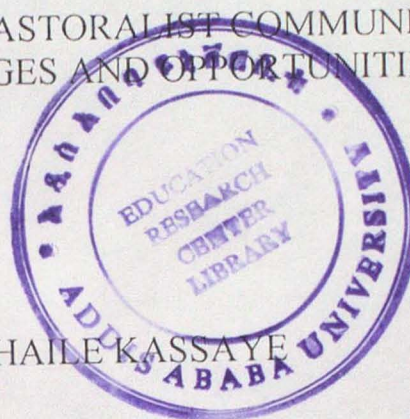


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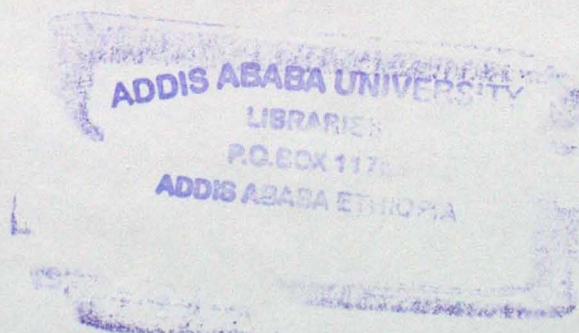
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BY

TEKESTEBIRHAN HAILE KASSAYE



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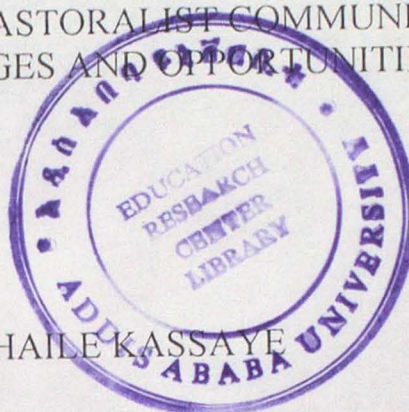
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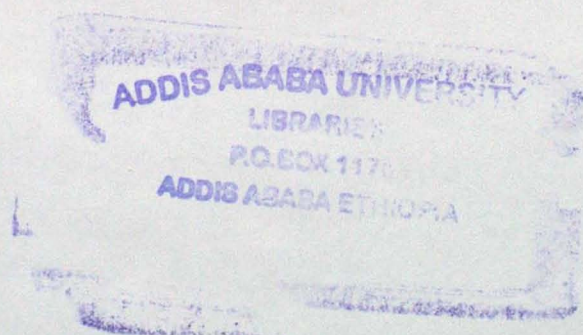
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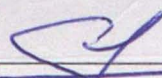
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Name Dr. Yallew Engdayew

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Date

July 20, 2007

Acknowledgements

First and foremost I submit all the glory and honor to the almighty God whose grace sustained me and made my thesis a reality.

I would like to express my sincere and deepest thanks to my advisor, Dr. Yallew Engdayehu, for his continuous guidance, constructive comments and useful suggestions. With out his unreserved dedication, the development and completion of this study would have been impossible.

My deep thanks also go to Ato Abdi Da'ad, executive manager of Pastoralist Concern Association Ethiopia's (PCEA) and to all members of PCAE for rendering me financial and material support in the field work.

It is also with great pleasure that I acknowledge my indebtedness to Ato Ahmed Shide, General Secretary of the Somali People Democratic Party and head of the bureau of Pastoralist Development Coordination, for his support that strengthened me to conduct this study.

Finally, my thanks go to all my families', to Gedena, and to all my friends who provided me with all the necessary support, encouragement and moral.

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Acronyms and Abbreviations

ABE	Alternative Basic Education
ABEK	Alternative Basic Education for Karamoja
ASAL	Arid and Semi Arid Land
COPE	Complementary Opportunity for Primary Education
CSA	Central Statistics Authority
EFA	Education for All
EMIS	Educational management Information System
ESDP	Education Sector Development Program
FDRE	Federal Democratic Republic of Ethiopia
GER	Gross Enrollment Ratio
MDG	Millennium Development Goal
MOEST	Ministry of Education, Science and Technology
NETP	National Education and Training Policy
NFE	Non Formal Education
NGOs	Non Governmental Organizations
PRA	Participatory Rural Appraisal
PTAs	Parent/ Teacher Associations
SPTC	School Parent Teacher Association committee
TGE	Transitional Government of Ethiopia
UNESCO	United Nations Education, Science, Culture Organization

Abstract

The purpose of this study is to examine the status of primary school participation of Liben Zone. It also aimed at identifying the major socio-cultural socio- economic and school related factors that hinder primary school participation. It further investigates the alternative modes of delivery that promote participation by reviewing experience of other countries. Descriptive survey data analysis method was used. Percentage was one of the statistical methods that used to explain the personality characteristics of respondents. In addition, The Chi-square (X^2) was also used to measure the existence of significant difference between the responses of respondents. The questionnaires were distributed to students and teachers. Moreover, PTA members and Somalis' of Liben Zone were involved in the focus group discussions and interviews respectively. The data obtained from documentary analysis indicated that the Somali region net enrollment ratio was found to be far below the national average. It was found that among the socio-cultural factors, early marriage, modern education could take children time of training, negative attitude towards girls and their education and fear of modern education in providing skills about livestock are found to be the major impediments to primary school participation. As to socio-economic factors, high demand of child labor, poverty, health problems, lack of water and forage for animals and the mobile life of pastoralists are the major obstacles for primary school participation. In addition, lack of special support and separate toilet for girls, lack of water services in schools and shortage of students text books were found to be the major impediments of primary school participation regarding school related factors. However, fear of religious and cultural change, children will be disobedient after school, lack of awareness of teachers', inappropriate medium of instruction, problems of sexual harassment or rape, and fear of early pregnancy found to have low impact on primary school participation in Liben Zone. To over come these problems, it is recommended that the Regional and Federal Governments incorporation with the community and different NGOs should design strategies that meet the needs of Somali pastoralists through opening boarding schools, hostels, school feeding programs and increasing demand by introducing incentives. Moreover, community sensitization programs should be designed and implemented.

CHAPTER ONE

1. Introduction

1.1. Background of the study

The pastoralist areas of Ethiopia, accounting for around 78 million hectares, are situated 1500m below sea level and are home to 12 and 40 % of the human and animal populations respectively. The low lands of the country, which accounts for almost two third of the national land area are home to more than eight million people who are pastoralists and move from place to place with their livestock in search of grassland and water. These nomadic people are composed of 29 Nilotic and Cushitic ethnic groups spreading over six regions of the country (Ayalew, 2005:5).

According to the study carried on east African Nomads, pastoralists live unstable way of life affected by recurrent droughts, un-abating and scourging tribal conflicts and inhospitable environment. Generally, they are included under the category of disadvantaged and hard to reach groups and represent a particular challenge for development in general and education in particular (Carr-Hill, 2002:7).

The first article of the 1990 declaration of Education for All considered education in general and basic education in particular as a fundamental human right and an important tool for the full accomplishment of individual as human beings, their survival and lifelong development (World Bank, 2000:2).

Provision of education for all people in the light of the millennium goal needs even distribution of education in the rural and urban areas. In addition, priorities should be given to those forgotten and disadvantaged groups. Although a lot of efforts made to improve education in Ethiopia in the last several years, it still lags behind other developing nations with regard to enrollment rates. According to MOE (2002:16), to increase participation in rural disadvantaged areas, alternative basic education and adult and non-formal education accepted as an alternative to the formal education and equivalent to grade 1-4 of the formal basic education.

However, as a result of uneven distribution of educational opportunities among regions and between urban and rural areas of the regions millions of children are out of schools. For example, According to MOE (2005:13), in the regional states of Afar and Somali many children are out of schools. The regions below the national average (57.4%) consist of Afar (11.0) and Somali regions (11.6), which cannot be easily reached through the formal education system.

Ethiopia has estimated to have 73.04 million of people with an annual growth rate of 2.36% (CSA, 2004 in Ayalew, 2005:5). The country is divided in to nine regional states and two city administrative councils. Somali regional state is one of the regions in which 4,236,320 people are estimated to live (DHS, 2004 in Ayalew, 2005: 5). Most of the rural inhabitants in this disadvantaged region are pastoralists and thee majority of them are Muslims.

Today, both the regional and local governments are committed to provide primary education through alternative mechanisms. This is the major priority area of education and training policy. It becomes very difficult to achieve the goal of equality of opportunity and universal primary education as long as these groups are forgotten educationally. Thus, it is imperative and timely to look in to efforts made to universal primary education and the impeding factors encountered in the process of implementing these efforts in the education of Somali children in the region particularly in the remote rural areas.

1.2 Statements of the problem

The pastoralists of Ethiopia are scattered across the inaccessible periphery parts of the country that needs special attention to address social services like education. The mobile nature of pastoralists together with low population density makes difficult to provide formal education in formal schools in these areas. As a result in Somali region, 91.3 percent of the population of Somali had no formal education (CSA, 2006: 56). The illiterates are the sector of the society that are denied their right to education and most

excluded from information and knowledge sources and opportunities (UNESCO, 1999: 3).

In order to overcome problems to primary school participation and to increase Liben Zone pastoralist children primary school participation, relevant strategies have to be designed. Therefore, in the course of the study, the following basic questions will be addressed as guide for treating the problems:

- 1- What is the current status of pastoralist's children primary school participation in Liben Zone?
- 2- What are the major problems and challenges of pastoralist's children primary school participation in Liben Zone?
- 3- What socio-economic and socio-cultural practices hinder pastoralist's children primary school participation in Liben Zone?
- 4- What mechanisms need to be designed to increase the rate of pastoralist's children primary school participation in Liben Zone?

1.3. The research objectives

The purpose of this study is to examine the status of pastoralist Somali children participation in the primary educations. It also aimed at identifying the major problems and challenges of school perception, the socio-cultural, socio-economic and school related constraints in the participation of primary education. It further investigates the alternative modes of delivery that promote primary school participation by reviewing experience of other countries. Thus, the specific objective of this study is to:

- 1- Explore the effectiveness and relevance of the education system to the needs of pastoralists.
- 2- Examine the primary school participation rate of pastoralist children.
- 3- Investigate the alternative mechanisms in order to address education for pastoralists.

1.4. Significance of the study

Provision of primary education is vital for the development of any nation. Improving access and providing relevant education to the pastoralist children according to their need through different strategies will enhance primary school participation. In this regard, assessing and identifying the major hindering impediments and suggesting possible strategies of delivery are essential. The study is therefore significant on the basis of the following issues:

- 1- It will increase the awareness of the regional and federal education officials on the educational status of Somali pastoralist children.
- 2- It will show the major socio-cultural, socio-economic and school related factors that hinder primary school participation of Somali pastoralist children.
- 3- It will provide possible suggestions to remedy problems associated with primary school participation.
- 4- The result of the study will be used for further studies concerning pastoralists.

1.5 Delimitation of the study

Challenges that constraint the provision of primary education is many and diverse. Recognizing this fact, the study focuses on the major socio-economic, socio-cultural and school related factors. Although there are different pastoralists in Somali region, the study delimited to Filtu, Moyale and Dollo Odo woreda's of liben Zone. This is due to the vastness of the region and political conflicts in other Zones like Fique Zone and Gode Zone.

1.6.Limitations of the study

1. As a result of lack of roads, the transportation service was the major difficulty faced while moving to the three woredas. In addition, to travel to Jijiga from sample woredas and collect the necessary information, one has to travel around 2000 kms.
2. As a result of instability in the region, getting the necessary information from school records and woreda education bureaus was difficult to manage.
3. As a result of less number of students present in classes of the sample schools, it requires going to the schools more than once to collect data. Despite the presence of the limitations and problems encountered, the study was conducted according to the designed plan.

1.7 Definition of terms

Pastoralists- refers to people who seasonally moves from place to place searching for water and grazing lands for their cattle.

Socio-cultural factors- involving cultural practices and social factors.

Socio-economic factors- involving the economic activities and social factors.

School related factors- involving factors associated within and on the way to school.

Primary education – in the case of Ethiopia eight years of education divided into two cycles of basic education (grades 1-4) and general education (grades 5-8) (MOE, 1994:14).

1.8 Organization of the study

The study organized in to five chapters; the first chapter deals with the problem and its approach. Chapter two considers the review of related literatures. Chapter three takes a deep look of the methodologies. Chapter four treats the presentation and analysis of data. Finally, chapter five focus on the summaries, conclusions and recommendations.

CHAPTER TWO

Review of the Related Literature

2.1. Primary Education

Primary education is one of the tools that are basic for production and sustainable economic growth. This is achieved by creating children that acquire basic knowledge and skill so that they become creative and problem solvers. Moreover, According to World Bank (1988:2), Primary education is vital in gaining the ability to meet the basic needs such as adequate nutrition, shelter and clothing, good health and water. This in return will help in alleviating poverty and creating responsible citizen.

In recognition of this fact, in the year 1990 a world conference in education for all was held to assert the international community's assurance of education for all people. According to the declaration of the meeting, every person, i.e., children, youth, and adults, shall be provided with basic education and gain the relevant knowledge and skill to meet their basic learning needs (UNESCO, 1995:21).

It also helps developing countries to monitor the rapid population growth, which is a bottleneck in their development. In fact, reduction of fertility rates depends mostly on educating women. The more education a woman gets, the fewer children she is likely to bear (Cocherane, 1979 in lockheeled and verspoor 1993: 5).

Generally, primary education plays an important role in reducing poverty by increasing productivity, reducing fertility rates, improving health and providing the people with basic skills to fully participate in the growth of the economy of the society. According to Tylor (1997:1) It is also noticed that in countries where primary education has been firmly established, the crime rates tend to be low.

2.2. The Right to Basic Education

Pastoralist children still do not enjoy their right to a basic education. The 2015 Education for All targets will not be achieved unless policies and resources are directed to provide these children with access to relevant, good-quality education. According to Oxfam (2005:1), there is little evidence, however, that pastoralist education has been addressed through major national initiatives in any country, with the exceptions of Uganda and Mongolia, since the World Education Forum in 1990.

Providing education for all within the context of the universal declaration must include an appropriate response of the educational system to the needs of the local community and should not incorporate partiality based on language, culture, religion, economic system and the interests of the dominant group. Several authors strongly believed that schooling in the pastoralist aims a trade off between acquisition of new opportunities of income generation far from the pastoralist's geographical location and the support of its economy and the erosion of specialization within the pastoral context (Semali 1994; Dyer and Choksi 1997b cited in World Bank, 2000: 12).

One major challenge that makes provision of literacy programs in the pastoralist more difficult compared to the settled areas is the mobile nature of the pastoralist's way of life. In the vast but often dry lowlands the pastoralist life depends on the availability of grazing land and water for their cattle, which forces them to continuously depart from formal education programs.

Therefore, what is required for children from marginal or disadvantaged communities is that a dynamic educational system in the context of the needs and living conditions of these communities and which is directed to the use and exploitation of potentially existing community resources for the educational process. A major concern in parallel with implementation of immediate responsive services is that trying to enforce formal education systems into more responsive structures. Scoring increased enrollment records would be in vain unless and other wise it is synchronized with improvement of the schools in the context of the needs of the community in question. Regarding the

pastoralists, this may be achieved through the active participation of children, parents, teachers, communities, and government officials in the processes of transforming the system into more responsive direction. The inclusion of nomad children into national education system must be considered with emphasis on the synchrony of the policies and the life styles of those communities. Therefore, according to SCF (2000: 15) the educational policy should address the following major points:

- 1- Designing the way the educational system can be integrated with the house hold economy of the nomad children;
- 2- Understanding and analyzing the causes of high number school drop-outs or under- enrolment in these communities; and
- 3- Researching and providing appropriate solutions for the causes of the marginalization of the nomads at social, economic, and political levels.

A direct implementation of the national education policy with out considering such issues might result in extended marginalization and disempowerment other than waste of time, skilled manpower and money.

According to World Bank (2000:61), Teaching and learning processes in more responsive schooling which recognizes that the knowledge, skills and attitudes needed for effective herding under pastoral conditions are likely to:

- value pastoral livelihood systems as appropriate and technically adapted their environment;
- equip pastoralists to adapt in dynamic ways to changes in the pastoral livelihood system resulting from external influences;
- be based in part on indigenous or local expert knowledge;
- be intricately linked to wider features of social organization and institutions;
- recognize that pastoral children may need to be equipped for life in other livelihood systems.

2.3. Issues of Provision of Primary Education for Pastoralists

2.3.1. Enrolment

In many developing countries achieving universal primary education is still back far from reality. According to Taylor (1997:8) only half of all school age children in developing countries got the chance to join primary education from which nearly half of them are able to go through the primary school cycle while the rest drop out before completion. It is well known that the participation in primary education in the pastoralist is low which is attributable to the mobile nature of the pastoral life style, the presence of poor school network, and the education system provided to those communities is designed without considering their socio-cultural and economic needs. Furthermore, the lack of awareness to the advantages of formal education has contributed to the low participation in the pastoralist. They consider formal education only as a means of achieving modern sector job rather than personal development (Bishop, 1994: 30).

For example, According to Carr-Hill (2002:17), in some eastern African countries where the nomadic people are far from social services, such as Djibouti, the rural sector did not enjoy even little benefits from the school system when compared to the urban centers. Same wise, in the Afar and Somalis' where the nomadic population account for one-sixth of the total population, the school participation rate in the rural pastoralist areas is only 15 percent for boys and 8 percent for girls most of it attributable to the presence of low population density and limited number of schools, most of them usually far from encampments, the ill quality of schools and insignificant participation of the community.

It is quite obvious from these figures that the nomadic people in many developing countries are the most neglected for the fact that they enjoy insufficient social services like education.

Therefore, according to Ayalew (2005:28) in order to increase enrolment rate and enhance awareness about the benefits of education among the pastoral communities the following important points must be considered:

- Promotion of education of girls: reducing opportunity costs by means of providing labor saving technologies such as developing water points and grinding mill; making school site closer to the communities and providing separate latrine for girls, recruiting more female teachers, involving mothers (females) in school committees,
- Ensuring school affordability: Abolition of school fees up to the end of general education (1-10 grades), provision of textbooks freely, assisting poor children with educational materials and other facilities. Food security for education has been also exercised in some drought prone areas where hunger impedes learning and is a factor contributing to dropouts in rural areas. Providing nutritious food at schools (school feeding program) was sought as a solution to encourage children from poor families in rural areas to continue schooling.
- Making schools attractive: This is usually practiced by involving parents in school committees (PTA, Board) and improving school environments.

2.3.2. Drop Out

According to UNESCO (1983:13), drop out is defined as "a pupil who leaves school before the end of the final year of the education stage or cycle in which she/he is enrolled". For example, in Sudan about 30 percent of all registered pupils will have drop out from school by the age of 15 years (Bishop, 1994:29). According to (MOEST,1999:22), it is well known that pastoralist nomadic areas are characterized by high drop out rates which is attributed to several factors of which the major ones are; the school culture being anti-pastoralist despite the surroundings, the reason that most of the teachers come from urban areas with less understanding of the culture and life styles of the pastoralists which makes the parents resistant to the idea of giving custody of their sons and daughters to people they don't know, to whom they are not related and whose moral integrity they often in doubt. Moreover, different authors argue that the local communities view schools as a government enterprise, which only does a government's job rather than their interest, which makes education an issue of minor importance in those communities (Semali 1994; Jama 1993 cited in World Bank, 2000: 22).

2.3.3. Access

Although available information indicates that an increasing rate of children enrollment in primary education during the past 20 years, low income developing countries are only able to enroll 50% of the total school age children (Lookhead and Verspoor, 1991: 56). As described previously, of the many factors that affect the provision of access to formal education for the nomadic people include the high mobility nature of the lives of the pastoralist, widely dispersed population, unpredictable and harsh environmental conditions, and school distance. Moreover, the diverse languages they speak and a frequent conflict among the different nomadic populations has placed its own negative impact on the provision of formal education. However, of all the reasons poverty, poor infrastructure developments and cultural factors stand at the root of the problem. As a study conducted by Carr-Hill (2002:15) shows, there are various constraints of access of education in the ethnic minorities like nomadic pastoral groups of people in African countries. For example, the case in Djibouti has been reported to be the low population density and small number of schools, which forced children of pastoral nomads to travel all the way from distantly located camps. Similarly, in Uganda, out of 63 inhabited islands in kalangana, only six of them own primary schools, which left children of the rest 57 islands to the burden of unaffordable cost of water transport, nearly ten times that of land transport.

In low income countries which are characterized by: low access and inequity in primary education enrolments, absence of significant improvements in efficiency and high cost of school constructions, alternative strategies and models that can facilitate increased access to education are required. According to a report by Ayalew (2005:21) the following approaches were suggested to help increase the number and quality of schools, in Eastern Africa nomads.

- Low cost schools: This involves the use of low-cost designs and locally available construction materials whenever possible. Furthermore, in non-accessible villages a one-class school (one teacher school) is recommended.

- Boarding and mobile schools: These are recommended in the pastoralist areas characterized by high mobility, low population density and harsh environmental conditions, which make provision of formal primary education difficult. In addition, provision of appropriate curriculum and teacher training packages are required to suit the situation.
- Multi grade school system: This has been initiated for sparsely populated and scattered villages.
- Alternative basic education center (ABE): This was designed for out of school children youths and adults.
- Adult and non- formal education for youths and adults.
- School expansion and renovation by local communities, government and NGOs.
- Community based school construction by community and NGOs.
- Expanding private provision of education: this includes encouraging the private sector, non-government organizations schools to provide choices for schooling and help to increase access and quality.
- Increasing the availability of schools in rural areas

2.3.4. Equity

With the declaration of Free Primary Education (FPE) in Kenya in 2003, a national Gross Enrolment Rate of 104% was achieved. However, these figures showing an overall increase have obscured the geographical inequalities. In the pastoralist districts, the Gross Enrolment Rate was only 25%, of which only 17% are girls suggesting fees were not the only obstacles that hindered enrolment. Hidden costs, such as uniforms, lunch, and community development funds, as well as unfriendly school environments lacking adequate sanitation facilities, are among the factors that accounted for the observed gender disparity. Low rates of participation were also strongly influenced by mobility of pastoralist families (Oxfam, 2005: 1).

Pastoralist girls have disproportionately less access to education than boys, and their participation and achievements are much lower, than those of boys. In order to improve gender equality, decisions about where to locate static schools have important

implications for girls. Pastoralist children living in dispersed mobile groups may have the burden of traveling a long distance each day to and from school. This may raise a question of safety for girls in route, and also in school, as they are away from their families and be vulnerable to abuse. In drought-stricken pastoralist zones of the Sahel, in-school feeding programs are essential if boys and girls are to attend school, despite the long period of time they spend walking there and back. It is less likely parents are willing to let their daughters to sleep on the school floors unlike their sons during the week. The other problem is that if schools lack toilets or running water that is safely accessible to girls, girls may miss many weeks of a schooling period in the year while they are menstruating. 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 (Oxfam, 2005: 4-5).

2.3.5. Quality

It is an accepted fact that nomad and pastoralist children have a right to good-quality basic education. In order to provide quality education for pastoralists, it requires to design a flexible education policy and deliver gender-equitable education, it is also important that policy makers need to identify the necessary motives that enable the nomads and pastoralists to send their children to school, understand the expectations and motivations of girls and their households and develop strategies that meet their expectations. Moreover, gathering relevant data about pastoralists in general, and women and girls in particular is important before constructing schools (Oxfam, 2005: 2).

According to Ayalew (2005:28) in order to improve the quality of education the following major interventions among many of the variables must be considered:

- Provision of textbooks, teacher development programs (in-service training, in-staff training, school cluster resource centers),
- Provision of distance education for teacher training often implemented through correspondence courses supported by residential courses,
- Mother tongue instruction for primary education and equivalent trainings,

- Student centered teaching methods (problem solving and active learning approach),
- Stakeholders participation and reinforced management function and leadership,
- Provision of educational technologies such as radio and TV supported education, HIV/AIDS and life skill education.

2.4. Experiences of African countries

2.4.1. Experiences of Kenya

It was estimated that 7.5 million nomads live in Kenya year 2002, which include the nomadic groups; Boreen, Maasai, and Somali (Carr-Hill, 2002:36). Of the 5.9 million children enrolled in primary schools of Kenya, about 655,000 children were from the nomadic areas. In the year 2000, the national primary school enrollment was 87.6%. GER in Garissa, Wajir, Mandera, Turkana and Marsabet were 12.9%, 19.1%, 22.2%, 32.2% and 41.3% respectively. The major parts of these regions are nomadic pastoralists (Carr-Hill, 2002:59).

According to the report, the government of Kenya has frequently tried to reengineer the settlement of nomads, considering their nomadic life as an impediment to their education and integration in to national society and for the improvement of their standards of living (Carr-Hill, 2002:70).

In Kenya, there are no specific policies that have targeted nomadic pastoralists, their interests being subsumed within the general category of marginalized groups such as ASAL. While the government of Kenya reiterates in several official documents showing its commitment to provide education to all citizens, including those in arid and semi-arid regions where the majority are nomadic pastoralists, among the most disadvantaged learners live. However, population density is very low in these areas, which makes provision of comprehensive school networks difficult. In addition, relatively the low number of schools in Northern Kenya has resulted in low participation.

Despite the low level of provision of adult education in these nomadic districts, encouragingly the majority of learners were women. This was also the case at national level, where a quarter of the learners were women (DAE, 1999). Although the majority of the teachers are voluntary workers, the learners themselves are poorly motivated and are less interested in education. However, there had been extensive community mobilization and creation of gender awareness in these nomadic districts. Uptake of the training and skills was low, except along the nomads in Kajiado District. The more positive results observed in districts Kajiado and West Pokot might be accounted for the presence of a strong local community based consciousness and commitment to support education and synergism, with a heavy presence of other non-local partners and the government. The interaction with non-nomadic pastoralists was also thought to be an important factor, compared with the extreme isolation noted in northern and North-Eastern Kenya (Carr-Hill, 2002:128).

Many of the school committee members incriminate poverty as the greatest factor that has influenced the low level educational participation. Other factors that have affected participation at different degrees include; illiteracy and negative cultural attitudes, availability of water, long distance to school, poor living conditions and overcrowded conditions in some boarding schools. Water was given much emphasis among all the adults involved in the research (Carr-Hill, 2002:129).

2.4.2. Experiences of Uganda

In Uganda in the year 2002, 1.03 million nomads were estimated to live. The nomadic groups in Uganda include Karmojong, Dinka, Bahima, Bases (Carr-Hill, 2002:36). Enrolment was indicated to be more than double in the districts between the year 1996 and 2000, increasing from 2.9million to 6.5 million pupils. Formal education has not appealed to the majority of nomads due to its purpose, relevance and outcomes. For many nomads in Uganda, formal education accounted as a factor that undermines a young person's sense of identity and independence. Furthermore, attendance is shown to be low at primary school. This was indicated to be due to preoccupation with fishing or

livestock, early pregnancies and marriage of girls, and the exaggerated long distance from their home to school.

There was low teacher-pupil ratio, extreme over crowding of classroom and shortage of instructional materials, which subsequently undermines the educational qualities. The drop out rate for females was slightly higher than those of males, largely attributable to the presence of high fees for schooling, early marriage and school not being interesting enough. Problems related to parents include constant mobility leading to low enrolment and a high dropout rate. This is compounded by the sentiment that education brings less return than different nomadic activities such as fishing (Carr-Hill, 2002:135).

There are several non-formal education programs in Uganda. Among the major ones are, Complementary Primary Education, which is designed to address children aged 10-16 years who are not in any formal school system. The program also includes those children that have dropped out of the formal educational system before attaining basic literacy and innumeracy. It is a flexible and dynamic program using a bottom up approach. This alternative program emphasizes the fact that the existing schooling system is largely characterized by poor response to the need and living conditions of children from marginal or disadvantaged communities. It also gives room to the use of potentially existing community resources in the educational process (Carr-Hill, 2002: 135).

The major emphasis of the curriculum is basic education including languages (mother tongue and English), mathematics, science health and social studies. Subjects are taught in the context of life skills that are relevant to the local community. The curriculum covers the first five years of the formal primary syllabus in three years. There is a continuous assessment rather than tests (although there is a selection examination at the end of three years). The local community employs the instructors, who are chosen from the community. Preference is given to married older women, both for stability and because they can address the needs of adolescent girls in the program. Daily starting times and locations for three-hour long instruction can be varied to suit local conditions. The school calendar of five or six days a week is made up of three terms, in order to give the learners sufficient time to fulfill their domestic obligations (Carr-Hill, 2002:92-93).

2.4.3. Experiences of Djibouti

In Djibouti, 100,000 nomads, which represent one sixth of the total population, made of Afar and Somalis (Carr-Hill, 2002:36). Out of 36,000 pupils enrolled at primary levels, over 4,000 were enrolled out side the capital. The over all gross enrolment ratio (GER) was very low. About two third of school-going age children were out of school. The GER was even lower in rural areas, with 15 percent of boys and 8 percent of girls. Drop out rate also were also higher (Carr-Hill, 2002: 58).

On one hand, participation rates in education rural areas were very low. On the other hand, parents appear to be open to sending their children to school as they see a bulk future in animal husbandry. The school canteen is a motivation for nomadic families to send their children to school, especially in poorer areas (Carr-Hill, 2002:120).

Low population density poses special difficulties, as there are few schools, usually far from encampments. There need to be a larger number of smaller schools. Without local demographic data, however, it is difficult to develop school mapping. Dormitories would appear to be a possible solution to this low density. Unfortunately, those that do exist are poorly equipped and managed. So that, few parents are prepared to allow their sons to sleep at school. They would not allow their girls to sleep there with out assurance about their security (Carr-Hill, 2002: 120-121).

The poorer quality of the schools is also an important factor in determining the weak social demand for education. Parental confidence in the school institution depends largely on the quality of teacher. In the smaller isolated schools, teaching conditions are difficult and the teachers themselves are isolated and must rely on their own resources in terms of pedagogy, as support from the inspectorate is rare. There is only very limited involvement of families in the functioning of the schools in rural areas, weather in the school canteens or parental associations. There are various reasons for this, but it is principally due to their poverty and the lack of effort to evolve them. There is some experience, both in the educational and other sectors, which should be drawn upon to improve levels of participation (Carr-Hill, 2002: 120-121).

2.5. Strategies to Improve Primary School Participation

2.5.1. Community participation and sensitization

Community participation means the participation of stakeholders in problem identification, finding solutions, designs, implementations, management, financing and monitoring. In reality, high levels of poverty hinder communities' capacity from participating in the development of educational services, or even to cost tuition fees to children. Ignoring women's involvement in decision making processes doesn't help either. In addition, It is vital to understand the right time when nomadic pastoralists stay near to schools unless it will be difficult to promote active participation of these scattered communities in regular basis. Many African countries set out a constitutional frame work for school management committees and attention has been paid towards provision of education through decentralization of educational services and facilitating communities' involvement. However, for nomadic groups the effectiveness and functionality of the above frame work is often unclear. In Eritrea, in general, it is difficult for women's of nomadic groups to participate in community meetings and even to express their suggestions in public. They can not forward their views to local or other higher administrative officials, there for, the policies do not reflect women's need. In order to overcome the problems in participation and trigger the interests of nomadic pastoralists, the establishment of an advocacy strategy group and regional forum is important. There is also a need to coordinate and bring together different organizations relating to minority rights in regional forum (Carr-Hill, 2002:74-77).

2.5.2. Gender awareness

Discussions with men and women in order to create awareness on their individual roles, worth and responsibilities and convincing them to become involved in the decision making process; sensitize men, through the establishment of appropriate institutions, to their responsibilities towards women; design strategies which will give girls a good foundation for life from a young age; arranging group visits for participating them to share their experiences between pastoral communities (Daniel Rotich, 2005: 11-12).

2.5.3. School Mapping

In Africa, the major recognized fact that contributes for the low rate of school attendance is the long distance that children must travel to school. Schools available for children are far apart and have no a wide-ranging school networks these make participation difficult. The two aspects associated with the problem of distance are the energy needed to cover the distance with out taking enough food and making parents to feel comfort and believe that their children are secure and being looked after.

From planning point of view, the distance problem could be solved by knowing where the nomadic population are found compared to where schools are or could sensibly be made accessible. In many African countries, the designing and location of school is based on fixed settlements, which do not reflect the socio-cultural and socio-economic aspects of the scattered nomadic pastoralists. In fact, this is much more difficult, many nomads have semi permanent encampments that could be mapped. Opposed to this, some have a permanent moving way of live.

Nomadic pastoralists lead their life in accordance with the pattern of rain fall, availability of water, grazing land and security. This made the traveling routs of nomadic pastoralists varies from year to year. In effect, the efforts being made to provide schools near nomadic population became difficult. It is important for the EMIS to make distinctions between pastoralist groups and others or between those ethnic groups in order to avoid discrimination and to provide equitable educational services (Carr-Hill, 2002: 78-79).

2.5.4. Boarding School

2.5.4.1. Formal Boarding

In most of the African countries boarding schools have been considered as an excellent alternative of increasing the enrolment rate of nomadic groups of the population. Children, specially, girls who have no access to schooling due to socio-cultural and socio-economic constraints and other school related factors have given special boarding facilities. Parents don't like the idea of giving their sons and daughters to get care from

people they don't know. When the schoolteachers are unfamiliar to the life style of nomadic people, the prevailing school culture could be anti-pastoralist and the success of achieving the intended goal will be minimum (World Bank, 2000: 18).

Therefore, In order to make boarding school succeeded in recruiting staff from nomadic groups, it requires coordination of different organizations to work together to gain support and increase local awareness. Increasing community involvement to supporting schools and an increasing desire to support girl's education were evident for example in Kajiado, in Kenya (Carr-Hill, 2002: 80).

2.5.4.2. Informal Boarding

Rural children who have families in urban areas move to stay with them in order to get education. However, in Djibouti this practice shows the way of reliance of rural families on families in urban areas. In effect, it leads to a mass departure of the young generation to urban areas. So that families in urban areas face a big challenge of supporting these children. As a result, economic crises and decline in family purchasing power will happen (Carr-Hill, 2002: 80).

2.5.4.3. Para- boarding

Educators and administrators in the souther Sahel region of Eritrea have started the concept of 'Para boarding' or 'house boarding'. This community-based version of 'informal' boarding has an objective of helping children of nomadic groups to enroll in elementary schooling. In order to achieve this objective, three such facilities have been established and administer by a committee consisting of local community elders and education officials. Villagers whose children use this facility actively participate in this practice by contributing one shelter and one kilo of grain or flour each; the local administration supplies sugar, tea, water, firewood, blanket, soap, etc (Carr-Hill, 2002:81).

2.5. 5. Mobile school

Over the past 50 years different types of collapsible schools like tent schools and school-on-wheels have been experimented (Tahir 1997:56). However, putting the conceived mobile school plan and concept in effect is not an easy task. Primarily school teachers have to be selected, recruited and trained then getting ready only with mobile tents and small blackboards that don't cost much. Because they are experienced the life before, it is easier for teachers to move along with the pastoralists. In addition, tents used seasonally since it is taken as a semi-stable structure and can move with a minimum cost whenever necessary (CIC 2000 cited in World Bank, 2000: 19).

2.5.6. School feeding program

Charges for basic education, both user fees and hidden expenses, are especially unreasonable for nomadic and pastoral peoples. The financial burden is too great for parents to cover their children's expenses in boarding schools. When pastoralists have managed to contribute financially to their children's education, the opportunity costs are high (Oxfam, 2005: 4).

Most parents in nomadic groups are poor and cannot provide basic necessities to their children. Recognizing this fact, schools that provide meals has established in the pastoral areas of many African countries. Day schools that assure students with daily meal in the areas of low food-security or in periods of exceptional food security attract children to attend their education in regular bases and prevent schools from falling due to malnutrition. Bad management and corruption are the very frequent hindrances to the success of this program. Moreover, the success vanishes as soon as the meal provision is interrupted (MOEST: 1999:22).

Fore example, in Mersabet district of Kenya, as a result of transport problem that cause irregular distribution, many schools forced to stop their function. In Turkana, when there is no food, it was observed in a school that enrolment drop from 300 to 40 at the end of the semester (Carr-Hill, 2002: 83).

2.5.7. Abolishing fees and introducing incentives

In order to increase social demand for education and to avoid the resistance of parents, school fees should be avoided. Moreover, school must be provided with budget and other necessary resources. In Ethiopia, even the government had increased recurrent expenditure budget at the regional level for primary education, most of the rural schools, which found far from home in the area of harsh climatic condition, have poor management and communication system as a result of lack of basic materials. In effect, not only the principle of equal distribution of education in rural and urban areas became difficult, but also it contributed to the poor quality of education (Carr-Hill, 2002: 84).

2.5.8. Koranic Schools

2.5.8.1. The Madrassa and Duksis Systems

In Madrassa and Duksis systems learning takes place very early in the morning or later in the evening. Moreover, teachers and parents have privilege to decide on the curriculum, subjects to be carried out and the time schedules. In Kenya, in the district of Garissa, in which the majority of the people are Muslims, the introduction of formal schools together with Kuran education considered to be adopted with the socio cultural and economic activities of pastoralists. After attending formal education, students join the religion session in the same school with the same facilities (Carr-Hill, 2002:98).

2.6. Challenges of Provision of Primary Education for Pastoralist Children

2.6.1. Socio-Cultural factors

2.6.1.1. Parents Attitude

Parents have their own test in selecting the best school to their children. Most of the time, parent's select school on the basis of the socio cultural, socio economic and school related factors. It is clear that most parents will be less willing to send their children to poor quality schools. Moreover, some parents prefer to send their children to boarding school,

even if they have no update information about the way of learning and the existing facilities. For example, in Kenya parents ignored the value of education as a result of the extreme poor quality of services like inappropriate boarding conditions, relatively high costs, repeated practice of child abuse, and the narrow chances of getting jobs after graduation (MOEST, 1999: 17).

Similar situation was also observed in Uganda, in the district of Kalangala, parents felt the schools provide nothing to improve the living standards of the community. Even the educated young men lost the respect for the cultural norms and prefer to do nothing instead of keeping animals, therefore, parents prefer their children to practice fishing and generate income (Carr-Hill, 2002: 135).

2.6.1.2. Initiation Ceremonies

According to Zein (2004), initiation ceremonies during circumcision are the common cultural practices that affect the education of girls and boys in Sub Saharan Africa countries. For example, in Malawi the time of initiation is conflicting with school calendars. So it affects school attendance of girls leading to drop out. Once girls are initiated it is difficult to return to school because they are expected to marry (Kapaska 1992 in Odaga and Heneveled, 1995:23).

2.6.1.3. Early marriage

Early marriage is one of the socio cultural factors that hinder the educational participation of girls in most developing countries of Asia, Africa and Latin America. According to a study made by UNESCO (1995:2) in some African countries early marriage is traditionally considered as important for young girls, subject as they are to community values.

Early marriage has deprived of the likelihood of many girls not to become conscious of their potential, and men control decision making at household and community levels.

Women's have almost no power to make decision in major activities and most of the time men commence decision and only present conclusions to their wives for approval (Oxfam, 2005: 2).

2.6.1.4. Religion

Formal modern education, which is mainly associated with Christianity of western countries, is still a source of fear for conversion of religion in some Islamic regions. Thus, some parents prefer to send their children to Kuranic schools than to formal schools, which promote their old aged values, norms and cultures (Odaga and Henveld, 1995:201).

2.6.2. Socio-economic factors

2.6.2.1. Mobility

One major challenge that makes provision of literacy programs in the pastoralist more difficult compared to in the settled areas is the mobile nature of the pastoralist's way of life. In the vast but often dry lowlands the pastoralist life depends on the availability of grazing land and water for their cattle (Ayalew, 2005:5). This forces pastoralists to continuously depart from formal education programs.

2.6.2.2. Poverty

People experience poverty in different ways- lack of land, unemployment, lack of ability to educate children, etc. but most define it as the inability to meet basic necessities. A wide range of factors were cited to account for the fact that nomadic pastoral areas have the highest rate of poverty and the least access to basic social services. There include intermittent drought, insecurity, lack of communication infrastructure, lack of income-generating activities and opportunities, lack of market for livestock and poor integration in to the national, social and political economies (Carr-Hill, 2002:49-50).

2.6.2.3. Health Problems

Health problem of children especially in poor and marginalized area are very serious. According to World Bank (2004:6) in Ethiopia, 9 percent of the adult population was expected to be infected with HIV/Aids, causing a further handicap on food production. It is not just a case of some people being too sick to work; they often need extra care and attention from their family. Somalia also has a high incidence of tuberculosis, schistosomiasis, and pulmonary disturbances. Malaria and intestinal parasites are endemic. Serious dietary deficiencies are widespread. Only a third of the population has access to safe drinking water (Jama, 1993: 4).

2.6.2.4. Child Labor

In each ethnic group, there is a systematic and community accepted division of labor based on age and sex. Work by the children is usually a necessity linked to the adoption of risk-averse herd management strategies. For example, in keeping several species like sheep, goats, cattle and camels children acquire skills about minimizing the risk of lose due to drought or diseases. However, as each species has different husbandry requirements, this strategy is very labor intensive. In this respect, different organization shall provide training about different management skill that helps children to be free. An example of this is the organization of pastoral labor in Mongolia under socialism. The most common policy response to the "problem" of children's work has been the creation of boarding schools. Compulsory education has even been seen as a major instrument for the eradication of child labor (Sinha, 2000). More compromising approaches have adopted an evening, short, or flexible school timetable in order to minimize (a) the drop-out of children due to labor commitments or other aspects of students' life conditions; (b) the economic disadvantages of removing child labor from the pastoral economy; and (c) the resistance of the parents to send children to school. Flexible age entry may also be adopted, in order to facilitate older out-of-school children (World Bank, 2000:27).

In pastoralist community young men are responsible for keeping and watering animals, assuring the communities security by locating safe areas, which have a potential of water

to be dug and animals to be hunted. Girls do most of the domestic chores that prepares them for marriage. These include fetching water, and firewood, milking animals, looking after their siblings, cooking and washing utensils, looking after small livestock such as sheep and goats, helping their parents to build houses, watering animals and carrying out small -scale trades (Carr-Hill, 2002:42).

2.7. School related factors

2.7.1. Relevance of Curriculum

The education system in most countries uses a uniform curriculum through out the country irrespective of the socio-cultural and socio-economic differences. Pupils in different places have different educational background and family status. Therefore, pupils' in the same grade level shall not learn the same thing in a similar fashion. In addition, the curriculum must be designed with respect to the society needs.

Educational policies and strategies designed by sedentary people who have no idea about the lifestyle of pastoralists contribute to the high drop out rate of school children and to the resistance of parents to send their children to school. Moreover, the lack of separate curriculum, which is seen as a way of providing pastoralists with the skills needed to survive in a harsh environment and nor is training given to teachers to adapt it to local conditions. For example, in Djibouti nomadic groups has no opportunity to participate in the process of curriculum development or modification. The curriculum developed centrally and reflects the reality of urban dwellers rather than the life style and cultural contexts of the pastoralists (World Bank, 2000:33).

2.7.2. The School Calendar and Timetable

Although in many African countries the education has decentralized to regional level, the school calendars and time tables still chosen and imposed centrally by the ministry of education. The study conducted by Carr-Hill, (2002:86) remarked that in Tanzania such centrally designed timetable has no acceptance for the lack of room of flexibility. Furthermore, it notes that schools in urban areas are more flexible and use double shifts.

In some countries the school calendar is flexible in accordance with the climatic condition and life style of the people. For example, in Eritrea schools run six days from October to April rather than five days a week from September to June.

2.7.3. Language Policy

In nomadic group traditional knowledge is transmitted orally in art works or in the design of handicrafts, rather than being written down. Respecting their language and cultural context is considered as keeping a reference book of the natural world for the next generation. Today, the use of mother tongue in the first few years of elementary school considered as the best preferable means of instruction. For example, in Eritrea, the repetition is high in schools that use Arabic language than local language (Carr-Hill, 2002: 89). However, teachers who do not belong to nomadic group are likely to speak different language, which creates a serious problem of communication in classrooms (World Bank, 2000: 24).

2.7.4. Teacher recruitment, selection and motivation

Very high rates of staff turn over and highest rate of requests for moving to other locations are common in nomadic areas. This fact is related to very low salary, isolation, lack of teaching resources and harsh life conditions. In addition, teachers may have to travel long distances with no public transport in order to buy food or collect their wage. As a result, teacher's motivation is very low and absenteeism is very high. Moreover, a pastoral background is not always a guarantee that the teacher will settle in the job rather than trying to move to town (MOEST 1999 cited in World Bank, 2000: 23). Therefore, to recruit and retain qualified teachers from outside the nomadic group, the provision of strong incentive is vital. In order to provide teachers' salary on time, the government must take a strong measure in implementing a flexible payment scheme, or provide a responsibility payment to local government offices with adequate budget.

Recruiting teachers among nomadic groups is difficult due to the fact that these groups of people are known for their low level of education. In addition, it is difficult to get nomadic women with appropriate formal qualifications. Local education officials and

teachers have to be provided with trainings and skills in order to adopt and suit the curriculum to the local context. This is because, curriculum modules intended to be relevant to local people are not developed locally at all, but by experts or teachers. Therefore, in the process of developing the national teacher-training curricula, the participation of such teachers or experts is important to make the curriculum locally relevant, to provide training in teaching the national languages as a second language, and to offer bilingual education. In effect, the teaching and learning process build on participatory methods and active learning approaches due to the responsiveness of the curriculum to the needs of both girls and boys and to their social-cultural and socio-economic reality. Further more, these promote gender equality (Oxfam, 2005: 6-7).

Fore example, government in Kenya promotes a policy that provides a high scale salary to civil servants and teachers working in hardship areas like ASAL. This incentive initiates professional teacher to be recruited and stayed in such areas (Carr-Hill, 2002:87).

2.7.5. Security

Pastoralists live in remote areas often close to insecure international borders and conflict prone regions. Children especially girls may get attacked in the long walk to school. Moreover, Girls are in extremely hostile and uncomfortable learning environments in schools. This has devastating effects on their educational attainment and performance. As they become adolescent, pregnancy becomes a major factor in school dropouts. A research finding in Cameron indicated that fear of early pregnancy of girls is a reason why parents removed their daughter from school as they approach to puberty (Odga and Heneveled, 1995: 35-36).

2.8. Nomadic Pastoralists in Ethiopia

According to Ayalew (2005:1) Ethiopia is a country of over 73 million people of whom more than eight million are pastoralists. These groups of people live in the low lands periphery of the country that account for almost two-thirds of the national land area. These people are well known for their mobile way of life in search of grass and water for

their livestock. This is because of the uncertainties of rainfall and primary crop production in the range lands.

Table 1. Pastoral Groups by their Geographical Location

Geographical Location and Region	Ethnic group(s)	Population
North East (Afar Region)	Afar, Somali, Argoba, Oromo	1,100,000
South East (Somali Region)	Somali	3,690,000
South (Oromia Region)	Oromo, Somali	2,577,522
South West (SNNP Region and Gambella Region)	Dasentch, Hamer, Mursi, Bodi, Bumie, Bena, Erbroe, Tsemay, Nuer, Anuak, Ari, Bali, Dimi, Nyangoton, Chai, Trima Ruli, Tishanr, Mugiji	550,287
West (Benishangul -Gumuz Region)	Komo, Shinasha, Gumuz, Benishangul	37,523
Estimated Total		7,955,332

Source: Ayalew.S. (2002) Study on Education for Nomads in Eastern Africa.

According to Table 1, the majority of Ethiopian nomadic pastoralists are found in Somali and Afar regional states. These groups of people spread over six region without restricting themselves in a fixed confined area. For example, Somali nomadic groups are found in more than one region.

Ethiopia has the largest number of domestic animals in Africa. Around 70 million livestock is estimated to exist in Ethiopia, of which 28 percent of cattle; 66 percent of goats; 26 percent of sheep and 100 percent of camel are found in the nomadic areas (MoARD, 2004). Pastoralists typically rely on milk for food and also use animals to store and generate wealth. Animals are therefore of great importance in the country's social value systems (FDRE, 1999:4).

Despite the fact that nomadic areas have high potential still these areas are under developed. Famine and acute food security have been serious problems for a long time

particularly in rural areas. More than 44 percent of the population lives below poverty line, while the national prevalence of stunting is around 57 percent. Generally, poverty in Ethiopia is massive, chronic, exceedingly deep and severe (Ayalew, 2005:1-6).

2.8.1. Trends of Education Provision for Pastoralists in Ethiopia

According to the policy document of FDRE, basic education primarily focuses on literacy, numeracy and environment (ETP, 1994:10). The policy further indicates that access to primary education has to be open for disadvantaged ethnic minorities and children, particularly girls, in developing countries in the vicinity of their localities. In response to Nations, Nationalities and Peoples who had the least of educational opportunities and to regions where basic education enrollment is way below the national average, the 1994 Ethiopian constitution in Article 89 No 4 confirmed to provide a special assistance in economic and social development (Carr-Hill, 2002:53). The major issues of concern include narrowing the wide gap between the different regions of the country, lowering the gender and urban-rural disparity in basic education enrollment. The policy plans to address these issues through bringing decentralization to school level, strengthening local initiatives, monitoring progress, building institutional capacity, improving the scope of collaboration and coordination, creating conducive work environment and strengthening the use and system of education in the context of poverty reduction (Ayalew, 2005: 2).

According to the ETP (1994) non-formal education, (NFE) will be provided and be integrated with basic education at all levels of the formal education. Recognizing this fact, a series of education sector development programs (ESDP) has developed. According to Ayalew (2005:1), ESDP has believed to promote quality, relevance, and equity and expand access with special emphasis on primary education in rural and underserved areas, as well as the promotion of education of girls. To this end, the country is committed to realize universal primary education by 2015.

In ESDP II, MoE (2002:16) directed NFE to be considered as alternative to the formal education and accepted the three-year cycle of alternative basic education to be equivalent to the formal basic education (grades 1 – 4).

The recently issued draft document of ESDP III reports that adult and non-formal education is integrated in the educational system. According to this document, the role of the government will be formulation of policies, guiding the development of curricula and strategy, directing production of learning materials, setting standards, providing professional assistance, and facilitating access to school buildings. Non-formal and adult education will be provided as alternative basic education for out-of-school children of age 7 – 14 years, literacy for youth and adults whose ages are 15 years and above, and basic skills training to youth and adults. Furthermore, the document indicates that decentralization of education provides room for opportunities to strengthen local governance, encourages initiatives, increases sense of accountability and transparency, broaden the role of communities in the education system, and build and improve the capacity of school management (MOE, 2004: 26-27).

In general, a lot of efforts has made by the government to improve low participation rate of school aged children by expanding access to primary education and improving equity by narrowing enrolment gaps between the different sectors of the population. (Ayalew, 2005:24). To this end, the Education and Training policy provides a decentralized curriculum, which has rooms to localize and adopt the curriculum to suit the school calendar and timetable to the socio-economic, socio-cultural and climatic conditions of regions (Carr-Hill, 2002: 87). Moreover, the use of local language as a medium of instruction at primary school level has worked to many ethnic groups of Ethiopia. The language of instruction at the teacher training institute is the local language in the area to which the prospective teachers has been assigned (Carr-Hill, 2002: 87-90).

2.9. An Overview of the Somali Regional State

2.9.1. Geographical settings

The Somali National Regional State, which is found in the southeast part of the country, is an autonomous state covering a vast land area of the country (Hogg, 1997: 6). Somali region consists of 9 administrative zones, 52 weredas and 67 towns. The urban part of the region has 136 Kebeles. Urban-rural distributions of Somali Region indicate that the overwhelming majority of the population is living in rural area. About 85.7 percent of the population resides in the rural areas of the region and the remaining 14.3 percent of the population is living in urban areas (CSA, 1999:1-7).

2.9.2. Population characteristics

The Somali people reside in Ethiopia but Somalis are also found in Somalia, Kenya and Djibouti. They speak a Cushitic language and are characterized as socio-culturally homogeneous. The statistical report for Somali Region produced in 1998 found that the population in Somali is unevenly distributed over the nine Zones. Liben zone with the second highest part of the total population of the region, constituting about 13.9 percent, and Fiq zone has relatively less population (about 6.8%). According to DHS 2004, 4,236,320 populations are expected to live with a population growth rate of the region of 2.36%; the population in 2007 can be estimated at approximately 4,543,385 (Ayalew, 2005: 5). The estimated expectations of life at birth for Somali region are 56 years for males, 53 years for females and 55 years for both sexes, while infant mortality rates are 90/1000 for males 102/1000 for females and 96/1000 for both sexes (CSA, 1999: 176).

2.9.3. Language and Religion

Language is one of the socio cultural characteristics of a population. According to CSA, 95.5 percent of the population use Somali language as a mother tongue. The Oromo language, used by 2.24 percent of the population, is the second largest language spoken as a mother tongue followed by Amharic with 0.93 percent. The remaining Ethiopian languages are used by about 0.7 percent of the population. Moreover, the data indicates

that more than 91.7 percent of the population did not have second language (CSA, 1998: 37).

Religion is another important socio-cultural characteristic of a population. In Somali regional state, the overwhelming majority (98.7 percent) of residents of Somali region are Muslims. Next to Muslims are Orthodox Christians with 0.9 percent and Protestant comprise 0.1 percent of the total population of the region respectively. Followers of Catholic and other religions are also negligible (CSA, 1999: 43).

Somalis adhere to Islamic law when it comes to marriage, inheritance and the family. Women cannot inherit camels, land and cattle. With education for girls, women increasingly join the work force, which in urban areas has reversed their dependence on men. Many well-off women participate in family decision-making. Acceptance of such participation by society is tilting the balance in their favor and they are increasingly breadwinners for the family while still managing the domestic scene (Daniel Rotich, 2005: 10).

2.9.4. Socio economic conditions

The major economic activity among Somalis is pastoralism that requires mixed-livestock management of camels, cattle, goats and sheep. In order to overcome the limitation that caused by the arid climatic condition they use different of livestock management techniques. These techniques are based on some mobility, the practice of efficient land use of vast areas of flood-fed lands and wet-season pastures as well as socio-economic cooperation. However, their management system alone does not help to alleviate poverty. In the region, 37.9 percent of the people live below poverty line. In rural the corresponding figure is higher than in urban (MoFED, 2002:54).

2.9.5. Social Structure

As a result of the fragile life style of the low land regions, strong self-help groups based on clan relationship are well known in pastoral nomadic areas of Ethiopia. Nomadic self-help groups are stronger than those of cultivator group. This is because of their weak

economy, their marginalized and least developed areas and the difficulties of living in the semi-arid and arid areas of the country. Similarly, mutual aid is also part of the culture (Carr-Hill, 2002:41).

2.10. General information on educational development

According to the central statistics data, in Somali Region, the school attendance was 4.13 percent in 1997. Moreover, 91.3 percent of the population of Somali had no formal education. In both rural and urban areas and in all zones also the majority of the populations never attend formal education (CSA, 1999: 56).

Although commencing age of education by the regulation of the country is age 7, the data from CSA revealed that the level of participation at age 7 is only 3.2 percent. This shows that still about 97 percent of the children happened to be out of school system. As far as enrollment by sex is concerned, in general, slightly higher enrollment for males than females has observed in almost all zones (CSA, 1999: 61).

CHAPTER THREE

3. The Research design and methodology

3.1.The Research Methodology

The main purpose of this study is to examine the status of primary education of Somali pastoralist children participation and identify the major challenges that hinder participation. It also aimed to find some possible solutions that can be used to increase participation in primary education. To serve this purpose descriptive survey method was employed in order to identify the major challenges that need to be alleviated to increase the Liben Zone pastoralist children participation in primary education.

3.2.Source of Data

Both primary and secondary data were used for the study. Primary source of data were gathered from 316 Somali students and 42 teachers through questionnaires. In addition, using interview data were collected from 20 Liben Zone Somali's and focus group discussions were made with 15 Parent Teachers' Association members. These sources have helped the researcher to acquire first hand information and draw valid inferences.

Secondary data were obtained through documentary analysis. For this purpose information was obtained from sample woredas, schools records and from MoE and UNESCO publications. Finally, after the data were analyzed using the appropriate statistical methods, findings were summarized, conclusion and recommendations were made.

3.3. Sample Population and Sampling Techniques

3.3.1. Sample Population

The population of the study covers primary schools of Liben Zone. The sample of the study covers Dollo odo, Moyale and Filtu woredas of Liben zone. As far as schools are concerned, one school from each woreda was selected. Regarding student respondents, 327 from grade 4-8 were taken from the total population of 1072 students using available

sampling technique. This comprised 30.50% of the total students in the sample schools. In addition, 42(49.41%) of teachers from the total of 85 teachers were considered from the three sample schools using available sampling technique. In addition, 20 Somali's of Liben Zone and 15 PTA members in the three primary schools were involved in the interview and focus groups respectively.

3.3.2. Sampling Technique

The study site covers a very wide area that almost covers all schools in three woreda was quite impossible thus, selecting schools from each woreda was vital. Using simple random sampling technique, sample woredas and schools were selected. In addition, it was essential to consult people from Somali education bureau officials who have relevant information about each woredas and schools.

Available sampling techniques were used to select teachers and students. Discussion were made with Liben zone education officials to select Somali respondents and PTA members who have better awareness about the problem of participation of the Somali's pastoralist children in the zone.

Table 2. Name of Schools, Number Teachers and Students

Zone	Woreda	Name of school	No of students	No of teachers
Liben	Filtu	Filtu primary school	554	24
	Dollo Odo	Dollo odo primary school	280	47
	Moyale	Chamuk primary school	238	14
Total			1072	85

3.4. Instruments and Procedures of data collection

3.4.1. Instruments

Three set of questionnaire for students, teachers and principals or vice principals were designed. In the first part of the questionnaire, multiple question types were forwarded. Secondly, in order to identify the major factors that affect participation of the Somali's

pastoralist children participation in primary education, different items were prepared in the form of rating scale that was indicated on five-points. Finally, Open ended questions were prepared that will enable respondents to suggest their own opinion.

Interview and focus group discussion guides were also prepared to obtain additional information from educated Somali's and PTA members respectively.

The questionnaire, interview and focus group discussion guides were piloted and some ambiguities and misunderstandings were identified and the validity of the instruments to collect the necessary data was tested. All the necessary amendments have been made in line with the feedback obtained from the respondents.

3.4.2. Procedures of Administration and Data Collection

A data collector was recruited based on language skill and familiarity of the area. A one day orientation was given to the data collector about interview technique and a general procedure for completing questionnaire by the respondents.

After obtaining the total number of students and teachers from school records, questionnaires were distributed to available students and teachers using Somali and English language to students and teachers respectively. The necessary explanations were given to teachers by the researcher and to the students by the assistant researcher using their mother tongue. Recognizing the fact that grade one-three students were too young to understand and forward the necessary information, they are excluded from the sample.

PTA members were selected from each school by the principals and explained about the purpose of the study. Then, focus group discussions were made with the help of assistant researcher. Finally, after selecting educated Somali's interviews were conducted.

3.5 Methods of Data Analysis

3.5.1 The Variables

The dependent variable of the study was the participation of Somali pastoralist children in primary schools. On the other hand, the independent variable was grouped in to socio-cultural, socio-economic and school related factors that hinder participation of pastoral Somali children in primary education.

3.5.2 Data Analysis Techniques

Descriptive survey of quantitative and qualitative data analysis method was used. To analyze the quantitative data, percentage was one of the statistical methods that used to explain the personality characteristics of respondents and degree of influence of different factors on the educational participation of pastoral Somali children.

The Chi-square (X^2) was also used to test the existence of significant or non-significant difference between the teachers and students responses to each variable. The mean score was used to identify which of the items rated above or below average to be considered as the major or least constraints of primary school participation.

To test whether there is a strong relationship among the responses given by students and teachers, the spearman's rank correlation was used. In all the analysis, the existing differences were tested for statistical significance at an alpha level of 0.05 to tolerate errors that may occur due to chances. Thus, using the above tools, the following chapter analyzes the data obtained from the respondents to achieve the objectives of the study.

CHAPTER FOUR

4. Presentation of Analyzed data and Discussion

This part of the study treats presentation and analysis the data collected through questionnaire, interview and focus group discussions.

The questionnaires were distributed to 327 students and 42 teachers. Among the distributed questionnaires those filled by 316 (99.69%) of students and 42 (100%) of teachers were collected and analyzed. In addition, 15 Parent-Teacher association members and 20 educated Somali's were involved in the focus group discussions and interviews respectively.

The collected questionnaires were organized using tables, analyzed and interpreted. Moreover, the responses from PTA members and educated Somali's were used to confirm the response of teachers and students.

4.1. Characteristics of Respondents

Table 3. Characteristics of student respondents by sex, age and grade level.

Respondents	Sex				Age			Grade		
	M		F			No	%		No	%
Students	No	%	No	%	Below 8	-	-	5 th	70	22.15
	232	73.4	84	26.6	8-10	-	-	6 th	67	21.20
					11-15	193	61.07	7 th	89	28.16
					above15	123	38.92	8 th	90	28.48
Total	316					316			316	

According to table 3, out of 316 students involved in the study, 232 (73.42%) of student respondents were male and the rest 84 (26.58%) were females. This shows that the participation of pastoralist girls in primary education of the study area were very low. Regarding their age, 193 (61.07%) were in the age group of 11-15 years and 123

(38.92%) of them were 15 years and above. This indicates that many students in the study area were above the legal age standard for the given level. Concerning their grade, 316 (100%) of the respondents were from grade 5-8. This reveals that they expected to respond about the prevailing problems with full of responsibility.

Table 4. Family Background of Student Respondents (n=316)

Mother's education	No	%	Mothers occupation	No	%	Father's occupation	No	%	Family size	No	%
Illiterate	210	66.5	House wife	257	81.33	Pastoralist	157	49.68	1-2	11	3.48
Literate	67	21.2	Government employee	13	4.11	Government employee	109	34.49	3-4	55	17.4
Grade 3-5	24	7.59	Merchant	46	14.55	Merchant	50	15.82	5& above	250	79.1
Grade 6-8 & 8 th & above	5	11.9	Others	-	-	Others	-	-			

As shown in table 4, the great majority 210 (66.45%) of respondents indicated that their mothers can not read and write while 106 (64.5%) of them replied that their mother's were literate and above grade three. This reveals high rates of illiteracy among mothers of the study area, which may have considerable impact on children school participation. In effect, they couldn't control their family size and the majority 250 (79.11%) of respondents had a family size more than five. Regarding father's occupation, the majority 157 (49.68%) of respondent's fathers were pastoralists and 109 (34.49%) of them were government employees and the remaining 50 (2.85%) were involved in small businesses. This indicates that most of the jobs performed by respondent's fathers were labor intensive and required active participation of children.

Table5. Characteristics of teacher respondents by sex, age and religion.

Sex					Age								Religion							
M		F		T	19-21		22-25	26-30		30-36		Above 36	Muslim		Orthodox		Protestant		Others	
No	%	No	%	42	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
40	95.2	2	4.8		-	-	14	33.3	8	19.1	16	38.1	4	9.5	34	81	7	16.7	1	2.4

From table 5, we can conclude that the great majority of teachers 40 (95.24%) were male and only 2 (4.76%) were females. This reveals that the participation of females in this region was very low. Regarding the age of respondents, the majority 16 (38.09%) teachers were between 30-35 and 14 (33.3%) were between the age of 22-25. This shows that most of the teachers were above 22 years and could respond seriously to the prevailing problems of the area and could suggest possible solutions.

Concerning religion, 34 (80.95%) of the teachers are Muslims and the remaining 8 (18.98%) are non-Muslims. This reveals that most of the teachers would be able to understand the needs of students regarding religion.

Table 6. Characteristics of teacher respondents by level of education, marital status and service years in the region (n=42).

1	Education:		
	Grade 10 complete	-	-
	10+1	27	64.29
	10+3	15	35.71
	12+3	-	-
	Above 12+3	-	-
Total		42	100
2	Marital status:		
	Married	32	76.19
	Un married	10	23.81
	Divorced	-	-
Total		42	100
3	Service years in the region:		
	Below 3	6	14.28
	3-6 years	19	45.24
	7-10 years	2	4.76
	10& above	15	35.71
Total		42	100

According to table 6, the great majority 27(64.28 %) of teachers have TTI certificate, 15 (35.71%) have diploma holders. From this we can say that most of the teachers in the three sample schools have at least TTI certificate that required to teach in primary

schools. Moreover, 25 (59.52%) of them have 3-6 years of service and 15 (35.71%) have 10 years and above service in the area. This revealed that most of the teachers have adequate knowledge about the culture, religion and economic activities of pastoralist Somali's so that their responses are dependable to made safe conclusions.

As to marital status, the overwhelming majority of teachers 32 (76.19) were married and only 10 (23.81%) of them were single. Moreover, there was no divorce at all. From this we can conclude that the incident that female students being harassed by their teachers in this Zone is rare.

Table 7. Characteristics of PTA member respondents by sex, age, religion, occupation and educational status (n=15)

Name of the Schools	Respondents : 15 PTA members	No	%
Filtu Primary School, Dolo Primary School and Chamuk Primary School	Sex: M	10	66.7
	F	5	33.3
	Age: 25 & above	15	100
	Religion: Islam	15	100
	Occupation:		
	Government employees	10	66.7
	Pastoralists	1	6.67
	Participate in small businesses	4	26.7
	Level of education		
	Grade 8	2	13.3
	Grade 11	1	6.7
	12 complete	6	40.0
	Diploma holder	4	26.7
	Degree holder	2	13.3

As table 7 depicts, the majority 10 (66.67%) of the respondents were male and the rest five were females. As to their age, 14 (33.33%) were adults in the age group of 30 and above. This indicates that they experienced the problem of the area and suggested possible solution to the prevailing problems confidentially.

Concerning religion, all (100%) of the respondents were Muslims. This reveals that they are expected to respond possible solutions to the needs of this Muslim community. Regarding their occupation, 10 (66.67%) of them were government employees and 4 (26.67%) of them were involved in small businesses. This implies that most of the PTA members were not pastoralist, even if they had pastoralist background.

As to educational status, all (100%) were literate even, 4 (2.67%) of them were diploma graduates and 2 (13.33%) were degree holders. This implies that most of the PTA members would be able to understand the value of education and perform their job in a responsible manner.

On the other hand, interviews were conducted with 15 educated Somali's of Liben zone. This people had better understanding about the pastoralist life style and would be able to respond to their needs. All of them were employees in different sector of governmental and non-governmental organizations. The majority of them had diploma and above. Therefore, their work experience and level of education would help them make contributions to respond to the needs of the pastoralists and suggest possible solutions.

Table 8. Data collected from the three sample primary schools records on the total number of students, repeaters and number of teachers.

Name of Schools	Academic year	2005/06		2006/07	
		No	%	No	%
Filtu Primary School, Dolo Primary School and Chamuk Primary School	Number of students:				
	Male	657	65.9	574	51.0
	Female	340	34.1	498	46.4
	Total	997	100	1072	100
	Total number of teachers:				
	Male	63	78.7	62	72.9
	Female	17	21.3	23	27.1
	Total	80	100	85	100
	Number of repeaters:				
	Male	42	60.0	90	72
	Female	28	40.0	35	28
	Total	70	100	125	100

Source: From the school records of Filtu, Dolo and Chamuk Primary Schools

From table 8, the total number of students has shown increment from 997 to 1072 in the year 2005/6 and 2006/7 respectively. The total number of teachers had also increased from 80 to 85 in the two consecutive academic years.

The data from school principals further revealed that all the three sample schools had no facility such as separate toilet for girls, water service, mine media, laboratory, library etc. Moreover, there were no text books at all in the three sample schools of Liben zone. As a result of lack of the above mentioned facilities, student's interest towards school became less. Especially, girls had no separate toilet and availability of water service had pronounced contradiction with the religion. Therefore, they prefer to stay around home. The number of students per class and per desk was very high and create great suffocation in this arid and semi arid environment. In effect, the number of repeaters of pastoralist Somali students had increased from 70 (100%) to 125 (100%) in the year 2005/6 and

2006/07 respectively. This implies that the education system is not responsive to the needs of pastoralists and climatic condition of the area had a high pronounciation.

4.2. Major causes for low number of pastoralist children participation in primary education.

The main aim of this study is investigating the major constraints of Somali pastoralist children primary school participation. To this end, 9 socio-cultural, 7 socio-economic and 15 factors related to schools have been listed. Students and teachers were asked to indicate the impact of each variable on primary school participation according to the extent of the influence of each variable based on rating scale that is 5-Very high 4- High 3- Moderate 2- Low 1- Very low.

4.2.1. The major Socio-cultural factors

Table 9. The Socio-cultural factors affecting pastoralist children participation in primary education as perceived by 42 teachers and 316 students.

No	Variables	Respondent & Ranks	5	4	3	2	1	Total	Mean	X ²
1	Early marriage	S(1)	192	52	43	21	8	1347	4.26	27.5 *
		%	60.8	16.5	13.6	6.6	2.5	100		
		T(1)	9	14	15	2	2	152	3.62	
		%	21.4	33.3	35.7	4.8	4.8	100		
2	Circumcision ceremonies &	S(8)	60	90	90	22	54	1028	3.25	8.3
		%	22.2	28.5	25.3	7.0	17.1	100		
		T(4)	10	5	19	3	5	138	3.29	
		%	23.8	11.9	45.2	7.1	11.9	100		
3	Fear of religious change	S(2)	180	42	40	8	46	1250	3.96	50.6 *
		%	57.0	13.3	12.7	2.5	14.6	100		
		T(8)	12	3	4	11	12	118	2.81	
		%	28.6	7.1	9.5	26.2	28.6	100		
4	Negative attitude towards girls and girls' education	S(6)	113	54	69	27	53	1095	3.47	12.7 *
		%	35.8	17.1	21.8	8.9	16.8	100		
		T(3)	12	7	11	10	2	143	3.40	
		%	28.6	16.7	26.2	23.8	4.8	100		
5	Parents suspicion that modern education threat their culture	S(7)	102	51	93	23	47	1086	3.44	16.8 *
		%	32.3	16.1	29.4	7.3	14.9	100		
		T(7)	5	9	12	10	6	123	2.93	
		%	11.9	21.4	28.6	23.8	14.3	100		
6	Parents fear that children will be disobedient after school	S(9)	12	63	75	20	144	721	2.28	19.2 *
		%	4.4	19.9	23.7	6.3	45.6	100		
		T(9)	2	3	21	6	10	107	2.55	
		%	4.8	7.1	50.0	14.3	23.8	100		
7	Parents do not encourage children school participation	S(4)	134	60	55	24	43	1166	3.69	16.8 *
		%	42.4	19.0	17.4	7.6	13.6	100		
		T(6)	6	11	10	8	7	127	3.02	
		%	14.3	26.2	23.8	19.0	16.7	100		
8	Fear of parents that modern education could take children time of training	S(3)	136	57	66	19	38	1182	3.74	4.2
		%	43.0	18.0	20.9	6.0	12.0	100		
		T(2)	15	7	9	6	5	147	3.50	
		%	35.5	16.7	21.4	14.3	11.9	100		
9	Fear of modern education in providing skills about livestock	S(5)	128	63	51	19	55	1138	3.60	20.2 *
		%	26.2	21.4	14.3	26.2	17.4	100		
		T(5)	11	9	6	11	5	136	3.24	
		%	40.5	19.9	16.1	6.0	11.9	100		

Significant at $\alpha = .05$

* Indicate significant response

S= Students

$$X^2 = \sum (S_i - ((\sum S_i) * (S_i + T_i)) / \sum (S_i + T_i))^2 / ((\sum S_i) * (S_i + T_i)) / \sum (S_i + T_i))$$

T= Teachers

$$i=1,2,3,4,5$$

The chi-square value at an alpha level of 0.05 and degree of freedom 4 is 9.49. If the calculated chi-square value of respondents' ≥ 9.49 ($p < .05$), there is a significant difference between the opinions of respondents and if the calculated chi-square value of respondents' < 9.04 ($p > .05$), there is no significant difference between the opinions of respondents. In addition, by considering the average mean score of respondents as 3.0, the following analyses were forwarded:

concerning item number one, table 9 reveals that the majority 244 (77.3%) of student and 23 (54.7%) teacher respondents rated early marriage as the major socio-cultural impediment that hinders pastoralist Somali children participation in primary education. The chi-square result ($X^2 = 27.49$, $p < .05$) reveals that there is a significant difference between the response of teachers and students. According to table 9, the mean results of students (4.26) and teachers (3.62) indicate that the former rated the item more than the later. However, both rated the item above average. This reveals that the impact of this variable on primary school participation is acute. The interviews with educated Somali's and focus group discussions with PTA members confirmed the fact that early marriage as the major socio cultural factor that hinders primary school participation in Liben Zone.

Regarding circumcision and ceremonies, 150 (50.7%) students and 15 (35.7%) teachers stressed on its influence as high and very high. The chi-square result ($X^2 = 8.31$, $p > .05$) reveals that there is no significant difference between the response of both groups on considering this factor as one of the major causes of low school participation. According to table 9, the mean results of students (3.25) and teachers (3.29) indicate that the former considered the impact of this variable on school participation higher than the later. However, both rated the item above average. This shows that harmful traditions like circumcision highly affect pastoral children's participation in primary education. That is until the wound cured and the pain reduced they miss their education. Conformity with this the interviews and focus group discussions result reveal that in this region most children, especially, girls are circumcised between the age of 7-12 years.

With regard to fear of religious change, 222 (70.3%) student respondents considered it as a major impediment. However, 23 (54.8%) teachers rated its effect on participation low and very low. The chi-square result ($X^2 = 50.56$, $p < .05$) reveals that there is a significant difference between the response of teachers and students. According to table 9, the mean results of students (3.96) and teachers (2.81) indicate that students perceived this factor as a serious problem of school participation than teachers. Moreover, the interviews and focus group discussions reveal that most parents have almost no fear that children would change their religion by considering modern education as an influential factor to change their religion. This reveals that this variable has low impact on school participation.

Concerning the value of girls and girls' education, 167 (52.9%) of student and 19 (45.3%) of teacher respondents rated its effect on participation as high and very high. This reveals that the society has given negative value to girls and girl's education thus; it has a great impact on girl's participation in education. The chi-square result ($X^2 = 12.71$, $p < .05$) shows that there is a significant difference between the response of teachers and students. According to table 9, the calculated mean results of students (3.47) and teachers (3.40) shows that the former rated the item more than the later. But, both rated the item above average. From this, it could be safe to deduce that the pastoralist Somalis' negative attitude towards the value of girls and their educations highly affect girls' primary school participation. Moreover, this fact was supported by the responses of interviews and focus group discussions.

Regarding parents suspicion that modern education as a threat to their culture, 153 (48.4%) of students rated high and very high. However, 16 (38.1%) teachers rated its impact on participation low and very low. The chi-square result ($X^2 = 16.78$, $p < .05$) reveals that there is a significant difference between the response of teachers and students. According to table 9, the mean results of students (3.44) and teachers (2.93) indicate that students rated the impact of this variable on primary school participation higher than teachers. Conformity with this, the result of interviews and focus group discussions indicate that most parents have positive feeling towards modern education and don't relate it with the introduction of new culture. This shows that it has low impact on school participation.

With respect to parents fear that children will be disobedience after school, 164 (51.9%) of students and 16 (38.1%) of teachers replied that its influence on participation were low and very low. The chi-square result ($X^2 = 19.24$, $p < .05$) reveals that there is a significant difference between the response of teachers and students. According to table 9, the mean results of students (2.28) and teachers (2.55) indicate that the former rated the item less than the later. However, both rated the influence of this item on primary school participation below average. This reveals that this variable has less impact on primary school participation of pastoralist children.

Concerning parents do not encourage children participation in education, 194 (61.4%) of student and 17 (40.5%) of teacher respondents indicate that most parents do not encourage children to participate in education. This reveals that the type and kind of skills children acquire from schools have less value in improving the lively hood of the pastoralists and led to less interest of the parents to encourage children participation.

The chi-square result ($X^2 = 16.78$, $p < .05$) reveals that there is a significant difference between the response of teachers and students. According to table 9, the mean results of students (3.69) and teachers (3.02) indicate that the former rated the item more than the later. This reveals that the type and kind of skills children acquire from schools have less value in improving the lively hood of the pastoralists and led to less interest of the parents to encourage children participation.

As to fear of parents that modern education could take children's time of training about livestock, 193 (61%) of student and 22 (52.4%) of teacher respondents rated its impact as high and very high. The chi-square result ($X^2 = 4.15$, $p > .05$) reveals that there is no significant difference between the response of teachers and students. According to table 9, the mean results of students (3.74) and teachers (3.50) indicate that the former rated the item more than the later. However, both groups of respondents considered its impact on primary school participation above average. This reveals that parents prefer children to stay home and practice the necessary skills about livestock production instead of attending modern education that has contributed less to improvement of livestock production.

Concerning fear of modern education in providing skills about livestock and livestock products, 191(60.4%) of students and 20 (47.6%) of teachers rated its impact on participation as high and very high. The chi-square result ($X^2 = 20.17$, $p < .05$) reveals that there is a significant difference between the response of teachers and students. According to table 9, the mean results of students (3.60) and teachers (3.24) indicate that the former rated the item more than the later. But both considered this variable above average. This reveals that pastoralists doubt the current education system provides the necessary skills about livestock and livestock products.

Generally, the chi-square result shows that among those nine items given only two of them were found to be insignificant and the rest seven were significant. To examine the existing correlation between the respondents' opinion, the spearman rank order correlation was used. The result was 0.45 ($p < .05$) (see Appendix V). This indicates the existence of strong correlation between respondents opinion.

4.2.2. The major Socio-economic factors

Table 10. Socio-economic factors affecting pastoralist children participation in primary education as perceived by teachers and students

No	Variables	Respondent & Ranks	5	4	3	2	1	Total	Mean	X ²
1	The mobile life style of pastoralists	S (5)	150	45	72	12	37	1187	3.82	9.02
		%	47.5	14.2	22.8	3.8	11.7	100		
		T(3)	14	7	13	7	1	152		
		%	33.3	16.7	31.0	14.3	4.8	100	3.62	
2	High demand of child labor by parents	S(1)	183	55	46	13	19	1318		4.89
		%	57.6	17.4	14.6	4.1	6.3	100	4.17	
		T(5)	15	8	8	9	2	151		
		%	35.7	19.0	19.0	21.4	4.8	100	3.60	
3	Poverty	S(2)	168	47	62	18	21	1271		4.38
		%	53.2	14.9	19.6	5.7	6.6	100	4.02	
		T(1)	20	5	14	2	1	167		
		%	47.6	11.9	33.3	4.8	2.4	100	3.98	
4	Lack of water and forage for animals	S(3)	152	43	77	23	21	1230		4.36
		%	48.1	13.6	24.4	7.3	6.6	100	3.89	
		T(3)	14	9	11	5	3	152		
		%	33.3	21.4	26.7	11.9	7.1	100	3.62	
5	Health problems	S(6)	133	54	77	26	26	1190		9.89*
		%	41.8	17.4	24.4	8.2	8.2	100	3.77	
		T(2)	20	8	7	3	4	163		
		%	47.6	19.0	16.7	7.1	9.5	100	3.88	
6	Conflict	S(8)	81	62	91	26	56	1034		22.25*
		%	25.6	19.6	28.8	8.2	17.7	100	3.27	
		T(7)	11	7	7	6	11	127		
		%	26.2	16.7	16.7	14.3	26.2	100	3.02	
7	Lack of market for livestock product	S(7)	113	60	97	15	31	1157		1.32
		%	35.8	19.0	30.7	4.7	9.8	100	3.66	
		T(8)	10	7	9	2	14	123		
		%	23.8	16.7	21.4	7.1	31.0	100	2.93	
		%	42.9	4.8	26.2	11.9	14.3	100		

Significant at $\alpha = .05$

* Indicate significant response

S= Students

$$X^2 = \sum (S_i - ((\sum S_i) * (S_i + T_i)) / \sum (S_i + T_i))^2 / ((\sum S_i) * (S_i + T_i)) / \sum (S_i + T_i)$$

T= Teachers

i=1,2,3,4,5

The chi-square value at an alpha level of 0.05 and degree of freedom four is 9.49. If the calculated chi-square value of respondents' ≥ 9.49 ($p < .05$), there is a significant difference between the opinions of respondents and if the calculated chi-square value of respondents' < 9.49 ($p > .05$), there is no significant difference between the opinions of respondents. In addition, by considering the average mean score of respondents as 3.0, the following analyses were forwarded:

Table 10 reveals that the majority 195 (61.7%) of student respondents and 21(50.0%) teacher respondents rated the mobile life style of pastoralists as the major socio-cultural impediment that hinders participation of pastoralist Somali children in primary

education. The chi-square result ($X^2 = 9.02$, $p > .05$) indicates that there is no significant difference between the response of teachers and students. According to table 10, the mean results of students (3.82) and teachers (3.62) indicate that the former rated the item less than the later. However, both groups rated its impact above average. From this we can say that this variable is the major impediment of pastoralist Somali children's participation in primary education. Conformity with this, the interviews and focus group discussions results show that most of the Somali people moves seasonally from place to place searching for food and water for their animals. On implication, during this season most children will not be able to attend education.

Concerning high demand of child labor by parents, 238 (75.0%) of students and 23 (54.7%) of teachers considered high demand of child labor as hindering factor for the pastoralist Somali children's participation in primary education. The chi-square result ($X^2 = 4.89$, $p > .05$) reveals that there is no significant difference between the response of teachers and students. According to table 10, the mean results of students (4.17) and teachers (3.60) indicate that the former rated the item less than the later. However, both rated the item above average. From this we can say that pastoral activities such as herding animals, fetching water, milking animals etc, are labor intensive and hinder children's primary school participation.

Regarding lack of water and forage for animals, 195 (61.7%) of students and 23 (54.7%) of teachers rated lack of water and forage for animals has produced a great impact on school participation. The chi-square result ($X^2 = 4.38$, $p > .05$) shows that there is no significant difference between the response of teachers and students. According to table 10, the mean results of students (4.02) and teachers (3.98) indicate that the former rated the item less than the later. However, both respondents rated its impact above average. This shows that children move a long distance with animals searching for water and food, during this time they could be dropped out of school.

As to poverty, 215 (68.1%) of student and 23 (59.5%) of teacher respondents rated its impact on school participation as high and very high. The chi-square result ($X^2 = 4.36$, $p > .05$) reveals that there is no significant difference between the response of teachers and

students. According to table 10, the mean results of students (3.89) and teachers (3.62) indicate that the former rated the item less than the later. However both groups of respondents considered its impact above average. This reveals that the prevalence of poverty, famine and recurrent drought in this region greatly affect primary school participation.

With regard to health problems, 187 (59.2%) student and 28 (66.6%) teacher respondents considered the impact of health problems in affecting school participation high and very high. The chi-square result ($X^2 = 9.89$, $p < .05$) reveals that there is a significant difference between the response of teachers and students. According to table 10, the mean results of students (3.77) and teachers (3.88) indicate that the former rated the item less than the later. However both rated above average. This reveals that health problems associated with man and cattle have highly influenced school participation.

Concerning conflict, 143 (45.2%) of students and 18 (42.9%) of teachers rated conflict as a major factor that hinders school participation. The chi-square result ($X^2 = 22.25$, $p < .05$) reveals that there is a significant difference between the response of teachers and students. According to table 10, the mean results of students (3.27) and teachers (3.02) indicate that the former rated the item less than the later. This reveals that there is high incidence of conflict within and between clans as a result of competition for grazing land and water, this in turn affects primary school participation.

As to lack of market for livestock and its product, 173 (54.8%) of student respondents and 17 (40.5%) of teacher respondents considered its effect on participation as high and very high. The chi-square result ($X^2 = 1.32$, $p > .05$) reveals that there is no significant difference between the response of teachers and students. According to table 10, the mean results of students (3.66) and teachers (2.93) indicate that the former rated the item less than the later. This reveals that Somali pastoralists move to distant areas exchanging for livestock and livestock products. As a result, it affects primary school participation.

Generally, the chi-square result shows that among those seven items given only two of them were found to be insignificant and the remaining five were significant. In addition,

the spearman rank order correlation was used to examine the existing correlation between the respondents' opinion. The result was 0.48 ($p < .05$) (see Appendix V). This indicates the existence of strong correlation between their responses.

4.2.3. The major factors related to schools

4.2.4. Table 11. External factors related to schools that hinder primary school participation

No	Variables	Respondents & Ranks	5	4	3	2	1	Total	Mean	X ²
1	Less number of primary schools	S(8)	138	47	62	27	42	1160	3.67	6.37
		%	43.7	14.9	19.6	8.5	13.3	100		
		T(6)	20	5	10	4	3	161	3.83	
		%	47.6	11.9	23.8	9.5	7.1	100		
2	Poor school community relationship	S(12)	117	51	78	33	37	1126	3.56	3.00
		%	37.0	16.1	24.7	10.4	11.7	100		
		T(5)	20	8	7	4	3	164	13.90	
		%	47.6	19.0	16.7	9.5	7.1	100		
3	Long distance from home to schools	S(14)	90	71	94	16	45	1093	3.46	34.01*
		%	28.2	22.8	29.7	5.1	14.2	100		
		T(10)	10	19	1	9	3	150	3.57	
		%	23.8	45.2	2.4	21.4	7.1	100		
4	Lack of awareness of teachers about the culture of pastoralists	S(18)	31	69	56	19	141	778	2.46	14.14*
		%	9.8	21.8	17.7	6.0	44.6	100		
		T(15)	4	7	10	7	14	106	2.53	
		%	9.5	14.3	26.2	16.7	33.3	100		
5	Problem of security such as sexual harassment	S(16)	61	53	63	21	118	929	2.74	10.54*
		%	19.3	16.8	19.9	6.6	37.3	100		
		T(16)	8	2	8	8	16	104	2.48	
		%	19.0	4.8	19.0	19.0	38.1	100		
6	Fear of early pregnancy	S(15)	85	41	54	43	93	930	2.94	5.56
		%	26.9	13.0	17.1	13.6	29.4	100		
		T(17)	5	7	6	8	16	103	2.45	
		%	11.9	16.7	14.3	19.0	38.1	100		

Significant at $\alpha = .05$

* Indicate significant response

S= Students

$$X^2 = \sum (S_i - ((\sum S_i) * (S_i + T_i)) / \sum (S_i + T_i))^2 / ((\sum S_i) * (S_i + T_i)) / \sum (S_i + T_i)$$

T= Teachers

i=1,2,3,4,5

The chi-square value at an alpha level of 0.05 and degree of freedom four is 9.49. If the calculated chi-square value of respondents' ≥ 9.49 ($p < .05$), there is a significant difference between the opinions of respondents and if the calculated chi-square value of respondents' < 9.49 ($p > .05$), there is no significant difference between the opinions of respondents. In addition, by considering the average mean score of respondents as 3.0, the following analyses were forwarded:

Concerning item number one, the majority of students 185 (58.6%) and teachers 25 (30.9%) rated its impact as high and very high. The chi-square result ($X^2 = 6.37$, $p > .05$) reveals that there is no significant difference between the response of teachers and students. According to table 11, the mean results of students (3.67) and teachers (3.83) indicate that the former rated the item less than the later. However, both rated the item above average. This shows that the existence of less number of schools compared to the

number of school age children has a great impact on primary school participation. The result of interviews with educated Somali's and focus group discussions with PTA members confirmed that the existence of less number of schools highly affect primary school participation in Liben Zone.

As to poor school community relationships, 168 (53.1%) of students and 28 (66.6%) of teachers respond it has high and very high influence on primary school participation. The chi-square result ($X^2 = 3.00$, $p > .05$) reveals that there is no significant difference between the response of teachers and students. According to table 11, the mean results of students (3.56) and teachers (3.90) indicate that the former rated the item less than the later. However, both rated this variable above average. This reveals that most pastoralists have not involved in any decision making process concerning school activities. In effect, have no sense of belongingness or ownership. As a result, it highly affects primary school participation.

With respect to long distance, 161 (51.8%) of students and 29 (69.0%) of teachers considered the existence of schools far from home has a great impact on primary school participation. The chi-square result ($X^2 = 34.00$, $p < .05$) reveals that there is a significant difference between the response of teachers and students. According to table 11, the mean results of students (3.46) and teachers (3.57) indicate that the former rated the item less than the later. However, both rated the item above average. This reveals that most schools in this region were constructed far from the encampment of pastoralists and these poor students are expected to move long distance on foot with out eating breakfast. This intern highly affects primary school participation of Somali pastoralists.

Concerning lack of awareness of teachers about the culture religion and language of pastoralists, 160 (50.6%) of students and 21 (50 %) of teachers rated it has low impact on primary school participation. The chi-square result ($X^2 = 14.14$, $p < .05$) reveals that there is a significant difference between the response of teachers and students. According to table 11, the mean results of students (2.46) and teachers (2.53) indicate that the former rated the item less than the later. However, both rated the item below average. This shows

that most of the teachers have pastoralist background and know the primary necessities of pastoralist children.

Concerning problem of security such as sexual harassment or rape, 139 (43.9%) of students and 24 (57.1%) of teachers rated as it has low impact on school participation.

The chi-square result ($X^2 = 10.54$, $p < .05$) reveals that there is a significant difference between the response of teachers and students. According to table 11, the mean results of students (2.74) and teachers (2.48) indicate that teachers rated the item less than students. However, both rated the item below average. This reveals that in such a Muslim community the incidence of sexual harassment and rape was low. It is both against tradition and religious laws and children, especially girls, have no fear of sexual harassment in school and on the way traveling to school. As a result, fear of sexual harassment and rape has little impact on pastoralist Somali children primary school participation.

Regarding fear of early pregnancy, 136 (43.0%) of students and 24 (57.1%) of teachers rated its impact as low and very low. The chi-square result ($X^2 = 5.56$, $p > .05$) reveals that there is no significant difference between the response of teachers and students. According to table 11, the mean results of students (2.94) and teachers (2.45) indicate that the teachers rated the item less than students. However, both rated the item below average. This reveals that since the incidence of early pregnancy in this area is very low parents have no fear of early pregnancy to send girls to school and doesn't affect primary school participation.

4.2.5. Table 12. Internal factors related to schools that hinder primary school participation

No	Variables	Respondents & Ranks	5	4	3	2	1	Total	Mean	X ²
1	Shortage of students text book	S(3)	146	56	53	20	41	1194	3.78	11.43*
		%	46.2	17.7	16.8	6.3	13.0	100		
		T(4)	27	3	2	3	7	66		
		%	64.3	7.1	4.8	7.1	16.7	100	3.95	
2	Lack of special support for girls	S(1)	157	54	56	23	26	1241	3.93	0.86
		%	49.7	17.1	17.7	7.3	8.2	100		
		T(2)	21	7	8	4	2	167	3.98	
		%	50.0	16.7	19.0	9.5	4.8	100		
3	Lack of water services in schools	S(5)	132	59	62	26	37	1171	3.71	6.67
		%	41.8	18.7	19.6	7.9	12.0	100		
		T(1)	25	6	8	2	1	178	4.24	
		%	59.5	14.3	16.7	7.1	2.4	100		
4	Lack of separate toilet for girls	S(2)	152	51	56	27	30	1216	3.85	9.72*
		%	48.1	16.1	17.7	8.5	9.5	100		
		T(2)	27	1	5	4	5	167	3.98	
		%	64.3	2.4	11.9	9.5	11.9	100		
5	Half day schooling	S(11)	118	57	77	22	42	1123	3.59	2.06
		%	37.3	18.0	24.4	7.0	13.3	100		
		T(11)	15	5	14	3	5	148	3.52	
		%	35.7	11.9	33.3	7.1	11.9	100		
6	The curriculum is not relevant to the needs of the society	S(10)	130	47	67	26	46	1137	3.60	12.82*
		%	40.8	14.9	21.2	8.2	14.9	100		
		T(6)	14	14	8	5	1	161	3.83	
		%	33.3	33.3	19.0	11.9	2.4	100		
7	Absence of flexible calendar and time table	S(9)	122	64	63	24	43	1146	3.63	6.53
		%	38.6	20.3	19.9	7.6	13.6	100		
		T(8)	16	6	15	2	3	156	3.71	
		%	38.1	14.3	35.7	4.8	7.1	100		
8	Inappropriate medium of instruction	S(17)	81	20	46	69	100	861	2.72	12.00*
		%	25.6	6.3	14.6	21.8	31.6	100		
		T(18)	4	7	3	11	17	96	2.29	
		%	9.5	16.7	7.1	26.2	40.5	100		
9	High repetition & dropout of children	S(7)	112	75	80	20	29	1169	3.70	21.10*
		%	35.4	23.7	25.3	6.3	9.2	100		
		T(14)	9	9	12	11	1	140	3.33	
		%	21.4	21.4	28.6	26.2	2.4	100		

Significant at $\alpha = .05$

* Indicate significant response

S= Students

$$X^2 = \sum (S_i - ((\sum S_i) * (S_i + T_i)) / \sum (S_i + T_i))^2 / ((\sum S_i) * (S_i + T_i)) / \sum (S_i + T_i)$$

T= Teachers

i=1,2,3,4,5

The chi-square value at an alpha level of 0.05 and degree of freedom four is 9.49. If the calculated chi-square value of respondents' ≥ 9.49 ($p < .05$), there is a significant difference between the opinions of respondents and if the calculated chi-square value of respondents' < 9.49 ($p > .05$), there is no significant difference between the opinions of respondents. In addition, by considering the average mean score of respondents as 3.0, the following analyses were forwarded:

Concerning shortage of text books, the majority of students 202 (63.9%) and teachers 30 (71.4%) responded that it has a great impact on primary school participation. Moreover, the data from school principals has also shown that there were no text books at all in the

three sample schools. The chi-square result ($X^2 = 11.43$, $p < .05$) reveals that there is a significant difference between the response of teachers and students. According to table 12, the mean results of students (3.78) and teachers (3.95) indicate that the former rated the item less than the later. However both students and teachers rated this item above average. This reveals that firstly, students will face many difficulties in understanding the subject matter and will not be able to do their home works and class works as expected. Secondly, it will be difficult for the teachers to evaluate and make sure that the students have grasped the appropriate knowledge that they should at their grade level.

Regarding lack of special support for girls, 211 (66.8%) of students and 28 (66.7%) of teachers considered it as high and very high. The chi-square result ($X^2 = 0.86$, $p > .05$) reveals that there is no significant difference between the response of teachers and students. According to table 12, the mean results of students (3.93) and teachers (3.98) indicate that the former rated the item less than the later. However, both rated above average. This indicated that lack of special support for girls is one of the main reasons that pull them back from participation in primary education. Conformity with this the result of interviews with educated Somali's and focus group discussions with PTA members indicated that girls were not encouraged to participate in school through provision of special support.

Concerning lack of water services, 191 (60.5%) of students and 31 (73.8%) of teachers responded that it has a high and very high impact on school participation. In addition, the data from school principals showed that there was no water service for all the three sample schools. The chi-square result ($X^2 = 6.67$, $p > .05$) reveals that there is no significant difference between the response of teachers and students. According to table 12, the mean results of students (3.71) and teachers (4.24) indicate that the former rated the item less than the later. However, As a culture and being part of the religion one has to be washed and get cleaned before prayer time, which is done five times a day. As a result, students especially, girls face a pronounced problems and are obliged to go home

during school time. In effect, children, especially girl's interest of school participation highly decline.

Regarding lack of separate toilets for girls, 203 (64.2%) of students and 28 (66.7%) of teachers rated its impact on school participation as high and very high. Further, the data from school principals exhibit that there was no water service in all the three sample schools. The chi-square result ($X^2 = 9.72$, $p < .05$) reveals that there is a significant difference between the response of teachers and students. According to table 12, the mean results of students (3.85) and teachers (3.98) indicate that the former rated the item less than the later. However, both rated the item above average. This reveals that girls are forced to share their school time for searching of toilet which is located separately and may be far away. This declines the interest of girls towards primary schools. Conformity with this the result of interviews with educated Somali's and focus group discussions with PTA members indicated that there were no separate toilets for girls and this has put a recognizable effect especially on girls that they have to go home during school time.

Concerning half day schooling, 175 (55.3%) of the students and 20 (47.6%) of the teachers responded that half day schooling has a very high impact on participation of students. The chi-square result ($X^2 = 2.06$, $p > .05$) reveals that there is no significant difference between the response of teachers and students. According to table 12, the mean results of students (3.59) and teachers (3.52) indicate that the teachers rated the item less than students. However, both rated the item above average. This reveals that most children are involved in labor intensive activities after school like herding, water fetching, milking and other activities thus, they don't have time to study and do their home works, as a result, creating less interest both in children and parents in educational participation.

As to the existing curriculum, 177 (55.7%) of students and 28 (66.6%) of teachers respondents rated its impact on participation as high and very high.

The chi-square result ($X^2 = 12.82$, $p < .05$) reveals that there is a significant difference between the response of teachers and students. According to table 12, the mean results of students (3.60) and teachers (3.83) indicate that the former rated the item less than the

later. However, both rated the item above average. This shows that the existing curriculum is not responsive to the needs of Somali pastoralists. Conformity with this the result of interviews with educated Somali's and focus group discussions with PTA members revealed that the existing curriculum is not responsive to the needs of pastoralists i.e. it doesn't integrate the necessary society needed skills to produce quality livestock and livestock products. Therefore, instead of going to school, parents prefer their children to stay home and gain the necessary skills for pastoralist activities.

Regarding the absence of flexible calendars and time tables that fit to the life style of the pastoralists, 186 (58.9%) of students and 22 (52.4%) of teachers rated its impact as high and very high. The chi-square result ($X^2 = 6.53$, $p > .05$) reveals that there is no significant difference between the response of teachers and students. According to table 12, the mean results of students (3.63) and teachers (3.71) indicate that the former rated the item less than the latter. However, both rated the item above average. This implies that the school time schedules and pastoralist activities such as herding animals, gathering fire wood, watering etc being day to day activities of the community. And from these entire points one can understand that the living style of the pastoralist is not compatible with the school's schedule system. In addition, pastoralists move seasonally from place to place but the school calendar doesn't consider such activities and closed during this season. Therefore, students are forced to quit their education and follow their pastoralist tradition and this is believed to inactivate parent's interest towards sending their children to school. Conformity with this the result of interviews with educated Somali's and focus group discussions with PTA members revealed that the existing calendars and timetables of the schools were not responsive to the needs of pastoralist activities which intern led to less participation of students at school.

Regarding inappropriate medium of instruction, 169 (52.4%) students and 28 (66.7%) of teacher respondents rated its impact on school participation as low and very low. The chi-square result ($X^2 = 11.99$, $p < .05$) reveals that there is a significant difference between the response of teachers and students. This means students and teachers do not perceived the impact of this variable on primary school participation in the same way. According to table 12, the mean results of students (2.72) and teachers (2.29) indicate that the teachers

rated the item less than students. However, both rated the item below average. This implies that the use of Somali language as a medium of instruction has encouraged pastoralist children participation in primary education. Conformity with this the result of interviews with educated Somali's and focus group discussions with PTA members revealed that the use of Somali language, Since it is the main language of communication in the community using it as a medium of instruction has an excellent value to pass over the important values of the culture and cultural heritages of the pastoralist Somali's to the next generation.

Regarding high repetition and dropout of children from school, 187 (59.1%) of student and 18 (42.8%) of teacher respondents rated its impact as high and very high. The chi-square result ($X^2 = 21.1$, $p < .05$) reveals that there is a significant difference between the response of teachers and students. According to table 12, the mean results of students (3.70) and teachers (3.33) indicate that teachers rated the item less than students. However, both rated the item above average. This implies that there is a high drop out of children due to factors like the mismatch of school schedules and pastoralist activities, mobile life style etc.

The chi-square result shows that among those fifteen items, concerning external and internal factors associated with schools, eight of them were found to be significant and the remaining eight were insignificant. In addition, the spearman rank order correlation 0.83 ($p < .05$) (see Appendix V) shows the presence of positive correlation between respondents' responses.

Generally, among the socio-cultural factors mentioned, early marriage, modern education could take children time of training, negative attitude towards girls and their education and fear of modern education in providing skills about livestock were found as the major impediments to primary school participation. As to socio-economic factors, it was found that high demand of child labor, poverty, health problems, lack of water and forage for animals and the mobile life of pastoralists were the major obstacles for primary school participation. In addition, lack of special support and separate toilet for girls, lack of water services in schools and shortage of students text books were found as the major

impediments of primary school participation regarding the major problems and challenges of school participation. However, factors like fear of religious change, parents fear that children will be disobedient after school, modern education as a threat to their culture, lack of awareness of teachers', inappropriate medium of instruction, problems like sexual harassment, and fear of early pregnancy found to have low impact on primary school participation in Liben Zone. In addition, most of the teachers suggested that other factors other than those mentioned like the existing weak decentralization and teachers received salary once in three months, contributed much to the low enrolment of students in primary schools of Liben Zone.

CHAPTER FIVE

5. Summery, Conclusion and Recommendation

5.1. Summery

The main purpose of this study is to examine the major socio-cultural, socio-economic and school related factors that hinder participation of pastoralist children in primary education of Liben Zone and suggest plausible solutions. To this end, the following four basic questions were raised:

- 1- What is the current status of pastoralist children participation in the primary schools of Liben Zone?
- 2- What are the major problems and challenges pastoralist children participation in the primary schools of Liben Zone?
- 3- What are the major Socio-cultural practices and socio-economic conditions that affect pastoralist children participation in the primary schools of Liben Zone?
- 4- What mechanisms need to be designed to increase the rate of pastoralist children participation in the primary schools of Liben Zone?

The study was carried out in three governmental primary schools of the three woredas' of Liben Zone. To collect relevant information questionnaires, interviews and focus group discussions were carried out. The data collected was analyzed using different statistical tools like frequency distribution and percentage. Differences between teachers' and students' responses for each variable were measured using the Chi-square (X^2) test. In addition, correlations were computed using Spearman's rank order. Based on the results of the analyzed data, the following major findings were obtained.

The Somali region net enrollment ratio (11.6) was found to be far below the national average (57.4%) in 2003/04 (MOE, 2005:5). According to CSA (2004), the GER of children in primary education of Liben Zone was found to be the third in the region (9.6). This is as a result of the backwardness of the region with respect to social services like education.

The results of this study indicated that early marriage is a common practice in Somali region. The majority of students and teachers considered this socio-cultural factor as the major impediment that hinders pastoralist Somali children participation in primary education. It was also found that larger proportion of students and teachers indicated the practice of circumcision and its ceremonies highly affected children, especially girls' in primary school participation. In addition, in Somali pastoralist community girls have been given lower value than boys.

In this study it was found that the majority of parents did not rely on the belief that children would be disobedient after attending modern education. However, most parents do not encourage their children's participation in education. In addition, most parents fear that modern education could take children's time of grasping experience in livestock skills. According to the majority of the respondents, these variables highly discouraged children primary school participation.

The socio-economic factors as perceived by student and teacher respondents also showed that pastoralists move seasonally and during these seasons, children, especially boys' move along with their cattle and forced to dropout from school. The result further revealed that pastoralist activities such as herding cattle, fetching water, collecting fire wood etc demanded intensive labor force of the children in the field. Due to this fact, parents prefer their children to be involved in such domestic activities instead of sending them to school. Further more, problems associated with poverty such as health problems, lack of water and foraging for animals, played their own role and affected primary school participation of children. Conflicts within and between tribes were found to be major sources of instability leading to low enrollment of children in primary schools.

The results of this study also indicated that lack of market in pastoralists' encampment vicinities was found to be a major impediment of primary school participation.

Concerning the major school related factors that hinders primary school participations, in this study, a serious problem of shortage of schools in Liben Zone was observed. In addition, schools being distant from areas of settlement, hunger and tiresome have been

the major influential factors in limiting interest of the children in primary school participation. In addition, most of the respondents considered the presence of week school community relationships in this particular zone as a strong impediment of primary school participation.

The majority of respondents indicated that as a result of lack of facilities such as separate toilets for girls, water services etc discouraged girls' primary school participation. In addition, this study further revealed that pastoralist girls have not been provided with special support that could help them to cop up with the competition from boys in school. The result further showed that the shortage of text books in the three sample schools was considered as the major and concrete problem in the primary schools participation of Liben Zone.

In this study half day schooling was found to cause pastoralist children to be involved in labor intensive activities after school which deprives students of their time for study leading to low enrollment of school participation.

According to the results of this study, the majority of student and teacher respondents rated the existing curriculum, highly contributing to the existing low number of primary school participation. The result further revealed that the majority of respondents considered the existing school calendars and time tables, putting the variable on the head of list of problems as a causative factor for many pastoralist children to the repetition and dropping out from schools. Moreover, high rate of repetition and dropouts had produced a major negative impact on school participation in this zone.

The pastoralist background of most of the teachers together with the use of Somali language as a medium of instruction highly encouraged children participation in primary education. Interestingly, in this study, it was found that in Liben Zone there was almost no incidence of problem of security concerning sexual harassment or rape in school and on the way traveling to school. In effect, there was no fear of early pregnancy of girls, which hinders young girls from primary school participation.

5.2. Conclusion

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

The study revealed that the gross enrollment ratio of the Liben Zone pastoralist children in primary education was below the national average (57.4); this leaves a well recognized shadow on the light of achieving primary education for all.

In this study, the factors that affected primary school participation can be classified into three; the major problems and challenges of school participation, the socio-economic and socio-cultural practices.

With respect to socio-cultural factors that hinder pastoral children participation in primary education; early marriage was one of the main hindering factors of participation. On the other hand, parents have feared that modern education could take children's time of training about livestock; therefore, do not encourage children's participation in education. This is because; they believe that the current education system does not help to add necessary values on how to produce better livestock and livestock products which is the main interest of the community.

Traditional practices like female genital mutilation or circumcision hinders children's, especially girls' primary school participation. Girls remain home after they are circumcised because of the wound. The study further indicated that the value given to girls' and girl's education is very low which resulted in an assumption that girls have no role in major decision making processes, but only to obey what their husbands have decided.

With respect to socio-economic factors that hinder pastoral children participation in primary education; pastoralist activities require intensive force of the child which keep them occupied almost all the day. This in turn led to diminished participation of children in primary education. Problems associated with poverty such as health problems, lack of water and forage for animals in this backward area also hinder children participation in primary education.

The mobile life style of pastoralists and frequent conflict as a result of competition for resources highly affected school participation of the children in the Zone.

Furthermore, lack of market intensified the problem of pastoralist children in attending primary school, and it is also one reason why they have to go a long distance to sell their livestock and livestock products.

With respect to school related factors that hinder pastoral children participation in primary education; the findings of this study showed that there was a high shortage of text books, important facilities such as water and separate toilets for girls in all schools, which led to high repetition of children and for the difficulty of acquiring the intended skill.

The study revealed that the existing curriculum is not responsive to the needs of pastoralists. In addition, the school calendar and timetable was not designed with respect to pastoralist activities. Surprisingly, during their movement to distant areas schools continue their normal schedule irrespective of the pastoralist activities. As a result most of the children were forced to quit their education.

Although, most of the teachers have pastoralist background, it was found that teachers get their salary once in two or three months, hence produced a visible negative effect on children school participation.

In general, the result of the study revealed that the major problems affecting pastoralist children participation in primary education were found to be socio-cultural, socio-economic and school related factors. In order to overcome these problems and increase school participation, the government should establish a strong decentralization of the schools budget and design strategies that reflect the needs of pastoralists through opening boarding schools, hostels, school feeding programs and increasing demand by abolishing fees and introducing incentives. Moreover, community sensitization and mobilization programs have to be designed. In view of these following recommendations were suggested:

5.3. Recommendation

- 1- Early marriage, circumcision and its ceremonies, values given to girls and girl's education were among the major socio-cultural constraints that affected participation of pastoralist children. In order to alleviate these problems, community awareness programs about the value of girls, the effect of early marriage and circumcision have to be designed by the federal and regional governments and different non-governmental organizations. Moreover, mosques and religious leaders have to play a major roll in alleviating these problems.
- 2- In order to encourage parents to send children to school, the curriculum designers and education planners should integrate the skills needed to improve livestock and livestock products in the school curriculum and should base their curriculum design in a way that it is supported by background studies of the particular area.
- 3- With regard to the mobile nature of pastoralists' life and activities that consume most of children's time for schooling and study, education planners have to design appropriate school time with respect to pastoralist activities. Moreover, in collaboration with different NGO's, the regional and federal governments have to establish mobile schools that can move along with pastoralists. Furthermore, the use of the existing quranic schools and duksis will be important in order to overcome the problem of shortage of schools.
- 4- Liben Zone pastoralists have lack of water and forage for animals during the dry seasons lead pastoralists to move frequently from place to place. Therefore, school feeding programs that provide food, oil, cash, medical services... etc have to be designed in order to increase the intended primary school participation. Moreover, constructing schools around areas where grazing lands and water are available keeps them from leaving their areas for search of those resources, and this intern will decrease the incidence of conflict as a result of competition. Moreover, the regional and federal government incorporation with different NGO's should arrange public conferences that are designed with a concrete purpose of asserting awareness to the community on different conflict resolution mechanisms.

- 5- The lack of market in the vicinity of pastoralist hindered primary school participation, thus the regional government together with NGOs and the community should establish central market areas that equally serve all distantly populated pastoralists and should fix market days in a way that it does not overlap with school time.
- 6- The result of the study showed that in all the three sample schools there were no text books at all. Therefore, the regional bureau of education, have to duplicate and distribute text books properly. Moreover, the regional bureau of education should work in hand with the community and different NGO's to construct facilities such as separate toilet for girls, water services etc. In addition, schools have to get their budget appropriately and teachers have to get their salary monthly.
- 7- From the findings, poor school-community relationships affect primary school participation. In order to buy the wellbeing of the community and suppress the poor relationships, it should be well recommended to education planners and all regional education officials that all decisions concerning schools including establishing calendars and timetables, have to involve community members especially elders and educated ones.
- 8- Lack of special support for girls has been identified as one of the problems concerning girls' participation in primary education. Thus, to enhance girls school participation, they should be provided with special supports by way of different mechanisms like establishing female association in schools, encouraging them by providing different incentives, through facilitating guidance and counseling services and preparing additional hand written materials. In general creating conducive and protective school environment which may give the girls hope for a better tomorrow. In addition, the regional education bureau should involve and encourage participation of girls in different decision making activities.
- 9- The study further showed that the existing curriculum was not responsive to the stakeholders need. Therefore, curriculum designers should design appropriate curriculum that reflect the needs of pastoralists and prepare children to improve livestock and livestock products and also it should integrate the cultural heritages

of pastoralists. Moreover, the school calendar should be flexible according to the seasons that pastoralists are expected to move away and comebacks i.e. schools should be closed when pastoralists move away in search of food and other resources and should be opened on their return. Concerning school time, schools should be opened early in the mornings before herding cattle and at nights after putting them back in the ranch.

- 10- This study also shows that most children travel a long distance to school. In order to alleviate this problem, the regional education bureau should build schools around pastoralist encampments. The kind of school buildings should consider the climatic conditions of the area and also it should be built from low cost building materials to minimize wastage of resources. The mobility seasons and encampment areas should be studied before deciding where to construct schools. Introducing multi grade system is also essential. Moreover, the education officials should encourage investors to open private schools.

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ANNEX

Appendix – I

Addis Ababa University
School of Graduate Studies
Department of Educational Planning and Management

A questionnaire set on “Primary education for the pastoralist community of Somali region”.

The aim of this study is to improve primary school participation of Somali pastoralist children, particularly in Liben Zone. To this end; this questionnaire is prepared to gather relevant information on the current participation status, identifying the major hindering factors and to come up with the necessary strategies that improve participation. You are kindly asked to fill these questionnaires truthfully, because the success of the study in meeting its intended objective depends on your honest response.

This questionnaire is designed to be filled by primary school students.

Part I. Background Information.

Instruction:-

- A) Please put “X” mark in the space provided for your answer
- B) Please circle the appropriate choice
- C) Please give short answer in the space provided
- D) No need of writing your name

1- Zone _____ Woreda _____

2- Name of your school _____

3- Sex a) male b) female

4- Age a) less than 8 years b) 8-10years c) 11-15 yaers d) 15 and above

5- Grade a) 5th b) 6th c) 7th d) 8th

6- Mothers' level of education a) Illiterate b) literate c) 3-5 grade d) 6-8 grades e) 8th & above

- 7- Mothers' occupation a) house wife b) government employee c) merchant d) others
 8- Fathers' occupation a) pastoralist b) government employee c) merchant d) others
 9- Family size a) 1-2 b) 3-4 c) 5 and above

Part II- Factors that hinders Somali pastoralist children primary school participation in Liben Zone.

Instruction- please put "x" mark in the space provided in side the table using the following points:

If you choose 5, the effect of the variable is very high, if you choose 4, the effect of the variable is high, if you choose 3, the effect of the variable is moderate, if you choose 2, the effect of the variable is low and if you choose 1, the effect of the variable is very low,

i.e 5-Very high 4- High 3- Moderate 2- Low 1- Very low

No	Hindering Factors	Rating Scales				
		5	4	3	2	1
1	Socio - Cultural Factors					
1.1	Early Marriage					
1.2	Circumcision and its ceremonies					
1.3	Fear of religious change					
1.4	Negative attitude towards the value of girls and girls education					
1.5	Parents suspicion that modern education threat their culture					
1.6	Parents fear that children will be disobedience after school					
1.7	Parents do not encourage children participation in school					
1.8	Fear of parents that modern education could take children time of					
1.9	Fear of modern education in providing skills about livestock and livestock products					
2	Socio - Economic Factors					
2.1	The mobile lifestyle of pastoralists					
2.2	High demand of child labor by parents					
2.3	Poverty					
2.4	Lack of water and forage for animals					
2.5	Health problems					
2.6	Conflict					

2.7	Lack of market for livestock and its product						
3.	The major problems and challenges of school participation						
3.1	Less number of primary schools						
3.2	Shortage of text books						
3.3	Lack of special support for girls						
3.4	Poor school-community relationships						
3.5	Long distance from home to schools						
3.6	Lack of water services in schools						
3.7	Lack of separate toilets for girls						
3.8	Half day schooling						
3.9	The existing curriculum is not relevant to the needs of pastoralists						
3.10	Absence of flexible calendar and timetable that fit to the pastoralist life style.						
3.11	Lack of awareness of teachers about the culture, religion and language of the society						
3.12	Inappropriate medium of instruction						
3.13	High repetition and dropout of children						
3.14	Problem of security such as sexual harassment or rape						
3.15	Fear of early pregnancy						

Appendix – II

Addis Ababa University
School of Graduate Studies

Department of Educational Planning and Management

A questionnaire set on “Primary education for the pastoralist community of Somali region”.

The aim of this study is to improve primary school participation of Somali pastoralist children, particularly in Liben Zone. To this end, this questionnaire is prepared to gather relevant information on the current participation status, identifying the major hindering factors and to come up with the necessary strategies that improve participation. You are kindly asked to fill these questionnaires truthfully, because the success of the study in meeting its intended objective depends on your honest response.

This questionnaire is designed to be filled by primary school teachers.

Part I. Background Information.

Instruction:-

- E) Please put “X” mark in the space provided for your answer
- F) Please circle the appropriate choice
- G) Please give short answer in the space provided
- H) No need of writing your name

1- Zone _____ Woreda _____

2- Name of your school _____

3- Sex a) male b) female

4- Age a) 19-21years b) 22-25 years c) 26-30 years d) 36 and above

5- Religion a) Muslim b) Orthodox c) Protestant d) Others

6- Educational status a) grade 10 complete b) 10+1 c) 10+2 d) 12+3 e) above 12+3

7- Marital status a) married b) unmarried c) divorced

8- Service in the region a) below 3 years b) 3-6 years c) 7-10 years d) 10 years and above

Part II- Factors that hinders Somali pastoralist children primary school participation in Liben Zone.

Instruction- please put "x" mark in the space provided in side the table using the following points:

If you choose 5, the effect of the variable is very high, if you choose 4, the effect of the variable is high, if you choose 3, the effect of the variable is moderate, if you choose 2, the effect of the variable is low and if you choose 1, the effect of the variable is very low,

i.e 5-Very high 4- High 3- Moderate 2- Low 1- Very low

No	Hindering Factors	Rating				
		5	4	3	2	1
1	Socio - Cultural Factors					
1.1	Early Marriage					
1.2	Circumcision and its ceremonies					
1.3	Fear of religious change					
1.4	Negative attitude towards the value of girls and girls education					
1.5	Parents suspicion that modern education threat their culture					
1.6	Parents fear that children will be disobedience after school					
1.7	Parents do not encourage children participation in school					
1.8	Fear of parents that modern education could take children time of					
1.9	Fear of modern education in providing skills about livestock and livestock products					
2	Socio – Economic Factors					
2.1	The mobile lifestyle of pastoralists					
2.2	High demand of child labor by parents					
2.3	Poverty					
2.4	Lack of water and forage for animals					
2.5	Health problems					
2.6	Conflict					
2.7	Lack of market for livestock and its product					
3.	The major problems and challenges of school participation					
3.1	Less number of primary schools					
3.2	Shortage of text books					

3.3	Lack of special support for girls						
3.4	Poor school-community relationships						
3.5	Long distance from home to schools						
3.6	Lack of water services in schools						
3.7	Lack of separate toilets for girls						
3.8	Half day schooling						
3.9	The existing curriculum is not relevant to the needs of pastoralists						
3.10	Absence of flexible calendar and timetable that fit to the pastoralist life style.						
3.11	Lack of awareness of teachers about the culture, religion and language of the society						
3.12	Inappropriate medium of instruction						
3.13	High repetition and dropout of children						
3.14	Problem of security such as sexual harassment or rape						
3.15	Fear of early pregnancy						

Part III- Give Short Explanation

- 1- What factors other than those mentioned do you think that hinder primary school participation of Somali pastoralist children? _____
- 2- What actions do you suggest that should be taken by the community, federal and regional governments to increase participation of primary education in this region? _____

Part IV- To be filled by principals and vice principals.

- 1- Woreda _____
- 2- Name of school _____
- 3- Year _____
- 4- Total number of students _____

Year	Grade																							
	1			2			3			4			5			6			7			8		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1998																								
1999																								

2- Total number of teachers

1998 M____ F____ T____

1999 M____ F____ T____

3- Number of repeaters

1998 M____ F____ T____

1999 M____ F____ T____

4- Average number of students per class _____

5- Average number of students per desk _____

6- School shift system a) single shift b) double shift

7-Student – Text book ratio

1998 _____

1999 _____

8-Does your school has

- Water service? a) Yes b) No
- Separate toilet? a) Yes b) No
- Library? a) Yes b) No
- First aid? a) Yes b) No
- Mini-media? a) Yes b) No

Appendix - III

Addis Ababa University
School of Graduate Studies
Department of Educational Planning and Management

Interview prepared for educated Somali's of Liben zone.

Name_____	Religion_____
Woreda_____	Occupation_____
Sex_____	Marital status_____
Age_____	Educational stats_____

- 1- What is the current status of Somali pastoralist children participation in primary schools?
- 2- What is the attitude of Somali's towards modern education?
- 3- To what extent do the socio-cultural practices like early marriage, circumcision etc affect primary school participation of Somali pastoralist children?
- 4- What is the attitude of Somali's towards girl's and girl's education?
- 5- To what extent do the socio-economic factors like mobility, poverty, demand of child labor etc affect primary school participation of pastoralist Somali children?
- 6- Is there enough number of schools and teachers compared to the number of student?
- 7- Do the schools have enough facilities?
- 8- Does the existing educational content responsive to the needs of pastoralists?
- 9- Do the schools have appropriate calendar and timetable with respect to the pastoralist activities?
- 10- Is the existing language of instruction appropriate?
- 11- What strategies do you propose to overcome these problems and increase primary school participation of Somali pastoralist children?

Appendix - IV

Addis Ababa University
School of Graduate Studies
Department of Educational Planning and Management

Focus group discussion prepared for Parent-Teacher Association Members.

Sex _____

Age _____

Religion _____

Occupation _____

Educational stats _____

- 1- What is the current status of Somali pastoralist children primary school participation?
- 2- What socio-cultural practices affect children participation in education? How?
- 3- What socio-economic activities of the pastoralist affect primary school participation? How?
- 4- What factors related to schools hinder children primary school participation?
- 5- What strategies do you propose to overcome these problems and increase primary school participation of Somali pastoralist children?

Appendix – V

Spearman's Rank Order Correlation

Socio-cultural Factors

No	Mean	X ₁	Mea n	X ₂	X ₁ - X ₂ (D)	D ²
1	4.26	1	3.62	1	0	0
2	3.25	8	3.29	4	4	16
3	3.96	2	2.81	8	-6	36
4	3.47	6	3.40	3	3	9
5	3.44	7	2.93	7	0	0
6	2.28	9	2.55	9	0	0
7	3.69	4	3.02	6	-2	4
8	3.74	3	3.50	2	1	1
9	3.60	5	3.24	5	0	0
						Σ D ² =66

X₁= Students rank

X₂= Teachers rank

$$\begin{aligned}
 r_s &= 1 - 6 \sum D^2 / N(N^2 - 1) \\
 &= 1 - 6(66) / 9(9^2 - 1) \\
 &= 1 - 0.55 \\
 &= 0.445
 \end{aligned}$$

Socio-economic Factors

No	Mea n	X ₁	Mea n	X ₂	X ₁ - X ₂	D ²
1	3.82	4	3.62	3	1	1
2	4.17	1	3.60	5	-4	16
3	4.02	2	3.98	1	1	1
4	3.89	3	3.62	3	0	0
5	3.77	5	3.88	2	3	9
6	3.27	7	3.02	6	1	1
7	3.66	6	2.93	7	-1	1
						Σ D ² =29

X₁= Students rank

X₂ = Teachers rank

$$\begin{aligned}
 r_s &= 1 - 6 \sum D^2 / N(N^2 - 1) \\
 &= 1 - 6(29) / 7(7^2 - 1) \\
 &= 1 - 0.52 \\
 &= 0.48
 \end{aligned}$$

Schools related Factors

No	Mean	X ₁	Mean	X ₂	X ₁ -X ₂ (D)	D ²
1	3.67	6	3.83	6	0	0
2	3.78	3	3.95	4	-1	1
3	3.93	1	3.98	2	-1	1
4	3.56	10	3.90	5	5	25
5	3.46	11	3.57	9	2	4
6	3.71	4	4.24	1	3	9
7	3.85	2	3.98	2	0	0
8	3.59	9	3.52	10	-1	1
9	3.60	8	3.83	6	2	4
10	3.63	7	3.71	8	-1	1
11	2.46	15	2.53	12	3	9
12	2.72	14	2.29	15	-1	1
13	3.70	5	3.33	11	-6	36
14	2.74	13	2.48	13	0	0
15	2.94	12	2.45	14	-2	4
						$\Sigma D^2=96$

X₁= Students rank

X₂= Teachers rank

$$\begin{aligned}
 r_s &= 1 - \frac{6 \Sigma D^2}{N(N^2-1)} \\
 &= 1 - \frac{6(96)}{15(15^2-1)} \\
 &= 1 - \frac{1410}{5814} \\
 &= 1 - 0.17 \\
 &= 0.83
 \end{aligned}$$

DECLARATION

I, the undersigned declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

Name Tekestebirhan Haile Kassaye

Signature 

Date July 20, 2007