

**The Challenges of Primary Education Expansion in the
Pastoralist Woredas of Borana Zone of Oromia Regional State**

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This is to certify that the thesis prepared by Tolessa Deressu, entitled: *The Challenges of Primary Education Expansion in the Pastoralist Woredas of Borana Zone of Oromia Regional State* and submitted in partial fulfillment of the requirements for the Degree of Master of Arts (Educational Research and Development) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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ABSTRACT

It is hardly possible for a country to achieve a sound economic, social or cultural development in a situation where its citizens do not have and pass through a well established education system or with the exclusion of part of a society. Pastoralists are among the marginalized groups of society who live in a marginalized environment and whose livelihood is exposed to the vagaries of climate and harsh environmental conditions.

The main purpose of this study was to investigate the challenges of primary education expansion in the pastoralist Woredas of Borana zone of Oromia Region and find innovative strategies to alleviate the challenges.

Descriptive survey method was used for the study and the data were secured from nineteen sampled schools from three Woredas in Borana zone. Multi stage cluster sampling with probability proportional to size (PPS) technique where size is the number of schools per Woreda is used to select the samples. The respondents were 43 school administrators, 208 teachers, 30 students, 13 Parent Teacher Association members and 5 educational officials. The secondary data on students' enrolments, dropout status and school facilities were also collected from the schools, the Woreda and Zonal education offices.

Quantitative and qualitative data using questionnaires, unstructured interviews, focus group discussions and document analysis were generated and descriptive survey method was used to analyze the data. Frequency table, chart, mean, standard deviation, t-test and correlation were applied for the statistical analysis. The study identified several cultural and economic barriers such as early marriage, lack of interest for modern education, parental level of education, mobility, child labor, poverty, finance, etc.

At the end, a series of recommendations aimed principally at policy-makers, government officials at different levels and schools and pastoralist community such as: a multi-purpose pastoralist education policy, incentives such as special salary allotment, hardship allowance, additional benefits like scholarships for the teachers, distance education and night school, capacity building training, flexible calendar, etc were suggested in order to curb the challenges of primary education expansion in the pastoralist Woredas of Borana zone of Oromia region.

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TABLE OF CONTENTS

| CONTENTS | Page |
|---|-----------|
| Figure | viii |
| List of Tables | viii |
| List of Charts..... | viii |
| List of Acronyms | ix |
| CHAPTER 1 INTRODUCTION..... | 1 |
| 1.1 Background of the Problem | 1 |
| 1.2 Statement of the Problem..... | 4 |
| 1.3 Objective of the Study | 6 |
| 1.3.1 General Objective | 6 |
| 1.3.2 Specific Objectives | 6 |
| 1.4 Research Questions..... | 7 |
| 1.5 Significance of the Study..... | 7 |
| 1.6 Delimitation of the Study..... | 8 |
| 1.7 Limitation of the Study | 8 |
| 1.8 Definition of Terms..... | 9 |
| 1.9 Organization of the Study | 10 |
| CHAPTER 2 LITERATURE REVIEW..... | 11 |
| 2.1 Formal Education in Ethiopia | 11 |
| 2.2 Primary Education | 12 |
| 2.3 Importance of Primary Education..... | 14 |
| 2.4 Pastoralism..... | 16 |
| 2.5 Categories of Pastoralism | 17 |
| 2.6 Pastoralists and Primary Education | 18 |
| 2.7 The Rationale for Pastoralist Education | 21 |
| 2.7.1 The Global Challenge | 21 |
| 2.7.2 Pastoralist Education for Modernization | 22 |

| | | |
|------------------|---|-----------|
| 2.8 | Factors Affecting Pastoralist Education..... | 24 |
| 2.8.1 | Mobility..... | 24 |
| 2.8.2 | Teachers' qualification, background and satisfaction..... | 25 |
| 2.8.3 | Repetition Rate and Drop-out Rate..... | 26 |
| 2.8.4 | Equity..... | 27 |
| 2.8.5 | Poverty..... | 27 |
| 2.8.6 | School Facilities..... | 28 |
| 2.8.7 | Child Labor..... | 28 |
| 2.8.8 | Distance from School..... | 29 |
| 2.8.9 | Financial Constraints..... | 30 |
| 2.8.10 | Parent's Educational Status..... | 31 |
| 2.8.11 | Attitude towards Education and Cultural Influence..... | 31 |
| 2.9 | Strategies Used to Overcome the Problems in Some Countries..... | 32 |
| 2.9.1 | Distance education in Indonesia..... | 32 |
| 2.9.2 | Community Participation - Kenyan Experience..... | 33 |
| 2.9.3 | Boarding Schools and Mobile Schools in Sudan..... | 34 |
| 2.9.4 | Mobilizing Females - in Mali and Niger..... | 34 |
| 2.9.5 | In-School Feeding Program - in Sahel..... | 35 |
| 2.9.6 | Strategies Used to Overcome the Problems in Ethiopia..... | 35 |
| 2.9.6.1 | Basic Education..... | 35 |
| 2.9.6.2 | Mobile Schools..... | 37 |
| 2.9.6.3 | Multi grade Mode..... | 37 |
| CHAPTER 3 | THE RESEARCH DESIGN AND METHODOLOGY..... | 39 |
| 3.1 | The Research Methodology..... | 39 |
| 3.2 | Sources of Data..... | 39 |
| 3.3 | Study Area and Population..... | 40 |
| 3.3.1 | Study Area..... | 40 |
| 3.3.2 | Study Population..... | 41 |

| | | |
|------------------|--|-----------|
| 3.4 | Samples and Sampling Techniques | 42 |
| 3.5 | Data Collection Instruments | 45 |
| 3.6 | Procedures of Data Collection | 46 |
| 3.7 | Methods of Data Analysis..... | 47 |
| CHAPTER 4 | PRESENTATION AND INTERPRETATION OF DATA | 49 |
| 4.1 | Characteristics of the Respondents | 49 |
| 4.2 | Students' Enrolment from 2001-2004E.C. | 53 |
| 4.3 | Students' Dropout from 2001-2004E.C..... | 55 |
| 4.4 | School Facilities..... | 57 |
| 4.5 | Non-school Related Factors..... | 58 |
| 4.5.1 | Socio-cultural Factors | 58 |
| 4.5.2 | Socio Economic Factors | 63 |
| 4.6 | School Related Factors | 67 |
| CHAPTER 5 | SUMMARY, CONCLUSION AND RECOMMENDATIONS | 72 |
| 5.1 | Summary | 72 |
| 5.1.1 | School Related Challenges | 73 |
| 5.1.2 | Non-School Related Challenges | 75 |
| 5.1.2.1 | Socio Cultural Challenges..... | 75 |
| 5.1.2.2 | Socio Economic Challenges | 77 |
| 5.2 | Conclusions..... | 78 |
| 5.3 | Recommendations..... | 79 |
| 5.3.1 | To the Regional Government..... | 82 |
| 5.3.2 | To the Zonal Education Bureaus..... | 82 |
| 5.3.3 | To the Woreda Education Bureaus | 83 |

References

Appendices

FIGURE

| | |
|---|----|
| Administration and Pastoralist Woredas of Borana zone | 44 |
|---|----|

LIST OF TABLES

| TABLES | Page |
|--|------|
| Table 1 NER, Gender Gap and GPI of Oromia Region 2010/11..... | 5 |
| Table 2 Samples of Woredas and schools | 44 |
| Table 3 Samples of Respondents | 45 |
| Table 4 Characteristics of teachers, school administrators and educ. bureau heads..... | 50 |
| Table 5 Characteristics of Students and PTA members..... | 52 |
| Table 6 GER of the sample Woredas from 2001-2004 by year and sex..... | 54 |
| Table 7 School facilities of the sample schools..... | 57 |
| Table 8 Factors outside the school related to Socio cultural constraints | 59 |
| Table 9 Spearman's Rank order Correlation on socio cultural factors..... | 60 |
| Table 10 Factors outside the school related to Socio economic constraints..... | 64 |
| Table 11 Spearman's Rank order Correlation on socio economic factors..... | 66 |
| Table 12 Factors inside the school..... | 67 |
| Table 13 Spearman's Rank Order Correlation of factors inside the school | 68 |

LIST OF CHARTS

CHARTS

| | |
|---|----|
| Chart 1 Enrolment of students in the sample schools from 2001-2004E.C.by sex..... | 53 |
| Chart 2 Rate of enrolment of students in pastoralist Woredas of Borana zone during 2001-2004E.C..... | 54 |
| Chart 3 Dropout students in the sample schools from 2001-2004..... | 55 |
| Chart 4 Rate of dropout of students in pastoralist Woredas of Borana zone during 2001- 2004E.C..... | 56 |

LIST OF ACRONYMS

CSA-Central Statistics Agency

EFA-Education For All

EMIS-Educational Management Information System

ESDP-Education Sector Development Program

ETP-Education and Training Policy

FDRE-Federal Democratic Republic of Ethiopia

GER- Gross Enrolment Rate

GEQIP- General Education Quality Improvement Program

MDG-Millennium Development Goal

MOE-Ministry of Education

MOFED-Ministry of Finance and Economic Development

NER-Net Enrolment rate

NGO-Non Governmental Organization

OEB- Oromia Education Bureau

PASDEP- Plan for Accelerated and Sustained Development to End Poverty

PFE- Pastoralist Forum Ethiopia

PTA-Parent-Teacher Association

UNDP-United Nations Development Program

UNESCO United Nations Educational, Scientific and Cultural Organization

UNICEF-United Nations Children's Fund

UPE-Universal Primary Education

CHAPTER-ONE

INTRODUCTION

1.1 Background of the Problem

Education is the means by which people acquire, grow and develop knowledge, skill, attitude and insights; and primary education paves its way and foundation. It is also a vital instrument to enhance progress towards poverty reduction, improve child health, and decrease maternal death, and combat transmittable diseases (MOFED, 2005). It is hardly possible for a country to achieve a sound economic, social or cultural development in a situation where its citizens do not have and pass through a well established education system.

At primary level of education, pupils acquire the basic knowledge, skills and values which are necessary for production of responsible citizens and it is regarded as the central plank of most education. Hence, a complete or at least some level of primary education makes a difference among people's daily life practices and modes of life. In other words, the impact of lack of access to primary education is apparent in peoples' relations to their environment and nature, home and personal hygiene, productivity and their contributions to the society in which they live (UNESCO, 2005 and ETP, 1994).

A study by Psacharopoulos and Woodhall (1994:45) in Hassen (2005:1) investigated that the average physical productivity of farmers with basic primary education were 8.7 percent higher than those with no basic education at all. Learning to read, to write and to

do basic arithmetic provides a foundation and capacity for lifelong learning and contributes to the general development of the community. Moreover, a child deprived of education access or right has no power of reasoning and is incapable of overcoming the challenges encountered in his/her everyday life, lacks confidence and is unable to solve problems or participate in the societal issues and will be unhealthy and insecure (UNESCO, 2005).

It was in 1948 and quite some time has passed now since the UN General Assembly recognized education as a basic human right and that the question of creating access to education for all citizens has become a big issue for the international community as a response to international concern over the deterioration of educational system in previous years (Ziyn, 2004; Hassen, 2005).

Despite the important roles that primary education plays such as mentioned above for development of individuals and a country, the practices that existed in Ethiopia under the past different regimes and the experiences of international involvements to expand education had rather a political agenda than providing education for the citizens as a means for personal development, economic growth, poverty eradication, improving health and making people active participant in the production process (ETP, 1994).

Ethiopia became one of the 189 member countries who adopted the Millennium Declarations in 2000 in Dakar, Senegal and committed itself to the achievement of the eight MDGs the second of which is universalisation of primary education (UPE).

According to the report of 2010 MDG, despite the remarkable growth in economy, the various impacts of climate change like un-enrolment, quitting schools will have a reducing effect on Ethiopia's economic growth rates and will badly affect the projection for achieving the targets set for each goal and also other national development plans (UNDP, 2010).

Pastoralists are marginalized groups of society who live in a marginalized environment and they are the direct victims of these problems since their livelihood has always been exposed to the vagaries of climate and harsh environmental conditions. Low rate of enrolment at school and high rate of dropout of schools are common to the children of pastoralists who inhabit in the lowland areas of Afar, Somalia, and Oromia Regions who are most of the time vulnerable to problems related to climate change and drought in Ethiopia.

Today in many parts of the world, pastoralists, wherever they are found, and populations in rural areas stand as societies because of whom the MDGs are not to be achieved by the target set, 2015.

In Ethiopia, after the formulation of the new educational policy in 1994, access to education has improved significantly. For instance, according to MOE and UNICEF, in 1994/95, approximately 3 million pupils were in primary school. In 2008/09, primary enrolment had increased to 15.5 million an increase of over 500 percent which is achieved as the result of decentralization of responsibility to regions, zones, and Woredas which increased regional and local autonomy and community participation. This increase in enrolment is of course, at the cost of efficiency and quality, and the problems are

severe particularly in rural areas. Problems of low quality increased as the result of the rush for expansion, indicating the difficulty of attaining both goals at a time (MOE, 2010; UNICEF, 2010).

According to FDRE (2010), Ethiopia has completed the first three programs of its 20-years' ESDP plan designed to achieve UPE by 2015 and its current focus under ESDP IV is addressing the aforementioned challenges that were faced during the implementations of the first three programs ESDPI-ESDPIII.

It is widely understood that the gains in access are of little meaning if they are not accompanied by improved student learning and it is also not possible to achieve the anticipated goals of education or reduce poverty with the exclusion of part of a society, such as the pastoralists in the rural areas of Ethiopia. Therefore, it is necessary and urgent to assess the challenges of primary education expansion in the pastoralist areas and suggest some possible alternative ways.

1.2 Statement of the Problem

All countries of the world, developed and developing, and especially those who have committed themselves to EFA and MDGs including Ethiopia are working hard and looking forward to the pending target year 2015 to achieve these goals. Primary education is at the heart of these programs. Achieving universal primary education as the name implies requires provision of equal access to education for all members of the society, child, youth and adults, of both sexes everywhere.

Studies such as by Berhanu (2006) and Zerihun (2007) revealed that in Oromia region where the community and NGOs were strongly involved in the provision of primary

education and minimization of the gender disparity level, lack of systematized and good coordination was observed despite enrolment rates increase with a promising progress. Moreover, dropout and repetition problems of students at primary level were also negatively influencing the internal efficiency of the system.

According to Oromia Education Bureau, Net Enrolment Rate of Oromia Region 2010/2011, the zones that had relatively low NER were semi-arid areas of Oromia and were all pastoralists. Among them, Borana is identified with 62.8% which is the lowest rate of record.

Table 1. NER, Gender Gap and GPI of Oromia Region 2010/11.

| N ^o | Zones | NER (%) | | | Gender Gap | GPI |
|----------------|-----------------|---------|-------|-------|------------|------|
| | | M | F | T | | |
| 1 | Borana | 68 | 57.5 | 62.8 | 8.9 | 0.86 |
| 2 | North Shoa | 96.8 | 91.7 | 94.3 | 5 | 0.95 |
| 3 | East Harerge | 98.6 | 79.5 | 89.3 | 19 | 0.81 |
| 4 | Guji | 76.5 | 56.8 | 66.8 | 18.5 | 0.74 |
| 5 | Bale | 68.7 | 57.1 | 63 | 11 | 0.84 |
| 6 | Jima | 107.9 | 106.5 | 107.2 | 1.4 | 0.99 |
| 7 | West Harergie | 96.3 | 79.5 | 89.3 | 19 | 0.81 |
| 8 | West Shoa | 85.4 | 83.9 | 84.7 | 1.4 | 0.98 |
| 9 | East Shoa | 79.4 | 82.6 | 81 | -3.5 | 1.05 |
| 10 | East Wollega | 96.6 | 93.8 | 95.2 | 2.2 | 0.98 |
| 11 | South East Shoa | 88.7 | 82.8 | 85.8 | 5.9 | 0.93 |
| 12 | West Wollega | 97.2 | 95.1 | 96.1 | 1.9 | 0.98 |
| 13 | Arsi | 80.1 | 78.5 | 79.3 | 1.5 | 0.98 |
| 14 | Ilu Aba Boora | 98.9 | 92.9 | 95.9 | 5.3 | 0.94 |
| 15 | Total Oromia | 88.7 | 81.8 | 85.3 | 6.5 | 0.93 |

Source: Oromia Education Bureau, EMIS Team (2010/11).

A thorough scan of researches shows that the case of the challenges of expansion of primary education in Borana Zone is relatively less studied. The main focus of this study

was the investigation of the school related and non-school related factors that may be challenges for the problem of expansion in pastoralist Woredas of Borana Zone of Oromia Regional State and finally come up with recommendations that may minimize the problems.

With this regard, the search for the school related and non-school related challenges encountered by the government, teachers, parents, students or the NGOs in the sampled study zone in the attempt to expand primary education and alleviate related problems highly demands an urgent answer. Therefore, the possible answer to what urgent measures should be taken to accelerate the expansion of primary education in Borana zone over the existing practice and challenges in pastoralist areas is the ultimate objective of this research.

1.3 Objective of the Study

1.3.1 General Objective

The general objective of the study was to assess factors that hinder or retard the expansion of primary education in pastoralist Woredas of Borana Zone of Oromia Regional State to achieve the education Millennium Development Goal by 2015 vis-à-vis no child should remain behind.

1.3.2 Specific Objectives

The specific objectives of the study were: to investigate the school related factors that hinder the expansion of primary education in pastoralist Woredas of Borana zone, to investigate the non-school related factors that retard the expansion of primary education and to search for innovative approaches to curb the challenges.

1.4 Research Questions

The following basic research questions are formulated to be answered in the course of the study to address the challenges in the expansion of primary education in pastoralist Woredas of Borana Zone and find possible recommendations.

- What school related factors affect the expansion of primary education in pastoralist Woredas of Borana Zone?
- What non-school related factors affect the expansion of primary education in pastoralist Woredas of Borana zone?
- What innovative approach or measures should be taken to curb the challenges?

1.5 Significance of the Study

The results of this study may serve:

1. the education administration bureaus at schools, Woreda, zonal and regional levels, in particular of Borana zone, to improve the enrolment rates and provide quality education.
2. those NGOs involved in the intervention may know an unfamiliar problem or reconsider an existing or familiar problem from different directions and change their ways or approaches toward the solution.
3. the teachers, parents and school administrations of Borana zone may benefit from the study in that it may help them in revising the school situation of their children

as per the findings and contribute their responsibility to make the EFA a reality in their area that no child is left behind by the anticipated timeline, 2015.

4. The study may contribute to the formulation of alternative strategies in the expansion of primary education in the context of pastoralist communities.
5. The study may also serve as source for further related studies.

1.6 Delimitation of the Study

The issue of primary education is very broad and can be studied from different aspects such as quality, equity, accessibility, etc. However, this study was delimited to investigating the school related and non- school related challenges that affect the primary education expansion in the pastoralist Woredas of Borana Zone of Oromia Regional State in the last four years 2008/09-2011/12. Hence, the dependent variable of this study was the primary education expansion of Borana Zone of Oromia Regional State and the independent variables were school related factors such as: availability of resources, pupils' enrolments, policy issues and conditions of interventions whereas the non-school related factors were economic factors, cultural factors, natural factors and views of the society.

1.7 Limitation of the Study

Different challenges were faced to collect the data at the time of data collection. The unwillingness of some of the government and educational officers for interviews for unknown reasons at one Woreda and the inconvenience to get PTA members at one school made the data collected less than the amount proposed even though it doesn't

significantly affect the overall finding. Collection of secondary data took more time than planned because of the shabby condition and poor documentation at some schools and Woredas.

1.8 Definition of Terms

For the readers to have a clear understanding of the way they were used in this paper and avoid ambiguity, the following terms are given with their definitions.

Challenges – are impediments within the school or outside the school that need a lot of and call for much skill, energy and determination to deal with in an attempt to expand primary education.

Expansion- the act or process of increasing enrolment to primary education in some way like providing resource materials, building schools and also other strategies.

Kebele – local administrative unit (a sub-unit of a Woreda-called ‘Olla’ among pastoralists).

Pastoralists - are people who live mostly in dry, remote areas and whose livelihood primarily depends on raising the livestock and their products as their source of food and income (Dawit, 2000 in Ziyn, 2004).

Primary Education – is a grade level from 1-8 subdivided into the first cycle of basic education (1-4) and the second cycle of general education (5-8)(MOE, 1994).

Woreda- administrative sub-unit of a zone or cluster of Kebeles. It is the lowest administrative unit.

Zone- a sub-unit of a regional state.

1.9 Organization of the Study

The study is organized into five chapters. In chapter 1, the introduction discusses background of the study, statement of the problem, objectives of the study, the research questions, the significance of the study, its delimitations and definitions of terms. Chapter 2 is a review of related literature that discusses primary education and its importance, pastoralism, pastoralists and primary education, factors affecting pastoralist education. Strategies used by different countries to overcome the problems are also reviewed. Chapter 3 deals with the research design and methodology of the study. The forth coming fourth and fifth chapters are devoted to the presentation and analysis of data and summary, conclusions and recommendations of the study.

CHAPTER-TWO

LITERATURE REVIEW

2.1 Formal Education in Ethiopia

Education had historically been a marginalized sector in Ethiopia. Until the beginning of the 20th century, formal education in Ethiopia was basically restricted to religious instruction under the control of the Ethiopian Orthodox Church. Secular education was introduced to Ethiopia in 1908 with the first public school in Addis Ababa, followed by the opening of a primary school in Harar, a year later.

The beginning of formal education in Ethiopia had thus its base in religion which had been running by the church leaders and served the purpose of the church and the few privileged ruling urban Amharic minorities (Derebssa, 2006). During these times, the majority of the citizens who were deprived of access to education was disadvantaged and marginalized in turn and hence couldn't benefit from it.

The trend remained unchanged until Emperor Haile Sellasie was overthrown and the military government of the Dergue came to power in 1974. Therefore, marginalization in education has long existed and is not a new phenomenon even though the reasons behind are different according to the interests of the respective governments. The fact that educational opportunities were limited to few minorities placed the majority of children of Ethiopia at a disadvantage and its long-term effect is that they fall behind other African countries in acquiring basic academic skills such as reading, writing and math (Saverio, K.& Caroline, D.2009).

Even though the introduction of modern education elapsed over five decades, the Ethiopian education system that existed until the year 1962 lacks systematic and centralized curriculum and it didn't bring significant change towards development of the country since it was not based on the socio-economic reality of the country (Teferra, 2001).

In other words, the assessment of the educational systems of the governments prior to FDRE indicated that the systems have not succeeded because there were no clearly stipulated policy guidelines approved and practiced under order of governments other than periodic circulars, directives and speeches and hence there were no satisfactory development of events in education system to solve these persistent problems in any significant level (MOE, 1999).

2.2 Primary Education

The past regimes had marginalized pastoral areas from access to primary education (Dereje, 2005:28).

According to the FDRE current educational policy, education is regarded as the democratic right of every child in Ethiopia. It is widely believed that the rapid quantitative expansion of educational opportunities is the keystone to accelerated social economic development. Moreover, it is believed that universal primary education would enhance the opportunities for social mobility of the poor and the underprivileged (ETP, 1994).

Nowadays, access to education for all people has become a global issue and it is becoming hardly possible for countries of the world to be detached and stand alone from

this alarming and unifying situation. For Ethiopia, education is more than a democratic right. It is also a necessity. However, the Ethiopian system of education has a long way to go to overcome all the factors that affect its access, quality, equity, disparity and the like for it to play a dynamic role in the process of economic development.

Universal primary education by 2015 is the 2nd of the eight Millennium Development Goals (MDGs). Education is an important instrument to enhance the progress of the other development goals such as poverty reduction, improve child health, decrease maternal death, and combat HIV/AIDS and transmittable diseases such as TB. Not all these benefits will be fully attained over the period before 2015 (MOFED, 2005).

Ethiopia is currently implementing its Plan for Accelerated and Sustained Development to End Poverty (PASDEP) and education is number one tool towards this end for without a working and effective education system this would remain only a wish. The provision of education is the concurrent responsibility of federal, regional and Woreda governments (MOE, 2008) and the structure of the formal education which is composed of kindergarten, primary education, secondary education and higher education is also suitable for its management (ETP, 1994).

Since 1962/63, following Addis Ababa Conference on African Education in 1961, Ethiopia set a goal of providing universal and free primary education by 1980 (MOE, 1998) during which 54.2 percent of the school age population was outside the view of the educational system. The issue of expansion of primary education in Ethiopia is viewed as a component of a comprehensive service program for children as emphasized in the government's Education and Training Policy under article 3.2 to offer basic and general

primary education to prepare students for further general education and training (TGE, 1994). The central purpose of primary education is to prepare the future citizens both in skills and attitude for civic responsibility and is thus a serious affair of citizen preparation (Teklehaimanot, 2002).

2.3 Importance of Primary Education

Primary education has individual, social and economic benefits. It is apparent that improved life of an individual depends on the development of the economy of the country where he/she lives, and education is the vehicle for that. The current world declaration and global movement (programs) to universalize primary education is also the best indicative that primary education is a key component for the development of a society.

The economic and social advantages of Primary education range from understanding oneself and building a capacity for lifelong learning in an individual and developing knowledge, skills & attitudes which will contribute to the general development of the community to producing educated society that can tackle problems and shape their own environment to make it suitable for living and hence make life better.

According to Psacharopoulos (1985) in Ziyn (2004:10-1), primary education has both private and social economic benefits which are also found to be higher in primary education than in secondary education. Moreover, he asserted that economic return gained in general is higher in developing countries than in developed. Primary education capacitates individuals to work and live together in a community dignifying their participations and decisions such as about sanitation, environmental protection, family

planning and development activities for the improvement of their own life and environment.

While the main purpose of education in general is to provide all with relevant knowledge, skills, attitudes and ideas which enable them to lead more fulfilling, productive and satisfying lives, the vast majority of people in the developing countries live in rural areas and suffer from inadequate educational facilities and opportunities (Bishop, 1989:143).

In our world today, near or far, there exist group of a society whose identity, culture and indigenous knowledge is regarded as backward and uncivilized simply because of lack of documentation- the purpose which education had to serve.

In India, because of lack of documentation, the socio-economic status of the Himalayas is seriously under-documented and this in turn led them to be considered as marginalized, backward and poor population even in government records and publications. Their low literacy rate was as a result of their dispersion, remoteness, and migratory lifestyles but they also have a rich indigenous knowledge and culture which because of lack of access to education and hence lack of documentation are rarely appreciated (Sharma, Rollefson & Morton, 2003:26-29).

In sum, education benefits in, according to UNESCO (2002:33), providing basic skills in reading and writing and basic arithmetic, serving as an instrument to mitigate or minimize harmful practices such as child labor, early marriage and circumcision, empowering disadvantaged groups, including women, society in rural areas and pastoralists, helping to understand and exercise her or his own legal rights. Lack of education deprives one of one's human rights to education, helping to form a network

with others and work together to achieve collective goals for community development and also participate in decision making, modernizing and increasing productivity, both in rural and urban, to increase income are immeasurable, increasing the ability of women to regulate their fertility through contraception but also help fight against early marriage, etc. Moreover,

- 1) The World Fertility Survey shows that women with seven or more years of schooling have lower fertility rates (by between two to three children) than women with only up to three years schooling.
- 2) Children of educated parents have improved nutritional content of diets and suffer illness less frequently and have early diagnosis of illness than children of uneducated parents.
- 3) There is a strong negative correlation between infant and child mortality and the mother's level of schooling.

2.4 Pastoralism

There are about 200 million pastoralists all over the world (UNOCHA Pastoralist Communicative Initiative, 2005; Pastoral Forum Ethiopia, 2006 in Pact Ethiopia, 2008) and from this about 12-14 million makes the largest group of pastoralists in Africa and over 7.7 million in Ethiopia.

Pastoralism is a subsistence pattern and an effective means of exploiting marginal environments in which people make their living by domesticating large herds of animals. Pastoralism makes a significant contribution to the economy of developing countries, both in terms of providing employment and income opportunities and in supplying

nutrition to the rural poor, however as an economic system it is constantly threatened by inappropriate Government policies.

Pastoralists use marginal, otherwise uncultivable land, increasing the amount of land available to an already expanding population. Pastoralists mostly depend on natural resources, particularly for fuel, fodder and water. Pastoralists stand among the educationally disadvantaged.

The contextual definition of educationally disadvantaged or marginalized group or society in this study is as follows:

Educationally disadvantaged groups or marginalized societies refer to the situation or state of affairs that is characterized by lack of opportunities for education, the absence of inadequacy of facilities for education and where such facilities exist, their poor quality in terms of infrastructure, buildings, equipment, furniture, personnel and performance (Teferra, 2001: 2)

Thus, lack of education deprives one of one's human rights to education. That is the reason why the main focus of the world has turned to the provision of primary education for all since few decades without discrimination.

2.5 Categories of Pastoralism

Categorization of pastoralism can be in a number of ways such as species, management system, geography, and ecology, but the most common is by the degree of movement, from highly nomadic through transhumant to agro- pastoral.

Nomadism is a lifestyle where the livestock producers who grow no crops and simply depend on the sale or exchange of animals and their products to obtain foodstuffs. Their movements are opportunistic and follow pasture resources in a pattern that varies from

year to year in an irregular pattern following the availability of forage resources. On the other hand, the regular movement of herds among fixed points in order to exploit the seasonal availability of pastures characterizes transhumance. It is a grazing strategy “in which the livestock is generally accompanied by hired men, by owners or by their relatives, but rarely by a whole family, on a long migration or transit between two seasonal strategies” (Ruischede, 1987 in Sharma et al, 2003:23). Transhumance is often associated with the production of some crops, although primarily for herders’ own use rather than for the market (Blench, 2001).

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 labor to cultivate land. 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 (Blench, 2001).

2.6 Pastoralists and Primary Education

Prior to the Education and Training Policy of 1994, which incorporated articles that special attention would be given to disadvantaged people or special needs, there was no attention given to the education of pastoral areas.

The government has also acknowledged the existence of inequalities among education services to the underprivileged pastoralists and sedentary and has made commitments towards finding a solution to correct the imbalance (Ziyn, 2004:49).

In spite of all the efforts made in the past decades to increase the rate of school attendance in primary education, very low participation rate and high wastage rate seem to pose a serious challenge to the attainment of the Universal Primary Education by 2015. The condition of low enrolment is found to be the worst in pastoralist area (Hassen, 2005).

According to Derebssa (2006), regardless of an encouraging sign in the improvement of delivery of education sign and the achievement in primary enrolment, quite some challenges remain in the areas of equity, gender disparity, quality, teachers, student-teacher ratio and learning materials and analysis of NER data also shows that Ethiopia has low chance of achieving UPE in 2015.

A relatively more recent study of Zerihun (2007) indicated in the zones where community and NGOs were strongly participating in the provision of education, the access to education increases; however, it has not been done in a systematic way and coordinated manner. Shortage of accessibility of schools, absence of attention and lack of priority to bring children of seven years of age to schools, illiterates among many parents and their low living condition, harmful traditional practices are among some factors that had strong influence on their attempt to expand their service in universalization of the primary education.

In addition to this, the scarcity of financial resources and human resource capacities, and dropout of students before acquiring the required knowledge from primary level are among the major reasons expected to be attributed to the failure of the goal of universalizing primary education in the Oromia State Region (Zerihun, 2007).

Large average class size, class-student ratio, high average number of students per teacher, low motivation of teachers and students, lack of and/or non-use of teaching-learning aids, insufficient provision of reference materials, weak capacity to correctly interpret, plan, implement and monitor policies and programs, and inadequate resources for operations are also problems that plague quality even in areas where access to education has been achieved (MOE, GEQIP 2007).

In other countries like India, out of more than 200 tribes of the country's total population, six percent is engaged in pastoralism. Limited right of girl's access to education, lack of access to control resources and the associated rights and benefits of their roles in community affairs, decision making, labor divisions make their power restricted within the family and does not extend to societal or political field. Pastoral leaders of India appreciate the need for education and going to school, even for girls though only few girls have been sent. Those youths from pastoral families that have received even the most rudimentary education will seek employment elsewhere and usually no longer regard animal husbandry as a livelihood options. Herding animals is stigmatized as a lonely job and associated with illiteracy to the extent that girls refuse to marry boys they have been engaged to. Due to the problem of their small population and mobility, the Himalayan pastoralists are ignored in the various policy level decisions including education. Non-participation and ignorance of their due rights and status in the Indian state have seriously marginalized the pastoralist communities (Bhasin, 2011).

In Sudan, there is a wide gap in the provision of education between the highland farmers, who are involved in the decision-making process, and the lowland pastoralists, who are

deprived of basic human requirements, which is one of the major challenges facing pastoralists contributing to their continuing impoverishment and social marginalization (MRG, 1999:6).

2.7 The Rationale for Pastoralist Education

2.7.1 The Global Challenge

The primary reason for educational policies and programs to be concerned about the education of pastoralists and other educationally disadvantaged groups is the new challenge raised by globalization to universalize primary education: the Millennium Development Goal 2, “Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality” UNICEF(2010:54).

However, when the children go to school and stay away from family and livestock, this has danger since the pastoralist economy is based on the group members of household. In view of this, the position held by this global program seems to separate the children from their livelihood and the interests of their household which is like depriving one right in order to add another, and is one of the reasons why parents don’t enroll their children or withdraw them from school before completion (Savero, 2001:14).

In Tibet, according to Catriona Bass (1998) in Savero (2001:15), the primary school enrolment rate of the children of non-Han nationalities is low and dropout is high because they are deprived of their right to education by their parents for economic or religious reasons.

Educational programs fail when the aimed goals and approach are antagonistic with the learners' situation. A study by UNICEF on the challenge of implementing the Convention on the Rights of the Children: 'educational programs for nomads have failed primarily because decision makers have sought to use education as a tool for transforming nomadic population into sedentary ones' Dall (1993:26) in Savero (2001:17).

Thus, if the goal of expansion and inclusion of pastoralists into formal education is to ensure universal primary education to pastoralists and interact with this new challenge raised by globalization, it should consider the children's households' economic issue and also the reasons for their low-enrolment at school, dropout and marginalization and should be flexible and focused enough to target specific structural problems such as social, economic marginalization, and lack of political representation. However, to provide education for pastoralists in their condition is hard and is also probably too expensive and too slow because of their low density distribution and mobility and thus the mass education may simply not be the best way (Savero, 2001:9).

2.7.2 Pastoralist Education for Modernization

Almost all pastoralists in every country suffer from the problems of under-representation and marginalization: socially, economically and geographically and the sedentary education programs seem to oppose their nomadic cultures in their goals and approach.

However, pastoralists control important national economic resources (land and livestock). Livestock is vital to all economies of many developing countries. Animals are a source of food, more specifically protein for human diets, income, development and possibly

foreign exchange (Rass, 2006:5). To improve the productivity of these resources and increase their economic value, pastoralists should be provided formal education to transform nomadic pastoralists into modern livestock producers by changing their attitudes and beliefs and as the same time introduce 'modern' knowledge and 'better' methods of practices.

The following examples indicate the prevalence of the use of formal education as a means of modernization of cattle productivity and land use in some countries of Africa like Ethiopia, Tanzania and Sudan.

In Ethiopia: by being change agents to the community after acquiring the knowledge and skill in modern cattle raising. In Tanzania: by improving animal products for wider aspects and reduce the pressure on the land by application of modern methods of animal husbandry. In Sudan: by enabling them to develop a national outlook and relate the good aspects of their cultural heritage, to fulfill their civic duties, to gain their rights and privileges, and to increase their productivity (Degefe and Kidane 1997:36-7; Bugeke 1997:78; Suleman and Khier 1997 in Savero, 2001:17).

Even though there is no research found on the relationship between formal education and local pastoralist knowledge, other studies found that non- school boys could perform much more complex classifications and identifications of cattle (from their father's herds) than school boys (Galaty, 1986 in Savero, 2001:23).

Therefore, in order to design a flexible education policy and deliver gender-equitable education to pastoralists, policy makers should first assess as to what the pastoralists want to learn or what they want from education before trying to teach what they want them

learn. One has to keep in mind that the pastoralists have their own indigenous knowledge and age-system based local informal education to their households (Oxfam GB, 2005).

2.8 Factors Affecting Pastoralist Education

Among 100 million out-of-school children around the world, between 15 million to 25 million are estimated to be the nomads and pastoralists. This is because there are so many problems which may deter children of these marginalized citizens to attend schools. Among these are, distance from school to home, economic constraints, opportunity cost, parental educational status, occupation of parents, social attitude towards education and cultural influence, low enrolment, high drop-out rate, a pastoralist life style, the high degree of mobility, remoteness, scattered distribution, early marriage, resistance to change, child labor, distance, teachers, costs, security, curriculum, etc (Savero, 2001:28; Oxfam GB, 2005).

These school related or non-school related issues are threats to the provision of education to pastoralists whether they are created by pastoralists' obsolete way of life, by the service providers' reluctance or incapacity to respond to the rights and living conditions of the pastoralists. A literature review of few of them is given below.

2.8.1 Mobility

Mobility of pastoralist families strongly influences the low rate of enrolment of their children. The effect on education is that the children of travelling families cannot follow the regular teaching and learning processes at static schools (Oxfam GB, 2005).

The problem related to the mobility of the pastoralists is created by the pastoralists themselves by their obsolete way of life and different attempts such as taking steps towards sedentarisation. Some countries in Africa like Sudan, Kenya and Mali introduced boarding schools to the standard education structure, mobile schools and radio broadcasts in order to intricate the problem. But because of the cultural, economical connection of the family members, none of the parents or children is willing to stay separated and doing this by force brings more harm than benefit (Savero, 2001:28-9), and thus in most cases mobile schools have performed far below expectations.

2.8.2 Teachers' qualification, background and satisfaction

In all schools in pastoralist areas, payment of teachers' salaries can be a problem if the government does not design alternative ways of payment mechanisms, or passes the responsibility of paying teachers' salaries to local government offices without an adequate budget, or if the community must carry the burden (Oxfam GB, 2005).

For this reason, there is a high turnover of teachers in the pastoralist areas and also for many other reasons such as low salary, isolation, lack of teaching materials and difficult life conditions, long distance they travel to school and to market places to buy their food or collect their salary, and the fact that some of them are not from the pastoralist background are some of the reasons for their absenteeism from school and quitting their job (MOEST, 1999 in Savero 2001:34). The qualification of teachers is one of the main factors that affect the quality of education (OEB, 2012:111)

2.8.3 Repetition Rate and Drop-out Rate

High levels of grade repetition and drop-out occur as a result of one or more of the problems related to low levels of school system efficiency and quality of learning which may be caused by unsecured environment, overcrowded classrooms, poorly facilitated schools and inadequately trained teachers, etc. A large drop-out would mean a large amount of human and economic resources' wastage. Several studies (e.g. Psacharopoulos & Woodhill,1985; Darge, 1997; Wanna &TSION, 1994; Tilaye,1999 cited in Habtamu, 2002:35) confirm that educational wastage, which involves dropout and repetition, is the major impediment to maintain the internal efficiency of an educational system in Ethiopia. It is difficult to stop a child who has once decided to drop out of school because the ultimate decision comes when the different problems called by the child coincides with lack of trust on the school to be able to lead him/her towards the solution. This happens when the schools fail to bear their responsibility to support or prepare the students to enable them to be confident and handle external difficulties without dropping the school out (UNESCO, 2007:69).

In more than 50% of countries in sub-Saharan Africa, more than one student in ten repeats at least one grade in primary school and repeaters do not learn from duplication but simply either keep on repeating or drop out (UNESCO, 2002:19). In the majority of countries studied, boys repeat grades more than girls. The countries where girls repeat more than boys are almost all in sub-Saharan Africa (UNESCO, 2007:72).

2.8.4 Equity

Formulating the curriculum and strategy to provide education to all citizens is apt to the government (Ziyn, 2004:12). With equity in education; things that come to the mind are the social injustice in the provision of education to the citizens. This is evident in the distribution of 'hardware' facilities such as school buildings, class room and furniture, sanitation and the 'software' facilities like text books, writing materials, methods of teaching, the curriculum, the quality of teachers and management structures. Therefore, unfairness in the provision of education, in the context that education is a human right and no one should lack it, is somewhat a lesser evil than educational marginalization.

2.8.5 Poverty

Direct costs such as fees for registration, book rent, clothing, exercise books, and pens are high; therefore, and lack of these fees contribute to low enrolment (Dereje, 2005:24).

In every country, children of poor families go to school less than those of a well-to-do family. According to UNESCO (2007:62), in nine out of twenty countries with household survey data, where Ethiopia is one, there is a strong negative correlation, -0.4 or above, between household poverty and the primary school attendance rate in both rural and urban regions.

Findings also show that in the schools where daily meals were provided in areas of low food-security, school performance and attendance are found to increase as long as the provision is not interrupted (Savero.2001:32).

2.8.6 School Facilities

Besides classrooms, adequate sanitation in terms of water and latrines is an important aspect of school facilities for increasing the willingness of parents to enroll their girls. If schools have no toilets or running water that is safely accessible to girls, they may miss many weeks a year of schooling because of hygiene. In most cases, parents prefer separate toilets for boys and girls. Adequate number of classes in schools can help avoid loss of time on task. If the class size is large, there is not enough time to support the students whereas it is believed that smaller classes allow for more time and attention to each student.

Similarly, the availability of sufficient number of textbooks can help the teacher to help the students by using the time he/she would have spent for writing much of the material on the chalk board for students to see and/or copy if there were no sufficient textbooks.

Flexibility in the timing of the school day and annual calendar of the school is very important in relation to workloads, and these all need to be examined for their different impact on girls and boys.

2.8.7 Child Labor

Although access has been increased through the program for Advancement of Girls' Education and through community schools, there is still a large population of school-age children who are not in school (Mumba, 2002). Children's involvement in the household division of labor is negatively referred to as 'child labor' and represented as situations that deprive children of their fundamental right to education. Child work within pastoralist society is seen as resulting from a backward way of life or as an effect of

poverty. Berhanu (2006:74) also confirmed that the need for child labour was one of the major factors that inhibited enrolment at primary level in Oromia Region.

2.8.8 Distance from School

In Zambia, *'almost 20% of the children in rural areas live more than five kilometers away from school and in some cases, distances from school can be as much as sixteen kilometers or more'* (Mumba, 2002:12).

The 2000 Welfare Monitoring Survey (cited in Heike, 2005) found that one third of the children in the rural areas of the pastoralists lived at least 5 kilometers away from the nearest primary school. Moreover, out of the group of rural children with a primary school in the immediate vicinity, only 43.6% are enrolled (compared to 85.5% in urban areas), which is a good indicator of the fact that problems of enrolment and attendance are more complex than simply distance and that improved access needs to be combined with other incentives.

Decisions about where to locate static schools have important implications for girls. Pastoralist children living in dispersed mobile groups may have many kilometers to walk each day to and from school. Pastoralists live in remote areas often close to insecure international borders and conflict- prone regions. To walk long distances in order to go to school, for children and especially girls, may present serious risks of attack. This raises safety issues for girls to enroll, and also to stay away in school which is far from their family for they are then vulnerable to abuse. Creative approaches need to be found, such as developing a network of host families to provide accommodation and security for girls and boys attending school far from home (Oxfam GB, 2005).

Distance affects the enrolment of children widely. Its effect is high in rural areas than urban areas, and mostly in rural females than urban females. The average distance girls must walk or otherwise travel is a factor, and this becomes more important as the girls enter the upper grades of primary. This could be for the reason that especially those at puberty stage, the worry of the parents can have a significant negative effect on their enrollment in addition to costs like transport and mainly the time spent in the travelling. Thus, the spatial distribution of schools should be considered if the catchments of services are being delivered. Of course, reducing the average travel distance implies more schools or classrooms need to be built, but this can also lead to significant reductions in drop-out rates, especially for girls.

2.8.9 Financial Constraints

For an effective achievement in education system, the fulfillment of learning and writing materials such as pen, pencil, exercise books and uniforms have been found to be among important which need cost considerations. Boarding school contribution in the case of shared cost-systems, together with the cost of books and uniforms, is quite difficult to afford for the pastoralists.

Even where primary education is free, the household educational expenditure can be high. Opportunity costs like sending children to school make up a significant proportion of household spending, especially among poor families and pastoralists, which could determine their enrolment rates. Together with uniform text books, supplies and other books, transportation to and from school are also the determinants for communities and households to educate their children (Jeilu, 2009).

Even though the national GER increased to 104 percent in Kenya, in 2003 after the declaration of Free Primary Education, the GER was only 25 percent in the pastoralist districts with 17 percent of pastoralist girls enrolled in a school suggesting that there are other obstacles than fees that excluded the girls from schools, like uniforms, lunch, and sanitation facilities.(Oxfam GB, 2005).

2.8.10 Parent's Educational Status

According to Hyde (1989) in Ziyn (2004), educated parents are more likely to send their children and keep them longer in school.

Parental education status measures the literary status of the parents and the number of school enrolments positively. However, the magnitude of the effect varies from male to female. Lack of interest in education is attributed to ignorance. Illiterate parents are insensitive to the value of education and therefore difficult to persuade. The survey of education in northern Kenya acknowledges 'the high rates of illiteracy among parents contributed to the ignorance of the value of education' and also showed that the effect of having illiterate mother is more adverse on females than males. Contrary to this, parental education has more influence on urban school enrolment and has more positive returns of investment in education than rural schools (MOEST 1999:17 in Savero, 2001:37).

2.8.11 Attitude towards Education and Cultural Influence

In many developing countries, girls are expected to contribute to childcare or domestic chores rather than go to school. Many poor families regard the education of girls as a low priority, compared to the education of sons, which is considered as an investment for

society in old age. Failure to send girls to school has a deep-rooted socio-cultural basis such as early marriage, child bearing responsibility, and unwilling to allow girls to travel (UNESCO, 1992).

Also, parents may resist sending their children to school for fear that the marriages arranged for their children will be compromised. A promised child may meet chance to whom he or she is not promised, and which is endangering the martial contract between parents.

In Mali and Niger, girls' participation is hindered by a range of issues, including early marriage, their excessive workloads, popular beliefs that women are inferior to men and less intellectually able, and widespread poverty (Oxfam GB, 2005). Early marriage is one of the major socio-cultural factors in most developing countries of Asia, Africa and Latin America (Ziyn 2004). In Tanzania, for instance, the society considers the adolescent girls as something that is going to decay unless used as soon as it is ripe (UNESCO 1995:1 in Dereje, 2005 :22).

2.9 Strategies Used to Overcome the Problems in Some Countries

Different measures were taken in different countries to overcome the challenges to reach the unprivileged and disadvantaged part of the society.

2.9.1 Distance education in Indonesia

Indonesia uses broadcasting as a key element in its plans for overall development, using the media to integrate school, non school, agricultural, informal and other development agencies.

Students who are far remote and in rural areas and are marginalized or denied access can be reached and benefit from distance teaching. Radio, television or satellite can reach the most isolated and hard-to-reach places where transportation is most difficult. Distance teaching thus enables countries to provide an alternative way of educational instruction to remote areas and distant villages where there are no facilities like transportation or electricity with less cost since they can operate with batteries and no school buildings are needed. It has also the advantage of reaching many students at a time than the classroom teaching (Bishop, 1989:157).

2.9.2 Community Participation - Kenyan Experience

In Kenya in 1988, the community of Wajir raised funds on behalf of girls' education and constructed a girls'-only primary school in Garissa, as a reaction towards the killing of pastoralist girls travelling from Wajir, residence area, to the boarding school which is located 200 kilometers away in a car accident. What the community did was they hired educated female teachers trained also to promote gender equality, girls' right and cultural practices in a district where there was strong opposition to educating girls. The result was that enrolment has since then increased from 40 girls to 576 girls (Oxfam GB, 2005). Community participation makes schools relevant to the local needs and conditions and more efficient. It helps students develop self confidence and awareness, helps teachers and principals develop leadership abilities, and communities benefit from the outcome of producing literate community (Negash, 2007: 7).

2.9.3 Boarding Schools and Mobile Schools in Sudan

In the pastoral areas of the Sudan, education was offered by establishing boarding schools and was controlled to some degree by parents and it didn't disrupt traditional cultural values and lifestyle. Teachers are recruited from a good pastoral background, teaching cycles are adapted to pastoral seasonality and special provision is made to ensure that girls have equal access to school (MRG, 1999:6).

The Darfur mobile school is a one-teacher multi grade school, supported by Oxfam GB, set up to provide schooling for small numbers of children travelling with their families in small groups. Low population density, high mobility, and limited demand for schooling imply that, under certain circumstances, a multi grade model can be highly applicable and is appropriated. However, the multi grade model approved by the government restricts schooling to only the first four years of basic education and the primary school is not complete. (Oxfam GB, 2005:7)

2.9.4 Mobilizing Females - in Mali and Niger

In pastoralist communities in north-eastern Mali and western Niger, Oxfam GB is working with school and community or female mobilisers, in order to encourage higher rates of attendance and participation by pastoralist girls in formal schooling.

The mobilisers help to tackle some of these issues by working with parents and teachers (mostly male) to change negative attitudes towards girls and schooling, and to reinforce the right to an education and these have helped to make the school environment more friendly to girls, and the walk to school safer (Oxfam GB, 2005: 8).

2.9.5 In-School Feeding Program - in Sahel

In drought-stricken pastoralist zones of the Sahel, in-school feeding programs are essential if boys and girls are to attend school, given the many hours they spend walking there and back. Parents may let their sons sleep on the school floor during the week, but not their daughters (Oxfam GB, 2005:9).

2.9.6 Strategies Used to Overcome the Problems in Ethiopia

In Ethiopia different strategies were attempted to minimize the problems related to education in the pastoralist areas in Afar, Debub Omo, Somali, and Oromiya.

2.9.6.1 Basic Education

Alternative basic education has been a very important school equivalency program opening up access to education for a number of rural, poor, remote and other vulnerable groups across Ethiopia and it has been particularly useful for pastoral groups. It targets children ages 7-14, but practically, youth, and even adults, attend the classes.

In the pastoralist areas of Fik and Jijiga of Somalia state in Ethiopia, formal basic education provision reaches only 16 per cent of children, the majority from urban areas. In order to address the severe problem of lack of basic education in rural areas, Save the Children UK, working with the Regional Education Bureau, is implementing an alternative basic education program for pastoral and agro-pastoral children. An appropriate and relevant curriculum has been developed, adapted from the existing formal education curriculum, and locally recruited teachers are given training in basic teaching skills and subject matter.

The school calendar is flexible, based on the seasonal movement of the community, and the school timetable has been negotiated in order to allow both boys and girls to attend classes. Links with the formal education system have been established in order to allow children who complete the three-year alternative basic education cycle to join the second cycle of primary education in the formal system (Oxfam GB, 2005).

In some regions, like Somali, of the regional government, where other models like boarding schools and mobile schools were being piloted, and regional bureaus identified alternative basic education over and above other models like boarding schools or mobile schools as a primary strategy to bring educational access to pastoral children. Some regions,

The Ministry of Education also reports that alternative basic education contributed to 5.5% of the nation's GER in the 2005-6 school year (Ministry of Education, 2007 in Pact Ethiopia, 2008). However, the increase in enrolment of the pastoralist population under alternative basic education is uneven. In Borana Zone, 34 % of children were out of school in the 2005-6 school years. And, 30% of this 34% were pastoral children. The fact that local materials like building elements, furniture, and teaching materials serve for the time they are in use only, concerns of quality, that teachers with only a few weeks training do not perform as well as others who have been certified or upgraded and the like are some of the shortcomings of adult basic education. Therefore, if alternative basic education is to be mainstreamed by the government, it needs to receive adequate resourcing, management and programmatic inputs.

2.9.6.2 Mobile Schools

Pastoralists are located in water-scarce environments and move when drought, disease or other need for resources arise and compel them to do so. In some regions, communities stay together and travel as a community. However, in other areas, like in Somali state, they may not go in the same direction. The camel herder and the cattle herder may want to go in different directions.

According to Pact Ethiopia (2008), Oromia pastoralists dealt with the challenge of mobility by using sticks to construct temporary schools that can be shifted (moved) easily because they could be easily disassembled and packed to the next location. But one problem is that teachers don't want to move with the pastoralists and they often want to stay stable being closer to larger population settlements. In Gambella state-sponsored centers, because Gambella Regional Bureau follows the centers, providing supervision, support and ensuring that they are not left behind, the teachers move with the group, carrying all the necessary materials with them.

2.9.6.3 Multi grade Model

Most pastoralists are located in remote areas where a shortage of classrooms and teachers obliges learners of different levels to study in the same classroom. According to UN Nomad study, training non formal education teachers in strategies for teaching multi-grade classrooms was one of the most successful ways of reducing dropout children in pastoral areas (IIEP, 2005 in Pact Ethiopia, 2008).

Multi-grade pedagogy has not been systematically adopted in Ethiopia and teachers are not receiving any formal training in this approach, though there was one attempt to adapt a multi-grade approach being used in Uganda to the Afar context. However, multi-grade teaching seems to be occurring in regions, where this is the viable practical option. For instance, in Somali region, when some alternative basic education centers do not have enough resources for separate levels, facilitators teach classes in multi grade format, putting children in groups and instructing one level while the other group completes its activities.

Many countries and projects have experimented with multi-grade education as means of reaching the hardest to reach. For instance, in Kerala, India, multi-grade pedagogy was a primary strategy used to reach the most remote and marginalized students, who have largely been reached by education. The use of multi-grade approaches warrants significant investigation by basic education implementers working in the most remote regions of Ethiopia where students of many ages are obliged to study in one class (Pact Ethiopia, 2008).

CHAPTER-THREE

The RESEARCH DESIGN AND METHODOLOGY

This section of the paper deals with the research method and design, sources of data, samples and sampling techniques, data collection instruments, procedures of data collection and methods of analysis.

3.1 The Research Methodology

The research approach of this study is quantitative. Accordingly, a descriptive survey method was employed with the principal advantage of getting the necessary information with very little effort and in a cost-effective manner.

3.2 Sources of Data

In this study, data were secured from both primary and secondary sources. Primary sources were teachers and school administrators, Woreda and Zonal education bureau officials, PTA members and students.

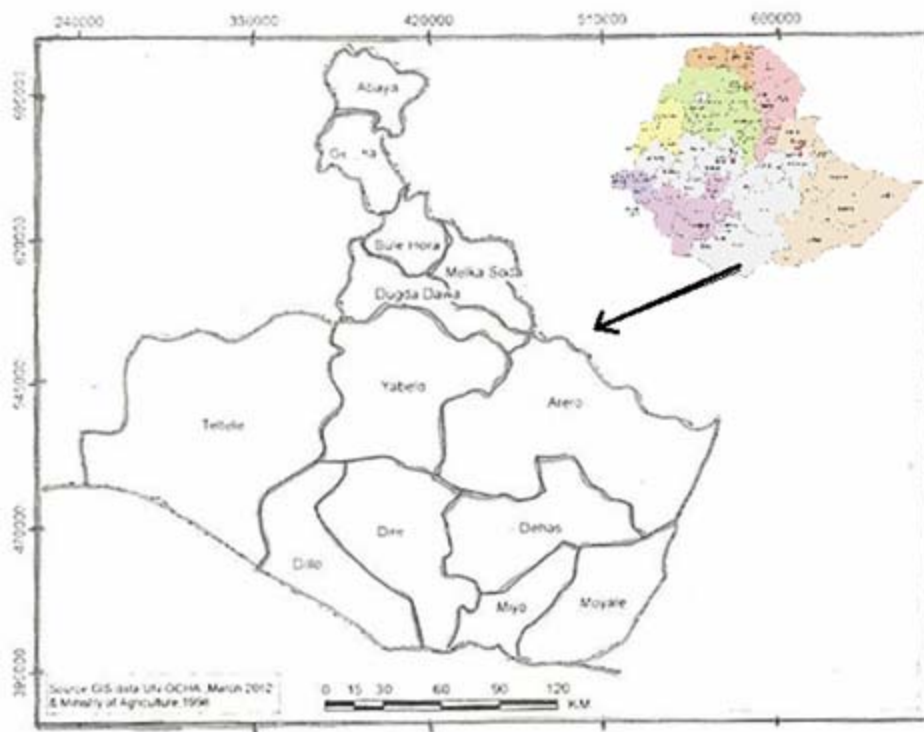
Secondary sources such as pupils' enrolments data from sample schools, statistical annual abstract reports, GER, NER from education desk of Borana Zone were used to produce data to compare it with the primary data and to triangulate it.

3.3 Study Area and Population

3.3.1 Study Area

The Borana Zone, the study area, is located at the southern tip of the Oromia Regional State, bordered on the south by Kenya, on the west by the Southern Nations, Nationalities, and Peoples Region, on the north by Guji and on the east by the Somali Region. Based on the Educational Statistics Annual Abstract of 2011/12), the Borana Zone has a total population of 1,112,987 of whom 563,269 are men and 549,718 are women and Afaan Oromo is spoken as a first language by 90.94 percent of the population. It has an area of 45,434.97 square kilometers (FDRE, 2012).

Figure Administration and Pastoralist Woredas of Borana zone



Source: Borana Zone Agricultural Administration

The majority of the land (more than 60 percent of the area) is characterized by semi-arid climate and mainly inhabited by pastoralist people (Teferra, 2001).

The Borana people are an ethnic group of pastoralists and agro-pastoralists who inhabit southern part of Oromia in Ethiopia and the northern part of Kenya on the other side of the border. They are branch of the Oromo people whose language is Cushitic sub-family and socio-economic activity is based on the production of livestock and livestock products for which the household head assumes the managerial responsibility. Livestock products are the direct or indirect source of food and variety of goods such as containers and ornaments for Borana people. The name “Borana” is very well known and holds a special place in the Oromo social and cultural system in many parts of the eastern and western regions (Asmarom 1973:10).

For Borana people, cattle are their most important livestock and are not only the main source of income and wealth, but also govern most aspects of their life. Their mode of livelihood makes droughts especially threatening for the poor rural population. Despite its high ecological potential for livestock production, Borana is seen as one that has constantly been in and is still in crisis today, mostly due to pressure on the common rangelands, high population growth rates, and increased privatization for both cultivation and grazing (Teferra, 2001).

3.3.2 Study Population

The target populations of the study are students, teachers, principals, PTA members and educational officials in the ten pastoralist Woredas of Borana Zone of Oromia Region.

In Borana zone, there are 14 Woredas where 4 are non-pastoralists and 10 are pastoralists. The ten pastoralist Woredas out of which the samples were drawn are: Arero, Bule Hora, Dilo, Dire, Dugda Dawa, Malka Soda, Miyo, Moyale, Taltale, Yabelo.

3.4 Samples and Sampling Techniques

The participants of this study were: teachers, school administrators, education bureau officials, PTA members and students. According to OEB, there were 294 schools and 1949 teachers in the pastoralist Woredas of the sample zone by the study time (“personal communication”, 01/02/2013). Multi stage cluster sampling or sampling with probability proportional to size (PPS) where size is the number of schools per Woreda was used to select the samples of the Woredas and the schools. This was because the numbers of schools within the different Woredas were different and selecting sample Woredas simply by random selection was not appropriate since the schools may not have equal probability of being in the sample if the sizes of the schools are not considered. The relevance and appropriateness of such sampling technique is discussed in Cohin, Manion & Morrison (2005: 94) and Kothari (2004: 66).

Therefore; in this design, the cumulative number of schools in the 10 Woredas were divided by the number of Woredas to be selected and the number so found was used as a size or an interval to systematically select the 3 Woredas (30% of the population, believing they can represent the population) from the table. The following procedures were used:

First, a table showing the number of schools and the cumulative number of schools in the 10 Woredas was prepared. To select the 3 Woredas then, since there were 294 schools in all Woredas, this number was divided by 3 which is 98. Following this, from the Woredas whose cumulative are less than or equal to 98, a starting point Woreda was selected and set by random sampling method. Once this starting point was indicated, the remaining two Woredas which were every 98th Woredas were selected systematically.

Second, to select the schools from the 3 Woredas that were identified in the first step by using PPS, a table showing the number of schools and the cumulative number of schools in the 3 Woredas was prepared. In this case the cumulative number of the schools in the 3 sampled Woredas was found to be 104(26+43+35). Since 20% of the schools in these 3 Woredas (21 in this case) are wanted, 104 was divided by 21 to get 5 (approximately) to use as a size or an interval to systematically locate the schools. In this way, 5 schools from the first Woreda out of 26 schools, 8.6 schools (approximately 9 from the second Woreda consisting 43 schools) and 7 schools from the third Woreda, consisting of 35 schools, were selected using random selection. However, data were secured practically only from 19 schools due to the mentioned limitation.

After the schools were sampled this way:

All the teachers from the selected schools available (208 out of 227) during the data collection time were included in the sample by availability sampling since the number of teachers at each school was very small and it was possible to contact every person. Similarly, all the principals, vice principals and unit leaders from the selected schools

available, 43 out of 58, during the data collection time were included in the sample by availability sampling.

The Zonal and Woreda Education Bureau Heads, Woreda Administration Heads, in which where only 5 responded out of 7, were also included in the sample using purposive sampling technique.

Thirty students, class heads and ranking students from grades 5-8, ten at each of the sample schools in sample Woreda were selected using purposive sampling technique. The reason of such selection is that these students are thought to have better understanding than the rest and can communicate better to provide all the necessary information.

Thirteen PTA members of two sample schools were involved in the sample using purposive sampling technique (PTA committee members and the Kebele association chairmen, etc).

Accordingly, the following two tables, Table 2 and Table 3 were generated for the samples of the study.

Table 2 Sample Woredas and sample schools in the sample Woredas

| Woreda | # of Primary Schools | # of sample Schools | % |
|------------|----------------------|---------------------|------|
| Dirre | 26 | 5 | 19.2 |
| Dugda Dawa | 43 | 8 | 18.6 |
| Yabelo | 35 | 6 | 17.1 |
| Total | 104 | 19 | 18.3 |

Table 3. Samples of school admin, teachers, students, PTA members and Educ. Officials

| Woreda | School | Grades and School Type | School Admin | Teachers | Students | PTA members | Educ. Officials |
|------------|----------------------------|------------------------|--------------|----------|----------|-------------|-----------------|
| | | | # | # | # | # | # |
| Yabelo | Borama | 1-8 (Rural) | 1 | 10 | - | - | 2 |
| | Nyaro | 1-6 (Rural) | 1 | 8 | - | - | |
| | Dida Yabelo | 1-8 (Rural) | 2 | 11 | - | - | |
| | Darrito | 1-8 (Rural) | 3 | 7 | - | - | |
| | Daka Qake | 1-8 (Rural) | 3 | 22 | 10 | 6 | |
| | Cholqasa | 1-8 (Rural) | 2 | 12 | - | - | |
| Dirre | Dubuluq | 1-8 (Rural) | 4 | 14 | 10 | - | 1 |
| | Madacho | 1-6 (Rural) | 2 | 4 | - | - | |
| | Dida Mega | 1-8 (Rural) | 1 | 12 | - | - | |
| | Mega 2 nd Cycle | 5-8(Urban) | 4 | 15 | - | - | |
| | Qabana'a | 1-4(Urban) | 1 | 9 | - | - | |
| Dugda Dawa | Abdi Boru | 1-8(Urban) | 2 | 34 | 10 | 7 | 2 |
| | Burqitu Magada | 1-8 (Rural) | 3 | 7 | - | - | |
| | Medano | 1-8 (Rural) | 4 | 5 | - | - | |
| | Bursano | 1-6(Urban) | 2 | 7 | - | - | |
| | Jigessa | 1-6 (Rural) | 2 | 2 | - | - | |
| | Burqa Arbicho | 1-8 (Rural) | 1 | 15 | - | - | |
| | Mokkonisa | 1-8 (Rural) | 3 | 8 | - | - | |
| | Walgayi | 1-6 (Rural) | 2 | 6 | - | - | |
| Total | | | 43 | 208 | 30 | 13 | 5 |

3.5 Data Collection Instruments

In this study, the instruments used in gathering data were questionnaires, unstructured interview and focus group discussions while document analysis was another source of data as described here under.

Questionnaires which contain both open and close ended items were developed for school administrators and teachers. They comprised questions that are powerful to assess the extents to which socio-cultural constraints, socio-economic constraints and school related

factors affect the expansion and provision of education in Borana zone and also focused on assessing the overall primary education activities in the Zone; identifying the challenges faced in the course of primary education expansion and exploring things that should be done to minimize them.

Unstructured interview were conducted with purposely selected samples from the education officials of the sample Woredas. The interviews helped the researcher to obtain data related to attitudes of Borana people towards modern education, the relevance of curriculum and the pastoralists' needs, administrative support, focus areas of the primary education service, and efforts made to enhance primary education expansion.

Analysis of students' annual enrolment statistics for the years 2008/09-2011/12 were also collected to get the necessary information regarding students' conditions of enrolments, dropouts and repetitions.

Focus group discussions were conducted with students and PTA members to compare the data obtained through questionnaires, unstructured interview and data analysis to triangulate the findings.

3.6 Procedures of Data Collection

The data collection instruments particularly the questionnaires, interview and focus group discussion guides, were developed by the researcher. English language experts were consulted for the clarity whereas their validity were checked by the researcher's advisor. After that, they were translated into Afan Oromo by Afan Oromo experts to administer uniformly and easily to all respondents.

Before the data collection process commenced, the researcher discussed with the zonal education bureau head and received letters to the three sample Woredas. The three Woredas, in turn, gave the researcher letters to each of the sample schools to co-operate in providing any information wanted. The researcher had then had discussions with one person from each sample Woreda education bureau and the respective school directors and orientations were made of how to collect the questionnaires and the secondary data which was done with much cooperation over very little incentives from the researcher. All the interviews and focus group discussions, of maximum time of one hour each, were conducted by the researcher and were all tape-recorded by the permission of the participants since the purpose of the study was well clarified to the participants.

3.7 Methods of Data Analysis

Based on the instruments employed to collect data and the nature of questions, both descriptive and qualitative method of data analysis were used in the study. Data were analyzed both quantitatively and qualitatively. The questionnaires administered to teachers, school directors and unit leaders were analyzed using SPSS V.20 software using frequency table, chart, mean, standard deviation, t-test and correlation, followed by discussions of the most important points.

Focus groups discussions of students and of PTA members were brought together to obtain groups' impressions related to the expansion of primary expansion.

The data gathered through the open-ended questions of the questionnaires and unstructured interviews were analyzed qualitatively first by producing the data into a format that can easily be analyzed. This is a transcript from the interview and also the

focus group, a series of written answers on an open-ended questionnaire. After the interview and focus group transcripts were made, the data were examined highlighting certain points in the text or making comments in the margins like identifying the main points, noting contradictions and inconsistencies, comparisons and contrasts with other data using key words, phrases, core statements and so on. Finally, the findings were reported.

CHAPTER-FOUR

PRESENTATION AND ANALYSIS OF DATA

This part of the paper contains the analysis report of the data collected through questionnaires, interviews, focus group discussions and document analysis from teachers, school administrators, educational officials, students and Woreda admin heads from the sample schools in Borana zone.

The questionnaires were distributed to 227 teachers and 47 school administrators. Among these, 208 (91.6%) teachers and 43 (91.5%) school administrators filled and returned. A total of five focus group discussions: three with 30 students and two with 13 Parent Teacher Association members were made. The interviews were conducted with six education bureau heads.

The responses from the questionnaires and the secondary data were organized and summarized into tables for analysis and interpretation. The responses of the open ended questions in the questionnaire, interviews and the focus group discussions were analyzed and the results were merged into and/or followed those of questionnaires according to how they were related.

4.1 Characteristics of the Respondents

The characteristics of the respondents give the background information of the samples taken from the target population.

The samples taken for this study were students, teachers, school administration (principals, vice principals and unit leaders), PTA members and educational officials in the three Woreda of Dirre, Yabelo and Dugda Dawa.

Table 4. Characteristics of teachers, school administrators and education bureau officials
by sex, age, education status, service year and family background.

| Respondents' Background | | School Administrators | | Teachers | | Education Bureau Officials | |
|-------------------------|--------------------------|-----------------------|------|----------|------|----------------------------|-----|
| | | # | % | # | % | # | % |
| Sex | Male | 37 | 86 | 130 | 62.5 | 5 | 100 |
| | Female | 6 | 14 | 78 | 37.5 | - | - |
| | Total | 43 | 100 | 208 | 100 | 5 | 100 |
| Age | 21-25 | 16 | 37.2 | 100 | 48.1 | - | - |
| | 26-30 | 22 | 51.2 | 74 | 35.6 | - | - |
| | 31-35 | 2 | 4.7 | 21 | 10.1 | 1 | 20 |
| | 36 and above | 3 | 7 | 13 | 6.3 | 4 | 80 |
| | Total | 43 | 100 | 208 | 100 | 5 | 100 |
| Level of Education | Below TTI | - | - | 3 | 1.4 | 1 | 20 |
| | TTI | 6 | 14 | 42 | 20.2 | - | - |
| | Diploma | 32 | 74.4 | 159 | 76.4 | - | - |
| | BA, BSc or BEd and above | 3 | 7 | 2 | 1 | 4 | 80 |
| | Other | 2 | 4.7 | 2 | 1 | - | - |
| | Total | 43 | 100 | 208 | 100 | 5 | 100 |
| Service year | Less than 3 years | 4 | 9.3 | 14 | 6.7 | - | - |
| | 3-5 years | 14 | 32.6 | 66 | 31.7 | - | - |
| | 6-10 Years | 20 | 46.5 | 98 | 47.1 | - | - |
| | 10 and above | 5 | 11.6 | 30 | 14.4 | - | - |
| | Total | 43 | 100 | 208 | 100 | - | - |
| Family Background | Pastoralist | 18 | 41.9 | 56 | 26.9 | - | - |
| | Merchant | 1 | 2.3 | 21 | 10.1 | - | - |
| | Government Employee | 13 | 30.2 | 99 | 47.6 | - | - |
| | Other | 11 | 25.6 | 32 | 15.4 | - | - |
| | Total | 42 | 100 | 208 | 100 | - | - |

Table 4 shows the number of school administrators, teachers and education bureau officials by sex, age, level of education and family background selected from the schools in the sample Woredas. As can be seen from the table, only 6 out of 43 (14%) school administrators are female. This number is very small when compared to the percentage of female teachers in the schools, which is 78 (37.5%) females out of 208 teachers. According to Table 4, 88.4 % of the administrators and 83.7% of the teachers were less than 30 years of age. i.e., the majority of the respondents were very young. 14% and 37.5% of the females were in the administrative staff and teaching staff respectively. The table also shows there were only 4 degree holders in the sample schools and Woredas. Regarding their level of education, 74.4% of administrators and 76.4% of the teachers in the sample Woreda were Diploma holders. The table also shows that 58.1% of the school administrators and 61.5 % of the teachers have served over 6 years in the Woreda they were working at the time of data collection. For principals and teachers to stay at one school for a long time against their will kills their interest for job. The issue of lack of transference to another place as a cause for discouragement of workers was also repeatedly mentioned in the open ended question of the questionnaire. The family background information reveals that 41.9% of the administrators and 26.9% of the teachers were from pastoralist background while 99 or 47% of the teachers were from parents of government employee. As indicated in table 4, 100% of the education bureau officials in the sample are males, and 80% are degree holders and the majority was less than or equal to 50 years of age.

Table 5 Characteristics of Students and PTA members

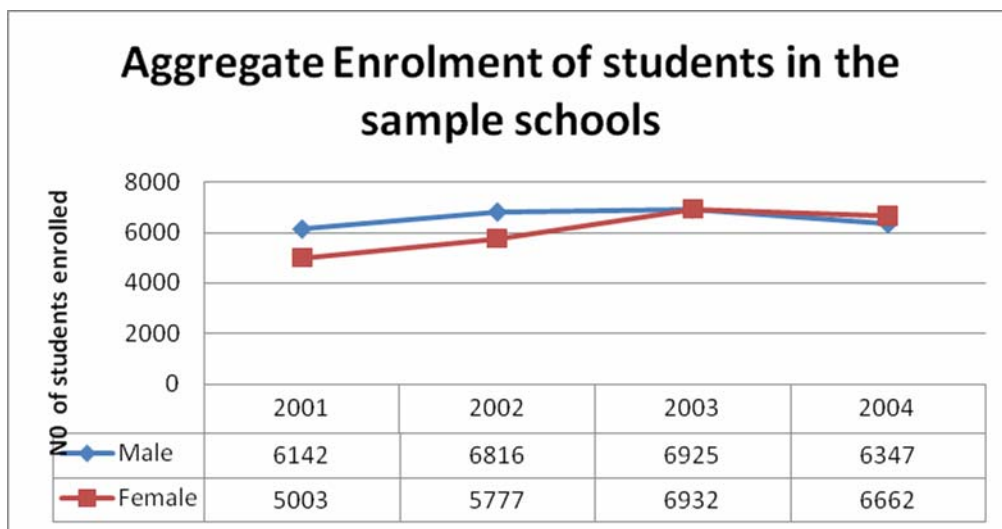
| Respondents' Background | | Students | | PTA members | |
|-------------------------|---------------------|----------|------|-------------|------|
| | | # | % | # | % |
| Sex | Male | 24 | 80 | 11 | 84.6 |
| | Female | 6 | 20 | 2 | 15.4 |
| | Total | 30 | 100 | 13 | 100 |
| Age | 10-15 | 7 | 23.3 | - | - |
| | 16-20 | 23 | 76.7 | - | - |
| | 21-25 | - | - | - | - |
| | 26-30 | - | - | 1 | 7.7 |
| | 31-35 | - | - | 4 | 38.5 |
| | 36 and above | - | - | 7 | 53.8 |
| | Total | 30 | 100 | 13 | 100 |
| Level of Education | 0-4 | - | - | 3 | 23.1 |
| | 5-8 | 30 | 100 | 5 | 38.5 |
| | 9-10+2 | - | - | 5 | 38.5 |
| | Total | 30 | 100 | 13 | 100 |
| Family Background | Pastoralist | 28 | 93.3 | 11 | 84.6 |
| | Merchant | 1 | 3.3 | - | - |
| | Government Employee | - | - | 2 | 15.4 |
| | Other | 1 | 3.3 | - | - |
| | Total | 30 | 100 | 13 | 100 |

According to the Table 5, among the sample of students, 20% were females and this showed some indicative of hope that girls can also equally learn and become leaders and be able to fill the gaps of shortage of number of female in the leadership posts in Borana zone and may answer the question of lack of girls educated model in the zone. For 76.7% of the students, their ages were found to be between 16 and 20 and were then older and outside the national primary school age interval which is 11-14. Since most of them were over 15 years of age, they could very well respond to the questions in the discussion as also 93.3% of the students were the children of pastoralists.

Regarding the samples of PTA members, 13 PTA have taken part in the focus group discussion where 84.6% are males and 15.4% were females. The same percentage: 84.6% and 15.4% were pastoralists and government employees respectively. Their level of education varied from illiterate to diploma holders which helped to get sometimes dissimilar information on the posed questions.

4.2 Students' Enrolment from 2001-2004E.C.

Chart 1 Enrolment of students in the sample schools from 2001-2004E.C.by sex



It can be seen from chart 1; the number of students enrolled each year has been increasing for the three years 2001-2003 and decreased in the fourth year (2004). However, when the rate of this increase is calculated, the overall rate of enrolment is decreasing both for boys and girls.

Table 6 GER of the sample Woredas from 2001-2004 by year and sex

| Woredas | 2001 | | | 2002 | | | 2003 | | | 2004 | | |
|------------|------|------|------|-------|-------|-------|------|------|------|------|------|------|
| | M | F | T | M | F | T | M | F | T | M | F | T |
| Dirre | 67.9 | 69.7 | 68.8 | 66.3 | 72.8 | 69.5 | 67.9 | 73.0 | 70.4 | 55.0 | 67.7 | 61.2 |
| Dugda Dawa | 67.2 | 37.4 | 52.7 | 76.5 | 47.9 | 62.6 | 85.6 | 54.4 | 70.5 | 84.9 | 59.6 | 72.6 |
| Yabelo | 62.4 | 60.1 | 61.2 | 67.3 | 64.3 | 65.8 | 61.1 | 64.5 | 62.8 | 55.5 | 63.4 | 59.5 |
| Total | 65.8 | 55.7 | 60.9 | 70.03 | 61.67 | 65.96 | 71.5 | 64 | 67.9 | 65.2 | 63.6 | 64.4 |

From the chart 1 and Table 7 above it is possible to see that the aggregate GER for males and females by academic year for the three sample Woredas show similar pattern of increase and decrease for the years 2001-2004 E.C. This GER result of the sample Woredas shows very poor enrolment which indicates that the primary education expansion in Borana is still far behind when compared with the national or regional pace which are both higher than 90%.

Chart 2 Rate of enrolment of students in the Sample Woredas of Borana zone during 2001-2004E.C

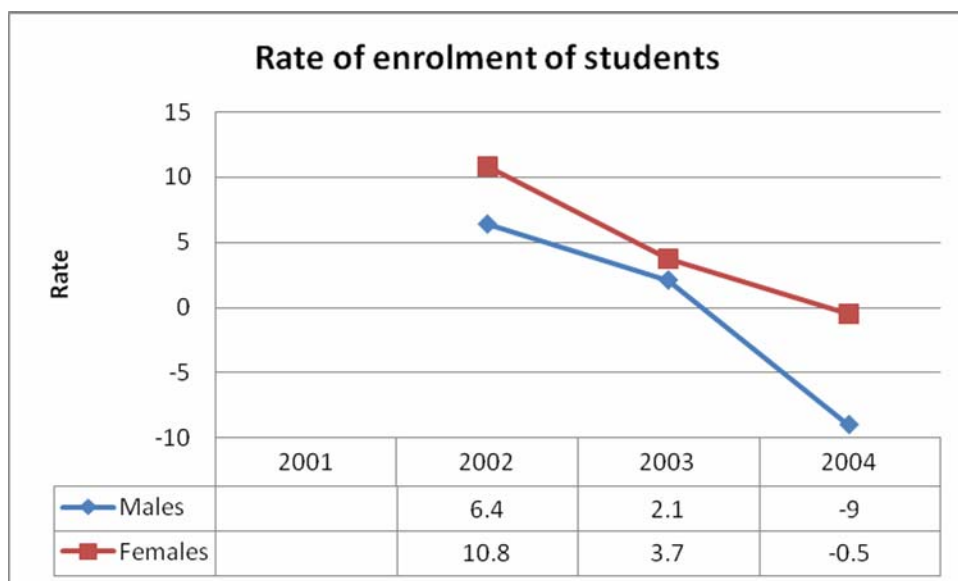


Chart 2 gives the rate of increase or decrease of GER of the total rate of enrolments of the males and females over the years 2001-2004E.C. The overall assessment of enrolment of students, according to Chart 2, shows that the rate of enrolment of the girls has always exceeded that of the boys for the years under study. However, the rate of enrolment of the girls has decreased faster than the boys' between 2002 and 2003 and the trend has reversed between 2003 and 2004 again in which the rate of enrolment of boys has decreased tremendously much faster than that of girls. The reason for this may be that girls get oils to take home as an incentive but the boys get school feeding only (#2).

4.3 Students' Dropout

Chart 3 Dropout students in the sample schools from 2001-2004

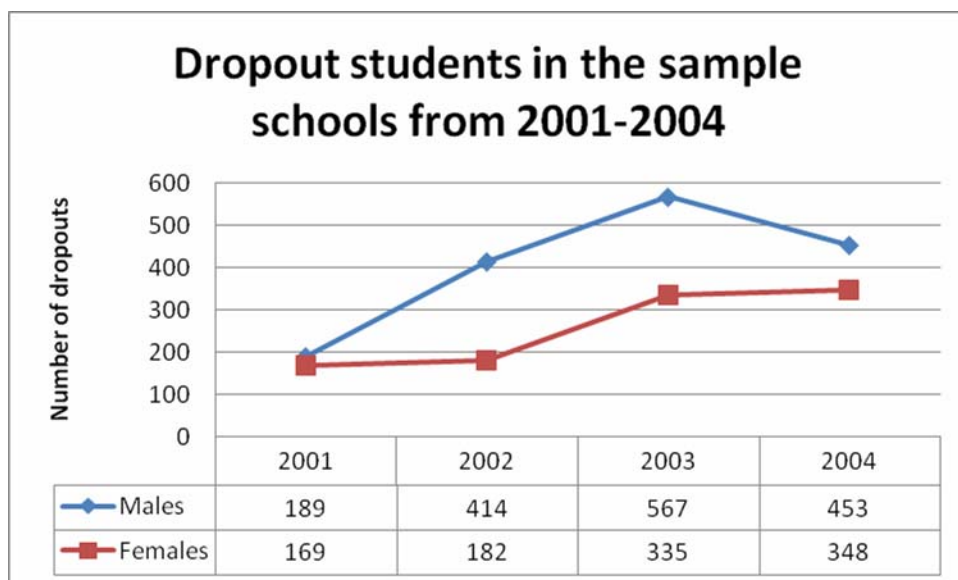
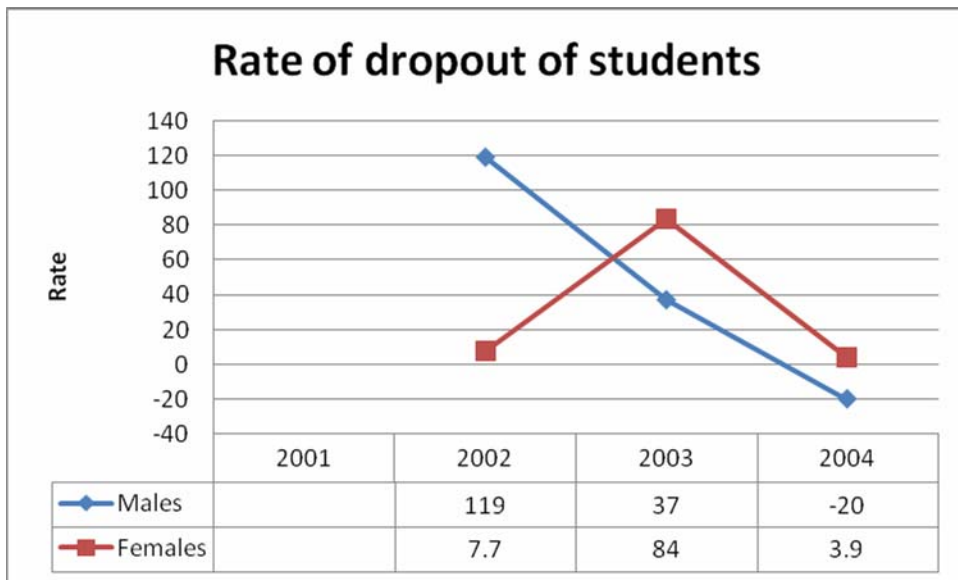


Chart 3 reveals that both boys and girls dropouts were increasing for the three consecutive years 2001-2003 and decreased in 2004, but still the number of drop outs in 2004 is larger than the numbers in 2001 and 2002. Again the boys' numbers of dropouts were higher than those of girls in every year. The same explanation related to the

provision of oil applies here for the difference between the enrolment of males and females.

The next chart, Chart 4, shows that the overall rate of dropout of students was decreasing but one can observe that these rates are very large. And also, the rate of dropout for male students was very large compared to that of girls in 2002 and again these rates interchanged in 2003, while they were decreasing for both sexes between 2003 and 2004.

Chart 4 Rate of dropout of students in the pastoralist Woredas of Borana zone during 2001-2004E.C.



A close look at chart 2 and chart 4 leads to the conclusion that in general the rate of dropout of students is higher than the rate of enrolment. However, the fact that enrolment is lower and dropout is higher for the boys than the girls strengthens that the problem of provision of education in the pastoralist areas of Borana zone is highly unstable and is at risk.

4.4 School Facilities

Table 7 School facilities of the sample schools

| Woreda | School facilities | | | | | |
|------------|-------------------|------------|---------------|-------------------|---------|---------|
| | First aid | Mini-media | Playing Field | Playing equipment | Library | Latrine |
| Dirre | - | 1 | 4 | 4 | 1 | 5 |
| Dugda Dawa | 1 | 3 | 7 | 4 | 3 | 7 |
| Yabelo | 3 | 3 | 6 | 5 | 3 | 5 |
| Total | 4 | 7 | 17 | 13 | 7 | 17 |

As it can be seen from the table, the data show that there was a great shortage of school facilities in the sample schools. Only 4 or 21.05% out of 19 schools have got first aid (these are mainly Gentamycine Violet, plastic bandages and few anti-pains only in few schools). The expected number of each type of service should have been 19 in each column since there were 19 schools in the sample. There was almost no problem with playing fields since 89.47% of the schools have ideal ones or which were not standardized. The students play on the land with minor cleaning-up since the land is naturally very flat. But some of the schools which have playing fields do not have playing materials and in general only 13 or 68.42% had playing materials.

The majority of the schools (63.16%) did not have library and even those that are available are observed to be not furnished with books and are only empty shelves. The students have also reported that the libraries were not in use even in the places where there were few books on the shelves. This was because there was no manpower in this area to give the service to the students according to students' comment.

In sum, the secondary source of data from the sample Woredas reveal that the existing condition of expansion of primary education in the pastoralist Woredas of Borana zone is

minimal and has got a lot of challenges. Therefore, attempt was done to find out these major challenges which cause hindrances to the expansion of primary education in the pastoralist Woredas using the data secured from primary sources.

4.5 Non-school Related Factors

Forty-four proposed possible risk factors that may cause these problems are developed and the responses of the questionnaire are collected and made into three tables for analysis according to whether the factors were school related or non-school related.

When independent sample t-test was used to see if there was significant difference in the mean ratings of administrators and teachers for all the 44 risk factors of primary school expansion in pastoralist Woredas of Borana zone, it was found that the overall mean rating of the administrators on the 44 variables = 3.08 and that of teachers = 3.14 and there was no significant difference between these two mean ratings at alpha level, ($t(249) = -0.504, p > 0.05$).

4.5.1 Socio cultural Factors

Table 8 shows the summary of the administrators' and the teachers' responses as to what extent each of the socio cultural factors affect the primary education expansion in Borana zone and all of them have impacts except that they vary by their degree of influences.

The overall mean rating of the administrators on the 11 variables = 2.91 and that of teachers = 3.01 and the independent sample t-test indicated that there was no significant difference between these two mean ratings at alpha level, ($t(249) = -0.894, p > 0.05$).

Table 8 Socio cultural constraints that hinder the primary education expansion in the pastoralist Woredas of Borana zone

| No | Variables | Respondents | Values | | | | | N | Mean | Rank |
|----|--|-------------|--------|----|----|----|-----------|-----|------|------|
| | | | 1 | 2 | 3 | 4 | 5 | | | |
| 1 | Early Marriage | Sch.Admin | 4 | 4 | 10 | 10 | 15 | 43 | 3.65 | 1 |
| | | Teachers | 13 | 21 | 45 | 46 | 82 | 207 | 3.79 | 1 |
| 2 | Circumcision | Sch.Admin | 19 | 5 | 8 | 3 | 8 | 43 | 2.44 | 10 |
| | | Teachers | 85 | 45 | 21 | 33 | 20 | 204 | 2.3 | 11 |
| 3 | Fear of marriage to non Borana | Sch.Admin | 13 | 10 | 9 | 6 | 4 | 42 | 2.48 | 9 |
| | | Teachers | 56 | 45 | 49 | 25 | 30 | 205 | 2.65 | 9 |
| 4 | Suspicion towards modern education | Sch.Admin | 15 | 9 | 11 | 5 | 3 | 43 | 2.35 | 11 |
| | | Teachers | 56 | 30 | 68 | 31 | 21 | 206 | 2.67 | 8 |
| 5 | Fear of change of religion | Sch.Admin | 14 | 7 | 12 | 7 | 3 | 43 | 2.49 | 8 |
| | | Teachers | 72 | 35 | 48 | 33 | 18 | 206 | 2.47 | 10 |
| 6 | Fear of change of pastoralist mode of life | Sch.Admin | 12 | 6 | 16 | 5 | 4 | 43 | 2.6 | 7 |
| | | Teachers | 41 | 49 | 62 | 36 | 19 | 207 | 2.72 | 7 |
| 7 | Develop disobedience | Sch.Admin | 3 | 18 | 6 | 11 | 3 | 41 | 2.83 | 6 |
| | | Teachers | 27 | 39 | 58 | 56 | 24 | 204 | 3.05 | 5 |
| 8 | Loss of time for training pasotralism | Sch.Admin | 3 | 8 | 17 | 10 | 3 | 41 | 3.05 | 5 |
| | | Teachers | 25 | 45 | 65 | 52 | 19 | 206 | 2.98 | 6 |
| 9 | Educated role model | Sch.Admin | 5 | 9 | 10 | 9 | 9 | 42 | 3.19 | 4 |
| | | Teachers | 18 | 44 | 55 | 38 | 52 | 207 | 3.3 | 4 |
| 10 | Belittling girls' educ | Sch.Admin | 6 | 3 | 9 | 12 | 12 | 42 | 3.5 | 2 |
| | | Teachers | 18 | 21 | 47 | 36 | 79 | 201 | 3.68 | 2 |
| 11 | Lack of interest towards formal education | Sch.Admin | 6 | 5 | 9 | 10 | 13 | 43 | 3.44 | 3 |
| | | Teachers | 17 | 42 | 34 | 54 | 57 | 204 | 3.45 | 3 |

It can be seen from Table 9 that the data indicated that among these eleven socio cultural factors, the modal rate for three of them (Early marriage, belittling values of girls' education and lack of interest towards formal education) is the highest (mode = 5). The table also shows that, the majority of respondents 25 (58.14%) of the administrators and

128 (61.84%) of the teachers have indicated that the impact of early marriage is very high above average, i.e., mean = 3.65 for administrators and mean = 3.79 for teachers.

Table 9 Spearman's Rank order Correlation on socio cultural factors

Spearman's Correlations

| Respondents' rank order | Administrators' rank order | Teachers' rank order |
|----------------------------|----------------------------|----------------------|
| Administrators' rank order | - | .927** |
| Teachers' rank order | .927** | - |

N=11

** . Correlation is significant at the 0.01 level (2-tailed).

The Spearman's rank order correlation with correlation coefficient $\rho = 0.927$ also complements that there was a strong positive relationship between the ratings of the two groups on the risk variables. Thus there is no significance difference between the mean scores of the responses of administrators and the teachers at $\alpha = 0.01$ (2-tailed).

When the interviewees were asked whether there were problems related to the culture of the society that hinder primary education expansion in the pastoralist Woredas, they agreed that the problem may still exist in some places especially in very remote rural areas for different reasons but has reduced to very large scale because much community awareness training programs have taken place towards bad culture and the values of education in the last few years. For instance, one of the respondents said: '*Moottummaan yeroo ammaa uummatti aadaa isaa isa gaarii ta'e qabatee gabbifachaa akka deemuu*

aadaa isa balaa qabu immoo akka inni gatee irra darbu barsiisee jira waan taheef ilaalcha gadhe tahe gateera. FKN dur shamarran hin barattu. Kanaaf sirna barnootaa kana irratti gammadaa guddaa qaba'(#3). That is to say: because the current government has taught the community to identify the good and bad cultures and develop the good ones, the community has dropped the bad cultures like not sending girls to school and well appreciates the education system. The focus group discussion with the students and the PTA members also support the idea that the problem of early marriage as a reason for not going to school is minimized compared to the previous years. In two of the schools where the researcher has made focus group discussion with the students, it was observed that 16 in one and 4 in the other school coupled themselves for marriage and dropped the school. They also didn't return to school after the semester break.

The main reason for this inter-semester dropout as a result of early marriage as all interviewees agree is that it is the time of drought and their parents have to travel for search of water and grass for their cattle but the children do not like to move with their parents and escape through school. For the family what they see as important is only their short time benefit or the number of cows and not the importance of education which does not come overnight. The other reason that leads to dropout from school is lack of finances to support educational materials and inability to buy shoes, clothes and cosmetics, regardless of the advices and counsels of the government officials to tolerate all the obstacles and challenges that stand on the way of their learning. When the drought comes there will be a great loss of wealth unless they move the cattle. The schools cannot move but to keep a herd needs up to five persons and the family needs support from every member of the house and is hard to send all children to school. It is also not possible to

force the parents to send their children to school because that is their means of subsistence. They don't want to minimize the number of their cows. They don't believe in selling and keep the money in the bank or trade with it. On the other hand, the children compare themselves with their peer groups and once they are married they also don't come back to school since there is lack of mutual understanding among the family members. However, from the parents' side, marriage has an advantage for the parents of the girl in that they get a marriage prize from the parents of the boy equivalent to at least the price of one cow even though this has been forbidden officially as one of the bad cultures. The students also added that those parents who are illiterate want their children marry and even don't want to feed them if they go to school or don't move with them and their herds during drought.

With regard to the factor belittling girls' education, 24 (57.14%) of the administrators and 115(57.21%) of the teachers rated the communities attitude towards girls' education above average mean and thus has a very significant impact on the education of the pastoralist Woredas in Borana. According to (#3), the number of enrolment of girls at the school as compared to the situation before two decades (the time during which educating girls is not accepted) is not that bad. But students share the idea that there are parts of the society who see educating girls as not important for the reasons such as fear of learning bad habits or "*ilmaan dubraa yoo baratte ni garaachofiti*" (#2) which means if a girl is sent to school she will become pregnant. Another reason they ascribe it to is lack of educated girl models and hence think that the girls though educated reach nowhere. This problem is very serious in the very remote rural areas. However, the enrolment of girls has been made to increase since the last five years by giving incentives for the parents

who send their children to school, oil per head for every girl enrolled and school feeding. Of course, the boys also get some feeding at school.

The respondents' mean score for the lack of interest for modern education is rated above average by 53.49% of the administrators and 54.41% of the teachers and is ranked the third among the socio cultural factors. This is also confirmed by the students and the main reason for lack of interest for formal or modern education is that the parents themselves are not educated and do not know the importance of education and do not want to spend money for their educational expenses; they by far prefer their children get married than go to school. Lack of education or low awareness of the families about education is the one repeatedly mentioned problem in the open ended question for the expansion of primary education in the pastoralist areas. It is also indicated that the reason for this lack of interest is related to their unstable mode of life which depends on the climate.

The degrees of effects of the remaining eight factors as compared to that of the early marriage, belittling girls' education and lack of interest towards formal education is not very high and hence these three: early marriage, belittling girls' education and lack of interest towards formal education are among the major socio cultural factors that hinder the primary education expansion in the pastoralist Woredas of Borana zone.

4.5.2 Socio Economic Factors

Table 10 gives the summary of the administrators' and the teachers' responses on the socio economic factors that affect the primary education expansion in Borana zone.

Table 10 Factors outside the school related to socio-economic constraints that hinder the primary education expansion in the pastoralist Woredas of Borana zone

| No | Variables | Respondents | Values | | | | | N | Mean | Rank |
|----|---------------------------------|-------------|--------|----|----|----|----|-----|------|------|
| | | | 1 | 2 | 3 | 4 | 5 | | | |
| 12 | Nomadic pastoral way of life | Sch Admin | 0 | 2 | 12 | 22 | 7 | 43 | 3.79 | 4 |
| | | Teachers | 10 | 34 | 47 | 70 | 46 | 207 | 3.52 | 4 |
| 13 | Demand of child labor | Sch Admin | 1 | 3 | 6 | 16 | 17 | 43 | 4.05 | 2 |
| | | Teachers | 7 | 24 | 50 | 50 | 75 | 206 | 3.79 | 2 |
| 14 | Pupils' health problem | Sch Admin | 8 | 15 | 13 | 6 | 1 | 43 | 2.47 | 7 |
| | | Teachers | 27 | 51 | 89 | 25 | 16 | 208 | 2.77 | 7 |
| 15 | Conflicts between ethnic groups | Sch Admin | 6 | 3 | 22 | 7 | 4 | 42 | 3 | 6 |
| | | Teachers | 29 | 26 | 83 | 38 | 32 | 208 | 3.09 | 6 |
| 16 | Poverty | Sch Admin | 0 | 1 | 14 | 12 | 15 | 42 | 3.98 | 3 |
| | | Teachers | 12 | 12 | 32 | 59 | 92 | 207 | 4 | 1 |
| 17 | Lack of Market center | Sch Admin | 3 | 11 | 8 | 15 | 6 | 43 | 3.23 | 5 |
| | | Teachers | 29 | 34 | 51 | 55 | 39 | 208 | 3.2 | 5 |
| 18 | Level of education | Sch Admin | 0 | 2 | 4 | 5 | 32 | 43 | 4.56 | 1 |
| | | Teachers | 22 | 33 | 26 | 30 | 95 | 206 | 3.69 | 3 |

The overall mean rating of the administrators on the seven proposed socio economic variables = 3.59 and that of teachers = 3.43. The independent sample t-test indicated that there is no significant difference between these two means at alpha level, ($t(249) = 1.392$, $p > 0.05$).

As it can be seen from the Table 10, the mean score of the administrators and teachers for each of the seven factors is above average. This shows that all of them have influence on the primary education expansion in the pastoralist Woredas of Borana zone, though they differ by the magnitudes of their effects.

Concerning the parents' level of education, 37 or 86.06% of the school administrators and 125 or 60.68% of the teachers have rated it to be of very high influence on the primary education expansion in the pastoralist area of Borana zone. But the mean

difference (0.864), between the mean rating of administrators and teachers for the parental level of education is found to be the largest as can be seen from the mean column in the table. The individual t-test also shows that there is a significant difference between the ratings of the respondents for this variable (the only case) at alpha level, ($t(247) = 3.766, p < 0.05$).

However, this does not mean that the parental level of education is not a hindering factor to the primary education expansion in the pastoralist Woredas of Borana zone.

The majority of the responses from the open ended question of the questionnaire and the interviews and the focus group discussion with the students have shown that the parents' lack of education and its awareness is a great obstacle for the children to go to school. When the students are asked whether their parents sometimes make them to remain home and tend herds, the group shares the idea: "*kan gari maatiin ofii dur baratan man barumsaa ijoollee isaanii ergu barbaadan. Ka garuu dur ofii hin baratin akkuma warraa akka manatti hafanii deebi'anii loon tiksanii yookiin immoo heerumani bulan barbaadan*" meaning those of our parents who are literate want to send us to school while, those who are illiterate wanted us stay at home and rear cows or get married just like them. Moreover, if by chance, only of the parents is educated, the one educated wants that their children learn while the other one does not and there is always disagreement.

The effect of nomadic pastoral way of life on expansion of primary education in the pastoralist Woredas of Borana zone is paramount. 29 out of 43 school administrators or 67.44% and 116 teachers out of 207 or 56.04% rated it far above the mean scores. The effect of unstable condition of the lives of the pastoralists is also one among the many

risk factors mentioned more frequently (#1, #5). Those children who were learning are forced to leave with them when the parents move and cannot stay at home because otherwise they will not be offered food and will not have support or get any protection. Mobility by itself is not a problem. It is rather, a strategy to cope up with the natural calamity that encounters them. What is problem is its consequence on the educational services to be provided to the mobile community.

The demand for child labor as can be seen from the table is rated to be very high by 23 (53.49%) administrators and 125 or 60.68% of the teachers. Most of the pastoralists have a lot of goats, cows, camels and their children will be trained early from age 5 and 6 to go after the herds. In the pastoralist mode of life the fathers and mothers don't rear herds and it is the responsibility of children especially boys.

Regarding poverty, 27 of the school administrators (64.29%) and 151 or 72.95% of the teachers have rated it to be above average. This is also supported by the students in that they said their parents cannot fulfill all the facilities needed at the school.

Table 11 Spearman's Rank order Correlation on socio economic factors

| Responses' Rank order | Administrators' Rank order | Teachers' responses' Rank order |
|-----------------------|----------------------------|---------------------------------|
| Admin's Rank order | - | .857* |
| Teachers' Rank order | .857* | - |

N = 7

*. Correlation is significant at the level (2-tailed).

Thus table 11 is the Spearman's rank order correlation of the mean scores of the two groups of respondents with correlation coefficient $\rho = 0.857$ indicating that there is very strong positive conformity between the rankings at alpha level = 0.05.

4.6 School Related Factors

Table 12 Factors inside the school that hinder the primary education expansion in the pastoralist Woredas of Borana zone

| No | Variables | Respondents | Values | | | | | N | Mean | Rank |
|----|--|-------------|--------|----|----|----|-----|-----|------|------|
| | | | 1 | 2 | 3 | 4 | 5 | | | |
| 19 | School facility | Admin | 5 | 8 | 10 | 11 | 8 | 42 | 3.21 | 12 |
| | | Teachers | 15 | 55 | 39 | 26 | 72 | 207 | 3.41 | 7 |
| 20 | Water source | Admin | 2 | 7 | 5 | 10 | 18 | 42 | 3.83 | 1 |
| | | Teachers | 26 | 20 | 24 | 23 | 114 | 207 | 3.86 | 1 |
| 21 | Separate latrine | Admin | 12 | 12 | 4 | 7 | 6 | 41 | 2.59 | 19 |
| | | Teachers | 55 | 35 | 43 | 30 | 44 | 207 | 2.87 | 18 |
| 22 | Stationeries | Admin | 4 | 6 | 13 | 7 | 11 | 41 | 3.37 | 8 |
| | | Teachers | 15 | 41 | 41 | 34 | 77 | 208 | 3.56 | 6 |
| 23 | Dropout | Admin | 2 | 8 | 12 | 9 | 11 | 42 | 3.45 | 7 |
| | | Teachers | 8 | 23 | 62 | 39 | 75 | 207 | 3.72 | 4 |
| 24 | Curriculum | Admin | 9 | 12 | 11 | 7 | 4 | 43 | 2.65 | 18 |
| | | Teachers | 31 | 47 | 71 | 33 | 20 | 202 | 2.82 | 19 |
| 25 | Strangeness | Admin | 18 | 9 | 10 | 5 | 1 | 43 | 2.12 | 26 |
| | | Teachers | 79 | 52 | 38 | 12 | 15 | 196 | 2.14 | 26 |
| 26 | Qualified teacher | Admin | 15 | 7 | 11 | 4 | 5 | 42 | 2.45 | 23 |
| | | Teachers | 68 | 49 | 39 | 20 | 28 | 204 | 2.47 | 24 |
| 27 | Job satisfaction | Admin | 9 | 4 | 7 | 13 | 10 | 43 | 3.26 | 11 |
| | | Teachers | 35 | 35 | 45 | 34 | 54 | 203 | 3.18 | 10 |
| 28 | Teachers' turn over | Admin | 15 | 7 | 13 | 4 | 4 | 43 | 2.42 | 24 |
| | | Teachers | 64 | 61 | 37 | 24 | 19 | 205 | 2.38 | 25 |
| 29 | Incentives | Admin | 4 | 5 | 10 | 8 | 16 | 43 | 3.63 | 3 |
| | | Teachers | 19 | 35 | 48 | 30 | 49 | 207 | 2.89 | 17 |
| 30 | School calendar | Admin | 7 | 10 | 10 | 8 | 8 | 43 | 3 | 14 |
| | | Teachers | 32 | 51 | 45 | 30 | 49 | 207 | 3.06 | 14 |
| 31 | Training for teachers | Admin | 5 | 9 | 4 | 6 | 19 | 43 | 3.58 | 4 |
| | | Teachers | 12 | 35 | 30 | 34 | 91 | 202 | 3.78 | 3 |
| 32 | Repetition | Admin | 6 | 14 | 16 | 5 | 1 | 42 | 2.55 | 20 |
| | | Teachers | 31 | 62 | 55 | 40 | 17 | 205 | 2.76 | 20 |
| 33 | Distance a problem | Admin | 5 | 3 | 10 | 15 | 9 | 42 | 3.48 | 6 |
| | | Teachers | 34 | 24 | 56 | 39 | 52 | 205 | 3.25 | 9 |
| 34 | Sexual harassment | Admin | 13 | 13 | 7 | 4 | 6 | 43 | 2.47 | 22 |
| | | Teachers | 59 | 60 | 34 | 13 | 33 | 199 | 2.5 | 23 |
| 35 | Pre-school education | Admin | 4 | 7 | 8 | 6 | 16 | 41 | 3.56 | 5 |
| | | Teachers | 28 | 29 | 24 | 28 | 96 | 205 | 3.66 | 5 |
| 36 | Assistance to girls | Admin | 5 | 8 | 10 | 8 | 11 | 42 | 3.29 | 9 |
| | | Teachers | 21 | 39 | 39 | 43 | 61 | 203 | 3.41 | 7 |
| 37 | Woreda admin support | Admin | 9 | 11 | 10 | 10 | 3 | 43 | 2.7 | 17 |
| | | Teachers | 30 | 56 | 46 | 35 | 38 | 206 | 2.96 | 16 |
| 38 | School admin capacity | Admin | 12 | 13 | 10 | 5 | 3 | 43 | 2.4 | 25 |
| | | Teachers | 53 | 41 | 50 | 33 | 28 | 205 | 2.72 | 21 |
| 39 | Turnover of school officials | Admin | 6 | 19 | 11 | 4 | 3 | 43 | 2.51 | 21 |
| | | Teachers | 48 | 69 | 37 | 25 | 28 | 207 | 2.59 | 22 |
| 40 | Guidance and counseling | Admin | 6 | 11 | 11 | 9 | 6 | 43 | 2.95 | 15 |
| | | Teachers | 35 | 37 | 60 | 26 | 48 | 206 | 3.07 | 13 |
| 41 | Supervision | Admin | 8 | 11 | 13 | 6 | 5 | 43 | 2.74 | 16 |
| | | Teachers | 21 | 58 | 58 | 36 | 33 | 206 | 3.01 | 15 |
| 42 | Concerned body for pastoralist education | Admin | 5 | 8 | 10 | 12 | 7 | 42 | 3.19 | 13 |
| | | Teachers | 29 | 38 | 53 | 41 | 45 | 206 | 3.17 | 11 |
| 43 | Education policy and strategy | Admin | 5 | 3 | 16 | 13 | 6 | 43 | 3.28 | 10 |
| | | Teachers | 35 | 37 | 45 | 45 | 44 | 206 | 3.13 | 12 |
| 44 | Finance | Admin | 3 | 5 | 7 | 10 | 17 | 42 | 3.79 | 2 |
| | | Teachers | 21 | 30 | 17 | 41 | 97 | 206 | 3.79 | 2 |

The types of school related problems vary according to whether they are related to the students, teachers, school administration offices and school facilities.

The overall mean rating of the administrators on the 26 variables = 3.02 and that of teachers = 3.08. The independent sample t-test indicated that there is no significant difference between these two means at alpha level, ($t(249) = -0.504, p > 0.05$).

Among the 26 proposed school related risk factors, only six of them: turn-over of school officials, sexual harassment, students' class repetition, teachers' turn-over, lack of qualified teachers and teachers' strangeness are rated by the respondents to be below average and the rest 20 are all challenges to the primary education expansion in the pastoralist Woredas of Borana zone.

The Spearman's rank order correlation to see the conformity of the ratings of the administrators and the teachers is found to be strongly positive with $\rho = 0.905$ at alpha level of 0.01.

Table 13 Spearman's Rank Order Correlation of factors inside the school

| Respondents' rank | Administrators' rank order. | Teachers' rank order |
|-----------------------------|-----------------------------|----------------------|
| Administrators' rank order. | - | .905 ^{**} |
| Teachers' rank order | .905 ^{**} | - |

N = 26

** . Correlation is significant at the 0.01 level (2-tailed).

As shown in table 13, 28 (66.67%) of the administrators and 137 (66.18%) of the teachers rated lack of water source in the school as a major obstacle to the primary education expansion in the pastoralist Woredas of Borana. Naturally the area gets less rain and there are no other water sources available and the problem is very serious. The months December to February are the months of very dry season. It is during these dry seasons that students drop out because of water. The interviewees (#2, #5) have also mentioned that food supply alone is not enough in the vicinity where water is not available and is still difficult to keep the students in the school. They also believe that this problem is beyond the capacity of the government. The students on their part raise shortage of school facilities and especially about lack of water in the school with resentment, for even if there is one it is not enough for all.

Lack of finance to run the educational programs is one among the factors that are rated by the majority of the respondents, 27 (64.29%) of the administrators and 138 (66.99%) of the teachers, to be one of the major constraints affecting the primary education expansion in Borana zone. The interviewees (#2, #3, #4; #5) clearly put that the Woreda and zonal officials do not go down to schools to visit, supervise or discuss problems with the students, teachers or communities to find solution because of lack of transportation means and hence supervision, counseling and guidance and support from the government officers is minimal. All shortages of school facility like library, books and first aid, teachers' lack of job satisfaction as a result of low salaries, lack of incentives and trainings for the teachers, absence of teachers' residences around the school, and absence of especial assistance to girls which are rated above average as constraints that hinder the

primary education expansion in the pastoralist Woredas directly or indirectly ascribe their base problem to finance.

The rate of dropout is another factor that is rated by the majority of the respondents 20 (47.62%) of the administrators and 114 (55.07%) as one of the major factors with means high above average (mean=3.45 for administrators and 3.72 for teachers) that retard the primary education expansion of the pastoralist Woredas of Borana. The secondary data shown in table 10 and chart 3 results have also confirmed that the rate of drop out is higher than the rate of enrolment. In the study area, they have more reasons to drop out from school than to enroll.

Lack of training for teachers is also among the highly rated factors to affect the primary education expansion of the pastoralist Woredas of Borana zone. 25 (58.14%) of administrators' score is above average 125 (61.88%) of the teachers' score is above average with mean scores of 3.58 and 3.78 respectively.

Absence of preschool education is rated by 53.66% or 22 administrators and 60.49% or 124 teachers to have a negative influence on the expansion of primary education expansion but this is not mentioned raised anywhere else in the interviewees or focus group discussion. The impression of the researcher in this regard is that preschool education is somehow related to quality education in areas where provision of formal education is successful and quantity is not a problem. The researcher doesn't believe that absence of preschool education can be a hindrance factor for expansion of primary education in an area that suffers from enrolment and dropout at primary levels.

“What is the average distance the students travel from home to school daily in your school?” was asked to estimate the location of the schools from home and the majority of the respondents or 39% of the administrators and 71% of the teachers have indicated that the average distance from home to school is between 5 and 6 km. This is very far to commute between school and home everyday especially in harsh climate. One of the interviewees pointed that as a principle schools should be built within the radius of less than 5km so that the students don’t go far; but this is in contrary to the reality (#2).

CHAPTER-FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the summary of the study, the conclusions drawn from the findings and the recommendations.

5.1 Summary

The objective of this study was to investigate or assess the school related and non- school related factors that hinder or retard the primary education expansion in the pastoralist Woredas of Borana Zone of Oromia Regional State and then find possible strategies to curb the problems. This was done by raising the following three basic research questions:

1. What school related factors affect the expansion of primary education in pastoralist Woredas of Borana Zone?
2. What non-school related factors affect the expansion of primary education in pastoralist Woredas of Borana zone?
3. What innovative approach or measures should be taken to curb the challenges?

The study was then conducted in nineteen schools from three Woredas in Borana zone of Oromia Regional State. The participants of the study for the primary data were 43 school administrators, 208 teachers for questionnaire; 30 students, 13 Parent Teacher Association members for focus group discussion and 5 educational officials for interviews. The secondary data on students' enrolments, dropout status and school facilities were also collected from the schools, the Woreda and Zonal education offices and found that:

The total rate of enrolment of the students in the pastoralist Woredas for the years 2001 to 2004 was decreasing. When this rate is compared for the boys and the girls, the rate of enrolment for boys was found to increase while it was decreasing for the girls.

The total rate of dropouts of the students in the pastoralist Woredas for the years 2001 to 2003 was increasing but decreased in 2004. This rate was again higher for the boys than girls.

School facilities without which education systems are under standard and hence students suffer from educational malnutrition are insufficient or at some schools totally nonexistent. Lack of water sources, playing materials, separate latrines for boys and girls, stationeries, textbooks, especially in the first cycle, various supports to particularly female students who have difficulty to pursue their education because of poverty is very serious.

While the secondary data provide information on the status of the existing primary schools, primary sources of data are used to identify the challenges and possible remedial suggestions. The findings are summarized as follows:

5.1.1 School Related Challenges

1. Water source. 66.67% or 28 administrators out of 42 and 66.18% or 137 out of 207 teachers acknowledge that water resource is one among the main problems for the problem. The open ended questions and the focus group discussion also confirm that water resource is one of the reasons for the dropout of students. This agrees with the study by Berhanu (2006:74) in which 91.3% of the respondents indicated that absence of water is one of the causes for dropout in Borana.

2. Finance. 27 out of 42 or 64.29% responses of administrators and 138 out of 206 or 67% teachers' responses has shown that the shortage of finance at all levels was another problem. The focus group discussion with students has identified that there were students who quitted schools for lack of money to buy cosmetics and clothing and were also contacted and observed by the researcher. The discussion with the parents also confirmed that the fate of these kinds of students is going to be a getting married. In some places the community constructed schools, libraries and latrines but couldn't furnish them and most of the libraries are without books and the latrines are also unfinished and not separated for teachers and students. The lack of vehicles at Woreda level was put as a reason for not being able to closely monitor and follow up the activities of the schools.
3. Training for teachers. Regular refreshing training courses was one among the problems that are identified by 25 out of 43 or (58.14%) administrators and 125 out of 202 or 61.88% teachers. This is also supported by the open ended questions that special training could meet double advantage in that it will be an incentive for the teachers and at the same time fill the gap where special training for teachers in pastoralist areas is needed.
4. Dropout. As dropouts increase the completion rate of students also decrease. Dropout rate was increasing for the years 2001-2004. This is clearly reflected both by the secondary data and the questionnaire. 20 administrators out of 42(47%) and 114 (55.07%) out of 207 teachers have chosen dropout as one of the main problems. The students drop out of school during drought when they travel with their parents in search of green land and water for their cattle. This occurs in the months of

December, January and February. However, the problem is latent in that the reports that are regularly given on the number of these dropouts to the higher educational officials at different levels and to the NGOs are not genuine and the right image of the students on the regular attendance roll is hidden and this is also a challenge to take corrective measure. This is may be related to the school grant offered from the government which is dependent on the number of students enrolled and completed. The researcher has observed that there are much less in number (in some schools up to less than 50%) in the classrooms than there are on the roll.

5. Incentives. The interviews indicated that teachers are not comfortable because of lack of facilities (for instance, some have to travel up to 156 km to collect their salaries) in the remote rural villages and often quit their job and go for higher education and urbanized places. However, in this regard the reaction of the administrators is higher than that of the teachers in that their choice for incentives as a challenge is 24 (55.81%) out of 43 and 38.16% or 79 out of 207 respectively.

5.1.2 Non-School Related Challenges

5.1.2.1 Socio cultural challenges

1. Early Marriage of students. The students quitting school and getting married to each other is one among major problems for the number of dropouts to increase. The interview with the government officials and the focus group discussion with the Parent Teacher Association indicated that the number of students who drop out for the reason of early marriage has decreased but 25 or 58.14% administrators and 128 or 61.84% teachers agree that this is still a major problem. The case of 16 students from one school who coupled themselves and didn't return to school from semester break this year also indicates that the problem is still prevalent. The reason is that the

children don't want to go with their parents and follow cattle during the time of drought and mobility. Bad tradition like abduction, rape and early marriage were among the factors that highly caused dropout of children in Oromia Region (Berhanu, 2006). Thus, it is one of the major long standing barriers that inhibited enrolment at primary level in Borana zone.

2. Lack of interest towards formal education. In spite of the government officials' say in the interviews that more than 90% of the community have enough awareness for modern education, 53.49% or 23 out of 43 administrators and 54.41% or 111 out of 204 teachers have signed that lack of interest for formal education is still a problem.
3. Educated role model. Higher proportion of the students in the focus group discussion revealed that they want to be teachers when they were asked what they want to be after they complete their education. The educated people they can see around are only teachers. As table 4 indicated also, the majority of administrators and teachers (18 out of 42 or 42.86% and 90 out of 207 or 43.48% respectively) are trained only up to TTC. The Parent Teacher Association also said that they didn't see the benefit of education since many students didn't continue further education or apply it for the betterment of their life.
4. Belittling girl's education. 24 or 57.14% and 115 or 57.21% of the administrators and teachers agree that belittling girls' education is a hindrance to primary education expansion. Few years back before community awareness is done, the culture of Borana kept the girls at home because the society didn't believe that educating the girls is of no importance. This has many reasons: the girls would be raped and becomes pregnant; the girls were the source of indirect income through marriage.

The one who marries a girl gives (exchanges) quite a number of cows for the marriage price. Belittling girls' education is also manifested in that assistance to girls is very much lacking and is also one of the major factors that contributing significant effect to the dropout as indicated by 42.86% of administrators and 51.23% of teachers.

5.1.2.2 Socio economic challenges

1. Poverty has been cited as factor that is an obstacle to primary education expansion in Borana by 27 (64.29%) out of 42 administrators and 152 (73.43%) teachers out of 207. Thus poverty is one of the major challenges faced in the expansion of primary education. This finding agrees with Abdi (2010) in Auma et al (2013) who states that financial difficulties due to low economic level of nomads are a hindrance to access to education. This makes it difficult for families to afford basic needs such as food, clothing including school uniforms and other educational costs.
2. Nomadic pastoral way of life. The percentage of administrators and teachers who rated the nomadic pastoral way of life as a factor that hinders primary education expansion are 67.44% or 29 out of 43 and 56.04% or 116 out of 207 respectively. In Mongolia, the pastoral nomadic parents believed that education undermines their children's sense of identity and their positive understanding of the pastoral way of life (Kratli, 2000:4 in Ziyn, 2004:26)
3. Low Level of parents' education was indicated by the majority of respondents, (86.05%) of administrators and 60.68% of teachers. This relates to economic problem and is supported by the responses of the open ended questionnaire. The students also asserted that because their parents are not educated they compare the importance of education with money and hence don't want to send them to school for use of their labour. The

problems are interwoven and there are many such similar cases where one problem is a reason for another problem to occur.

5.2 Conclusions

In the pastoralist Woredas of Borana zone, the enrolment rate was decreasing for the last four years while the rate of dropout was increasing and this is contrary to what the government officials say. What we have to see is the rate not the actual figures or number of enrolment of the students. There more numbers on the roll than there are in the classrooms. It is as if the exit door is wider than the entrance or as if education and pastoralism cannot go together. This study showed that there are many challenging factors contributing to the primary education expansion in the pastoralist Woredas of Borana zone. Some of the challenges are the challenges that hinder the students from enrolling to school and the others are the challenges that affect their livelihood not to stay in the school. Thus, the research identified non-school related factors which are in turn categorized into socio cultural and socioeconomic factors and school related factors. Early marriage, belittling the value of girls' education, lack of educated role model and the parents' lack of interest for formal education are the major challenges outside the school related to cultural practices of the pastoralist community. Whereas, the other major threats and hindering factors to the primary education expansion in the pastoralist Woredas of Borana zone are nomadic pastoral way of life, demand for child labor, poverty and parents' level of education which are factors outside the school related to socio economy of the community. On the other hand, within the school, the absence of water source, the increasing number of dropouts, absence of training for teachers and finance are found to be the major challenges to adversely affect the primary education

expansion in the pastoralist Woredas of Borana zone. It is also the impression of the researcher as observed from the interviews and focus group discussion that in the study area much politics is done than on education and the study indicates that what remains to be done is by far greater than what has been accomplished. Never the less, educational service rendered to a society is not something which can be done by few or only part of the salaried individuals in the sector. It calls for the joint collaboration and active participation of all groups of the society that are concerned and are placed at different levels of responsibility. Changes in policy and practice are essential if education is to reduce poverty and support pastoralism as a sustainable livelihood. Therefore, in light of this and the findings of the research, the following recommendations are given to all the stakeholders who participate in the course of expansion and provision of primary education for the pastoralist community.

5.3

Recommendations

The case of pastoralists' education and finding the solutions to the existing problems in the pastoralist areas cannot be left for the region only as the number of educated manpower in the pastoralist area is highly limited and needs the especial attention and involvement in many technical aspects. Most of the challenges are interwoven in that one problem is caused by a problem which occurred as a result of another and the possible remedies are in the hands of the concerned policy makers. The model of formal education provision that works everywhere in the country is not sufficient to ensure Education For All for the pastoralist children.

The numbers of out-of-school primary school age children are dropping worldwide, but getting all children into school will require a far stronger focus on the marginalized. One

of the forces of marginalization and underlying problem in education is bad policy that doesn't extend opportunities to the most marginalized sections of society. If governments do not put higher priority on policies, many of those currently not in primary schools will probably never enroll (UNESCO, 2010: 41).

Despite the measures taken by the federal and regional governments to expand primary education in pastoralist areas, this study shows that there are still numerous bottlenecks that retard the effort. Therefore, the concerned policy makers have to consider the regional cultural, economic and geographical differences and barriers when educational policy is formulated if universal primary education is to be fully realized in pastoralist communities.

In other words, in an attempt to include these long time marginalized pastoralist communities into the system, it would be wise to assess the reality with the beneficiaries since the existing reality or the intensity of the challenges found forces one to doubt that education and pastoralism may co-exist hand in hand.

Moreover, to be successful in formulating an alternative education policy, policy makers need to identify the interests of pastoralists and what motivates them to send their children to school, understand the expectations and motivations of girls and their households (Oxfam GB, 2005). The case of delivery of oils and food to the children and parents as a form of motivation is a good experience. Hence,

1.A multi-purpose pastoralist education policy that can address and minimize most of the challenges has to be designed. Kenya had similar problem and launched Nomadic

Education policy in 2010 (Ahmed, 2011). The launched policy was powerful in that it was a system that benefits both the children and the parents, both educates and allows pastoralists to maintain their pastoralist way of life, makes the community appreciate the value of education, contemplates education terms based on seasons rather than calendar terms, implements modes of education that take into account children's work at home and therefore schedule lessons outside nomadic working hours, makes the work of the administrators easier, etc. This was done by collaborating with development agencies and pastoral communities (Ahmed, 2011). In Borana, enrolment of students was made to increase when oil and school feeding were provided. This shows that the people cooperate if they are also supported themselves.

2. It is clear that the pastoralist community have no capacity to support the education system financially and materially because of their poverty. The government has to involve NGOs and create favorable condition under which mobile schools and mobile teachers can function such as provision of transportation service say a bicycle, mobile account allowance for communication, first aid kit, etc.
3. The concerning body has to consider incentives such as special salary allotment, hardship allowance, additional benefits like scholarships for the teachers in the pastoralist areas considering the hardships the teachers have to bear when they decide to work in the pastoralist area.
4. Distance education and night school to improve the level of education of both the students and the parents and also ABE facilitators in the pastoralist areas. To this end, it needs to make the necessary preparation in terms of producing self-instructional modules for various grade levels and subjects, organizing tutorial

services, arranging occasional face-to-face contacts, providing equipments like torch light and awarding incentives so to increase their participation. For example, curricula that increase their skills and include subjects they value, such as veterinary skills and indigenous knowledge should be introduced so they can share with their parents.

5.3.1 To the Regional Government

1. Problems that are related to natural environment and climatic condition of the area and may not be possible to mitigate by the capacity of the government alone. Hence, the concerned body should invite NGOs for some of the problems related to like constructing road, preparing water resource sufficient for herds and people and hostels for students, and introduction of science and technology, etc.
2. The concerned body should build up the capacity of the officials to exercise good governance and respect for the teachers and there eliminate problems on the narrowed view of tribalism.

5.3.2 To the Zonal Educational Office

1. Education offices should follow up that the evaluation of teachers is based on their performance and free from tribalism (*'gosummaa'*) bias and deeply work on it owing special attention and care for teachers because tribalism has been mentioned many times by the teachers (in the open ended question) that it is one of their fears and reason of discomfort. The education offices should also assign qualified teachers and officials that can implement the curriculum. For instance, the basic education (grades 1-4) focuses mainly on local or cultural aspects which

is organized as one subject and is not practiced in many schools. In grades 5-8, subjects like Sports, Music, Art are ignored since there are no trained manpower assigned on those fields.

2. The zonal education office should work to assist teachers to relate the contents learned to the reality existing in the pastoralist areas to demonstrate to the community and the children the practical advantages of education increase and arouse their motivation and interest for modern education.
3. The zonal education office has to work out to strengthen the supporting of students at the school with food and other incentives so that the number of dropouts is decreased and also those who remained at home would come.

5.3.3 To the Woreda Education Bureaus

1. Woredas
should go down to the school level in order to identify and discuss the problems with the community and also should report the reality that prevails at the school to the higher bodies if improvement of the education status of the society is desired.
2. The Woreda
education offices should also give different trainings and conferences for parents and students at the same time and place by educated people from other places by demonstrating the practical outcomes of education by preparing educational festivals and make them appreciate modern education and thereby closing the understanding or awareness gaps between parents and the students.

3. The Woreda education offices should study the mobility pattern of pastoralists, water points where they make temporary shelters in large numbers before starting mobile education services or building.

4. The Woreda education offices should educate and use children of pastoralists as teachers so that they can travel and also teach their parents and give these teachers incentives for their service.

Moreover, working through PTAs, schools may promote the establishment of links within communities and identify key education concerns such as availability of school facilities and various supports to particularly female students who have difficulty to pursue their education because of poverty. Mobilize and develop a sense of ownership in the community to enable it to actively participate in educational planning, building schools, monitoring and evaluation, etc.

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86

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88

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