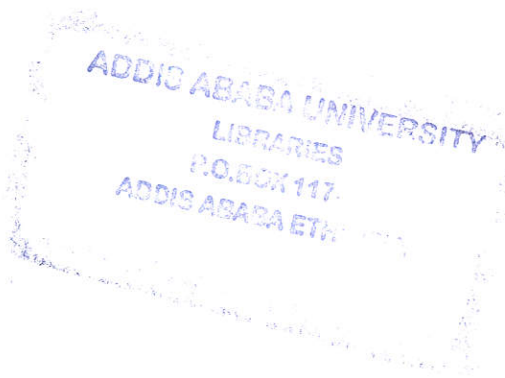


**ADDIS ABABA UNIVERSITY SCHOOL OF  
GRADUATE STUDIES**

**A STUDY ON PRIMARY EDUCATION PROVISION FOR THE  
CHILDREN OF PASTORAL NOMADS IN ETHIOPIA: ACCESS AND  
ALTERNATIVE:  
THE CASE OF SOMALI REGION**

**BY  
DEREJE H/MICHAEL  
COLLEGE OF EDUCATION  
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY**



**JUNE, 2005**

**A STUDY ON PRIMARY EDUCATION PROVISION FOR THE  
CHILDREN OF PASTORAL NOMADS IN ETHIOPIA ACCESS AND  
ALTERNATIVE:  
THE CASE OF SOMALI REGION**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES ADDIS  
ABABA UNIVERSITY COLLEGE OF EDUCATION DEPARTMENT OF  
EDUCATIONAL PSYCHOLOGY**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTERS OF ART IN SPECIAL NEEDS EDUCATION**

**BY  
DEREJE H/MICHAEL**



**JUNE, 2005**

**ADDIS ABABA UNIVERSITY SCHOOL OF  
GRADUATE STUDIES**

**A STUDY ON PRIMARY EDUCATION PROVISION FOR THE  
CHILDREN OF PASTORAL NOMADS IN ETHIOPIA ACCESS AND  
ALTERNATIVE:  
THE CASE OF SOMALI REGION**

**BY  
DEREJE H/MICHAEL  
COLLEGE OF EDUCATION  
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY**

**APPROVED BY THE BOARD OF EXAMINERS**

*Tamiré Andualem*

CHAIRMAN, DEPARTMENT  
GRADUATE COMMITTEE



SIGNATURE

*K. V. Rao*

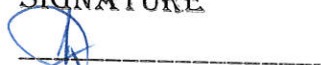
ADVISOR



SIGNATURE

*Agadeh Reda*

EXTERNAL EXAMINER



SIGNATURE

*Emebet Mulugech*

INTERNAL EXAMINER



SIGNATURE

## AKNOWLEDGMENT

Any endeavour of this kind could be successful only when it is accompanied by the goodwill and cooperation of many individuals and organizations. I would run short of space to enumerate all those who lend their hands. Among, I would like to express my deepest gratitude to my advisor Dr. Rao for her unreserved and valuable professional guidance and illuminating suggestion which undeniably helped to work diligently on my thesis.

I am also grateful for Balanbaras Fekede's family, and colleagues in Addis Ababa University postgraduate school who have helped me materially and morally from the very beginning to the end.

My special thanks go to Ato Yezihalem (LLB) who has gone through the manuscript and have given useful comments and encouragement.

I would also like to express my special thanks to my brother, Wonderad H/Michael and sister Abebech H/Michael for their moral support and sharing the burden that is expected to be carried by me.

Last but not least, my deepest gratitude goes to W/t Fedila and W/t Selamawit who under took the work of typing the draft as well as the final script.

Dereje H/Michael

June 2005

Addis Ababa

## Table of Content

	Page
Acknowledgement -----	I
Table of Content -----	II
List of Tables -----	IV
List of Figures -----	V
Acronyms -----	VI
Abstract -----	VIII
<b>I. INTRODUCTION</b> -----	<b>1</b>
<b>1.1. Back ground</b> -----	<b>3</b>
<b>1.1.1 (a) Theoretical back ground</b> -----	<b>3</b>
A.1. The Pastoral Nomads -----	7
A.2. Education in the Nomadic Area -----	9
A.3. Education of nomadic people in Iran and Kenya -----	10
A.3.1. Educational Development in Iran -----	11
A.3.2. Education Strategies In Kenya -----	12
A.4. The Nomadic Areas of Ethiopia -----	13
<b>1.1.1 (b) Review of Related literature</b> -----	<b>16</b>
B.1. Factors Challenging Primary Education Provision Far the Nomadic Pastor lists---	16
<b>B. 1.1. School related constraints (factors)</b> -----	<b>16</b>
B. 1.1.1. Language of Instruction -----	16
B.1.1.2. Lack of School facilities -----	17
B.1.1.3. The Nature of Curriculum -----	17
B.1.1.4. Quantity and Quality of Teachers -----	18
B.1.1.5. Flexibility of School Time Table -----	19
B.1.1.6. Distance from school center -----	19
<b>B.1.2. Socio-Cultural Constraints</b> -----	<b>20</b>
B.1.2.1. Parental Attitude Towards Education -----	21
B.1.2.2. Gender Role Socialization and Stereotyping -----	22
B.1.2.3. Early Marriage -----	22
B.1.2.4. Community Involvement / Participation -----	23
<b>B.1.3. Scio-Economic Constraints/Factors</b> -----	<b>24</b>
B.1.3.1. Poverty -----	24
B.1.3.2. The Demand of Child Labour -----	25

B.1.3.3. Educational Background of Parents -----	26
<b>B.1.4. Development Constraints</b> -----	26
B.2. Education in the Nomadic Areas of Ethiopia -----	27
B.3. Alternative Strategies that Need to be Designed in Educating the Children of Nomads in Ethiopia -----	29
B.3.1. School Feeding program -----	30
B.3.2. Mobile School -----	30
B.3.3. Boarding Schools -----	31
B.3.4. Community Sensitization -----	31
B.3.5. School Mapping -----	32
B.3.6. Non – Formal Education -----	32
1.1.2. Significance of the Study -----	33
1.1.3. Statement of the Problem -----	34
1.2. The Purpose of the Study -----	35
1.3. Operational Definition of Terms Used -----	36
1.4. Delimitation of the Study -----	37
1.5. Limitation -----	37
<b>2. METHOD</b> -----	38
2.1. Design of the Study -----	38
2.2. Study Area -----	38
2.3. Population and Sampling Techniques -----	40
2.4. Sources of Data -----	41
2.5. Instruments and Procedures of data Collection -----	42
2.5.1. Instruments -----	42
2.5.2. Administration and Data Collecting Procedures -----	42
2.6. Methods of Data Analysis -----	43
2.6.1. The Variables -----	43
2.6.2. Data Analysis -----	44
<b>CHAPTER THREE</b> -----	45
<b>3. PRESENTATION AND ANALYSIS OF THE DATA</b> -----	45
3.1. Characteristics of Respondents -----	45
3.2. Results and Discussion -----	50
<b>CHAPTER FOUR</b> -----	71
<b>4. SUMMARY, CONCLUSION AND SUGGESTION</b> -----	71
4.1. Summary -----	71
4.2. Conclusion -----	73
4.3. Suggestion -----	74
Bibliography	
Appendices	
1. Questionnaire Original and Translated Version	
a. Questionnaire for Teachers School Principals and Experts	
b. Questionnaire for Students	
c. Structured Interview for Community Representatives (Elders)	
2. Tables and Figures	

## List of Table

	Page
Table 1:- Pastoral groups, Location and Estimated Population in Ethiopia-----	15
Table2 :- Primary school enrollment rate in the nomadic areas of Ethiopia -----	29
Table 3: Experts and Teacher Respondents by their Sex, Age, Education and Service -----	46
Table 4: Teachers Teaching Load-----	47
Table 5: Student Respondents by their Sex, Age and Grade -----	48
Table 6: Educational Background of Student Respondents -----	48
Table 7: Elder Respondents by their Sex, Age, Occupation and Education -----	49
Table 8: Students Responses Concerning distance from Home to School and Their Chance to Pursue their Education -----	50
Table 9: Student Respondents Concerning Spare Time Activities Utilization and Learning time -----	52
Table 10: School Related Factors Affecting Children's Participation in Primary Education as Perceived by Teachers, Students, and Elders-----	53
Table 11: Socio-Economic Factors Affecting children's Participation in Primary Education as Perceived by Teachers, Students, and Elders -----	57
Table 12: Socio-Cultural Factors Affecting Children's Participation in Primary Education as Perceived by Teachers, Students, and Elders -----	60
Table 13: Development Constraints Affecting Children's Participation in Primary Education as Perceived by Teachers and Elders -----	64

## List of Figures

	<b>Page</b>
Figure 1: The Pictorial Representation of Table 10 -----	54
Figure 2: The Pictorial Representation of Table 11 -----	58
Figure 3: The Pictorial Representation of Table 12 -----	61
Figure 4: The Pictorial Representation of Table 13 -----	65

## ACRONYMS AND ABBREVIATIONS

ADEA	Association for Development of Education in Africa
ARED	Association in Research on Development.
BESO	Basic Education Strategic Objectives.
CERFLA	Centere d' Etudes, De Research et de formation ev langues Africanes
COPE	Complementary Primary Education
CRDA	Christian Rehabilitation and Development Association
CSA	Central Statistical Authority
DPPC	Disaster Prevention and Preparedness Commission
EFA	Education for All
EMPDA	Education Material Producing and Distributing Agency.
ESDP	Education Sector Development Program
GER	Gross Enrollment Ratio
IIEP	International Institute for Educational Planning
ILO	International Labour Organization
MOA	Ministry of Agriculture
MOE	Ministry of Education
MOEST	Ministry of Education, Science and Technology
NCNE	National Commission of Nomadic Education
NETP	New Education and Training Policy
NGOs	Non – Governmental Organizations
PCAE	Pastoralist Concern Association Ethiopia
PHRD	Population and Human Resource Development
SCF	Save the Children's Fund
SREB	Somali Region Education Bureau
TGE	Transitional Government of Ethiopia
UBE	Universal Basic Education
UN	United Nations
UNCED	United Nations Conference on Environment and Development
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education

## **Abstract**

*The main purpose of this study was to examine the current status of educational provision for school age pastoral Somali children and their participation in primary education in nomadic areas of Somali region, identifying major problems, i.e. school related and out of school factors (socio-economic, socio-cultural and development constraints) and indicate possible alternative intervention strategies that need to be designed by policy makers and educational planners at national and regional level to alleviate the educational deprivation of pastoral nomad Somali children.*

*In effecting for this purpose descriptive survey method was employed to gather the necessary data for the study. Apart from consultation of documents and relevant sources, data were gathered from 455 students, 95 teachers and principals, 12 education experts and 23 elders. In selecting these respondents, diversified sampling techniques were employed. The data obtained through questionnaire and structured interviews were analyzed using percentage and weighted mean.*

*The data from documentary analysis indicated that the status of educational provision and pastoral Somali children participation on the primary schools of the region are poor and low respectively. The result of the study showed that school intrinsic factors such as distance from home to school, lack of facilities, services and qualified teachers, inflexible school calendar, weak school-community relationship, irrelevance of curriculum and inappropriate medium of instruction were found to be the major barriers for increasing access to primary education.*

*Besides, socio-cultural constraints such as early marriage belittling of the value of education (especially that of girls), gender role socialization and stereotyping, fear of loosing of time for the training of paternalism and weak family and community involvement have been identified as major problems for increasing access to primary education. On the other hand, fear of sexual harassment, abduction and teenage pregnancy found to have minimal effect on educational participation of postural children. Moreover, socio-economic constraints such as mobility, high demand of child labor, poverty, parents illiteracy and shortage of upper primary schools have been found to be major problems.*

*In addition to these, absence of development programs designed for the pastoral nomads like range land development programs, extension and package programs were also identified as the major constraints. Moreover, lack of marketing services and shortage of basic services as*

*education and health were found to be the main obstacles. Furthermore, lack of settlement programs, inter and intra tribal conflicts, sparse settlement of the people and shortage of road were also identified as the major problems to the educational involvement of pastoral Somali children.*

*As a result, it is concluded that, in most cases school intrinsic, socio-economic, socio cultural and development constraints are the hindering factors to bring about improved access to primary education in the pastoral areas of Somali region. Based on the results of the findings, formulation of policy and strategy for pastoral Somali education, flexible educational calendar, sensitization of the society on the value of education, boarding school, mobile tent schools, reforming of the curriculum and medium of instruction, extending and sustaining school feeding programs, non formal education and participatory conflict management approaches were recommended so that an increase in the demand for primary education will be improved and accessibility is realized.*

## I. INTRODUCTION

There is a huge difference between the social and economic condition of developed and developing countries. This difference in turn is believed to be the source of various chronic problems of the world and if this difference continues to exist it will cause problems for the present as well as the future human generation. The only way out of this crisis and filling the gap so as to make the world a better place for living is eradication of poverty as quickly as possible. For doing this education play determinant tool.

Education is a basic condition for economic and social development being primary education its foundation (World Bank, 1998:1). Primary education in developing countries is considered to have great importance because of its wide range of benefits. These includes the shaping and strengthening of the child as an individual in relation to his /her fellow people, to nature, and to the world as an environment. It build a capacity for life long learning in individuals, and to develop knowledge, skills and attitudes, which will contribute to the general development of the community (Tylor, 1997:1).

World Bank (1980:23) states "It has also been recognized by international communities that primary education is both a necessity and fundamental human right .In December, 1948.the UN general assembly adopted the universal Declaration of human rights, in which, article 17 states: "Access to primary education is the fundamental human rights". Article 26 states: "every one has the right to education; education shall be free at least in the elementary and fundamental stages". In addition to these articles, the subsequent plans and commitments of the 1960s, 1970s, and 1990s in which Ethiopia was a signatory member has assured the right of all people to education.

The concept of the right to education has long been enshrined and established in the convention on the rights of the child, the Universal Declaration of Human Rights of the UN and in subsequent water shade summits (UN, 1948, 1989. UNICEF.1990). In Africa, one notable initiative was 'Addis Ababa conference on education in 1961 which had set targets, amongst others, to achieve universal basic education (UBE) by 1980(UNESCO, 1961). These have been a long-standing broad agreement that education is indispensable for the eradication of the illiteracy and resulting poverty. Further more, the attainment of a basic level of education as a foundation for further learning is critical for the realization of individual potential and the socio-economic

development of nations (WCEFA, 1990, 1992; UNCED, 1992; psoscharopoulos, 1994; Tilak, 1994)

Nowadays, in order to fulfill these fundamental right, nations, including Ethiopia, have agreed to a number of basic education targets. These include, the second Millennium Development Goal to which is set to achieve universal primary education, with the specific target of ensuring by 2015 all children particularly girls children in different circumstances and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality (Burns and Mingat, 2003:23 in Ziyn 2004).

As stated by Burns and Mingat (2003:23) that, despite enormous efforts and sacrifice over the past decades as the Dakar forum acknowledged, several developing countries are far from achieving the goal of UPE, The great majority of school-aged children are still not in school, the number of out of school children has increased. One of the major challenges in these nations is the expansion of educational opportunities to many millions of disadvantaged rural children (Ibid: 24)

Among the disadvantaged people, nomadic groups are the most prominent. They are estimated to be 36 millions in the world, and mostly found in seventeen African countries. They account for 3-5 percent of African population. These marginal people are the most severely affected in the acquisition of educational provision, because of their constant migration and dispersion, and are considered as primitive traditionalist (UNESCO, 2002).

According to a report of UNESCO (2002) in Mustafa (2004) states, many countries considered the education of nomadic people in which nomad's live and concerned agencies as a major economic, ethical, and political problem, deserving special attention. In order to tackle the problems, series of meetings, conferences were held at different times. For instance, UNESCO organized a conference on the conditions governing the provision of education for the children of nomadic population in 1989. After a year, UNESCO organized other two conferences in Tanzania and Germany to consider the problems of educating children outside the school system. In this conference the nomad's children were the focal point of discussion.

However, all African nations participated the 1995 UNSECO regional seminar in Nigeria, showed great concern and commitment, that most children of nomadic people still do not have access for formal and non-formal educational programs. Thus, their level of participation in every stage of formal education is far below the national average (UNESCO, 2002). For instance, in

Ethiopia, according to Ministry of Educations 1998 estimation, there are over 65 percent of school aged children between the ages of 7 and 14 who are unable to go to school due to poverty (malnutrition lack of medical care, distance of the school, etc)

For instance, in indicating the severity of the problem with the marginalized groups in Ethiopia, Shibeshi and Kidane (1997) explained that, in the past regimes except the very few children of chieftains who were given the chance of education and trained in order to serve the then regime, most of the nomadic pastoral population had not benefited much from the education system.

Therefore, the fact stated above, indicates that while the number of primary school aged children is increasing, the opportunity for the accesses of primary education has remained low. These factors could be explained by a number of schools related, cultural, social and economic reasons.

At present, access to educational opportunity is not a matter of chance. But it might be because of socio-cultural and economic background of the people, demographic and spatial distribution of schools and the degree of co-operation of educational personnel and other important partners to the community.

Thus, identifying the factors contributing or hindering primary school participation of the nomadic pastoral Somali children is the concern of the study. Besides, the research attempts to assess those factors within and outside the education system that influence access to primary education in the region and suggest possible solution.

## **1.1 Back ground**

### ***1.1.1 (a) Theoretical Back Ground***

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

The World Bank (1997:1, 1998:5) emphasizes that primary education contributes to slower population growth and raises workers productivity and earnings by helping them to take

advantage of technological changes. Besides, educated parents are more likely to send their children to school so that the benefit from primary education might perpetuate from generation to generation as a heritage that bears lasting effect in the life of pastoralists. This perception of education as a corner stone of development seems to be shared among authorities in the field who believe that education is a foundation up on which much of the economic and social well being is built. In addition to fostering economic productivity and social cohesiveness, education is also taken as an instrument that increases value and efficiency of the workers labour, intellectual flexibility of the labour force, contributes to nation building and interpersonal tolerance, and reduces poverty.

Primary education has direct and positive effects on earnings and productivity. It has also positive effects on child health, nutrition and education. However, in many developing countries, education systems have not been able to meet these objectives. This is because they have been ineffective in teaching children the basic skills included in their curriculum and they have not provided all school age children for access to attend school. Consequently, primary education has endangered national efforts to build a human capital bases for development (World Bank, 1990:8 in Tefera 2000:8).

However, the level of quality and quantity of education in developing countries is increasing, there are a number of challenges facing primary education According to world Bank (1995:33-34) some of the challenges primary education faces are:

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

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

To remedy these bottleneck developing countries should give priority to primary education to increase children's learning and access to schooling should be improved for all school-aged children. School attendance should go hand in hand with students learning; otherwise it is a futile exercise (World Bank, 1990:3 in Tefera 2000).

Though, the universal Declaration of Human Rights and the subsequent commitments has ensured the right of all to education, these admirable ideas have not been realized. The over all position in 1990, was that about 130 million of school age children, youth and adult had no access to basic education, unable to read and write and are living in poverty (Little et.al, 1994:1).

Similarly World Bank (1990) stated that, many millions of school age children who have not got the chance of schooling in developing countries come from one or more of the traditionally disadvantaged groups in society: rural, female and poor.

Fifty percent (50%) of rural children in most countries, and as few as 10 percent in many countries, complete the first four grades of schooling. Major obstacles to education in rural areas include the following:

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

When seen from the gender perspectives although the gap has narrowed, the enrollment of girls continues to lag behind in many countries. Significant gender disparities to the disadvantage of girls are widespread in sub-Saharan African countries, some Arab states and several countries of south and west Asia. For instance, in Northern Yemen there is 90 percent less girls enrollment in primary schools than boys, in Nepal 57 percent less, and in Guinea

Bissau 41 percent fever. Not surprising, these are the same group of low-income countries for which gender disparities in school access are most pronounced and access levels are themselves the lowest.

UNESCO –EFA Global monitoring report – universal primary education and the gender goals.

The prominent obstacles to female children participation in education comprise:

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

In this regard World Bank (1990:30) in Tefra (2000) suggested that, to increase enrollment rate, encouraging children who are not in school system is very important. The encouragement should be long lasting. To do so, improving primary schools, reducing direct costs to families, and mobilizing community support and public information are the strategies that could be included to increase demand for schooling. Moreover, encouraging children out of school is very important to increase demand for enrollment. Furthermore, convincing parents that education is valuable by improving the effectiveness of education, so that parents see greater benefit from sending their children to school. Reducing direct costs like school fees, transportation, uniforms and instructional materials and reducing indirect costs (like designing calendar that satisfies seasonal demands for children’s labour, providing child care center for siblings, etc.), and mobilizing community support are the strategies that need to be included to increase demand for schooling (World Bank, 1990, in Tefera 2000:13).

### ***A.1. The Pastoral Nomads***

The international commitment to realize education for all (WCEFA, 1990) demands a close focus on those groups who, for various reasons, have so far been excluded from existing educational provision. Those who migrate represent a consistently marginalized group and the phenomenon of movement itself presents many challenges for both providers and would be users (Danaher, 2000). Educationally disadvantaged groups or marginalized societies refer to the situation or state of affairs that is characterized by lack of opportunities for education, the absence and inadequacy of facilities for education when such facilities do exist, their would be poor quality in terms of infrastructure, building, equipment, furniture, personnel and performance.

More important is the kind of education provided to the people. If the education doesn't reflect the needs and aspiration of the people these people in a strict sense are educationally disadvantaged.

In other words, the native educationally disadvantaged pertains both to the situation and structures used to impart education and to those factors that are intrinsic to education itself, that is, to its conception, content and quality (UNESCO, 1988:104 in Tefera, 2000:15). More over the kind of education provided is not relevant to the felt needs of a particular society.

Among the disadvantaged groups, people in the nomadic areas are the most deprived of the educational as well as other basic services because of their nature of constant move from place to place. This group of people (the nomads) constitutes large proportion of global population. According to the 1977 United Nation report, out of the total world population, people who lived in the nomadic areas of the world were estimated to be 36 million. These groups fall into three categories: hunters or gatherers, itinerant workers, and pastoralists (Ezomah, 1990:17 in Krateli, 2000).

According to Fagerlind and Saha (1989) among all migrant communities, one of the most marginalized groups of all is a pastoral nomad.

As there are very many different forms of mobile pastoralising a clear distinction needs to be made to the pastoral nomads. According to Khazanove (1984:16) in Tefera (2000:18) there are five basic economic characteristics, which made the economic essence of the pastoral nomads different from other modes of life.

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

Another writer, Ahmed (1976:174) in Tefera 2000:19 defined “nomadism” as “a way of life or an economic activity that have evolved in areas that can hardly be used other wise”. In other words “a nomad is according to Tefera (2000:19) the definition given by scholars in the forgoing paragraphs assert that nomadism is the way of life that is mostly based on livestock production. It depends on pastureland for sustaining their animals and because of this they are on the move from place to place in search of food and water for their animals. One thing that should be remembered here are that all the nomads is not pastoralist. There are nomads who are not pastoralists and whose livelihood does not depend on live stock production. Therefore, these definitions may not work for all nomads in the world but it is true that pastoral nomads are people who are constantly moving from place to place and they have not constant settlement and have different ways of life. That is, there exist a considerable variation in social, economic and demographic patterns among societies broadly termed as “pastoralists”. An animal breeder who is constantly moving with his animals in search of pasture and water or keeping away from disease and flies “it is not just haphazard wondering but rather a well –established pattern of life geared to the well being of its people and their animals .It is a rational adoption of human life.” Markakis (1993:1) defined pastoralism as” a mode of production that depends on natural forage in the arid region which requires periodic or constant movement in search of pasture and water for their animals “.

The basic forms of pastoratism are pastoral nomadism proper , semi-nomadic pastoralism ,nd semi-sedentary pastoralism (Khazanov,1984:18 in Kratieli ,20000).However ,different

scholars have chosen different criteria for their classifications of pastoral economy both on regional and global levels. There are various reasons for this: difference in demographic distribution, composition of herds, distance of pastoral migration, periodicity of pastoral migrations, character of dwellings, degree of sedentary, specific role of agriculture in the system of economy, etc (Khazanov, 1984:18 in Krateli, 2000)

## ***A.2. Education in the Nomadic Area***

Provision of educational and other socio-economic services in the nomadic areas is very difficult due to various reasons related to their way of life. That is, until the mid 1980s encouraging nomads to become sedentary, most probably as farmers, was a key component of development thinking for pastoralists ( Anderson, 1999). Nomads are well aware of such strategy (eg. Shahshahani, 1995) and this has been identified as one of the key reasons only educational provision predicated on the “Myth of sedentoriation” tends to fail (Dail, 1993)

Also, the dominant hegemony that equates being sedentary with possibilities for development and modernization remains prominent among policy makers and development officials, who are often providers of education and it is even found among some societies of pastoralist communities themselves (Dyer and Choksi, 1997)

In addition to the conceptualization of the policy makers and development officials, the kind of education i.e., the curricular content which insensitiveness to their socio-economic and cultural content, and irrelevance to their real life situation made it difficult education of the nomads which inturn affects the realization of UPE/EFA in the time specified.

In general, to give them basic services including education, one has first to know and understand the nomads and their social, economic and cultural conditions. In relation to this, Ezoemah (1990:17) explained, “Educational planners have begun making use of nomads culture and experience as a stepping stone for their education.

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

In support of what Fecadu et.al put, UNESCO (1992:35, 1982:5) in Tefera (2000) explained that the nomadic people shift from one place to another. Many of these groups have their own rural identity with regard to matters such as language, mores, religion, and dress that clearly separate them from other population groups. Because they are on the move from place to place every year, their children can not get educational opportunities offered by regular institutions such as schools. Hence, they live in a constant backwardness unless proper study is made regarding their general condition of living.

As UNESCO (1979: 151) explained, the educational program should be based on the foundation of the existing indigenous system of training and education, making use of such existing resources and institutions such as mosque and church schools, and teaching activities of parents and families. Then attempts should be made to strengthen them or modify them as appropriate and introduce new elements to supplement and to fill gaps in the system. This would make the educational program acceptable to the population and would provide a greater assurance that it was appropriate approach of teaching for the nomads would be very difficult from the conventional formal approach, the linkage between the two can't be ignored.

Therefore, proper study needs to be carried out with regard to the nomad's way of life. The social, economic, political and cultural conditions should be known well in order to provide them with the basic services such as education that could fit their basic needs using the existing resources and institutions that could be appropriate to the existing particular environment. (Tefera, 2000:21)

### ***A.3. Review of Comparative Experience on : Education of nomadic people in Iran and Kenya***

As can be seen in the preceding sections nomadism is a global phenomenon and represent a considerable proportion of the population. But due to their life style ecological, economical and social- cultural factors they are almost ignored and denied their rights of access for social Services in general and education in particular. In this regard different countries responded differently to the problems according to their local conditions. The experiences and practices of two countries, namely Iran and Kenya will be presented in the following sections (as follows).

### *A.3.1. Educational Development in Iran*

Tent schools were introduced in Iran (then Persia) as part of Tribal Education program, founded in 1955 by a young "tribes man" with a degree in law, with the financial support of the United States under the Point Four framework. After a difficult start the program enjoyed strong financial support from both the United States and the Persian government and grew quickly. Hundreds of tribal schools were built in the settlement and tent schools were introduced to cater for small groups of mobile households. The equipments of tent schools was kept to the minimum, with just one black board, one case of equipments for science and nature study, the teacher's and pupil's books. A training center for tribal school teachers was opened as early as 1957, following the failure to substitute the first group of virtually untrained local teacher with well qualified city teachers (Bishop, 1993:106).

For the first decade only primary education was provided at various grades; secondary education was introduced in 1968. In 1973, there were about 50,000 pupils enrolled in tribal schools (90% boys, about 20% of who attended more than six hundred tent -schools. At its peak, the program reached about 10% of school age children. The standard national curriculum was adopted, but in tribal schools the methodology was very different: there was no corporal punishment and no regimentation, and the time table, eight and a half hours of lesson per day, was more than two hours longer than in existing schools. Although teaching was Persian, a foreign language for many of the tribes, pupils could read and write within a few months (Varlet and Massumain, 1975). Indeed all the observers notice how the nomad children learned quickly and appeared exceptionally out-spoken and willing to participate in lessons, and: "when the children pass to the city schools, they almost invariably exceed their city cousins" (Handershat, 1965:20).

The other program in Iran was tribal midwifery training program. The office of tribal education in collaboration with the ministry of health started tribal midwifery training program to assist the tribal women who used to give birth without the support of midwives or medical facilities. This was because it was found to be difficult to send the urban educated midwives to the tribal areas to assist young mothers. The only solution was giving training to the tribal girls who completed their primary education and assign them as paramedics and veterinarians for services in the nomadic area.

Moreover, the office of the tribal education opened for girls as vocational center in Shiraz in 1970 with the main purpose of initiating and helping for the revival of the hand crafts of the erroneous, which was disappearing. The teachers were selected from among the elderly tribal women who were well skilled in this tribal areas and started private workshops. The office of the tribal education assists the graduates in establishing their workshops by providing them with the initial capital (Bishop, 1993:107)

### ***A.3.2. Education Strategies In Kenya***

Of all other out of school (OOS) program in Samburu district of Kenya can be taken as a point in case to show the progress that Kenyans has achieved in providing children who do not have access for basic education in the formal school.

The program started in 1992, with one learning center using the facilities of primary school. From the out set it enjoyed the support of international support of NGOs, as well as that of the department of Adult Education and several other Kenyan institutions, including the local government. The aim of the program was to offer non formal primary education to out-of-school children targeting age group of ranging from 6-16.

In 1999 the learning centers numbered thirteen, six of which had just been opened, with some seven hundred learners enrolled, 62% of whom were girls (Karateli, 2000).

Sometimes the Out-of-School (OOS) centers are combined with a functional Adult Literacy (FAL) program. The individual OOS centers. Rely on volunteer teachers and the support of the communities. Teachers are not expected to follow the standard curriculum. Teaching focuses on core subjects like math, English, Kiswahilli and Business education. In certain cases animal husbandry has been introduced, but to a lesser extent. Despite the initial target, those enrolled in each center constitute multi grade classes' spanning from 10-30 years of age, posing a serious challenge for the virtually untrained teachers working with very limited resources. Attending was erratic during the dry season and particularly in times of drought and famine. But more regular in times of rain. Irregular attendance often creates the necessity to repeat lessons, which resulted in slowing down of the overall learning-teaching pace (ibid).

The program has acted as a catalyst for children to transfer to be the formal system. Overall the program is considered to be a success. Particularly the centers have been seen as an acceptable opportunity by young teenagers who otherwise feel too old to join younger children in the formal system (MOEST, 1999).

The non-formal school environment, which allows for a higher degree of parental involvement, seems also to respond to the problems usually associated with girl's education. The often come to the centers accompanied by their mothers, who may hang around in order to keep an eye on what they are thought and to ensure that it does not interfere with cultural norms. The following are factors crucial to the success of the programs:

- a) Flexible time table (afternoon and evenings) to accommodate children's commitment to work;
- b) Flexible entry age (6 to 21<sup>+</sup> despite the original target); and
- c) The direct support from the communities, that takes care of managing the centers.

An advantage also comes from the fact that some centers share existing facilities with formal schools (from MOEST, 1999).

Nothing can be gained by trying to get more children to school unless those schools can be improved to the point of usefulness; and one essential mechanism for doing this is to involve children, parents, teachers, communities and government officials in the processes which will shift schooling in a more responsive direction (SCF, 2000:15).

Moving away from the "technical" focus on production makes room for broad livelihood issues such as resource access, conflict management, political action, communication between the literate and non-literate with the community as well as between local and scientific knowledge. Interaction with recipients raises the awareness that knowledge does not necessarily have to pass through literacy, and provides pressure for taking consequent action. It also helps to understand pastoralists with in the context of local and national power relations (AREO and CERFLA, 1998).

#### ***A.4. The Nomadic Areas of Ethiopia***

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

Generally speaking, the nomadic areas of Ethiopia has the following features:

- a. These areas are completely low land plains found mostly below 1500 meters above sea level.
- b. The nomadic areas are characterized by relatively harsh climatic conditions, unreliable and unevenly distributed rainfall and with relatively high temperatures,
- c. These areas are covered with sparse vegetation composed of mainly of grass, bushes, scrubs and bare lands,
- d. The people are sparsely populated with no permanent rural settlements, and
- e. They have low –level surface water availability (Fekadu et al , 1984: In Tefera, 2000:32)

There are two types of Nomadism in Ethiopia: Pastoral nomadism and the nomads of hunter cultivators (Fekadu et.al, 1984:15)

The hunter cultivators are nomads who lead their livelihood based on three economic activities, namely hunting, gathering, and slash burn agriculture including Bee-keeping. They are separately populated in the low lands of Asosa, Chilga, Gonder and wollo. The social organization of this group of nomads is based on kinship but not as extensively and systematically as the domestic organization (Fekadu et.al.1984: 16).

The nomadic pastoralism on the other hand refers to these nomads who leads their livelihood by livestock production. This group of people lives in the arid and semi-arid areas of the country that are not fully suitable for rain fed agriculture. Aspects like seasonal migration, herd diversification, overgrazing, and so on characterize the population system. These pastoral nomads form the largest segments of Afar, Somali, Benishangul, Gumuz , Ormia and SNNP. The economic activity of these group is based on kinship, consanguinity relationships. The social organization of pastoral nomadism serves as mechanism of exchange of livestock or reciprocal obligations between kinsmen. As to the social organization, it is broken into smaller but convenient units for facilitating production and mobility. The leadership style exercised is a kind of mutual trust among members of the community with communal leadership (Fekaduet. al, 1984:15in Tefera, 2000:33).

In Ethiopia postural nomads are estimated to be eight million, which constitutes some 13 percent of the total human population almost all are found in the marginal border areas and they

and they inhabit the low land peripheral parts of the country. The rangeland inhabited by pastorals constitutes about 500,000 km<sup>2</sup> which accounts 61-65 percent of the nation. These societies belong to major population stock of 29 Nilotic and Cushitic groups spread over six regions of the country ( Getachew, 2001:1).

**Table 1:- Pastoral groups, Location and Estimated Population in Ethiopia.**

<b>Geographical Locations</b>	<b>Ethnic Groups</b>	<b>Thuman population</b>
North East	Afar,Somali,Argoba ,Ormia	1,400,00
South	Oromo,Somali	2,577.522
South East	Somali	3,353,165
South West	Desentech, Hamer, Mursi, Bodi, Bunrie, Bena, Erbore,Tsemay,Nuer,Anuak. Arsi,Bali,Dimi,Nayanatom,Chai,Trima,Ruli,Dizi,Tishano Muguji	557,132
West	Koma,Shinasha,Gumuz,Beneshangul	37,523

*Source: Dawit Abebe (2000) sited in Ziyn (2004).*

As shown in the table, In Ethiopia a pastoralist specialization may not be confined to a particular ethnic group, but rather be an adaptive feature of many communities living under conditions of which make extensive livestock keeping an effective way of utilization of the natural vegetation (Hogg: 1997: 6 in ziyn, 2004:46)

Higher percentage of the livestock population is found in the pastoralist area. In Ethiopia it is estimated that 27 million cattle, 24million sheep, 18million goats, 1million camel, and 7million equines. This accounts the largest concentration of domestic herds in Africa. Of the total, it is essential that the pastoral nomads owns 40 percent of the cattle, 75 percent of the goats, 25 percent of the sheep's, 20 percent of the equines and 100 percent of the camel. (Arsano, 2002:1).

Moreover, some of the biggest rivers in the country, like Genale, Wabi Sheble, Omo, Baro,AKobo, Abay,Tekeae and Awash pass through areas in habited by the pastoral communities. Almost all the national parks are found in the pastoral areas (Arsono, 2002:2). In

great actual potential economic importance they have, there is meager information available on pastoralists and pastoralism in Ethiopia (Melaku, 2002:1 in Ziyn 2004:48). The country also doesn't have clear national policy on the development of postural societies. They live in terrible poverty, exposed to periodic drought and famine. Social services like education health, transport and communications links with the rest of the country and other basic development infrastructures are relatively low and poorly developed in the area (ibid: 49).

### *1.1.1 (b) Review of Related literature*

#### **B.1. Factors Challenging Primary Education Provision For the Nomadic Pastorlists**

It is accepted that all children need to receive at least primary education in order to make sustainable the development of a country. However, there are heaps of hindrances to the provision of education for nomads in primary education. Several reasons have been identified for the low school enrollment and participation. Of these the major ones can be grouped into school related, socio-cultural, socio-economic and development constraints.

#### ***B. 1.1. School Related Constraints( Factors)***

Research indicates that important interaction exists between supply and demand, related to actual or perceived quality of schooling available. Even where adequate school places exist, parents may choose not to enroll their children because the school lacks electricity or toilets, because of the behavior or perceived effectiveness of teachers, because of a lack of books and materials, because of the language of instruction used or other reasons (Aoki et.al.,2004:27). These schools related factors have impact in many ways on the student's participation, enrollment and dropout. Some of these factors are discussed as follows:

#### ***B. 1.1.1.Language of Instruction***

Teachers who are not from the same ethnic group as the pupils are likely to speak a different language, resulting in serious problems of communication in the classroom (kratile, 2000). In line with this author Mingat (1997:417) states, language plays a crucial role in any instructional process. It is through language that information is obtained, and expressed whatever the model of learning is. Teachers also convey the content of their subjects to students and their appropriate acceptance of information is checked by the use of language.

Language as a medium of information has a greater impact on the overall education process and practices (UNESCO, 1985:11 in Ziyin, 2004). In this same research it is stated Lockwood and Verspoor (1991:153) states children who speak a language other than the language of instruction confront a substantial barrier to learning of particularly in the crucial early grades, when the children are trying to acquire basic literacy as well as adjust to the demands of the school setting, not speaking the language of instruction can make in school, between remaining in schooling and dropping out.

#### ***B.1.1.2. Lack of School facilities.***

School facilities include things as “a site, a physical structure, and space arrangement, a set of special environment, and cluster of specialized tools called furniture and equipments”. For instance, a 1995 study of classroom conditions in 12 African states showed that furniture is either non-existent or in poor condition and often two students share each desk.

Statistical data show that the learning environment in Ethiopian schools is not in a position to attract children. For example; among Ethiopia schools only 44.2 percent are reported to have water and 22.3 percent are reported to have latrines. The number of schools with clinic is 247 and this with out clinic is 9083 (MOE, 1999:11). Davis and Loveless (1981:2) states that the state of school facilities can facilitate or hinder the attitude of teachers towards teaching and /or the attitude of students towards learning.

More over, instructional materials like textbooks, maps, charts, films, slides, radio, TV etc have their own contribution to effectiveness of teaching and learning process. Lack of all these, deficiency of school facilities and instructional materials, would paralyze the activity of the education system and negatively affect the achievement of its objectives (Ingram, 1979:80).

#### ***B.1.1.3. The Nature of Curriculum***

Among other school related factors, which seems to determine enrollment, the nature of the curriculum is the major one. According to Aggrawal (1982:51) a defective curriculum is one of the problems of universalization of education. In relation to this Girma(1998:25) states, the educational program will contribute greatly if the curriculum is designed so as the subject content and context are based on local problems . Tekeste (1996:65) also emphasizes this saying “parents

do not relate schooling to improved agricultural production. A great part of blame resets with the MOE and its curriculum.

One of the ways of developing the motivation to learning in is preparing the curriculum in such a way that it meets their needs, interests and abilities. If it is not, the teaching learning process would be negatively affected; and students may lack interest in learning, which causes absenteeism, dropouts, repetition, which leads to educational wastage.

Therefore, a relevant curriculum must be prepared by in valuing teachers, students, parents, supervisors and other concerned officials who are knowledgeable about what and how student learn (Staw and Selefe, 1989:187)

#### ***B.1.1.4. Quantity and Quality of Teachers***

One of the greatest challenges of African education is the huge demand for, coupled with the small supply of, teachers. There are classrooms with over a hundred learners and only one teacher; elsewhere, teachers cannot teach properly because they cannot speak the right language. In other places still, teachers are available, but not where they are most needed.

In his discussion Aggrawal (1997:290) states a sound program of professional education of teachers is essential for qualitative improvement of education and the role of teachers is most felt in student achievement –a major factor in determining the quality of education .In line with this idea forum in Fransua (2001:2 in Mustafa, 2004) discussed educational quality as measured by pupils academic achievement, is a function of teacher quality. Teacher quality, in turn, is a function of teacher mastery of subject matter knowledge and use of appropriate teaching skills and an acquisition of positive altitude.

Teacher qualification appears to be causally related to improved student achievement: certified teacher produce higher student achievement than non-certified teachers. Research findings regarding the relationship between the teacher characteristics and student achievement seem to suggest that verbal skills, quality of educational qualification , and teaching experience are associated with gains in student learning (summers & Wolfe, 1977, Levin, 1969, Hanushek ,1981, Glass, 2000:11).

In general, it is accepted that advances in education depend largely on the qualification and ability of the teaching staff (on the human, pedagogical and technical qualities of individual and specialized skills acquired and maintained through rigorous and continuous study (Taal, 1996:9)

#### ***B.1.1.5. Flexibility of School Time Table***

Many children do not enter formal school, not only because it is unavailable, but also it is not sufficiently flexible to meet their particular circumstances. The formal school system works to a rigid time table with in extremely determined school hours and a set school calendar .Yet where most children simply have no choice, but to be economically active, formal schools limit attendance because they are not in harmony with their local needs. The challenge is to provide a flexible, effective response, which educates children and adults while fitting into their economic and socio-cultural constraints (Coombs and Ahmed, 1974).

#### ***B.1.1.6. Distance from school center***

It is a general fact that distance from school or learning centers as a major factor keeping children and their basic education apart. This is because distance to school crests negative attitudes among the students and the parents towards education. These negative attitude originates from the students extra effort to walk to and from school as well as from additional costs. Mulugeta (1998:88) argues that the further away the school is from the village, the larger are the costs since more time is spent in traveling.

In the case of pastoral nomads it gets serious. That is, nomadic people who live far from the towns and are also continuously on move, have special and distinct problems in the provision of education in different countries. These people are found in the desert areas. They face all difficulties of educational provision, which are desirable in the rural population. In addition, they faced problems, which stem directly from their extremely isolated and scattered way of life (UNESCO, 1962:75). Similarly, (Salih in Ziyn, 2004) states that nomadic people who have no boundaries for movement are often neglected in the provision of modern education and other services.

This is because of the fact that these People have no permanent domicile and it is difficult to build schools near to them as they are on constant move. Even those few children could enroll in the primary education are forced to withdraw, since most of the schools are found very far from their roaming villages. The problem of distance is worse especially for girls.

In this regard, as Ayele et.al. (1998:17) State, distance is tied closely to both economic and cultural practices that children, especially girls, are economic assets and assist their parents in domestic activities. Distance of 10 Km require about one hours of traveling time in each direction, and added to the time in school, are about the maximum amount of time that parents will spare their children. It appears these indirect costs can out weigh the benefit accruing from schooling. The longer the distance to the site of education the higher are the costs of lost labour and the higher the likelihood that children will not go to school or of them being obliged to dropout.

### ***B.1.2. Socio-Cultural Constraints***

Education is a social phenomenon aimed at up-grading the overall development of a given society. As a result any change in society about education will have its profound effect on the overall participation of school age children. Parents may fail to send their children to school or there may be frequent drop out and absenteeism from school due to cultural influence. To this regard Kandel in Alemayehu (1999:39) mentioned that education couldn't escape the influence of the culture pattern in which it functions and proceed with out regard to the particular environment, which it is organized to serve.

According to a report of UNESCO some developing countries are homogenous interims of having significant number of cultural, ethnic and linguistic groups that contain in the main stream of society. For instance, the indigenous of the Andean countries, the tribal and scheduled in India and the population belonging to multiple ethnic and language groups in most parts of Africa illustrates the socio cultural diversity that needs to be taken into account in the design and implementation of educational programs (UNESCO 1985:169 in Ziyn, 2004).

Customs, values, norms and traditions of these minority groups have their own effect on educational provision First, parents actually have the culture that requires their children take part in different activities of economic valves, second, these societies have not yet developed the

awareness that education has significant role in the field of production (Agrawal, 19982:56 in Betta Tsemato, 2001). Moreover, cultural minorities resist modern schooling, which is rooted their fear of cultural alienation and distortion of traditional values (UNESCO, 1985:169).

Beside, as Olga and Heneveld (1995:22 In Mustefa 2004) stated, the hindrance of socio-cultural factors on educational participation of children is worse on girls. The cultural expectations of girls and the priority given to the future role as mother and wives have a strong negative effect on their educational enrollment and participation.

Of the major socio-cultural practices that affect enrollment and participation of pastoral children, some of them are:

#### ***B.1.2.1. Parental Attitude Towards Education***

Parental perception of formal education, as a process of cultural alienation, is a major reason for keeping children, or some of them at least out of school. Besides modern education has a long history of this, and in many countries the memory of more or less forced schooling aiming at transforming children into Christian or communists, agriculturalists or factory workers is still fresh in their mind (Kratile, 2000).

In line with this Brimer and Panti:(1971:22) state that parental attitude towards formal education probably had its foundation in the experience of parents who have a little hope in the school benefiting their children. They regard it as a means of taking their children out of their hands. For similar reasons, in the Ovahimba and the same pastoral tribe of Namibia, about 70 to 80 percent children of these tribes are not in school even in areas where schools are available (Kamugingene and Nambra, 1995:48).

In Kenya, one of the reasons for low enrollment is that the value of education might not be fully realized among the pastoralists and schooling is not a priority in their traditional way of life (Norman, 1990 in Ziyn, 2004). A similar case study in Mongolia shows that pastoral nomadic parents believe that education undermines the youths sense of identity and belongingness to their own ethnic group, their understanding of the pastoral way of life as a life of dignity and independence (Kraltli, 2000:4).

On the other hand, in the nomadic Maasai tribes of Kenya, few families, which could send their children, prefer educating their sons first. This conception stands from the tradition that Maasai girls leave their parent's village and become a member of the husband's family up on marriage. Therefore, Maasai parents believe that their family will not benefit from investing in the education of their daughters (MGEF, 2002:2 in Lisanu, 2004).

#### ***B.1.2.2. Gender Role Socialization and Stereotyping***

Gender role socialization and stereotyping is one of the sociocultural factors that impede girl's participation in education perpetuating the dominant role of males and imparting the inferior nature of females in different activities.

Among the socializing agents family stand first. In this regard, the instruction of gender role has a great significance. They consider their male children are brave, expressive, self confident, where as the daughter as shy , quite and dependent (Almaz, 1991:8 in ziyn ,2004)

Like wise, the attitude of parents towards the importance of education for females is determined by what the society expects of the roles of females and males. Similarly, Kenyan samburu pastoral girls remain disadvantaged in the acquisition of education because of the traditional belief that women's place is in the kitchen. It is known that " withdrawal of the girl child from school to marry is a common feature of the pastoralist life " (kwayera, as quoted in optioned, 1999:2).

He further revealed that parents would rather prefer boy to send to school than girls, they argue that girls who attend school are likely to become prostitutes. As a result, such differentiation and expectation greatly affect females' aspiration and competency in education.

#### ***B.1.2.3. Early Marriage***

Early marriage is one of the major socio cultural factors that hinder the educational participation of girls in most developing countries of Asia, Africa and Latin America (Ziyn 2004). A survey conducted by UNESCO in some countries of Africa shows that early marriage is traditionally considered as important for young girls, subject as they are to the community values. In Tanzania, for instance, the society considers adolescent girls as something that is going to decaying unless used as soon as it is ripe (UNESCO, 1995:1). Similarly in Somalia, parents

encourage early marriage and more attention is paid to the outer appearances of girls than to their intellectual abilities (Ibid).

Another study conducted by Akaranga on the nomadic pastoral maasai tribes indicates that the Maasai culture is polygamous, and a man's wealth is determined by the number of children he/has. A daughter's marriage increase the wealth of her family through combined cattle and cash dowries and, ever since a girl joins her husband family upon marriage her father relieved from the burden of supporting. The problem of early marriage is also worsened the increasing poverty of Maasai people, which leads Maasai fathers to marry their daughters of at increasingly young ages (Akaranga, 1995 in Ziyn 2004).

In general, what ever the reason for early marriage may be it is clear that it has negative effect on girl's participation in education, which in turn negatively affects the overall development efforts of the society. In support of this idea a comparative Education Review (Davison and Kanyuka, 1992:446) stated that increased evidence over the last decade suggests the critical problems producing over all development, including shortfall in food production, inadequate health care, and rapidly increasing population will not be solved unless women's pivotal role in the development process and access to development, (especially to education service which is the key link in this process), are addressed.

#### ***B.1.2.4. Community Involvement / Participation***

The success in executing any activity so as to attain an intended objective, for better or worse, highly dependent on the extent to which the space it provides for involvement of the community in the entire process. By the same talking educational objectives can not be achieved by the government alone. Emphasizing the contribution of the community to school Atkinson and Hiv (1978:298) noted that, school organizations depends much on their environment for the resource they get and for the clients they serve. Communities can assist facilities, man power and by participating in administration of the school.

Community participation, in the areas (especially in rural areas) where there is no conducive situation, is an indispensable input for the success of the system. In line with this, UNESCO (1985:24) states that, community participation, if properly managed, is a powerful tool

for changing the attitudes of members towards the schooling of their children. On this base, communities make their contribution in kind. This is mostly made in the form of donation of land, buildings, staff housing equipments for school supplies and sport equipments and the like. Furthermore, UNESCO states that where a school intends to build additional classrooms communities participate in supplying them with building materials, manpower in the form of free labour and professionals in different fields to train the school personnel.

Therefore, the major roles that community could perform in the development of education is to effectively participate in school construction and encouraging parents to send their children to school and motivate children to stay in the school, particularly girls. It can also include effectively participating in the management of the school.

### ***B.1.3. Scio-Economic Constraints/Factors***

Economic factors have significant impact on schooling. In this regard Inquerdo and Levin (1989 in Nigeria, 1996:88) stated that the influence of socio-economic conditions on access, regular attendance and learning in primary school is perhaps the most constant and consistent findings of socio-educational research worldwide.

Together with the socio-cultural constraints, sending children to schools entails direct and opportunity costs, which are prohibitive to poor and rural families (ziyn,2004). Such constraints and some of the perceptions that affect the decision not to enroll, or to withdraw children from school are discussed as follows.

#### ***B.1.3.1. Poverty***

Poverty, the most prevalent situation among rural communities, has significant impact on schooling. Families with low-income status could not provide their children with the necessary requirements for schooling. A study on rural Peru showed that increase in school fees caused reduction in school enrollment among the poorest 75 percent and the wealthiest 25 percent of the population (Mulugeta, 1998:88).

Direct costs such as fees for registration, book rent, clothing, exercise books, and pens are high, therefore, contribute to low enrollment. In this regard, Mulugeta (1998:87) discloses the

impact of direct costs on enrollment saying, “cost of schooling exerts significant negative effect on the actual number of eligible children that house holds enroll”.

In line with this, a study conducted by Bishop reveals that the reason for drop out lies in the socio-economic conditions of the people concerned, i.e., their poverty e.g. inability to pay school fees, withdrawal of older children to herd cattle, sickness due to malnutrition and lack of medical care and for girls withdrawal from school to act as child nurses to the younger children while mothers are engaged in the family duties are the factors (Bishop, 1994:31).

Opportunity costs seem to be the greatest impediment to enrollment. They reflect both price and income effect. According to Mulugeta (1998:88), in rural areas most children work in their family farms with out payment and contribute considerably to the family’s agriculture and livestock production. In general, poverty is found to be one of the problems faced in the universalization of education (Aggrawal, 1982:510).

### ***B.1.3. 2. The Demand of Child Labour***

Children’s involvement in the household division of labour is negatively referred to as “child labour” and represented as situations that deprive children of their fundamental right to education. Child work with in nomadic society is seen as resulting from their economic life style, a backward way of life and /or an effect of poverty (Kratil, 2000).

Due to the above mentioned reasons child labour very essential to the livelihood of most rural households. Thus, it has a high opportunity cost to them to send children school. Especially in rural areas, children spend more time working than those in urban areas. Therefore, there are fewer rural girls in schools than urban girls (Oakland Henveld, 1995:17 in Ziyn, 2004). Particularly in the low land pastoral areas, because of the labour intensive nature of the herding of cattle, pastoralist children are significant contributors to the house hold income through their labour. Especially boys are seen as important economic assets. Thus parents are reluctant to send their children to school (PHRD, 1996).

According to a study report of ADEA (1999:5) in (Ziyn 2004) states in the nomadic areas of Nigeria, the centrality of child labour is a constraint to participate in the formal schooling.

Besides, UNESCO (2003:20) reported that children dropout from schools before the end of the year on their own accord; because their families need their labour.

### ***B.1.3.3. Educational Background of Parents***

The impact of home and family background variables are much more influential than that of either teachers or schools (Bridge, et. al, 1979:213\_15). For instance, if parents are illiterate it is difficult to source the attendance of children in schools until they complete. This implies that the efficiency of educational organizations to a significant level (a considerable degree) depends on literate parents in the community.

The research findings by Hyde (1989) in Ziyn 2004) indicate that educated parents are more likely to send their children and keep them longer in school. On the contrary, illiterate parents are highly associated with high children dropout rate (Rumaberger, 1987).

A similar study made in Nigeria and Senegal indicates that the children of literate parents who works in the public and private centers have thirty times more chance of going to schools. It is twenty times in Niger than the children of peasants (UNESCO, 1979:182 in Ziyn, 2004). When we see its effect with nomadic areas, it is oblivious the nomadic groups of the world are the most severely disadvantaged groups in the acquisition of education. In fact, as Ezeomah (1995 in Tefera 2001) states the rate of illiteracy among nomadic pastoralists ranges from 80-100 percent in many African countries.

### ***B.1.4. Development Constraints***

There are different constraints confronting the postural nomads. The main constraints of development of pastoral nomads in Ethiopia are archaic socio-economic system, poor services, low herd productivity, widespread animal disease, contradiction and depletion of the resource base, lack of extension and development services specially designed for the nomads, socio-economic constraints erasing from the nature and level of development and environmental constraints (Tefera, 2001)

### ***Minimum Package Program***

All development policies and strategies need to be planned and implemented with precise and detailed knowledge and understandings of the physical environment, indigenous cultures, traditional social organizations, modes of production, patterns of settlement and mobility; as well as with the due consideration of the survival problems and predicaments of the beneficiary communities. In line with this idea Fikaku stated that minimum package program could be implemented into action only when the pastoral way of life studied deeply and made in agreement with the program to be implemented (Fekadu in Pausewang, 1990 in Tefera 2001).

In a country or region where more than 85% of the population is rural, without embracing the rural masses (agricultural or pastoral) upon whom the nation (region) depend for productive work force or exploitation of its economic resources; there can not be a meaningful development.

### **B.2. Education in the Nomadic Areas of Ethiopia**

There is no good perception of other people about nomadism. Emphasizing this point, Ahemed (1976:174) indicated, "Nomadism is a bad thing". This view is also widely accepted by international organizations.

As to the condition of nomads in Ethiopia, it is not different from what Ahemed has pointed out in the above discussion. Provision of basic services including education is insignificant. Educational institutions are poorly distributed. The few that are available located in the administrative towns, which do not necessarily coincide with the areas of nomadic concentration. Consequently, these services are attracted almost interlay towards the sedenterized population (Fekadu et.al, 1984:92 in Tefera, 2000: 37).

In the past, the political and administrative policies led to two types of actions in relation to educational provision for pastoralists. First, they established dual system of secular and religious institutions. Secondly, special attention was given to the education of the sons of tribal chiefs. (Ahmed, 1990:70). For instance, during the Imperial regime, some children of tribal chiefs, who have intimacy with the control government, were chanceful to travel to urban centers to attend schooling especially in boarding schools with the support of government fund. Since they are selected from prominent chieftain families, they were few in numbers and its main aim was to prepare them for monarchial political leadership (Sileshi and Kidane, 1995:35 in Ziyn, 2004:48).

The effort made by the former socialist government for the development of educational service provision in the nomadic pastoral area was very insignificant. The nomadic areas share the same problems with the other neglected and under privileged people in the country. However, the problems are more severe among the pastoral nomadic groups because the few primary schools established for them are concentrated in towns and agricultural plantations (Ibid 36 Ibid

The issue of provision of education in pastoral areas has not been seen differently from that of other areas. The pastoral mobility and their life style had not been taken in to consideration. For instance the kind of education provided in the area had not been related and was not beneficial to the pastoral way of life (Taffesse, 2000:32). Moreover, because of the constant migration of the nomadic pastoralists, they can't send their children to schools (Sileshi and Kidane, 1995:36 in Ziyn, 2004:49) In general, the past regimes had been marginalized pastoral areas in terms of access to public education. Therefore they have failed to manage to bring educated people to the leadership level except in few instances. Consequently, those who rule pastoral areas seriously lack leadership capacity in the contemporary federal administration of Ethiopia (Melaku, 2002:2) .

At present the development of education services to the under privileged nomadic society has attracted attention. The government had acknowledged the existence of inequalities and had made commitments towards remedy the imbalances. To measure some measures, Article 89 No.4 of the constitution of the Federal Democratic Republic of Ethiopia states that "The government shall provide special assistance to Nations, Nationalities and peoples least advantaged in economic and social development". The National Education and Training policy (1994) also stated that "Special financial assistance will be given to those who have been deprived of educational opportunities and steps will be taken to improve the educational participation of deprived region". Moreover, the policy provides for the use of local languages as a medium of instruction, decentralized curriculum, flexible school calendar, etc. (UNESCO/IEPL, 2002:30).

As follow-ups to these directives, intensive studies had been carried out to determine where to locate and construct boarding schools in the nomadic areas of the country. Based on the studies there were plans to open 18 boarding schools (some are already opened) in the following areas for the nomadic children. Gambella, Kumurck, Negele, Gode, Gewane, Akabo, Chagni, Moyale, Horewa, Awassa, Maji, Asosa, Pawe, Elkere, Kebridehare, Dlecha and Guraferda (Sileshi and Kidane, 1995:37 in Ziyn, 2004).

The Construction of mobile schools is also proposed as a strategy to provide education for the nomadic society. The Oromia region is also experimenting with pilot nomadic schools in Borena Zone. As the experiment shows these schools are less expensive than boarding schools, so the action plan also intends to pilot the same in Afar region. The boarding school in Addis Ababa also caters for children and adults from deprived regions including Afar, Somali, Beneshangul and Gambella. This School known as “ Ediget Adults Bording schools,” was established in 1998 in Addis Ababa with the main goal of producing educated man power for the regions within short period of time (UNESCO/IIEP/2002:31).

Generally, a conducive and comprehensive policy environment has been created and some tangible measures to increasing the participation of the nomadic population in education has been effected. However, primary school enrollment in the pastoral areas of Ethiopia is still very low as the figure in the following table shows.

**Table2: Primary school enrollment rate in the nomadic areas of Ethiopia.**

Location of schools	Number of primary schools	School age children	Sq.Km per school (catchment's area)	GER %		
				M	F	T
Afar	131	242601	733	12.7	9.8	11.5
Borena	337	347874	284	68.2	24.1	46.8
Debub Omo	77	78990	309	-	-	30.5
Somali	250	807841	1282	13.4	7.2	10.3
National	11780	12904379	93	66.3	46.1	57.4

Source: MOE-Educational Annual abstract and UNESCO/IIEP, 2002:30).

As the table shows the gross enrollment ratio (GER) of most of the nomadic areas is very low as compared to the national average. Even in the existing conventional schools, those who are enrolled are not children of local community members, but population who come from the high lands and settled in the nomadic low land areas. Thus, the participation rates of children from the nomadic population only would definitely be much lower (UNESCO, 2002:31).

### ***B.3. Alternative Strategies that Need to be Designed in Educating the Children of Nomads in Ethiopia***

The review of literature demonstrates the variations, complexity, and interrelatedness of the challenges that hinder the educational enrollment and participation of the challenges that hinder the educational enrollment and participation of nomad

pastoral children. There is also a growing body of scholarly reviews of strategies to enhance the education of nomad and their efficacy. Some of the strategies are:-

### ***B.3.1. School Feeding program***

The current low participation of school age children in the pastoral areas has poverty and nutritional problems as two of its root causes the school – feeding program by the world food program in some arid and semi arid part of Africa has assisted to a large extent in increasing school attendance (UNESCO, 2002: 2003 in Ziyn 2004).

According to Carhill, school feeding programs mainly operated by the world food program are currently being provided in many of the districts in East Africa with high proportion of pupils in pre – primary and primary schooling. It is also argued that the feeding programs improve learning capacity of pupils through alleviating short – term hunger (Carhill, 2002:30).

### ***B.3.2. Mobile School***

Mobile school is a useful & appropriate method in the provision of education for children whose families are constantly on the move like nomadic pastoralists. It is a preferable mechanism first; the costs of the structure are very low and can be constructed by governments and local communities. Second, the children learn within the environment, which they can easily adapt to the school situation. Lastly, the parents will be free from fear of cultural alienation and insecurity since their children remain close to them (UNESCO, 2002: 199).

It is one of strategies being used by Sudan to promote the education of nomadic pastoralists in the arid zones of the country. The mobile schools in Sudan have a maximum of two grades at a time teachers have to choose between two methods of organizing the two groups. They either keeps them together in the same class, or keep each group in a separate place in the school. When children are separated, the teacher has

to introduce /her/ his lesson to one group and give them an exercise to keep them busy while he/she practices the same procedures with the second group (Eisa 1997:187)

### ***B.3.3. Boarding Schools***

In some East African countries, special boarding facilities were being made available for students from marginalized and poor groups of the population; and that some were specifically targeted at children of nomadic groups (carrhill, 2002: 25). For instance, boarding school were established in Kenya to cater for wastage in primary schools due to the migratory life style of the communities as well as prohibited in Kenya to cater for wastage in primary schools due to the migratory life style of the communities as well as prohibitive distances from schools (Akaranga, 1995:45). They succeed in enrolling a large number of children from nomadic pastoral groups through a combination of local awareness raising efforts, support from local and other NGO's, increasing community commitments to support schools and increasing desire to support girls education (carrhill, 2002:29).

There are two problems, which arise in the establishment of boarding schools. First parents are reluctant to send their children to boarding schools which and to whom they don't know moreover, children mightn't like to be separated from their family for a long time. Second, the construction and maintenance of boarding schools is very costly moreover, it provides food and bedding on top of instructional costs (UNESCO, 2002:200, Tefera 2000). In spite of such drawbacks, boarding school an important strategy to deliver education for the children of pastoralists who are in constant movement and sparsely populated in remote areas (Ibid, 201).

### ***B.3.4. Community Sensitization***

Pastoral community seem to have little conception of the value of education. As either societies, they strive to meet the other needs of their children but they give little concern to the children's education moreover, there is a given degree of looking at

modern education as a factor of alienation and as a threat to the pastoral way of life (UNESCO, 2002: 202) in Terera

Thus, improving the vitality and types of education to make parents re-evaluate the benefits of education and sensitization programs are popular approaches for sharing information at the community level. For instance in Kenya, the National council of women has run a project to educate parents in issues like early marriage, pregnancy, and female circumcision. Through seminars, workshops and home visits, forty-three district coordinators have informed people regarding girls' education (Nomuddu, 1993 as quoted in Adaga and Idenveld 1995:55).

### ***B.3.5. School Mapping***

In Africa, it is obvious that the long distance that children have to travel to get a school is one major factor that hinders school attendance. The problem of distance and isolation is more serious for nomadic children. There are two aspects of the distance problem. They are the energy required to cover the distance an empty stomach and the insecurity felt in the long distance. Thus, from planning perspective, solving the distance problem depends on knowing where a nomadic population is found (Carhill, 2002:28).

### ***B.3.6. Non – Formal Education***

Non-formal education is a system, which enables to strengthen alternative education provision for out of school children and illiterate adults, so that disadvantaged groups can have access to quality learning opportunities. It has a flexible organization and capacity to adjust time constraints of participants, particularly those from disadvantaged groups of the population (Bishop, 1994: 120-122) in Ziyn, 2004.

Governments to offer education for nomads in African countries run a number of non – formal programmes. The COPE in Uganda and Samburu Zechekuti (Shepherds) programmed in Kenya could be cited as examples.

Complementary primary education (COPE) in Uganda focuses on reaching out of school children aged 10 – 16 years including those who have drop out from formal

education system in the nomadic areas. The main targets in the program are the children of the poor and children who are economically important to their family's survival. The curriculum focused on basic education including language, science, health and social science .It presents the first five years of the formal primary syllabus in three years .The teachers are selected from the community and are trained and encouraged to use student – centered and participatory approaches. The program of learning gives learners time to fulfill their domestic obligation (Carhill. 2002:37:Akaranga.1995:45).

### *1.1.2. Significance of the Study*

Development of the social and economic life of any society basically depends on education. It is crucial in the development of a qualified labor force for the exploitation of resource. So as a citizen, education and training must of necessity be provided for the pastoral nomads to enable them to develop and diversify their way of life and to continue to improve and develop themselves, their community and their nation (Mustafa, 2004).

To put this into effect, (nomadic postural children) should be provided with the available opportunities that suit their special learning needs. In this regard, the study has a valuable significance in addressing the needs for primary education in the nomadic areas of the Somali region. The study is therefore, significant on the basis of the following points!-

1. The study helps to examine accessibility and alternative means appropriate to provide education to the children of nomads.
2. It will indicate major problems related to providing education services in the nomadic areas of the country, based on which the concerned bodies are able to take appropriate measures.
3. It will help to provide valuable suggestions for policy makers, planners and authoritative officials to remedy the problem regarding educational provision.
4. The result of the study will be used as a stepping-stone for scholars who want to engage in further study on the same issue or replicate it in another but similar context.
5. This study may also add to the already existing literature.

### ***1.1.3. Statement of the Problem***

These days, universal primary education (UPE) is the concern of every nation in the world. Because, education is a fundamental right for all people through out the world. It was stated that every person child, youth and adult should be able to benefit educational opportunity designed to meet his /her basic learning needs. As a result, Ethiopia has committed herself to provide basic primary education to all sectors of the population with out any discrimination.

However, UNESCO (2002) in ziyn (2004) stated, it is true that Ethiopia is one of the least developed countries in the world, but the state of its nomadic pastoral population seems even worse. They are among the most deprived and neglected groups in the country. Educationally, they are the least advantaged. Their participation at the primary level is far below the national average and almost nill at secondary and higher levels of education. The attempts made in Ethiopia so far to establish education services are not only limited in size but also did not respond to their nomadic way of life. The result is a largely illiterate pastoral nomadic population with out skills to participate in the development endeavor of the country.

The gross enrollment ratio of primary school aged children in Ethiopia shows there is great variation, even, in among different regions and zones. However, with respect to the pastoral groups, the educational participation is very much agonizing. For instance according to the education statistics annual abstract (1999/2000), the Ethiopian Somali region has enrolled 8.3 percent while A.A has enrolled 91 percent (MOE, 2000:6).

This indicates those children in the backward regions such as the nomadic pastoralist children of Somali region are highly deprived of educational opportunities. The people who live in the nomadic areas of Ethiopia are under the influence of harsh climatic condition, deprived of basic social services, susceptible to drought and famine, and suffer from malnutrition and diseases. Furthermore, they are deprived of educational opportunities. There was no much attention given to these groups of people since the introduction of modern education in Ethiopia.

In line with the idea in the preceding paragraph as the MOE, ESDP-I Joint review report (2001/2002) indicated encouraging trends are observable in many of the regions. The gross enrollment at primary level of education increased as compared to the base year of ESDP-I. However, with respect to the pastoral groups, the educational participation is very much agonizing. Besides, the situation in Somali region is not only very gloomy but also creates a

education should be taken as a serious issue. In dealing with primary education the writer is interested to focus on its accessibility as well as the alternative strategies that need to be developed in the nomadic areas of Ethiopia with particular reference to Somali national regional state pastoral nomads.

### **1.2. The Purpose of the Study**

Despite the tremendous gains in the past five years in increasing access to the primary education in the country, greater challenges lie ahead of the goal of education for all (EFA). In some peripheral and rural regions, a multitude of factors of the education system, and socio-economic as well as socio-cultural factors have resulted in stagnation of enrollment, high dropout and poor student's participation in the primary education. Perhaps the most intimidating challenge is that of promoting basic education access to the children of nomadic pastoralists who live in geographically remote regions (Ziyn, 2004).

Thus, the major purpose of this study is to examine the present status of primary education provision in the Somali National Regional State (SNRS) and to investigate possible alternative strategies that need to be designed to promote access to primary education for the children of postural nomads in the region.

In the course of the study the following basic questions will be addressed as a guide for treating the problem.

1. What are the major problems faced by the students of pastoral nomads in the region.
2. How can access to education be improved?
3. What possible alternative strategies should be used to promote enrollment of children in primary education among Somali postural children?
4. What innovative intervention strategies should be applied to improve the condition of the society in the region?

### **1.3. Operational Definition of Terms Used**

For the purpose of clarity and consistency in the study some technical terms and phrases require contextual and functional definitions. These are:-

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

### 1.3. Operational Definition of Terms Used

For the purpose of clarity and consistency in the study some technical terms and phrases require contextual and functional definitions. These are:-

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

**Alternative Schools:-** Schools both within and outside the public schools system that offer alternatives to traditional educational concepts and practices.

E.g. Mobile school, Tent School, Boarding Schools, Non Formal School, etc.

**Culture:-** The integrated pattern of human knowledge, belief and behaviour. Culture thus defined constituters of language, ideas, beliefs, customs, taboos, codes, institutions, tools, techniques, work of arts, rituals, ceremonies, and other related components (Encyclopedia Britannica, Vol. 3, 1980).

**Economy:-** is used to mean money. Accordingly, money serves as a medium of exchange and is generally acceptable for this purpose or as a unit of value interims which the price of every time else is related (Green word, Doglas and Associates, 1983:225),

**Equity:-** is fairness, justice or equity with respect to the impact of education (Good, 1973:216).

**Gross Enrollment Ratio:-** is derived by expressing total enrollment at a given level education irrespective of the age of the students as a percentage of population which according to the national regulation is an age to attend at that level (Lewin with Col Clough in Alemayehu, 1999:7).

**Nomadism:** A way of life or an economic activity that has evaluated on areas that can hardly be used otherwise. In other words nomadism is an animal breeder who is constantly moving with his animals in search of pasture and water or keeping away from diseases and flies is nomadism (Ahmed, 1976:174).

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

**Primary Education:-** in the context of Ethiopia eight years, offering basic and general primary education to prepare students for further general education and training (The New Education and Training Policy, 1994:14).

#### **1.4. Delimitation of the Study**

The study is limited to Somali National Regional State (SNRS), as all the nomads in Ethiopia have their own identity and way of life and it is found to be difficult to study all the nomadic areas. Besides, the pastoral nomads population of the region is one of the largest nomad's in the country.

The study is also delimited to the primary level of education provision. This is because the difficult way of life and the harsh climatic conditions in the arid and semiarid areas of the country made difficult the provision of basic services if not impossible. Thus, providing primary education should be a priority to help the nomadic population to change their way of life, which in turn assists the effort in poverty reduction. Hence, the writer believes that the study carried out in the nomadic areas of SNRS will also help to give insight in to the other parts of the nomadic areas of the country.

#### **1.5. Limitation**

The researcher, in addition to his limited experience in the field, as a beginner, had encountered a number of constraining problems. Of these major ones were

- The long process taken by the school of graduate studies of AAU to reach on the financial of the proposal, the very late release of the fund allowed for the study and its unfair distribution have created time pressure to gather the necessary data and organize the study as per time planned by the research.
- Shortage of relevant literature with respect to the education of nomadic pastoralists.
- Problems in the collection of primary and secondary data at regional, zonal and school. It was either very difficult to find the person to talk to or to get the desired information from the person even if he/she is available.
- Problem of transportation from one woreda to another, and from one school to another.

Had it not been for these problems, the study would have covered the whole nomadic area of the region.

## 2. METHOD

### 2.1. Design of the Study

The main purpose of this study; as stated in chapter one, is to examine the status of the provision of primary education to the pastoral nomadic children in Somali region. Based on the study strategies that need to be developed to promote access to primary education would be recommended as well as the existing problems could be surfaced.

To this end, the writer has chosen a descriptive survey. This method would help to reach established goals. The writer selected this method since it helps to gather adequate information on the issue. Thus, the following sources of data, population and sampling techniques, data collecting instruments, variables and data analyzing procedures were applied.

### 2.2. Study Area

The Somali Regional State (SNRS) long internally fragmented and administratively mostly subsumed under other Ethiopian administrative regions (or governorate generals), such as neighboring: Harrghe, Bale and/or Sidamo: is now having 9 administrative zones and 52 woredas (until the recent referendum) consolidated in to a Federal Regional State, as a major constituent members of the FDRE.

The region roughly situated latitudinally between 4<sup>0</sup>N and 11<sup>0</sup>N and longitudinally between 41<sup>0</sup>E and 49<sup>0</sup>E. Besides, the region shares international borders with Djibouti, Somalia, Kenya, as well as national borders with Oromia, Harare, Diredawa and Afar. According to the 1995 E.C CSA projection population size of the region is about 3.898 millions, and it constitutes about one third of the totals spacial area of the country (about 350,000 Km<sup>2</sup>). This land mass of the region constitutes the most important pastoral range land, not only in the Horn of Africa, but also in the whole continent.

The region has diverse agro-ecology/agro-climatic zones. While most parts of the region falls within the dry climatic areas of the country (arid and semi-arid), there are also relatively high altitude areas which enjoy warm temperature. In the description of Ghedai (1998:3) it is stated that, compared to the great majority of their compatriots living in the humid and mid lands as mixed subsistence sedentary farmers, the rural Somali are predominantly pastoralist or semi-pastoralists living in lowlands under harsh and precarious conditions with total precipitation ranging from 700-2500mm per anum falling mostly during: GU (March-May), Dayir (Short rains

between September and November), Karent (Sometime in August) seasons; intercepted by two dry periods; namely Hagaa and Jilal. The limited amount of rains and their erratic nature, along with periodic droughts, severely affect pastoral and agro-pastoral livelihood of the majority population.

The region is crossed by some major river systems the wabe-shebelle and its major tributaries such as Yerer, Ramis, etc., and the upper tributaries of the Juba (Genale, Weib, Dawa). The major rivers, especially the Wabe-shebelle have attracted settled cultivators or farmers, along its river banks and flood plains.

As a result of the aforementioned agro-ecological diversity, the region reflects various pastoral, agropastoral, riverine and dry land farming systems. These further reflect diversity in socio-cultural differences within the region.

The region's main dwellers (inhabitants) are ethnic Somali whose social organization is based on clanship. There are also minority craft and settled farming groups with non-Somali, half-Somali categories. These are the Reer Baare's including Garimaro (Bantu origin), Tumale (Blacksmith), Madibaan, Yibir, etc. Minorities, who are either settled farmers, craft persons or hunters dispersed among Somali clans as clients or serfs.

Economically, the region is resource poor, yet majority of inhabitants depend on different pastoral production systems. In addition to the predominantly livestock economy, sedentary and dry land farming have increased in importance over the last several decades. Of late, trade has become important source of income to many urban as well as rural families than in the past, because of a couple of factors; liberal economic policies of the current government, involvement of more women in trade, remittances of some family members in abroad, etc.

Education, one of the basic social services, is found in a precarious condition for long in Somali region in general and in rural Somali in particular both qualitatively and quantitatively. For instance, according to the 1995 CSA projection, the gross enrollment ratio at primary level (1-8) and secondary level (9-12) were estimated to be 15.1% and 3.3% respectively. About 21.81% of the students in the region left schools before the end of academic year in 1995 E.C. About 687,890 school age children do not have access to education opportunities. In 1995 E.C., the region had 301 primary (1-8) and 14 senior secondary schools with 111,825 students and 2554 teachers

However, there is a start in implementing alternative education provision so as to change the existing feature, there is much to be done concerning education sector as educational facilities in the region still found in lower level, both qualitatively and quantitatively. According to the educational programmes and supervision department head of the REB, there are shortage of text books, lack of qualified teachers at different levels, lack of facilities in schools, inaccessibility of the existing limited schools to a considerable proportion of the society (rural nomadic pastoralists), high repetition and dropout rates and high proportion of illiterate adults.

From this one can understand more than 84.11% of the school age children do not have access to education and most of those enrolled in primary level do not continue to secondary levels. And the data is crude because it does not identify or break it into rural and urban. If it is so those of rural unrolled could exceed even 90%.

### 2.3. Population and Sampling Techniques

The sample for the study is Somali National Regional State nomadic areas. This study site is selected for two reasons. One is the region constitutes the largest number of nomadic population and covers the larger land proportion of the country. The second is that, it suits to the interest and purpose of the researcher.

The study covered three zones (Shimile, Gode and Liban) out of the nine zones of the region. Accordingly, two of the most dominantly pastoral nomads and semi-pastoral nomads inhabited woredas of each of these sample zones that is; Shimile and Measo from Shimile, Kelafo and Gode from Gode, Dolo Oddo and Moyale from Liben were taken. As to the schools, 18 of them were taken out of 72 schools in the three zones. This comprised 25% of the total upper primary schools operating in the respective sampled zones. The schools are enumerated as follows:

- |                             |                            |                         |
|-----------------------------|----------------------------|-------------------------|
| 1. Kunka Primary School     | 7. Masjd Prim. School      | 13. Chamuk Prim. School |
| 2. Badel Sagal Prim. School | 8. Suftu Junior School     | 14. Buledi Prom. School |
| 3. Dolal Prim. School       | 9. Buraminow Prim. School  | 15. Bike Prim. School   |
| 4. Kurtumale Prim. School   | 10. Bokolmaye Pro. School  | 16. Errer Prim. School  |
| 5. Kelafo Prim. School      | 11. Bokalmaye Prim. School | 17. Hurso Prom. School  |
| 6. Haro Prim. School        | 12. El.gafe Prim. School   | 18. Ayisha Prim. School |

Besides, three groups of respondents were selected as subjects of the study. In the case of student respondents, 467 were taken from the total population of 1557 students (Grade 5-8). This also comprised 30% percent of the total students in the sampled schools. 12(30%) of educational experts from the total of 40 in the three zones, and 95 (25%) of teachers and principals from the total of 380 teachers and principles of each sampled schools were taken to fill the questionnaires. In addition twenty three community representatives were taken from around eight sample school sites.

The study site being very wide made covering all areas quite impossible, and thus selecting sample zones and woredas was imperative. In selecting sample zones and woredas random sampling techniques was employed. In consulting the relevant people from zonal educational offices, who had relevant data for each woredas and schools, random selecting of sample woreda and schools was made.

Simple random sampling and available sampling techniques were employed to select teachers and student respondents. Availability sampling was employed, since in some schools the number of teachers and students was very few. In most of the schools, after taking the total number of students (male and female) in each section (5-8), students were randomly selected with the help of homeroom teachers and unit leaders. Simple random sampling technique was used in selecting education officials (experts), while purposive sampling for school principals.

According to the information at hand, the society in these sample zones and woredas are mostly represented by religious and tribal (or clan or sub-clan) leaders as well as other popular personalities. Thus, these personalities, few in number, were selected using purposive sampling techniques.

#### **2.4. Sources of Data**

Both primary and secondary sources of data has been used for the study. Primary data has been collected from teachers and students and educational experts through questionnaire. Moreover, structured interview has been employed to come up with primary data from elders around sample school sits. These sources helped the researcher to acquire first hand information to draw valid inferences.

Secondary data has played supplementary role for the analysis of the primary data. These data has been obtained from different offices and organizations such as SRBE, MOE World

Data that have qualitative and quantitative value have been gathered through instruments that are developed and constructed by the researcher. Before developing the instruments, relevant and related literature on the education of pastoralists are thoroughly examined, selected and revised. Based on the information obtained from literature and considering the locality of the study, a questionnaire, for students, educational experts, primary school principles and teachers, was designed.

Structured interview guides were also prepared to obtain additional information from the community representatives. The items included in the structured interview and questionnaire were prepared first in English and then into Somali language with the help of the English language post graduate students and paid translator to make it easier for understanding.

In the first part of the questionnaire, multiple choice types of items are forwarded. In the case of major challenges affecting the educational participation of pastoral Somali students, the items are prepared in the form of rating scale which is indicated in five points. Open ended questions have been also included demanding the respondents to write variables and possible suggestions, which they think should be included.

In order to ensure the appropriateness of the items, a pilot study has been carried out in two schools in Jijiga town that are not considered in the main study. The interview guide has been also piloted and refined in the same locality. All the necessary amendments have been made based on the feedback obtained.

### ***2.5.2. Administration and Data Collection Procedures***

After sample schools for the study had been identified, a total of four data collectors, one for each zone have been recruited. The language skills, academic qualification, familiarity to the area as well as the recommendations obtained in consultation with zonal education officials have been used as criteria to select the data collectors. And then a three day orientation has been given for these data collectors in their respective places.

This training consists of instruction in general interviewing technique, field procedures for the survey, and general procedure for completing questionnaires. They have been also served as translators and data collectors. The researcher had chosen convenient time for the respondent's in order to maximize the quality of responses and degree of return.

This training consists of instruction in general interviewing technique, field procedures for the survey, and general procedure for completing questionnaires. They have been also served as translators and data collectors. The researcher had chosen convenient time for the respondent's in order to maximize the quality of responses and degree of return.

Having a short visit to each sample school, selection of the total number of teachers, principals and students from the school records have been made. Questionnaires have been distributed to the selected principals, teachers and students. The selected students from each section in the respective sample schools have been gathered in one class.

The researcher has provided the necessary clarifications on the way how to fill the questionnaire, and for questions raised regarding some of the items from individual respondents.

Student respondents from grades 5-8 chosen deliberately believing that they are matured enough to handle the questions and provide the required information. They have been also provided with the necessary orientation and explanations in Amharic and Somali language by the researcher and his assistant researcher respectively. The students have been allowed to give their own answer in their own mother tongue and fill the questionnaire with out any problem. In order to overcome mistakes (inconvenience) that had been committed by students the researcher, through out the field work, has maintained consultant contact with the data collector and closely supervised the work.

Concerning the community representatives, discussions have been made on the objective of the interview to minimize mis-understandings, and made an appointment to conduct the interview. Finally, the researcher with the help of assistance researchers and/or translators has conducted the interview.

## **2.6. Methods of Data Analysis**

### ***2.6.1. The Variables***

In this study, access of primary education for the nomadic pastoral Somali children is the dependent variable. The independent variables, on the other hand, are grouped into four major categories: school related factors, socio-economic factors, socio-cultural factors and development constraints.

## CHAPTER THREE

### 3. PRESENTATION AND ANALYSIS OF THE DATA

This part of the paper deals with the presentation and analysis of the data gathered from pastoral Somali children, teachers and principals of sample primary schools, and educational officials through questionnaire, and from interview done with community representatives around the sample schools sites.

From a total of 109 questionnaires distributed for primary school teachers, principals and educational officials (zone and woreda) 107(98.17%), and of 467 distributed for students 455(97.43%) were returned properly filled in and were used for data analysis. In addition 23 community representatives from around the sample school sites were involved in the interview.

The analysis of the data had been made based on the responses obtained from these groups of respondents . Most of the data gathered are organized using tables followed by discussions. For the sake of convenience, related questions are treated together. The response of community representatives from around the sample school sites are used as additional ideas to substantiate the students', teachers' and educational officials' (experts') responses. Therefore, the responses are assumed to be adequate enough to make valuable inferences for the study.

#### 3.1. Characteristics of Respondents

The purpose of this sub-topic is to give some basic background information about the target population. The study subjects were pastoral Somali children, primary school teachers and principals, zonal/woreda education officials/ experts, and community representatives from around the sample school sites.

**Table 3: Experts and Teacher Respondents by their Sex, Age, Education and Service**

Respondents	Sex				Age								Education						Service					
	Male		Female		Below 21 Years		21-30 Years		31-40 years		Above 40 Years		12+TTI		12+2		12+4		Below 11 Years		11-20 Years		21 and Above	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Zonal Education Experts	3	2.80	-	-	-	-	-	-	2	2.87	1	0.94	-	-	3	2.80	-	-	-	-	3	2.80	-	-
Woreda Education Experts	9	8.41	-	-	-	-	3	2.80	5	4.67	1	0.94	4	3.74	4	3.74	1	0.94	2	1.87	7	6.54	-	-
Primary School Teachers and Principals	68	62.55	27	25.23	-	-	37	34.58	48	44.86	10	9.35	87	81.31	8	7.48	-	-	41	38.32	54	50.47	-	-
<b>Total</b>	<b>80</b>	<b>74.76</b>	<b>27</b>	<b>25.23</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>37.38</b>	<b>55</b>	<b>51.40</b>	<b>12</b>	<b>11.23</b>	<b>91</b>	<b>85.05</b>	<b>15</b>	<b>14.02</b>	<b>1</b>	<b>0.94</b>	<b>43</b>	<b>40.19</b>	<b>64</b>	<b>59.81</b>	<b>-</b>	<b>-</b>

Total of 107 experts and teachers/principals were involved in the study. As indicated in Table 3, 3(2.80 %) and 9(8.41%) of them are experts at zonal and woreda level respectively while the remaining 95 (88.79 %) of them are primary school teachers and principals. Regarding their sex, except 27 (25.23 %) of the teachers, the rest, 68 (63.55%) of teachers /principals and all of the exports were male. This reveals that the participation of females in education sector in Somali Region is still questionable. This is an issue to be considered. Because it might have an influence on girls education in particular as related to lack of role models and provision of assistance from same sex for female students in the schools.

Regarding their age, majority of the respondents, that is,95 (88.79%) of them are in the age groups of 21-30 and 31-40 years, while the rest12 (11.23 %) are above 41 years. This implies that, as majority of the respondents are found in the adult age group, their response could be dependable.

As far as their educational status is concerned, the great majority of them, 91 (85.05 %) are TTI graduate, while the rest 15 (14.02 %) and1 (0.94 %) are diploma and degree holders respectively. As to their service years in the region, 41 (38.32%) of the teachers principals and 2 (1.87 %) educational experts have less than 8 years of service, while majority, 54(50.47%) of teachers/principals, and 10 (9.34%) of educational experts have 8-16 years of service. These long years of service in the region implies that these teachers, principals and educational experts could have adequate information about the culture, tradition and economic activities of the nomadic pastoral Somali society and its impact on the educational participation of their children.

**Table 4: Absolute and Relative Frequency of Teachers Teaching Load**

Less Ten 10 Period		11-15 Periods		16-20 Periods		21 Periods and Above		Total	
No	%	No	%	No	%	No	%	No	%
5	5.26	25	26.32	23	24.21	42	44.21	95	100

Regarding the teaching load of teachers as shown in Table 4, majority 48 (50.53%) and 42 (44.21%) of the teachers respondents teach 11-20 and 21 and above periods per week respectively, while the rest 5 (5.26%) of them have less than 11 periods of teaching. From this one can possibly conclude that, in addition to their challenging life in such harsh environment

teaching 21 and above periods per week, could have an impact on their interaction with the students and diminishing the enrollment rate (i.e., they will not have good appetite, mood, they can't be tolerant and properly treat students).

**Table 5: Student Respondents by Sex, Age and Grade**

Sex				Age								Grade							
Male		Female		7-10		11-14		15-18		19&Above		5		6		7		8	
No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
345	75.82	110	24.18	-	-	178	31.12	238	52.31	39	8.57	220	48.35	115	25.28	71	15.60	49	10.7

As shown in Table 5, from a total of 455 students involved in the study, 345 (76.00 %) of them are males and 110 (24.00 %) are females. This shows that the participation of girls in primary education of the region is very low as compared to that of male students. As to their ages, 238 (52.00 %) and 39 (9.00%) were found under the age category 15-18 years and above 18 years of old respectively. This indicates that most of the primary school students in the study area are above the national age standard. That is, the great majority of the student respondents were in the adolescent age, which might have a positive contribution on the relevance of the data.

**Table 6: Absolute and Relative Frequency of Educational Level of Parents of Student Respondents by sex**

Parents	Parents' Level of Education			
	Illiterate		Can Read and Write	
	No	%	No	%
Father	102	22.42	353	77.58
Mother	423	92.97	32	7.03

Regarding the educational background of their parents, majority, 353 (78.00 %) of the student respondents reported that their fathers are literate (can read and write) while the rest 102 (22.42 %) of them indicated that their fathers are illiterate. This implies that in the society which the father is the dominant figure of the family might have a relation with the educational participation of the children in primary schools.

In contrast to their fathers, majority, that is, 423 (92.97%) of the student respondents indicated that their mothers are illiterate. This reveals that women are more illiterate than men in the pastoral Somali areas. This could be due to the inequality of opportunities between the two sexes in the scarce educational provision of the education system of the region. It might have also

an impact on the educational participation of Somali girls in the primary schools available in the region.

**Table 7: Elder Respondents by their Sex, Age, Occupation and Education at level**

Sex				Age						Occupation								Education	
Male		Female		20-30		31-40		41&Above		Farming		House Work		Small business		Animal Raring		Illiterate	
No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
19	82.61	4	17.39	-	-	2	8.70	21	91.30	1	4.35	2	8.70	4	17.39	16	69.57	17	73.91

As can be seen from table 7, 23 community representatives from around 8 sample primary school sites of the three zones were involved in the study. Almost all 19 (82.561 %) of them are male. Regarding their education, majority 17 (73.96 %) are illiterate, while 5(21.74%) of them can read and write and 1(4.35%) of them are primary first cycle completed. This reveals that almost all of the community representatives around the study area have very limited educational background which by itself considered to be a factor influencing their value for modern education.

Regarding their occupation, 16 (69.57%) of them are pastoral nomads, while the rest 4 (17.39 %) and 2 (8.70 %) are leading their life as small business traders, house wives and farmers respectively,. This reveals that majority of the community in the region earn their living by animal rearing and is also few who exercise small business activities.

In general the sample population of the study included various groups of respondents. This diverse nature of the respondents has contributed in two ways. In the one hand, it helped to collect more relevant data from the respondents that have different background; on the other hand it helped counter check the data gathered.

### 3.2. Results and Discussion

**Table 8: Student's Responses concerning distances from Home to School and Chances to pursue Education**

No	Item	Responses	
		No	%
1	How far is the primary school from your home?		
	• Less than 1 kilometer	32	7.03
	• 1-2 Kilo meter	57	12.53
	• 3-4 kilo meter	94	20.66
	• 5-6 kilometers	171	37.58
	• More than 6 kilo meters	101	22.20
	<b>Total</b>	455	100
2	How far is the nearest secondary school from your home?		
	• 5 kilo meters	110	24.18
	• 6-10 kilo meters	167	36.70
	• 11-15 kilo meters	106	23.30
	• More than 15 kilo meters	72	15.82
	<b>Total</b>	455	100
3	While your parents are on the move from place to place with their animals for search of what and forage for their animals, what is the chance of students?		
	• Discontinuing their education	102	22.42
	• Some will discontinue and some will learn	267	58.68
	• The school will be closed until parents return	56	12.31
	• Other than these	30	6.59
	<b>Total</b>	455	100
4	Is there any strategy used before to help students not to discontinue their education		
	• Yes	154	33.85
	• No	301	66.15
	<b>Total</b>	455	100
5	If there were strategies, what where these strategies?		
	• Developing ponds by NGOs	33	21.43
	• Food supply by NGOs	82	53.25
	• Provision of alternative education	39	25.33
	<b>Total</b>	154	100
6	Is there anyone who help you regarding your education		
	• Yes	28	615
	• No	427	93.85
	<b>Total</b>	455	100
7	If there is some one who helps you regarding your education, who is/are they?		
	• Father	8	28.57
	• Mother	2	7.15
	• Brother	15	53.57
	• Others	3	10.71
	<b>Total</b>	28	100
8	Do you parents ask you about learning?		
	• Yes	14	3.08
	• No	441	96.62
	<b>Total</b>	455	100

As shown in Table 8, in response to the first item 171 (37.58 %) of student respondents replied that the school is sited 5-6 kilo meters away of their home. of the remaining 94 (20.66 %) and 57 (12.53%) of them indicated that their school situated at 3-4 and 1-2 kilo meters away of their home village. While only few 32 (7.03%) of them reported that the school is located in less than 1 kilo meters away of their home. This reveals that majority of the pastoral nomad students in the study area need to travel 4-6 kilo meters and even some of them travel more than 6 kilo meters to reach (get access) to the school site. From this we can conclude that the school distance is among those factors hindering educational participation of pastoral children in the study area.

In response to the second item of Table 8, majority 167 (36.70% %) of the students indicated the nearest secondary school is found 5-10 kilo meters away of their home. the rest, 106 (23.30%) of the students reported that it is located between 11-15 and more kilo meters away of their home village. This implies that students who complete primary education need to travel long-distance to get secondary school. This in the absence of supports of their parent or the government, students find it difficult and stick to their only chance, joining the pastoral nomadic community.

As to the third item of table 8, the majority, 267 (58.68 %) of the respondents, indicated in their response that, while their parents on move from place to place in search of water and pasture for their animals, some of them will discontinue and some will continue their learning. And 102 (22.42 %) of the respondents replied that they will be forced to discontinue their education because of their parents mobility. This reveals that children of the pastoral nomads who are by chance in school forced to withdraw from school due to the mobility of their parents. Thus, it is clear that formal schooling does not meet the need of children of this community in the study area.

Regarding to item 5 of table 8, the great majority 301 (66.15 %) of the respondents replied that their was not strategy other than the formal schooling to help them continue their education. But, few 154 (33.85%) of them said that there are some NGOs who tried to develop ponds, provide food support for the people to settle in one place, provide alternative education and school feeding programs.

Concerning availability of assistance from important others, only 28 (6.15 %) of the students respondents indicated that their parents help them regarding their education on the other hand the great majority 427 (93.85%) of them replied that their parents do not help them in their

education. This poor attention and support provision of parents to the education of their children shows the community's less understanding about the value of education in their life and in the community at large.

As to the last item of table 8, most student respondents replied that their parents do not ask them about their learning. This implies that low educational background of parents has a negative impact on the educational participation of their children.

**Table 9: Student Respondents Concerning Spare Time Activities and Utilization of learning time**

No	Item	Responses	
		No	%
1	What do you do after school?		
	• Looking after cattle	431	94.73
	• Participate in farm activities	401	88.13
	• Caring of small children	194	42.64
	• Fetch water	147	32.31
	• Help your mother at home	101	22.20
	• Collect firewood	112	24.62
	• Playing with your peer groups	241	52.97
	• Studying what you learn at school	171	37.58
	• Other than these	189	41.54
2	Which one of the following is more convenient for your learning?		
	• Double shift system	123	27.03
	• Whole day schooling	18	3.96
	• Arranging flexible time and calendar	310	68.13
	• Other than these	4	0.88
<b>Total</b>		<b>455</b>	<b>100</b>

*N.B: For the item percentage is more than 100% respondents are allowed to choose more than one answer.*

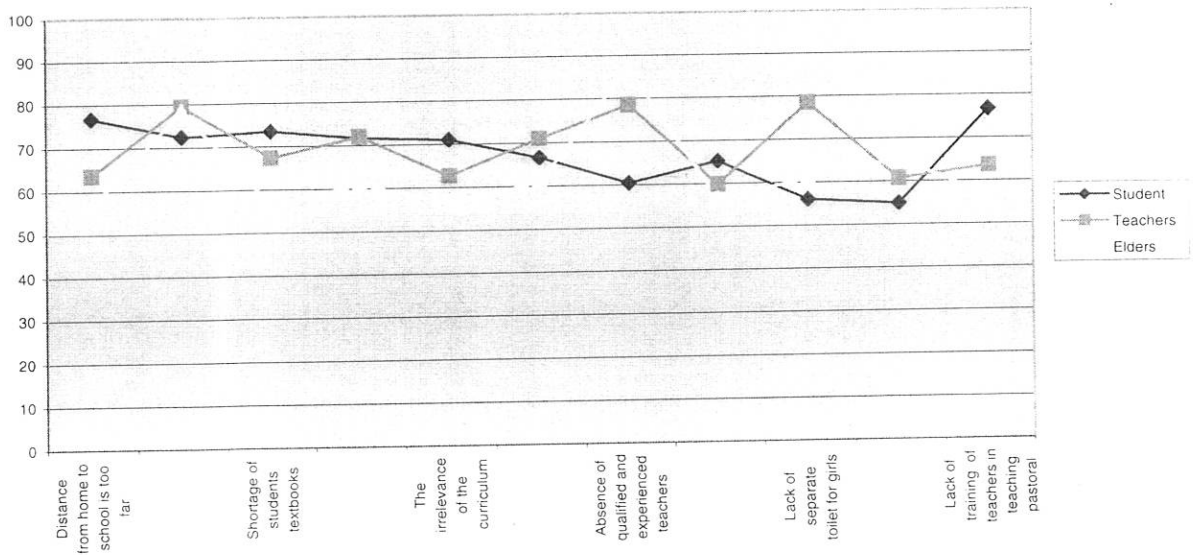
From the responses provided for item number 1 of Table 9, one can understand that nomadic pastoral children are highly needed for their labour by parents. They are the working force on which the family earn their means of survival. They look after cattle, participate farm activities, fetch water, collect firewood, help their mothers at home, etc. This shows that children of pastoral nomads in the study area are the working force for their family and most of them do not come to school.

Regarding the last item of Table 9, majority 310 (68.13%) of the respondents indicated in their response that arranging flexible time schedule and developing a calendar which suits to the needs of the pastoral children is paramount importance, while 123 (27.03 %) of them replied that double shift system could serve the purpose. Therefore, it can be possible to conclude that the formal education system does not fit the needs of pastoral nomads' children in the study area.

**Table 10: School Related Factors Affecting Children's Participation in Primary Education as Perceived by Teachers, Students, and Elders by preference type**

No	Variables (Factors)	Respondent	Agree		Undecided		Disagree	
			No	%	No	%	No	%
1	Distance from home to school is too far	Students	349	76.7	26	5.71	12	2.64
		Teachers	68	63.55	15	14.02	24	22.43
		Elders	13	56.52	4	17.39	6	26.08
2	Lack of Desks	Students	329	72.31	26	5.71	90	19.78
		Teachers	85	79.44	6	5.61	16	14.96
		Elders	18	78.26	3	13.04	2	8.7
3	Shortage of students textbooks	Students	334	73.41	55	12.09	66	14.5
		Teachers	72	67.29	15	14.02	20	18.69
		Elders	13	56.52	4	17.39	6	26.09
4	Absence of water in school	Students	326	71.65	50	10.99	79	13.36
		Teachers	77	71.96	9	8.41	21	19.63
		Elders	14	60.87	4	17.39	5	21.74
5	The irrelevance of the curriculum	Students	323	70.99	32	7.03	100	21.98
		Teachers	67	62.62	9	8.41	31	28.97
		Elders	13	56.53	2	8.7	8	34.78
6	Absence of flexible school calendar	Students	303	66.6	62	13.63	90	19.78
		Teachers	76	71.03	7	6.54	24	22.43
		Elders	14	60.87	5	21.74	4	17.39
7	Absence of qualified and experienced teachers	Students	275	60.44	94	20.66	86	18.9
		Teachers	84	78.51	17	15.89	6	5.6
		Elders	20	86.96	1	4.35	2	8.7
8	Poor community school relationship	Students	297	65.27	87	19.12	71	15.61
		Teachers	64	59.81	17	15.89	26	24.3
		Elders	13	56.53	2	8.7	8	34.78
9	Lack of separate toilet for girls	Students	255	56.05	74	16.26	126	27.69
		Teachers	84	78.51	17	15.89	6	5.61
		Elders	14	60.87	4	17.39	5	21.74
10	Inappropriate medium of instruction	Students	250	54.95	50	10.99	150	32.97
		Teachers	65	60.75	17	15.89	25	23.36
		Elders	15	65.22	4	17.39	4	17.39
11	Lack of training of teachers in teaching pastoral children in pastoral areas 12.97	Students	349	76.7	26	5.71	12	2.64
		Teachers	68	63.55	15	14.02	24	22.43
		Elders	13	56.52	4	17.39	6	26.08

Fig 1. School Related Factors Affecting Children's Participation in Primary Education as Perceived by Teachers, Students, and Elders



Regarding the first item of table 10, 349 (76.70) of students, 68(63.55%) of teachers and 13(56.52%) of elders related it high. While the remaining few of them replied that its influence was minimum.

Observation of documents at zonal/woreda education offices and informal discussion made with important personalities in the study area confirmed these result. In addition, the regional annual educational report shows that the teachers-student ratio is one-eighty nine (1 to 89) (SREB, 1996 E.C). According to the sources in addition to the reluctance of teachers from other parts of the county to work in these harsh remote area the absence of people trained from pastoralist background found to be a problem. Besides, as the starting salary of newly graduated teachers assigned to this area doesn't compensate for the suffering, they are not willing to come and work in the areas. This implies that shortage of trained and experienced teachers was found to be the major school related problem challenging educational enrollment of pastoral Somali children.

Respondents were asked to indicate the influence of lack of flexible school calendar 329 (72.31%) of students, 85(79.44%) of teachers and 18(78.26%) of elders rated it higher.

Supporting this response of majority of the respondents, the interview made with the elders revealed that the school calendar is not flexible and doesn't consider migration of the

concerned people. And also it is not designed taking into account when and where the pastorally settle.

This confirms that absence of in appropriate school calendar was found to be the major constraint hindering the primary education participation of children in the study area of the region. Thus it could be possible to conclude that the school calendar organized based on the national school days is not suitable to the education pastoral Somali children.

In response to item 3 of table 10, except few, majority of the respondents that is 334(73.41%) of students, 72(67.29%) of teachers and 13(56.52%) of elders indicated that distance from home to school site is a major challenge.

In confirming this result UNESCO reported that ... even those children who could enroll in the primary education are forced to withdraw, since most of the schools are found very far from their roaming villages. The problem of distance is worse especially for girls (UNESCO, 1995: 32). In line with this in Kenya, children walk 15 to 20 km per day to primary school. Research findings indicate this long walk undermines education even for those who manage to reach school. Children who have spent two to five hours walking to school in the morning after without having anything to eat, are tired and their ability to concentrate is impaired (MGEF, 2002: 3).

As to the influence of in appropriate medium of instruction in the educational participation of pastoral Somali children, majority of the respondents, that is, 326(71.65%) of students, 77(71.76%) of teachers and 14(60.87%) of elders indicated that it's impact is high

It is well known for various reasons, that the best medium of teaching a child is his/her mother tongue. A child taught in a language he/she known will use his/her environmental experience, and learns more rapidly than when unfamiliar language is used. In addition the child will develop positive psychological attitude to school and attend school regularly (Ziyn, 2004).

Language as a medium of instruction has greater impact on the overall education process and practice (UNESCO, 1985:11). Children who speak a language other than the language of instruction confront a substantial barrier to learning particularly in the crucial early grades, when the children are trying to acquire basic literacy as well as adjust to the demands of the school settling, not speaking the language of instruction can made a deference between succeeding and failing in school, between remaining in schooling and dropping out (Lock head and Verspoor, 1991: 153).

Concerning item, 5 of table 10, 323(70.99%) of students 67(62.62%) of teachers and 13(56.53%) of elders rated it high, while the remaining few replied that its influence is very minimal.

Informal discussions made with zonal and woreda education officials confirms this result. According to these informants, however few attempts were made in adapting it to the local condition, still much of the content of the existing curriculum does not reflect the life style and cultural value of the pastoral Somali community. Besides, it also fails to respond to the needs and aspiration of children in the study area.

A study shows, in disadvantaged tribes in Srin Lanka, keep their children at home from school to do work, or don't enroll them at all or allow them to drop out of schools after a few grades. This may often be related to the education being offered (Epstein, 1988:380).

As to the influence of item 6 in table 10 except few of the respondents, majority, 321(70.11%) of student, 67(62.62%) of teachers and 16(69.57%) of elders indicated in there response that it's impact in educational participation of children in the study area is high.

Various research findings confirm this result. For instance Begeke reported that, in addition to low salaries and lack of incentives, teachers in the nomadic areas have no special trainings to teach the children of nomads cognizant of the problem, the ministry of education of Tanzania has taken the responsibility of training teachers. The ministry selects the would be teachers from pastoral and mobile communities. This is based on the assumption that teachers would be able to communicate in the language of the nomads and minimize cultural conflicts among the participants. Moreover, the teachers were equipped with basic knowledge on agriculture and animal husbandry (Begeke, 1995:78).

Respondents were asked to show the extent of the influence of lack of school facilities (i.e., lack of water, separate toilets, desks and text books) on the educational participation of children in the study area. The majority of them rated it high.

One of the most common constraints of enrollment and participation of children at school is shortage of school facilities like, in adequate buildings, laterines, water, learning materials, etc. As Rao (1985:182) case studies in Kawahla nomads, in the schools, the majority of children simply sit on the floor, there was no toilet and facilities for drinking water and only half of the students had the necessary books and writing materials. He reported that it has a negative impact on pupils learning.

Regarding the last item of table 10 majority of respondents i.e. 297 (65.27%) of students, 64(59.81%) of teachers and 13(56.53%) of elders rated it higher, while the remaining few reported that it's impact was minimum.

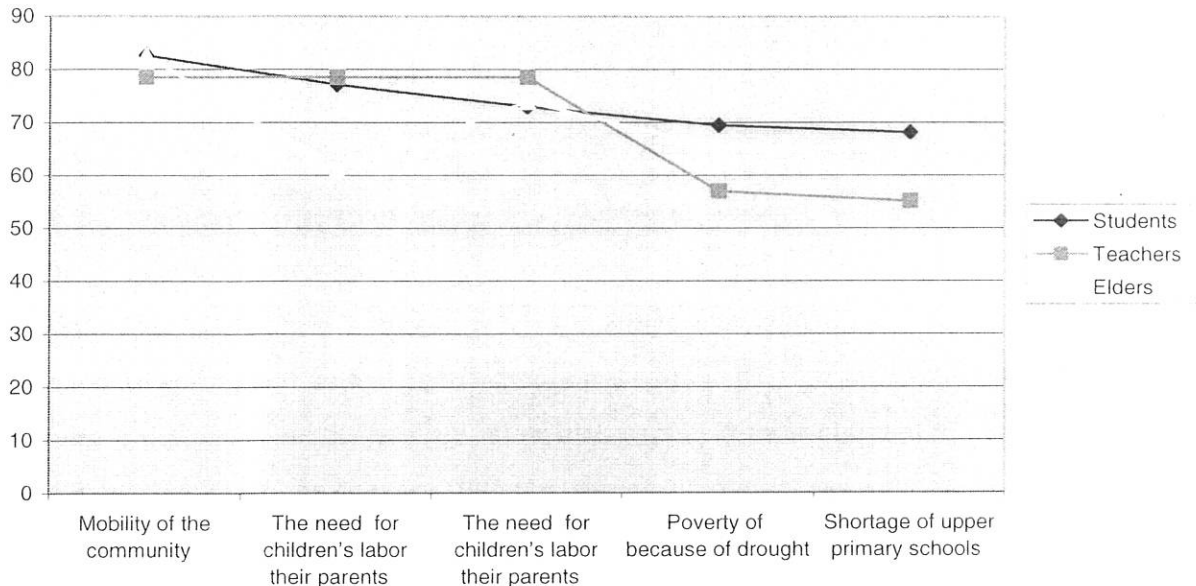
In conformity to this, the interview revealed that as the society belittling the value of modern education and do not prioritize it, they do not have close tie with the school community. As a result, they do not usually participate in most activities related to the school business. Thus, it may be possible to say that lack of school community relationships was major problem affecting the educational participation of children in the study area.

Table 10 also portrays eleven school intrinsic constraints ranked by study groups. Based on the rank order of respondents, the major school intrinsic constraints for the school participation on pastoral Somali children are absence of qualified and experienced teachers, absence of flexible school calendar, distance from home to school, in appropriate medium of instruction and the irrelevance of curriculum. Lack of separate toilet, lack of school-community relationship, lack of desks and shortage of students text books were not found to be main challenges for the participation of pastoral Somali children.

**Table 11: Socio-Economic Factors Affecting children's Participation in Primary Education as Perceived by Teachers, Students, and Elders**

No	Variables (Factors)	Respondent	Agree		Undecided		Disagree	
			No	%	No	%	No	%
1	Mobility of the community	Students	376	82.64	27	5.93	52	11.43
		Teachers	84	78.51	11	10.28	12	11.21
		Elders	19	82.61	2	8.7	2	8.7
2	The need for children's labor their parents	Students	351	77.14	40	8.79	64	14.06
		Teachers	84	78.51	11	10.28	12	11.21
		Elders	14	60.87	3	13.04	6	26.09
3	Poor educational background of parents	Students	332	72.97	56	13.31	67	14.73
		Teachers	84	78.51	11	10.28	12	11.21
		Elders	17	73.91	1	4.35	5	21.74
4	Poverty of because of drought	Students	316	69.45	30	6.59	109	23.97
		Teachers	61	57.01	11	10.28	35	32.71
		Elders	15	65.22	1	4.35	7	30.43
5	Shortage of upper primary schools	Students	310	68.13	61	13.41	84	18.46
		Teachers	59	55.14	18	16.82	30	28.04
		Elders	15	65.22	4	17.39	5	21.74

Fig 2. Socio-Economic Factors Affecting Children's Participation in Primary Education as Perceived by Teachers, Students, and Elders



It is known that the movement of pastoral people from one place to another for economic purposes is the cause for the discontinuation of children's schooling. Similarly, in this study, the majority of respondents, i.e., 376 (82.64%) of students, 84 (78.51%) of teachers and 19(82.61%) of elders asserted that the nomadic pastoral way of life (mobility of the community) is one of the major challenges for the educational participation of pastoral Somali children.

The interview made with elders confirmed this result. They revealed that the level of participation of nomadic pastoral Somali groups in education and other development activities is constrained by their mobility. Children's parent constant mobility leads to low enrollment and high dropout rate.

Besides, in most African societies, nomadic people are the most neglected group of the society in the provision of education. Thus, enrollment and participation of nomadic children are low as compared to the children of other parents who lead a settled life. This is because of the fact that those people have no permanent domicile and difficult to build schools near to them as they are constantly on the move (UNESCO, 1995: 32).

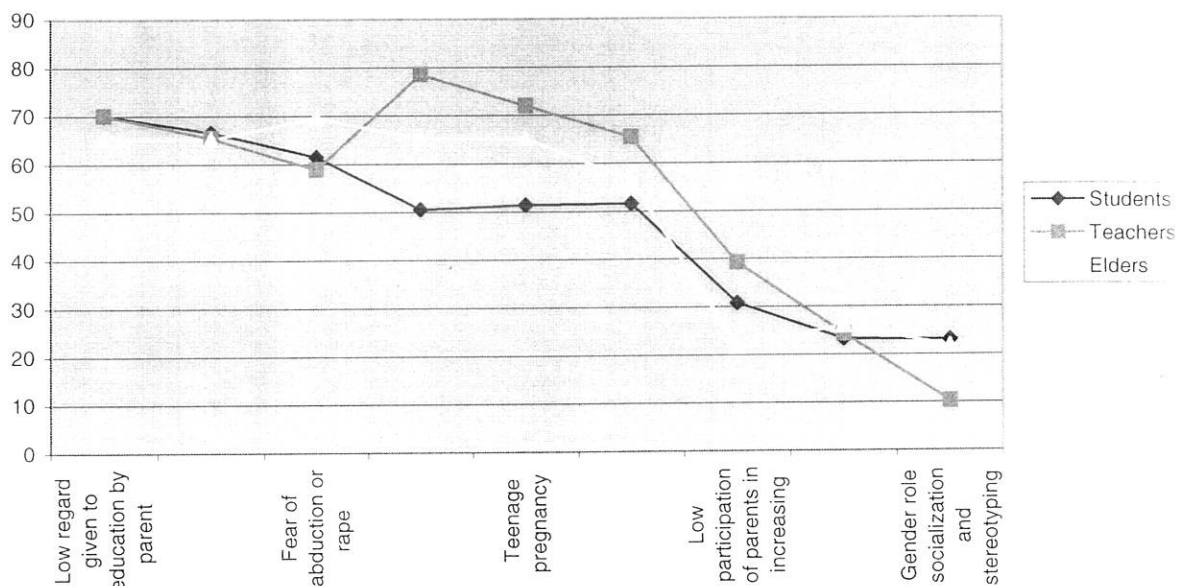
Regarding the influence of lack of upper primary schools, majority, that is, 351(77.14%) of students, 84 (78.51%) of teachers and 14(60.87%) of elders rated it higher.

Table 11 depicts five socioeconomic barriers supposed to hinder pastoral nomad Somali children's participation in primary education. These factors are ranked by groups of respondents. As to their rank order, the first three major socio economic challenges are mobility of the community, shortage of upper primary two, high demand of child labour by their parents and poverty because of drought were not found to be the major problems affecting educational environment of children in the pastoral areas of the region.

**Table 12: Socio-Cultural Factors Affecting Children's Participation in Primary Education as Perceived by Teachers, Students, and Elders**

No	Variables (Factors)	Respondent	Agree		Undecided		Disagree	
			No	%	No	%	No	%
1	Low regard given to education by parent	Students	319	70.11	54	11.87	82	18.03
		Teachers	75	70.1	3	2.8	29	27.1
		Elders	15	65.22	5	21.74	3	13.05
2	Early marriage	Students	303	66.59	17	3.74	135	29.67
		Teachers	70	65.42	11	10.28	26	24.3
		Elders	15	65.22	2	8.7	6	26.09
3	Fear of abduction or rape	Students	280	61.54	67	14.73	108	23.74
		Teachers	63	58.88	26	24.3	18	16.82
		Elders	16	69.57	1	4.35	6	26.09
4	Fear of sexual harassment	Students	230	50.55	90	19.78	135	29.67
		Teachers	84	78.51	9	8.41	14	13.08
		Elders	15	65.22	1	4.35	7	30.44
5	Teenage pregnancy	Students	234	51.43	80	17.58	141	30.99
		Teachers	77	71.97	16	14.95	14	13.08
		Elders	15	65.22	3	13.04	5	21.74
6	Fear of loosing of time of training of pastoralism	Students	235	51.65	96	21.1	124	27.25
		Teachers	70	65.42	9	8.41	28	26.17
		Elders	13	56.53	4	17.39	6	26.09
7	Low participation of parents in increasing children's participation in education	Students	140	30.77	43	9.45	242	53.19
		Teachers	42	39.25	16	14.95	49	45.8
		Elders	5	21.74	1	4.35	18	78.26
8	Low community participation in increasing access to education of the children	Students	106	23.3	43	9.45	306	67.25
		Teachers	26	24.3	8	7.48	73	68.22
		Elders	6	26.08	1	4.35	16	70.38
9	Gender role socialization and stereotyping	Students	105	23.08	55	12.09	295	64.84
		Teachers	11	10.28	20	18.69	76	71.03
		Elders	5	21.74	1	4.35	17	73.91

Fig 3. Socio-Cultural Factors Affecting Children's Participation in Primary Education as Perceived by Teachers, Students, and Elders



With respect to the first item of table 12, the majority of respondents, 319(70.11%) of students, 75(70.10%) of teachers and 15 (65.22%) of elders rated it high. Similarly, 235(51.65%) of students, 70(65.42%) of teachers and 13(56.53%) of elders rated high the effect of item 6 of table 12.

The interview made with the elders further reveals that, parents in particular and the community in general show reluctance to focus on and show concern in the education of their children. There is also a tendency in the community to see education as time and energy consuming activities than in education. Thus, it could be possible to infer that limited involvement of pastoral Somali society in general and parents in particular are major problems in increasing educational participation of children in the pastoral areas of the region.

Respondents were also asked to show the extent of the influence of gender role socialization and stereotyping on the educational involvement of pastoral Somali girls. Majority, that is 303(66.59%) of students, 70(65.42%) of teachers and 15(65.22%) of elders reported that it is a major problem challenging educational participation of pastoral children in the study area.

In this connection the interview revealed that the gender attitude among the pastoral Somali society gives high social value to boys. It is reflected in various forms male favoritism

that begins from the time of birth. The birth of a son is celebrated with happiness and gun shoot while that of the girls is received with disappointment and discontent.

In addition pastoral girls are also responsible for most of the household activities like fetching water and fire wood, milking animals, looking after their younger sisters and brothers, cooking and washing utensils, looking after small livestock (sheep and goats), helping parents to build a house, watering animals and being involved in small scale trades. Moreover, they are victims of harmful traditional practices. From a young age they are presumed to be preparing for marriage. In general, informants revealed that the generally held view in the Somali paternal family give prior consideration to the education of boys rather than girls.

As to the influence of lower regard given to education by parents, 280(61.54%) of students, 63(58.88%) of teachers and 16(69.57%) of elders rated it high.

In confirming this result interviewee further revealed that pastoral Somali society in the study area given lower regard for modern education. This is because they had not exposure of chance to test the fruits of modern education. Besides they have not seen those few educated Somalis in the area helping their parents. So, there is a sentiment that education brings less return as compared to nomadic pastoral activities as livestock rearing. However, the sources strongly asserted that it does not mean the society hates modern education. In stead, their appreciation is more for traditional pastoral economic activities in general and livestock rearing in particular.

In line with this, in Kenya one of the reasons for low enrollment is that the value of education might not be fully realized among the pastoralists and schooling is not a priority in their traditional way of life (Norman, 1990).

Concerning the second item of table 12, 230 (50.55%) of students, 84(78.51%) of teachers, and 15(65.22%) of elders indicated in their response that early marriage one of the major socio-cultural problems affecting children's involvement in the study area.

Confirming this result the interviewee stated that early marriage is highly valued traditional practice of the society for various cultural and economic reasons. They also confirmed that it is an impeding factors in education of girls. With regard to the influence of early marriage on educational participation Rose (1998) indicates that early marriage has negative contribution for girl's participation and it is the main reason for an increase in girls dropout from schooling.

As to the influence of parents' fear of lacking time of training for pastoralism, 324(51.43%) of students, 77(79.97%) of teachers and 15(65.22%) of elders indicated in their response that it is high.

The result of the interview made with elders further revealed that, in Somali society children are required to learn herdsman ship from their childhood. When they are kids, they start to keep newly born sheep's and goats and calves around home area. Later, they will heard cattle and camels. They also learn their social obligations during different stages of their social obligations during different stages of their development. In this regard parents feel that, schooling significantly affects the amount of time the child needed to most the social obligation and become qualified member of the society. Thus, fear of loosing time of training could make parents reluctant to send their children to school.

Regarding the influence of teenage pregnancy, fear of abduction and sexual harassment /rape on educational participation of Somali girls, most of the respondents indicated in their response that it was very minimal.

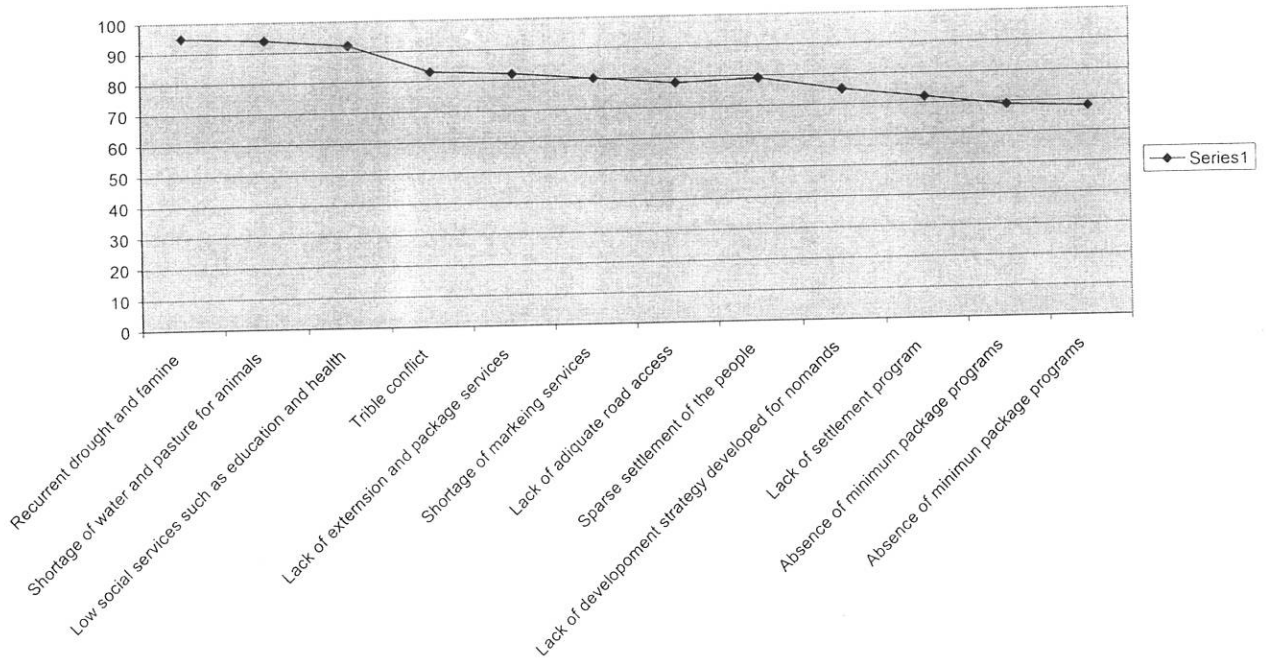
In line with the result, the interviewed elders revealed that harmful actions, for various reasons are social ellits that can not be tolerated by the society in the study area. It may also couse conflicts between two or more tribal members which could sacred human life. Besides, there are strong punishment and large number of animals for compensations and social out casting follow these harmful deeds. Thus, teenage pregnancy, fear of abduction and fear of sexual harassment /rape do not considerably challenging the educational participation of pastoral Somali children (girls).

Table 12 depicts, the nine socio-cultural factors, that are ranked by the students, the teachers and the elders. According to their order, the first major five challenging socio-cultural factors that hinder the educational participation of pastoral Somali children were low participation of parents in increasing children's participation, gender role socialization and stereotyping, low regard given to education by parents, early marriage and fear of loosing time for training of pastoralism. On the other hand, low community participation in increasing access, teenage pregnancy, fear of sexual harassment, and fear of abduction were not found to and fear of abduction were not found to be main challenges for the educational participation of pastoral Somali children.

**Table 13: Development Constraints Affecting Children's Participation in Primary Education as Perceived by Teachers and Elders**

No	Variables (Factors)	Respondent	Agree		Undecided		Disagree	
			No	%	No	%	No	%
1	Recurrent drought and famine	Teachers	102	95.33	5	4.67		
		Elders	22	95.65			1	4.35
2	Shortage of water and pasture for animals	Teachers	100	93.46	5	4.67	2	1.87
		Elders	22	95.65	1	4.35		
3	Low social services such as education and health	Teachers	102	95.33			5	4.67
		Elders	18	78.26	3	13.04	2	8.7
4	Tribal conflict	Teachers	86	80.37	11	10.28	10	9.34
		Elders	22	95.65	1	4.35		
5	Lack of extension and package services	Teachers	88	82.24	7	6.54	12	11.21
		Elders	18	78.27	1	4.35	4	17.4
6	Shortage of marketing services	Teachers	91	65.05	7	6.54	9	8.41
		Elders	13	56.53	4	17.39	6	26.09
7	Teachers	Teachers	84	78.5	7	6.54	16	14.95
		Elders	18	78.26			5	21.74
8	Sparse settlement of the people	Teachers	90	84.11	3	2.8	14	13.08
		Elders	13	56.53			10	43.48
9	Lack of development strategy developed for nomads	Teachers	76	71.03	11	10.28	20	18.69
		Elders	21	91.31	1	4.35	1	4.35
10	Lack of settlement programs	Teachers	77	71.96	5	4.67	25	23.36
		Elders	17	73.92	4	17.36	3	13.05
11	Absence of range land program	Teachers	74	69.16	7	6.54	26	24.3
		Elders	16	69.56	1	4.35	6	26.09
12	Absence of minimum package programs	Teachers	74	69.16	15	14.02	18	16.82
		Elders	15	65.22	2	8.7	6	26.09

Fig4 Development Constraints Affecting Children's Participation in Primary Education as Perceived by Teachers and Elders



The above table (table 13) portrays a list of development constraints affecting access to primary schools for children in the pastoral areas of the region.

Concerning the extent of the influence of recurrent drought and famine, majority, 102 (95.33%) of teachers and 22 (95.65%) of elders rated it high. Similarly, majority of the respondents, 100 (93.46%) of teachers and 22 (95.65%) of elders indicated that shortage of water and pasture for animals significantly affects children's participation in education in the study area.

Confirming this result the interview made with elders and officials from the regions DPPC office revealed that drought has been cyclic in Somali region for the last two to three decades. The frequency has become shorter occurring between 2 – 3 years. the consequences had been the loss of human lives, especially children and animals due to mal nutrition and related diseases.

Thus, it is possible to deduce the drought has a serious impact on the education of pastoral Somali children as most families move with their children in search of food, pasture and water. In general, since there is a high level of poverty and basic necessities of the people are not

yet met, the value of education is given less importance and the schooling of children is highly disrupted.

As to the influence of lack of social services such as education and health 102(95.33%) of teachers and 18 (78.26%) of elders rated it high.

The information obtained through interview and informal discussion made with elders and experts of the regions capacity building office confirmed this result. They further revealed that lack of social services is as serious problem in all aspects of the life of the society in general and in education in particular. Thus, it is possible to infer that lack of social services severely affects involvement of children in education in the study area. In general, since the community is unable to get assistance that minimizes life burdens (work loads) tend to keep their children involved in the family business rather than send them to school.

As it is indicated in the table, respondents were requested to rate the influence of lack of development strategies designed for Somali pastoral nomads as a factor to the educational participation of children in the study area. Most of the respondents, 86 (80.37%) of teacher and 22 (95.65%) of elders replied that the influence of this factors is considerably significant.

In conformity to this result a report made by PCEA further reveals that lack of development strategies affects not only educational participation of children, but also the entire living situation of the community in the study area. According to this report, there are efforts made by the federal government in some 22 sample woredas along shebele river basin. However, it does not suits to the needs of the concerned people. Besides, the program packages are abused both by the regional and local officials involved in the process. In addition to other constraints, lack of the development strategies complicated the life of the society in general and educational participation of their children in particular (PCEA, 2003).

Thus, it is possible to infer that lack of development strategies designed for nomads is a major problem hindering the educational participation of children in the study area.

Regarding item five of table 13, majority of the respondents, that is, 88 (82.24%) of teachers and 18 (78.27%) of elders indicated in their response that absence of minimum package programmes is the main problem challenging children's participation in primary schools in the study area.

The interview conducted with elders asserted that the absence of minimum package programs affects educational participation of children in the region. they further revealed that

attempts made by governmental and non governmental organizations in this regard could not terminate the situation. Thus, according to these respondents, absence of minimum package programs should be considered as barrier to the educational participate of the pastoral children.

As it could be seen from table 13, respondents were asked about the extent of the influence of sparse settlement of the society on the primary education participation of pastoral Somali children. The data revealed that, the majority of the respondents, that is, 91 (65.05%) of teachers and 13 (56.53%) of elders indicated in their response that sparse settlement of the society affects educational provision for pastoral Somali children.

This finding goes in accordance with the response of education experts. The revealed that it is very difficult in sparsely populated areas to provide social services as schools at a reasonable distance. Further more UNESCO (1996) indicated that the lower the population density or the higher the minimum size of population the greater the inaccessibility will be. Respondents were asked to rate the influence of lack of extension and package services on the educational participation of pastoral Somali children. Majority, 84 (78.50%) of teachers and 1 (78.26%) of elders indicated in the response that its effect is significant. Similarly 74 (69.165) of teachers and 16 (96.56%) of elders indicated in their response that the absence of range level develop main problem in educational participation of pastoral nomads.

In confirming this result the interviewed revealed that it has a negative effect in al aspects of the community's life in the region. In addition, the environment is highly deteriorating from the time to time due to the growing number of human and animals population, over grazing, lack of environmental conservation etc. This pastoral society in this deprived condition unable to fulfill their basic needs, tends to retain or withdraw their children out of school.

The absence of extension and package services worsens the social condition in general and children's schooling in particular. Thus it could be possible to infer that lack of extension and package service is one of the developmental constraints children's schooling in the pastoral areas of the region.

Concerning item ten, respondents were asked to rate the influence of lack of appropriate market centers. Most of them, that is 77(71.96%) of teachers highly affects pastoral Somali children's' participation in education.

A study reported confirmed this result. It further revealed that due to lack of infrastructure remoteness and insecurity livestock marketing is a problem in pastoral areas. Besides, as the local

demand for livestock and livestock products is far below the supply, they are obliged to sell it at very low prices compared to prices the commodity they buy. Hence, their cash income is very low and they are always worried about their household needs (Kratli, 2000). Therefore, it is possible to say that lack of appropriate market center has found to be challenging problem hindering children's participation in education.

Pertaining to conflict, a significant proportion of the respondents, that is , 74 (69.16%) of teachers and 15 (65.22%) of elders indicated that it has a considerable influence on the educational participation of children in the study area.

In conformity to this result interviewed elders further revealed that inter-tribal conflicts frequently arise due to increased competition over grazing and farm land and water. This is aggravated by the increasing human and livestock population and decreasing of the amount of water and pasture land due to recurrent drought. Besides, conflicts for various other reasons have contributed to the significant loss of the lives of people and livestock. Conflict also interrupts trade routes which discourage the in and out flow of people that provides the society with different materials and services. This indicates the prominence of conflicts with the pastoral area and its impact on the entire life activities of the pastoral society. It is obvious that in such an unstable condition parents feel insecure to send their children to schools. (Holt and Lowrense, 1996). Thus, it is possible to say that conflict is an obstructing factor hindering children's enrollment in primary education.

Table 13 depicts twelve development constraints arranged accordingly by the group of respondent. Based on this arrangements the major developments constraints hindering educational participation to children are recurrent drought and famine, shortage of water and pasture for animals, lack of social services, lack of development strategies designed for nomads, absence of minimum package services. While lack of settlement programs, lack of adequate road access, lack of market services, absence of range land programs and tribal conflict were not found to be major problems challenging children's schooling in the pastoral areas of the region.

In addition, the three groups of respondent (students, teachers, elders) conformed in their response to the open-ended question, that the above discussed constraints were the major obstructing factors affecting participation of pastured children in education. They also indicated that in addition to the problems discussed so far, lack of integrated effort by government and non government organization, and their failure to let/ include the society as active partners in all their activities in general and on matters of education in particular were found to be major problems in hindering children's participation in education.

With regard to the open – ended questions which says what strategies do you suggest for increasing children's participation in primary education in your locality, majority of the three groups of respondents indicated in their responses that the strategies need to be put into practice are:

- Designing the curricular content in such a way that is relevant and suitable to the needs and the life of pastoral nomads.
- Designing flexible school calendar that doesn't interfere with their life activities and convenient for learning.
- Selecting interested individuals from the community and provide them with proper training. (Including quranic School teachers)
- Expanding more boarding schools at a reasonable distance
- Employing multiple modes of educational provision
  - Opening mobile tent schools
  - Providing literacy programs for out of school children and adults
  - Establishing strong relationship between non – traditional alternative schools and the formal system
  - Using Quality schools to supplement the formal schooling and giving certificate which have equal value with that of formal school
- Strengthening School feeding programs and intensifying regional government support services to this pastoral children in the region

- Establishing an independent institute with its own budget and clear policy which is responsible
- Solving conflicts arriving between nomads using the local indigenous knowledge of the society
- Raising the community awareness through continuous agitation about the benefits of education and how to educate their children.

## CHAPTER FOUR

### 4. SUMMARY, CONCLUSION AND SUGGESTION

#### 4.1. Summary

The main purpose of this study was to examine the education of participation level of pastoral children in Somali region, identify the major obstructing factors hindering access to primary education and to come up with strategies that ought to be followed to alleviate the problems.

Further, the following four basic questions have been raised in relation to the problem of low access of primary education:

1. What are the main problems faced by the students?
2. How can access to education be improved
3. What possible alternatives strategies should be employed to promote enrollment of children in primary education?
4. What strategies should be applied to improve the condition of the society in the region?

Besides, alternative strategies that are required to be developed, factors affecting access to primary education in the study areas i.e. school intrinsic, socio- economic, socio cultural and development constraints would be discussed.

The study has been carried out in 18 government primary schools which are found in Gode, Shinile and Liben Zone. The Subjects of the study are 455 students, 95 primary school teachers and principals, 12 education experts and 23 elders.

Data has been were collected from the above three groups through questionnaires and structured interview. Besides, relevant documents from the schools, Zonal offices, SEB, USAID/ BESO, MOE, UNESCO and other sources has been collected and consulted.

The help of different statistical tools are employed to analyze the data collected. These are, frequency count, percentage and weighted mean. Based on the results of the data and analysis done the major findings are summarized as follows:-

- The participation level of children in primary education in Gode, Shinile and Liben zone average was found to be low as compared to that of the region.
- Concerning distance from home to school and their chance to pursue their education majority, (80.44%) and (75.82%) of student respondents indicated that the need to travel from 3 to 6 and from 6 to more than 15 Kms to access primary and secondary schools respectively. On top of that, they reported these schools were closed when parents are on move. Besides, parents' concern about their children was very poor. Moreover, lack of government and non-governmental organization provision of assistance for the society worsened the situation.
- Concerning spare time activities and utilizations of learning time almost all student respondents reported that, their active involvement in the economic activities and absence of flexible school calendar negatively affected their school participation.
- The majority of respondents, 334 (73.41%) of students, 72 (67.29%) of teachers principals and experts and 13(56.52%) of elders regarded distance from home to school to be a major barrier to the educational participation of pastoral Somali children. The study further discloses that shortage of student text books, desks, experienced teacher has been negative impact. Moreover, lack of water, lack of separate toilet for girls and weak community-school relationships identified as the major obstacles affecting education access.
- Similarly the great majority of the respondents indicated irrelevance of the curriculum, absence of flexible school calendar, in appropriate medium of instruction and lack of special training of teaching pastoral nomadic children are factors which have highly affected the involvement of children in primary education.
- Further, the study indicated that, early marriage, low regard given to education (especially that of girls), gender role socialization, low parents involvement and follow up the education of their children, and low community participation in the expansion of schooling opportunities has been identified as the main factors which hinder the provision of education. The study further reveals that fear of losing of time of training of pastoral way of life and their tradition has highly influenced to send

there children to school and this has highly influenced the educational involvement of Somali children in the primary school of the region.

- As to the response of majority of the respondents, on the other hand fear of abduction and rape, fear of sexual harassment and teenage pregnancy not found to be major factors, in hindering children's participation in primary education.
- The great majority of the respondents reported recurrent drought and famine, shortage of water and pasture for animals, low social services such as education and health facilities, lack of extension and development services were found to be major factors hindering educational participation of children in the study area.
- The data analysis revealed that inter-tribal and intra tribal conflicts due to increased competition over grazing lands and water in the pastoral Somali areas have made parents insecure to send their children to school. Similarly, as the majority of respondents reported, shortage of transportation, lack of appropriate market centers for their live stocks and livestock products, sparse settlement of the population and absence of minimum package services were found to be major problems discouraging pastoral Somali parents from sending their children to school. Besides, respondents reported that the effect of lack of settlement programs and absence of range land development programs on the level of educational participation of pastured children has not been significant.
- Regarding their respective order of influence to the educational participation of pastoral Somali children Socio-economic and development constraints found to be first and second, while socio-cultural and school intrinsic factors found to be the third and fourth challenges respectively.

#### **4.2. Conclusion**

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

As the result of the study showed, access to primary education for the children of pastoral nomads in Shimile, Gode and Liben Zone in most cases is concluded to be a result of

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

The study disclosed that access to primary education for the children of pastoral nomads is the function of demand and supply for education. This is to mean the service rendered in the school on one hand and the community needs on the other. The school related factors include all the facilities in school include teacher, water and the like which are on the supply side on the other hand, we see the communities willingness and decisions that are influenced by socio-economic, socio-cultural and development activities in the society.

Thus, as the results of the study reveal, the major problems affecting participation in primary education of the children of Somali pastoral nomadic population were found to be school related factors, socio-economic factors, socio-cultural factors, and development constraints. However, the out of school related factors are more influencing than the school related factors. Therefore it can be concluded that concerned governmental and non-governmental organizations did not work in coordination to terminate the situation and alleviate the problem of low access to primary education in the pastoral areas of the region.

Besides, this has a great implications for policy makers and planners in the region in particular and in the nation in general. Thus, it is generalized that all concered bodies need to give greater attention to increase access to primary education in the Somali pastoral nomadic areas.

### **4.3. Suggestion**

Depending on the study findings obtained the forthcoming intervention strategies are forwarded so as to remedy the problem and realize increased access to primary education in the pastoral nomadic areas of Somali region.

- As the result of this study has revealed lack of time for learning and absence of proper calendar designed for the pastoral nomads were found to be the major obstacles in hindering children's participation in primary education of pastoral nomadic areas. It is

clear that the time for learning needs to be in conformity with the needs of the people. However, the existing school calendar does not give due consideration for seasonal variations and climatic conditions which in turn affect participation in education in rural areas and above all in the remote and deprived places in the country. Thus, the school calendar ought to be revised based on the seasonal demand for the child's labor by their parents. In effecting this allowing flexible time schedule and calendar for learning so that the child could perform his/her duties in the family and participate in learning.

Furthermore, the people should also be provided with sustainable sensitization on the benefits of education and reach on decision on the convenient time for child's learning. If the time for learning is decided by the people themselves and liable to change according to the seasonal variations, the access to primary education would undoubtedly be increased.

The ministry of education at federal level recently established a task force which is primarily concerned to search strategies for the provision of education for pastoralists in the country. It is also aimed at giving technical supports in preparing syllabus and strategic plan for the expansion of basic education in the pastoral area. Therefore the Somali Region Education Bureau in consultation with the task force group in the MOE needs to give due consideration to the education of pastoral nomads' children. And the school calendar ought to be revised to accommodate alternative mechanisms to educate the children of postural nomads in the region.

Consulting the experience of other countries could also help a lot if studied carefully, adopted and employed in a way that suits to the needs and way of life of the Ethiopian nomads by necessary arrangements.

- The findings of the study further revealed that the number of primary schools in the region are few in number and even those already erected are found at far distance. Besides, they have not been fully utilized and face shortage of the necessary facilities which are impediments to increase access to primary education in the pastoral nomadic areas of the region. Therefore, Somali Region Education Bureau together

with woreda Education Offices of the region needs to construct more semi sedentary schools nearer to the people's home in order to give educational opportunity for those who are currently out of schools. In addition, the educational offices should invite the people, non-governmental organizations and other humanitarian organizations for the intervention in the education system of the region.

- The findings of the study also showed that the mobility of the people was found to be the major obstacle to increase access to primary education in Somali region. The people are on move from place to place in search of water and pasture for their animals. Moreover, out break of diseases, recurrent drought and famine worsen the problem. On the other hand, the education services provided in the sedentary formal school could not coincide with the way of life of the community. Thus, an alternative strategy need to be designed to alleviate the problem of education deprivation and address the special needs of the pastoral nomadic people.

This could be possible by constructing semi-sedentary schools, mobile tent schools, boarding schools and mobile health service and provide students with basic necessities of life so that they can pursue their education with out interruption. Furthermore, the recruitment and selection of teachers should be made from among the community and provide them with proper training. Therefore, Somali region Education Bureau in collaboration with the regions higher official, NGOs and other concerned bodies should make concerted effort to remedy the problem.

- As shown in the findings of this study, Somali society belittle the value of modern education could have to their children. They believe that modern education alienates their children from their cultural and age old tradition. They give priority to early marriage than send their children to schools; they feel also that the time of schooling will share the time the children should devote to pastoral way of life. Thus, the regional officials like women's affair office, woreda education office, and schools have to work hard to change the attitudes of the society towards modern education by inculcating the benefits of education for pastoral nomadic communities. They ought

to raise the issue of gender equity, the harmful traditional practices and the value of educating girls. This should be an agenda on different conferences and meetings starting from grass root levels. It is also possible to sensitize the masses by using the traditional pastoral Somali social organizations and by consulting and convincing tribal chiefs and clan leaders.

- Findings of this study further revealed that curriculum irrelevance and inappropriate medium of instruction are hindering factors in the educational involvement of pastoral Somali children. Thus, the Somali Regional Education Bureau should reform the existing curriculum to reflect, pastoral economic way of life, the social and physical environments of the region and contribute to economic diversification and reduction of poverty in the Somali Pastoral areas. In general the curriculum should include, core curriculum and functional curriculum components. The core curriculum should include like mathematics, language and general knowledge like hygiene, nutrition and HIV/AIDS. The functional curriculum should provide life skills education deeply rooted in to the pastoral socioeconomic activities and life styles of pastoral Somali society.
- The formal school system is believed to be the preferred means of providing primary education. However, there are many millions of children out of school either due to lack of schools or because of the mismatch between the demand for schooling and the available schools. As a result, the non-formal way of teaching is of paramount importance for children out of school. Therefore, the Somali Region Education Bureau, Zonal and Woreda offices need to put the non-formal education program into practice to make primary education accessible to the children of pastoral nomads in the region.
- As shown in the findings of this study, lack of development programs designed for the nomads was one of the prominent problems hindering primary education provision in the region. Besides for the mobile nature of the people, provision of basic services such as education and health could be difficult if not impossible. Thus, development programs such as, interest based settlement range land development program and

extension and package programmers are very important so that the society could lead settled life and provision of Basic services could be possible. In these regard the Ministry of Federal Affairs Office, recently gave due attention for Pastorals development and established an office called Pastoral Community Development Project. The project is mainly concerned to the sustainable development of pastoral areas in Ethiopian. It also aimed at reducing poverty in the area and changing the mobile way of life of pastoralists to sedentary life style. Therefore, the regional state in collaboration with this project office should promote development programs that help people to lead settled life.

- As shown in the finding the school community relationship is very weak in the pastoral nomadic areas of the region. The provisions of education and others basic services could not be fruitful without the active involvement and participation of parents and the community. Parents involvement can help to build a strong school community relationships and it has positive impact for increasing students participation. Thus, woreda education offices and schools in the deprived and remote parts of the region should strive hard to strengthen relationships between schools and community through school committees.
- Finally, the researcher believes that this study in the area of educational access to pastoral nomads children is just the beginning and not an end and limited scope. Thus, further investigation and study ought to be carried out to bring increased participation in primary education in the nomadic areas of the country.

## BIBLIOGRAPHY

- Adaga, A. and Heefeld, W. (1995). *Girls and Schools in Sub-Saharan Africa: From Analysis to Action* (Washington, World Bank).
- ADEA, (1995). "Ensuring Access and Equity in Basic Education for nomads in Nigeria" [online]. Available <http://WWW.adea.net.Org/programs>.
- Adjustment, Revitalization, and Expansion Africa: Policies for Adjustment, Revitalization and Expansion. Washington D.C. World Bank.
- Aggarawal, J. (1982) *Development and Planning of Modern Education*. New Delhi: vikas publishing House pvt. Ltd.
- Ahmed A.G.M. (1976). *Some Aspects of Pastoralism in Sudan*. Khartoum: Khartoum University Press.
- Ahmed, B. (2004). Indigenous Knowledge of Pastoral Somali Society in Conflict Resolution. (Unpublished).
- Ahmed, C. (1990). "The Challenges of Basic Education for all" Prospect. Vol. Xi No 4.
- Akaranga (1995). Kenya report Document Prepared within the Frame Work of the Joint IIEP/IICBA/UNESCO Study on "Education for Nomads in Eastern Africa." Paris: UNESCO/International Institute for Educational planning.
- Alemayehu Chanyalew. (1999). A Study on the Factors of Low Primary Participation Rates, the Case of Dembecha Woreda, Mirab Gojam Zone, AAU, Unpublished.
- Almaz Eshete (1991) "Women in Ethiopia: Problems and Prospects." A paper Presented at the Seminar on Gender Issues in Ethiopia A.A:IDR.
- Anderson, D. (1999). *Rehabilitation, Resettlement and Restocking: Ideology and Practice in Pastoral Development*, London James Currey.
- \_\_\_\_\_. "Rehabilitation, Resettlement and Restocking. Ideology and Practice in Partice in Pastoral Development", in D.M. Anderson and V.

- Broch Due (eds). *The Poor Are Not U. Poverty and Pastoralism*, London: James Currey.
- ARED and CERFLA, Bref Aperçu Sur les Travaux de PARED/CERFLA on Materials D'appli and Pautopomotion par La Formation, Associatie in Research and Education for Development Inc.
- Arsano, Y. (2002) "*Pastoralism in Ethiopia: The Issue of Vulnerability*." In Proceedings of the National Conference On "Pastoral Development in Ethiopia." Feb. S, 2002, A.A.
- ASEA, (1999) ,Ensuring Access and Equity in Basic Education for Nomads in Nigeria . [online ] Avilable : [Http:// WWW . adea net arg/ programs](http://WWW.adea.net/arg/programs).
- Ayalew Shibeshi. (1989). "some Trends in regional Disparities in primary school participation in Ethiopian schools" Ethiopian Jarnal of Education, AAU. Vol. 1 No. 1.
- Ballantine, J.H. (1993). *The Sociology of Education in the Third Word*. New York: Jewellery and Sons, Inc.
- Bishop, G (1985). *Alternative Strategies for Education*. New York: Macmillan.
- \_\_\_\_\_ (1986) *Innovation in Education*. London; Macmillan Education Ltd.
- \_\_\_\_\_ (1989). *Alternative Strategies for Education*. (3<sup>rd</sup> ed) London: Macmillan Publishers Limited.
- \_\_\_\_\_ (1993) *Innovation in education* London The Macmillan press Ltd.
- \_\_\_\_\_ (1994). *Alternative Strategies for Education*. London: Macmillan Education Ltd.
- Brimer and Pant ,L (1971). *Wastage in Education AWorld Problem Paris* : UNESCO .
- Brouns B. and Mingat A. (2003:23). *Achieving Universal Primary Education by 2015: A chance of Every Child*. World Bank: Washington D.C.

- Bugeke, J.C. (1995). "Nomadic Education in Tanzania." in Ezeomath " The Education of Nomadic Populations in Africa. "UNESCO: Kaduna, Nigeria.
- \_\_\_\_\_. Tanzania Report Document Prepared within the Frame Work of the Joint IIEP/IICBA/UNESCO Study on "Education for Nomads in Eastern Africa" Paris: UNESCO/ International Institution for Education Planning".
- C.S.A (2004), Statistical Abstract in Ethiopia. A.A: CSA.
- \_\_\_\_\_. (1997). The 1994 Population and Housing Census of Ethiopia Result for Somali Region. Vol. 1. No2. Addis Ababa: C.S.A.
- Coombs, P. H et. al., (1973). *New Paths to Learning: for Rural Children and Youth*. Essex: International Council for Educational Development.
- Coombs, P. H (1968). *The World Educational Crisis: A systems Analysis* London and New York: Oxford University Press.
- \_\_\_\_\_. (1985). *The world Crisis in Education: The View from the Eighties*. New York: Oxford University Press.
- Coombs, P.H. and M. Ahmed (1976). *Attacking Rural Poverty: How Non Formal Education can Help*: Baltimore: Johns Hopkins University Press.
- Dall, F. (1993). *Education and the United Nations Convention on the Rights of the Child: The Challenge of Implementation, Innocenti Occasional Papers, Child Rights Series*. No. 4 ((Florence, UNICEF International Child Development Center).
- Danaher, P. (Ed.) (2000). Mapping International Diversity in Researching Traveller and Nomadic Education, Special Issues, *International Journal of Educational Research*, 33 (3).
- Delors, J. (1996). *Learning: The Pressure Within*. Paris: UNESCO
- Destefano, J.and B. Wider (1992). *Ethiopia: Education Sector Review*. USAID.

- Dyer, C. and Choksi, A. (1997). "Education is like Wearing Glasses: Nomads' view of literacy. *International Journal of Education and Development*. Vol. 18, No.1 UK: Pergaman.
- EDEA and CERFLA (1998), Association in Research and Education for development. Inc., Dakar.
- Encyclopedia Britannica. Vol. 3, 1980. the University of Chicago.
- Epstein, I. (1988). "Schooling and Development in Srilanka and Other Rural Situations". *Comparative Education*. Vol. 24, No. 1.
- Ezeomah, C (1990). *Education Nomads for Self Actualization and Development: Literacy Lessons*. Switzyerland: International Bureau of Education.
- Febadu Gedamu (1984),. The Nomadic Areas of Ethiopia. UNDP: Addis Ababa
- Fekadu et.al (1984). *The Nomadic Areas of Ethiopia: part III The Socio Econo Aspects*. Addis Ababa: UNDP/RRC.
- \_\_\_\_\_ (1984). *The Nomadic Areas of Ethiopia: Part II The Physical Resources*. Addis Ababa: UNDP/RRC.
- Fellner, C. (2000). *Ethiopia: An Introduction to Culture, Economic, Polities and Cooperation*. Frankfurt: Brander and Aspel
- Getachew Kassa (2001). *Among the pastoral Afar in Ethiopia: Tradition, continuity and Socio – Economic Change*. Netherlands: International Book.
- Gould, W.T.S. (1993). *People and Education in The Third World*. New York: John Willey and sons, Inc.
- Grhaham, B. (1991). *Educating the Developing World: Conflict and Crisis* Longman: World University Press.
- Hendershot, C. (1965). *Report on the Tribal Schools of Fars Province. White Tents in the Mountains*, Washington D.C.: United States Agency for International Development (USAID).

- Hetland, A and A.G.M. Ishumi (1984). *Educational Planning in Developing Countries*. Steckholm: A liquets and wisely international.
- Holt, J. and Lowrence, M. (1992) "The price of peace: A servey of Rural Somali Land" SCF/UK London P. 47.
- Hyde, K.A. (1989). *Improving Women's Education in Sub-Saharan Africa: A Review of the Literature*. Washington D.C.: The World Bank.
- Kamupingine and Nambira (1995). "Nomadic Education in Namibia." In Ezxeomah, the Education of Nomadic population in Africa, UNEScO: Nigeria.
- Kanu ,Y (1996). "Educating teachers for improvement of the qualityBasic of education in Developing Countries." *International Journal of Educational Development* vol.16.No.2.
- Khazanev, A.M. (1984): *Nomads and the Outside World*. London: Cambridge University Press.
- Kratli, S. (2000). "Education Provision to Nomadic Pastoralists." [Online]. Available: <http://WWW.Ids.Ac.Uk/ids/env/PDFS/NomEdu:Pof>.
- Kwayera, J. (1999). "The Culture that Undermines Education of Girls." [Online]. Available: <http://www.rrz.uni.hamburg.de/lAK/Education:.rtf>.
- Larsen and Levin. [online]: Available: [WWW.Drylandy](http://WWW.Drylandy). Group
- Lockhed and Levin, H. (1993). *Effective school in Developing Countries*. London: The Falmer Press.
- Lockhed, M.E and A. Vesspoor (1991). *Improving Primary Education in Developing Countries*. Oxford University Press.
- M.O.E (2004/05) Education Statistics Annual Abstract. Addis Ababa: M.O.E.
- Maaza Bekele (1996). *A Study of Modern Education in Ethiopia: Its Foundations. Its Development its Future Emphasis on Primary Education*. Ann Arbor: University Micro Films Inc.

- Mamo K. Wana Li. And Assefa A. (1998). Provision of Non Formal Alternatives for the Expansion of Educational Services, Addis Ababa: PRRD Project Office.
- Markakis, J. (1993). Conflict and Decline of Pastorasm ilin the Horn of Africa: Heundmills: The Macmillan press Ztd.
- Merkos E. and Syuoum G/s (1998). Hand Book of Population in Ethiopia . Addis Ababa : Institute for curriculum development and Research.
- MOE (1994). The New Education and Training Policy. EMPDA: Addis Ababa.
- MOEST- Ministry of Education, Science and Technology. (1999). Report on Formal and Non-formal Education in Parts of Samburu, Turkana, Marsabit and Moyale Districts, Nairobi: MOEST and CIDA-Canadian International Development Agency.
- Muller, J. (1981) "Education in third World" Education, vol. 24 No. 84
- Noriega, C. (1996). The Quality of Primary Education IIEP: MEXICO.
- Norman, A. (1990). "Pastoral Peoples and the Provision of Educational Facilities." A Case Study from Kenya" Nairobi University Press.
- Pausewang et. al (1990). Ethiopia: Rural Development Options. New Jersey: Zed Books Ltd.
- Psacharopaulos, G. (1982). Inequalities in Educational Development. Paris: UNESCO.
- \_\_\_\_\_ (1994). Returns for Investment in Education: a Global Update, World Development (New York). Vol. 21, No. 9.
- RAO, S.V. (1985). Education and Rural Development. New. Delhi: Sage Publishing's.
- Remberger, R.W. (1987). "High School Dropouts: A Review of Issues and Evidence." Review of Educational Research. Vol. 57, No. 2.

- Rose, P. et. al., (1998). "Gender and Primary Schooling in Ethiopia." Research Report, England: Institute of Development Studies.
- SCF (2000). Towards responsive schools: supporting Better schoolingt for disaduantaged children. Case studies from save the children, DFID Educationn paper No. 38, London: Department for International Development.
- Shahshahnim, S. (1995). Tribal Schools of Iran: Sedentarization Through Education, Nomadic Peoples, 30-37, pp. 145-156.
- Shebishi Degefe and G.Kidane (1997). "Nomadic Education in Ethiopia." In Ezeomah (ed), The Education of Nomadic Population in Africa UNESCO/Bredi.
- SRBOE (2003/03). Annual Report of Somali Region Education Bureau. (Unpublished).
- T.G.E (1994). Education and Training Policy Addis Ababa: EMPDA
- Taylor, p. (1997). Contextualizing Teaching and Learning in Rural Primary Schools. uK London: Department of International Development.
- Tefera Challa (2000) Primary Education for children of pastoral Nomads in Borena." Access and Alternatives, Addis Ababa University; Unpublished.
- Tekeste Negash (1990). The Crisis of Ethiopian Education: Some Implications for Nation Building. Sweden: Uppsala.
- \_\_\_\_\_ (1996). The Crisis of Ethiopia in Ethiopia. Uppsala: Reprocentralen Asc.
- Tilak, J.B.G (1994). Education for Development in Asia Perspects, 39 (4), P. 517-533.
- UNESCO (1961). Addis Ababa Conference of African States on the Development of Education in African Final Report. Paris: UNESCO and ECA.
- \_\_\_\_\_ (1979). The Child's Right to Education. Pasis: UNESCO.

- \_\_\_\_\_ (1982). *Population Education in Asia and the Pacific*. Bangkok: UNESCO Press.
- \_\_\_\_\_ (1985). *Educational Planning in the Context of Current Development Problems*. Paris: Place de Foulemy.
- \_\_\_\_\_ (1992). *Aftermath of the World Conference Education for All. Bulletin of the UNESCO Principal Regional for Asia and the Pacific*. No. 31. Thailand: UNESCO Press.
- \_\_\_\_\_ (1995). *The Fight Against Discrimination Towards Equity in Education*. Paris: Place de feulemy.
- \_\_\_\_\_ (1997) *Development Since Jomtien – FEA in the Middle East and Africa*, paris: IIEP/UNESCO.
- UNESCO/IIEP (2002). The Education of Nomadic Population in Ethiopia  
UNESCO/ICBA: A.A, Ethiopia.
- UNICEF (1990). 'Basic Education for Nomads. Report of a Seminar Held Mogadishu, Somalia, 1 – 9 April 1978 'Nairobi: UNICEF Eastern Africa Regional office.
- \_\_\_\_\_ (1990). Convention on the Rights of the Children New York: UNICEF.
- United Nations [UN] (1948). *The Universal Declaration of Human Rights (Article 26)*. New York, United Nations.
- Varlet, H. and Massoumian, J. (1975). 'Education for Tribal Population in Iran', Prospects, 5(2): 275 – 281.
- Varlet, H. and Massoumian, J. (1975). "*Education for Tribal Populations in Iran*", Prospects, 5(2): 275-281.
- WCEFA (1990). World Declaration of Education for all and Framework for Action to Meet the Basic Learning
- Woldemichael Barhane (1995) Education for Pastoral Communities in Eritrea (A research study) Asmara

- World Bank (1980) . *Education Sector* . Policy paper (3<sup>rd</sup> edit.) Washington DC.
- \_\_\_\_\_ (1980). *Education Sector*. Policy paper world Bank: Washington D.C.
- \_\_\_\_\_ (1990). *Primary Education: A World Bank Policy Paper*. Washington D.C: World Bank.
- \_\_\_\_\_ (1995). *Development in Practice: Priorities and Strategies for Education* Washington, D.C. World Bank.
- \_\_\_\_\_ (1995). *Priorities and Strategies in Education*. Washington, D.c. World Bank.
- \_\_\_\_\_ (1997- *Primary Education in India*. Washington D.C: The World Bank
- \_\_\_\_\_ (1998) *Education in Middle East and East and North Africa: A strategy Towards Development*. Washington D.C: The World Bank
- \_\_\_\_\_ (1998). *Education in sub – Saharan Africa: Policies for Adjustment, Revitalization and Expansion* Washington D.C. World Bank.
- \_\_\_\_\_ *Education in Middle East and East and North Africa: A Strategy Towards Learning for Development*. Washington D.C.: The World Bank.
- World Conference on Education for All (WCEFA, 1992). *Education for All: Expanded Vision*. Paris: UNESCO.
- Ziyn Engdasew (2004) *Provision of Primary Education for pastoral Afar children in Afar Region – Challenges and Opportunities*, Addis Ababa University, Unpublished.

# Annex

Addis Ababa University  
School of Graduate studies  
Faculty of Education

Department of Educational Psychology

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

The main objective of this questionnaire is to collect necessary information for the study on “primary education for the children of Nomads in Somali National Regional state; Access and to Alternatives”. And to identify major factors hindering participation and to come up with alternatives strategies that need to be designed for the children of nomads in SNRS. You are therefore, kindly requested to fill in the questionnaire knowing that the success of this study depends up on your genuine response to the questions.

Instruction

1. No need of writing your name.
2. Put an “X” mark in the space provided for your answers.
3. Give short answers in the space provided for question items that are open ended.
4. Make sure that this booklet contains four parts i.e, part I, part II, part III and part IV

Part I: personal information (General information)

1. Place of living :

Zone \_\_\_\_\_ Wereda \_\_\_\_\_ Village /town \_\_\_\_\_ Name of your school \_\_\_\_\_

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

3. Age :

A. Below 7 years \_\_\_\_\_            D. 15 to 18 years \_\_\_\_\_  
B. 7 to 10 years \_\_\_\_\_            E. 19 years and above \_\_\_\_\_  
C. 11 to 14 years \_\_\_\_\_

4. Grade :

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

5. Your parents educational status

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

Part II : please try to respond properly by encircling the letters of your choice .

6. What is the distance of primary school from your home?
- a. less than one kilometer
  - b. 1 to 3 Kilo meters
  - c. 3 to 4 kilo meters
  - d. 5 to 6 kilo meters
  - e. more than 6 kilo meters
7. How far is the nearest secondary school from your home?
- a. 5 kilo meters
  - b. 6 to 10 kilo meters
  - c. 11 to 15 kilo meters
  - d. more than 15 kilo meters
8. While the family moves with their animals in search of water. forage what will be the chance of students at school?
- a. Discontinue their education
  - b. Some will dropout and some will continue to learn
  - c. The school will be closed until the family will return back
  - d. Other than the above \_\_\_\_\_
9. Were there any mechanism used to help students not to discontinue their education?

a. Yes

b. No

10. If your response for question No 9 is yes, what alternative strategies were used?

a. \_\_\_\_\_

c. \_\_\_\_\_

b. \_\_\_\_\_

d. \_\_\_\_\_

11. Is there some one to help you about your difficulty in your education?

a. Yes

b. No

12. If your response for question No 11 is yes, who is /are that person/s?

a. \_\_\_\_\_

b. \_\_\_\_\_

13. Do your parents ask you about your lesson?

a. \_\_\_\_\_

b. \_\_\_\_\_

14. What do you do after Scholl hours? Indicate your answers /response by putting an "X" mark in the space provided.( you can choose more than one answer )

a. Look after cattle \_\_\_\_\_

b. Participate in farm activities \_\_\_\_\_

c. Look after little brothers/sisters \_\_\_\_\_

d. Fetch water \_\_\_\_\_

e. Help your mother at home \_\_\_\_\_

f. Collect fire wood \_\_\_\_\_

15. Which one of the following school shift is more convinient for your learning?

a. Single shift \_\_\_\_\_

c. Flexible time \_\_\_\_\_

b. Double shift \_\_\_\_\_

d. Whole day school \_\_\_\_\_

Part III: Factors hindering the participation of children in Nomad primary schools.

16. Please put an "X" mark in the column which nearly affects your participation in education by using the following five pointing scales?

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

NO	Statements	Rating scale				
		5	4	3	2	1
1.	School related factors					
1.1.	Long walking distance to school					
1.2.	Lack of school facilities and services as - shortage of desks - shortage of textbooks					
1.3.	The irrelevance of curriculum (school Instruction is not life oriented)					
1.4.	Absence of flexible school calendar.					
1.5.	Lack of ( shortage of )experienced and qualified Teachers					
1.6.	Poor community – school relationship					
1.7.	Lack of separate toilet for girls					
1.8.	Lack/absence of water in school					
1.9.	Inappropriate medium of instruction					
1.10.	Lack of training of teachers in teaching pastoral Children in pastoral area					
2.	Socio – economic factors					

2.1.	The nomadic pastoral way of life ( mobility )					
2.2.	The high demand of child labour pastoral economic Activity					
2.3.	Parent's poor educational background					
2.4.	Poverty because of drought (family can not afford to pay for education)					
2.5.	Absence of/ shortage of upper primary schools ( 5-8 )					
3.	Socio-cultural factors					
3.1.	Low regard given for education by parents.					
3.2.	Fear of abduction or rape					
3.3.	Fear of sexual harassment					
3.4.	Teenage pregnancy					
3.5.	Fear of loosing time of training for pastoralism					
3.6.	Lack of family involvement in encouraging participation in education					
3.7.	Lack of community involvement in encouraging Participation in education					

Part four: Open ended questions

1. What other problems do you think affect your participation in education? Please write down them.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

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

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

- e. \_\_\_\_\_
3. What development strategies do you suggest for the development of nomads?
- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
4. What development constraints (problems) do you think the people in your village face?
- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
5. What do you suggest should be done to attract more students to school?
- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

Addis Ababa University  
School of Graduate Studies  
Faculty of Education  
Department of Educational Psychology  
Research Questionnaire

**To be field by experts at regional, zonal, and woreda education offices,  
primary school teachers and principals.**

This questionnaire is prepared to collect the necessary information for the study on “primary education for the children of pastoral Nomads in SNRS: Bold Access and Alternatives.” It is also aimed at identifying the major problems hindering children’s participation in education and to come up with alternatives strategies that need to be designed to improve children’s participation in primary education in SNRS nomadic areas. You are, therefore kindly requested to fill in the questionnaire honestly knowing that the success of this study directly depends upon your genuine response to the questions.

Thank you in advance for your time and concern.

Instruction

1. No need of writing your name
2. please put an “X” mark in the space provided for your answers
3. Give short answer in the space provide for question items that are open ended
4. Make sure this booklet has three parts i.e. part one, part two and part three.

Part one: personal information

1. Place of work

Zone \_\_\_\_\_

Town \_\_\_\_\_

Woreda \_\_\_\_\_

School \_\_\_\_\_

Addis Ababa University  
School of Graduate Studies  
Faculty of Education  
Department of Educational Psychology  
Research Questionnaire

**To be field by experts at regional, zonal, and woreda education offices,  
primary school teachers and principals.**

This questionnaire is prepared to collect the necessary information for the study on “primary education for the children of pastoral Nomads in SNRS: Bold Access and Alternatives.” It is also aimed at identifying the major problems hindering children’s participation in education and to come up with alternatives strategies that need to be designed to improve children’s participation in primary education in SNRS nomadic areas. You are, therefore kindly requested to fill in the questionnaire honestly knowing that the success of this study directly depends upon your genuine response to the questions.

Thank you in advance for your time and concern.

Instruction

1. No need of writing your name
2. please put an “X” mark in the space provided for your answers
3. Give short answer in the space provide for question items that are open ended
4. Make sure this booklet has three parts i.e. part one, part two and part three.

Part one: personal information

1. Place of work

Zone \_\_\_\_\_

Town \_\_\_\_\_

Woreda \_\_\_\_\_

School \_\_\_\_\_

2. Career position :
- a. Regional education officer \_\_\_\_\_
  - b. Zonal education officer \_\_\_\_\_
  - c. Wereda education officer \_\_\_\_\_
  - d. Primary school teacher \_\_\_\_\_
  - e. Primary school principal \_\_\_\_\_
3. Age :
- a. Below 20 years \_\_\_\_\_
  - b. 21 to 30 years \_\_\_\_\_
  - c. 31 to 40 years \_\_\_\_\_
  - d. 41 years and above \_\_\_\_\_
4. Sex :
- a. Male \_\_\_\_\_
  - b. Female \_\_\_\_\_
5. Current Educational level \_\_\_\_\_
6. Years of service : \_\_\_\_\_
- a. At your present position / school. \_\_\_\_\_
  - b. Total year of services \_\_\_\_\_
7. Your teaching load per week \_\_\_\_\_ periods ( This question is for teachers and principals only)

Part III: Factors hindering the participation of children in Nomad primary schools.

16. Please put an "X" mark in the column which nearly affects your participation in education by using the following five pointing scales?

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

NO	Statements	Rating scale				
		5	4	3	2	1
1.	School related factors					
1.1.	Long walking distance to school					
1.2.	Lack of school facilities and services as - shortage of disks - shortage of textbooks					
1.3.	The irrelevance of curriculum (school Instruction is not life oriented)					
1.4.	Absence of flexible school calendar.					
1.5.	Lack of ( shortage of experienced and qualified teachers)					
1.6.	Poor community – school relationship					
1.7.	Lack of separate toilet for girls					
1.8.	Lack/absence of water in school					
1.9.	Inappropriate medium of instruction					
1.10.	Lack of training of teachers in teaching pastoral Children in pastoral area					
2.	Socio – economic factors					
2.1.	The nomadic pastoral way of life ( mobility )					
2.2.	The high demand of child labour pastoral economic activity					
2.3.	Parent's poor educational background					
2.4.	Poverty because of drought (family can not afford to pay for education)					
2.5.	Absence of shortage of upper primary schools ( 5-8 )					
3.	Socio-cultural factors					
3.1.	Low regard given for education by parents.					

3.2.	Fear of abduction or rape					
3.3.	Fear of sexual harassment					
3.4.	Teenage pregnancy					
3.5.	Fear of loosing time of training for pastoralism					
3.6.	Lack of family involvement in encouraging participation in education					
3.7.	Lack of community involvement in encouraging Participation in education					
3.8.	Gender role socialization and stereotyping?					
4.	Development constraints (problems)					
4.1.	Low annual rain fall and drought					
4.2.	Absence of water and forage for animals					
4.3.	Poor social services such as education and health					
4.5.	Conflict among the nomads					
4.6.	Lack of extension development services					
4.7.	Lack of marketing services					
4.8.	Inadequacy of communication					
4.9.	Problem of Nomads settlement ( sparsely distributed over vast area)					
4.10.	Lack of development programs designed for the nomads.					
4.11.	Settlement programs which the nomads have interest					
4.12.	Lack of range land development program					
4.13.	Lack of development of minimum package programs					

Part four: Open ended questions

1. What other problems do you think affects your participation in education? Please write down them.

a. \_\_\_\_\_

b. \_\_\_\_\_

- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

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

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

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

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

4. What development constraints (problems) do you think the people in your village face?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

5. What do you suggest should be done to attract more students to school?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

Addis Ababa University  
School of Graduate Studies  
Faculty of Education  
Department of Educational Psychology

Structured interview prepared for community representatives around the sample schools.

Part one:

Personal data/information

1. Sex:
  - a. Male \_\_\_\_\_
  - b. Female \_\_\_\_\_
2. Religion:
  - a. Christian \_\_\_\_\_
  - b. Muslim \_\_\_\_\_
  - c. Others \_\_\_\_\_
3. Occupation:
  - a. Farmer \_\_\_\_\_
  - b. House work \_\_\_\_\_
  - c. Small business worker \_\_\_\_\_
  - d. Cattle rearing \_\_\_\_\_
  - e. Other than these \_\_\_\_\_
4. Educational level
  - a. Illiterate \_\_\_\_\_
  - b. Can read and write \_\_\_\_\_
  - c. Primary education complete \_\_\_\_\_
  - d. Other \_\_\_\_\_

3.4.	Teenage pregnancy					
3.5.	Fear of losing time of training for pastoralism					
3.6.	Lack of family involvement in encouraging participation in education					
3.7.	Lack of community involvement in encouraging Participation in education					
3.8.	Gender role socialization and stereotyping.					
4.	Development constraints (problems)					
4.1.	Low annual rain fall and drought					
4.2.	Absence of water and forage for animals					
4.3.	Poor social services such as education and health					
4.5.	Conflict among the nomads					
4.6.	Lack of extension development services					
4.7.	Lack of marketing services					
4.8.	Inadequacy of communication					
4.9.	Problem of Nomads settlement ( sparsely distributed over vast area)					
4.10.	Lack of development programs designed for the nomads.					
4.11.	Settlement programs which the nomads have interest					
4.12.	Lack of range land development program					
4.13.	Lack of development of minimum package programs					

Part three: Open ended questions

1. What other problems do you think affects your children participation in primary education in your locality?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
2. What strategies do you suggest for increasing children's participation in primary education in your locality?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
3. What other development programs do you suggest to improve the learning condition of the nomads?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
4. What development constraints do you think the people in your locality face?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
5. What do you suggest should be done to attract more students to school?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_

**Jaamacadda Addis Ababa**  
**Dugsiga Maajistareedka**  
**Faakaltiga Waxbarashada**  
**Waaxda Cilmi Nafsiga Waxbarashada**

**Waxaa Loogu Talagalay Inay Buuxiyaan Ardayda Dugsiga Hoose  
(Fasalada 5-8)**

Wareeysigani waxaa loo diyaariyey si cilmi baadhista lagu sameeynayo “waxbarashada dugsiyada hoose ee loogu tala galay carruurta xoola dhaqatada ee **D.D.S** sidii ay fursad ugu heli lahaayeen iyo Noocyada kale ee lagu gaadhsiin lahaa” sidoo kale, waxaa loogu talagalay soo saaridda dhibaatooyinka turunturada ku ah ka qaybgalka carruurta ee waxbarashada islamarkaana si loola yimaado istaraatiijiyada habboon oo sare loogu soo qaado ka qayb galka carruurta ee waxbarashada hoose ee agagaarada xoola dhaqatada **D.D.S**

Sidaa darteed, waxaa si **Xushmad/ Naxariis** leh lagaaga codsanayaa inaad weydiimahan si daacadnimo ah u soo buuxisid adiga oo ogsoon in ay ku guulaysiga cilmi baadhistani si toos ah ugu xidhan tahay sida daacadnimada leh ee aad ugu jawaabtid su’aalahan

Wakhtigaaga aad u hurtay iyo muhiimadda aad siisayba mahadnaq miigaan ayaa lagu sii qadimayaa

**Hab-Raac Weydiimaha**

1. Magacaaga inaad qortid looma baahnaa
  2. Fadlan Jawaab taada ku qor calaamadda “**X**” booska lagu siiyey
  3. Su’aalaha furan, Jawaabo gaaban ugu qor boosaska loogu talagalay.
- Hubi inuu xirmadan (**Buugan Yar**) ka koobanyahay 4 qaybood oo kala ah qaybta I, qaybta II, iyo qaybta III iyo Qaybta IV.

**Qaybta I: Tafaasiisha Shaqsiga (Xogta Guud ee Shaqsiga)**

1. **Meesha aad ku Nooshahay**  
Gobolka \_\_\_\_\_ Degmada \_\_\_\_\_ Magaca Dugsigaaga \_\_\_\_\_
2. **Jinsi**  
a. Lab \_\_\_\_\_ b. Dhedig \_\_\_\_\_

### 3. Da'da

- a. 7 sano ka yar \_\_\_\_\_ d. 15 Sano ilaa 18 Sano \_\_\_\_\_  
b. 7 Sano ilaa 10 Sano \_\_\_\_\_ e. 19 Sano iyo ka sare \_\_\_\_\_  
c. 11 sano ilaa 14 Sano \_\_\_\_\_

### 4. Fasalka (galaaska)

- a. 5<sup>aad</sup> \_\_\_\_\_ b. 6<sup>aad</sup> \_\_\_\_\_ c. 7<sup>aad</sup> \_\_\_\_\_ d. 8<sup>aad</sup> \_\_\_\_\_

### 5. Heerka Waxbarashada ee Waalidiintaada

Heerka Waxbarashada	Aabbo	Hooyo
➤ Jaahil		
➤ Akhrin Kara Qorina Kara		
➤ Fasalka 1-4		
➤ Fasalka 1-6		
➤ Fasalka 1-8		
➤ Fasalka 8 <sup>aad</sup> ka sreeya		

### Qaybta II: Fadlan Jawaabta aad Xulato goobo geli

6. Waa intee fogaanshaha uu dugsiga u jiro gurigaaga?  
a) Hal kilo mitir wax ka yar  
b) 1 ilaa 3 kilo mitir  
c) 3 ilaa 4 kilo mitir  
d) 5 ilaa 6 kilo mitir
7. Dugsi sare kan kuugu dhaw intee in le'eg ayuu kaa fogyahay?  
a) 5 kilo mitir  
b) 6 ilaa 10 kilo mitir  
c) 11 ilaa 15 kilo mitir  
d) 15 kilo mitir ka badan
8. Marka uu Reerku u guuro meel biyo daaq leh muxuu noqonayaa nasiibka ardaydayda ee dugsiga dhigata?  
a) Waxbarashada ayay joojinayaan.  
b) Qaar baa joojinaya qaarna way sii wadanayaan  
c) Dugsiga ayaa la xidhayaa ilaa ay qoysakooga soo noqonayaan  
d) Waxyaabo aan kuwan ahayn \_\_\_\_\_
9. Ma jiraan Xeelada kale oo la isticmaalay si loo caawiyo ardaydu intaysan waxbarashada joojinin?  
a) Haa \_\_\_\_\_ b. Maya \_\_\_\_\_

10. Haddii ay jawaabtaada su'aasha 9<sup>aad</sup> tahay "haa" maxay yihiin istaraatejooyinka la door biday ee la isticmaalay?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

11. Ma jiraa qof kaa caawiyo dhibaataada xagga waxbarashada?

- a. Haa \_\_\_\_\_ b. Maya \_\_\_\_\_

12. Haddii jawaabtaada su'aasha 11<sup>aad</sup> ay tahay "haa" waa kee/kuwee qofkaas/dadkaas?

- a. \_\_\_\_\_
- b. \_\_\_\_\_

13. Waalidiintaadu ma ku weydiiyaan wax ku saabsan casharkaaga?

- a. Haa \_\_\_\_\_ b. Maya \_\_\_\_\_

14. Maxaad qabataa saacadaha dugsiga kadib? Jawaabtaada ku calaamada "X" Booska banaan dhexdiisa (waa aad xulan kartaa hal boos ka badan)

- a) Xoolo Raacid \_\_\_\_\_
- b) Ka qayb qaadashada shaqada Beerta \_\_\_\_\_
- c) Ilaalinta / Hayada caruurta walaalahay ah ee \_\_\_\_\_
- d) Biyo dhaamin \_\_\_\_\_
- e) Hooyada ayaad guriga ku caawisaa \_\_\_\_\_
- f) Xaabo/ qoryo soo gurid \_\_\_\_\_

15. Kee baa ku habboon waxbarashada ( xagga wakhtiga)

- a) Hal gelinta \_\_\_\_\_
- b) Laba gelinle \_\_\_\_\_
- c) Wakhti sidii la doono la dhigi karo \_\_\_\_\_
- d) Maalinta oo dhan in dugsiga la joogo \_\_\_\_\_

Qaybta 111: Waxyaabaha dib u dhaca ku keenaya ka qaybgalka caruurta ee Dugsiga Miyiga:

16. Fadlan jawaabtaada shayga saamaynta ugu badan ku leh kaqaybgalkaaga waxbarashada adiga oo ka duulayna Heerarkan shanta ah.

- 3-(sadx) Xoogan ayaan u qaadanaya = 5
- Waan qaadanayaa = 4
- Lama go'aanmin karo = 3
- Waan dudayaa = 2
- Si xoogan ayaan u diidayaa = 1

# Qaybta Baba: - Hab Raaca Waydiimaha Waa In Lagu

## Qoro Meesha

Qaybta 111: Waxyaabaha dib u dhaca ku keenaya ku qaybagalka caruurta ee

### Dugsiga Miyiga:

Fadlan jawaabtaada shayga saamaynta ugu badan ku leh kaqaybgalkaaga waxbarashada adiga oo ka duulayna Heerarkan shanta ah.

- Xoogan ayaan u qaadanaya = 5
- Waan qaadanayaa = 4
- Lama go' aanmin karo = 3
- Waan dudayaa = 2
- Si xoogan ayaan u diidayaa = 1

Tiro	Weedho/odhaahy	Xaddiga/heerka				
1	Xaaladaha la xidhiidha dugsiga	5	4	3	2	1
1.1	Socodka dheer ee loo galayo fogaanshaha dugsiga					
1.2	Adeegyada iyo Qalabka/agabdugsi oo aan jirin sida					
	- Miisaska iyo kuraasta oo ku yar					
	- Buugaagta wax lagu barto oo ku yar					
1.3	La jaan qaad la' aan xagga manhajka ah (daruusta laga bixiyo dugsiga ma aha "kuwo nolasha dhabta ah la xidhiidha)					
1.4	Jadwl taariikhaysan oo dhankii la doono loo liicin karo oo meesha ka maqan.					
1.5	Barayaal waayo aragnimo iyo tayo leh oo liita					
1.6	Xidhiidhka bulshada iyo dugsiga oo liita					
1.7	Suuli u gaar ah gabdhaha oo					
1.8	Biyo la' aan/yari ka jirto dugsiga					
1.9	Habka cashar gudbinta oo aan habbiinayn					
1.10	Macalimiintii waxbari lahayd carruurta xoola oo aan tabarbar la siinin					

Tiro	Weedho/odhaahyo	Xaddiga /Heerka				
2	Xaaladaha bulsho-dhaqaale					
2.1	Habka noolasha reer guuraaga xoola dhaqatada oo ah mid geeddi badan	5	4	3	2	1
2.2	Dhaqdhaqaaqa dhaqaale ee xoola, dhaqatada oo aad ugu baahan xoogga ilmaha					
2.3	Waxbarashada waalidka oo aad u liidata					
2.4	Saboolnimo ay sabab u tahay abaarta (qoysaska iskama bixin karaan kharashka waxbarashada)					
2.5	Dugsiyada hoose dhexe (5-8) oo aan jitrin (ama yar)					
3.	Xaaladaha bulsho-dhaqameed					
3.1	Waalidiinta oo muhiimad hoose siiyey waxbarashada					
3.2	Cabsi laga qabo kufsi ama afduubid					
3.3	Ka cabsi faraxumayn (galmo)					
3.4	Uuraysi da`da tabar galka ah					
3.5	Cabsi laga qabo wakhti lumis tababareed ee xoolodhaqatada					
3.6	Qoysaska oo aan ka qayb galaynin dhirri gelinta ka qayb qaadashada waxbarashada					
3.7	Bulshada oo aan kaalinta ku qaadanayn dhirri gelinta ka qayb galka wax barashada					
3.8	Is dhex galka Jinsiyada oo la bulsheeyo iyo Fikirka laga qabo (stereotyping)					

# Qaybta Baba: - Hab Raaca Waydiimaha Waa In Lagu

## Qoro Meesha

Qaybta 111: Waxyaabaha dib u dhaca ku keenaya ku qaybagalka caruurta ee

### Dugsiga Miyiga:

Fadlan jawaabtaada shayga saamaynta ugu badan ku leh kaqaybgalkaaga waxbarashada adiga oo ka duulayna Heerarkan shanta ah.

- Xoogan ayaan u qaadanaya = 5
- Waan qaadanayaa = 4
- Lama go' aanmin karo = 3
- Waan dudayaa = 2
- Si xoogan ayaan u diidayaa = 1

Tiro	Weedho/odhaahy	Xaddiga/heerka				
		5	4	3	2	1
1	Xaaladaha la xidhiidha dugsiga					
1.1	Socodka dheer ee loo galayo fogaanshaha dugsiga					
1.2	Adeegyada iyo Qalabka/agabdugsi oo aan jirin sida					
	- Miisaska iyo kuraasta oo ku yar					
	- Buugaagta wax lagu barto oo ku yar					
1.3	La jaan qaad la' aan xagga manhajka ah (daruusta laga bixiyo dugsiga ma aha "kuwo nolasha dhabta ah la xidhiidha)					
1.4	Jadwl taariikhaysan oo dhankii la doono loo liicin karo oo meesha ka maqan.					
1.5	Barayaal waayo aragnimo iyo tayo leh oo liita					
1.6	Xidhiidhka bulshada iyo dugsiga oo liita					
1.7	Suuli u gaar ah gabdhaha oo					
1.8	Biyo la' aan/yari ka jirto dugsiga					
1.9	Habka cashar gudbinta oo aan habbiinayn					
1.10	Macalimiintii waxbari lahayd carruurta xoola oo aan tabarbar la siinin					

Tiro	Weedho/odhaahyo	Xaddiga /Heerka				
2	Xaaladaha bulsho-dhaqaale					
2.1	Habka noolasha reer guuraaga xoola dhaqatada oo ah mid geeddi badan	5	4	3	2	1
2.2	Dhaqdhaqaaqa dhaqaale ee xoola, dhaqatada oo aad ugu baahan xoogga ilmaha					
2.3	Waxbarashada waalidka oo aad u liidata					
2.4	Saboolnimo ay sabab u tahay abaarta (qoysaska iskama bixin karaan kharashka waxbarashada)					
2.5	Dugsiyada hoose dhexe (5-8) oo aan jitrin (ama yar)					
3.	Xaaladaha bulsho-dhaqameed					
3.1	Waalidiinta oo muhiimad hoose siiyey waxbarashada					
3.2	Cabsi laga qabo kufsi ama afduubid					
3.3	Ka cabsi faraxumayn (galmo)					
3.4	Uuraysi da da tabar galka ah					
3.5	Cabsi laga qabo wakhti lumis tababareed ee xoolodhaqatada					
3.6	Qoysaska oo aan ka qayb galaynin dhiirri gelinta ka qayb qaadashada waxbarashada					
3.7	Bulshada oo aan kaalinta ku qaadanayn dhiirri gelinta ka qayb galka wax barashada					
3.8	Is dhex galka Jinsiyada oo la bulsheeyo iyo Fikirka laga qabo (stereotyping)					

4.	Turunturooyinka/dhibaatooyinka horumarinta					
4.1	Roobka sanadka da'a oo yar iyo Abaarta					
4.2	Biyo la'aanta iyo daaq la'aanta xoolaha					
4.3	Adeegyada bulshada oo liita, sida waxbarashada iyo caafimaadka					
4.4	Isku dhacyada reer guuraaga					
4.5	Adeegyada horumarinta fidinta oo meesha ka maqan.					
4.6	Adeegga suuqa oo meesha ka maqan					
4.7	Is gaadhsiinta oo aan iskudheelli tirnayn					
4.8	Dhibaataada deegaanka reer guuraaga (u baahanaanta dhul balaadhan)					
4.9	Barnaamijyo horumarineed oo loo diyaariyay reer guuraaga oo aan jirin.					
4.10	Barnaamijyo dib u dejineed oo ay reer guuraaga danaynayaan					
4.11	Barnaamijka horumarinta dhulka daaqa loogu tala galay oo aan jirin					
4.12	Barnaamijyada horumarinta qorsho is kuduuban oo yar oo aan jirin					

### Qaybta saddex:- Su'aalo furan

1. Dhibaatooyinka kale ee aad isleedahay saamayn ayey ku leeyihiin ka qayb qaadashadaada waxbarashada waa kuwee?  
Fadlan hoos ku qor kuwaas: -

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

2. Waa kuwee tubaha (xeeladaha) aad is lee dahay hagaajinta ka qaybgalka carruurta ee waxbarashada ayay wax tar u tahay/u yihiin?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

3. Waa kuwee istaraatejyada horumarineed ee aad ku tala bixin lahayd si loo horariyo reer guuraaga?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

4. Waa kuwee turunturooyinka (dhibaatooyinka) horumarka ee aad is eedahay dadka tuuladaada way la kulmeen (wajaheen)?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

5. Waa kuwee Turunturooyinka (dhibaatooyinka0 hormarka) ee aad isleedahay tuuladaada way la kulmeen (wajahaan)?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

**Jaamacadda Addis Ababa**  
**Dugsiga Maajistareedka**  
**Faakaltiga Waxbarashada**  
**Waaxda Cilmi Natsiga Waxbarashada**  
**Way Diimo/ Wareysi Cilmi Baadhiseed**

Waxaa loogu talagalay inay buuxiyaan khabiirada **Xafiisyada** waxbarashada **kililka, Gobolka, Deg/Macallimiinta** dugsiyada hoose iyo maamuleeyaasha

Wareeysigani waxaa loo diyaariyey si cilmi baadhista lagu sameeynayo “Waxbarashada Dugsiyada Hoose ee loogu tala galay Carruurta Xoola Dhaqatada ee **D.D.S** sidii ay fursad ugu heli lahaayeen iyo Noocyada kale ee lagu gaadhsiin lahaa “sidoo kale, loogu talagalay soo saaridda **dhibaatooyinka** turun turada ku ah ka qaybgalka carruurta ee waxbarashada is la markaana si loola yimaado istaraatiijiyada habboon oo sare loogu soo qaado ka qayb galka carruurta ee waxbarashada hoose ee agagaarada xoola dhaqatada **D.D.S**

Sidaa darteed, waxaa si **Xushmad/ Naxariis** leh lagaaga codsanayaa inaad weydiimahan si daacadnimo ah u soo buuxisid adiga oo ogsoon in ay ku guulaysiga cilmi baadhista si toos ah ugu xidhan tahay sida daacadnimada leh ee aad ugu jawaabtid su’aalahan

Wakhtigaaga aad u hurtay iyo muhiimadda aad siisayba mahadnaq miigan ayaa lagu sii qadimayaa.

**Hab-Raaca Weydiimaha**

1. Magacaaga inaad qortid looma baahna
2. Fadlan Jawaab taada ku qor calaamadda “**X**” booska lagu siiyey
3. Su’aalaha furan, Jawaabo gaaban ugu qor boosaska loogu talagalay.
4. Hubi inuu xirmadan (**Buugan Yar**) ka koobanyahay 3 qaybood oo kala ah qaybta kow, qaybta laba, iyo qaybta saddex/ (~~Waa In Naqdaa~~ **Madoow (Bold)**, hoos xariiqan (**Undalined**) **Far Waaweyn Ku Qoran**)

## Qaybta 1aad: Xogta (Tafaasiisha) Shaqsiga

### 1. Goobta Shaqada:-

Gobol \_\_\_\_\_

Magaalo \_\_\_\_\_

Degmo \_\_\_\_\_

Dugsi \_\_\_\_\_

### 2. Booska Takhasuska:-

- a. Madaxa Xafiiska wax barashada kililka \_\_\_\_\_
- b. Madaxa xafiiska waxbarashada gobolka \_\_\_\_\_
- c. Madaxa xafiiska waxbarashada degmada \_\_\_\_\_
- d. Bare (Macalin) dugsi hoose \_\_\_\_\_
- e. Maamule dugsi hoose \_\_\_\_\_

### 3. Da'da:-

- a. 20 sano ka hooseeya \_\_\_\_\_
- b. 21 sano ilaa 30 sano \_\_\_\_\_
- c. 31 sano ilaa 40 sano \_\_\_\_\_
- d. 41 sano iyo ka sare \_\_\_\_\_

### 4. Jinsi

- a. Lab \_\_\_\_\_
- b. Dhedig \_\_\_\_\_

5. Heerka waxbarashada Haadan: - \_\_\_\_\_

6. Sanadada uu soo shaqeeyay (sano adeegay) \_\_\_\_\_

a. Booska haatan (dugsiga) \_\_\_\_\_

b. Wadarta sanadada adeegyada \_\_\_\_\_

7. Culayska waxbaristaada Toddobaadka waa \_\_\_\_\_ xisadood  
(Su'aashan waxay khusaysaa barayaasha iyo maamulayaasha oo keli ah)

## Qaybta Baba: - Hab Raaca Waydiimaha Waa In Lagu

### Qoro Meesha

Qaybta 111: Waxyaabaha dib u dhaca ku keenaya ku qaybagalka caruurta ee

#### Dugsiga Miyiga:

Fadlan jawaabtaada shayga saamaynta ugu badan ku leh kaqaybgalkaaga waxbarashada adiga oo ka duulayna Heerarkan shanta ah.

- Xoogan ayaan u qaadanaya = 5
- Waan qaadanayaa = 4
- Lama go' aanmin karo = 3
- Waan dudayaa = 2
- Si xoogan ayaan u diidayaa = 1

Tiro	Weedho/odhaahy	Xaddiga/heerka				
		5	4	3	2	1
1	Xaaladaha la xidhiidha dugsiga					
1.1	Socodka dheer ee loo galayo fogaanshaha dugsiga					
1.2	Adeegyada iyo Qalabka/agabdugsi oo aan jirin sida					
	- Miisaska iyo kuraasta oo ku yar					
	- Buugaagta wax lagu barto oo ku yar					
1.3	La jaan qaad la' aan xagga manhajka ah (daruusta laga bixiyo dugsiga ma aha "kuwo nolasha dhabta ah la xidhiidha)					
1.4	Jadwl taariikhaysan oo dhankii la doono loo liicin karo oo meesha ka maqan.					
1.5	Barayaal waayo aragnimo iyo tayo leh oo liita					
1.6	Xidhiidhka bulshada iyo dugsiga oo liita					
1.7	Suuli u gaar ah gabdhaha oo					
1.8	Biyo la' aan/yari ka jirto dugsiga					
1.9	Habka cashar gudbinta oo aan habbiinayn					
1.10	Macalimiintii waxbari lahayd carruurta xoola oo aan tababar la siinin					

Tiro	Weedho/odhaahyo	Xaddiga /Heerka				
2	Xaaladaha bulsho-dhaqaale					
2.1	Habka noolasha reer guuraaga xoola dhaqatada oo ah mid geeddi badan	5	4	3	2	1
2.2	Dhaqdhaqaaqa dhaqaale ee xoola, dhaqatada oo aad ugu baahan xoogga ilmaha					
2.3	Waxbarashada waalidka oo aad u liidata					
2.4	Saboolnimo ay sabab u tahay abaarta (qoysaska iskama bixin karaan kharashka waxbarashada)					
2.5	Dugsiyada hoose dhexe (5-8) oo aan jitrin (ama yar)					
3.	Xaaladaha bulsho-dhaqameed					
3.1	Waalidiinta oo muhiimad hoose siiyey waxbarashada					
3.2	Cabsi laga qabo kufsi ama afduubid					
3.3	Ka cabsi faraxumayn (galmo)					
3.4	Uuraysi da'da tabar galka ah					
3.5	Cabsi laga qabo wakhti lumis tababareed ee xoolodhaqatada					
3.6	Qoysaska oo aan ka qayb galaynin dhiirri gelinta ka qayb qaadashada waxbarashada					
3.7	Bulshada oo aan kaalinta ku qaadanayn dhiirri gelinta ka qayb galka wax barashada					
3.8	Is dhex galka Jinsiyada oo la bulsheeyo iyo Fikirka laga qabo (stereotyping)					

4.	Turunturooyinka/dhibaatooyinka horumarinta					
4.1	Roobka sanadka da'a oo yar iyo Abaarta					
4.2	Biyo la'aanta iyo daaq la'aanta xoolaha					
4.3	Adeegyada bulshada oo liita, sida waxbarashada iyo caafimaadka					
4.4	Isku dhacyada reer guuraaga					
4.5	Adeegyada horumarinta fidinta oo meesha ka maqan.					
4.6	Adeegga suuqa oo meesha ka maqan					
4.7	Is gaadhsiinta oo aan iskudheelli tirnayn					
4.8	Dhibaataada deegaanka reer guuraaga (u baahanaanta dhul balaadhan)					
4.9	Barnaamijyo horumarineed oo loo diyaariyay reer guuraaga oo aan jirin.					
4.10	Barnaamijyo dib u dejineed oo ay reer guuraaga danaynayaan					
4.11	Barnaamijka horumarinta dhulka daaqa loogu tala galay oo aan jirin					
4.12	Barnaamijyada horumarinta qorsho is kuduuban oo yar oo aan jirin					

### Qaybta saddex:- Su'aalo furan

1. Dhibaatooyinka kale ee aad isleedahay saamayn ayey ku leeyihiin ka qayb qaadashadaada waxbarashada waa kuwee?  
Fadlan hoos ku qor kuwaas: -

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

2. Waa kuwee tubaha (xeeladaha) aad is lee dahay hagaajinta ka qaybgalka carruurta ee waxbarashada ayay wax tar u tahay/u yihiin?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

3. Waa kuwee istaraateeriyada horumarineed ee aad ku tala bixin lahayd si loo horariyo reer guuraaga?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

4. Waa kuwee turunturooyinka (dhibaatooyinka) horumarka ee aad is eedahay dadka tuuladaada way la kulmeen (wajaheen)?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

5. Waa kuwee Turunturooyinka (dhibaatooyinka0 hormarka) ee aad isleedahay tuuladaada way la kulmeen (wajahaan)?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_



## Appendix IIa

### Gross Enrollment (1-8) of Somali

Year	Boys	Girls	Total
(1992)	10538	5515	8277
(1993)	13054	6853	10245
(1994)	16171	9289	13031
(1995)	18829	9985	15817
(1996)	20638	11119	17817

### Gross Enrollment Ratio (1-8) of Gode

Year	Boys	Girls	Total
(1992)	17629	8298	13459
(1993)	2725	14709	21579
(1994)	30995	17760	24992
(1995)	34785	20811	28405
(1996)	38576	23861	31819

### Primary School Enrollment of (1-8) of Gode Zone

Year	Boys	Girls	Total
(1992)	46808	20026	66834
(1993)	58021	25228	83249
(1994)	71900	34672	106572
(1995)	86044	37500	123544
(1996)	95196	42305	137501

### Primary School Enrollment of (1-8) of Somali Region

Year	Boys	Girls	Total
(1992)	7488	2848	10336
(1993)	11560	5118	16678
(1994)	13175	6265	19440
(1995)	15340	6735	23596
(1996)	16814	7502	27751

### School Age Population of Somali

Year	Boys	Girls	Total
(1992)	444300	363147	807447
(1993)	444457	368155	812612
(1994)	444616	373748	817864
(1995)	444793	379354	823098
(1996)	444970	385044	828365

### School Age Population of Gode

Year	Boys	Girls	Total
(1992)	42477	34322	76798
(1993)	42492	34795	77287
(1994)	42507	35276	77783
(1995)	42521	35755	78280
(1996)	42533	36234	78780

## Appendix IIb

### Gross Enrollment (1-8) of Shimile Zone

Year	Boys	Girls	Total
(1992)	4364	2266	3394
(1993)	5672	3039	4446
(1994)	10378	5172	7936
(1995)	12084	5560	9932
(1996)	13245	6193	11328

### Gross Enrollment (1-8) of Liben Zone

Year	Boys	Girls	Total
(1992)	13526	7209	10692
(1993)	14759	8101	11750
(1994)	17325	9676	13842
(1995)	19890	11251	15933
(1996)	22455	12826	18023

### Enrollment of Shimile Zone

Year	Boys	Girls	Total
(1992)	1927	882	2857
(1993)	2568	1199	3767
(1994)	4700	2069	6769
(1995)	4748	2111	6813
(1996)	4795	2153	6857

### Enrollment of Liben Zone

Year	Boys	Girls	Total
(1992)	8348	3621	11969
(1993)	9112	4125	13237
(1994)	10700	4995	15695
(1995)	12287	5170	18152
(1996)	13874	5345	20609

### School Age Population of Shimile Zone

Year	Boys	Girls	Total
(1992)	42258	38921	84178
(1993)	45274	39457	84731
(1994)	45290	40003	85293
(1995)	45308	40551	85855
(1996)	41116	41098	86421

### School Age Population of Liben Zone

Year	Boys	Girls	Total
(1992)	61716	50225	111942
(1993)	61738	50918	112656
(1994)	61780	51623	113383
(1995)	61784	52330	114108
(1996)	61808	53036	114838

- *Source: Educational plan and project department of Somali Region Education Bureau.*

- *The data for each table from 1992-1994 is published official document*
- *For each table from 1995-1996 unpublished projected document*



### 1. Summary Table of School intrinsic variables as perceived by respondents.

Respondents	Number	Mean
Students	455	3.30
Teachers	107	3.30
Elders	23	3.24
<b>Total</b>	<b>585</b>	<b>3.28</b>

- There is no statistically significant variation in the mean score value of respondents.
- All groups of respondents rated the variable above average implying that school intrinsic factors are hindering constraints in the educational participation of pastoral Somali children.

### 2. Summary Table of Socio-economic variables as perceived by respondents.

Respondents	Number	Mean
Students	455	3.91
Teachers	107	3.97
Elders	23	4.05
<b>Total</b>	<b>585</b>	<b>3.98</b>

- There is no statistically significant mean variation at an alpha level ( $<0.05$ ) between the three groups of respondents
- All groups of respondents rated socio-economic variables above the mean. (i.e. they considered socio-economic variables as one major challenge in the education participants of pastoral Somali children.)

### 3. Summary Table of Socio-cultural variables as received by the respondents.

Respondents	Number	Mean
Students	455	3.30
Teachers	107	3.29
Elders	23	3.28
<b>Total</b>	<b>585</b>	<b>3.29</b>

- There is no significant statistical difference in the mean score of the respondents.
- All rated socio-cultural problem above average to indicate the variable as one hindering barrier in the educational participation of Pastoral Somali Children.

### 4. Summary table of Development variables as perceived by the respondents

Respondents	Number	Mean
Teachers	107	3.91
Elders	23	3.85
<b>Total</b>	<b>130</b>	<b>3.88</b>

- There is no statistically significant variation in the mean score value of respondents.
- The mean result of all respondents show above average.
- Thus, it is possible to presume that development constraints are one major factor responsible for contributed for poor educational participation of pastoral Somali children.

In indicating their respective order of influence to the educational participation of pastoral Somali children, the average mean result of respondents is used. Besides, the writers observation, his experience in the region and the information obtained through informal discussion made with different government officials and community members contributed a lot. Thus socio- economic and development constraints found to be first and second, while socio-cultural and school related factors found to be third and fourth challenges respectively.

## Declaration

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

*Name:* Dereje H/Michael

*Signature:*  15/6/05

*Place:* Department of Education Psychology

*Data of Submission:* June, 2005