CHALLENGES IN THE PROVISION OF PRIMARY EDUCATION FOR AFAR PASTORAL CHILDREN

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ABBREVIATIONS AND ACRONYMS

GER	Gross Enrolment Ratio
UNESCO	United Nation Educational Scientific and Cultural Organization
PTA	Parent Teacher Association
CSA	Central Statistical Authority
MOE	Ministry of Education
COPE	Complementary Primary Education
MGEF	Massai Girls Education Fund
NER	Net Enrolment Rate
ABE	Alternative Basic Education

ABSTRACT

The main purpose of this study was to examine the current status of the participation of pastoral Afar children in the primary schools of the region, identify the major impediments and then come up with possible intervention strategies that should be implemented to alleviate the educational marginalization of Afar Children, To achieve this purpose a descriptive survey design was used. Simple random sampling and availability sampling techniques were used to select teachers and student respondents. Of the total 506 questionnaires distributed for teachers (90) and students (416) respondent, of which 480 (94.86%) of them were returned and used for the analysis. Descriptive survey quantitative and qualitative data analyses methods were used to analyze the qualitative data, percentages were used to explain the personality characteristics of respondents, dropout and repetition rates, and degree of influence of different factors on the educational participation of pastoral afar children. t- test was used to determine the significant mean difference between and among students and teachers upon their views concerning major factors affecting Afar pastoral children participation in primary education. As the results of this study revealed, there were a prevalence of barriers to the education of pastoral Afar Children. The study portrayed that the major hindering factors of pastoral Afar children participation in the primary schools of the region were socio -cultural, socio-economic, school related and administrative/institutional/ challenges. Thus, it can be concluded that the constraints are both from supply side and demand side of educational provision. In view of this, it is recommended that, the federal and regional government and non- governmental agencies should create conducive environment for active involvement, sustainability of educational programs and participation of Afar pastoral community in problem identification, policy formulation, planning, monitoring and evaluation of the education programs.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is a basic condition for economic and social development and primary education and its foundation. Primary education in developing countries is considered to have great importance because of its wide range of benefits. These includes the shaping and strengthening a child as an individual in relation to his or her follow people, to the nature and to the world as an environment. It also thought to 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.

Now days a major transformation has been taking place in the lives of the world's youngest children, especially in relation to schooling. Where education was once the privilege of a minority, it is now recognized as a universal entitlement, with every child's right to education reaffirmed by the UN Convention on the Rights of the Child, UNCRC (United Nations, 1989). This principle was translated into the *World Declaration on Education for All* (UNESCO, 1990) and in the targets set out in the *Dakar Framework for Action* (UNESCO, 2000). These targets include ensuring that by 2015 all children have access to good-quality primary education, with particular attention to girls, ethnic minorities and children in difficult circumstances. The targets also include expanding and improving comprehensive education, especially for the most vulnerable and disadvantaged children.

The *Education for All (EFA) Global Monitoring Report 2007* confirmed that more and more children (86 per cent) now have access to Grade 1 in primary school. Increases in access between 1999 and 2004 were most marked in sub-Saharan Africa (from 55 to 65 per cent) and South and West Asia (from 77 to 86 per cent). Girls are benefiting from these increases in enrolments. Of the 181 countries for which there are data, about two-thirds have achieved gender parity in primary education enrolments (UNESCO, 2006). But major challenges remain in the movement to achieve Education for All: 77 million children are still not in either primary or secondary school. Of these, 7 million have dropped out of school, 23 million are likely to enroll late and 47 million are unlikely ever to enroll without additional incentives. India, Nigeria, Pakistan, and Ethiopia account for 22.8 million (two-thirds) of this total (UNESCO, 2006).

In Ethiopia pastoralist peoples are found nearly in all lowlands on the periphery of the country. The great majority of these pastoralist populations are living in southern people nation and nationalities, Somali, Oromia and Afar regions. Today the Ethiopian government is committed to provide quality primary education for all. This is the major priority of the education and training policy. It's very difficult to achieve the goal of equality of opportunity and universal primary education so long as these groups are forgotten educationally.

In Afar region, education is one and the most important sector for regional economic, social and political development. Even if, greater effort is being made by the regional government to enhance the level of education coverage in the region, it is still in lower level comparing to other regions. Literacy rate is computed as the proportion of the literate population from the domain of individuals aged 10 years and above. (A person is considered to be literate if he/she can read with understanding and write a short statement at least in one language). According to the Welfare Monitoring Survey (2004) on the sedentary areas of Afar region, of the total population only 42.4 % of the male and 23.4 % of the female were literate in 2004. Literacy rate in urban areas is higher than that of rural areas, and gender discrepancy is also observed in both areas with a wider gap among rural residents (Afar Finance and Economic Development Bureau, 2005).

Thus it was imperative and timely look in to challenges that hinder primary school participation of the pastoral Afar children in the region and suggesting some alternative ways.

1.2 Statement of the Problem

Though several efforts have been made to improve the education coverage of Afar region, it is still in its infant stage by any standard. In fact, Progress has been shown in terms of number of schools and students enrolled between 2000/01 and 2004/05. Accordingly, the total number of primary and Secondary Schools, which were 122 and 6 in 2000/01, has increased to 211 and 7 in 2004/05 respectively. Similarly, the total number of primary students, which was 24,225 in 2000/01, has increased to 51,803 in 2004/05. Concerning secondary school enrolment, insignificant change has been shown between these years.

According to the medium variant Population Projection, the region's projected school age population (7years-14) for 2004/05 is estimated to be 251,990, constituting about 18.5% of the total

Population. Based on this projection result and the number of students enrolled in Primary education (1-8), the gross enrolment rate of the region is only 20.5% (24.0% for male and 16.6% for females). With respect to secondary school (9-10) age population, those in the age range 15-16 years constitute only 4.32% of the total population of the region. The gross enrolment rate for Secondary School in 2004/05 is 5 percent (5.41 for male and 4.45 for females). However, the above stated rates are even lower when net enrolment rates are considered (Afar Finance and Economic Development Bureau, 2005). Therefore the current study is intended to investigate the major challenges that contribute low participation in primary education.

In the course of the study the following two basic questions were addressed as a guide for treating the problems

1. What is the status of children's participation in the primary schools of Afar Region?
2. What are the factors that affect the participation of Afar children in primary education?

1.3 Objectives of the Study

The main objectives of the study was

- To examine the status of pastoral Afar Children Participation in Primary Education
- To identify the major factors affecting children's participation in primary Education
- To recommend the alternative methods to promote Afar children's participation in primary education.

1.4 Significance of the Study

Education is central for the development of the social and economic life of any society. It is crucial in the development of qualified labor force for the exploitation of resource. So as citizens, education and training must of necessity be provided for the pastoral community to enable them to develop and diversity their way of life and to contribute to improve and develop themselves, their community and their nation.

To put these in effect pastoral children should participate in the education system of the country. They should also be seen as special group with significantly different way of life, customs and tradition that require special approach, in terms of type and method of providing them the right type of education. In this regard assessing and identifying the major hindering impediments and

suggesting possible strategies of delivery are very essential. This study was therefore significant on the basis of the following issue:-

- It may increase the awareness of regional and federal state educational officials to the educational status pastoral afar children and facilitate the development policy and programs to provide quality primary education in order to promote their social and economic progress.
- It may possibly show the major challenges that hinder the educational participation of Afar children in the primary schools of the region.
- It might help to provide possible suggestions to educational policy makers to remedy the problems.
- The result of the study may be used as stepping stone to study in detail for interested researchers

1.5 Scope of the Study

The study is delimited to four selected woredas of Afar regional state, namely Asayita, Dubit, Gewane and Awash fentale. The study populations were selected sample teachers, students and community in the above mentioned woreda primary schools. Therefore this study is expected to generate baseline information on the challenge and opportunity to provide formal primary education in the study area.

1.6 Definition of Terms

There are common terms that are used frequently in the study period, those terms and definitions are presented as follow.

- **Basic education** Refers to the whole range of educational activities taking place in various settings (formal, non formal and informal), that aim to meet basic learning needs.

- **Enrolment rate** Enrolment rates are expressed as net enrolment rates, which are calculated by dividing the number of students of a particular age group enrolled in all levels of education by the number of people in the population in that age group. (Education at a Glance, 2002)

- **Gross enrolment** Gross enrolment as defined by UNESCO, designates a nation's total enrolment "in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group". (2005, "Gross enrolment ratio").
- **Literacy** The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2005) defines literacy as the "ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society."

- **Primary education** Primary education most often referred to as elementary school, which is usually composed of grades one through six. The main purpose of primary education is to give children a strong foundation in the basics of a general curriculum, with an emphasis on reading and math.

1.7 Organization of the Study

The study is organized into five chapters, chapter one deals with the problems and its approach. Chapter two treats review of related literature. Chapter three deal with research design and methodology. The fourth chapter discussed about presentation and analysis of data. The final chapter five discusses the summary, conclusion and recommendations of the study.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter deals with reviewing relevant literatures which are related to the current study and some African countries experience on provision of primary education.

2.1 The Social and Economic Justification of Primary Education

In 1990, at the world conference on education for all, a declaration was adopted to reaffirm the international community's commitment to ensuring the right to education for a people. It was stated "Every person, child, youth and adults shall be able to benefit from educational opportunities designed to meet their basic learning needs" (UNSECO, 1995).

This declaration was made in response to international concern over the deterioration of education systems in previous years. Thus, great concern has arisen over this declining or worsening because of the wide spread belief that primary education is a vital components of the development of every nation and its citizens. In this regard World back stated that " Education especially primary and lower secondary education helps to reduce poverty by increasing the productivity of the poor, by reducing fertility and improving health and by equipping people with the skills they need to participate fully in the economy and society" (World Bank, 1996).

Primary education has a central importance to national development. It has been formally accepted as a humanitarian right for almost fifty years, but the case for its provision on strictly economic yardstick is more resent phenomenon. It is affirmed by economist that the immediate economic return (both private and social) on investment on primary education is greater than in the secondary and higher level (Colclough, 1993).

In general, primary education produces a literate and numerate population that can deal with problems in countered at home, at work and serves as a foundation for further education. Moreover, it builds the capacity for life long learning in individuals and to develop knowledge, skills and attitudes which will contribute to the general development o community in which individual live by meeting manpower needs and improving community life (Taylor and Mulhall, 1997).

Primary education facilitates the ability to meet basic needs like adequate nutrition, shelter and clothing and access to health service and clean water. It enables low income countries to control

their rapid population growth, which is one of the stains in their development program, by reducing fertility rates. The reduction of fertility further depends largely on the level of mother education. The more education a women receives, the fewer children she is likely to bear (Lockheed and Verspoor, 1994).

As Lockheeld and Verspoor, 1994 concluded the future progress and prosperity of the world and individual nations rest on more than ever on the competence of individuals and on the capacity of countries to adapt and advance knowledge. This capacity depends in turn on the extent to which the population has attained literacy, numeracy, communication and problem solving skills. To move forward, all developing countries must improve the education of their labor force and advanced education and training must rest on the solid foundation of primary education.

2.2 Issues of Education Provision for Disadvantage Groups

2.2.1 Equity

Equity means social justice or fairness in education. It refers to fair and just access to education provision. The issue of equity mainly affects several disadvantaged groups including the poor, linguistic and ethnic minorities, children with learning and physical impairments and nomads (World Bank, 1996).

Equity in educational provision for minorities has two principal aspects. First, everyone has the right to basic primary education, which is the basis for fundamental knowledge and skills necessary to function effectively in society. Second, there is the government's obligation to ensure that children who have a potential to learn are denied education because they are poor, and from disadvantaged ethnic and linguistic minorities in geographically remote regions (World Bank, 1996).

Thus, achieving equity requires governments to take both financial and administrative measures to enable the poor to gain education. Administrative measures can promote enrollments of the poor, female, linguistic and ethnic minorities by bilingual measures and school offerings. Moreover, financial measures are important to all levels for those who can't afford to go to school, either because they and their parents can't pay the associated costs or because the household can not afford to loss their labor service (World Bank, 1996)

2.2.2 Enrollment

The target of achieving universal primary education still seems a long way off in many developing countries. It is only about half of all school-age children in developing countries. That acquires a complete primary education, with nearly half of those who are enrolled dropping out before the end of the primary school cycle (Taylor and Mulhall, 1997).

Particularly, in the great bulk of rural areas where the majority of the people live, only a meager quantity of children gets into primary education. The enrollment rates are substantially lower while dropout and repetition rates are higher. The reason for these low enrollment and participation lies in the socio economic condition of the people. Added to these factors is the traditional customs and even negative attitudes of people especially peasants and pastoralists towards formal schooling. They are often ignorant of the advantages of education and "they also not had seen primary education as a means of personal development but rather the first step on the ladder to modern sector job" (Bishop, 1994).

The enrollment rate is abysmally low in the pastoral areas due to the fact that nomadic societies are on the move with their animals, settled in isolated areas and far from infrastructures. When we see the enrollment rates of children in the areas of some African countries such as in Djibouti, only one third of the numbers of children of school going age are enrolled in school. The gross enrollment ratio is even lower in rural areas with 14.9 percent of boys and 7.9 percent for girls (UNESCO, 2002).

In Kenya there are about 6.7 million children of school going age, with about 66,000 in the pastoral areas. The twelve pastoral districts have comparatively low gross enrolment ration, with a majority of children of primary school enrollment rate was 87.6%, the gross enrollment rate in the pastoral areas of Garissa, Wajir, Mandera, Turkana and Marsabit is 12.9 percent (Carr-Hill, 2002).

2.2.3 Dropout

According to Taylor and Mulhall (1997) defined a dropout as a pupil of any age who leaves school for any reason other than death, before graduation or completion of a program of studies and without transferring to another cycle.

For Africa, the median dropout rate before completion of primary schooling is 54 (percent (Bishop, 1994). This figure is worse even in the nomadic communities in Africa. As a study shows in Sudan, in the year 2000, the overall number of children attending schools was rather low in the rural pastoral areas. Furthermore, there are fewer girls than boys attending school. The fundamental problem affecting basic education in the pastoral area of Sudan is the high dropout rate. It is estimated that in all state of Sudan about 30 percent of all registered pupils will have dropout from school by the age of 15 years. A study from Somalia shows a similar trend, especially girls usually dropout of school after grade 3 (Larssen and Hassen, 2001).

2.2.4 Access

Equalizing educational opportunity indicates access to potential participants in all parts of the region of a country and nearly equal enrollment rates for different members of the society. This can't happen because; participation in education is not affected only by the educational opportunity that are provided, but also by the degree of their use (UNESCO, 1998). UNESCO further explains that providing infrastructure is not enough to achieve universal primary education unless all children have access to schooling. Thus, education for all requires, first, full access i.e. the availability of enough schools and the removal of constraints to access especially for children of the right age, second, reduction of gaps in educational provisions for minorities and disadvantaged groups by giving special attentions.

As a study conducted by UNESCO shows, there are various constraints of access to education in the ethnic minorities like pastoral groups of people in African countries. For instance, part of the problem of access in Djibouti is the weakness of the school network. There is only one school serving a very extensive area, and those children of pastoralist who are at school come from camps with in a maximum of 10km. Similarly, in Uganda, out of 63 inhabited islands in Kalangala, only six have primary schools. Children on the other 57 islands can't afford the costs of water transport, estimated to be ten times that of land transport. The main reason given in Eritrea for children not attending school were that no school is available, the distance to school is excessive or there are no boarding facilities (UNESCO, 2002).

In general, there are population groups that exist in developing regions of the world, who are geographically remote from the main centers and from the economic activities and public services.

Access to education facilities from the children of these groups is a special problem (UNESCO, 1997). UNESCO further explains that the disadvantaged groups who have problems of access to schooling fall into the following three broad categories:

1. Rural population in the backward parts of the third world countries relatively untouched by the modern development.
2. Tribal groups with primitive life styles, in the more inaccessible regions of Asia, Africa and Latin America.
3. Nomadic pastoralists primarily dependent for their livelihood on grazing as in central Asia and Sub Saharan region of the east and horn of Africa.

Pastoralists are the main concern of this study. Thus, an attempt is made to review here under the following: policies, strategies and experiences in the provision of education for pastoralists, and the challenges in educational access to these people,

2.3 Experiences of African Countries in the Provision of Education for Pastoralists

Many countries are confronted with the problems of providing education for people who have no permanent domiciles like pastoralists. Some countries have taken measures and set up policies to ensure the rights of the pastoralist to education. In Africa, the government of Kenya, Nigeria and Tanzania are in the forefront. These countries have established policy guidelines and developed strategies recognizing the need to educate pastoralists for their national progress.

2.3.1. The Kenyan Experience

In Kenya, there are about 1.2 million pastoralists in 11 of the 41 districts that make up the country. Out of the 11 districts, the seven districts the ones which are predominantly occupied by pastoral population are Marsabit, Turkanan, Mandera, Garissa, Majir, Isiolo and Samburu (Narman, 1999).

In 1978, the Kenyan government developed a policy guideline for the establishment of arid zone boarding schools for the Maasai, Turkana and Somali nomads. The development of the policy was based on the declarative that

The government of Kenya is aware that nomads in the country are the most disadvantaged in the provision of education and other social amenities because of their isolation from the rest of the country. It is equally aware that the nomads are exposed hardships and uncertainties resulting from

drought and starvation and the lack of knowledge and skills to deal with environmental hazards apart from resorting to constant migratory drifts (Republic of Kenya, 1978 in Akaranga, 1995).

Moreover, there has been a high level of wastage in primary schools leading to completion rates of below 50 percent. These varying rates are attributed to major regional, economic and gender disparities in the Arid and Semi Arid lands (ASAL) districts recording the lowest participation. Some of the factors for this low achievement in enrollments and completing primary grades in ASAL areas are: - low level of school facilities, traditional nomadic life style, reduced awareness of the need for education, and general under development (Akaranga, 1995).

2.3.2 The Tanzanian Experience

The Tanzanian government has a long history of progress in implementing projects in the social sectors. After the independence of Tanzania, the delivery of a wide range of social services like education has been taken as government's sole responsibility. Policy makers and implementers have sought to extend these social services to the largely rural and deprived population of the country in particular (Bugeke, 1995).

In spite of the admirable intentions to provide education to the entire population, pastoral nomads in Tanzania haven't benefited from basic education through regular school system. This is because the policies established for the provision of education hasn't been directed to solve the real problems of the marginalized communities (Melkwa, 1995). In Tanzania the two most marginalized pastoral nomads are the Massai and the Illparakuyo tribes. The illiteracy rate among these groups is much higher than in other communities in the country (Ndagala, 1990).

As Begeka (1995) shows the factors that hinder the provision of education for the nomads include long distances children have to walk in order to get to school, poor educational infrastructure and the lack of training of teachers to cope with environmental problems of pastoral areas. And there is the negative attitude of the nomads towards the education of children, especially girls. As a strategy to mitigate the problem, Begeka recommended especial training of teachers, radio instruction, making curriculum relevant to their culture and action oriented research on education of nomads.

To sum up, the provision of basic primary education for the pastoral nomadic societies in Tanzania through conventional means has not so far been satisfactory. Thus, the Tanzanian ministry of

education has requested for UNESCO's support to mobilize extra funds for the implementation of special literary programs to address basic learning needs of the nomadic population. Some non governmental organizations which are involved in the development programs of Tanzania like SIDA, CIDA and OXFAM have shown interest in giving financial assistances to run the program. The pastoral communities contributed by mobilizing their resources to promote education in their communities. However, despite these measures, the enrollment of nomadic pastoral children in Tanzania is below the national enrolment average (UNESCO, 2002).

2.3.3 The Nigerian Experience

In Nigeria, there are five nomadic groups. The Fulani, Shuwa, Budman, Kwayan and Buzu are predominantly pastoral nomads. They are estimated to be 9.3 million in number, and 3.4 million of them are children of school going age. However, the participation of children of nomads in existing formal and non-formal education program is extremely low, with a literacy rate ranging between 0.2 to 2 percent (Akinkugbe, 1998).

As noted by (Tahir, 1995), the major constraints to access to formal and non formal education is a function of their constant movement in search of water and pasture for their animals, physical barriers, employment of child labor, inappropriate curriculum content etc. The issue of providing equal education provision for all Nigerian children were incorporated in the Nigerian constitution of 1979, which states that "Government shall direct is policy towards ensuring that there are equal and adequate educational opportunities". Accordingly, specific educational programs have arisen from the policies from 1979 to 1986 (Ezeomah, 1995). Furthermore, the Federal government of Nigeria inaugurated the Nomadic education program in 1986. As a result, the National Commission for Nomadic Education (NCNE) which is one department of the Federal Ministry of Education was established by Decree No. 41 of 1989 to specifically serve for the educational needs of the children of nomadic pastoralists. (Tahir, 1995)

The national commission for Nomadic education has the responsibility of implementing the nomadic education program. The main objectives of the program are:

1. To provide the nomads with a relevant and functional basic education.
2. To improve the survival skills of the nomads by teaching improved methods of animal husbandry.

According to the study results, in March 2001 there were 1,574 nomadic primary schools located in all 36 states of federation. Out of this number, 1102 are schools for nomadic pastoralists. The total pupils enrollment in these schools was 203, 844 of which 118,905 are males and 84,939 are females. The total number of teachers in 2001 was 4907. Since the beginning of the program, about 15,833 pupils have successfully completed from the nomadic school system. This constitutes 10,290 boys and 5,543 girls, which represent 65 percent and 35 percent respectively (Akinkugbe, 1998).

2.4 Challenges of Provision of Primary Education for Pastoral Children

It is widely accepted that all children should receive at least primary education to yield sustainability to the development of a country. But, there are many hindrances to popular participation of ethnic minorities and other disadvantaged groups like pastoral nomads in primary education. Several reasons have been stated fro the low school enrollment and participation. Some of the major pones can be categorized into socio-cultural, socio-economic school intrinsic and administrative or institutional constraints. We will see the details here under the following topics.

2.4.1 Socio-cultural Constraints

Some developing countries are homogeneous in terms of having significant number of cultural, ethnic and linguistic groups that aren't in the main stream of society. For instance, the indigenous people of the Andean countries, the tribal's and scheduled castes 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).

These minorities-have their own customs, values, norms and traditions that have their own effect on educational provisions. First, parents actually have the culture that requires their children take part in different activities of economic values, second, these society haven't yet developed the awareness that education has significant role in the field of production. Moreover, ethnic and cultural minorities resist modern schooling, which is rooted in their fear of cultural alienation and distortion of traditional values (UNESCO, 1985).

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 (Odaga and Heneveld, 1995).

Some of the socio cultural practices that affect pastoral children enrollment and participation in education are Initiation Ceremonies, Pastoral Parents Attitude towards Education, early marriage, gender role socialization and stereotyping, low self conception and lack of role model, religion.

2.4.1.1 Initiation Ceremonies

As research indicates, initiation ceremonies are the common cultural practices that affect the education of girls and boys in Sub Saharan Africa countries. A study made in Malawi indicates, the time of initiation is conflicting with school calendars. So, it affects school attendance of girls leading to drop out. Moreover, once girls are initiated it is difficult for them to return to school because they are expected to marry (Heneveld, 1995).

Some initiation ceremonies include circumcision. Girl's circumcision is one of the challenges for the educational participation of girls in the nomadic pastoral areas of Kenya. After the ritual, girls are expected to get married immediately. Their future husbands have already been identified. This creates lack of interest and enthusiasm in education the research finding further reveals that boys also face the same cultural barriers because they spend most of their youthful period undergoing training which lasts for ten years to become community protectors, leaving the girl child the burden of taking up all the domestic and herding responsibilities.

2.4.1.2 Pastoral Parents Attitude towards Education

The parental attitude towards formal education probably had its foundation in the experience or parents who have a little hope in the school benefiting their children. They regard it as a means of taking children out of their hands (Brimer and Panti, 1971).

In Kenya, one of the reasons for low enrolment 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 (Narman, 1990).

A similar case study in Mongolia shows that pastoral nomadic parents believe that education undermines the youth's 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 (Karatli, 2000).

On the other hand, as the findings by (MGEF, 2002) in the nomadic pastoral Massai tribes of Kenya indicate, few families which could send their children prefer for educating sons first. This conception stands from the tradition that Massai girls leave their parents' village and become a member of the husband's family upon marriage. Therefore, Massai parents believe that their family will not benefit from investing in the education of their daughters.

2.4.1.3 Early Marriage

Early marriage is one of the socio-cultural factors that hinder the educational participation of girls in most developing countries of Asia, Africa and Latin America. 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 community values. For instance, in Tanzania the society consider adolescent girls as something that is going to decaying unless used as soon as it is ripe (UNESCO, 1995).

With regard to the influence of early marriage on educational participation of girls, 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.

2.4.1.4. Gender Role Socialization and Stereotyping

Gender role socialization and Stereotyping is one of the socio-cultural factors that hinder girl's participation is education by perpetuating the dominant role of males and imparting the inferior nature of females in different activities.

Among the socializing agents, families stand first. In this regard, the instruction of gender role has a great significance. They consider their male children as brave, expressive self confident, where as their daughters as shy, quite and dependent (Almaz, 1991). Likewise, 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 Ontiende 1999). He further revealed that parents would rather boys to send to school than girls, they argue that girls who attend school are likely to become prostitutes.

Stereotypically, females are conceived by the society to be too much passive, shy, mentally and physically weak, while males are competitive, courageous, and intelligent. As a result, such differentiation and expectation greatly affect females' aspiration and competency in education (Alemtsehay, 1985; Almaz, 1991).

2.4.1.5. Low Self Conception and Lack of Role Models

A low self-concept has been cited as one major characteristic of the disadvantaged groups of society. Several studies have also found that self-concept to be significantly related to academic achievement for the so-called disadvantaged as well as other students (Pruzek, 1974).

The lack of role model has significant influence on children learning. Modeling as an important part of social learning in which human beings learn their behavior from another significant person. We first observe someone then we imitate what we see, we are more likely to model our activities after people we consider admirable, children are very suspicious to such social learning process. So the absence of learned family member who succeeds in modern education in the community ahs its own impact on motivation of children to enroll in schools.

2.4.1.6. Religion

In Guinea, religious beliefs are reported to hinder children's especially girl's public schooling. A study team found that there were three villages where no children were sent to school because of religious reasons. The general assumption is that girls only need to learn prayers". And have no use for reading as they are unlikely to become scholars (Odaga and Heneveld, 1995).

On the contrary, there are other scholars who oppose the arguments which revealed the hindering role of Islam on girl's education. They supplement their argument by depicting the high rate of educational participation of girls in the most noticeable Islamic countries. For instance, Al-Hariri (1987) notes the saying of Prophet Mohammed Every Muslim male and female is required to seek for knowledge". Based On this idea, he argues that Islam encourages girl's education participation for their good life.

2.4.2. Socio-economic Constraints

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

(Izquerdo and Levin, 1989 in Noriega, 1996). Together with the socio cultural constraints, sending children to school entails direct and opportunity costs, which are prohibitive to poor and rural families. The following sections deal with such constraints and some of the perceptions that affect the decision not to enroll, or to withdraw children from school.

2.4.2.1. Poverty

Poverty is an obviously prevalent situation in rural areas. It is the one usually mentioned and commonly associated with educational disadvantages. In this perspective, it is clear that, parents with poor economic status may have difficulty in providing their children with exercise books, pens and pencils and buying uniforms. Moreover, child labor is used as a means of strengthen the income of a given household (Steven, 1993).

A study made in primary education of rural Pakistan shows that poverty is the main reason for children dropout of schools (Taylor and Mulhall, 1997). Poverty and its consequence of malnutrition are common in the pastoral areas of Africa. As Bugeke notes, due to the increasing degradation, conversion and reduction of pastureland, the problem of food shortage is an acute problem in the pastoral societies. As to him, specific causes of food shortages are population pressure, drought and prioritizing large scale agricultural production (Bugeke, 1995).

2.4.2.2. Educational Background of Parents

As one socio economic constraint, educational level of parents is an important determinant of enrollment and dropout rates. As Magland (1994) described education of parents affects the children's school enrollment and year of schooling significantly. The researches findings by Hyde (1989) indicate that educated parents are more likely to send their children to school and keep them longer in schools. On the contrary, illiterate parents are highly associated with high children dropout rate (Rumberger, 1987). When we see its effect with nomadic areas, it is obvious that the nomadic groups of the world are the most severely disadvantaged groups in the acquisition of education. In fact the rate of illiteracy among nomadic pastoralists ranges from 80-100 percent in many African countries (Ezeomah, 1995).

2.4.2.3 Pastoral Economic Life and School Distance

Nomadic people, who live far from the towns and are also continuously on the move, have a special and distinct problem in the provision of education in different countries

In most African countries, 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 these people have no permanent home and it is difficult to build schools, near to them as they are constantly on the move. Even those few 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).

In the pastoral Massai of Kenya, children walk 15-20 km per day to primary schools. Research findings indicate that this long walk undermines education even fro those who manage to reach school. Children who have spent two-five hours walking to school in the morning, often without having anything to eat, are tired, and their ability to concentrate is impaired (MGEF,2002).

2.4.2.4. The Demand of Child Labor

Child labor is very essential to the livelihood of some households. Thus, schooling has a high opportunity cost to them to send children to 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 (Odaga and Heneveld, 1995).

As a study made by ADEA in the nomadic pastoral areas of Nigeria shows, the centrality of child labor is a constraint to participate in formal schooling (ADFA, 1999). Children dropout from schools before the end of the year on their own accord because their families need their labor (World Bank, 2003).

2.4.2.5. Health Problem

Health problems of children especially in poor and marginalized areas are very serious. They often suffer from fever, diarrhea, recurring headaches, stomach pains, etc. For instance, a study made in Uganda shows of the grade seven children who were asked if they ever suffered from specific

health problems, 78 percent claimed to have had malaria, 12 percent had trachoma, 5 percent had seen tape warm and 3 percent had been treated for malnutrition (Bishop, 1994).

2.4.2.6. Conflicts

Pastoralist areas are prone to ethnic/clan conflicts and clashes over land and land resources, such as water, pasture and salt. It may arise also to gain social status by possessing large herds of animals. This conflict leads to significant loss of properties and increased level poverty (UNESCO, 2002).

For instance, in Nigeria, land use has been the main source of conflict between land cultivators and the nomads. Even though there were mutual beneficial relations between the two groups, through time conflicts arise as a result of increase in population and need to produce more food crops by cultivators. Consequently, pastoral nomads are ejected from the land they occupy for longer times. This ejection accelerated their migration and dispersion. Thus, children spend most of their time walking long distances to feed their animals and have little time for other activities (Ezeomah, 1995). In this connection, World Bank reported that in many nomadic area of Nigeria conflict between nomads and farmers have prevented communities from participation in educational programs (World Bank, 2001). In general, conflict can have several impacts either directly upon the children in terms of their security at school and on the way to school, or indirectly via their parents in terms of decisions as to where to live or whether or not to be mobile (Car Hill, 2002).

2.4.3. School Factors

It is not only socio economic and socio cultural factors that hinders children's participation in schools. Not surprisingly, the school environment creates a significant number of constraints. The most obvious deficiencies are discussed in the following topics.

2.4.3.1. Curriculum Relevance

The curriculum in developing countries lacks suitable connection with situations familiar to students. Several researchers in education question the use standard curriculum designed for urban children might have for rural and other disadvantaged areas (Lockheld and Levin, 1993).

Studies have depicted that irrelevance of the curriculum resulted in low interest in education and high dropout rate among the pastoral areas. As different research findings indicate the school curriculum developed for sedentary people has no relevance for nomadic pastoral people

(UNESCO, 2002). For instance, as a study revealed that the level of participation of nomadic groups in education is very low in Tanzania. One of the reasons is the fact that the curriculum offered to nomadic pastoral children follows the national standard and doesn't respond to their needs and aspirations. Moreover, it doesn't offer the children the necessary life and survival skills within their immediate environment (Car Hill, 2002).

2.4.3.2. The Language of Instruction

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 the language. (Minga, 1997).

Language as a medium of instruction has greater impact on the overall educational process and practices (UNESCO, 1985). 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 setting, not speaking the language of instruction can make a difference between succeeding and failing in school, between remaining in schooling and dropping out (Lockheld and Verspoor, 1991).

2.4.3.3. Fear of Sexual Harassment, Pregnancy and Abduction

Different studies show that there is a pandemic of sexual violence and harassment in educational institutions in Africa. It was also found that male pupils are identified as major offenders (Hallam, 1994 in Odaga and Heneveld, 1995). A study made in Guinea indicates that boys are very aggressive towards girls and that they use physical force and threaten girls. This indicates that girls are in an extremely hostile and uncomfortable learning environment in school. This has devastating effects on their educational attainment and performance (Odaga and heneveld, 1995).

2.4.3.4. Lack of School Facilities

One of the most common constraints of enrollment and participation of children at school is shortage of school facilities like inadequate buildings, latrines, water, learning materials etc. improved facilities are systematically beneficial to student learning. As research findings indicate, quality of the physical plant is positively related to student performance (Lockheld and Verspoor,

1991). Lack of appropriate teaching and learning materials also affects their performance. Especially in the areas where there is a shortage of furniture in the classroom and where students are required to sit on the floor, parents are reluctant to send their children to school (World Bank, 1996). In some countries parents are against sending their daughters to school because of the absence of separate classrooms and toilets (World Bank, 1997). Parents need the presence of basic facilities like latrines to protect their daughter's modesty and security. As a research shows, in Bangladish 71 percent of rural schools and 51 percent of urban schools had no latrines. As a result, families have withdrawn their daughters from schools (Tietjen, 1991).

2.4.3.5. Problems in Quality and Quantity of Teachers

According to Lockheld and Verspoor 1991), shortages of teachers are more common in remote rural areas. Lack of rewards and economic incentives are among the causes for not to work in rural areas. This has a significant impact on students' learning and success in education.

In addition to low salaries and lack of incentives, teachers in the nomadic areas have no special trainings to teach the children of nomads. Aware of the problem, the ministry of education of Tanzania has taken the responsibility of training teachers. The ministry selects 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).

2.4.4. Administrative/Institutional Constraints

Universal primary education is a goal that all developing countries are committed to achieve by 2015. (Bruns and Mingat, 2003). However, studies reveal low participation, high dropout rates and under education of pupils in many cases. This is due to constraints, which include inadequate resources, low political commitments and inefficiency in administrative capacities and absence of appropriate policies (Taylor and Mulhall, 1997).

Especially achieving equity in educational opportunity for people who are denied of education because they are poor, disadvantaged ethnic minorities or live in geographical remote regions requires both financial and policy measures (World Bank, 1996). As research indicates, appropriate policy measures can increase enrollment of the poor, females and linguistic minorities. The policy,

which has relevant program and strategy designed to sensitize and demonstrate the importance of education for the society can increase the demand for schooling among disadvantage groups.

Important administrative measures to encourage schooling for minority's especially primary education can include locating schools within easy access, providing boarding and hostel facilities, adjusting school hours to accommodate children's work, bilingual programs for linguistic minorities and feeding programs (World Bank, 1996).

2.5. Some Intervention Strategies to Enhance the Education of Pastoralists

The review of the literature demonstrates the variations, complexity, and interrelatedness of the challenges that hinder the educational enrollment and participation of nomadic pastoral children. There is also a growing body of scholarly reviews of strategies to enhance the education of nomads and their efficacy. Some of the strategies are the following

2.5.1. 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 and semi arid part of Africa has assisted to a large extent in increasing school attendance (UNESCO, 2002).

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 nomadic pastoralists. Its principal purpose is to boost enrolment 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).

2.5.2. Mobile School

Mobile school is a useful and 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 with in 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).

In Sudan, the teachers of the mobile schools are trained as primary level grade teachers. They are selected from the nomadic background or communities. It is believed that a background from nomadic communities will make it easier for the teachers to sustain a nomadic way of life as well as to adjust and gain the confidence of the people living in nomadic communities. The teachers who teach in the mobile schools, in addition to the usual teachers' training, acquire training in areas like first aid, immunization as well as in the most common animal diseases and their cures. Moreover, female teachers receive basic training as midwives. Such kind of knowledge it usually highly appreciated by nomadic communities (Larsen and Hassen, 2001).

The teachers of mobile schools in Sudan move with the communities and the classroom is a tent and is equipped with portable furniture, tables, chairs, blackboards and school stationary. In addition, the teacher has a tent house of his own with a bed, a solar lamp and other equipment that the teacher may require (Larsen and Hassen, 2001).

The mobile school experience showed some positive trends in educational participation of nomadic pastoral children's. Some are the following:

1. The positive attitude of nomadic communities towards education is reflected in the increasing demand for the establishment of more mobile schools for the admission of more children to the already established schools.
2. The dropout children returned to school after the reasons responsible for dropping out all ended.
3. There is provision of initiatives especially animals to teachers. This is considered as the greatest evidence of the pastoral nomad's positive attitude towards education. Nomads are well known for their great attachment to their animals. To sacrifice animals to mobile school teachers shows there is a real positive change in the nomad's attitude towards education.
4. Some pastoral nomadic families started to settle down in one place mainly for their children education. This phenomenon is more noticeable among the Abballa tribes in northern Sudan. Mothers, children and the elderly remain behind while fathers and adult males move after the animals.
5. The teachers assist pastoral nomadic societies by reading letters or any other documents they receive. In the past nomads had to travel for two or three days to find somebody to read for them.

6. Although pastoral nomads prefer males' education to females' in general, lately some families have started to send married females back to school immediately after marriage.
7. Enthusiasms of illiterate females towards education and their regret for being illiterate express their willingness to be educated despite the family commitments which consume all their time and energy (Elsa, 1997).

2.5.3. 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 (Carhill, 2002). For instance, boarding schools were established 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).

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 foods and lodging on top of instructional costs (UNESCO, 2002).

2.5.4. Community Sensitization

Pastoral communities seem to have little conception of the value of education. As other 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 distancing and as a threat to the pastoral way of life (UNESCO, 2002).

Thus, improving the utility 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 (Namuddu, 1993 as quoted in Odaga and Henveld, 1995).

2.5.5. 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 on 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).

2.5.6. Non Formal Education

Non formal education is a system which enables to strengthen alternative education provision for out of school children and illiterate adults, complementary primary education (COPE) in Uganda focuses on reaching out of school children aged 10-16 years including those who have dropout 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; Akaranga, 1995).

The Samburu Lechekuti (Shepherds) program in Kenya was started with the goal of reducing illiteracy rate among Barangoi nomadic community in Samburu district. It targeted 7-16 years old out of school children whose parents want them to remain at home to look after the domestic animals. The teachers are volunteers from the community. The program was successful because it uses a flexible learning schedule so that learning takes place after livestock related duties are completed (Carhill, 2002).

2.6. Pastoralists in Ethiopia

In Ethiopia, pastoralists are estimated to be 8 million, which constitutes some 13 percent of the total human population. Almost all are found in the marginal border areas and they inhibit the low land peripheral parts of the country. The rangeland inhabited by pastoralists constitutes about 500,000

km2 or 61-65 percent of the nation. These societies belong to some 29 Neolithic and Cushitic group's spread over six regions of the country (Getachew, 2001).

With regards to ownership of the country's livestock, the pastoral communities are believed to own the most significant. In Ethiopia, livestock herds and flocks are generally at about 27 million cattle, 24 million sheep, 18 million goats, 1 million camels and 7 million equines. This accounts the largest concentration of domestic herds in Africa. Of the total it is estimated that the pastoral nomads owns 40 percent of the cattle, 75 percent of the goats, 25 percent of the sheep, 20 percent of the equines and 100 percent of the camel (Arsano, 2002).

2.7. Trends of Education Provision for Pastoralists in Ethiopia

As mentioned earlier, the nomadic pastoralists inhabit the low lands of the country, mostly between the highlands and the border areas. This is estimated to cover 60-65 percent of the total area. The pastoralist constitutes 13 percent of the countries population. They predominantly live in frequent change of domicile in search of grazing lands for their livestock. Because of these and other interrelated cultural and economic factors, the pastoralist people of Ethiopia are among the most educationally disadvantaged in the country (UNESCO, 2002).

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 educational problems with the other neglected and underprivileged 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. The issue of provision of education in pastoral areas had not been seen differently from that of other areas. The pastoral mobility and their life style had not been taken into 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). Moreover, because of the constant migration of the nomadic pastoralists, they can't send their children to schools (Sileshi and Kidane, 1995). In general, the past regimes had been completely 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 (Melakou, 2002).

At present the development of education services to the under privileged nomadic society has attracted attention. The government has acknowledged the existence of inequalities and has made commitments towards remedy the imbalances. To mention 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 states that "special financial assistance will be given to those who have been deprived of educational opportunities and steps will be taken to raise the educational participation of deprived regions". Moreover, the policy provides for the use of local languages as a medium of instruction, decentralized curriculum, flexible school calendar (UNESCO/IIEP, 2002).

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, Beneshangule and Gambella. This school, known as "Ediget Adult's Boarding School," was established in 1998 in Addis Ababa with the main goal of producing educated manpower for the regions with in short period of time (UNESCO/IIEP, 2002).

Generally, a conducive and comprehensive policy environment has been created and some tangible measures to increasing the participation of the nomadic population in education have been effected. However, primary school enrollment in the pastoral areas of Ethiopia is still very low (UNESCO, 2002).

2.8. Overview of the Afar Regional State

2.8.1 Geographical Settings

The Afar regional state which is structured into 5 zones and 32 Weredas is located in North east of Ethiopia sharing international borders with Eritrea and Djibouti.

The Afar people who are Cushitic and predominantly nomadic race; they share linguistic and cultural ties with the Somali, Beja, and Saho people. They inhibited some of the most arid and

hostile territories of the Horn of Africa. The region has a total surface area about 163,000 squire kilometers, which comprises about 13 percent of the national land area. It occupies the northern half of the rift valley flanked in the west and in the North-west by the eastern escarpment of the central highland mass of the Amhara and Tigray region, and in the south and south-eastern, by the northern escarpment of the eastern highland mass of Oromya and Somali regions (CSA, 1996).

A large portion of the Afar region falls in the altitude range of 0-1000 meters above sea level. The Dallol depression which covers 8940 sq.km, about 5 percent of the regional area, has a depth of over 100 meters below sea level and is one of the hottest spots in the world with the highest mean temperature of 45°c. Almost all part of the region experiences high temperature all the year round with mean minimum monthly temperature of 20 °c at spots with higher elevations in the rainy month of June, July and August while the maximum temperature at lower elevation ranges from 35 °c -40 °c.

2.8.2. Language and Religion

The Afar language belongs to the lowland east Cushitic language family of the Afro-Asiatic phylum like all other languages classified in the family such as Oromo and Somali, the Afar language is a verb final language exhibiting subject-object-verb syntactic structure (parker, 1971).

Migrant Arabs introduced the Islamic religion to the Afar people as early as the 9th century or even earlier (Getachew, 2001). About 96 percent of the Afar people adhere to the faith of Islam (CSA, 1996). The majority belong to the Qadiriyya (Getachew, 2001). In most pastoral clans of Afar, Islamic law (Shariyya is implemented to a greater extent in various contexts along with Afar customary law (Maada). For instance, it is used to legalizing marriage contracts, divorce inheritance and various rituals. Islamic names and other Islamic practices have been incorporated into the afar cultural practices (Getachew, 2001).

2.8.3. Population Characteristics

According to the 1996 census, the region had then a total population of 1.106 million projections for mid 1999 estimated it to about 1.187million. Over all, 92 percent of the regions population is ethnic Afar. The statistics indicates a rural population of 97 percent. Both the census and more

recent estimates by regional representatives suggest that only two to three percent of the Afar population live with in the major urban centers.

With regard to the distribution of population by sex, about 57 percent of the rural population is male while the remaining 43 percent are females. The household size of Afar people is high as compared to other regions and people in the country. The region has an average family size of 6 individuals per household (UNESCO, 2002).

2.8.4. Social Structure

The Afar society comprises a number of tribes, which are grouped into different sub-clans. Studies estimate that there are about 100 clans among the Afar, each with its own tribal territories delineated by rivers, hills and other natural boundaries. Each tribal territory has a chief whose office is hereditary in the male line. The clans of Afar share common language and religion and claim similar ancestral background. The clan organization is followed by local community comprising of a number of extended households residing in a cluster of settlement and large encampments (Fekadu, 2000). The clan organization is therefore, the dominant social structure among Afar.

With regard to administration, traditionally Afar leadership has historically been located in eight sultanates, the three most significance ones being those of Tadjourah (the most senior), Rahayata and Aussa (the origin of Sultan Alimirah). In addition their leadership role, the sultanates also serve as symbol of Afar culture and customary law elements that in Afar society and regulate many aspects of social interaction (Bryne, 1996).

2.8.5 Socio Economic Condition

The Afar people are livestock oriented people remaining with their herds in search of water and pasture (Fekadu, 2000). So they follow the way of life of pastoralism and semi- pastoralism involving migration between dry season and wet season pastures. They move to profit from two rainy seasons (the main rainy season from July to September "*Kerma*" and the secondary rainy season between February and May "*Sugum*"). Using integration schemes from perennial water resource, agro pastoralist is practiced by minority of Afars (Getachew, 2001). Although the dry season grazing areas by the banks of the major rivers such as Awash are decreasing and the vast plains and hillsides are severely degraded by overgrazing, the afar people are still pastoralist. Goats, Sheep, Cattle and Camels are raised and kept in large numbers (UNESCO, 2000).

CHAPTER – THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research methodology, data source, sampling method and sample population, and methods of data analysis.

3.1 The Research Design

The main objective of this study was to examine the status of primary education participation of pastoral Afar children and identify the major challenges that hinder their participation. The study also aimed to suggest some possible intervention strategies that can be used to increase their participation in primary education. To serve this purpose, a descriptive survey research method was employed with the assumption that it could help to identify the major challenges. Therefore, this approach enabled the researcher to examine the prevailing constraints that need to be alleviated so as to promote pastoral Afar children's participation in primary education.

3.2 Source of Data

Both primary and secondary data were used for the study. Primary source of data were obtained from Afar students, teachers and educational officials through questionnaires. Moreover, data from educated afar and afar tribal chiefs were obtained through interview and focus group discussions were made with Parent Teacher's Association members. There sources helped the researcher to acquire first hand information.

Secondary data were also obtained through documentary analysis. For this purpose synthesized information was obtained from sample zones, school records and from MOE and UNESCO publications. Finally, after the data were analyzed by employing appropriate statistical tools (SPSS), findings were summarized and recommendations were made.

3.3 Sample Population and Sampling Techniques

3.3.1 Sample Population

A total of 416 students (grade 4-8), and 90 teachers in the sample schools were taken to fill the questionnaire. Moreover, two tribal chiefs, ten educated afar and sixteen PTA members in four primary schools were involved in the interview sessions and focus group discussions respectively.

Of the total 516 questionnaires distributed for teachers (90) and students (416) respondent, of which 480 (96%) were returned and used for analysis.

3.3.2 Sampling Techniques

The sample of the study covered two zones (zone one and three) out of the five zones in Afar Regional State. Two woredas from each zone, Dubti and Ayssiata from zone- one and Gewane and Awash from zone three were selected. With respect to schools, two from each Wereda a total of eight Schools were considered in the sampled zones.

In selecting sample zones and Weredas simple random sampling technique was employed. Weredas random sampling technique was employed. By consulting the relevant people from zonal educational officials, who had the relevant data for each Wereda and school, simple random selection of sample Wereda and schools was made. Consideration was also made to keep a reasonable balance between urban and rural primary schools.

Simple random sampling and availability sampling techniques were used to select teachers and student respondents. Availability sampling was employed since in some schools, the number of students and teachers was very few. Random sampling was used to minimize biasness and to give equal opportunities for the respondents.

Afar students were taken using purposive sampling methods by assuming that they could have better awareness about the questions raised. Educational officials were selected by using simple random sampling techniques.

According to the zonal council personnel's most of the people in the sample zones were found under the traditional leadership of the two tribal chiefs. Thus, the two tribal chiefs were selected by using availability sampling techniques.

Discussions were made with zone one and three educational officials to identify educated Afar respondents who are expected to have better awareness to the problem of the educational participation of pastoral afar children in the region. Thus a total of ten Afar from different sectors was selected using purposive sampling.

Based on the information taken from zone educational inspection, four Primary School Parent Teacher Association Members were taken purposefully, because of their better organization and functionality.

Table 1 Number of schools included in the Study per Wereda

Zone	Woreda	Total Number of primary schools	Number of Sample schools
One	Dubti	20	2
	Assayita	12	2
Two	Gewane	11	2
	Awash fentale	10	2
Total		**53**	8

****source- Afar Education Bureau**

As it can be observed from table 1, two sample schools from each selected Wereda, a total of eight primary schoolws were considered to fill the questionnaires. One from rural and the other one were from urban primary school to avoid biasness among respondents.

Table 2 Number of sample Students, Schools and grade

S/N	Name of school	Zone	Grades	Grade included	Sample
1	Logia	One	1-8	4-8	52
2	Meglekibo	One	1-8	4-8	52
3	Simibile	One	1-8	4-8	52
4	Ewket Chora	One	1-8	4-6	52
5	Amasabure	Three	1-6	4-6	52
6	Meteka	There	1-8	4-6	52
7	Awash primary school	There	1-8	4-8	52
8	Deho	There	1-8	4-6	52
Total					416

As the details in table 2 illustrates, there were 416 student respondents from selected eight primary schools of the region. Most of the primary schools in the study area were from grade 1 – 8, but for the validation of the data, students from grade 4 – 8 were involved to fill the questionnaires

Table 3 Total Number of Teachers in the sample school and sample Taken

No	Name of school	Zone	Total # of teachers	Sample	%
1	Logia	One	20	12	60
2	Meglekibo	One	13	11	84.61
3	Simibile	One	17	11	64.71
4	Ewket Chora	One	18	12	66.67
5	Amasabure	Three	12	11	91.67
6	Meteka	There	15	11	73.33
7	Awash primary school	There	22	14	63.64
8	Deho	There	11	8	72.73
Total			**128**	**90**	**70.31**

The above table 3 depicts, from the total of 128 teachers working in eight targeted primary schools 90 (70.31%) of them were considered in the study. During selecting teacher respondent's availability sampling techniques were used, since in some schools, the number teachers were very few.

3.4 Instruments and Procedures of Data Gathering

3.4.1 Instruments

Quantitative and qualitative data were gathered through instruments that were developed and constructed by the researcher. Before developing the instruments relevant and related literature on

the education of pastoralists were thoroughly examined, selected and revised. Based on information obtained from literature and considering the locality of the study, three sets of questionnaire for students, teachers and educational officials were designed. Open- ended questions were also forwarded demanding the respondents to write variables and possible suggestions, which they think should be included.

Interview guides was also prepared to obtain additional information from two tribal chiefs and ten educated Afar peoples. Focus group discussion guides were prepared to enrich the information gathered for the study.

In the first part of the questionnaire multiple-choice types were forwarded. In the case of major challenges affecting the educational participation of pastoral Afar children, the items were prepared in the form of rating scale which was indicated on five points.

3.4.2. Procedures of Data gathering

After sample schools for the study were identified, two data collectors (assistant) were recruited; they were from Afar Education Bureau which was selected for their language skills, academic qualification and familiarity to the area and recommendations from BOE officials. A two day orientation was given for data collectors in their respective places. The orientation was consisted of instruction in general interview techniques, field procedures for the survey, and general procedures for completing questionnaires by respondents.

After a short visit to each school, the total number of teachers and afar students were obtained from the school record. Questionnaires were distributed to available and randomly selected teachers and students. In many of the samples schools, students were selected from each section and gathered in one class. The necessary clarifications were also given by the researcher for questions raised regarding some of the items from individual respondents.

Student respondents from the first three grades were deliberately excluded from the sample on the consideration that they were too young to provide the required information. Students from grades 4-8 were involved and the necessary orientation and explanation was made in Amharic and Afar language by the researcher and assistants. They were free to ask in their own mother tongue. Then students were allowed to give their own answer to each item individually and they could fill the

questionnaire without any problem. Throughout the field work, the researcher maintained constant with the data collector and closely supervised the work. This all has helped to overcome mistakes that would have been committed by students.

In the case of educated Afar and tribal chiefs after they were identified as discussed in the sampling section, an appointment was made. On the day of appointment the researcher and the assistants went to their specific residences. Then discussions were made on the objectives of the interview to minimize misunderstandings. Finally the researcher with the help of assistant conducted the interviewing.

Parent teacher association members were also appointed and gathered by the school principals, the researcher and assistants held the focus group discussion and recorded the necessary information.

3.5 Method of Data Analysis

3.5.1 The Variables

The dependent variable of this study was the status of the participation of pastoral Afar children in primary education. The independent variables were the constraints in the participation of pastoral afar children, which were grouped in to four main categories (socio-cultural, socio-economic, school intrinsic and administrative/institutional constraints).

3.5.2 Data Analysis Techniques

Descriptive survey quantitative and qualitative data analyses methods were used. To analyze the qualitative data, percentages were used to explain the personality characteristics of respondents, dropout and repetition rates, and degree of influence of different factors on the educational participation of pastoral afar children. Above all the appropriate statistical tool for this investigation called SPSS were used to generate relevant out puts of the study.

t- Test was used to determine the significant mean difference between and among students and teachers upon their views concerning major factors affecting Afar pastoral children participation in primary education. In all the cases the existing difference were tested for statistical differences at 0.05 levels to tolerate errors due to chance. Thus, using the above tools the following chapter treats the data obtained from the field to achieve the objective of the study.

CHAPTER – FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This part of the paper deals with the analysis of the data collected from sample schools, students, teachers and education officials through questionnaire, focus group discussion with Parent Teacher Association members and interview done with educated Afar and Afar tribal chiefs. The questioners were distributed to 416 students, 90 teachers and 10 educated Afar. In addition, 16 parent teacher association and two tribal chiefs were involved in the focus group discussion and interview respectively.

The responses of teachers, students and educational officials to each of the questions given are analyzed and interpreted. Most of the data gathered were organized using tables followed by discussions. The response of parent teachers' association members and tribal chief were used as additional ideas to substantiate the students, teachers and education officials' responses. As a result the responses are expected to be sufficient to draw inferences for the study.

4.1 The status of participation of pastoral Afar children in primary school of Afar Region

In order to examine the current status of children participation in primary education the number of school age children for each academic years, gross enrolment rate for both sex, dropout and repetition rate were not properly documented, thus the present study try to examine the status of pastoral afar children participation in the sample primary school of the region using the available data.

Table 4 GRE and NER of students in the sample schools

2002E.C GER & NER Enrollment																
2002 school - age population					Formal school (G 1-8)			ABE			Total enrolment			GER		
No	Woreda	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	Aysaita	3924	3183	7107	3276	2272	5548	1476	748	2224	4752	3020	7772	121.1	94.9	109.4
2	Dubti	6805	5971	12776	3818	2609	6427	1154	605	1759	4972	3214	8186	73.06	53.8	64.07
3	Gewane	3296	2638	5934	1429	1105	2534	386	242	628	1815	1347	3162	55.07	51.1	53.29
4	A/Fentale	2470	2732	5202	2361	2264	4625	311	242	553	2672	2506	5178	108.2	91.7	99.54

Source, School Age Population Data: 2007/8-2015/16 UPE Strategic Plan

As to the above table 4 illustrates, total Gross Enrolment Ratio in the sample wereda were 109.4, 64.02, 53.29 and 99.54 Aysaita, Dubti, gewane and Awash Fenatale respectively. When we specifically consider female gross enrolment ratio of Ayisaita (94.9) and Awash Fentale (91.7) wereda has good enrolment ratio when compared with Gewane and Dubti Wereda.

According to the data obtained from Afar Education Bureau, the total Gross Enrolment Ratio of the year 2002E.C was 54.69. The dropout rate (1-4) in the region during 2001E.C was around 16.2%, whereas the dropout rate (5-8) was only 2%. The repeaters in the same year also showed that (1-4), 9.05% and (5-8) 5.9%, thus it's possible to conclude that both dropout and repetition rate were high in the lower grade (1-4), while in the upper grade its found to be minimal.

4.2 Characteristics of respondents

The target groups of this study were students, teachers, educated Afars, parent teacher association member of four primary schools and tribal chiefs. Of the total 506 questionnaires distributed for teachers (90) and students (416) respondent, of which 480 (94.86%) of them were returned and used for the analysis. The analysis was made based on the response obtained from these groups of respondents in relation to the data collected from documents.

Table 5 Characteristics of Teachers

Respondents	Sex	No	Age	No	%	Education status	No	%	Service year	No	%	Marital status	No	%
Teachers	M	60	20-25	35	43.8	10/12complet	13	16.3	< 3	18	22.5	Married	22	25
	F	17	26-30	22	27.5				3-5	30	37.5	Unmarried	56	70
	missed	3	31-35	17	21.3	10/12TTI	29	36.2	6-10	21	26.3	Divorced	1	1.3
			36 & above	4		10/12+1	25	31.2	Above 10	10	12.5	Missed	3	3.7
			Missed	2	5	10/12+3	12	15	Missed	1	1.3			
					2.5	Missed	1	1.3						
Total		80		80	100		80	100		80	100		80	100

As it was mentioned in the introductory part of this chapter, a total of 80 teacher respondents were involved in the study. Concerning their sex 55 (68.75 %) were males and 12(15 %) were females. With regard to the age of respondents, the majority 35 (43.8%) and 22 (27.5%) of teachers were between the ages group of 20 – 25 and 26 – 30 years respectively, this indicates that that majority of teachers were found in the adult age group. Regarding the educational background of respondents, the majority 29 (36.2%) and 25 (31.2%) of teachers were 10/12 + TTI and 10/12 +2 graduates respectively.

As far as marital status was concerned, 56 (70%) of teachers were unmarried and 22 (25%) were married. As to the service years in teaching, 30 (37.5%) and 21 (26.3%) of teachers were between 3 -5 years and 6 – 10 years service in the region respectively, This implies teachers indicated in the study has adequate awareness about the culture, tradition and pastoral economic activities of Afar pastoral community and its impact on the educational participation of their children.

Table 6 Characteristics of Student Respondents

S/No	Description	Number	%
1	Sex - Male	250	62.5
	Female	146	36.5
	No response	4	1
	Total	400	100
2	Age – 9-10 years	65	16.25
	11-18 years	169	42.25
	18 & above	163	40.75
	Missed	3	0.75
	Total	400	100
3	Religion – Muslim	281	70.25
	Orthodox	95	23.75
	Protestant	15	3.75
	Others	0	0
	Missed	9	2.25
	Total	400	100

As the above table depicts, a total of 400 students were returned the questioners. Out of these 250 (62.5%) were males and 146 (36.5 %) were females. With regard to their ages 169 (42.25%) and 163 (40.75%) were found under the age category of 11 – 18 years and above 18 years old respectively. This indicates that most of the afar children in the primary school are above the legal age standard for the given level in primary education (7 – 14 years), which means the great majority of student respondents were in their adolescent age, which has a positive contribution on the relevance of the data. On the other hand majority of student respondents were Muslim 281 (70.25) and Orthodox 95 (23.75).

Table 7 Family background of Student Respondents

S/No	Description	Number	%
1	Father level of Education		
	a. Illiterate	206	51.5
	b. 1-3 grade complete	84	21
	c. 4-8 grade complete	56	14
	d. 8 & grade complete	54	13.5
	Total	**400**	**100**
2	Father occupation		
	a. Pastoralist	138	34.5
	b. Government employee	127	31.75
	c. Merchant	79	19.75
	d. Private farm employee	25	6.25
	e. Other	31	7.75
	Total	**400**	**100**
3	Mothers level of Education		
	a. Illiterate	171	42.75
	b. 1-3 grade complete	122	30.5
	c. 4-8 grade complete	78	19.5
	d. 8 & grade complete	29	7.25
	Total	**400**	**100**
4	Mothers occupation		
	a. Pastoralist	164	41
	b. Government employee	102	25.5
	c. Merchant	81	20.25
	d. Private farm employee	28	7
	e. Other	24	6
	Total	**400**	**100**
5	Family size		
	a. 1 -4	77	19.25
	b. 5 -7	164	41
	c. 8 and above	157	39.25
	Total	**400**	**100**

Concerning parents educational background of respondents, the majority of the students, 206 (51.5%) and 84 (21%) indicated that their fathers were illiterate and 1 -3 grade completed respectively. With regards to fathers occupations, most of the students 138 (34.5%) and 127 (31.75%) indicate that their fathers were pastoralist and government employee respectively. The same is true for mother's education background and occupation as it mentioned for their fathers.

With respect to their family size 164 (41%) and 157 (39.25%) of the student replied that their families comprise 5 -7 and 8/ above family members respectively, this figure showed that most of the students were from large family size which has its own contribution for low participation of primary education because of financial constraints of family to send their children to school.

4.3 Constraints that Hinder the Participation of Primary Education

There were five major factors considered during the study period, namely Socio-cultural, socio-economic, school related and administrative/institutional constraints that hinder pastoral Afar children participation in primary education. All the aforementioned factors were analyzed and discussed separately as follow.

Table 8 Socio cultural Constraints that Hinder Children's Participation in Primary Education

S/No	Variables	Respondents N = 480	Mean	Significance level
1	Early marriage	Student	3.95	.042*
		Teacher	3.96	
2	religion influence attitude towards modern education	Student	2.29	.048*
		Teacher	2.76	
3	Fear of religious conversion	Student	1.93	.004*
		Teacher	1.71	
4	Fear of modern education in preparing good pastoralist	Student	1.94	.067
		Teacher	2.30	
5	Parents fear that children will develop disobedience after school	Student	1.91	.000*
		Teacher	2.19	
6	Fear of losing of time of training for pastoralist	Student	2.23	.605
		Teacher	2.23	
7	Lack of educated role model	Student	2.70	.001*
		Teacher	2.39	
8	Lack of afar society is appreciation of modern education	Student	2.74	.838
		Teacher	2.85	
9	Gender role socialization and stereotyping	Student	3.24	.000*
		Teacher	3.88	
10	Belittling the value of girls education	Student	3.41	.296
		Teacher	3.10	
11	Parents suspicious towards the things children taught in school threat their culture	Student	2.41	.164
		Teacher	2.43	
12	The pastoral way of life	Student	2.69	.002*
		Teacher	3.06	

*significant at an alpha level (<0.05)

As it can be observed from Table 8, among the twelve major socio-cultural challenges that hinder pastoral Afar children participation in primary education, the result shows that the statistical significant at alpha level (<0.05) for the seven of these factors. The remaining five factors were not statically significant at an alpha level (<0.05).

The data indicated that the mean computed result of students (3.95) and teachers (3.96) rated highly above average for early marriage. This reveals that all groups of respondent agree that early marriage is a socio cultural impoundment that hinders the participation of pastoral afar children in primary education.

In conformity with this, the interview and PTA members revealed that early marriage is one of the cultural practices in Afar society. Therefore, it is possible to deduce that early marriage is one of the socio-cultural challenges that hinder the educational provision of pastoral afar children.

With respect to the influence of religion attitude towards modern education the mean score result shows that the respondents rated the item bellow average. This indicates that the influence of religion and fear of religious conversion on the educational participation of pastoral afar children is minimal. This finding is complimented with PTA members and tribal chiefs. They revealed that Afar peoples are Muslim and the religion doesn't discourage modern education but it has some reservation on mixed sex school and classrooms.

Pertaining to fear of modern education in preparing good pastoralist and Parents fear that children will develop disobedience after school the mean score of students (1.26) and teacher (1.34) respectively show that below average. On the contrary, interview made with tribal chiefs indicated that the society has such a fear because their children would abandon pastoral culture if they go to school. Thus it is possible to infer that it could be as one of hindering factor in participation of pastoral Afar children.

Regarding the influence of shortage of role model, the mean computation result shows student (2.70) and teacher (2.39) as a factor is rated slightly above average, In relation to these tribal chiefs and PTA members confirmed that there is no enough educated person in the region, so it is the factor contributing for educational participation.

Concerning the influence of Lack of Afar society appreciation of modern education students (2.74) and teachers (2.85), Gender role socialization and stereotyping students rated (3.23) and teachers (3.87) and Belittling the value of girl's education student (3.41) teacher (3.10) as to the mean value of respondent's shows above indicate that the factors are highly influenced the participation of pastoral afar children in primary education

Respondents were asked to rate the extent of influence of Parents suspicious towards the things children taught in school threat their culture and pastoral way of life, the majority of the respondents were rated as a factor contribute for low participation of Afar pastoral children in primary education. The mean computed result also shows slightly above average (students- 2.41 teachers -2.42) and (students 2.69 teachers 3.06) for both factors respectively.

In general Table 6 depict that out of the twelve socio cultural factors contributing for the low participation of pastoral afar children in primary education, the five major hampering socio cultural factors according to their rank order were early marriage, gender role socialization and stereotyping, Belittling the value of girl's education, The pastoral way of life and lack of Afar society appreciation of modern education.

Table 9 Socio economic Constraints that Hinder Children's Participation in Primary Education

S .No	Variables	Respondents N= 480	Mean	Significance
1	The high demand of child labor pastoral economic activity	Student	3.23	0.72
		Teacher	3.43	
2	health problem	Student	3.21	0.81
		Teacher	3.84	
3	Conflict	Student	3.67	0.58
		Teacher	3.76	
4	Poverty because of draught	Student	3.12	.005*
		Teacher	3.71	
5	Lack of appropriate market center	Student	3.43	.003*
		Teacher	4.23	
6	Parents illiteracy	Student	4.29	.001*
		Teacher	3.58	

*significant at an alpha level (<0.05)

As it can be observed from Table 9, among the six major socio-economic challenges that hinder pastoral afar children participation in primary education, the result shows that statistical significant at alpha level (<0.05) for the three of these factors. The remaining three factors has not statically significant at an alpha level (<0.05).

As the data in Table 9 discloses, both students and teachers rated the demand for child labor for pastoral economic activities were high with mean value of students (3.22) and teachers (3.42) and the entire interview made with PTA educated afar and tribal chiefs confirmed the demand for child labor. Therefore, it is possible to deduce the demand of child labor is one of the major challenges in the educational participation of pastoral afar children.

In the case of health problem as a factor to the educational participation of afar children, most of the respondents are replied the influence is high. The mean computing result also shows that students (3.21) and teachers (3.84) which was above average.

Pertaining to conflict, majority of the respondents rated as high hindrance factor on educational participation of Afar pastoral children. Significant mean difference was also shown an alpha level (<0.05). In all the cases the mean value of the respondents, students for (3.67) teachers (3.76) were above average. In this regard interviews and PTA members explain intertribal and intra tribal conflicts are frequently arise due to competition over razing, farming lands and water. The Isa Somali are the strongest group confronting the Afar communities. It is obvious that in such a case parent feel in secure to send their children to school. Thus it possible to deduce that conflict is an obstructing effect on the participation of Afar pastoral children.

With respect to poverty, the majority of respondents agreed with its affect on the participation of pastoral afar children. The mean result of both students (3.12) and teachers (3.71) respondents rated above average indicating that poverty brought about constrains on the education of pastoral afar students. Interview made with tribal chiefs and PTA confirmed that drought had been cyclical every 2 -3 years, its impacts were on human and animals lives; children were highly affected by malnutrition cases which was contributed for high school droop out. In general, since there is high levels of poverty, the basic necessity of peoples are not meet the value of education is given less importance and schooling of children is highly disrupted.

Concerning the lack of appropriate market centers both teachers and student respondents rated highly, Moreover, the mean value of the respondents rated above average. This confirms that lack of appropriate market was one of socio economic challenge of afar community that could have a negative impact on educational participation of afar pastoral children.

As the above Table 7 illustrated, six socio – economic barriers were found hinder pastoral afar children's participation in primary education, the first three ranked socio economic challenges were parent's illiteracy, pastoral way of life and high demand of child labor in the pastoral economic activities.

Table 10 School Related Constraints that Hinder Children's Participation in Primary Education

S /No	Variables	Respondents N = 480	Mean	Significance level
1	Lack of school facilities	Student	3.14	.01*
		Teacher	3.19	
2	Half day schooling	Student	2.05	.61
		Teacher	2.12	
3	Lack of special training of teacher	Student	2.52	.89
		Teacher	2.92	
4	Shortage of teachers	Student	2.59	.001*
		Teacher	2.79	
5	Medium of instructions	Student	2.99	.09
		Teacher	2.51	
6	Early pregnancy	Student	2.41	.04*
		Teacher	2.54	
7	School distance	Student	3.86	.08
		Teacher	3.24	

*significant at an alpha level (<0.05)

As the above Table 10 depicts, there were seven major school related factors that hinder the involvement of pastoral afar children in primary education. The result shows that statistical

significant at alpha level (<0.05) for the three of these factors. The remaining four factors has not statically significant at an alpha level (<0.05).

Regarding lack of school facilities and service both group respondents, teachers and students rated with mean scores of 3.14 and 3.18 respectively. In this regard the PTA members also disclose that most of the educational facilities like ventilation, water latrine etc have discouraged the participation of afar pastoral children in education.

Respondents were also asked to show the extent of influence of half day schooling on the educational participation of afar children. Accordingly, most of the respondent replied its influence on participation was minimal. This means half day schooling was not considered as a barrier to the education of Afar children.

According to the respondents, the mean comparison result for student (2.52) and teachers (2.92) revealed significant mean score differences between the two groups of respondent on lack of special training of teachers in teaching pastoral children. The result implies that teachers rated lack of special training for teachers higher than student's respondents. Since both group of respondents rated the item above the median point, lack of special training for teachers was found to be a barrier.

When we scrutinize the above table, the mean computed result has shown the respondent rated shortage of teachers as one of the major school related factor in educational participation. With regards to this, PTA members agreed that the persistent shortage of school teachers, due to the absence of people trained from the pastoralist background, together with reluctant of teachers from other parts of the country and society to work under the harsh environment is a problem.

In the mean comparison result in the table above, students rated (2.99) and that of teachers (2.51) rated above average for the medium of instruction as hindrance factor. The PTA also agreed with the student and teacher respondents during the discussion.

As it is indicated in the table 8, respondents were requested rate early pregnancy as a factor to the educational participation of afar girls, most of the respondents replied the influence of such a factor is minimal.

According to the data in the above table, the majority of the respondents reported school distance was highly affecting the educational participation of pastoral afar children. A significance mean score difference was also identified at an alpha (<0.5) between student (3.86) and teacher (3.23), this means the students rated above average to show distance to school as one of school related factor for low participation in primary education.

Table 11 Administrative Constraints that Hinder Children Participation in Primary Education

S /No	Variables	Respondents N = 480	Mean	Significance level
1	Low administrative capacity of educational personnel	Student	3.04	.914
		Teacher	2.79	
2	low sensitization of Afar people	Student	3.05	.480
		Teacher	2.95	
3	Absence of department that specifically conserved for pastoralist	Student	3.38	.899
		Teacher	2.64	
4	Absence of policy and strategy on pastoral education	Student	2.78	.002*
		Teacher	3.10	
5	Shortage of finance	Student	3.26	.958
		Teacher	3.50	

*significant at an alpha level (<0.05)

As the detail in Table 11 illustrates, there were five major school related obstructive factors that hinder the involvement of pastoral afar children in primary education. The result shows that statistical significant at alpha level (<0.05) for one of these factors. The remaining four factors has not statically significant at an alpha level (<0.05).

Concerning the influence of low administrative capacity of education officials, the mean comparison results for students (3.04) and for teachers (2.78) were found to be above average. Thus poor management is considered to be one of the constraints in educational participation of afar children.

With regards to low sensitization of Afar people, most of the respondents replied low sensitization of peoples highly affects the educational participation of pastoral children. The mean comparison result student (3.04) and teachers (2.95) show above average. Thus it's possible to infer low sensitization and mobilization of afar society to send their school aged children to school was one of the major administrative problems.

Respondents were asked to specify the influence of absence of departments that are specifically concerned to the education of pastoralist, the mean comparison result shows a mean score variation among students (3.37) and teachers (2.63). This means students have rated absence of separate body mainly concerned to pastoral children education as a constraint than teachers.

With regard to the absence of policy and strategy on pastoral education and Shortage of finance, informants were asked to what extent administrative and institutional factors affect the education of pastoral afar children, they reviled that most of them are agreed with its contribution for low participation. The mean comparison result for the aforementioned variables shows above average, therefore they are considered the major challenges for participation of pastoral afar student in primary education.

In the open ended question, respondents (students, teachers, PTA and Afar tribal chiefs) were asked what other factors other than those mentioned above affect the education of pastoral afar children. Some of the respondent replied that the absence of pre primary and non formal educations is a constraint. With regards to the solution to the problems, the most frequently recommended strategies were, establishment of boarding school, raising community awareness about the value of education, strengthening school feeding programs.

CHAPTER – FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The main purpose of this study was to examine the current status of participation of pastoral afar children in the primary schools of the region, identify the major impediments and then come up with possible intervention strategies that should be implemented to alleviate the educational marginalization of afar children.

To this end, the following two basic questions were raised.

1. What is the status of children's participation in the primary schools of Afar Region?
2. What are the factors that affect the participation of Afar children in primary education?

The findings are summarized as follows

1. According to the data obtained from Afar Education Bureau, the total Gross Enrolment Ratio of the year 2002E.C was 54.69. The dropout rate (1-4) in the region during 2001E.C was around 16.2%, whereas the dropout rate (5-8) was only 2%. The repeaters in the same year also showed that (1-4), 9.05% and (5-8) 5.9%, thus it's possible to conclude that both dropout and repetition rate were high in the lower grade (1-4), while in the upper grade its found to be minimal.
2. The majority of respondents, teachers and students regarded early marriage to be major socio- cultural constraints that hinder educational participation of pastoral afar children.
3. A larger proportion of the respondents reported that fear of the incapability of modern education in preparing good pastoralist, and fear of losing of time of training of pastoral way of life and their tradition has made parents reluctant to send their children to school and this has highly influenced the educational involvement of afar children in the primary schools of the region.
4. A large proportion of respondents revealed that lack of educated role model in afar society and in appreciation of modern education has been found to be hindering factors in the educational participation of pastoral afar children.

5. The majority of respondents confirmed the pertinence of gender role socialization, and stereotyping and belittling of the value of the education of girls in the afar society. This is considered as a major barrier in the education of afar girls.
6. Factors like afar parent's fear of their children's likely religious conversion and their suspicion of the education given to their children in schools were not found to be major impediments in the primary education involvement of afar children.
7. In ranking the socio cultural constraints to the education of pastoral afar children, the five major hampering socio cultural factors according to their rank order were early marriage, Gender role socialization and stereotyping, Belittling the value of girl's education, The pastoral way of life and Lack of afar society is appreciation of modern education.
8. Most of the respondents replied the high demand of child labor in the pastoral economic activity of the afar society, in which livestock herding is the main responsibility of children, highly affects their educational participation. The majority of the respondents indicated that health problem in the pastoral afar area is an obstructing factor to the education of afar children.
9. The study shows that the mean values of all respondents show that inter – tribal and intra tribal conflicts due to increased competition over grazing lands and water in the pastoral afar areas have made parents insecure to send their children to school.
10. All respondents rated poverty as a problem that has highly influenced the education of afar children. The mean score value of all group of respondents show that lack of appropriate market center for their livestock and livestock products were one of the cause of deficiency of cash income which prohibit afar parents from sending of their children to school.
11. The majority of the respondents reported that afar parent's illiteracy has highly affected the educational participation of their children.
12. In ranking the socio economic barriers, the first three ranked socio economic challenges are parent's illiteracy, pastoral way of life and high demand of child labor in the pastoral economic activity.
13. The mean score of the study groups rated above average to show that lack of school facilities and services is a hindering factor.
14. Most of the respondents rated school distance, shortage of teachers and lack of special training of teachers in teaching pastoral children above average to indicate the hindering

role. On the contrary, early pregnancy and half day schooling found to be insignificant in affecting the education of pastoral afar children.

15. Low administrative capacity of educational officials in the region, low sensitization of the afar society to send children to school are factors that highly affect the educational involvement of afar children. All respondents agreed on the effect of absence of a separate body, week policy and strategy geared towards the education of pastoral afar children.

5.2. Conclusion

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

The total Gross Enrolment Ratio of the year 2002E.C was 54.69. The dropout rate (1-4) in the region during 2001E.C was around 16.2%, whereas the dropout rate (5-8) was only 2%. The repeaters in the same year also showed that (1-4), 9.05% and (5-8) 5.9%, thus it's possible to conclude that both dropout and repetition rate were high in the lower grade (1-4), while in the upper grade its found to be minimal.

As the result of this study has revealed, there is a prevalence of barriers to the education of pastoral afar children. This is related to the cultural practices and beliefs of the society. One of which is early marriage. Thus it is possible to conclude that afar parents give priority to their children's marriage than sending them to school. Similarly, the findings in the study showed that, afar society's fear of the time of schooling will share the time of training of pastoralist found to be a barrier to enroll their children in school

The study further revealed that lack of educated role model for children together with the Afar society's illiteracy and gender role socialization and stereotyping, in appreciation of modern education in general and girl's education in particular found to be a major barrier to the educational participation of afar children. In conformity with this, research done in Kenya shows that the major reason for low enrollment in pastoral districts was that due to parents' illiteracy, the value of education weren't fully realized and schooling weren't a priority in their traditional way of life (Narman, 1990). Thus, it's safe to conclude that afar societv's illiteracy and their attitude towards the value of education in general and girls and their education in particular has a negative influence on the educational involvement of pastoral afar children.

The study showed that lack of school facilities, medium of instruction, lack of teacher's special trainings in teaching pastoral children, hinders the education of pastoral afar children. Thus, it is possible to conclude that school related factors have their own share in hindering the educational participation of pastoral afar children. In this regard, literature confirmed that lack of provision of school facilities could be major causes for dropping out of schools. For instance, Akaranga (1995) found that one of the typical factor for low achievement in enrollment and completing primary grades in the pastoral districts of Kenya were low level of school facilities.

In general, the study portrayed that the major hindering factors of pastoral afar children participation in the primary schools of the region were socio cultural, socioeconomic, school related and administrative/institutional/ challenges. Thus, it can be concluded that the constraints are both from supply side and demand side of educational provision. This has a great implication for policy makers and educational planners to give great attention on the ways and means of increasing supply like/opening of boarding schools, mobile tent schools and non formal education etc, and increasing demand like promotion of sensitization program on the value of education and improving efficiency and solving problems associated with institutional and administrative issues through capacity building programs. In view of this, the following recommendations were suggested.

5.3. Recommendation

Depending on findings obtained from the study the following intervention strategies are forwarded to remedy the problem and improve the participation of pastoral afar children in the primary schools of the afar region.

- In the view of reducing poverty in the pastoral area and changing the mobile way of life of the pastoralist to sedentary life style. Different development project has to be designed and implemented to bring about long term positive contribution for the delivery of education of Afar pastoralist. Thus, all concerned bodies should promote such initiative.
- The Federal Ministry of Education and Ministry of Capacity Building should also facilitate the Afar Regional Educational Offices Capacity Buildings Programs and Support the Regional education Bureau technically and in terms of human and material resources.
- As the study has shown, school distance is one of the hindrance factors therefore, the Regional Education Bureau with Woreda Education Offices and by inviting governmental and non-

government organizations need to construct more semi sedentary schools in order to give educational opportunity for those who are currently out of the reach of schools.

- In order to minimize the risk of erecting schools without student planning schools location is very essential. That means, the mobility pattern and settlement areas and seasons should be studied before constructing of schools. It is obvious that most of the Afar pastoralist move from place to place in search of water and grazing lands. Most of the time, the majority of women and children remain behind with some lactating animals. Thus, identifying such places is very important to ensure the availability of adequate number of students. In this regard, more information can be acquired through consolation with tribal chiefs and clan leaders.
- The study has disclosed that pastoral Afar society belittle the value of modern education to their children. Therefore, the regional officials, like women's affair office, woreda education office and the schools have to work to change the attitudes of the society towards modern education by promoting the benefits of education for pastoral communities.
- One of the hindering challenges in the education of pastoral Afar children was found to be poverty. The school feeding program could assist in increasing attendance and eliminate nutritional problems of children. Thus, the afar regional education bureau should exert an effort to sustain and expand the services of the school feeding program.
- Intra tribal and intertribal conflicts have been found to be constraints to the education of pastoral Afar children. Thus, the Afar Regional State council together with other concerned bodies like Federal Affair office and NGOs should strengthen and supported by law the existing traditional conflict resolution mechanisms of Afar society. Moreover, the state should promote participatory conflict management strategy through the involvement of local communities, non-governmental organizations and government administrators. On top of this, the regional government ought to arrange negotiation forums to reduce conflicts.
- As the study depicted, this illiteracy level of the society is found to be the major hindering factor in the educational participation of their children. Hence, the Afar Education Bureau, the woreda Education Offices and non-governmental and voluntary organizations should strengthen non formal mobile Adult and basic education programs as an alternative route to provision of education for adults and children.

- As the study showed, health problem is found to be one challenging factor for the education of Afar children. Thus, afar regional state health bureau and other non-governmental and humanitarian organizations should strengthen the mobile health services.
- In general, for the sustainability of educational programs, the federal and regional government and non governmental agencies should create an environment conducive for active involvement and participation of afar pastoral community in problem identification, policy formulation, planning, monitoring and evaluation of the education programs.

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Annex 1

2002 GER & NER Enrollment

NO	Woreda	2002 school - age population			Formal school (G 1-8)			ABE			Total enrolment			GER		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	Aysaita	3924	3183	7107	3276	2272	5548	1476	748	2224	4752	3020	7772	121.1	94.9	109.4
2	Afambo	1562	1314	2876	576	444	1020	247	152	399	823	596	1419	52.69	45.4	49.34
3	Elidaar	2968	2261	5229	1240	697	1937	1153	496	1649	2393	1193	3586	80.63	52.8	68.58
4	Dubti	6805	5971	12776	3818	2609	6427	1154	605	1759	4972	3214	8186	73.06	53.8	64.07
5	Mille	8378	7069	15447	998	850	1848	1495	1026	2521	2493	1876	4369	29.76	26.5	28.28
6	Chifra	8015	6904	14919	3021	2558	5579	1586	1075	2661	4607	3633	8240	57.48	52.6	55.23
7	Adeaar	4113	3946	8059	765	493	1258	1197	577	1774	1962	1070	3032	47.7	27.1	37.62
8	Bidu	2374	2361	4735	610	260	870	260	136	396	870	396	1266	36.65	16.8	26.74
9	Kori	2099	1663	3762	277	182	459	862	504	1366	1139	686	1825	54.26	41.3	48.51
10	Afdera	5256	3753	9009	1993	312	2305	1400	214	1614	3393	526	3919	64.55	14	43.5
11	Abaala	3714	3368	7082	2487	2277	4764	723	529	1252	3210	2806	6016	86.43	83.3	84.95
12	Megale	3497	3056	6553	1783	1176	2959	799	588	1387	2582	1764	4346	73.83	57.7	66.32
13	Erebti	3761	3296	7057	781	170	951	535	117	652	1316	287	1603	34.99	8.71	22.72
14	Koneba	5042	4501	9543	2997	1238	4235	655	241	896	3652	1479	5131	72.43	32.9	53.77
15	Berahale	3087	2950	6037	3404	1640	5044	1136	775	1911	4540	2415	6955	147.1	81.9	115.2
16	Dallol	4952	3954	8906	3876	1937	5813	818	566	1384	4694	2503	7197	94.79	63.3	80.81
17	Gewane	3296	2638	5934	1429	1105	2534	386	242	628	1815	1347	3162	55.07	51.1	53.29
18	B/medaytu	3927	3388	7315	735	584	1319	927	662	1589	1662	1246	2908	42.32	36.8	39.75
19	Amibera	5012	4146	9158	4662	4023	8685	614	335	949	5276	4358	9634	105.3	105	105.2
20	A/Fentale	2470	2732	5202	2361	2264	4625	311	242	553	2672	2506	5178	108.2	91.7	99.54
21	Dulesa	1887	1555	3442	887	744	1631	666	460	1126	1553	1204	2757	82.3	77.4	80.1
22	Argoba	1410	1315	2725	1212	1390	2602	500	414	914	1712	1804	3516	121.4	137	129
23	Yalo	1712	1435	3147	974	753	1727	53	61	114	1027	814	1841	59.99	56.7	58.5
24	Gulina	4245	4204	8449	1317	1045	2362	213	149	362	1530	1194	2724	36.04	28.4	32.24
25	Awra	2070	1950	4020	626	485	1111	362	324	686	988	809	1797	47.73	41.5	44.7
26	Teru	13811	10376	24187	1095	263	1358	2075	427	2502	3170	690	3860	22.95	6.65	15.96
27	Ewa	4406	3894	8300	948	766	1714	1063	656	1719	2011	1422	3433	45.64	36.5	41.36
28	Telalak	3773	3369	7142	1044	825	1869	454	295	749	1498	1120	2618	39.7	33.2	36.66
29	Dewe	5297	4624	9921	1347	893	2240	1025	732	1757	2372	1625	3997	44.78	35.1	40.29
30	Daliafage	2021	1681	3702	1207	642	1849	268	150	418	1475	792	2267	72.98	47.1	61.24
31	Adelela	3852	3087	6939	1108	1007	2115	814	592	1406	1922	1599	3521	49.9	51.8	50.74
32	SemuRObi	4191	3772	7963	1441	1834	3275	1947	1595	3542	3388	3429	6817	80.84	90.9	85.61
	Regional	132927	113716	246643	54295	37738	92033	27174	15685	42859	81469	53423	134892	61.29	47	54.69

source of school age population data :The 2007/8-2015/16 UPE Strategic Plan

Annex 2

Addis Ababa University

School of graduate studies

Department of Educational Planning and Management

A questionnaire set on "the provision of primary education for pastoral Afar children challenges and opportunities"

These questionnaires will be filled by students. The main purpose of this questionnaire is to gather the necessary information on the current status of pastoral Afar children participation in the primary schools of the region; it also aimed at identifying the major obstacle or challenges and come up the necessary strategies that could be implemented to minimize the challenges of "provision of primary education for the afar pastoral children". Therefore you are kindly requested to fill in the questionnaires in order to know the opinion about the different issue related to the study.

The success of this study directly depends up on your honest and genuine response to the question bellow.

Thank you in advance for your cooperation

Part I background information

Instruction: – 1. Please put "X" mark in the space provided for your answer

2. Please circle the appropriate choice

3. Give short answer in the space provided

4. No need of writing your name

1. Zone _____ Woreda _____
2. Name of your school _____
3. Sex A) Male B) Female
4. Your age A) Bellow 8 years B) 8 - 10 years C) 11 – 18 years D) 18 and above
5. Religion A) Muslim B) Orthodox C) Protestant D) Others
6. Grade A) 4th B) 5th C) 6th D) 7th E) 8th
7. Your fathers level of education

   A) Illiterate B) 1- 3 grade complete C) 4 – 8 grade complete D) 8th completed & above
8. Father occupation

   A) Pastoralist B) Government employee C) Merchant D) Private farm employee E) Other
9. Your Mother level of education

   B) Illiterate B) 1- 3 grade complete C) 4 – 8 grade complete D) 8th completed & above
10. Mother occupation

    B) House wife in Pastoral family B) Government employee C) Merchant D) Private farm employee E) Other
11. Family size A) 1 - 4 B) 5 - 7 C) 8 and above

Part II - Constraints that hinder the participation of pastoral Afar children in primary Education

Instruction – Please put "X" mark in the column that hinder the participation of pastoral Afar Children in primary education by using the following points

The five point rating scales that indicate the degree of influence

5 – Very high 4 – High 3 - Moderate 2 – Low 1 – Very low

No.	Hindering factors	Rating scale				
		5	4	3	2	1
1.	**Socio cultural factors**					
1.1	Early marriage					
1.2	Afar religion attitude towards modern education					
1.3	Fear of religious conversion					
1.4	Fear of modern education in preparing good pastoralist					
1.5	Parents fear that children will develop disobedience after school					
1.6	Fear of losing of time of training for pastoralist					

1.7	Lack of educated role model					
1.8	Lack of afar society is appreciation of modern education					
1.9	Gender role socialization and stereotyping					
1.10	Belittling the value of girl's education					
1.11	Parents suspicious towards the things children taught in school threat their culture					
2.	**Socio economic factors**					
2.1	The pastoral way of life					
2.2	The high demand of child labor pastoral economic activity					
2.3	Health problem					
2.4	Conflict					
2.5	Poverty because of drought					
2.6	Lack of appropriate market center					
2.7	Parents illiteracy					
3.	**School intrinsic factors**					
3.1	Lack of school facilities and service					
3.2	Lack of schooling					
3.3	Lack of special training of teachers in teaching pastoral children's					
3.4	Shortage of teacher					
3.5	Inappropriate medium of instruction					
3.6	Early pregnancy					
3.7	School distance					
4.	**Administrative/institutional problems**					
4.1	Low administrative capacity of educational problems					
4.2	Low sensitization of the afar people					
4.3	Absence of department that specifically concerned for pastoralist education					
4.4	Absence of policy and strategy on pastoralist education					
4.5	Shortage of finance					

Part III - Give short answer

1. What constraints other than those mentioned above, do you think that hinder the participation of afar children in primary education?

   _____

   _____.

1. What strategies do you propose? What action should be taken by federal and regional government, community, and parents to increase their involvement in primary education?

   _____

   _____.

Principals, Regional and Woreda educational officials and teachers questionnaire survey

Part I - Back ground information

1. Zone _____
2. Woreda _____
3. Name of your school _____ (for teachers and principals)
4. Sex A) Male B) Female
5. Age A) 20 – 25 B) 26 – 30 C) 31 – 35 D) 36 and above
6. Religion A) Muslim B) Orthodox C) protestant D) Others
7. Educational status A) 10 or 12 completer B) 10 or 12 + TTI C) 10 or 12 +1 E) 10 or 12 +2 E) 10 or 12 + 3 and above
8. Marital status A) Married B) Unmarried C) Divorced
9. Service in the region A) bellow 3 years B) 3 – 5 years C) 6 – 10 years D) above 10 years

Part II – Constraints that hinder the participation of pastoral Afar children in primary Education

Instruction – Please put "X" mark in the column that hinder the participation of pastoral afar Children in primary education by using the following points

The five point rating scales that indicate the degree of influence

5 – Very high 4 – High 3 - Moderate 2 – Low 1 – Very low

No.	Hindering factors	Rating scale				
		5	4	3	2	1
1.	**Socio cultural factors**					
1.1	Early marriage					
1.2	The influence religion attitude towards modern education					
1.3	Fear of religious conversion					
1.4	Fear of modern education in preparing good pastoralist					
1.5	Parents fear that children will develop disobedience after school					
1.6	Fear of losing of time of training for pastoralist					
1.7	Lack of educated role model					
1.8	Lack of afar society is appreciation of modern education					
1.9	Gender role socialization and stereotyping					
1.10	Belittling the value of girl's education					

1.11	Parents suspicious towards the things children taught in school threat their culture					
2.	**Socio economic factors**					
2.1	The pastoral way of life					
2.2	The high demand of child labor pastoral economic activity					
2.3	Health problem					
2.4	Conflict					
2.5	Poverty because of drought					
2.6	Lack of appropriate market center					
2.7	Parents illiteracy					
3.	**School related factors**					
3.1	Lack of school facilities and service					
3.2	Lack of schooling					
3.3	Lack of special training of teachers in teaching pastoral children's					
3.4	Shortage of teacher					
3.5	Inappropriate medium of instruction					
3.6	Early pregnancy					
3.7	School distance					
4.	**Administrative/institutional problems**					
4.1	Low administrative capacity of educational problems					
4.2	Low sensitization of the afar people					
4.3	Absence of department that specifically concerned for pastoralist education					
4.4	Absence of policy and strategy on pastoralist education					
4.5	Shortage of finance					

Part III - Give short answer

1. What constraints other than those mentioned above, do you think that hinder the participation of afar children in primary education?

   _____

   _____

   _____.

2. What strategies do you propose? What action should be taken by federal and regional government, community, and parents to increase their involvement in primary education?

   _____

   _____.

Part IV

It is to be filled by principals or vice principals only

Instruction – the following questions are about the number of teachers, students, schools facilities and other related issues. Please be honest while providing your answer.

1. Name of school _____

   Year founded _____

2. Total number of students _____

Year	Grade																							
	1			2			3			4			5			6			7			8		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2001																								
2002																								
2003																								

3. Non Afar students

Year	Grade																							
	1			2			3			4			5			6			7			8		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2001																								
2002																								
2003																								

4. Total number of teachers

2001

M _____

F _____

T _____

2002

M _____

F _____

T _____

2003

M _____

F _____

T _____

5. Number of repeaters

Non Afar children

2001

M _____

F _____

T _____

Afar children

M _____

F _____

T _____

Non Afar children

2002

M _____

F _____

T _____

Afar children

M _____

F _____

T _____

6. Number of dropout

2001

Non Afar children

M _____

F _____

T _____

Afar children

M _____

F _____

T _____

2002

Non Afar children

M _____

F _____

T _____

Afar children

M _____

F _____

T _____

7. Average number of students per class _____ per desk _____.
8. Teacher student ratio 2001 _____ 2002 _____ 2003 _____.
9. The school function A) Both shift B) Single shift
10. Do your school have

- Water A) yes B) No
- Separate toilet A) yes B) No
- Library A) yes B) No
- First aid A) yes B) No
- Mini media A) yes B) No

11. Student text book ratio 2001 _____ 2002 _____ 2003 _____.

Annex 3

Addis Ababa University

School of graduate studies

Department of educational planning and management

Interview guideline for educated Afar peoples and Afar tribal chiefs.

Name _____ Site _____

Sex _____ Occupation _____

Age _____ Marital status _____

Religion _____ Educational background _____

1. What is the status of pastoral afar children participation in primary education in relative to noon afar children?
2. To what extent socio-cultural practice like early marriage and religion etc… affect afar children participation? How?
3. What is the attitude of afar people towards modern education?
4. What is the attitude of afar society towards girls and girl's education?
5. What economic factors hinder afar children's involvement in primary education like mobility, conflict, poverty, demand of child labor?
6. Is there enough number of school and teachers in afar locality? Is the facilities are enough? What about the appropriateness of language of instruction and school calendar for children learning?
7. What administrative problems affect the education of afar children?
8. What other socio economic, socio cultural and school related factors pastoral afar children in education?
9. What strategies do you suggest to alleviate the problem and improve the enrolment and participation of afar children in education?

Annex 3

Addis Ababa University

School of graduate studies

Department of educational planning and management

Focus group discussions guideline for parent teacher association members (PTA).

Sex _____ Occupation _____

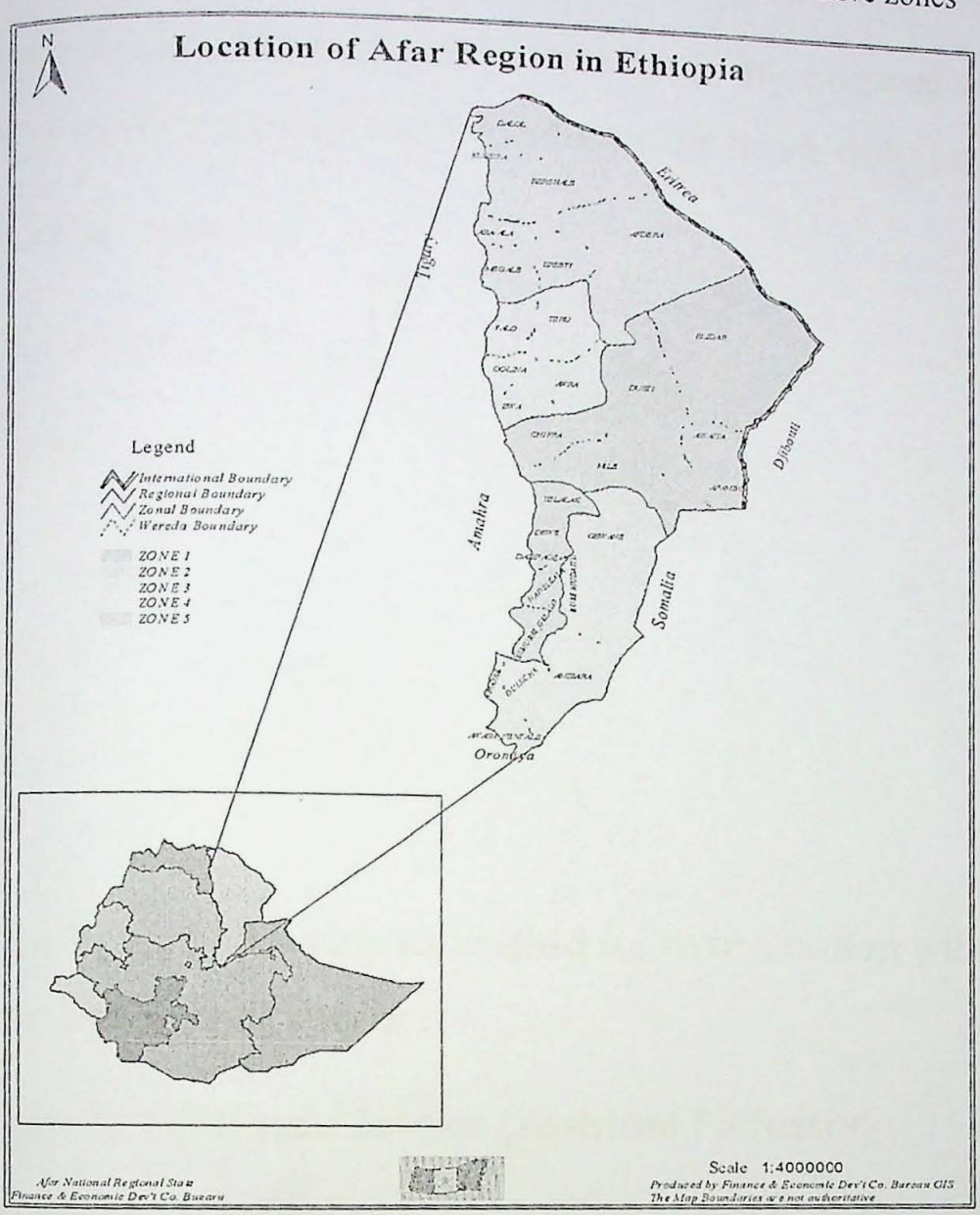
Age _____ Educational background _____

Religion _____ Site _____

1. What is the magnitude of pastoral afar children involvement in primary school in relevant to non afar in the past and present regime?
2. What socio -cultural factors hinder their participation in education? How?
3. Are the economic lives of the society affecting their educational involvement? What economic problems? How?
4. What school related factors do you observe that affect their education?
5. Is the educational management at different level supportive to the teaching learning process in the school? Is there any institutional problems? Is there any regional policy and strategy on the education of the pastoralist?
6. What other factors do you observe that hinders pastoral afar children in education?
7. What solution do you propose to alleviate the problems and increase the participation of pastoral afar children in education?

Annex 4.

Fig 1:- Location of Afar region in Ethiopia and its 5 administrative zones



I the undersigned, declare that this is my original work and that all source of material used for the thesis have duly been acknowledged

Name: Lula Nur

Signature _____

Date _____

This thesis has been submitted for examination with my approval as the university advisor

Name: Befekadu Zeleke (Assistant Professor)

Signature _____

Date _____