrolment of children in schools. If the interaction between the students and the teachers is friendly and attractive, it enforces the evolvement of students. On contrary, it will hamper involvement of students if the interaction is otherwise.

2.10. Challenges in the Provision of Education for Pastoralist

The main challenges of education among pastoral community children as indicated in ESDP V are indicated below (MoE, 2010, p. 45).

- Vulnerability of pastoral and agro pastoral regions to repeated drought and food shortage which in turn forces students to drop out of school,
- Communities' low level of awareness on the importance of education and reluctance to send girls to school,
- Impact of mobility and low density of population that has made the building of infrastructures and social services difficult
- Inability of addressing the education needs of pastoralists through formal schools alone,
- Lack of capacity within educational management bodies in particular to collect and analyze data and to mobilize the community for the development of the education sector,
- Inability to deliver primary education in the vernacular language of pastoral and agro-pastoral regions, (specially Afar),
- Acute shortage of teaching learning materials and teaching aids in primary schools of pastoral regions.
- High gap of access to primary education between the emerging regions (Gambela, Somali and Afar regions) and other regions.
- Limited transition from ABECs to formal/regular schools, due to the lack and distance of Cycle 2 (Grades 5-8) primary schools,

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

The methodology put in place to conduct this study was mixed research method. More quantitative data than qualitative data were used approach (QUAN + qual). The approach was concurrent – embedded. The approach was concurrent for the fact that both data were collected at the same time and embedded that the qualitative data has a supportive, secondary role to quantitative data in the study. The method was chosen on the bases that the study covered relatively large areas of pastoral region where the project constructing schools for the community. As many scholars (Gay, Mills & Airasian, 2009; Creswell, 2012; Smith, 2012) cited in Ebrahim, A. (2017) noted, the combination of quantitative and qualitative research approaches provides a better understanding of the research problems in contrast to employing either method alone. Therefore, more number of quantitative data and less number of qualitative data were collected. This enabled to reveal the extent to which the project created opportunity to access primary education for pastoralist children.

3.2. Sources of Data

3.2.1. Primary sources of Data

As primary sources of data teachers, principals, supervisors, members of PTSAs and WEOs experts wherein PCDP-III constructed schools weredas were targets of data collection. REB experts and staff of the project coordinating bodies at region and federal level were also sources of data.

3.2.2. Secondary sources of Data

As secondary sources of data; documents of the project, wereda education office, regional education bureau and Ministry of Education were utilized.

3.3. Sampling Technique

There are five zones and 35 weredas in Afar region. Of which there were 22 weredas where the PCDP III was functional across the five zones. Hence, stage sampling which involves

taking samples from samples was used. Three zones (zone 1, zone 3 and zone 4) were selected through simple random sampling technique; zone **one** has five weredas; zone **three** has five weredas and zone four has four weredas where PCDP III constructed 104 schools. Similarly, eight weredas from each zone were selected through random sampling — two weredas from zone one, three weredas from zone three and three weredas from zone four. Of the 104 PCDP III constructed schools 26 (25%) were selected as a sample of the study consulting each of the eight wereda education offices.

3.4. Instrument of Data Collection

The main instrument of data collection tools for this study was the questionnaires for the study covered relatively large areas. Questionnaire was the main tool to collect data from teachers, principals, supervisors, WEOs and REB experts. Questionnaires were categorized in to four sections. Section one was the benefits that the pastoral community received as a result of PCDP-III constructed schools. Section two was about the necessary school inputs availed in PCDP III construed schools based on project objectives and primary school standard designed by the Ministry of Education. The third section was about the degree of community empowerment and partnership with stakeholders. Section four was about factors which affect the leanings of pastoralist community children. The last section was about capacity buildings schemes that put in place (if any) to build grassroots level government and social institutions. Focus Group Discussion and observation checklist tools were also developed to collect qualitative and quantitative data from the field. Focus group discussion was conducted with members of PTSA. Six FGDs were took place which involved 41 (29 male and 12 female) participants. Therefore, 13 schools were visited to collect the required data from field through the observation checklist.

Moreover, structured interview was put in place to collect data from project coordinating unites at federal and regional level. Both tools are assumed to be complementary to one another. The content of the observation checklist consisted of the whole picture of the school compound, the resources availed, number of children attending school regularly. School visit to the sample sites was made in order to observe the realities on the ground regarding each PSDP-III constructed schools and to analyze available documents. To this end an observation checklist that consisted of all aspects of a given primary school facilities was developed based on the MoE primary school standard.

Table 1: Sampled Teachers from Each Schools

Zones	Wreda	Schools Name	No. Teachers	Sampled Teachers	%
Zone 1	Aysaita Wereda	Borga Sefer	16	5	31.3
	Mille	Harsis	10	8	80.0
		Bekridehar	10	7	70.0
		Tachmile	5	2	40.0
		Ledi	7	3	42.9
		Gafra	6	2	33.3
Zone 3	Awash-Fentale	Qere +	2	2	100.0
		Kebena	10	7	70.0
	Dulesa	Egy ABE	10	5	50.0
		Kilele	3	1	33.3
		Gaharades	7	5	71.4
	Amibara	Haley Sumale	16	6	37.5
		E'e'ble (AA ble)	12	5	41.7
		Ba'adham	15	6	40.0
		Helm Mekarto	13	6	46.2
Zone 4	Teru	Dermana Debaira	10	5	50.0
		Yuadulul	10	6	60.0
		Debaho	10	5	50.0
	Yallow	Dibina	11	5	45.5
		Kadabura	10	6	60.0
		Gubidera	14	8	57.1
	Ewwa Wereda	Bute	10	6	60.0
		Regdin	17	7	41.2
		Huletegna Badule	10	7	70.0
		Fule Arba	9	5	55.6
		Sublamigo	7	3	42.9

3.5. Piloting Data Collection Tools

Prior to the actual administration of the data collection tools in the field, the questionnaire was pretested for item relevance, clarity and internal consistency. The testing was carried out by distributing the instrument for comment to primary school teachers and educational leaders in PCDP-III constructed schools. Participants of the pilot testing were from Gele'alo wereda, where the actual data was not collected. Hence, two wereda education experts, 12 teachers and two school leaders from PCDP-III constructed were involved. As the measure of internal consistency Cronbach's Alpha was tested and the result was found to be .850. Coefficient alpha ranges from 0 to 1, with higher values indicating greater internal consistency. Adequacy of internal consistency reliability estimates for different values of coefficient alpha as indicated in Yockey,

R. D. (2007) presented as follow: Cronbach's alpha .90 and above are excellent, .80-.89 are good, .70 -.79 are fair, .60-.69 are marginal and .59 and below are poor. This revealed the reliability of the tools (good) to be used in the actual data collection.

Moreover, colleagues, who had long year work experience in the region and who had the knowhow of the traditions and customs of the region gave feedback to the questionnaires. Then, based on the feedback of the pilot test, some minor language aspects were revised to insure clarity for all participants of the actual study.

3.6. Data Collection Procedure

Questionnaires, guidelines for FGD, observation checklists, were prepared; and ample quantities were duplicated. The tools were translated to local /Amharic languages. Amharic is a language which all respondents communicate with. Majority of tools were sent to colleagues or regional technical assistance (TAs) who closely supports the regions. Colleagues or regional technical assistance (TAs) received orientations on how they distribute and collect questionnaires to respondents — Teachers, principals, supervisors, WEOs and REB experts. Similarly Focus Group Discussion (FGD) with community members (PTSA or School Constructing Committee) took place by the researcher.

3.7. Methods of Data Analysis

Qualitative and quantitative methods of data analysis were employed for this study. Data collected through closed-end (questionnaires) were analyzed quantitatively — frequency and mean score. Data collected through open-ended (interview and FGD) and data gathered through document review and observation checklist were analyzed qualitatively so as to complement the quantitative data. Descriptive statistical tools such as percentage and mean score were used, while for inferential statistical analyses one way ANOVA test of significant were in the study. ANOVA was put in place to find out if there are significant statistical differences across the three zones of respondents. In a situation where homogeneity test was significant Games-Howell was used (unequal variance is assumed), whereas when homogeneity test was insignificant Tukey HSD (assuming equal variance) was used.

3.8. Ethical Considerations

Gaining Entry: I submitted the entry letter, which I received from the Addis Ababa University, to Afar region so that the senior technical advisors can collect the required data from field.

Data Collection: Had I collected the data myself, my position in the MoE could have influenced respondents otherwise. Therefore, the questionnaires, the FGDs and the observation checklist were administered by the respective school leaders through close consultation of the seven senior technical advisors of the region. It was done through briefing the purpose of the study to respondents.

Confidentiality: Anonymity and privacy of respondents was promised in advance before the collection of data for respondents that they were made fill free. They were involved in the study with full will of themselves. They know that their secret is kept; no identification of respondents by any third party.

Document: As of the 28 th of May to 31st 2019 I was sent to Afar region to collect data about the third pastoral community development, as one of the planned activities of my directorate. It was during this time that field observation took place. Through the permission of special support and inclusive education directorate director I used these data. Similarly I collected some documents from the head office of the project informing them the purpose of the study.

Originality: Fabrications and falsification of data are none existence in the study. All the data (be primary or secondary) in the study are genuine are collected from the field. No plagiarism; in a situation where citation is made acknowledgement was properly secured.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1. Characteristics of Respondents

Table-1 below displayed the number of participants involved to respond to the questionnaire. They were 186; of which 140 are teachers (111 male and 29 female) and 44 (39 male and 7 female) were educational leaders — principals, supervisors & experts at WEOs and REB. The sampling failed to include more number of female, as only 24.73% included in the study for the fact that the number of female respondents were small quantity. With regard to work experience of respondents 102 respondents had work-experience less than 5 years. Based on age spectrum of respondents, 7 were below 20 years; 122 (65.6%) were at the age of 20-30 years; 44 (23.7%) were at the age of 31–40 years; 8 (4.3%)were between 41-50 years old; one was above 50 years. 4 (2.1%) teachers missed specifying their age. (Implications for the study)

Table 2: Characteristics of Respondents

Variables	Category	Teachers	Education* Leaders	Sum	%
Sex	Male	111	39	150	75.27%
	Female	29	7	34	24.73%
	Sum	140	42	186	100.00%
Work Experience	Less than 5 Years	94	8	102	54.84%
	6 – 10 years	25	13	38	20.43%
	11 – 20 years	13	16	29	15.59%
	21 – 20 years	2	7	9	4.84%
	Above 30 years	0	1	1	0.54%
	Missed WE	6	1	7	3.76%
	Sum	159	42	186	100.00%
Age	Bellow 20 years	7	0	7	3.76%
	20-30 years	107	15	122	65.59%
	31- 40 years	22	22	44	23.66%
	41- 50 years	0	8	8	4.30%
	Above 50 years	0	1	1	0.54%
	Missed Age	4	0	4	2.15%
	Sum	159	42	186	100.00%

19 principals 10 supervisors, 10 WEOs and 7 REB experts

4.1. About PCDP III

Fail to provide adequately basic social services, like education and health, is one of the challenges which developing nations, like Ethiopia, unable to overcome. Lack of sufficient budget and inadequate attention to certain segments of the society can be cited as reason why these nations fail to provide those services. When it comes to remote, peripheral and pastoral areas the situation becomes sever. The Ethiopian government in addition to its own budget tries to narrow down the existing education performance gap through budget obtained from bi-lateral and multi-lateral agreements.

PCDP is a project funded by World Bank, the International Fund for Agricultural Development (IFAD). It intervenes in the provision of basic social services like, education, human and animal health, provision of safe drinking water, irrigation, agriculture, rangeland management etc. The project has been working in Afar, Somali and pastoral areas of Oromia and SNNP for the last fifteen years: PCDP I from 2003 through 2008, PCDP II from 2010 through 2014 and PCDP III from 2014 through 2019 and that the third phase was under exit program at the time of data collection. Ever since the inception of the project to Afar region, it has built 197 schools across 26 weredas in all five zones. It is believed that the project would have addressed the unreached — where the efforts of the government's do not meet the actual demand.

For the purpose of analysis respondents were grouped under two main categories based on their responsibility. Hence, teachers constitute the first group and principals, supervisors, experts of WEOs and REB together form the second group and are recoded as "educational leaders". The five point likert-scales categories; namely: "Strongly Agree", "Agree", Somewhat Agree", "Disagree" and Strongly Disagree" which weighed from 5 points to 1 respectively are used to rate level of agreement or disagreement of respondents. These likert-scales categories were switched to two categories — "Agreement" and "Disagreement" for the purpose of statistical test. The first three categories were switched to the former and the last two to the later.

Qualitative and quantitative methods of data analysis were employed for this study. Data collected through closed-end (questionnaires) were analyzed quantitatively — frequency and mean score. Data collected through open-ended (interview and FGD) and data gathered through document review and observation checklist were analyzed qualitatively so as to complement the

quantitative data. Descriptive statistical tools such as percentage and mean score were used, while for inferential statistical analyses one way ANOVA test of significant were in the study. ANOVA was put in place to find out if there are significant statistical differences across the three zones of respondents. In a situation where homogeneity test was significant Games-Howell was used (unequal variance is assumed), whereas when homogeneity test was insignificant Tukey HSD (assuming equal variance) was used

4.2. Benefits of PCDP III Constructed Schools for Pastoralist Community.

Consolidated result of seven items that dealt about the benefits that pastoral community in Afar region received from PCDP III constructed schools were discussed hereunder. Respondents were asked to rate their level of satisfaction as how the project benefited the community. For so doing they were required to rate either their agreement or disagreement on the extent that the project benefited the community using a five point likert-scale — "Strongly Disagree", "Disagree", "Somewhat Agree", "Agree" and "Strongly Agree" whose weights went from "1" through "5" successively. Interpretation was made based on the following intervals: any point between 1 and 1.8 was interpreted as "Very Low", a point between1.81 and 2.6 is as "Low", points between 2.61and 3.4 are interpreted as "Moderate", any point between 3.41 and 4.2 is interpreted as "High" and a point between 4.21 and 5 is interpreted as "Very High".

An education system is said to be healthy if it enable all its citizens to access schooling at the right age time (7 years in Ethiopia). School home distance is one criterion for the accessibility of school service. If schools are far from home they require longer walking time for the child. A school is said to be accessible, according to the norm of the community, if its distance from home is manageable for new entrants through walking. There are lots situations where a significant share of children stay out of school or drop out; despite the accessibility of schools in nearby villages.

The issue of equity is not a matter of creating equal chance for all — boys and girls, urban and rural, the poor and the rich, minority and majority. It demands reconsidering the historical neglects so far have been in place upon some groups (the girls, the poor, the rural, the minority) to fill the gap — affirmative action. So it needs to assess the existing differences then plan and implement for it.

Table 3: Benefits of PCDP Constructed Schools

s.No.	Items	Teachers		Education Leaders		Total		Mean Score
		Disagree	Agree	Disagree	Agree	Disagree	Agree	
1.	PCDP constructed schools enabled school age children to access schools at the right time.	23	136	2	25	25	161	3.95
2.	PCDP constructed schools improved gender parity index (GPI) as compared with previous and other school trends.	30	129	3	24	33	153	3.54
3.	PCDP constructed schools minimized the distance between home and schools.	19	140	3	24	22	164	3.94
4.	PCDP constructed schools saved home form/to schools travel time.	21	138	3	24	24	162	3.86
5.	PCDP constructed schools increased students attendance and/or minimized absenteeism.	39	120	5	22	44	142	3.3
6.	PCDP constructed schools improved learning assessment of students.	36	123	5	22	41	145	3.24
7.	PCDP constructed schools decreased dropout rate as compared with previous and other school trends.	49	110	7	20	56	130	2.89

The mean score of items like; creating opportunity for children to access schools at their school age time; decreasing the existing gap between girls' and boys'; minimizing school home distance and travel-time are between 3.41 to 4.2. These responses indicated as PCDP III constructed schools highly benefited the community as compared with previous education service. Data obtained from participants of the focus group discussion also unveiled that, those children who did not access basic education had now accessing from schools built by the project. One of a participant from FGD-3 stated as follow:

> *Our children were forced to travel long distance to get modern education. In this case we did not send them at age 7. We used to wait until they are physically strong enough. Nowadays, after a school constructed by PCDP III in our village, children admit schoolings at the right age time and learn in comfortable classroom.*

This clearly revealed as the construction of PCDP III schools in pastoralist villages genuinely accessible to the children as compared with the previous trends. Available documents also consolidated the viewpoints of respondents in that schools that would have taken 8 km to

reach are now reduced to 2 km; their walking hours was also reduced to 2 or 3 hours. Had the project not constructed schools in pastoralist villages, the fate of their children would have been to be either 'out of school' or to travel too long distance. The view point of a participant from FGD-1 is presented hereunder: *"Our children were not exposed to modern education before the construction of PCDP III schools in our village. Their fate was only to watch over the livestock (cattle, goats and sheep). Now they began to attend modern education in the nearby school constructed by PCDP III."* This disclosed as the benefit of PCDP III constructed school to pastoralist community is found to be very essential.

Students' lesson attendance is one of the major factors for improved learning achievement. Those students who attend all or the majority of the academic year lessons are in a better position to score pass-marks in their assessment, but if otherwise are subject to repeat classes or drop out — leading to low internal efficiency of an education system. As items like 'assessment of students' and 'dropout trends' indicated, PCDP III constructed schools moderately benefited the community for they increased students' school attendance; improved learning assessment of students; and decreased number of dropouts with mean score between 2.61to 3.4.

As the recent report of the project which covered five years performance of the project, 40.62 % were parts of education sub projects, while 26.51 % were water development, 14.79 % went to human health posts, 9.57 % credited to animal health posts, 4.24 % for community roads, 2.36 % were small scale irrigation sub projects and the remaining 1.91 % represent other types of subprojects. This revealed the commitment of the project to the education sector. It is apparent that lots of resources (finance, material, human, time) were devoted to education sector. But not all pastoralist children who are in the catchment area of the school are benefiting from the schools provided for them. They were either dropout or not enrolled at all for various reasons, leading to very low enrollment and participation of the region when compared with other regions or the national average.

> *Enrollment in primary schools has increased in PCDP kebeles …. The proportion of beneficiary households that identified primary school as [their] priority need has declined from 93% to 65%, which could be attributed to the increased number of schools constructed by the project.*

This revealed as the number of school constructions increased by the project the demand for additional school building decreased through time, satisfying the needs of the local community. Hence, the priority needs of the community decreased from 93% at the initial period of the project to 65% after three years, saturating the education demand of the community.

Table 4: ANOVA test on Benefits of PCDP III Schools

Zones	N	Mean Score	SD	df	F	Sig.
Zone 1	29	2.66	045	(2)		
Zone 3	70	3.56	.65	(176)	23.49	.000
Zone 4	78	3.06	.66			

One way ANOVA test was put in place to check if there is statistically significant difference among the three zones of respondents. As displayed in the multiple comparison table (see appendix 6), the mean score of zone one respondents (M = 2.66 & SD = ± .451) is significantly lower than zone three (M = 3.56 & ± .657) and zone four respondents (M = 3.06 & SD = ± .668). Similarly, the mean score of zone three respondents (M = 3.56 & SD = ± .657) is found to be higher than the mean score of zone four respondents (M = 3.06 & SD = ± .668). Besides, homogenous subset indicated that all the three zones respondents' means do not share the same column (are in different columns) signifying that they are significantly different from one another.

4.3. Inputs in PCDP III Constructed Schools.

School inputs are vital resources for the proper implementation of teaching and learning process in the classroom. The entire school compound including the classroom and its furniture, the various buildings like staffroom, management rooms, rooms for laboratory with chemicals and apparatus; library with its ample variety of reference books, toilets separated by sex, have their own influence on students learning directly or indirectly. Their presence enhances learning and their absence on the other hand negatively affects learning. In Ethiopians' education system a classroom of formal school in first cycle is expected to have an area of 56 m^2 (7m width and 8m length); accommodating 50 students. Similarly a classroom of upper primary needs an area of 50.24 m^2 (6.2m width and 7.26m length); accommodating 40 students.

Table 5: Status of School Inputs Availed by the Project

s.No	Items	Teachers		Education Leaders		Total		Mean Score
		Disagree	Agree	Disagree	Agree	Disagree	Agree	
1.	Preprimary education classrooms are ample.	83	76	18	9	101	85	**3.5**
2.	Desks in each classroom are adequate.	43	116	10	17	53	133	**3.03**
3.	Primary education classrooms are ample.	35	124	5	22	40	146	**2.55**
4.	Indoor and outdoor preprimary materials are availed.	103	56	21	6	124	62	**2.18**
5.	Blackboards in each classroom are adequate.	53	106	8	19	61	125	**1.89**
6.	First Aid Room and its kits are available.	128	31	21	6	149	37	**2.4**
7.	Laboratory services and its material (chemicals and apparatuses) are offered well.	138	21	23	4	161	25	**2.56**
8.	School facilities are easily accessibility for special need students (suitability of path/ramp).	115	44	22	5	137	49	**2.04**
9.	There are ample references books in the library.	131	28	20	7	151	35	**1.98**
10.	Mini-media equipment has been availed.	128	31	21	6	149	37	**1.98**
11.	Sport materials (e.g. balls) have been availed.	128	31	24	3	152	34	**2.39**
12.	Ample sport fields for various matches are available.	112	44	33	13	129	57	**1.74**
13.	WASH facilities (water for drinking & washing) are availed.	115	44	17	10	132	54	**2.03**
14.	Office of the Principal is equipped with the necessary furniture (cupboards, armchairs, tables, shelves).	81	59	27	19	108	78	**1.47**
15.	Separate toilet for teachers and students aggregated by sex is available.	72	87	14	13	86	100	**2.65**
16.	Staff Room is equipped with the necessary furniture (cupboards, armchairs tables, shelves etc.).	115	44	20	7	135	51	**1.78**
17.	Solar Energy (lamp) has been offered.	142	17	26	1	168	18	**1.56**
18.	The school compound is fenced well.	96	44	33	13	152	34	**1.74**
							Grand Mean	**2.19**

Respondents were asked to rate their level of satisfaction as how the project provided school inputs. They were required to rate either their agreement or disagreement on the extent that the project provided school inputs using the five point likert-scale. Interpretation was made based on the following intervals: any point between 1 and 1.8 was interpreted as “Very Low”, a point between1.81 and 2.6 was “Low”, points between 2.61and 3.4 were interpreted as

"Moderate", any point between 3.41 and 4.2 was interpreted as "High" and a point between 4.21 and 5 was interpreted as "Very High".

The mean score of respondents about the availability of classroom for primary education was 3.50 and interpreted as high. This indicated that respondents affirmed the presence of standardized classrooms which can accommodate the existing number of students. The mean score of respondents on the availability of desks was 3.03; interpreted as "Moderate" for its point was found between "2.61 to 3.4". Unfortunately, availability of desks did not satisfy the needs of the respondents. Data obtained from the field observation confirmed the respondents' viewpoints in that in observed PCDP III constructed schools; the number of desks did not fit the size of the classroom. At least 20-25 combine desks are required to accommodate 40 and 50 students for lower and upper primary students respectively, but less number of combine desk were observed. Even in some PCDP III constructed schools desks for students were not availed by the project.

Availability of classroom for preprimary education has a mean score (2.55) between points 1.81 to 2.6, and interpreted as "Low" signifying as not satisfied the interests of the community. Availability of desks for student has a mean score between points 2.61 to 3.4 was interpreted as "Moderate". Here the level of community satisfaction was not the same as the former.

One of the complaints that respondents and FGD participants were mentioning repeatedly was that the schools constructed by the project lacks finishing works as compared with similar buildings constructed by other NGOs and the government. A participant of an FGD described the situation as follow:

> *We know that school buildings were not completed as per the schedule. They took more time than expected. Besides, the schools were built with low quality materials (like, broken bricks) as we observed." He added, "The ceilings of some blocks began to torn out for the reason that they were either made from less quality materials (corrugated-iron-sheet and chipboard plus doors and the windows) or due to incompetence of carpenters' skills.*

It has been witnessed, during field observation, that some unfinished ceilings and windows, dilapidated roofs and floors of classroom at their early life. Even in some places building materials are here and there dispersed in the compound that would have been used.

Contrarily, the midterm evaluation of the project revealed that as "… all sub projects have excellent construction quality", including education subprojects. An interview conducted, two months after field observation, with project managing staff revealed that such problems were resolved immediately before the project exited.

Availabilities of preprimary indoor and outdoor materials, blackboards, first aid kits, laboratory services, accessibility of school facilities for special need students, references books in the library, fenced school compound, separate toilet for teachers and students aggregated by sex, mini-media equipment, sport fields WASH facilities were not satisfactory as the expectation of the respondents as the mean score was between points "1.81 to 2.6" and interpreted as "Low".

The role of preprimary education has an indispensable role for the future learning of children; as early foundation is critical. At the end of ESDP V (2019/20), MoE determined to reach the coverage of preprimary education 80%. One of the strategies to put this target into reality is through introducing "O" class in all primary schools. As per the plan of the government, all primary schools in the country should have had at least a classroom with its indoor and outdoor materials to accommodate preprimary age children to have preschool experience. Unfortunately, all PCDP III constructed schools lack classrooms and its indoor and outdoor materials for preprimary education.

All school facilities, starting from the main gate of the school compound are expected to be friendly to children with special educational needs. Respondents' satisfaction with this regard has been observed to be "low" as their mean score was 2.04. Field observation also confirms the viewpoints of the respondents, that some school buildings were not friendly to physically disabled children; although attempts to make paths/ ramps were made in some schools.

Availability of the necessary furniture of the principal's office and staff were not satisfied the interest of the respondents as their mean score lay in 1.00-1.80. The principals and staff rooms are to be furnished with the necessary equipment; like: cupboard, tables, shelves chairs, cabinet etc. As per the viewpoints of FGD-2 participant, school inputs were partially availed. "I don't think that the project provided adequate number of chairs, shelves, cupboards." She added, *"Separate toilets aggregated by sex and drinking water were not provided. You know one of the*

reasons for students drop out and low lesson attendance is the unavailability of drinking water in and around the school. During break they go home to drink water and remain there".

Sport materials like, balls of different games, running, throwing and jumping materials are very essential to carry out the various physical exercises in schools. They are also methods which help schools to win the attention of their students so that they regularly attend classes. Unluckily, these school inputs were not availed. During school observation many schools were found to be seriously lacking these important school inputs.

Table 6: ANOVA test on Availed School Inputs by PCDP III Schools

Zones	N	Mean Score	SD	df	F	Sig.
Zone 1	29	2.18	.503	(2)		
Zone 3	70	2.30	.507	(176)	2.436	.090
Zone 4	78	2.09	.684			

One way ANOVA test was put in place to check if there existed statistically significant difference among the three zones of respondents. Hence, test of homogeneity of variance is found to be less than .050 (.033) signifying as there is a statistically significant difference among the respondents of the three zones. As displayed in the multiple comparison table (see appendix 7), the mean score of zone one respondents (M = 2.18 & SD = ± .503) is slightly lower than zone three (M = 2.30 & ±0.507) and zone four respondents (M = 2.09 & SD = ± .684). Similarly, the mean score of zone three respondents (M = 2.30 & SD = ± .507) is found to be slightly higher than the mean score of zone four respondents (M = 2.09 & SD = ± .684). Homogenous subset indicated that all the three zones respondents' means share the same columns denoting that they are not significantly different from one another. This showed that the availability of school inputs by the project was not satisfactory across the three zones may be emanated from contractors' commitment and monitoring and evaluation schemes put in place.

4.4. Response on Degree of Community Empowerment and Partnership

The ultimate goal of educating citizens is to enable them self-sufficient in their future life. Provision of education is not left only for government. The project (PCDP III) was there to improve demand-driven community social and economic services for pastoralists of Afar region. The project was expected to contribute to improved livelihoods of pastoralists and agro-

pastoralists in terms of growth and stability of incomes, improvements in their health, nutrition and education status, as well as greater empowerment and decision-making authority in local development initiatives (World Bank, 2013).

Number of people in project kebeles who accessed to selected public services is an indicator for the realization of project objectives. Of which the number of children enrolled (minus drop outs) per year in PCDP constructed schools is a core verification. Under "Community Driven Service Provision" component the is a subcomponent called "Community Investment Fund" (CIF) which declares "investments will be identified, prioritized, implemented and monitored by beneficiary communities who will also be responsible for procurement and financial management of the projects"(ibid). Participation of the beneficiaries can be with cash, in kind, or with labour. The communities can directly be involved in labour work or recruit labour workers instead and the NGOs can recruit professionals or technicians to supervise and direct the workers on the site. Although the cost of building with this method appears to be relatively low, it is important to underline that it escapes taxation and that the contribution of beneficiaries is often underestimated (UNESCO, 2014). This kind of participations of the community is believed to enhance ownership of the project and sustains continuity.

Table 7: Level of Community Empowerment and Partnership among Stakeholders

s. No	Items	Teachers		Education Leaders		Total		Mean Score
		Disagree	Agree	Disagree	Agree	Disagree	Agree	
1.	The demand for the construction of school has emanated from the community, cognizant the number of out of school children in the area/ kebele.	34	125	3	24	37	149	**3.61**
2.	Sight selection has been made with full consultation of the local community.	34	125	3	24	37	149	**3.61**
3.	Community contribution for the construction of school has completed as scheduled.	66	93	8	19	74	112	**2.98**
4.	Parents have sent their children to PCDP III constructed schools soon the schools began functioning.	35	124	4	23	39	147	**3.31**
5.	The role of the community in managing PCDP III constructed school (through their representative) is promising.	61	98	2	25	63	123	**3.28**
6.	The construction of schools by PCDP III have begun and completed as planed and agreed upon schedule.	75	84	7	20	82	104	**2.92**
7.	How do you evaluate the relationship between your educational organization (school or WEO or REB) with your PCDP-III counterparts?	87	72	15	12	102	84	**2.7**
							Grand Mean Score	**3.1**

Table 7 unveils the degree to which the project empowered the community so that the continuity of the initiations of project in the future is guaranteed in the kebeles. As per the reaction of the respondents, demand for the construction of school was genuinely emanated from the hearts-felt of the community; consultation of the local community in school site selection was really participatory. Respondents mean scores for these items was found to be between “3.41 through 4.2”; hence, the level of community participation with regard to demand for school-construction and its site selection was interpreted as highly satisfactory. As clearly indicated in the midterm review of the project “the project provided pastoralist and agro-pastoralist the opportunity to discuss and decide on major community priority needs that needs to be addressed” (MoP,2018, p: 13). Data collected from focus group discussion also unveiled, the need for the construction of schools and site selection was demand driven assuming the number of out of school age children in the village.

As far as the five year project appraisal document community contribution accounted 15% of the total cost of the project. A minimum of 15 percent contribution from the beneficiary communities — ten in kind and five in cash — was required (World Bank, 2013). This community contribution was not only for building of schools, it also included other sectors' sub-projects as the intervention of the project was multi-sector — Health, Agriculture, Water and Energy, Civil Service ministries. It was planned in advance to collect birr 42,096,410.93 community contribution. Eventually, the actual contribution was worth of 36,877,585.40 which accounted 87.60% performance. This showed that the contribution of the local community for community investment fund was in a better position. But the mean score of respondents on community contributions — in cash, labor and material — to the project was 2.98 (between 2.61 to 3.4) and so interpreted as moderate. As per the viewpoints of respondents community contribution was mildly satisfying performance of the project. 87.60% performance would not be considered as moderate unless information gap existed on the side of the respondents for documents revealed better performance of community contribution in cash.

Will of parents to send children to schools emanates from the positive perception about the importance of schooling for their children as a result of so many community empowerment activities done. It then boosts further demand for other services, because education service is indispensable means for the exercise of all other human rights. As per the response of respondents 3.31 was the mean score interpreted as moderate. This showed that parents demonstrated reluctant to send their children to schools even though schools are accessible in their village. Accessibility of schools alone cannot guarantee enrolment. Schools may be physically accessible to children, but unless school age children are enrolled in, the resources become unfertile. Parents' tendency to send their children to school is influenced by various factors. Some parents are eager to send their children to school; others do not, based on their level of perception about the important schooling. Will of parents to send their children to schools has multi-dimensional advantage. So awareness creation champagne is one important function that benefits the entire community for which the schools are built.

One of great condemnation among the community during field visit was the time taken to construct school at the predetermined time schedule. For them schools constructed by PCDP III took more time than it should have been. A unique feature of projects is there zero tolerance for

compromise on their schedule. Every project has a definite beginning and end. A project is expected to start and end its mandate at a certain fixed time. The extent to which the project began and finished construction of school building was presented for respondents to rate their level of agreement. Their mean score fall in between 2.61 to 3.4 points (2.92) and interpreted as "Moderate". This showed that the project's schedule to construct schools was not promising as respondents' expectation. One of the complaints that participants of the focus group discussion mentioned was that the project did not complete building of schools as per the schedule they are expected to be completed. Many sub-projects took extended time than would they be. It was at the time of project exit that field observation for this study was made; but lots of school buildings that were observed have not been completed. As interview from project coordinating office at Addis Ababa and Semera, Afar; these schools are completed.

Community members were involved in managing the project as per the project pad, but not satisfactory. Mere presence of a committee comprised of the local community elites alone cannot empowerment them. It is manifested only when community members took responsibility over the project so that they manage it later on after exit. The mean score of respondents with management role of the community was 3.28, interpreted as moderate which should have not been.

With regard to partnership, the mean score of respondents is found to be between 2.61 to 3.4 and therefore, interpreted as "Moderate". This indicates that the relationship between the project managing unit and the various echelon of education sector was not satisfactory. Data collected through focus group discussion, disclosed as the relationship between the project and the government side was loose.

GTP has four developments objectives. As explicitly disclosed in the five year project appraisal document, the inception and exit time of the project life was July 8, 2014 and July 7, 2019 respectively, PCDP III was there to contribute directly to the second and third objectives of GTP through the provision of basic social services for the underserved pastoral and agro-pastoral communities of the country. Besides, it is expected to support the development and active engagement of grassroots institutions in local development. It promotes participation of pastoral and agro-pastoral communities in local decision-making processes and oversights public services

and infrastructure through its Community Demand Driven /CDD approach (World Bank, 2013). In 2003, the GoE initiated the Pastoral Community Development Program (PCDP), a long-term program designed to empower communities, wereda (district) and regional (sub-national) governments to better manage local development in pastoral and agro-pastoral areas (World Bank, 2014:3).

Involvement of any projects, in country's development agenda is expected to be in line with the governments' effort. Projects are there to support the government in the socio-economic and socio-cultural development endeavors. They are both (the project and the government) assumed to be mutually supportive. The activity of one is not expected to harm the activity of the other. Any project idea, be local or international, deviating from governments' economic, social and political outlook is infeasible. Therefore, the roles of the government and the project are to be mutually complementary to one another. One fills the limitations of another. In so doing, both parties (the government and the project) are expected to have joint meeting in order to monitor and control the project's overall performance. Regular meetings with different parties, who stand for similar mission, have multi-purpose. The consultation meetings will create opportunity for wide discussion on the overall progress and limitation of the project, so that corrective measures would be taken.

Table 8: ANOVA test on Community Empowerment and Partnership

Zones	N	Mean Score	SD	df	F	Sig.
Zone 1	29	1.17	.384	(2) (176)	20.559	.000
Zone 3	70	1.80	.403			
Zone 4	78	1.58	.495			

As displayed in the multiple comparison table (see appendix 8), the mean score of zone one respondents (M = 1.17 & SD = ±.384) is lower than zone three (M = 1.8 & ±0.403) and zone four respondents (M = 1.58 & SD = ±0.495). Similarly, the mean score of zone three respondents (M = 1.8 & SD = ±0 .403) is found to be higher than the mean score of zone four respondents (M = 1.58 & SD = ±0.495). Besides, homogenous subset indicated that all the three zones respondents' means do not share the same column (are in different columns) signifying that they are significantly different from one another. This showed that there are perceptions differences

across the three zones respondents on the efforts of the project to empower the community and strengthen partnership among stakeholders.

4.5. Socio-Economic Factors Affecting Schooling

Experience has shown that it is not sufficient to build schools and train teachers for children to attend school. There are numerous situations where a significant share of children stay out of school or drop out, despite the availability of adequate infrastructure and personnel. There are a number of socio-economic factors which affect children's learning. These factors do not uniformly affect learning across countries, regions, provinces, weredas, kebeles and families. In an area one factor may be more serious than the others or vice versa — mild or non-affecting at all.

Table 9: Socio-Economic Factors Affecting Schooling

s.No	Items	Teachers		Education Leaders		Total		Mean Score
		Disagree	Agree	Disagree	Agree	Disagree	Agree	
1.	High demand for children labor	25	134	1	26	26	160	**3.86**
2.	The pastoral way of life (their mobility in response to drought in the areas)	22	137	1	26	23	163	**4.13**
3.	Direct cost of schooling (uniform, stationery, fee)	62	97	6	21	68	118	**3.11**
								3.70

Respondents were asked to rate their level of agreement or disagreement to the extent parents tendency to use child labour in favor of schooling. In this item respondents mean score is 3.86 interpreted as "High" affecting factor. According to Afar Disaster Prevention and Food Security Bureau (DPFSB), around 88 % of the rural-Afar practice transhumant pastoralist way of life, whilst 11% of them are agro-pastoralist (Ebrahim, A. 2017). In transhumant pastoral areas wealth is determined by the number of livestock owned. Hence, children of the pastoral family have great role in making wealth through keeping the animals. Then, therefore, parents tend to keep diversified livestock such as cattle, camel, sheep, goat in large numbers, to feed family members and to recover from unexpected heavy stock losses (ibid). The need for child labor to look after the livestock, in this case, is indispensable.

They are also asked to rate their level of agreement or disagreement to the extent to which pastoralist ways of life — their mobility — affects children's leanings. In this item respondents mean score fell in between points "3.41-4.2" and consequently interpreted as "High" affecting factor. It is well known that pastoralist communities, whether nomadic or transhumance, are mobile, but what is very important is that, in a given education provision modality, how their mobility pattern seriously affect child's learning, which is determined by the degree of their movement. Provision of education service is dependent on the degree of movement of the pastoralists. Pastoralists are flexible and opportunistic and can rapidly switch their livestock management systems as well as operating multiple systems (Blench, R 2001, p 11). Transhumance pastoralists were observed to become nomads in extreme draught and epidemics situations, leaving their original home place far back. In such situation the entire pastoral community, including learners, are forced to leave their permanent place in search of pasture land elsewhere. Interruption of schooling as a result of pastoralists' movement from one place to others is evident. Participants of FGD also confirmed as "mobility of the pastoral community in search of pasture is one factor which affects learning of pastoralist children".

In Ethiopia Education Policy general education is free. Cost sharing scheme starts at preparatory level of education (grade 11-12), where preparation for tertiary education assumed to begin. Unfortunately, costs of stationery materials, uniforms, and other school inputs, is a major challenge for some places such as in rural and remote areas or for pastoralists who occupy the peripheral areas of the country. Whatever education is free; practically, parents are expected to finance their own schools, in cash, material and labour. The extent to which direct cost of schooling is a moderately affecting factor for the mean value is between "2.61-3.4".

Table 10: ANOVA test on Socio-economic Factors Affecting Schooling

Zones	N	Mean Score	SD	df	F	Sig.
Zone 1	29	3.18	.753	(2) (176)	2.027	.020
Zone 3	70	3.52	.995			
Zone 4	78	3.74	.917			

As displayed in the multiple comparison table (see appendix 9), the mean score of zone one respondents (M = 3.18 & SD = ± .753) is lower than zone three (M = 3.52 & ± .995) and zone four respondents (M = 3.74 & SD = ± .917). Similarly, the mean score of zone three

respondents (M = 3.52 & SD = ± .995) is found to be slightly lower than the mean score of zone four respondents (M = 3.52 & SD = ± 995). Additionally, homogenous subset indicated that only zone one ad four respondents' means score do not share the same column (are in different columns) signifying that they are significantly different from one another.

4.6. Socio-Cultural Factors Affecting Schooling

Respondents were asked to rate their level of agreement or disagreement to the extent to which security issue (tribal conflicts), affects children's leanings. Respondents mean score fell in between points "2.61-3.4" and consequently interpreted as moderately affecting factor. Hence, the problem was seen as insignificant to contribute to students' learning discontinuity. This does not guarantee the absence of any conflicts in the region all the time. There was temporary conflict which lasts for not more than few weeks between the two tribes — "Afar" and "Isa" every year caused by competition for grazing land. There was field observation in Ayasayta, Mile, Amibara and Awash Fentale weredas from April 28th until 7th of May, 2019. Unfortunately, from Mille wereda only "Arsis" Primary School was accessible due to the existing conflict between the two tribes.

When conflict is inevitable between the two tribes, parents do not dare to send either to look after the livestock to schools, for boys are the targets of the conflict in both parties. Therefore, girls appear to look after the herds for they are not targeted by the conflicting parties (Ebrahim, A. 2017). Looking after the livestock that would have been through shift with boys is now left for girls only. This obviously impedes both students — boys and girls — from going to school, until the dispute settled.

Table 11: Socio-Cultural Factors Affecting Schooling

s.No	Items	Teachers		Education Leaders		Total		Mean Score
		Disagree	Agree	Disagree	Agree	Disagree	Agree	
1.	Security issue (Tribal conflicts)	38	121	7	20	45	141	**2.96**
2.	Parents' negative attitudes towards the importance of modern education	72	87	11	16	83	103	**3.21**
3.	Existence of back ward cultural practices like abduction, Circumcision and its ritual, early marriage	58	101	7	20	65	121	**2.93**
4.	Lack of educated role model from pastoral background	49	110	9	18	58	128	**2.95**
5.	Incompatibility of the curriculum with the values of pastoral people	48	92	11	35	59	127	**3.28**
							Grand Mean	**3.07**

Respondents were requested to rate their level of agreement or disagreement to the extent parents' attitudes towards modern education effected children's leanings either positively or negatively. The mean score of respondents was 3.21, fell in between "2.61 to 3.4" and then interpreted as a moderately affecting factor of learning in pastoral children. The perception of modern education varies across the globe, based on the level of socio-cultural development of a given society. Some societies perceive modern education as a means of improving their lives; others perceive it as a challenge which violates their traditions and customs. The later consider modern education as an evil missionary which is sent against them to weaken their social bond, to which they attached themselves for many years.

One of a factor which affects modern education is in a certain group of people is that the existence of backward cultural practices. Respondents were required to rate their level of agreement or disagreement the extent to which backward traditional practices, lack of educated role model around and trends of devalue pastoral way of life contributed to the low enrolment of students in pastoral area. Therefore, the mean score of respondent is found to be 2.93 and hence, interpreted as moderate. This shows that pastoral areas were not sufficiently exposed to educated role model that would have stimulated the interest of out of school children.

Existence educated role model in a given area encourages others — relatives or friends — to follow the foot print of the person whom they assume is successful in its education career.

The benefit of education is not something that can be harvested within short period of time. When compared with other investment, it takes longer time to consume it. To judge whether education is worthless or valuable it can even take a life of a generation. A saying of Confucius repeatedly quoted by most people revealed the same token “If your plan is for one year plant rice; if your plan is for ten years plant trees; if your plan is for one hundred years educate children” So the presence of educated role model, especially for girls, in marginalized segments of a society plays great role to initiate their curiosity to modern education. Respondents mean score fell in 2.61 to 3.4 and therefore, interpreted as moderately affecting factors.

Beyond the availability of schools themselves, the quality of the education offered has a direct impact on retention. Quality education in this sense is to mean that which can be applied to the real problems of learners. An education system of a given country should consider indigenous knowledge and must value way of life of the people to whom the education service is designed. In many occasions, curriculum is seen being irrelevant to the life of the learners. There will be a large degree of variation in learning among any group of students despite their similarities in age and background. The materials (content, the process (methodology) and the learning environments well as the method of assessment are expected to be in line with all learners’ background experience. This calls for curriculum differentiation, which is a key strategy for responding to diversity. As per the response of the respondents the existing curriculum does not reflect the context of pastoral communities or reflect the values of pastoral community for the mean score is 3.28 and interpreted as a moderately affecting factor for schooling.

Table 12: ANOVA test on Socio-cultural Factors Affecting Schooling

Zones	N	Mean Score	SD	df	F	Sig.
Zone 1	29	2.78	.826	(2)		
Zone 3	70	2.99	1.012	(176)	2.162	.118
Zone 4	78	3.21	1.040			

As displayed in the multiple comparison table (see appendix 10), the mean score of zone one respondents (M = 2.78 & SD = ± .826) is lower than zone three (M = 2.99 & ± 1.012) and zone four respondents (M = 3.21 & SD = ± 1.040). Similarly, the mean score of zone three respondents (M = 2.99 & ± 1.012) is found to be slightly lower than the mean score of zone four

respondents (M = 3.21 & SD = ± 1.040). Besides, homogenous subset indicated that all the three zones respondents' means share the same column signifying that they are not significantly different from one another.

4.7. School -Related Factors Affecting Schooling

Respondents were requested to rate their level of agreement or disagreement to the extent which inadequate availability of teachers/ facilitators, absence of eye catching games areas and lack of drinking water negatively impacted learning of children in PCDP constructed schools. The mean score of respondents was between 3.41 to 4.20 and interpreted as highly affecting factors. Availability of qualified teachers or trained facilitators with sufficient number is highly required to provide education service for citizens.

As pastoralists occupy the peripheral low land of the country, it is hard to get the required human power for these areas. As data obtained from regions education bureau, getting qualified teachers for each level of education had become the major problem for the fact that there are large number of turnover every year. This evidently contributes negatively to the effective utilization of resources — PCDP schools. One of a criterion for the establishment of a school in a certain area is the availability of drinking water nearby — in the school compound or 150 meters away from the school compound. Pastoralist areas are mostly arid and lack precipitation. Hence, it is difficult to get water everywhere, but site selection of school, by any means, should consider the availability of water in the nearby area. The various clubs under co-curricular or extra-curricular activities in which children are involved are the most attracting school activities from which students practice different roles for their future responsibilities. These activities are both methods of presenting informal lessons; and are driving forces initiating children to go to and to stay at schools.

Table 13: School Related Factors Schooling

s.No	Items	Teachers		Education Leaders		Total		Mean Score
		Disagree	Agree	Disagree	Agree	Disagree	Agree	
1.	Shortage of teachers/facilitators	45	114	1	26	46	140	**3.9**
2.	Absence of school based recreation and game zones (playground & its related materials)	53	106	5	22	58	128	**3.74**
3.	Lack of adequate drinking water	50	109	2	25	52	134	**3.29**
4.	Inadequate learning materials (text books, reference books).	49	110	6	21	55	131	**3.6**
5.	School-home distance is too far for majority of children through walking	50	109	5	22	55	131	**3.14**
6.	Inflexibility of school calendar and time.	78	81	10	17	88	98	**3**
							Grand Mean	**3.45**

Respondents were requested to rate their level of agreement or disagreement to the extent which teaching and learning materials are adequately provided; to the extent which school home distance negatively impacted schooling and to the extent which school calendars were flexible or compatibility to the needs of the community or ways of life. The mean scores of respondents were between 2.61to 3.40 and interpreted as moderately affecting factors. The way the lesson-presented (learners or teachers center) is determined by the availability of learning materials in schools.

Adequate availability of learning materials in schools (inside and outside of the classroom) wins the attention of learners and forces students to attend regularly their lesson; this secures retention. The medium (auditory, kinaesthesia, visual) through which the lesson is being presented and captured has a great value for the teaching and learning process, impacting learning outcome of students. For this matter pedagogical centers play great role. The school environment is expected to be a place where children are fervent to stay at provided that eye catching settings are availed when compared with their homes and villages. Practically one of the attracting forces which both rural and urban area children are compelled to stay at school is the presence of recreation and games, like sport competition, in schools.

A school is accessible if school - home distance (double trips) is manageable for a new entrant (a 7 years old child) through walking. The distance (kilometers) that students should cover or the time that it requires them to access schools is the most important factor affecting schooling. Access to basic education is negatively associated with the distance to school. A study conducted in Mauritania; 2008 indicate that the access rate is likely to drop when the time required to reach school is above 15 minutes (UNESCO, 2017). But, if distance to school is not a major factor for families, building more schools near villages will not improve enrolment. In most cases schools are physically there, accessible, but enrolment is low. As per the report of the project due to the intervention of the project accessing basic social services have decreased. Though, school-home distance is obviously decreased, still there are children in some villages which do not yet joined schools for various reasons.

The time at which school service is provided to citizen is expected to be compatible to the needs of parents and children. This showed that the existing formal education calendar did not perfectly suit to the exigency of parents for children labour for the children have home task responsibility — looking after the livestock.

Table 14: ANOVA test on School Related Factors Affecting Schooling

Zones	N	Mean Score	SD	df	F	Sig.
Zone 1	29	2.69	.749	(2) (176)	4.049	.019
Zone 3	70	2.83	.761			
Zone 4	78	3.11	.805			

As displayed in the multiple comparison table (see appendix 11), the mean score of zone one respondents (M = 2.69 & SD = ± .749) is lower than zone three (M = 2.83 & ± .761) and zone four respondents (M = 3.11 & SD = ± .805). Similarly, the mean score of zone three respondents (M = 2.83 & ± .761) is found to be slightly lower than the mean score of zone four respondents (M = 3.21 & SD = ± 1.040). Additionally, homogenous subset indicated that only zone one ad four respondents' means score do not share the same column (are in different columns) signifying that they are significantly different from one another.

4.8. Grassroots Level Capacity Building for Government Organization

Respondents were asked to rate their level of agreement or disagreement to the extent which the project avails training for parents, members of PTSAs and Board to create their awareness on the importance of modern education on one hand; as well as for teachers, principals, supervisors, WEOs and REB experts on the other hand to boost their capacity.

Table 15: Grassroots Level Capacity Building

s.No	Items	Teachers		Education Leaders		Total		Mean Score
		Disagree	Agree	Disagree	Agree	Disagree	Agree	
1.	I have receive capacity building training from PCDP III that enables me perform my duty effectively.	20	139	5	22	25	161	**2.02**
2.	The capacity building training provided by the PCDP-III is need based.	142	17	22	5	164	22	**1.96**
3.	The capacity building training provided by the PCDP is timely.	144	15	22	5	166	20	**1.94**
								1.97

The mean score of respondents, with this regard, is 2.02 and therefore, interpreted as low. Lots of respondents confirmed that they did not get any kind of training from the project; even those who have had training from the project are not satisfied with effort of the project for 'it was not need based' — did not address the real needs their clients as well as it was not 'timely' — not administered at the right time. These showed that attempts, capacitating stakeholders, were there but not effective and efficient as per the interest of the beneficiaries.

As per the five year project appraisal document, number of children enrolled (minus drop outs) per year in PCDP constructed schools is one of the PDO level results indicator (World Bank, 2014). The need to increase students' enrollment in PCDP III constructed schools would not be satisfied only through constructing schools closer to the pastoral community villages.

Therefore, some kind of awareness creation schemes for stakeholders about the benefits of modern education is to be in place regularly. To this end the project should have planned short term training for the entire community, parents (especially mothers to send girls to school), the

school community (students, teachers, principals, supervisors, member of PTSA and Kebele Board) based on the identified capacity gap analysis (MoE, 2014).

Table 16: ANOVA test on Capacity Building at Grassroots Level

Zones	N	Mean Score	SD	df	F	Sig.
Zone 1	29	1.85	.540	(2) (176)	4.049	.019
Zone 3	70	1.53	.755			
Zone 4	78	1.56	.686			

As displayed in the multiple comparison table (see appendix 12), the mean score of zone one respondents (M = 1.85 & SD = ± .540) is lower than zone three (M = 1.53 & ± .755) and zone four respondents (M = 3.11 & SD = ± .805). Similarly, the mean score of zone three respondents (M = 1.53 & ± .755) is found to be slightly lower than the mean score of zone four respondents (M = 1.56 & SD = ± .686). Besides, homogenous subset indicated that all the three zones respondents' means share the same column signifying that they are not significantly different from one another.

4.9. The Result of Midterm Evaluation of the Project

PCDP III has undergone midterm evaluation after its three years of functions. The midterm evaluation was conducted by external body focusing on four major yardsticks; namely: effectiveness, sustainability, cost-effectiveness or efficiency and relevance. The study involved pastoralist and agro pastoralist households. 1027 households from PCDP III kebeles and 236 households from non-PCDP III kebeles as a control group were participants of the study. Based on evaluation criteria the findings of the study are presented as follow:

4.1.1. Effectiveness

Effectiveness is the issue of goal achievement. It denotes the extent to which the project realized its preset objectives. Hence, as per the evaluation report access to primary school has improved in comparison with the time before 2006.

- The vast majority of households in beneficiary kebeles (64%) send [all] their school age children to school, compared to 58% of those in non-beneficiary kebeles.

- Households in beneficiary kebeles are more likely to send their children to schools constructed in the last three years than those in non-beneficiary kebeles. More than three-fourth of the households in beneficiary kebeles send their children to schools constructed in the last three years, compared to 50% of households in non-beneficiary kebeles.

In sum, access to primary school and enrollment has improved over the past three years in beneficiary kebeles. Quality of education has also improved owing to improved school facilities and student attendance. Thought declining, it is important to note that primary school has remained among the top priority need for close to two-third of households in beneficiary kebeles. So it aligns with the findings of this study.

4.1.2. Sustainability

Sustainability of a project can be secured through participating the local community in planning, funding and managing the project. To this regard the project has been, as the result of the findings, implementing through active participation of target communities.

- Target beneficiary household have had the opportunity to discuss and decide on their priority needs that required project intervention.

- The community has also contributed (15% of project cost) to the construction of the facilities, both in kind and in cash. So, they have developed a sense of ownership.

- The project has also formed community structures to plan, implement and oversee the project. The different committees established in each kebele were also capacitated.

Despite the ownership, some key informants of the midterm review “doubt community’s capacity to sustain facilities constructed by the project”. With this regard, community involvement in prioritizing development needs and contribution was very useful elements guarantying future continuity of the project as identified in the study.

4.1.3. Cost effectiveness

A project is efficient if it minimizes its cost and attains its objectives simultaneously. A project can minimize its cost by strongly sticking to its schedule — completing the project on time. It can also be efficient if it generates its income from others — maximizing the local resources.

In this regard PCDP III can be said that it was cost effective owing to significant monetary and in-kind contribution of the community as well as timely completion of planned constructions. As per the report of the evaluation community committee provided valuable services as volunteers which could have cost the project millions of Dollars. PCDP III is a government project; therefore this entity benefited the project to use of available government resources such as technical staff, vehicles and others without incurring material costs. Cost effectiveness is secured through wise time management of the project. While those projects which complete their duty at a predetermined schedule are cost effective; those that do not will be subject to incur additional budget. The findings of the evaluation compared PCDP III constructed schools with government constructed schools in time and budget utilization. But comparing schools constructed by PCDP III and government alone do not secure the efficiency of the project. It should be measured against the preplanned schedule and allocated budget.

4.1.4. Relevance

The findings of the MTR also indicated that the project has been working on the five major priorities of the target communities of which education is the foremost priority. The intervention areas for community investment fund (CIF) were identified and prioritized by the community of the respective kebeles. As the target pastoralist and agro-pastoralists have identified and prioritized their needs and sub-projects in each kebele, the interventions were highly relevant to the need of the community. As the target pastoralist and agro-pastoralists have identified and prioritized their needs and sub-projects in each kebele, the interventions were highly relevant to the need of the community.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

This study was aimed at examining the contribution of the third Pastoral Community Development Project (PCDP-III) in enhancing primary education for pastoralist children of Afar region. Pastoral Community Development Project was carrying out its 15 year mission as of 2003 in Somali, Afar and pastoral areas in Oromia and SNNPS regions. To achieve this objective, three basic questions were designed in advance to be guided by throughout the study.

- To what extent has the third Pastoral Community Development Project (PCDP III) empowered the community for the success of primary education in Afar region
- To what extent have the schools constructed by PCDP III been utilized by the beneficiaries as per the expectation?
- What are the challenges for pastoralist children to access education service in the region?

To be able to reveal the contribution of the project lots of data collection methods were used. Questionnaires for teachers, school principals, supervisors, educational experts in WEOs and REBs were prepared. Focus group discussion for local community members (parents, members of PTSA and Kebele education board). Observation checklist also employed to collect data from PCDP III constructed schools. Interview was used to collect data from project managing and coordinating bodies at federal and regional level. Data collected were analyzed through both methods (qualitatively and quantitatively). Thus , mean scores between 1.00 - 1.80, 1.81-2.60, 2.61-3.4 3.41-4.20 and 4.21-5.00 are interpreted as "very low", "low", "moderate", "high" and "very high" respectively. For the purpose of analysis respondents were categorized in to two groups — teachers constituted the first group and principals, supervisors and education experts at WEOs and REB formed the second group named, hereafter as “school leaders”.

Qualitative and quantitative methods of data analysis were employed for this study. Data collected through closed-end (questionnaires) were analyzed quantitatively — frequency and mean score. Data collected through open-ended (interview and FGD) and data gathered through document review and observation checklist were analyzed qualitatively so as to complement the

quantitative data. Descriptive statistical tools such as percentage and mean score were used, while for inferential statistical analyses one way ANOVA test of significant were in the study. ANOVA was put in place to find out if there are significant statistical differences across the three zones of respondents.

Hence, the five point likert scale was converted in to two groups. "Strongly disagree" and "disagree" are recoded as "disagreement" with mean value between 1:00 to 2.6. Whereas "somewhat agree" "agree" and "strongly agree" were recoded as "agreement" with mean value between 2.61 to 5.

To answers the three basic questions to which this study was committed to address; questionnaires were categorized in to four sections. Section one was the benefits that the pastoral community received as a result of PCDP-III constructed schools. Section two was about the necessary school inputs availed in PCDP III construed schools based on project objectives and primary school standard designed by the ministry of education. The third section was about the degree of community empowerment and partnership with stakeholders. Section four was about factors which affect the leanings of pastoralist community children. The last section was about capacity buildings schemes that put in place to build grassroots level government and social institutions. Focus group discussion and observation checklist tools were developed to collect qualitative and quantitative data from the field.

Eight weredas were involved in the sample of this study: two from zone 1 (Aysayta and Mille); three from zone 3 (Awash-fentale, Dulesa and Amibara); three from zone 4 (Teru, Ewwa and Yallow). They were selected through simple random sampling technique. There were 24 weredas where PCDP III was functional for the last five years in the region. Consulting each WEO officials, 26 PCDP III constructed schools were selected from these weredas. The schools were selected purposely taking into account the security of the then time and accessibility of schools — some schools were detached from the wereda center due to tribe conflicts and flood of Awash river during the time.

Teachers, principals, supervisors, experts at WEOs and REB were respondents to the questionnaire. Teachers in each school were selected through simple random sampling technique, while principals and supervisors were sampled through available sampling technique.

Experts at WEOs and REB were selected through purposive sampling technique for their job position in the office and the bureau was directly related to the issue. Eight focus group discussions were carried out with members of PTSAs and school board.

Pilot test was conducted to disclose the reliability of the questionnaires. It was conducted in a wereda where the actual data was not collected. Then, Cronbach's Alpha was calculated and the result was found to be better i.e. 0.859, which allowed the tools to use.

The Findings of the Study are Summarized Hereunder

- PCDP III constructed schools were able to improve access to schooling in pastoralist community as compared with the previous trends —lots of barriers for schoolings were minimized. Although improvement was observed overtime, the number of out of school and drop out children in afar region pastoralist community was very far from the national average. Parents were reluctant to send their children to schools. This led to underutilization of school resources. These have been supported by the midterm review of the project evaluation report.
- Due consideration was given to the education sector by the project (40.62 %) as compared with other sectors.
- Condemnation among the beneficiaries and partners was there for the fact that construction of schools took more time than it should be — delayed service assumed as if banned.
- Classrooms for primary education were sufficient for the current existing number of students, but some inputs like; combine desks, tables and chairs for teachers as well as blackboard were not sufficiently provide as per the standard of primary education.
- The various echelons of managing staff of the project had loose relationship with their counterpart from education sector. This badly harmed the joint effort of all parties that would have positively impacted enrolment and internal efficiency of education system of the region.
- There was great condemnation on the quality of school buildings for there were tendency and practice to use low quality construction materials by contractors as schools were not regularly supervised — resulted in partly ruined buildings at their early age.

- There are still some sections of the pastoralist society who do not send their children to school either because of lack of trust on modern education. They, then, prefer sending their children to look after their livestock instead of schooling.
- Child labour was a problem in harming enrolment of pastoralist children. There are lots of school age children who do not joined schools or drop out.
- Attempts to capacitate school community members (members of PTSAs and Kebele education board, students, teachers, principals, supervisors, experts of WEOs and REB) were not sufficient or even none-existence in some weredas.
- Some school resources (classrooms, toilets, offices) were not easily accessible for children with special educational needs (physically impaired children) for they lack scaffolding tools. Schools were to be ready in advance to get used to by children soon they join schooling.
- Contribution of the community in financial and in kind to subprojects was seen as means to nurture ownership.

5.2. Conclusion

There are a number of factors hindering the provision of education service for pastoral community. Geographical locations (the fact that they sparsely populated and occupy peripheral-remote areas of the country) hostile climate and absence of infrastructure in the area are some of the factors which negatively affect provision as well utilization of schoolings. Government alone cannot provide education service for its entire citizen. The need for private and other development partners' participation is required to deliver the service. The involvement of pastoral community development project, financed by World Bank, was to support the Ethiopian government development initiatives. Based on the major findings presumed, the following conclusion was made.

- Unanimously, the benefits of PCDP III constructed schools were fruitful in improving access to schooling in pastoralist community — that they minimized school home distance, increased girls' enrolment, allowed children to join school at the right school-age time. But the number of out of school and drop out children in pastoralist community exhibited underutilization of resources.
- One of PDO level results indicators is the number of people in project kebeles with access to education services — number of children enrolled (minus drop outs) per year in PCDP

constructed schools. Capacity building training like this creates opportunity to aware stakeholders and beneficiaries (students) about the importance of modern education; it also open rooms to improve internal efficiency (dropout and repeaters) without which PDO level result indicators would not be achieved.

- Community development is a process whereby community members come together to take collective action and generate solutions to their common problems (Rhonda P. & R.H. Pittman, 2009). Exposure of the target communities to various responsibilities enables them to sustain the project. This involves exercising them in decision making, inspiring them to generate problem solving idea, initiating them to take risk, encouraging them to participate in managing community organization like schools. As to community empowerment, the project made the beneficiaries to decide on their real needs through consultation, but not deep rooted.
- The project was there to address the needs of the target group, so that pastoralist children get basic social service; like education. More than building schools, furnishing classrooms, offices and other buildings with the necessary equipment is very essential. Though, the classrooms are sufficient for the current number of students, the required classroom inputs like (combine desks for students, tables and chairs for teachers as well as blackboard) were not sufficiently provided. Had the enrolment been enhanced as expected the inputs provided would not sufficiently accommodated all children.
- School facilities are expected to be friendly to all learners irrespective of their sex, age differences and body makeup. An attempt to make the school compound friendly (separate toilet for sex, ramps for special educational need children, water for drinking) was made but not sufficiently addressed. Education service is said to be fair if its resources are accessible by all students.
- There was great condemnation on the quality raw materials for the fact that school buildings were began to ruin in their early life because they were not regularly supervised by a particular personal or the member of the community during constructions. This resulted in partly ruined school buildings at their early age.
- Schools were constructed based on the demand of the community as they participated in project and site selection. The unique future of any project is its commitment to time — inception and exit. Unfortunately, construction of schools took more time than it should be. These futures of the project began disappointing the beneficiaries.

- There exist incompatibilities of the curriculum with pastoral way of life. The primary school curriculum in the Somali region is relatively more relevant to the society it serves than the curriculum in the Afar region" (MoE, 2016). The formal education system, designed for sedentary way of life, did not fit pastoralists' education needs for it had inflexible school calendar. One of an Afar elder said "we will learn if you bring us a school that has feet, a school that can walk with us" (MoE, 2017).This necessitated the need to consider other alternatives other than formal schooling system. In Ethiopian education system curriculum development and implementation for primary school is the responsibility of regional education bureau. The curriculum is expected to be need based and also directly related to the daily life of pastoralist community. Learners should trust the curriculum they are being taught. Unless they know that modern education can improve their life style or living standard, accessibility of schools alone is good for nothing.
- Local development is a long term process that involves building grassroots level government and social institutions; strengthening decentralized government administrative functions; investing in public service delivery and social mobilization to engage beneficiary communities more central in their local development (World Bank, 2013). Unfortunately, school community (members of PTSAs and Kebele education board, students, teachers, principals, supervisors, experts of WEOs and REB) did not received sufficient capacity building training without which building grassroots institutions, if not impossible, is difficult. PCDP-III was designed to build "capacity of local government agencies, local community institutions and mobile teams to ensure that target communities think through appropriate solutions to prioritized development problems" (World Bank, 2013).
- Partnership among or between different parties, who stand for the same mission, is required to be successful. The activity of one must boost the effort of others. Effective collaborations and partnerships between implementing agencies, pastoral communities and other relevant stakeholders help to build strategic alliances and contribute to the goal achievements of all parties. Project coordinating or managing staffs at regional and wereda level are expected to be collaborative with their counterpart in the education system. Unfortunately, the partnership between the two parties was loose at wereda level than at region.
- Children of pastoralist community have their own economic contribution based on their age level — some looks after baby animals (calves and lambs) some are responsible for looking

after the sheep and goats driving them at an average distance away from home, some for cattle and big ruminants marching long distance away from their original village. This, the use of child labour, hampered enrolment and school-attendance of children — increased out of school children and low internal efficiency. As per the 2011 tentative data of MoE, gross and net enrolments of the region were only 56.9 and 45.9 respectively. PDO level result indicators like, number of children enrolled (minus drop outs) per year in PCDP constructed schools was not satisfactory.

- The formal education system did not fit pastoralists' education needs for at least two reasons:
  - ✓ It had inflexible school calendar, which does not fit to the seasonal mobility of pastoralists. It was designed for sedentary way of life. One of an Afar elder said "we will learn if you bring us a school that has feet, a school that can walk with us" (MoE, 2017).
  - ✓ The existing curriculum does not consider the pastoral community context — way of life and traditions. "The primary school curriculum in the Somali region is relatively more relevant to the society it serves than the curriculum in the Afar region" (ibid).

5.3. Recommendations

Based on the findings of the study the following recommendations are made so that interventions will be given by the implementing agencies — the project, the government and other development partners — are real to the needs of the pastoral community.

1. The attention given to education sector by the project should continue as before; but mere school building alone cannot improve the learning of pastoral community. Therefore, the project as well as the education institutions (from region to schools) should strengthen their collaboration so that all school age children in the region are benefited from these schools.
2. Constructing schools by local contractor creates opportunity to have contact with them on daily bases; hence schools, being under construction, should be regularly supervised by the representative of the government, the community and the project managing staff until the handover. This enables to minimize the risk of using low quality materials for the construction of schools.

3. Community empowerment needs to be improved not only for site selection and cash and in kind contribution, but also on the overall monitoring and evaluation of the project. So the project and the government body should create rooms that enable the community to exercises their responsibility.
4. Shortage of some school inputs were exhibited, though the project claimed that they were provided to schools. Inventory on the necessary school inputs during the project hand over should strictly be done on the bases of the agreement between the contractor, the community and the project. Empowering the community (parents, members of PTSAs and Kebele education board) to monitor the availability and efficient utilization of school resources.
5. The collaboration of the various echelons of the education system (REB with regional project managing staff, WEOs with wereda education office with project managing staff) needs further improvement in their relationship.
6. School facilities are expected to be friendly to physically impaired learners. The project coordinating staff at region and wereda level should check whether such facilities were included in the blue print (design/specification) and followed by close monitoring.
7. Regional education bureau should contextualize the curriculum to the pastoralist way of life so that learning can positively impact on their real life. It must also harmonize the school calendar to the needs of pastoralists based on their mobility pattern.
8. Both regional education bureau and project managing staff at region come together and design an education modality the takes in to consideration the mobility nature of the pastoral community.
9. The current loose relationship with school community members should be improved if grassroots institutions like schools are to be strengthened. So parties, the government and the project coordinating bodies must come together to benefit the pastoral community.
10. School calendar, the time at which education is being given on daily bases and the curriculum do not fit the life style of pastoral children. Therefore, REB gives wider ranges of options to the local community that respond to the education needs of pastoral community without compromising the objectives.

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6. Appendices

Appendix 1: The Questionnaires

Addis Ababa University College of Education and Behavioral Science Department of Educational Planning and Management

Questionnaire to be filled by teachers

Dear Sir/ Madam: The purpose of this questionnaire is to assess the Contributions of Pastoral Community Development Project in Enhancing Primary Education in Afar Region. First of all I confirm that all your responses in this questionnaire are only used for the academic purpose and will be treated confidential. Therefore, your genuine response to each questions is very important, as the success of the study is highly depends upon it. Hence, you are kindly requested to fill the questionnaire patiently and honestly. You don't need to write your name.

Thank you!

Part One: Personal Information

Please mark a tick (✓) mark in the box or write short answer in the space provide for the required information.

1. **Sex** Male ☐ Female ☐

2. **Age**

Below 20 years	☐	41-50 years	☐
20-30 years	☐	above 50	☐
31-40 years	☐		

3. **Rank in Carrier Structure**

Beginner Teacher	☐	Leader Teacher	☐
Junior Teacher	☐	Senior Lead Teacher I	☐
Teacher	☐	Senior Lead Teacher II	☐
Senior teacher	☐	Senior Lead Teacher III	☐
Associate Teacher	☐		

4. **Your Qualification** Certificate Diploma Degree Uncertified

5. **Subject area of specialization;**

   Major _____

   Minor _____

I. The followings are benefits as a result of the construction of schools by the PCDP III in your locality. Indicate your level of agreement on the following items by putting a tick mark (✓) in the box below. Key: SA = Strongly Agree, A = Agree, SWA = Somewhat Agree, DA = Disagree and SDA = Strongly Disagree

.No	Item	Level of Agreement or Disagreement				
		SA	A	SWA	DA	SDA
1.	PCDP constructed schools enabled school age children to access schools at the right time.					
2.	PCDP constructed schools improved gender parity index (GPI) as compared with previous and other school trends.					
3.	PCDP constructed schools minimized the distance between home and schools.					
4.	PCDP constructed schools saved home form/to schools travel time.					
5.	PCDP constructed schools increased students attendance and/or minimized absenteeism.					
6.	PCDP constructed schools improved learning assessment of students.					
7.	PCDP constructed schools decreased dropout rate as compared with previous and other school trends.					

II. The followings are assumed to be important school inputs that have indispensible roles in guaranteeing conducive learning environment to the provision of quality education. Indicate you level agreement about the AVAILABILITY of these inputs ADEQUATELY in PCDP III constructed schools. Key: SA = Strongly Agree, A = Agree, SWA = Somewhat Agree, DA = Disagree and SDA = Strongly Disagree

s.No	These items are adequately available in PCDP III constructed schools	Level of Agreement or Disagreement				
		SA	A	SWA	DA	SDA
8.	Preprimary education classrooms are ample.					
9.	Indoor and outdoor preprimary materials are availed.					
10.	Primary education classrooms are ample.					
11.	Desks in each classroom are adequate.					
12.	Blackboards in each classroom are adequate.					
13.	First Aid Room and its kits are available.					
14.	Office of the Principal is equipped with the necessary furniture (cupboards, armchairs, tables, shelves).					
15.	Laboratory services and its material (chemicals and apparatuses) are offered well.					
16.	Separate toilet for teachers and students aggregated by sex is available.					
17.	Staff Room is equipped with the necessary furniture					

s.No	These items are adequately available in PCDP III constructed schools	Level of Agreement or Disagreement				
		SA	A	SWA	DA	SDA
	(cupboards, armchairs tables, shelves etc.).					
18.	School facilities are easily accessibility for special need students (suitability of path/ramp).					
19.	The school compound is fenced well.					
20.	There are ample references books in the library.					
21.	Mini-media equipment has been availed.					
22.	Solar Energy (lamp) has been offered.					
23.	Ample sport fields for various matches are available.					
24.	Sport materials (e.g. balls) have been availed.					
25.	WASH facilities (water for drinking & washing) are availed.					

a) What other important school facilities were availed by the project other than listed above? …….

b) What else school facilities should have been availed by the project that impact the provision of quality education for children from pastoral community? ……

III. The followings are means to verify ownership among pastoralist communities on the third PCDP -constructed schools in your locality (kebele/ wereda/region; they also enhance trust and collaboration between the project managing unit and the beneficiaries. Indicate your level of agreement on the following items by putting a tick mark (✓) in the box below. Key: SA = Strongly Agree, A = Agree, SWA = Somewhat Agree, DA = Disagree and SDA = Strongly Disagree

.No	Item	Level of Agreement or Disagreement				
		SA	A	SWA	DA	SDA
26.	The demand for the construction of school has emanated from the community, cognizant the number of out of school children in the area/ kebele.					
27.	Sight selection has been made with full consultation of the local community.					
28.	Community contribution for the construction of school has completed as scheduled.					
29.	Parents have sent their children to PCDP III constructed schools soon the schools began functioning.					
30.	The role of the community in managing PCDP III constructed school (through their representative) is promising.					
31.	The construction of schools by PCDP III have begun and completed as planed and agreed upon schedule.					

IV. How do you evaluate the relationship between your school or WEO or REB with PCDP-III counterparts? Indicate your level of agreement on the following items in the box below. (Respond for your counterpart only). Key: SA = Strongly Agree, A = Agree, SWA = Somewhat Agree, DA = Disagree and SDA = Strongly Disagree

.No	Item	Level of Agreement or Disagreement				
		SA	A	SWA	DA	SDA
32.	PCDP-III staff at Federal level					
	PCDP-III staff at Regional level					
	PCDP-III staff at Wereda level					

V. The followings are assumed to be likely problems that affect the enrolment of children in the PCDP constructed schools. Rate the extent to which these factors affect the enrolment of children by putting a tick mark (✓) in the box below. Key: SA = Strongly Agree, A = Agree, SWA = Somewhat Agree, DA = Disagree and SDA = Strongly Disagree

A. DEMAND SIDE

.No	Item	Level of Agreement or Disagreement				
		SA	A	SWA	DA	SDA
	Socio Economic Factors affecting children to enroll in PCDP III constructed schools.					
33.	High demand for children labor					
34.	The pastoral way of life (their mobility in response to drought in the areas)					
35.	Direct cost of schooling (uniform, stationery, fee)					
Socio Cultural Factors affecting children to enroll in PCDP III constructed schools.						
36.	Security issue (Tribal conflicts)					
37.	Parents' negative attitudes towards the importance of modern education					
38.	Existence of back ward cultural practices like abduction, Circumcision and its ritual, early marriage					
39.	Lack of educated role model from pastoral background					

B. SUPPLY SIDE

.No	Item	Level of Agreement or Disagreement				
		SA	A	SWA	DA	SDA
School Related Factors affecting children to enroll in PCDP III constructed schools.						
40.	Incompatibility of the curriculum with the values of pastoral people					
41.	Shortage of teachers/facilitators					

.No	Item	Level of Agreement or Disagreement				
		SA	A	SWA	DA	SDA
42.	Inadequate learning materials (text books, reference books).					
43.	Absence of school based recreation and game zones (playground & its related materials)					
44.	Lack of adequate drinking water					
45.	School-home distance is too far for majority of children through walking					
46.	Inflexibility of school calendar and time.					

1. If you receive any capacity building-trainings from the project indicate your level of agreement on the items that follow by putting a tick mark (✓) in the box below

.No	Item	Level of Agreement or Disagreement				
		SA	A	SWA	DA	SDA
47.	I have receive capacity building training from PCDP III that enables me perform my duty effectively.					
48.	The capacity building training provided by the PCDP-III is need based.					
49.	The capacity building training provided by the PCDP is timely.					

c) What kind of further capacity building training do you expect from the project?
d) What forms of other interventions do you expect from the project to enhance the performance of your school
e) What do you think are the current prevailing problems in providing education for pastoralist children? Why?
f) What solutions will you recommend to alleviate these problems? How?

Thank you!

Appendix 2: Guiding questions for Focus Group Discussion among Local Communities

(Member of PTSAs)

1. Where do your children get modern education before the construction of the school by PCDP III?
2. Who requests and selects the sight of the school constructed by the PCDP III?
3. How do you evaluate the construction of schools by the PCDP III?
    - Do they begin building and handover it as per the schedule?
    - Do they construct it as per the design?
    - Do they use any low quality inputs that you request for correction in the future?
    - Do they furnish it with the necessary equipment?
    - What else they didn't avail or complete?
4. What benefits have you got as a result of the construction of schools by PCDP III in your locality?
5. What further intervention do you expect from the project so that the children get quality education?
6. What were the major problems that impeded your children from enrolment in PCDP III constructed schools?
7. What possible recommendations will you have to solve these problems (who should do what?)

Thank you!

Appendix 3: Interview Guide for Project Coordinating Units

- How do you evaluate the benefits of the pastoral community
- How did the community evaluate the benefits of your project?
- How do you manage construction of schools in pastoralist area?
- What roles did the community play (monitoring and cash/in-kind contribution)?
- Why construction of school buildings delayed?
- What kind of capacity building schemes did your project deliver to school communities so that access to quality education improved?

Appendix 4: Observations Checklists

i. Buildings needed for academic and administrative Purposes

s .No	Room	Unit (Number or Size /m^2	ty	Remark (Ratio per clients or adequacy)
1.	Classroom for preprimary			
2.	Classroom for primary			
3.	Office of the Principal			
4.	Staff Room			
5.	Store			
6.	Separate toilet for teachers and students aggregated by sex.			
7.	Pedagogical Centre			
8.	Reading Room or Library			
9.	Science Room or Laboratory			
10.	Guardroom			
11.	Special Education Classroom			
12.	Speech Therapy Room			
13.	First Aid Room			
14.	Janitors Room			

ii. Facilities required to make school environment friendly

s .No	Items	Available		Not Available
		Adequate	Inadequate	
1.	Indoor and outdoor materials for preprimary			
2.	WASH facilities (water for drinking & washing)			
3.	First aid kits			
4.	Sport fields for various matches			
5.	Sport materials (balls)			
6.	Pedagogical materials			
7.	Science kits			
8.	Laboratory equipment (chemicals & apparatus)			
9.	Student desks			
10.	Office furniture (cupboards, armchairs tables, shelves)			
11.	Teachers' guides			
12.	Library service and reference books			
13.	Mini-media equipment			
14.	Fencing			
15.	Black/chalkboard			
16.	Solar Energy (lamp)			
17.	Accessibility of facilities for special need students = suitable path/ramp			
18.	If others, please specify.			

Appendix 5: Distribution of PCDP III Constructed Schools across Zones and weredas of Afar Region

s.No	Zone	No of Schools in the Zone	Wereda	No of PCDP III Schools	Sampled Schools in wereda	Sampled Schools in Zones	Types of pastoralism
1	1	40	Kori	5	0	6	*Agro-pastoralist
2			Aysayita	6	1		
3			Mille	13	5		
4			Adear	8	0		
5			Elidar	8	0		
6	2	37	Abeala	11	0	Zone 2 weredas were not included in the study	
7			Erebti	4	0		
8			Brehale	9	0		
9			Dalol	1	0		
10			Afdera	5	0		
11			Bedu	7	0		
12	3	31	Awash Fentale	7	2	9	*Agro-pastoralist
13			Amibara	9	4		
14			Delesa	5	3		
15			Gele'alo	10	0		
16	4	37	Megale	7	0	11	*Transhumance
17			Teru	8	3		
18			Ewwa	13	5		
19			Yallow	9	3		
20	5	21	Dewe	5	0	Zone 5 weredas were not included in the study	
21			Hdle'ala	7	0		
22			Semurobi	9	0		
		166		166	26		

Sources: Earlier Report of PCDP III
* Ebrahim, A. (2017)

Appendix 6: Multiple Comparisons on the Benefits of PCDP III Constructed Schools

Multiple Comparisons							
Dependent Variable: Benefit							
	(I) Zone Education Department	(J) Zone Education Department	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Zone One	Zone Three	-.894*	.140	.000	-1.22	-.56
		Zone Four	-.394*	.137	.013	-.72	-.07
	Zone Three	Zone One	.894*	.140	.000	.56	1.22
		Zone Four	.500*	.104	.000	.25	.75
	Zone Four	Zone One	.394*	.137	.013	.07	.72
		Zone Three	-.500*	.104	.000	-.75	-.25
		Zone Three	-.500*	.108	.000	-.76	-.24
*. The mean difference is significant at the 0.05 level.							

Appendix 7: Multiple Comparisons on the School Inputs Provided by PCDP IIIs

Multiple Comparisons							
Dependent Variable: Inputs							
	(I) Zone Education Department	(J) Zone Education Department	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Games-Howell	Zone One	Zone Three	-.126	.111	.499	-.39	.14
		Zone Four	.088	.121	.748	-.20	.38
	Zone Three	Zone One	.126	.111	.499	-.14	.39
		Zone Four	.214	.098	.076	-.02	.45
	Zone Four	Zone One	-.088	.121	.748	-.38	.20
		Zone Three	-.214	.098	.076	-.45	.02

Appendix 8: Multiple Comparisons Level of Community Empowerment and Partnership

Multiple Comparisons							
Dependent Variable: empopart 3+4							
	(I) Zone Education Department	(J) Zone Education Department	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Games-Howell	Zone One	Zone Three	-.62759*	.08611	.000	-.8350	-.4201
		Zone Four	-.41509*	.09035	.000	-.6319	-.1983
	Zone Three	Zone One	.62759*	.08611	.000	.4201	.8350
		Zone Four	.21250*	.07339	.012	.0387	.3863
	Zone Four	Zone One	.41509*	.09035	.000	.1983	.6319
		Zone Three	-.21250*	.07339	.012	-.3863	-.0387
*. The mean difference is significant at the 0.05 level.							

Appendix 9: Multiple Comparisons on Socio-Economic Factors Affecting Schooling

Multiple Comparisons							
Dependent Variable: SE							
	(I) Zone Education Department	(J) Zone Education Department	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Zone One	Zone Three	-.338	.204	.226	-.82	.15
		Zone Four	-.560*	.201	.016	-1.03	-.09
	Zone Three	Zone One	.338	.204	.226	-.15	.82
		Zone Four	-.222	.151	.310	-.58	.14
	Zone Four	Zone One	.560*	.201	.016	.09	1.03
		Zone Three	.222	.151	.310	-.14	.58
*. The mean difference is significant at the 0.05 level.							

Appendix 10: Multiple Comparisons on Socio-Cultural Factors Affecting Schooling

Multiple Comparisons							
Dependent Variable: SC							
	(I) Zone Education Department	(J) Zone Education Department	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Zone One	Zone Three	-.204	.220	.624	-.73	.32
		Zone Four	-.424	.216	.126	-.94	.09
	Zone Three	Zone One	.204	.220	.624	-.32	.73
		Zone Four	-.219	.163	.373	-.61	.17
	Zone Four	Zone One	.424	.216	.126	-.09	.94
		Zone Three	.219	.163	.373	-.17	.61

Appendix 11: Multiple Comparisons on School Related Factors Affecting Schooling

Multiple Comparisons							
Dependent Variable: SR							
	(I) Zone Education Department	(J) Zone Education Department	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Zone One	Zone Three	-.137	.172	.705	-.54	.27
		Zone Four	-.417*	.169	.038	-.82	-.02
	Zone Three	Zone One	.137	.172	.705	-.27	.54
		Zone Four	-.280	.128	.075	-.58	.02
	Zone Four	Zone One	.417*	.169	.038	.02	.82
		Zone Three	.280	.128	.075	-.02	.58
*. The mean difference is significant at the 0.05 level.							

Appendix 12: Multiple Comparisons on the Availability of Grassroots Level Capacity Buildings

Multiple Comparisons							
Dependent Variable: TR							
	(I) Zone Education Department	(J) Zone Education Department	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Zone One	Zone Three	.316	.153	.101	-.05	.68
		Zone Four	.292	.150	.130	-.06	.65
	Zone Three	Zone One	-.316	.153	.101	-.68	.05
		Zone Four	-.024	.113	.975	-.29	.24
	Zone Four	Zone One	-.292	.150	.130	-.65	.06
		Zone Three	.024	.113	.975	-.24	.29