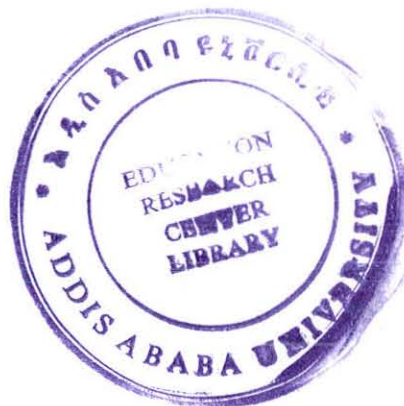


A Study on the Provision of Primary Education in Pastoral Woredas of Borena Zone

By

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ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES



March, 2007

Addis Ababa

A STUDY ON THE PROVISION OF PRIMARY EDUCATION IN PASTORAL WOREDAS OF BORENA ZONE

**BY
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ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES

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Appendix C- Interview Prepared for PTA Members.

ACRONYMS AND ABBREVIATIONS

CSA	-	Central Statistics Authority
ESDP	-	Education Sector Development Program
FDRE	-	Federal Democratic Republic of Ethiopia
GDP	-	Gross Domestic product
GER	-	Gross Enrollment Ratio
MDG	-	Millennium Development Goals
MOE	-	Ministry of Education
NER	-	Net Enrollment Ratio
NGO	-	Non-Governmental Organization
OEB	-	Oromia Education Bureau
OESPO	-	Oromia Economic Study Project Office Organization
PFE	-	Pastoral Forum Ethiopia
PHRD	-	Population and Human Resource Development
UNESCO	-	United Nations Education, Science and Cultural Organization
UNICEF	-	United Nations Children's Education Fund
UPE	-	Universal Primary Education
WCEFA	-	World Conference of Education for All
WFP	-	World Food Program

ABSTRACT

The main purpose of this study was to examine the provision of primary education for pastoral Borena Children, identify the major constraints that hinder their participation and the provision of quality education and finally, come up with possible intervention strategies that should be implemented to alleviate the problems.

The subjects of study were 196 students, 98 teachers, 23 educational personnel and 30 Parent Teacher Association members of six primary schools. The necessary information was secured from these subjects through questionnaires, structured interviews and document analysis. In addition, educational statistics and annual abstracts of the MOE and OEB were used to obtain the necessary data regarding pupils' rate of participation in primary education. The data obtained from questionnaires were analyzed using statistical tool like, percentage, mean value and weighted mean.

The data from documentary analysis reveals that the status of pastoral Borena Children participation in primary schools of the zone is low. The quality of education is too poor. As the findings of this study indicates, school related factors like, school distance, curriculum irrelevance, lack of school facilities and utilities and rigid school calendar have been identified as major problems in the educational participation of pastoral Borena Children.

Socio-economic constraints like, low household income, financial costs attached to schooling, absence or shortage of primary schools, parents illiteracy, high demand for child labour, the need for immediate gratification by parents', resource-based conflict and health problem have been major constraints. Moreover, socio-cultural factors such as, the view of parents in considering girls as economically important assets, parents preference to give priority to their sons over their daughters schooling, shortage or absence of role model female teachers, low value given to education by parents and early marriage were considered as a barriers. Furthermore, shortage of teachers' in quality and quantity, lack of adequate supervision, shortage of instructional materials, lack of adequate budget and competent educational personnel have been identified as the major constraints to provide quality education in the study area.

Hence, it is concluded that, in most cases, the provision of primary education for pastoral Borena children was a function of socio-economic, socio-cultural and school related problems.

Depending on the results of findings, expansion of non-formal education, designing flexible school calendar, introducing boarding schools, making curriculum relevant, constructing schools near the communities, improving the effectiveness of primary schools, expanding classrooms and upgrading schools, promotion of sensitization program on the value of education, recruiting and motivating the existing teachers and provision of school feeding program were among sound strategies which have been identified to enhance the participation rate of children in primary education and to promote quality primary education in pastoral woredas of Borena zone.

CHAPTER ONE

1.1. Background of The Study

Education is a cornerstone of economic growth and social development and a principal means of improving the welfare of individuals. It increases the productive capacity of societies and their political, economic, and scientific institutions. It also helps reduce poverty by increasing the value and efficiency of the labor offered by the poor and by mitigating the population, health, and nutritional consequences of poverty (World Bank, 1998:1). No country has succeeded without educating its people. We must, therefore, place education squarely at the core of the global and national development agenda (Hinzen, 2000:53).

Of the level in the formal education system, primary education is the foundation. It helps to create literate and numerate population that can deal with problems at home and at work place and serves as a foundation up on which further education is built (World Bank, 1990:8). Primary education in developing countries is considered to have great importance because of its wide range of benefits. These include the shaping and strengthening of the child as individual in relation to his or her fellow people, to nature, and to the world as an environment. It is thought also to build a capacity for life long learning in individuals, and to develop knowledge, skill and attitudes, which contribute to general development of the community (Taylor, 1997:1).

It has been long recognized by the international communities that primary education is both a necessity and fundamental human right. In December, 1948 the UN General Assembly adopted the Universal Declaration of Human Rights, in which, article 17 states: access to primary education is the fundamental human right. Article 26 states, every one has right to education, education shall be free at least in the elementary and fundamental stages (World Bank, 1980:23).

As a result, many educational meetings were held in various parts of the world. At regional level, in 1956 educational meetings were held in Lima, Latin America and Caribbean countries. Asian countries met in Tokyo in 1962. Ministers of education of African countries met in Addis Ababa and planned to achieve universal primary education in 1980. Their plan was not successful as it was stipulated. After decades, the historic international education conference was held in Jomtien, Thailand in 1990. In which many regional representatives and international organization participated and recommitted universal primary education by the year 2000 (Lockheed and Verspoor, 1991:207; Burchardt, 2000:51).

The Jomtien commitment was reaffirmed and extended at the world education forum in Dakar in 2000. One hundred and eighty nine countries have committed themselves to eight millennium development goals (MDG) aimed at eradicating extreme poverty and improving the welfare of their people by the year 2015. The second of the goals is "Achieve UPE" with the specific target of ensuring that, by 2015 all children every where particularly girls, children in difficult circumstance and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality (Bruns and Mingat, 2003:23).

The United Nation Universal Declarations of Human Rights, which was adopted in 1948 holds that "following this Declaration Universal Primary Education (UPE) has become a world wide priority. " In the 1990 the convention on the rights of the child again reaffirmed this intention. In the same year delegates from 155 countries at the world conference on Education for All (WCEFA) acknowledged their respective government to providing access to basic education for all children (WCEA, 1990:19).

The essence of universalization of primary education means making educational opportunity available to all children. But the accomplishment of the task becomes a difficult one for many developing nations.

Though several declarations were issued, protocols signed, and efforts were placed to reach at universal access to primary education the reality seems to be highly unbearable for many countries. Consequently, a large proportion of children and

adults in the low-income countries have been denied access to compulsory primary education (Colclugh, 1993:47; Lockheed and Verspoor, 1991: 142; World Bank, 1990:23).

In further analysis (World Bank, 1990:13; Lockheed and Verspoor, 1991:245) agree on that though impressive increases were exhibited from 1960s onward, the battle to universalize primary education persists far from won. The great majority of school-age children are still not in school, the number of out of school children increase year by year (Bruns and Mingat, 2003:27). One of the major challenges in these nations is the expansion of educational opportunities to the many of disadvantaged rural children (Ibid: 28).

Among the most disadvantaged peoples, nomadic groups are the most prominent. They are estimated to be thirty six million in the world, and mostly found in seventeen African countries. They accounted for 3-5 percent of African population (Getachew, 2001:31). These marginal people are the most severely disadvantaged groups in the acquisition of educational provision, because of their constant migration and dispersion, and are considered as primitive traditionalist (UNESCO, 2002:14).

Many countries have considered the education of nomadic pastoral people in which nomads live and concerned agencies as a major economic, ethical and political problem, deserving special attention (Ibid: 15). In order to tackle the problem, series of meetings, and conferences were held at different times. For instance, UNESCO organized a conference on the conditions governing the provision of education for the children of nomadic pastoral population in 1989. After a year UNESCO organized another two conferences in Tanzania and Germany to consider the problems of educating children out side the school system. In these conferences the nomadic pastoral children were the focal point of discussion (UNESCO, 2002:28).

As a follow up to these conferences, in 1995 UNESCO Regional Office in Dakar organized regional seminar in Nigeria. The seminar which brought together participants from Ethiopia, Kenya, Namibia, Sudan, Tanzania and Nigeria with the main objective of considering ways and means of addressing major challenges

confronting nomads and the provision of education for them. In the seminar, great concern and commitment was shown by African countries for the development of the education of nomads and integrating into national life (Elias, 1993:33). However, most children of nomadic pastoral people still do not have access for formal and non-formal educational programs. Thus, their level of participation in every stage of formal education is far below the national average (UNESCO, 2002:9).

In Ethiopia, pastoral nomadic people are found nearly at all low lands on the periphery of the country, covering about 61-65 percent of the total land area of the nation. There are about 8 million nomadic pastoral people and accounts for 13 percent of the countries population. The great majority of this nomadic population is found in Somali, Southern People, Nation and Nationalities; Oromia and Afar regions (Tafesse, 2000:38).

In the past regimes children of chieftains of the nomadic pastoral people were brought to the urban centers where they were taught in boarding schools. However, they were few in number and the purpose was to prepare, them to serve the then regimes. For that reason, most of the nomadic pastoral population had not benefited much from education system (Shibeshi and Kidane, 1997: 35).

In general, it is difficult of achieve the goal of equality of opportunity and universal primary education so long as these groups are forgotten educationally. Thus, it is imperative and timely to look in to challenges that hinder primary school provision of the nomadic pastoral Borena children in the zone and suggesting some alternative ways.

1.2.Statement of the problem

Ethiopia is one of the developing countries with a long history. Its population is recently estimated to be about 73 million (CSA, 2004:25).

The lowlands of the country, which account for almost two third of the national land area are home to about eight million people who are pastoralists and move from place to place with their live stock in search of pasture and water (Coppock, 1994:5).

It is true that Ethiopia is one of the least developed countries in the world, but the state of its nomadic pastoral population seems even worse. They are among the most deprived and neglected groups in the country (Ayalew et al., 2002:2). The people who live in the pastoral areas of Ethiopia are under the influence of harsh climatic condition, deprived of basic social services, susceptible to drought and famine, and suffer from malnutrition and disease (Fikadu, 1984:14).

Furthermore, they are deprived of educational opportunities. There was no much attention given to these groups of people since the introduction of modern education in Ethiopia (PFE, 2001:46). There are few schools located in town and around town areas in which case neither the pastoralists nor the conditions allow children to attend school. The percentage of school age children attending school is very low and the majority of them do not go beyond eight grade (Ayalew et al., 2002. 49). The attempts made so far to establish education services are not only limited in size but also did not respond to their nomadic way of life. The result is a largely illiterate pastoral nomadic population without skills to participate in the development endeavor of the country (Ibid: 2).

Recently, with the aim of expanding education, increasing access and improving quality, the government has introduced a National Education and Training policy in 1994. The policy provided for a new structure, decentralized management, localized curriculum and the use of local language as a medium of instruction in primary education. An Educational Sector Development Program with the ultimate goal of achieving universal primary education by the year 2015 was also adopted.

However, there are no significant strategies and alternative mechanisms designed to alleviate the problem of educational provision regarding this deprived and ignored areas of the country. The situation in Borena pastoralist area is not only very gloomy but also creates a serious challenge of universal primary education to be attained as

stipulated in the education sector development program. Therefore, the overwhelming low state of educational provision in Borena pastoral areas needs urgent responses of the government and non-government bodies, parents and communities with greater commitment, before it has become unattainable by ever increasing demographic pressure.

Thus, the main purpose of this study is to examine the status of primary education provision for pastoral children of Borena. It is also aimed at identifying the major factors hindering childrens' access to school and the provision of quality primary education. It further investigates the alternative strategies that promote their participation in primary education by reviewing the experience of other countries.

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

1. What is the current status of primary education provision in pastoral Woredas of Borena Zone?
2. What are the prominent problems hindering students' learning in Borena pastoralist area?
3. What are the factors inhibiting the provision of quality primary education in pastoralist Woredas of Borena Zone?
4. What mechanisms need to be designed to improve the provision of primary education in pastoral Woredas of Borena Zone?

1.3. Significance of the study

Education is center for the development of the socio-economic life of any society. It is crucial in the development of a qualified labor force for the exploitation of resource (UNESCO, 1994:21). So as a citizen, education and training must be provided for the pastoral nomads to enable them to develop and diversify their way of life and to continue to improve and develop themselves, their community and their nation.

To put this in to effect, nomadic pastoral children should participate in the education system of the country. They should also be seen as a special group with diverse

ways of life, customs and traditions that require special approach, in terms of the type and methods 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. The study is therefore significant on the basis of the following issues.

1. It will help to provide possible suggestions to federal and regional state educational officials, educational policy makers and planners to solve the problems.
2. Since the study will indicate major problems related to providing educational services in the pastoralist area, it helps, the regional state and non governmental organizations to design a viable strategy and to take corrective measures which would alleviate the problems.
3. The findings of the study are expected to create awareness of the problems to educational personnel, teachers, students, and parents in the study area.
4. The finding of this study will be used as a stepping-stone for interested researchers who want to engage themselves to study the problem in detail.

1.4. Delimitation of the study

Even if there are many pastoralists in the country and other resident in Borena Zone, the study was delimited to Borena pastoralist population. This is because it was found to be difficult to study all pastoral areas. Besides, Borena is chosen on the basis that it is one of the deprived areas in the country where much of its problems were not studied so far and it is also the lowest in primary education enrollment among the 17 zones in Oromia regional state.

Moreover, the study was delimited to three pastoral woredas of Borena Zone for the same reason mentioned above. Furthermore, the study also delimited to the primary level of education because of its priority to pastoralists as compared to the secondary education, which help the pastoralist population to improve their way of life.

1.5. Limitations of the study

Among the various problems encountered, the following factors were found to be the major challenges, while conducting the research.

1. Lack of Co-operation from the Woreda education offices. Questionnaires were collected after a lot of efforts had been done.
2. The long process taken by the Graduate school of Addis Ababa University to release the necessary fund required for the study largely affected the timetable set to undertake the study.

1.6. The Research Design and Methodology

The main purpose of this study was to examine the status of primary education participation and the provision of quality education of nomadic pastoral Borena children and identify the major challenges that hinder their access to school and quality of education. To serve this purpose, descriptive survey research method was employed. The rationale behind using this approach was to reveal the general picture and magnitude of educational provision at primary level in the area under study. Thus, in describing the existing deterring factors of primary education, the descriptive research method was found to be relevant. In support of this, Best and Kahan (1998:94) have confirmed the relevance of this method for such purpose.

1.6.1. Sample Population and Sampling Techniques

The sample of the study covered three Woredas out of the seven dominantly inhabited by pastoralist people in Borena Zone. Accordingly, Dire, Arero and Moyale were purposefully selected as sample areas of the study. This comprised 43 percent of the total pastoral woredas in the Zone. The major reason behind focusing on these pastoral Woredas of Borena Zone is that it is dominantly inhabited by people who were the most severely deprived in the acquisition of educational provision. As a result, the Zone in general and the study area in particular was characterized by low school participation rate and poor quality education. So that due attention to this area seems in order.

Primary education becomes the focus of the study because of its priority to pastoralists as compared to the secondary education, which help the pastoralist population to improve their way of life.

According to Borena Zone education office (1999 E.C) there were 64 government primary schools in those three sample Woredas. Of these, 34 (50.7 percent) of them were included in the study. The share of the schools for each Woreda was based on the total number of schools in each Woreda and then simple random sampling technique was applied to select schools from each Woreda.

From these 34 schools 210 students were taken from the total population of 21, 148. This comprised 1.0 percent of the total students in the three sampled woredas. As regarding sampling techniques, simple random sampling technique was applied to select students from each school. The reason behind using this technique was to give equal and independent chance of selection for each student. As to teacher respondents, 120 of them were taken out of 515 which accounted for 24 percent of the total teachers in the three sampled woredas. Simple random sampling technique was applied to select teachers.

Regarding administrative personnel, all the 23 potential respondents 6 from each woreda and 5 from the Zone were taken and this represented 100 percent of the total sampled population. As to sampling techniques, availability sampling technique was applied. That is all the 23 potential respondents shall be involved in the study. Moreover, 30 parent Teacher Association (PTA) members of six primary schools were interviewed. For this availability sampling was applied because as they were few in number.

1.6.2. Instruments and Procedures of Data Collection

Data that have quantitative and qualitative value 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 reviewed. Based on information obtained from

literature and considering the locality of study, three sets of questionnaire for students, teachers and educational officials respectively were designed. Open-ended questions were also forwarded demanding the respondents to write variables that hinder the provision of primary education and to indicate the possible suggestions, which they think should be included. The reason behind using questionnaire was its appropriateness for gathering data from relatively large number of respondents who can read and write.

A Questionnaire for teachers and administrative personnel was prepared in English while questionnaire for students and interview for Parent Teacher Association (PTA) members first prepared in English and later translated in to their mother tongue "Afan Oromo."

In order to ensure the appropriateness of the questionnaire, a pilot study was carried out in two schools. These were not used in the study.

Structured interview was constructed and conducted with Parent Teacher Association (PTA) members. The interview was employed for its appropriateness of gathering data from relatively small number of respondents and also for the purpose of acquiring information from those who are unable to read and write. The interviews were also piloted and refined in the above localities. The field trial had helped to identify ambiguities and misunderstandings to establish sampling procedures as well as to test the validity of the instruments in collecting the necessary data. All the necessary amendments have been made in line with the feedback obtained from the respondents.

In collecting data for the study, three steps were adopted. First basic questions were formulated, and this helped to indicate the direction of the study. Second, relevant literature was reviewed so as to get adequate information. Third, data gathering tools were developed. Before fully using the tools, a pilot test was conducted on dida-Yabello and Cholqasa primary schools.

After sample schools for the study were identified, a total of three persons, one from each sampled woreda were recruited as data collectors. They were selected for their language skills, and familiarity to the area and recommendations of the zone education officials. A one day orientation was given for data collectors in their respective places. The orientation focused on, instruction in general, interviewing techniques, field procedures for the survey, and general procedures for completing questionnaires by respondents. Convenient time was also chosen for the respondents in order to maximize the quality of responses and degree of return.

After a short visit to each school the total number of teachers and students were obtained from the school record. Then questionnaires were distributed to randomly selected teachers and students. In many of the sampled schools, students were selected from each section and gathered in one class. For questions raised by respondents the necessary clarifications were also given by the researcher and data collectors.

Throughout the fieldwork, the researcher maintained constant contact with the data collector and closely supervised the work. This all has helped to overcome mistakes that would have been committed by respondents.

In case of PTA members, after they were identified as discussed in the sampling section, an appointment was made to meet in their respective schools. Then discussions were made on the objectives of the interview to minimize misunderstandings. Finally the researcher conducted the interview.

1.6.3. Data Sources

Both primary and secondary data were used for the study. Primary sources of data were obtained from students, teachers and administrative personnel through questionnaire. Moreover, data from Parent Teacher Association (PTA) members was collected through interview. These sources helped the researcher to acquire first hand information and draw valid inferences.

Secondary data were also obtained through document analysis. For this purpose first, the raw data which were collected from Zonal Education office and Oromia Education Bureau were processed. Second, the data were analyzed and interpreted.

1.6.4. Methods of Data Analysis

After the collection of the data the process of tabulation was carried out. The items were presented in different tables according to similarities of issues raised in the questionnaire. After having been classified, each of the issues was analyzed and interpreted. In this case, the following statistical techniques were employed. One was percentage and it is used to explain the personal characteristics of the respondents. The other was weighted mean and this had to do with identifying factors hampering the provision of education and alternative strategies needed to be designed to improve the provision of education. The average mean was also employed to see where the aggregate mean of all the group lies.

1.7. Definition of Terms

In order to avoid ambiguity and have clarity in the study the following terms are given the following operational definition:

Access:- The extent to which learning resources can be made available to students who are unable to use them at normal or specific times (UNESCO, 1998:22).

Demand:- Refers to the decisions that parents make largely based on socio-economic and socio-cultural factors (Tietjen, 1995:49).

Factor:- Refers to a cause or determiner that underlies and influences the teaching-learning process (Good, 1973:223).

Nomadism:- Any type of existence characterized by the absence of a fixed domicile (Ahmed, 1976:174).

Nomads:- Ethnic groups who travel and migrate in large or small clan groups in search of means of livelihood with a community (UNESCO, 2002:4).

Participation:- In this study means enrollment and attendance.

Pastoralism:- A mode of production which depends on natural forage in the arid region which requires constant or periodic movement in search of pasture (Markakis, 1993:1).

Pastoralists:- People who are primarily raising and depending on livestock and their products as their source of food and income (Dawit, 2002:2)

Primary Education: - is a grade level from 1-8 Subdivided in to cycle of basic (1-4) and general (5-8) education (NETP, 1994: 14).

Quality:- Relates to both the quality of the resources allocated to the system and the quality of results (UNESCO,1996: 96).

Supply: Refers to the provision of adequate schools, teachers, textbooks and facilities (Tietjen, 1995: 78).

“Waqefeta”: The traditional Oromo belief.

1.8. Organization of the Study

This study consists four chapters; the first chapter treats the background of the problem, statement of the problem, significance, delimitation, limitations, the research design and methodology, definition of terms and organization of the study. Chapter two deals with review of the related literature, which lays the conceptual framework on the challenges in the provision of primary education and strategies needed to be designed to enhance the provision of primary education in pastoralist areas. The third chapter discusses about analysis and interpretation of data. Chapter four deals with the summary of major findings, conclusions, and recommendations.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1. The Meaning and the Context of Pastoralism and Pastoralists

According to Ezeomah (1990:12) pastoralists are "ethnic or socio-professional groups who travel and migrate in the large or small scale clan groups in search of means of livelihood within a community." He traces the origin of the word from the Greek "nomos" which refers to a pastoral activity carried on by a group of people over a traditional route or area. The contemporary definition of the word "nomadism" refers to any type of existence characterized by absence of a fixed domicile. In Ethiopian context Elias (1993: 4) defines pastoralism as "a system of extensive livestock herding in which livestock track the seasonal fluctuations in natural forage availability."

As, Ayalew *et al.* (2002: 26) a term, which is sometimes interchangeably used with nomadism is "pastoralism." In an attempt to differentiate the two terms, Ezeomah (1990: 13) ,classifies the nomad groups in different parts of the world into three as hunter/food gatherers, itinerant workers and the pastoralists. According to this approach, pastoralism is one form of nomadism.

There are three kinds of pastoralist modes of life, namely, nomadic pastoralism, agro-pastoralism and transhumance pastoralism (Carr-Hill ,2005: 34-35). The first group has no permanent place to live and as a result move frequently in search of water and pasture. Agro-pastoralism, as the name indicates practice agriculture and rearing of animals. They have semi-permant residents. Only males move from place to place in search of pasture, where as women and children stay in their residence and herding sheep and goals. The third group has permanent house. It usually moves on regular routes (Ayalew *et al.*, 2002: 26).

2.2. The General Feature of Pastoralist Population

The world's pastoralist population is estimated to be 30-40 million, of which Africa shares about 15-20 million. Large parts of Africa are classified as arid and the semi-arid lands which are estimated to cover as much as 60 percent of the continent and are occupied by peoples with a pastoralist mode of living (Sanford, 1983:2). Pastoralists are people who derive most of their income or sustenance for keeping domestic livestock in conditions where most of the feed that their livestock eat is natural forage rather than cultivated fodders and pastures (MOA, 1984:6). In most cases, pastoralists devote the bulk of their own, and their families, working time and energy to looking after their livestock rather than to other economic activities (Sanford, 1983: 2-3).

At the beginning of the 21st century, pastoralist populations throughout the world find themselves facing more pressure up on their way of life than at any previous time. While the situation for particular pastoralists varies considerably, many populations in East Africa and Central Asia face similar problems of loss of formerly communal rangelands, increase in urban migration, increased commoditization, and rising economic inequality. In Africa today, many pastoralists face troubling dislocations brought about by drought, famine, and civil war, events (Elliot, 2005:15).

2.3. Nomadic Pastoralist in Ethiopia

In Ethiopia postoralism is one of the oldest socio-economic system in which livestock husbandry in opening grazing areas represents the major means of subsistence for the pastoralists (PFE, 2003:39). Pastoral nomads are estimated about to be 8 million, which constitutes some 13 percent of the total population (Getachew, 2001:1). The entire geographic, environmental and economic peripheries of Ethiopia have been inhabited by pastoral populations comprising such diverse communities as the Afar, the Somali and the Borana (PFE, 2001: 7). The uncertainties of rainfall and primary production in the rangelands, have promoted livestock- based life style that both allows for and requires the mobility of the communities (Coppock, 1994:39).

Table 1
Pastoral Groups by Geographical Location in Ethiopia

Geographical Location and Region	Ethnic group(s)	Population (in 1,000s)
North East (Afar Region)	Afar, Somali, Argoba, Oromo	1,100
South (Oromia Region)	Oromo, Somali	2,577
Southeast (Somali Region)	Somali	3,690
South West (SNNP Region and Gambella Region)	Dasentch, Hamer, Mursi, Bodi, Bumie, Bena Erbore, Tsemay, Nuer, Anuak, Ari, Bali, Dimi Nyangatom, Chai, Trima Ruli, Tishanr, Muguji	550
West (Benni-Shangul Gumuz Region)	Komo, Shinasha, Gumuz Benshangul	37
	Estimated Total	7,954

Source: Carr-Hill (2005:38).

The pastoral areas of Ethiopia are generally endowed with enormous economic potentials. The rangelands are rich in bio-diversity. Big rivers like Wabesheble, Omo, Genale and Awash cut across the pastoral areas. But the primary livelihood of the people is based on livestock herding. Out of 70 million livestock estimated to exist in Ethiopia, about 40 percent of the cattle, 75 percent of the goats, 25 percent of the sheep, 20 percent of the equine and 100 percent of the camels are found in the pastoralist area. Almost all national parks are situated in this area. The Awash, the Omo and Nechisar National Parks are situated in pastoral areas (PFE, 2004:38).

Over and above the many natural resources, the areas under pastoral production system are endowed with stable institutions and resilient organizations on which the pastoral production system has sustained itself for centuries. The Herra of the Somali, the Gada of the Borana, and the Finna of the Afar must be mentioned as a great pastoral institutions of the respective communities survived for centuries (PFE, 2001:7).

According to PFE (2004:38) the lowland pastoral production system is one of the major production systems in the country with a major share of contribution to its economy. Livestock are crucial to the well being of lowland households in terms of

income, saving, food security, employment, traction, fertilizer and fuel. Contributing 16 percent of the total GDP, one-third of the agricultural GDP, and 8 percent of export earnings. The sector improvement will contribute significantly not only to the national income but also the welfare of many poor rural families.

Despite all these potentials however, the area is under developed and the population is vulnerable. The arid climate in the lowlands is characterized by periodic droughts, which have been increasing in frequency. Substantial portions of the pastoralist population are food insecure. Environmental degradation, water scarcity, increase in human and livestock population and expanding areas under cultivation have contributed to a reduction in the quality and quantity of rangelands. Competition for productive resources has also created new levels of insecurity and violent conflict (Ayalew *et al.*, 2002:1).

The level of poverty in the lowland areas however, goes beyond food insecurity. The population also suffers from access to health and education facilities and has few income generating activities outside of livestock (Fikadu, 1984:37). It is true that Ethiopia is one of the least developed countries in the world, but the state of its nomadic population seems even worse. Pastoralists are among the most marginalized and deprived groups in the country (Ayalew *et al.*, 2002:2). The nomadic population are also among the most educationally disadvantaged in the country. The attempts made so far to establish education services are not only limited in size and number, but also did not respond to their nomadic way of life and their traditional culture. Little attempt is made to adapt curriculum to their environment and experience. The result is a largely illiterate population without the skills to participate in the development endeavors of the country (Ibid: 2).

2.4. Provision of Education in Pastoralist Areas

Within the rural sector of developing countries significant regional and ethnic disparities continue to exist in educational provision, participation and performance. In part, the widespread inability to eliminate regional educational disparities stems from practical difficulties involved in attempting to provide equal access to schooling

within widely differentiated rural sector. In most cases, the distribution of educational facilities was not only uneven, but highly skewed in favor of heavily populated, high potential areas where service provision was both relatively simple and efficient. When it came to evening up this pattern, however, many countries found that the less well-off regions were also those in which conventional approaches to educational provision were most difficult to implement and most expensive to operate (Alex, 1980:1-3).

In many of the most remote areas for example, population densities tended to be low, seasonal mobility frequent, infrastructure facilities non-existent and the ability of low productive economies to support the local costs of schooling severely limited (Ibid: 3).

In the world it is estimated that there are between 25 million and 40 million children of school age living in nomadic or pastoral households whom only between ten percent and 50 percent attend school. Between 15 million and 25 million of which estimated 100 million of out- of school children are probably nomads and pastoralists. While rates of participation and completion of basic education for pastoralist boys are very low, the rates for girls are far lower and the quality of education is extremely poor (Oxfam, 2005:1).

Nomadic and pastoralist children still do not enjoy their right to basic education. The 2015 Education for All target will not be achieved unless policies and resources are directed to provide these children with access to relevant, good quality education (Ibid: 2). To provide these children with access to relevant, good quality education often implied that organizational, administrative and financial arrangement substantially different to those applying in more well endowed regions were required (Alex, 1980:2)

2.5. Trends of Education Provision for Pastoralists in Ethiopia

As mentioned earlier, the nomadic pastoralists inhabit the lowlands of the county, mostly between the highlands and the border areas. This is estimated to cover 61-65 percent of the total area. The nomads constitute 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 nomadic people of Ethiopia are among the most educationally disadvantaged in the country (Ayalew *et al.*, 2002:30).

In the past, the political and administrative policies led to two types of action in relation to educational provision for pastoralists. First, they established dual system of secular and religious traditional institutions. Secondly, special attention was given to the education of the sons of tribal chiefs (Ahmed, 1990:70). For instance during the Imperial regime, some children of the tribal chiefs, who has intimacy to the central governors were chanceful to come to urban centers to attend schooling especially in boarding schools with the support of government fund. Since they are selected from prominent chieftain families, they were few in numbers and its main aim was to prepare them for the monarchical political leadership (Shibeshi and Kidane, 1997:35).

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 under privileged people in the country. However, the problems are more severe among the pastoral nomadic groups because the few primary schools established for them are concentrated in towns and agricultural plantation (Ibid: 36).

The issue of the 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 in to consideration. For instance, the kind of education provided in the area had not been related and was not beneficial to the pastoral way of life (Taffesse, 2000:32). Moreover because of the constant migration of the nomadic pastoralist, they can't send their children to schools (Shibeshi and Kidane, 1997:36). In general the past regimes had been completely marginalized pastoral areas in terms of access to public education.

At present the development of education service to the under privileged nomadic society has attracted attention. The government has acknowledged the existence of

inequalities and mentions some measure. Article 89 no. 4 of the constitution of the Federal Democratic Republic of Ethiopia states that "the Government shall provide special assistance in economic and social development". The National Education and Training policy (1994:16) 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 etc. (Ayalew *et al.*, 2002:XVii).

As follow-ups to these directives, intensive studies had been carried out to determine where to locate and construct boarding schools in the nomadic areas of the country. Based on the studies, there were plans to open 18 boarding schools in the following areas for nomadic children. Gambella, Kumuruk, Negele, Gode, Gewane, Akkoo, Chagine, Moyale, Harewa, Awasa, Maji, Asosa, Pawe, Elkere, Kebordahre, Dalecha and Guraferda (Shibehi and Kidane, 1997: 37).

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 school in Borana 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, Benshangle and Gambella. This school, Known as "Ediget Adult's Boarding school". It was established in 1998 in Addis Ababa with the main goal of producing educated human power for the regions within short period of time (Ayalew *et al.*, 2002:31).

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

2.6. Challenges of Provision of Primary Education for Nomadic Pastoral Children

2.6.1. Supply and Demand Side Factors Affecting Children *Educational Participation*

It is widely accepted that all children should receive at least primary education to yield sustainability to the development of a nation. But, there are many hindrances to popular participation of ethnic minorities and other disadvantaged groups like pastoral nomads in primary education. According to Tietjen (1995:42) the two major determinants of educational participation of children are school factors and household factors or alternatively, supply side and demand side factors. In support of this Lockheed and Verspoor (1991: 243) state that, broadening access to school is not a panacea by itself, but school participation is the interaction between supply and demand factors.

2.6.1.1. Supply Side Determinants

The expansion of access to schooling through the supply of school becomes the world issue for education development since 1960s. Although enrollment increased since then access to education is still limited. Some of the reasons are the following.

2.6.1.1.1 The Learning Environment

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 physical plant is positively related to student performance (Lockheed and Verspoor, 1991:103). 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, 1996:89). In some countries parents are against sending their daughters to school because of the absence of separate classrooms and toilets

(World Bank, 1997:126). Parents need the presence of basic facilities like latrines to protect their daughter's modesty and security. As a research shows, in Bangladesh 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, 1995:83).

As Rao (1985:182) case studies in Kawahla nomads, in the schools, the majority of children simply sit on the floor, there was no toilet and facilities for drinking water and, only half of the students had the necessary books and writing materials. He states that it has a negative impact on pupil's learning. With regard to its effect on dropout rates, Taylor (1997:9) reveals that "if there are no enough school facilities the dropout rate is likely to increase." In general, school facilities are an important determinant of achievement and poor achievement is one determinant of dropout and repetition (Coombs, 1985:22).

2.6.1.1.2. School Curriculum

Curriculum should be relevant to societal needs; learning must be linked with community activities, values, attitudes and life style. The transmission role of education necessitates the understanding by the learner of what is going on in real life situations. The educational contents, values and attitudes thought in school should be fruitfully linked to those prevailing in society (EDC, 1989:97). Education also has transformation functions, which introduce innovations, new knowledge and attitudes in to society. The transformation function of schools seems better accepted by the community if its members are also aware of what is happening in school. Inefficient schools that merely operate on the curriculum that doesn't meet the real need of the population will lack of attraction and holding power (Ibid: 98).

As a study shows, in disadvantage tribes in Srinlanka, parents keep their children at home from school to do work, or don't enroll them at all or allow them to dropout of schools after a few grades. This may often be related to the fact that the parents are not convinced in the worth of the education being offered (Epstein, 1988:380).

Furthermore, in Ethiopia, Tekeste Negash (1996:39) mentions the viewpoint that "the irrelevance of the curriculum in Ethiopia has acted as a deterrent of schooling among

school age children." In the same vein, Genet (1991:28) states that in addition to its irrelevance to the society's needs the curriculum in Ethiopia is full of traditional stereotyping.

Similar 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 of nomadic pastoral people (Carr-Hill, 2005: 85).

2.6.1.1.3. Distance to School

The single most important determinant of primary school enrollment is the proximity of a school to primary school age children. Distance from school is a critical factor in determining whether or not children, especially girls, attend school. Since schools are readily available and accessible in urban areas, urban children are more likely to attend school than rural children (Lockheed and Verspoor, 1991:146). In this support, world Bank (1990:33) states that distance from school is a critical factor in school attendance, especially for girls, for example, in Egypt the enrollment of girls who lived 2 km from school was 8 percent lower than that of girls who lived within 1 km from school; enrollment for boys who lived farther away was 4 percent lower.

In Ethiopia, particularly in rural areas distance has a negative impact on enrollments. It was found that households with less than 1km has 29 percent of gross enrollments and those who are located 15kms from primary school account 2 percent of gross enrollment in rural areas. Net enrollment decrease from 13 percent to 1 percent (PHRD, 1996:18).

According to OESPO (1999:41) students travel greater than the distance stipulated in the national education policy, 3kms for primary schools. In rural primary schools, 44 percent of the total students travel more than 3 kms and 17 percent of them travel more than double of this distance. The distance that exists between two primary schools can indicate the problem. The mean of the nearest adjacent primary school

schools can indicate the problem. The mean of the nearest adjacent primary school is 7.7km for the rural primary schools. The mean of the furthest adjacent primary schools is about 20 km.

2.6.1.2. Demand Side Determinants

In economics demand is defined as the units of an article that a person wishes to buy at a given price. It implies a desire backed by ability and willingness to pay (Karla, 1997: 28).

There are various determinants of quantity demanded. Consumer's income determines the purchasing power of the consumer. People with higher income spend a large amount on goods and services than those with lower incomes (Dwivedi, 1997:38; Gould and Lazer, 1998:32).

Consumer's preferences also play an important role in determining the demand for products. Preferences depend on the social customs; religious values attached to the commodity, habits of the people and general life of the people. Moreover, consumers expect the future course of economic benefit the quantity of demand for goods and services will increase (Dwivedi, 1997:41; Peterson, 1989:22).

On top of these, when new models of existing ones appear in the market rich people buy first either for its genuine use or to exhibit their affluence. As a result such existence of role models have positive effects on the demand from other sections of the society (Dwivedi, 1997:39).

Further, population of the country has its own effects on the demand. The total domestic demand for a given product depends on the size of the population. The larger the population, the larger is the demand of a product given per capital income and personal preferences. Apart from individual incomes, the distribution pattern of national income also affects the demand for commodity. If national income is evenly distributed the demand for normal goods will be the largest. Whereas, if it is unevenly distributed, that is, if majority of the population belongs to the lower income groups, their demand is low (Ibid: 40).

In the same way, demand has significant effects in the spheres of education. The two major determinants of demand in education are socio-economic and socio-cultural factors (Tietjen, 1995:48; Odaga and Heneveld, 1995:28).

2.6.1.2.1 Socio Economic Factors

2.6.1.2.1.1 Household Income

The level of family income has one of the most powerful influences on demand for education. Parents with low income and socio economic status find it difficult to send their children to school. In this support, world bank (1990:34) states that in all countries, children of poor families are less apt to enroll in school and more apt to dropout than children of better-off families. Study in India and Nepal found that student enrollment in the richest families exceeded that of the poorest by 50-100 percent.

In the same venture Carr-Hill (2005:57) contends that though there are schools available, the principal impediment to the schooling of children of the poor in many parts of rural Africa is the high poverty level of the household. The study of PHRD (1996:19) indicates that "the effect of income is more important in rural and on girls."

According to ILO (1996:6-7) children in the rural areas generally work more than do those in Urban, and they are more likely to be engaged in work that is hazardous or otherwise detrimental to them. Most children work to help their families secure a living. As living standard rise, children tend to work less and go to school more. As living standards deteriorate, children tend to work more and attend school less. The surest way to reduce child Labor and get children in the school would be to increase family income.

2.6.1.2.1.2 Direct Costs of Schooling

Even if tuition is free, there are direct financial costs attached to schooling, which are borne by parents, such as costs of learning materials, transport and clothing, which are major barriers to enrollment, in schools of developing countries.

The direct costs of formal education constitute a significant obstacle to expended primary school attendance among the poor, and particularly for girls. Family income and the costs of providing education influence family willingness to send children to school (UNESCO, 2005:95).

Accordingly, in Ethiopia, quite a number of children do not usually stay at school because of the direct costs (such as registration fee, books and so forth) requires more than their family can afford (Anbesu and Barbera, 1988:52). Therefore, this factors poses as a point of decision of parents on whether or not to send their children, particularly their daughters to school (Rose, cited in Haran, 1998:34).

2.6.1.2.1.3 Opportunity Costs of Schooling

Demand for schooling in rural areas can be low, particularly because of the opportunity costs of attending school in terms of time lost to working in the fields or the home (UNESCO, 2005:92). Similarly, Cummings and Dall (1995:113) state that in part parents give birth to children because they need them for various tasks related to the household and /or the family business. Thus, schools that compete with these familial demands will have more difficulty in attracting students.

The burden of high opportunity costs is seen as one of the major factors impeding the education of rural children. Parents in rural areas regarded the time spent in schooling as to restrict the time available for other more useful works and types of apprenticeship training at home (Duncan, 1984:38).

Particularly in the low land pastoral areas, because of the labor-intensive nature of the herding of cattle, pastoralist children are significant contributors to the household income through their labor. Thus, parents are reluctant to send their children to school (PHRD, 1996:19).

As study made by Carr-Hill (2005:57) in the nomadic pastoral areas both boys and girls are expected to carry out a wide range of tasks. So, sending them to school imposes a significant additional non-cash burden on the families.

2.6.1.2.1.4. Parents Educational Background

Parental attitudes towards educating their children are highly affected by the level of education of parents. Many studies have proved that the more educated the parents are the higher the value they place on education of their children. A research outcome of the factors affecting educational participation of children in rural Botswana in 1974 has indicated that the education of parents as the single most important determining factor (Shrestha, 1986:28). A study made to find the relationship between parental education and daughters school enrollment also indicates that daughters of illiterate parents have less opportunities to go to school (Bowman and Anderson, 1980:29). On the other hand, a study made in sub-Saharan Africa reveals that educated parents are more likely to send their daughters to school, and keep them there long (Hyde, 1989:21).

According to Alemayehu (2004:9) those children whose families are educated have more access to schooling, higher retention in the school, and better achievement than children of uneducated parents. In Ethiopia, in majority of cases, it was the parents' decision for a child not to attend school. Parental background in terms of their educational level had an influence on parental attitude towards schooling (Asmaru, 1994:33) she further states that it is more likely for girls to attend school if their parents, in particular their mothers are literate.

The study made in Nigeria and Senegal indicates that the children of literate parents who work in the public and private sectors have thirty times more chance of going to schools. It is 20 times in Niger than the children of peasants (UNESCO, 1979:182). When we see its effect with nomadic pastoralist area, it is obvious that the nomadic groups of the world are the most severely disadvantaged groups in the acquisition of education. The rate of illiteracy among nomadic pastoralists ranges from 80-100 percent in many African countries (Ezeomah, 1995:42).

2.6.1.2.1.5. Expected Returns form Education

Access and retention can be enhanced if parents and children see some utility in attending school. Less clear are the features of schooling that promote worth. In

urban areas, it is apparent that many children see primary education as a stepping-stone to higher levels, so, value in their eyes is measured in terms of their success in their academic curriculum. For many other children in rural areas however, an extended educational career is unlikely, and it may be that a sterile academic experience is not enough of an attraction. There is a mounting body of evidence to suggest that these children will be drawn to school to the extent that schools express local values and offer other relevant experiences (Cummings and Dall, 1995: 58-59).

For the most pastoralist communities, those who have completed primary schools do not possess any meaningful basic knowledge and/or skills that could bring any changes either in animal husbandry, agriculture or hunting and gathering (Carr-Hill, 2005: 72). In rural areas people do not consider schooling a long-term investment and they are not willing to pay for their children; instead they prefer immediate earnings like farm activities and livestock rearing (Cummings and Dall, 1995: 58-59).

Poor parents are willing to invest their children's time in education if they think they will gain something useful from their investment. However they need to be convinced that their children have access to good quality education, relevant knowledge and skills taught well in a conducive learning environment. If they are not convinced that their children are getting an appropriate education, they lose confidence in the system and pull their children out (UNESCO, 2005: 68).

2.6.1.3. Socio-Cultural Factors

Failure to demands of schooling can also be influenced by problems related to the socio-cultural condition of the society. Communities' attitude towards education and violence against females' right are the variables that discourage access to schooling in rural Ethiopia (Pauline et al., 1996:12).

According to Carr-Hill (2002:57) pastoral communities in Ethiopia tend to favor the education of boys rather than girls. Cultural inhabitations and activities such as early marriage, female genital mutilation and livestock- tending that school age children are engaged in play a significant role in keeping pastoralists, children out of school. This is particularly important in terms of the participation of girls.

Kelley and Elliot (1982:12) have put forward certain socio-cultural variables which express themselves in negative attitudes towards education of females: " traditional mentality", the keeping apart of girls at puberty, dislike for coeducational classes, perceived irrelevance of schooling for girls, considering girls as economically important assets, and sex harassment and abduction.

2.6.1.3.1.Sexual Harassment and Pregnancy

Sexual harassment is defined as unwanted conduct of a sexual nature, or other conduct based on sex affecting the dignity of women and men. However, the most frequent victims are women, and the most perpetrators are Men (Curcio and Milford, 1993:53).

Studies have shown that girls may be harassed sexually on the way to, as well as with in school by male pupils as well as teachers. This is both a discouragement for girls to attend school causing absenteeism and dropout, as well as a reason for the reluctance of parents to send daughters to school (Pauline *et al.*, 1996:6).

In many parts of less developed countries pregnancy is one of most frequent causes for girls to dropout school. In Africa, about 18 percent of the girls between the age of 15-19 give birth every year. In Asia and Latin America 8 percent and 3 percent of the female population among the same age group give birth respectively, when compared with Africa (Stromquist, 1997:24).

Moreover, the girls become pregnant by schoolboys, teachers and other civil servants before marriage. The study conducted in Cameroon indicates that communities experience with schoolgirls pregnancies negatively affects parents prospect in sending their daughters to schooling (Odaga and Heneveld, 1995:26).

However, where the rapidly expanding education system require more skilled education managers and administrators the managerial and administrative capacity has weakened in almost all developing countries (Lockheed and Verspoor, 1991:123). They also perform under the chronic shortage of materials, clerical support, operating funds, and resources for staff development (Cummings and Dall, 1995:155).

2.6.2.2. Quality and Quantity of Teachers

In collaboration with school management, the teaching force is another body that determines the effectiveness of school activities. In the teaching learning process teachers are the major actors to bring about the required behavioral changes of the students. In view of this, Cummings and Dall (1995:60) state that the major determinant in the provision of quality education is the preparation and availability of qualified teachers. The teachers' skills set limitations on educational accomplishment.

The teacher is a main agent who can organize and influence a student's learning experiences and outcomes. The teacher's influence on the learner seems substantial as he/she directs and communicates with the learner in every day teaching. The quality of education seems substantially affected by the availability and qualification of teachers and their knowledge and understanding of the interactive process, which occurs between themselves and the learner (EDC, 1989: 113).

According to Lockheed and Verspoor (1991:124) shortage 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. Similarly, UNESCO (2005:87) states that large proportions of primary school teachers in the rural areas lack adequate academic qualifications, training and mastery of content. The teacher issue is not just one of numbers it is also one of training and conditions of service.

The study made on education for nomadic pastoralists in Eastern Africa indicates that, availability of sufficient number of qualified teachers is a determinant of quality. Poor transport facilities, lack of electric power and other utilities discourage qualified teachers to go to remote areas where most of the pastoralist lives (Carr-Hill, 2005:63).

Thus, addressing teachers shortages is a top priority for schools that still need significantly increase the coverage of their primary school systems. Therefore, Government must improve working conditions in rural areas, as well as provide adequate motivating and hygienic factors to attract teachers.

2.6.2.3. Instructional Materials

Instructional materials are key ingredients in teaching and learning process. They provide information, organize the presentation of information, offer students opportunities to use what they have learned, and in the case of tests and quizzes allow teachers to assess student learning. The learning materials known to enhance students' achievement most significantly are textbooks and teacher guides (World Bank, 1990:17).

2.6.2.3.1 Textbooks

Research indicates that one of the most cost-effective determinants of learning achievement; particularly at primary level is the availability of textbooks (Baum and Tolbert, 1985:138). Similarly, Lockheed and Verspoor (1991:48) state that, because textbooks deliver the curriculum, they are the single most important instructional material." Nothing has ever replaced the printed word as the key element in the educational process and, as a result, textbooks central to schooling at all levels." When textbooks are available, instructional time is not wasted while teachers and students copy text on and off the blackboard.

For instance, a recent study in the Philippines, found that after enough textbooks were provided only two pupils, instead of ten, had to share a book, first grade learning in science, mathematics, and language improved significantly. The

Philippine experience suggests that the learning gains will frequently be greatest among the poorest pupils (Baum and Tolbert, 1985:138).

2.6.2.3.2 Teachers Guides

Teachers' guides that are well integrated with the textbooks or other instructional materials can have a positive impact on students' achievement (Lockheed and Verspoor, 1991:48). In support of this, world Bank (1990:17) states that teachers guides are particularly effective when they include information on both what is to teach and how to teach it; diagnostic tests to help teachers monitor student learning; modify lessons based on test results; strategies for classroom management; and suggested class activities.

From studies that have been conducted so far it is underlined fact that there is a shortage of instructional materials. For instance, the study conducted in Ethiopia by Amare Asgedom *et al.* (2000:5) state that Instructional materials and various school facilities were inadequate. Similarly, Ayalew *et al.* (2002:205) states that there is acute shortage of books and other instructional materials in nomadic pastoralist schools.

The scarcity of learning materials in the classroom is the most serious impediment to educate effectively in rural areas. Given that many teachers at the second cycle of primary schools are less qualified when compared with standard, the use of textbooks, teachers' guides and other materials designed to assist teachers in the organization of classroom activities could prove cost-effective (OESPO, 1999:11).

2.6.2.3.3. Supervision

Supervisory systems are an alternative means of obtaining information about school performance, and encouraging improvement. One of the factors that cause problems in supervision is lack of adequate and competent supervisors to shoulder responsibility (Hinzen, 2000: 24).

It was generally found that urban schools were more frequently inspected than rural schools. Urban schools were also more frequently visited, because of ease of access, than rural schools. About one third of schools were not visited at all in a full year. Since new teachers need close supervision, and long-term serving teachers require to be kept abreast of development in their subject areas, regular school inspections were seen to be crucial in order to sustain quality of education (EDC, 1989: 241).

2.6.2.3.4. Budget

Investment in primary schooling may well be the single most effective means of improving the incomes and social outcomes of the poor over the medium and long term. Both economic analysis and analysis of the distributional benefits of an expended primary education call for a greater degree of attention to the sector (UNESCO 2005:93). In spite of all these, primary education continues to be the "chronically under funded" area of human capital investment (Anderson, 1992:16).

Primary education in addition to sharing the benefits of education in general has its own benefits by which it excels the other levels and types of education. For instance, empirical studies on the returns of education are very high relative to both other levels of education and, indeed, to other sectors for a large number of developing countries (Psacharopoulos *et al.*, 1985:347). In this support, one study found that the social returns to investments in primary education are 28 percent higher than the returns in most other areas (World Bank, 1990:29).

The Government, as promoter of equity, should reconsider the way it support schools. Current formulas are highly uniform, with the delivery of services to schools generally based on the number of students enrolled. Yet it is less the number of students that local circumstances that determine the difficulty of educational task. One critical circumstance that is geography; schools located in urban settings have access to a large pool of human resources while those in peripheral areas do not, and it takes more to get a qualified person to work in the latter. A policy promoting

equality would recognize that fact, and would provide relatively more support to a peripheral school than to urban school (Cummings and Dall, 1995:118-119).

2.6.3. Intervention Strategies to Enhance the Education of Pastoralist Children

The review of the literature demonstrates the variations, complexity and interrelatedness of the challenges that hinder both access and good quality of primary education of nomadic pastoral children. Increasing equitable access and good quality primary education involves both the question of increasing supply as well as demand. There is also a growing body of scholarly views of strategies to enhance the education of nomads and their efficiency. Some of the strategies are:

2.6.3.1. Increasing School Places and Facilities

This is a process of increasing school places and supplying them with necessary facilities. In this respect, World Bank (1990:34) states that building more schools is an obvious and necessary response in order to extend access to children who are currently out of school. If schools are situated within children's walking distance, their likelihood of being attended by the nearby children will be higher.

2.6.3.2. School Expansion and Renovation

Before constructing a new school governments and communities should see the possibility for upgrading the existing school facilities to get additional places. Adding classrooms and upgrading school attract more children to continue their education there (Lackheed and Verspoor, 1991: 215).

2.6.3.3. School Mapping

In Ethiopia, 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 pastoralist children. There are two aspects of distance problem. The energy required covering 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 pastoral population is found (Carr-Hill, 2005: 28). "Unless mobility of the communities is carefully studied, there is always the risk of erecting schools where there will be no students to attend after sometime." (Ayalew *et al.*, 2002:198).

2.6.3.4. Improving Primary Schools.

This is a matter of convincing parents that education is valuable by emphasizing on school effectiveness. Unless parents see any positive values for their child to acquire from schooling, they may question the use of education. That is why primary schools need to be effective in their operations to attract their client's attention. To that end, well informed school management system, the curriculum that responds to the real needs of a given society, adequate supply of learning materials and equipment, proper allocation of instructional time, and teacher quality are major inputs of effective schools.

2.6.3.5. Teacher Recruitment and Deployment

Teacher shortage both in qualitative and quantitative aspects is a critical drawback of many education systems share. The shortage becomes more severe in rural and isolated areas where social services are extremely limited (Garrido, 1986:217). In this case, the World Bank (1990:98) and Lockheed and Verspoor (1991:211), believe that paying remuneration, providing boarding facilities, and offering additional training, encourage teachers to work in remote areas so that the critical problem of teacher shortage and high rate of attrition in rural settings will be minimized.

2.6.3.6. Adoption of Multiple Shift System

This refers to two or three times utilization of the existing school plant and facilities for different groups of students. In this case a single school can serve the same purpose for morning, afternoon, and evening students. By so doing, it is possible to obtain the advantage of increasing enrollment and reducing per-student cost. World Bank (1990:35) states that multiple shifts have the dual advantage of increasing enrollments and reducing per-student cost. By organizing separate class sessions

and by having teachers share facilities, two or three times as many students can be accommodated and savings can be realized on capital and teacher costs. If multiple shifts shorten the school day, the school year can be made longer to compensate.

2.6.3.7. Multi-Grade Teaching

The standard first cycle primary school in Ethiopia consists of four-classroom building. The student, section ratio in most of pastoralist areas is very much below the national standards, which implies that the scarce educational inputs such as classrooms and trained teachers are not efficiently utilized. In addition to mobility, these areas are thinly populated and getting adequate number of student per class is likely to be more problematic as more schools are constructed in the rural areas. Building one or two classroom school and introducing multi-grade class system in which one teacher handles several grades in one room can help to address the problem of uneconomically small classes and incomplete schools. Since this will also decrease the construction costs, it will enable to build more such schools with the same amount of resource. It is true that such classes put high demand on the teachers' time and require considerable organizational capabilities. Thus, implementation of this alternative should be supported by special training to teachers and provision of materials to perform their jobs effectively (Ayalew *et al.*, 2002:199).

2.6.3.8. 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 pastoralist group (Carr-Hill, 2002:29). For instance boarding school were established in Kenya to cater for wastage in primary school's due to the migratory life style of the communities as well as prohibitive distances from schools (Akaranga, 1995:45). They succeed in enrolling a large number of children from nomadic pastoral groups through a combination of local awareness raising efforts, support from local and other NGO's, increasing community commitments to support schools and increasing desire to support girls' education (Carr-Hill, 2005:29).

There are two problems, which arise in the establishment of boarding schools. First, parents are reluctant to send their children to boarding schools which and to whom they don't know. Moreover, children mightn't like to be separated from their family for long time. Second, the construction and maintenance of boarding schools is very costly. Moreover, it provides foods and lodging on top of instructional costs (Ayalew *et al.*, 2002:200).

In spite of such drawbacks, boarding school is an important strategy to deliver education for the children of pastoralists who are in constant movement and sparsely populated in remote areas (Ibid: 201).

2.6.3.9. Mobile Schools

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

It is one of a strategies being used by Sudan to promote the education of nomadic pastoralists in the arid zones of the country. The mobile schools in Sudan have a maximum of two grades at a time. Teachers have to choose between two methods of organizing the two groups. They either keep them together in the same class, or keep each group in a separate place in the school. When children are separated, the teacher has to introduce his/her lesson to one group and give them an exercise to keep them busy while he/she practices the same procedures with the second group (Eisa, 1997:187).

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 is usually highly appreciated by nomadic communities (Larsen and Hassen, 2001: 10).

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 (Ibid: 101).

2.6.3.10. Programmed Learning/ Instruction Materials

It is a way to improve teaching by incumbent teachers. Programmed learning or learner-centered instruction is economical and low cost. It expands the capacity of school to increase access, quality and promotes the equitable distribution of educational outcomes. Programmed materials focus on the systematic application of various principles of instructional development and design. They provide step-by-step scripts for teachers and instructional materials for children to use individually or in-groups. They have been used successfully in primary schools in Indonesia, Liberia, the Philippines and Thailand (World Bank, 1990:22).

2.6.3.11. Interactive Radio Instruction

Interactive radio instruction improves instructional quality in the classroom and supplements teacher instruction (Tietjen, 1991:48). Interactive radio pays close attention to the correct order and pacing of instruction, which is broadcast directly into classrooms. When teachers lack sufficient subject matter knowledge to instruct students correctly in a particular area, IRI can be an effective supplemental teaching

tool. Studies in five countries showed that IRI students learned more mathematics and English than children thought these subjects in the conventional classrooms (World Bank, 1990:21).

2.6.3.12. Ensuring the presence of Female Teachers

The proportion of teachers who are women is a potentially crucial indicator for gender outcomes in schooling. Equalizing gender balance among teachers will promote girls enrollment in rural areas (UNESCO 2005:91). Research findings have shown a positive relationship between female teachers and girls enrollment and female literacy (UNESCO, 1994:17).

According to UNICEF (2002:31) staffing school with female teachers helps to promote the perception of a safer and more protected school environment for girls. Similarly, Amare *et al.* (1998:161) state that women teachers provide visible, immediate role models of educated women for girls attending school. This presence is likely to encourage parents to send their children to school, both because they see the opportunities for their daughters outside the household, and because of increased sense of security for girls when female teachers are present.

2.6.3.13. Mobilizing Community Support

Education is a public enterprise that requires active participation and inputs from all segments of society. The role of communities is also of paramount importance in promoting education. Especially in today's world where developing countries are challenged by severe inability to provide universal primary education for their children, what is expected of communities remain more crucial than ever before.

As the community begins to pay a role in the school, a whole range of resources may be uncovered that were not formerly available, such as land for branch schools or for extra curricular school activities, volunteer teachers, or in kind assistance (Cummings and Dall, 1995:114). As the community begins to pay a role in the school, children come to school prepared to learn; the community provides financial and material support to school; communication between the school and parents and

community is frequent; the community has meaningful role in school governance; and community members and parents assist with instruction (Heneveld and Craig, 1996:98).

2.6.3.14. Free Education

The direct and indirect costs of formal education constitute a significant obstacle to expanded primary school attendance among the poor and particularly for girls. Family income and the costs of providing education influence family willingness to send girls to school more heavily than they affect the willingness to send boys. To overcome this problem, in 1990s many countries including Kenya, Lesotho, Malawi, and Uganda eliminated primary school fees in order to provide their people with free primary education. The results were dramatic; by reducing the direct costs to households, all four countries increased enrollment by sizable margins (UNESCO 2005:95). Countries that have removed fees or other direct costs of education have experienced dramatic increases in girls' enrollment. For instance, Uganda's UPE program, begun in 1997, led to a jump in the net enrollment ratio for girls from 63 percent to 83 percent in just two years, and the rate for the poorest girls nearly doubled from 43 percent to 82 percent. On the average, the gender gap in primary education almost disappeared (Ibid:102).

2.6.3.15. Reducing Direct Costs to Schooling

The Ethiopian policy has gone a significant step in this respect by abolishing all forms of fees up to grade ten. Yet, if the children from the rural poor are to be brought to schools, serious considerations should be given to schemes such as subsidizing clothing, school supplies and school feeding programs particularly in the deprived areas (Ayalew, 1997:503).

In rural, mountainous, and minority areas in china, a package of incentives including boarding school, books, stationery, medical allowances, educational guidance, and parental education has increased participation rates of girls to over 90 percent (World Bank, 1990:37).

2.6.3.16. Reducing Opportunity Costs to Schooling

Indirect costs are associated with a child's labor contribution to the household purposes. In developing countries where the demand for a child's labor highly competes with the need for schooling, reducing indirect cost becomes as important as reducing the direct cost. Literature reveals that in order to meet the need of the local community, the school must consider the socio-economic activity of the society. In this respect, Ayalew (1997:503) states that the school calendar and the shift system are the major alternatives to win the willingness of the parents in sending their children to the school.

2.6.3.17. Making School Curriculum Relevant

The utility and type of education must be improved so as to make the parents re-evaluate the benefits they acquire from education. For instance, in Gambia and Mali family life education (Like basic principles of health, nutrition, and childcare) has been incorporated in the primary school curriculum that promoted initial parental reluctance to enroll girls (Odaga and Heneveld, 1995:36).

2.6.3.18. School Feeding Program

School feeding program is one of the strategies to be implemented to lessen dropout, class repetition, even to attract more children to school and thereby to raise enrollment. According to World Food program (WFP)-Ethiopia (2003-2006) school feeding program has been an integral part of education sector development as of 1994 with objectives of improving access, stabilizing attendance, reducing dropout and alleviating short-term hunger.

In this support, Darge (1997:59) states that not only dropout, but also students' absenteeism has been recognized as insidious antecedent of low academic achievement and attrition.

The contribution of feeding program in promoting participation rate especially in needy groups and semi-desert areas like Borana zone is indispensable and has become a fresh start and new innovative strategy. The program is currently underway by WFP in food insecure districts of Tigray, Afar, Amhara, Oromia and Somalia (WFP-Ethiopia, 2003-2006).

The implementation of school feeding program in primary schools of deprived and semi-desert areas like Borana zone, is supposed to remedy to launch the enrollment of the pupils of the zone.

2.6.3.19. 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 alienation and as a threat to the pastoral way of life (Ayalew *et al.*, 2002:202).

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 (Odaga and Henveld, 1995:55).

Similarly, seminars, workshops and village meetings are used in Burkina Faso, Cameroon, Uganda, Tanzania, Zimbabwe and Malawi to convince parents to reflect upon and understand the impacts of certain traditional practices on educational participation of children (Ibid: 57).

2.6.3.20. Non-Formal Education

Non-formal education is a system, which enables to strengthen alternative education provision for out of school children and illiterate adults, so that disadvantaged groups can have access to quality learning opportunities. It has a flexible organization and capacity to adjust time constraints of participants, particularly those from disadvantaged groups of the population (Bishop, 1994:120-122). Similarly, Coombs (1981:11) states that non formal education is an organized and semi-organized education provided outside the formal educational system targeted at serving a great variety of learning needs of different sub-groups of the population of different age levels.

According to Bishop (1989:132) non formal education can be valid; high quality education, for importing life skill and knowledge; designed to reach large number of people where they live and work; can be highly diverse in organization, funding and management; designed to pay its own way through increased enrollment, productivity and social participation; its objective is to make learning is a national, lifelong experience, compatible with interest of the individual, and communities for all economic levels of society.

As put by Ballantine (1993:375) the alternative schools serve the following purposes:

- a. Give people freedom and choice in location, methodology, philosophy, materials and relationships.
- b. Reflect human qualities of love, openness, informality, flexibility, parental and community involvement and integration in contrast to segregation.
- c. Demonstrate human schooling of further intellectual, social and emotional, self-knowledge, independence and interdependence and creativity in an environment of shared responsibility.
- d. Minimize failure, competitiveness, authoritarianism, top-down administration, expensive facilities and labels.

From this, one can understand that, non-formal education is the best alternative of formal education designed based on the target population interest, living condition and it is related to the life of the participant.

2.7. An Overview of Borena Zone

Borena Zone is one of the Seventeen zones in Oromia Regional State. It is found at the southern part of the region having international boundary length of 521 km with Kenya in the Southern Ethiopia. It has two regional boundaries with the Southern Ethiopia Peoples Regional State to the West and Northwest and other with Somali Regional State to the East. In addition, the Zone also has a zonal boundary with Guji Zone, which is newly separated from Borena Zone with its capital at Negale. Borena Zone capital town, Yabello, is found at 575km from Addis Ababa in Southern direction.

Topographically, Borena is not a region of great physiographic diversity. It has no very low and very high land areas. According to Atlas of the zone, the largest proportion of Borena zone has an altitude below 1500m above sea level. In other words, the largest area of Borena zone is characterized by low land topography. The predominantly semi-arid woredas of the zone are Moyale, Yabello, Arero, part of Dire, Teltele and some part of Galana and Abaya. Those semi arid ("Gamoji") areas of the zone are mainly inhabited by pastoralist Borena and some non-Borena people.

Of those pastoralist inhabited semi-arid woredas, the largest proportion (more than 60%) of their area is covered by three woredas namely Moyale, Arero and Yebello. In these three pastoralist woredas, subsistence pastoralism together with semi-pastoralist mobility patterns is the dominant mode of economic production, but in the area significant non Borena minorities particularly in Yabello district are living with Borena people. Unlike Borena people, these minorities engaged in sedentary agriculture. These group of people mainly restricted to a few farming areas around a few existing towns and in such semi-urban conditions that most of non-Borena children attended school. Educational facilities tend to be comparatively better and they have better survival rate when compared to native Borena school children.

As regarding the so called "pastoral heart land", while in the past decade there has been a substantial increase in school participation, their schools continue to be poorly developed and organized, and lacking most of the basic educational resources associated with effective and efficient primary school provision.

This apparent educational dichotomy is merely a reflection of the wider socio economic and cultural disparities, which distinguishes farmers from pastoralists in the zone. Generally, Borena Zone is the first in both high adult illiteracy rate and low enrolment rate in Oromia Regional State. According to information from Borena Zone Education office, in 2004/05 the adult illiteracy rate found to be 89.5 percent (86 percent for male and 93 percent for female).

CHAPTER THREE

3. Presentations and Analysis of Data

This chapter has two parts. The first part presents the characteristics of the respondents and the second deals with the presentation and analysis of the data gathered from documents and through questionnaire and interviews.

3.1 Characteristic of the Respondents

In this study different categories of respondents like students, teachers' administrative personnel and Parent Teachers Association members were involved. The respondents are direct stakeholders and as a result they are considered to be relevant and main source of dependable information for the study.

Three hundred forty three copies of questionnaire were distributed to the respondents. Of these, two hundred ten copies of the questionnaire were administered among students, one hundred ten copies were administered among teachers and the remaining twenty-three copies of questionnaire were distributed among administrative personnel at zonal and Woreda levels.

Out of these, 317(92.4 percent) copies of questionnaire were returned. Of the returned copies 196 (61.83 percent) were from students, 98 (30.9 percent) were from teachers and the remaining 23 (7.25 percent) copies were from administrative personnel. The response of Parent Teacher Association members was also used as additional inputs to substantiate responses of the students, teachers and educational personnel. As a result, the responses are expected to be sufficient to draw inferences for the study.

Table 2
Respondents By Sex, Age, Religion and Marital Status

Item	Teachers (N = 98)		Administrative personal (N=23)	
	No	%	No	%
A. Sex:				
a) Male	68	69.4	21	91.3
b) Female	30	30.6	2	8.7
No response	-	-	-	-
Total	98	100	23	100
B. Age:				
a) Below 20	15	15.3	-	-
b) 20-29 Years	65	66.3	-	-
c) 30-39 years	11	11.2	9	39.1
d) 40-49 years	7	7.2	14	60.9
e) Above 49 years	-	-	-	-
No Response	-	-	-	-
Total	98	100	23	100
C. Religion:				
a) Christian	57	58.2	21	91.3
b) Muslim	39	39.8	2	8.7
c) "Waqefeta"	2	2.0	-	-
d) No response	-	-	-	-
Total	98	100	23	100
D) Marital Status:				
a) Married	43	43.9	21	91.3
b) Unmarried	55	56.1	2	8.7
c) Divorced	-	-	-	-
e) Widowed	-	-	-	-
No Response	-	-	-	-
Total	98	100	23	100

As indicated in the introductory part of this chapter, a total of 98 teacher respondents were involved in the study. Regarding respondents' sex 69.4 percent were males and 30.6 percent were females. With respect to educational personnel, 91.3 percent were males and 8.7 percent were females. This shows that the participation of

females in the education sector in pastoral Woredas of Borena Zone has been very low.

With respect to respondents' age, the majority i.e. 66.3 percent and 11.2 percent fall between the age groups of 20-29 and 30-39 respectively. This indicated that the majority of teachers were found in the adult age and their responses could be dependable. Regarding the age of administrative personnel the majority i.e. 60.9 percent and 39.1 percent fall between the age category of 40-49 and 30-39 respectively. This also reveals that the response could be more dependable.

As far as their religious affiliation is concerned, 58.2 percent and 39.8 percent of teachers were Christian and Muslim respectively. The remaining 2.0 percent were followers of traditional Oromo belief ("Waqefeta"). Regarding administrative personnel 91.3 percent were Christians and the remaining 8.7 percent were Muslims.

As far as marital status was concerned, 43.9 percent of teachers were married and 56.1 percent were unmarried. With regard to administrative personnel 91.3 percent were married. The remaining 8.7 percent were unmarried.

It has been recorded in Table 3-Item A that the majority i.e. 78.6 percent of teachers was TTI graduates while 19.4 percent were diploma holders. This implies that a large proportion of teachers who lacked the appropriate qualification dominate the upper primary schools. Hence, this significantly might have its own contribution to the low level of quality education in primary schools of the study area. With respect to educational personnel, the majority i.e. 56.6 percent were TTI graduates while 39.1 percent were diploma holders and only 1 person had B.A degree. This implies that a large proportion of educational personnel at zonal and woreda levels lack the required qualification for the required positions. This was might be due to the assigning of positions based on individual's political involvement rather than merit. Hence, this might have its own negative impact on the efficiency and effectiveness of the educational system in the study area.

As to service years, of the 98 teachers, 62.3 Percent served in teaching profession for 1-5 years. Those who had 6-10, 11-15 and 16-20 years of service account for 18.4 percent, 12.2 percent and 7.1 percent respectively. This implies that the number of teachers who appear to have adequate number of years of experience were insignificant. Hence, this might have its own negative impact on the effectiveness of the actual teaching and learning process. Besides, they might have to face difficulties in identifying learning problems of their students and to give remark about their different attributes. On the contrary, majority of administrative personnel i.e. 43.5 percent and 34.8 percent served for 11-15 and 16-20 years respectively. This implies that the educational officials could have adequate awareness about the culture, tradition and socio-economic activities of pastoral community and their impact on the educational participation of pastoral Borena children.

With respect to position, the majority i.e. 74.5 percent were teachers. The remaining 25.5 percent were administrative school heads. As to administrative personnel, the majority i.e. 65.2 percent were experts. The remaining 34.8 percent were higher-level officials. This diverse nature of the respondents has contributed to collect more relevant data for the study.

With regard to teaching load, the majority i.e. 41.8 Percent and 32.7 percent of teachers were handle 25-29 and 30 and above periods respectively. From the above date one can say that the majority of teachers seen to be too much over loaded. Thus, it is possible to conclude that most of teachers in the sample schools were teaching 25 and above periods per week. Consequently, they have no free time to provide additional assistance like checking students' exercise books, providing tutorial classes, etc. to needy students. Besides, they have no enough time for co-curricular activities.

Table 4
Students Respondents By Sex, Age
and Religion

No	Item	No	%
A	Sex		
	Male	124	63.3
	Female	72	36.7
	Total	196	100
B	Age		
	5-10	20	10.2
	11-14	101	51.6
	15-18	44	22.4
	19 and above	31	15.8
	Total	196	100
C	Religion		
	Christian	65	33.1
	Muslim	45	23.0
	"Waqeteta"	86	43.9
	Total	196	100

As table 4 depicts, a total of 196 students were involved in the study. Out of these 63.3 percent were males and 36.7 percent were females. The data reveal the existence of high discrepancy between male and females students.

With respect to their ages, the majorities i.e. 51.6 percent were found in the age category of 11-14. This was followed by the age category of 15-18 with 22.4 percent. Although majorities of the respondents were found in the legal school age,

that is 11-14, those who were beyond the legal school age were also large in number.

As far as religion, the majority of the respondents' i.e. 43.9 percent were "weqefeta" followers. The remaining 33.1 percent and 23.0 percent were Christians and Muslims respectively.

Table 5
Family Background of Student
Respondents

No	Item	No	%
A	With whom do you live? a. Father and Mother	162	82.7
	b. Father only	-	-
	c. Mother Only	8	4.0
	e. Other	26	13.3
B	Number Your family members: a. 1-3	16	8.2
	b. 4-6	68	34.7
	c. 7-9	89	45.4
	d. 10 and above	23	11.7
C	Father's level of Education: a. Illiterate	176	89.8
	b. Completed 1-4	14	7.1
	C. Completed 5-8	6	3.1
	d. Completed 9-12	-	-
	e. Above 12	-	-
D	Mother's level of education: a. Illiterate	189	96.4
	b. Completed 1-4	7	3.6
	C. Completed 5-8	-	-
	d. Completed 9-12	-	-
	e. Above 12	-	-

As it can be seen from table 5 the majority of the students i.e. 82.7 percent live with their fathers and mothers. This reveals that a large proportion of students live with their biological parents. Hence, this might have its own contribution for students to get adequate support from their parents.

With respect to their family size, 45.4 percent and 34.7 percent of the students replied that their families comprise 7-9 and 4-6 family members respectively. This shows that the majority of students were from among families of large size. Hence, this might have negative impact on their schooling due to parents' inability to cover school expenses for all.

Concerning the educational background of their parents, 89.8 percent fathers and 94.6 percent of mothers were illiterate. This implies the overwhelming majority of parents were illiterate. Hence, this might be one of the main reasons why the majority of pastoral Borena children did not get opportunity of schooling.

Table 6
Distance From Home to School as Perceived by Students

Item	No	%
How long does it take you from home to school on foot?		
A. Less than 30 Minutes	31	15.8
B. 30 Minutes to one hour	37	18.9
C. 1 hour to 1:30	69	35.2
D. 1:30 to 2:00 hrs.	53	27.0
E. More than 2:00 hrs.	6	3.1
Grand Total	196	100

As it can be seen from the table, of the total student respondents, 35.2 percent walk between 1 hour to 1:30. It was followed by 27.0 percent who walk from 1:30 to 2hours. Students who walk less than 30 minutes account for 15:8 percent. Majority of those who walk 1 hour to 1:30 and 1:30 to 2:00 hours both together account for 62.2 percent. This implies that despite the demand for education sparse population density, lack of schools and inappropriate school location plans forced children to walk long distance from home to school. Thus, it can be inferred that distance from home to school hampered sizeable number of children from attending schools in the study area. Consequently, Making the participation rate in primary education very low.

3.2. The Status of Participation of Pastoral Borena Children in the Primary Schools of Borena Zone

Based on the education and training policy of 1994, The Education Sector Development Program (ESDP-1) was launched in 1997/98, with an ultimate goal of achieving universal primary education over a period of 20 years. As stated in the program, at that time, the education system in Ethiopia experienced enormous challenges particularly in primary schools. Some of the major features of the education system were, low enrollment ratio, high repetition and dropout rates, and significantly lower enrollment ratio of girls (ESDP-II: 6).

In order to alleviate the problems, the government formulated a strategic Education Sector Development Program that covered the first period of the 20 years program (1997-2002). Some of its main objectives were increasing access to primary education, equity by expanding schools, efficiency by reducing dropout and repetition rates (MOE, 2003).

The Program had been implemented and encouraging results were observed especially in increasing gross primary enrollment. During ESDP-I, at national level the target was to reach primary gross enrollment rate of 50% while the achievement was 62%. This trend has also continued in ESDP-II. As a result, the primary gross enrollment rate has reached 85.4% in 2004/05. Similarly, the number of primary schools, which was 3927 in 1996/97, has reached 6, 466 in 2004/05, which showed an annual average growth of 7.38% (ESDP-III:8).

Even though enrollment rate at primary school level increased, this improvement is not evenly distributed among the different sectors of the population. According to Oromia Education Bureau document (2004/05) in Oromia regional state there is high disparity among zones and between boys and girls as can be seen from the table here under.

Table 7
Primary Education Gross Enrollment Ratio
in Oromia Regional State (2004/05)

NO	Zones	Male	Female	Total
1	Arsi	115.7	92.4	104.1
2	Bale	99.9	62.8	81.2
3	Borena	69.6	41.3	55.7
4	East Harerge	90.8	50.6	71.2
5	West Hrege	101.3	58.5	80.7
6	Ilubabor	115.7	97.6	106.7
7	Jimme	89.1	74.0	81.6
8	East Shewa	96.3	80.8	88.7
9	West Shewa	96.9	70.6	83.7
10	South Shewa	71.7	58.3	65.0
11	East Wollega	96.3	79.0	87.5
12	West Wollege	106.4	91.7	99.1
13	South West Shewa	100.7	73.9	87.4
14	Guji	107.4	55.9	82.2
	Oromia	97.9	72.6	85.4

Source: OEB, 2004/05.

As can be seen from table 7 above the highest GER was scored by Ilubabor (i.e. 106.7 percent) followed by Arsi and west wollega with 104.1 percent and 99.1 percent respectively, while the least GER was seen in Borena with 55.7 percent and North Shewa with 65.0 percent. Concerning disparity between boys and girls, the share of girls in primary education was only 41.3 percent in Borena Zone.

Besides, GER there is high difference in NER among zones and between boys and girls. Arsi (i.e. 92.4 percent) scored the highest NER while the least was seen in Borena with 43.7 percent. This clearly shows that the participation rate of children of Borena was the least from Oromia zones, which needs special attention.

Table 8
Primary Education Gross Enrollment Ratio in Borena Zone
(2004/05)

NO	Woreda	GER		Total
		Boys	Girls	
1	Abaya	80.1	36.5	58.8
2	Arero	61.0	39.5	50.5*
3	Bule Hora	83.3	40.8	62.4
4	Dire	61.8	47.3	55.0*
5	Galana	79.7	34.1	57.2
6	Moyale	27.4	23.7	25.6*
7	Taltelle	63.7	47.9	55.8
8	Yabello	88.2	64.8	76.6
	Borena	69.6	41.3	55.7

*Sample Woredas

Source: Borena Zone Education Office (2004/05)

From the above table we can observe that, with a participation rate much lower than the national average, the pastoralist population in Borena zone was among the most educationally disadvantaged in the country. As a result the situation poses a serious

national challenge to country's goal of attaining universal primary education by the year 2015.

With regard to quality, the documents in Borena Zone education office (2004/05) shows that there is acute shortage of instructional materials, student textbooks in particular. Pupil-textbooks ratio was 1:3 in the first cycle primary school and 1:6 for upper primary school. Some textbooks are highly scarce while for some subjects they are totally non-existent. The average teacher-pupil ratio was 1:95 in the first cycle primary school and 1:159 for second cycle primary school. Moreover, during the data gathering time the researcher observed that, the school environment is not conducive to normal teaching learning process. With regard to facilities, the schools are highly impoverished. In general, the education system in Borena zone is characterized by low participation rate and poor quality.

3.4.Factors Affecting Children Educational Participation

Attending school and survival rate of children in the education system is affected by some sets of constraints owing to two broad categories. These are supply (school) side factors and demand (out-of-school) side factors. Both factors are further divided into subdivisions. Thus, an attempt was made to identify some supply and demand side factors that may have significant contribution to low participation of children in primary schools of pastoral woredas of Borena zone. Accordingly, some 10 supply (school related) factors and 15 demand (out-of-school) factors have been identified and students, teachers and administrative personnel at zonal and woreda levels were asked to indicate the extent of the contribution of each item to the problem. In computing the value of their responses, the researcher has used different points that represent the extent of the influence of each factor which include 5= strongly agree, 4 = Agree, 3 = undecided, 2 = Disagree, 1 = strongly disagree. Moreover, the mean score for each item was calculated using the median line (i.e. 3.0) as a dividing line. Those items whose mean below 3 were assumed having less significant contribution to the problem.

3.3.1. Supply (school) Related Factors

The expansion of access to schooling through the supply of school becomes the world issue for education development since 1960s, although enrollment increased since then access to education is still limited. Some of the reasons are the following.

Table 9 shows the responses of students, teachers and administrative personnel on school (supply) side factors as one of the major challenges for educational participation of children in pastoral woredas of Borna zone.

Table 9
Supply (School) Side Factors as Perceived by Students, Teachers and Administrative Personnel

No	Variables	Weighted Mean			Average Mean
		Students	Teachers	Administrative personnel	
1	Distance from home to school is too far	4.6	4.3	4.1	4.3
2	There is full day schooling	1.7	2.0	1.2	1.6
3	The curriculum does not fit with the need of the communities	4.1	4.5	4.1	4.2
4	Lack of school facilities and utilities				
4.1	Water	4.8	4.2	4.3	4.4
4.2	Latrine	1.6	2.3	3.1	2.3
4.3	Laboratory	3.6	3.8	4.1	3.8
4.4	Library	3.4	3.9	3.7	3.7
4.5	Desks	4.3	4.1	4.0	4.1
4.6	Text books and teachers guides	4.5	4.0	3.8	4.1
5	Rigid school calendar	4.8	4.5	4.3	4.5
	Average Mean	3.7	3.8	3.7	3.7

Average Mean 3.7

As can be seen from the above Table 9, the majority of the respondents with the average mean of 4.3 asserted in their responses walking long distance from home to

school as a major barrier for educational participation of pastoral Borena children. In relation to this PTA members also emphasized the effect of this variable by indicating that, due to weak school network in the area many students were forced to attend schools walking approximately for about one to two hours single trip a day in most rural areas, and even more than this in some remote villages. Data obtained from students' personal characteristics also confirm that more than 65 percent of the total respondents travel more than one hour to reach schools.

Regarding this issue, a study conducted in Oromia regional state by OESPO (1999:41) states that students' travel greater than the distance stipulated in the national education policy, 3kms for primary schools. The study further states that in rural primary schools 44 percent of the students travel more than 3 kms and 17 percent of them travel more than double of this distance. According to Lockheed and Verspoor (1991:146) distance from home to school is a critical factor in determining whether or not children attend school. Similarly, UNESCO (1996:89) states that dropping out increase as an increase in the distance from the nearest school to the households where children come from. By and large, this situation is more prevalent in pastoral areas due to the fact that the climate is characterized by high temperature. Thus, it can be inferred that distance from home to school hampered sizeable number of children from attending schools in pastoral Woredas of Borena Zone, making the participation rate in primary education very low.

Regarding full day schooling, the majority of respondents with the average mean of 1.6 agreed that full day schooling in pastoral Woredas was not considered as a barrier to the education of children. Moreover, during the data gathering time it was observed that there was no full day schooling in the sampled schools of the study area. Therefore, it is possible to conclude that full day schooling never affects the participation of children in primary schools of pastoralist area.

Concerning the influence of curriculum irrelevance, the majority of the respondents with the average mean of 4.2 agreed that its effect was high. In relation to this PTA members were asked to comment on whether the existing curriculum was relevant or

not. They replied, even if there was a few attempts to adopt to the local condition much of the content of the existing curriculum does not fit with the pastoral way of life and its socio-economic activity. On the question of what sort of education the communities would like to be provided to their children they replied their preference of any type of modern education concerned with animal husbandry, technical skills, local history and other knowledge perceived to be important for the society,

In support of this, the study made on education for nomadic pastoralists in Eastern Africa states that school curriculum developed for sedentary people has no relevance to nomadic pastoral people (Carr-Hill, 2005:85). According to EDC (1989:98) inefficient schools that merely operate on the curriculum that does not meet the real need of population will lack of attraction and holding power. From the above discussion it appears safe to conclude that curriculum irrelevance might be the cause for low interest in education and high dropout rate among pupils. Consequently, it resulted in low rate of participation in primary education of the study area.

As far as school facilities and utilities the majority of the respondents agreed that lack of water, shortage of text books and teachers guides, laboratories, libraries and desks as a major determinant variables affecting the educational participation of children in the study area with average mean of 4.4, 4.1, 3.8 , 3.7 and 4.1 respectively.

In support of this, Ayalew et al. (2002:88) state that water is available resource throughout the pastoral areas but there is an acute shortage of water in most parts. There is also acute shortage of instructional materials and student textbook in particular. Some textbooks are highly scarce while for some subjects they are totally non-existent (P. 119).

Regarding these facilities and utilities, world Bank (1996:89) states that in areas where there is 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.

According to Taylor (1997:47) if there are no enough school facilities and utilities the dropout rate is likely to increase.

This implies the shortage of school facilities and utilities. Hence, it is possible to deduce that the shortage of school facilities and utilities might have discouraged pastoral Borena pupils learning and aggravated the rate of dropout and repetition. Consequently, making the participation rate in primary education very low.

Regarding rigid school calendar, the great majority of the respondents replied that rigid schools' calendar highly affects the educational involvement of children in pastoral woredas of Borena zone. Accordingly, from the stated 10 variables, the average mean of this item is 4.5, which is the largest rate. In relation to this PTA members were asked to comment on whether the existing school calendar was suitable or not. Interviewees replied that, the school calendar organized based on the national school days is not suitable to the education of children in pastoral areas of Borena Zone. They further Point out that the annual calendar of closing up schooling which is from July-August would be changed to January-February in order to attract parents to send their children to school. The reason mentioned was there is shortage of water and pasture from December to February. As a result pastoralists are forced to move from place to place.

From the above discussion it can be inferred that rigid school calendar hampered a large portion of school age children from schooling. This also resulted in low level of participation rate in primary education of the study area.

In general, the eight items: Walking long distance, curriculum irrelevance, shortage of water, Shortage of text books and teachers guides, Shortage of desks, absence of laboratories and libraries and rigid school calendar were considered by most of the subjects as the major supply (school related) impediments to children's' schooling.

3.3.2 Demand side Factors

The two main determinants of demand in education are socio-economic and socio-cultural factors. Accordingly, socio-economic and socio-cultural factors were treated with eight and seven sub variables respectively.

3.3.2.1 Socio-Economic Factors

Table 10

Socio-Economic Factors as Perceived by Students, Teachers and Administrative Personnel

No	Variables	Weighted Mean			Average Mean
		Students	Teachers	Administrative Personnel	
1	Low household income	4.4	4.7	4.3	4.5
2	Financial costs attached to schooling	3.8	4.2	4.0	4.0
3	Absence/Shortage of upper primary schools (5-8)	4.3	4.5	4.7	4.5
4	Parents' poor educational back ground	4.7	4.9	4.6	4.7
5	Child labour is highly needed by parents	4.5	4.8	4.6	4.6
6	Parents' prefer immediate benefits	4.0	4.3	4.5	4.3
7	Effect of resource-based conflict among tribes	3.9	4.2	4.4	4.2
8	Health problem	3.8	4.0	4.0	3.9
	Average mean	4.2	4.5	4.4	4.3

Average Mean 4.3

As it can be seen from Table 10, the great majority of the respondents with the average mean of 4.5, indicate that low household income highly affects the

participation of children in primary schools of the study area. In relation to this item, PTA members also confirmed that drought had been cyclic in Borena lands since 40 years. The frequency of drought has become shorter occurring between 4-5 years. Its impact had been the loss of human lives and animals, which results in decline of real income. Thus, due to parents' inability to pay school expenses children do not go for schooling. In case where they enrolled, they are forced to dropout.

Regarding the issue, carr-Hill (2005:57) states that though there are schools available, the principal impediment to the schooling of children of the poor in many parts of rural Africa is the high poverty level of the household. As to the world Bank (1990:30) children of poor families are less apt to enroll in school and more apt to dropout than children of better-off families.

From the above discussion it appears safe to conclude that Significant number of pastoral Borena children were unable to attend schooling and in case where they are enrolled they were forced to dropout due to low household income. Consequently, making the participation rate of primary education very low.

With respect to financial costs attached to schooling, the mean computed result (4.0) shows that all respondents rated the item above average considering as one major factor hindering the educational participation of children's in primary schools of the study area. This is may be due to the fact that, those getting a lower income may face difficulties in covering costs of educating their children and may tend to encourage them not to go to school. They may even need their children's help in income generating. In conformity with this, UNESCO (2005:95) has stated that the direct costs of formal education constitute a significant obstacle to expanded primary school attendance among the poor, and particularly for girls. Family income and the costs of providing education influence family willingness to send children to school. Thus, it is possible to conclude that sizeable number of pastoral children do not go for schooling due to parents' inability to cover schooling expenses. Consequently, this resulted in low level of participation rate in primary education.

Regarding the shortage or absence of upper primary schools, the great majority of the respondents with the average mean of 4.5 strongly recognized the issue as a major constraint in hindering children's' participation in primary schools of the study area. This implies that, all the three groups of respondents strongly recognized the issue as socio-economic impediment that hinders the participation of pastoral Borena children in primary education. Hence, it is possible to conclude that the absence of upper primary schools might be affected the willingness of parents to send their children far distance where the schools are available. This was might be one of the main reasons for many pastoralist children to discontinue their schooling before completing primary education. Finally, making the participation rate in primary education very low.

As can be seen from the table, the great majority of the respondents indicate in their responses that poor educational background of parents was identified as the main problem in hindering children's participation in primary schools. From 8 variables, the overwhelming majority of respondents, with the average mean of 4.7 indicate that parent's poor educational background highly affects the educational involvement of their children in primary education. Data obtained from students' personnel characteristics has showed that, 89.3 percent of fathers and 96.4 percent of mothers were illiterate. In line with this Ezeomah, (1995:42), has stated that the rate of illiteracy among nomadic pastoralists ranges from 80-100 percent in many African countries.

Various studies carried out on a factor that affects educational participation of children in rural areas of Botswana indicate that the education of parents as the single most important determining factor (Shrestha, 1986:28). Bowman and Anderson (1980:29) also contend that children of illiterate parents have less opportunity to go to school. On the other hand, a study made in sub-Saharan Africa reveals that educated parents are more likely to send their children to school and keep them long (Hyde, 1989:21).

Therefore, it is possible to conclude that high illiteracy level of the society is one of the main reasons why the majority of children did not get opportunity of schooling in pastoral areas. Consequently, making the participation rate in primary education very low.

Regarding child labour, the great majority of the respondents with the average mean of 4.6 recognized that the need for children's labour by their parents as a major constraint in hindering children's participation in primary education. In line with this interviewed PTA members confirmed that the need for child labour in activities like herding of animals, home assignment, fetching of water, and selling of milk were among the major factors hindering the participation of children in primary education.

Concerning this item, UNESCO (2005:92) states that demand for schooling in rural areas can be low, particularly because of the opportunity costs of attending school in terms of time lost to working in the fields or the home. Similarly, Duncan (1984:38) contends that the burden of high opportunity costs is seen as one of the major factors impeding the education of rural children. Parents in rural areas regarded the time spent in schooling as to restrict the time available for other more useful works and types of apprenticeship training at home.

Particularly in the lowland pastoral areas, because of the labor-intensive nature of the herding of cattle, pastoralist children are significant contributors to the household income through their labor. Thus, parents are reluctant to send their children to school. In general, schools that compete with these familial demands will have more difficulty in attracting students (PHRD, 1996: 19). Therefore, it is possible to infer that sizeable numbers of pastoral Borena children were kept away from schooling because of high demand for child labour in the division of labour of pastoral economic activities. Consequently, making the participation rate in primary education very low.

As far as parents prefer to the immediate benefits, the result of the respondents was found to be on average mean of 4.3. This implies that parents look after their children to be involved in activities that give them immediate gratification rather than educating them, which takes a long time to bear any type of reward. In support of this, Cummings and Dall (1995:58-59) state that in rural areas people do not consider schooling a long-term investment and they are not willing to pay for their children, instead they prefer immediate earnings like livestock rearing and farm activities. This implies the need for immediate benefits by parents was one of the major socio-economic factors to affect educational participation of children in the study area. Hence, it is possible to deduce that the need for immediate gratification by parents might affected the willingness of parents to send their children to schools, in stead they prefer immediate earnings like livestock rearing and home assignments. Consequently, making the participation rate of primary education very low.

Regarding resource-based conflict, the majority of the respondents with the average mean of 4.2, recognized the issue as a major barrier for educational participation of children in pastoral Woredas of the zone. In this regard, PTA members explain that inter-tribal conflicts frequently arise due to increased competition over grazing lands and water. The prominences of conflicts have contributed to a significant loss of the lives of people and livestock. Consequently, it increases poverty and decline of real income. Therefore, it is possible to deduce that in such unstable condition parents feel insecure to send their children to schools, incase where they are enrolled parents forced them to dropout. Consequently, making the participation rate in primary education very low.

In case of health problem as a factor to the educational participation of Borena children, most of the respondents with the average mean of 3.9 replied that its influence was high. It is truism that, to learn properly an individual should be healthy. But, a number of school children might be subject to premature school leaving due to personal and parental health. In relation to this interviewed PTA members mentioned that, the pastoral Borena areas in addition to their fragile ecology and harsh environment, they are susceptible to malaria, water born and other

communicable diseases These health problems are worsened by the absence of health facilities and veterinary services. Thus, it is possible to infer that health problem might have discouraged pastoral Borena pupils learning and aggravated the rate of dropout and repetition. As a result, making the participation rate in primary education very low.

To conclude, taking mean score of 3.0 as an average of responses of the respondents, the Whole items: low household income, financial costs attached to schooling, absence / shortage of upper primary schools, parents' poor educational background, high demand for child labour, the need for immediate benefits by parents, resource-based conflict and health problem were considered by most of the subjects as the major socio- economic obstacles towards educational participation of children in the study area.

3.3.2.2 Socio-Cultural Factors

In addition to socio-economic factors, socio-cultural factors are also the major challenges to school participation and survival rates in the education system. Under this subtopic the major socio-cultural constraints to the participation of children's of Borena zone in primary education are discussed.

Table 11
Socio-Culture Factors as Perceived by Students Teachers and
Administrative Personnel

NO	Variable	Weighted Mean			Average mean
		Students	Teachers	Administrative personnel	
1	Parents tend to favor the education of boys than girls	3.9	4.4	4.6	4.3
2	Parents consider girls as economically important	4.5	4.8	4.6	4.6
3	Shortage/absence of role model female teachers	4.0	4.2	4.4	4.2
4	Early marriage	3.7	3.9	4.0	3.9
5	Low value given to education by parents	4.5	4.4	4.6	4.5
6	Sexual harassment on girls	1.6	1.5	1.1	1.4
7	Early Pregnancy	1.6	1.3	1.0	1.3
	Average Mean	3.4	3.5	3.5	3.5

In recent years, it seems that conditions in Ethiopia have changed positively with regard to female education. The opportunities for educational participation are open today to girls on equal terms with boys. For example, in the education and training policy of the country, it is stated that "special attention will be given to women... in the preparation, distribution and use of educational support inputs" (1994:29). Moreover, in the policy, one of the specific objectives is "To gear education towards reorienting society's attitudes and values pertaining to the role and contribution of women in development" (p. 11). All these may be considered as steps forward. However, table 11 reveals that most communities tend to favor the education of boys rather than girls. The majority of the respondents with the average mean of 4.3 asserted in their responses, as parents tend to favor the education of boys than girls. In relation to this interviewed PTA members state that they would prefer to send their sons. The reasons mentioned was that their parents wanted girls to marry and give birth as early as possible. In cases where girls are enrolled, parents did not support their schooling. Therefore, it is possible to deduce that parents prefer their

daughters stay at home, and be engaged in domestic chores, and home assignments instead of going to school. This might be the reason why a large proportion of the parents showed preference to give priority to their sons over their daughters to go to school. Consequently, making the participation rate of pastoral girls in primary education very low.

As can be seen from the table, the overwhelming majority of the respondents replied that parents view in considering girls as economically important assets, highly affects the educational participation of girls in pastoral woredas of Borena Zone. Accordingly from the stated seven variables, the average mean of this item is 4.6 which is the largest rate. In relation to this interviewed PTA members were also recognized the issue as a major constraint in hindering educational participation of girls. By saying that in postoralist area girls more excessively involve in domestic works than boys do. The variety and complexity of tasks to be done by them seemed to have heavy effect on their school time and energy. As a result, only a fraction of school age female can attend primary school and a fraction of these enrolled in the education system can stay and complete it.

In conformity with this, Stromquist (1997:49) states that the decision to withhold daughters from schooling is affected, to a large extent, by the time and labor they contribute to the economy of the household. Especially, in poor households girls represent an immediate economic asset. Similarly, Bowman and Anderson (1982:69) state that in addition to child care and house hold tasks they may work in gardens, fetching water, assisting in trade and do home processing products for sale. Such current high forgone earning in contrast with their future benefits for the family results in educational decisions that may be harmful to girls (Stromquist, 1997:50). From the above discussion it appears safe to conclude that the variety and complexity of tasks to be done by girls might be affected the willingness of parents to send their daughters to schools. In case where they are enrolled the time they spend on domestic chores and home assignments leaves them very little time for their study which resulted in poor performance and repeating in a class room. This

might have discouraged pastoral girls learning and aggravated the rate of dropout. Consequently, making the participation rate of girls in primary education very low.

As far as shortage or absence of role model female teachers, the majority of the respondents with the average mean of 4.2 recognized in their responses the issue as a major barrier for educational participation of children in pastoral areas of the Zone. Hence, it is possible to infer that the absence of role model female teachers might have discouraged parents to send their daughters to school because of increased sense of insecurity. Besides, it might have an influence on girls' education as related to lack of role model and some advice from the same sex for female pupils in the school. As a result, making the participation rate of girls in primary education very low.

Regarding, early marriage, the majority of the respondents with the average mean of 3.9 replied that its effect was high. In conformity with this, PTA members state that early marriage is one of the cultural practices considered as a source of income for parents. Therefore, it is possible to conclude that early marriage hinders girls from going to school and reason for dropout from school. This might be one of the main reasons why the participation rate of pastoral girls in primary education was very low.

As far as low value given to education by parents, the great majority of the respondents with the average mean of 4.5 replied that its effect was vary high. It is obvious that, parents' educational background plays an important role in sending their children to school and in decreasing primary school pupils attrition. It is also true that investment in child's education doesn't provide an immediate benefit, but this fact can easily be understood only by educated people and educated parents understand the value of education in general and the value of educating their children in particular. In order words every one doesn't understand the value of education in its future positive aspect and those relatively educated and well informed about the use of education understand its value better than those not educated. In this respect, Ayalew et al. (2002:202) state that pastoral communities

seems 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. Hence it is possible to conclude that the issue might be forced the parents either not to send their children to school or not allow them to stay in the education system. Consequently, making the participation rate of primary education very low.

Concerning sexual harassment and early pregnancy, respondents were requested to rate their opinion as a factor to the educational participation of Borena girls. They replied, as the influence of such factors was very minimal with the average mean of 1.4 and 1.3 respectively. Interviewed, PTA members also confirmed that, these factors weren't considered as hindering factors because such actions are social evils that can't be tolerated by the Borena society. Strong punishment such as large number of cattle for compensations and social out casting follow the evil deeds. Thus sexual harassment and early pregnancy were not a challenge in the educational participation of pastoral Borena girls.

In general, the five items: parents tend to favor the education of boys than girls, parents view in considering girls as economically important assets, shortage or absence of role model female teachers, early marriage and low value given to education by parents (with average mean score of 4.3, 4.6, 4.2, 3.9 and 4.5) respectively, were considered by most of the subjects as the major socio-cultural obstacles towards children's education in the study area.

Again the findings substantiate the socio-cultural outlooks of traditional societies as determining the schooling of rural children.

The remaining items: sexual harassment on girls and early pregnancy were not considered as major impediment to children's schooling.

3.4 Challenges in the Provision of Quality Primary Education

The decrease of school expenditure on one hand and the rapid increase of enrollment rates on the other hand attributed to the poor quality of schools. Accordingly, the policy makers and stakeholders have become aware to turn their

attention towards improving school effectiveness or quality of schools. Some of the major factors inhibiting the provision of quality education are discussed below,

Table 12
Quality Related Factors as Perceived by Students Teachers and
Administrative Personal

No	Variable	Weighted Mean			Average Mean
		Students	Teachers	Administrative personnel	
1	Shortage of teachers	4.0	4.2	4.4	4.2
2	Shortage of qualified teachers	4.3	4.6	4.4	4.4
3	Shortage of text books	4.7	4.5	4.2	4.5
4	Shortage of teachers guides	3.6	4.4	4.1	4.0
5	Lack of adequate supervision	4.1	4.5	3.6	4.1
6	Lack of competent educational leaders	4.8	4.9	2.4	4.0
7	Lack of adequate budget	3.8	4.1	4.6	4.2
	Average Mean	4.2	4.5	4.0	4.2

As can be seen from the table, the majority of respondents with the average mean score of 4.2 replied that, the shortage of teachers highly affects the quality of education in the study area. The mean computed result shows that all respondents rated the item above average considering as one major factor hindering the provision of quality education. With regard to this, interviewed, PTA members explain that the persistent shortage of school teachers, due to the shortage of people trained from pastoralist back ground, together with the reluctance of teachers from other parts of the country and society to work in the warmest and harsh environment is a problem.

In conformity with the above finding, Lockheed and verspoor (1991:124) state that shortage of teachers were more common in remote rural areas. Lack of rewards and economic incentives are among the causes for not work in rural areas. This has a

a significant impact on students' learning and success in education. Therefore, it is possible to conclude that due to shortage of teachers, individual teachers is required to handle many periods and forced to teach beyond their qualification. This might be the cause for poor quality of primary education in the study area.

Regarding, shortage of qualified teachers, as a factor to quality education, the majority of the respondents with the average mean of 4.4 replied that its influence was high. According to Borena zone education office document, all teachers in the first cycle of primary schools fulfilled the required standard that is 12+TTI. The problem of teachers' qualification is found to be more serious in the 2nd cycle of primary school where more than 61 percent of teachers are below the standard that is diploma.

Emphasizing the importance of teacher's qualification, Cummings and Dall, (1995:60) state that the major determinant in the provision of quality education is the preparation and availability of qualified teachers. The teachers' skills set limitations on educational accomplishment. Similarly, the study made on education for nomadic pastoralists in Eastern Africa also confirm that, availability of sufficient number of qualified teachers is a determinant of quality. Poor transport facilities, lack of electric power, and other utilities discourage qualified teachers to go to remote areas where most of the pastoralist lives (Carr-Hill, 2005:63). From the above points it appears safe to deduce that a large proportion of teachers who lacked the appropriate qualification dominate the upper primary schools. Consequently, this significantly might have its own contribution to the low level of quality education in primary schools of the study area due to the fact that poorly trained teachers can not provide better class management as well as attractive lesson so that they can not contribute a lot to the success and retention of student.

The availability of learning materials, be it student textbooks or teacher's guides are very important inputs for real learning. However, table 12 reveals the shortage of textbooks and teachers guides in primary schools of the study area with the average mean of 4.5 and 4.0, respectively.

In support of the above finding, Ayalew et al. (2002:119) state that in primary schools of pastoral area there is acute shortage of instructional materials, student textbooks in particular. Some textbooks are highly scarce while for some subjects they are totally non-existent. According to Baum and Tolbert (1985:138) one of the most cost-effective determinants of learning achievement, particularly at primary level is the availability of textbooks. Similarly, world Bank (1990:17) states that the learning materials known to enhance students' achievement most significantly are textbooks and teacher guides. Hence, it is possible to infer that the shortage of textbooks resulted ineffective learning of students since they lack this materials at hand to work on the different activities on their own pace. The absence of teachers' guides where many teachers at the second cycle of primary schools lack the appropriate qualification resulted ineffective teaching. Consequently, making the provision of quality primary education very low.

Regarding, lack of adequate supervision, large proportion of respondents, with the average mean of 4.1 agreed that its effect was high. However, if we look more specifically at the replies of the subjects, the two groups (students and teachers) considered the issue as the major obstacle towards the provision of quality education with the average mean score of 4.1 and 4.5 respectively. While not by educational personnel, though the rate is still above average. In support of this finding, EDC (1989:241) states that in remote rural areas about one third of schools were not visited at all in a full year. As to Hinzen (2000:24) one of the factors that cause problems in supervision is lack of adequate and competent supervisors to shoulder responsibility. Hence, it is possible to conclude that in a situation where most of teachers lack adequate experience and where the qualification of most of teachers in the upper primary schools bellow the standard lack of adequate supervision highly affect the teaching and learning process. Consequently, making the provision of quality primary education very poor.

Emphasizing the importance of competent educational leaders, Heneveld and Carig (1996:51) states that the availability of competent educational leaders who are based on sound management principles and techniques enable the school and education

system to accomplish their role effectively and efficiently. However, table 12 reveals the shortage of competent educational leaders in the study area.

Concerning the issue, the large proportion of respondents with the average mean of 4.0 agreed that its effect was high. However, if we look more specifically at the replies of the subjects, the two groups (students and teachers) considered the item as the major obstacle towards the provision of quality education with the average mean score of 4.8 and 4.9 respectively. While the majority of educational personnel has given low credit to the item. As can be seen from the table, students and teachers rated the issue as a barrier highest of all seven variables. With regard to administrative personnel, the reason for not admitted to their incapacity is lack of the standard qualification for the required positions. All positions at zonal and Woreda levels require a minimum of diploma holders. However, 56.6 percent of educational leaders were 12+TTI.

From the above data it appears safe to conclude that educational personnel at zonal and woreda levels lack the required qualification for the required positions. Consequently, this might have its own negative impact on the quality and efficiency of the overall education system in the study area.

Adequate income sources and budget allocations are important means to improve the school activities. However, table 12 reveals the shortage of budget in the study area. The majority of the respondents with the average mean of 4.2 identified the issue as the major problem in hampering the provision of quality education. With this regard, UNESCO (2005:33) States that investment in primary schooling may well be the single most effective means of improving the incomes and social outcomes of the poor over the medium and long term. Both economic analysis and analysis of the distributional benefits of an expanded primary education call for a greater degree of attention to the sector. In spite of all these, primary education continues to be the "chronically under funded" area of human capital investment (Anderson, 1992:16). The above data shows the shortage of budget in the study area. Hence, it is possible to conclude that schools are ineffectively functioning or unable to provide

better services because of budget for instructional and other educational services were insignificant. Consequently, making the provision of quality primary education very poor.

In general, all proposed quality related factors: short age of teachers, shortage of qualified teachers, shortage of text books, shortage of teachers guides, lack of adequate supervision, lack of competent educational leaders and lack of adequate budget (with the average mean score of 4.2, 4.4, 4.5, 4.0, 4.1, 4.0 and 4.2) were recognized by almost all the subjects as the major challenges towards the provision of quality primary education.

3.5. Intervention Strategies to Enhance the Education of Pastoral Children

Despite the increasing participation in the pastoral woredas of Borena Zone, universalisation of primary education remains distant for the country in general and for the study area in particular. As a result, assessing commendable strategies were central to the study. Accordingly, opinions were gathered from students, teachers and administrative personnel. Moreover, through interview there were supplements from PTA members.

Table 13
Strategies as Perceived by Students, Teachers and Administrative Personnel

Variable	Weighted Mean			Average Mean
	Students	Teachers	Administrative personnel	
Constructing schools near the communities	4.5	4.7	4.5	4.6
Expanding classrooms and upgrading schools	4.3	4.6	4.5	4.5
Improving the effectiveness of primary schools	4.1	4.7	4.6	4.5
Recruiting and motivating the existing teachers	4.2	4.8	4.7	4.6
Adoption of multiple shift system	1.6	1.8	1.3	1.6
Use of multi-grade teaching	3.6	3.5	4.2	3.8
Introducing boarding schools	4.8	4.5	4.4	4.6
Introducing mobile schools	4.2	3.7	4.0	4.0
Making the school calendar flexible to meet the need of the parents	4.8	4.5	5.0	4.8
Introducing programmed learning /instruction materials/	3.6	4.0	4.5	4.0
Introducing interactive Radio-Instruction	4.0	4.4	4.2	4.2
Increase the number of female teachers	3.9	4.1	4.3	4.1
Making the curriculum relevant	4.3	4.6	4.7	4.5
Introducing free education	3.7	3.9	3.5	3.7
Reducing Costs attached to schooling	4.2	3.6	3.8	3.9
Reducing indirect cost	4.2	4.5	4.3	4.3
Provision of school feeding program	4.6	4.1	4.4	4.4
Increasing the sensitization program in the value of education	4.5	4.7	4.4	4.5
Expansion of non-formal education	4.8	4.9	5.0	4.9
Mobilizing community support	2.0	2.1	2.4	2.2
Increasing job opportunity	4.4	4.1	4.0	4.2
Average mean	4.2	4.1	4.1	4.1

Table 12 shows the responses of students, teachers and administrative personnel on intervention strategies to enhance the provision of primary education in pastoral woredas of Borena Zone.

As can be seen from the table, out of 21 strategies proposed 19 strategies ranging from 3.7-4.9 were rated high. The rest two alternatives were rated 2.2 and 1.6 respectively. The overall average mean of the group was reported 4.1 showing that majority of the strategies proposed were appropriate in enhancing the provision of primary education in the study area.

As we can see from the replies of the subjects (see Table 13), as far as constructing schools near the communities, the three respondent groups rated high. The weighted mean score was 4.5 for students, 4.7 for teachers and 4.5 for administrative personnel. The three groups with the average mean of 4.6 strongly agreed on the issue. Moreover, during the interview conducted with PTA members the construction of schools near the communities was suggested as one of the suitable strategies. In line with this, world Bank (1990:34) states that building more schools is an obvious and necessary response in order to extend access to children who are currently out of school. This shows, if schools are situated within a walking distance opportunity of children to schooling will be higher. Therefore, it is possible to deduce that, constructing schools near the communities would be one of the commendable strategies for the study area.

As to expanding the classrooms and upgrading school, the three respondent groups rated high. The weighted mean score was 4.3 for students, 4.6 for teachers and 4.5 for administrative personnel. The aggregate mean was 4.5. This implies all subjects strongly agreed on the issue. In this respect, Lockheed and Verspoor (1991:101) state that adding classrooms and upgrading school attract more children to continue their education there. Therefore, it is possible to conclude that expanding the classrooms and upgrading school is among the best strategies to enhance participation and to promote quality primary education.

With respect to improving the effectiveness of primary schools, all subjects rated high. The weighted mean score was 4.1 for students, 4.7 for teachers and 4.6 for administrative personnel. The three groups with the average mean of 4.5 strongly agreed on the issue. This shows that primary schools need to be effective in their operations to attract their client's attention. Thus, it is possible to generalize that improving the effectiveness of primary schools was the best strategy to enhance participation and promote quality primary education for pastoralist children.

With respect to recruiting and motivating the existing teachers all respondent group rated high with the weighted mean score of 4.2 for students, 4.8 for teachers and 4.7 for administrative personnel. All subjects with the average mean of 4.6 strongly agreed on the issue. In this case, the world bank (1990:98) and Lockheed and Verspoor (1991:113) state that paying remuneration, providing boarding facilities, and offering additional training, encourage teachers to work in remote areas so that the critical problem of teacher shortage and high rate of attrition in rural settings will be minimized. This indicates that recruiting and motivating the existing teachers has a positive value for increasing participation and promoting quality education in the study area.

Regarding, adoption of multiple shift system, the three respondent groups rated low. The weighted mean score for this variable was 1.6 for students, 1.8 for teachers and 1.3 for administrative personnel. The three groups with the average mean of 1.6 disagree on the issue. This shows that, the adoption of multiple shift system was not considered as one of the desirable strategies to improve the participation rate of children in primary schools.

Regarding, use of multi-grade teaching, all the three respondent groups recognized the item with the weighted mean score of 3.6 for students, 3.5 for teachers and 4.2 for administrative personnel. The aggregate average mean was 3.8. In this respect, Ayalew et al. (2002:199) state that in addition to mobility, pastoralist areas are thinly populated and getting adequate number of student per class is likely to be more problematic as more schools are constructed in the rural areas. Building one or two

class room school and introducing multi-grade class system in which one teacher handles several grades in one class room can help to address the problem of uneconomically small classes and incomplete schools. Thus, the use of multi-grade teaching in the study area helps to utilize the scarce educational inputs such as classrooms and trained teachers efficiently.

As far as introducing boarding schools, all the three groups rated high. The weighted mean score for this item was 4.9 for students, 4.5 for teachers and 4.4 for administrative personnel. All subjects with the average mean of 4.6 strongly agreed on the issue.

In this support Akaranga (1995:45) states that 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. On the established boarding school in Kenya Carr-Hill (2005:29) states that they succeed in enrolling a large number of children from nomadic pastoral groups through a combination of local awareness raising efforts and support from local and other NGO's. Similarly, Ayalew et al. (2002:199), indicate that boarding School is important strategy to deliver education for the children of pastoralists who are in constant movement and sparsely populated in remote areas. Moreover, it provides foods and lodging on the top of instructional costs. Thus, it is possible to deduce that boarding school is among the best strategies to enhance participation and promote quality primary education for pastoralist children

As to introducing Mobil schools the three respondent groups rated high. The weighted mean score for this variable was 4.2 for students, 3.7 for teachers and 4.0 for administrative personnel. All subjects with the average mean of 4.0 agreed on the issue. In this support, Ayalew et al. (2002:200) state that mobile schools is a useful and appropriate method in the provision of education for children whose families are constantly move like nomadic pastoralist. It is a preferable mechanism since the children learn with in the environment, which they can easily adapt to the school situation and where the parents will be free from fear of cultural alienation and

in security as their children remain close to them. Thus, it is possible to generalize that mobile school is among the best strategies to enhance participation and to promote quality primary education for pastoralist children.

As far as, making the school calendar flexible to meet the need of the parents, all the three respondent groups have rated maintaining flexible school calendar as a major strategy to retain more children's in schools. The Weighted mean score for this item was 4.8 for students, 4.5 for teachers and 5.0 for administrative personnel. All groups with the average mean of 4.8 strongly agreed on the issue. In this support, Ayalew (1997:503) states that the school calendar is the main alternative strategy to win the willingness of the parents in sending their children to the school. Therefore, it is safe to conclude that maintaining flexible calendar is among the best strategies to retain more children's to schools in the study area.

With respect to introducing programmed learning/instruction materials, students and teacher respondents agreed on the issue with the weighted mean score of 3.6 and 4.0 respectively. On the other hand, the issue was strongly agreed by administrative personnel with the weighted mean score of 4.5. The over all average mean for three groups was 4.3. Emphasizing the importance of programmed learning, world Bank (1990:22) states that programmed learning /instruction materials expands the capacity of school to increase access, quality and promotes the equitable distribution of educational out comes. They provide step-by-step scripts for teachers and instructional materials for children to use individually or in-groups. From this we can easily conclude that programmed learning is among the desirable strategies to enhance participation rate and to promote quality primary education in the study area

As far as, introducing interactive radio-instruction, all the three respondent groups rated high. The weighted mean score for this item was 4.0 for students, 4.4 for teachers and 4.2 for administrative personnel. All subjects with the average mean of 4.2 recognized the item as one of the sound strategies to enhance participation rate of children and to improve the quality of education. In this respect, Tietjen (1991:48) states that interactive radio instruction improves instructional quality in the classroom

and supplements teacher instruction. Similarly, world Bank (1990:21) indicates that when teachers lack sufficient subject matter knowledge to instruct students correctly in a particular area IRI can be an effective supplemental teaching tool. Thus, in the study area where qualified teachers are scarce the use of IRI is unquestionable

With respect to increasing the number of female teachers, all the three respondent groups rated high. The weighted mean score was 3.9 for students, 4.1 for teachers and 4.3 for administrative personnel. All groups with the average mean of 4.1 agreed on the issue. This shows that, female teachers are few in number. The data obtained from personal characteristics of teachers also reveal that there were few female teachers (30.6 percent) in the sample Woredas. Moreover, their concentration was seen in towns and nearby schools.

Emphasizing the issue, UNICEF (2002:31) states that staffing schools with female teachers helps to promote the perception of a safer and more protected school environment for girls. Similarly, Amare et al. (1998:116) state that women teachers provide visible, immediate role models of educated women for girls attending school. This presence is likely to encourage parents to send their children to school, both because they see the opportunities for their daughters out side the household, and because of increased sense of security for girls when female teachers are present. Therefore, increasing the number of female teachers as role models was found to be an appropriate strategy to enhance the participation rate of girls in primary schools of the study area.

Regarding, the use of curriculum that fits with the need of the communities, all respondent groups rated high. The weighted mean score was 4.3 for students, 4.6 for teachers and 4.7 for administrative personnel. All groups with the average mean of 4.5 strongly agreed on the issue. In line with this, EDC (1989:113) states that curriculum should be relevant to societal needs; learning must be linked with community activities, values, attitudes and life style. The transmission role of education necessitates the understanding by the learner of what is going on in real life situation. The educational contents, values and attitudes thought in schools

should be fruitfully linked to those prevailing in society. This shows that the designing of special curriculum for pastoralist children is paramount important.

With respect to introducing free education, students, teachers and administrative personnel agreed on the issue with the weighted mean score of 3.7, 3.9 and 3.5 respectively. The over all average mean for all respondents was 3.7. In support of this strategy, UNESCO (2005:95) states that countries that have removed fees or other direct costs of education have experienced dramatic increases in girls' enrollment. For instance, Uganda's UPE program, begun in 1997, led to a jump in the net enrollment ratio for girls from 63 percent to 83 percent in just two years, and the rate for the poorest girls nearly doubled from 43 percent to 83 percent. On the average the gender gap in primary education almost disappeared. This implies, introducing free education in pastoral areas like Borena helps to enhance the participation rate of children in primary schools.

As far as reducing costs attached to formal education, all groups agreed on the issue with the weighted mean score of 4.2 for students, 3.6 for teachers and 3.8 for administrative personnel. The overall average mean was 3.9. This shows that all groups recognized the item as strategy to enhance the participation rate of children in the study area. In this respect, Ayalew (1997:503) states that if the children from the rural poor are to be brought to schools, serious considerations should be given to schemes such as subsidizing clothing, school supplies and school feeding programs particularly in deprived areas.

With regard to reducing indirect costs, all groups' students, teachers and administrative personnel rated high. The weighted mean score was 4.2 for students, 4.5 for teachers and 4.3 for administrative personnel. All subjects with the average mean of 4.3 agreed on the issue. This shows demand for a child's labor highly competes with the need for schooling. Thus, in order to meet the need of the local community, the school must consider the socio economic activity of the community. Therefore, reducing indirect costs of schooling would be one of the commendable strategies for the study area.

Regarding, the provision of school feeding program, all the three respondent groups rated high. The weighted mean score was 4.6 for students, 4.1 for teachers and 4.4 for administrative personnel. All subjects with the average mean of 4.4 agreed on the issue. This is might be due to the fact that, lack of food was common among pastoral woredas of Borena Zone. Emphasizing the importance of school feeding program in schools World Food program (WFP) Ethiopia (2003-2006) states that school feeding program has a great value in improving access, stabilizing attendance, reducing dropout and alleviating short-term hunger. From this we can easily conclude that the provision of food in schools is among the best strategies to enhance the participation rate of children in primary schools of the study area.

As far as, increasing the sensitization program on the value of education, it was also rated high by all subjects with the weighted mean score of 4.5 for students, 4.7 for teachers and 4.4 for administrative personnel. The over all average mean is 4.5. This implies, there is lack of sensitization program from concerned bodies. In line with this, (Carr-Hill (2005:202) states that in pastoral communities, there is a given degree of looking at modern education as a factor of alienation and as a threat to the pastoral way of life. Thus, sensitization program is a popular approach to change the attitude of parents towards education, and to bring children to schools. As a result it helps to increase the participation rate in primary schools of the study area.

Out of the given strategies, the expansion of non-formal education was rated high. The weighted mean score for this item was 4.8 for students, 4.9 for teachers 5.0, for administrative personnel. The three groups with the average mean of 4.9 strongly agreed on the issue. Emphasizing the importance of non-formal education Bishop (1989:132) states that non-formal education can be valid, high quality education for importing life skill and knowledge, designed to reach large number of people where they live and work, designed to pay its own way through increased enrollment, its objective is to make learning is a national, life long experience, compatible with interest of the individual and communities for all economic levels of society. From this, one can easily understand that non-formal education is the best alternative of formal education designed on target population interest, living condition and it is

related to the life of the participant. Therefore, it is possible to conclude that the expansion of non-formal education is the best strategy to enhance the participation rate of children's and to promote quality education in the study area.

As to mobilizing community support, all groups of respondents rated the item below average. The weighted mean score was 2.0 for students, 2.1 for teachers and 2.4 for administrative personnel. The overall average for the three respondent groups was 2.2. This shows mobilizing community support was not considered as one of the desirable strategies to improve participation rate of children in the study area.

As far as, increasing job opportunity, all the three respondent groups rated high. The weighted mean score was 4.4 for students, 4.1 for teachers and 4.0 for administrative personnel. All subjects with the average mean of 4.1 agreed on the issue. Thus increasing job opportunity for pastoral children was found to be an appropriate strategy to enhance participation rate of children in the study area.

CHAPTER FOUR

4. Summary, Conclusion and Recommendations

4.1. Summary of Major Findings

The major objective of this study was to investigate the participation of pastoral Borena children in the primary schools. Identify the major impediments, which affect their participation and the provision of quality education and finally, come up with possible intervention strategies that should be implemented to alleviate the problems.

To this end, the following four basic questions were raised:

1. What is the current status of primary education provision in postoral Woredas of Borene Zone?
2. What are the prominent problems hindering students' learning in Borena pastoralist areas?
3. What are the factors inhibiting the provision of quality primary education in pastoralist Woredas of Borena Zone?
4. What mechanisms need to be designed to improve the provision of primary education in pastoralist Woredas of Borena Zone?

The study was carried out in 34 government primary schools from three out of seven pastoralist-dominated woredas of Borena Zone. The subjects of the study were 196 students, 98 teachers, 23 administrative personnel and 30 parent Teacher Association members of six primary schools.

Data were obtained through questionnaire from students, teachers and administrative personnel, interview from Parent Teacher Association members. Moreover, relevant documents of the schools, zone, OEB, and MOE were used.

Various statistical tools such as percentage, mean values and Weighted mean scores were applied to analyze the data obtained from the respondents.

Depending on the result of the analysis made, the following major findings were obtained:

1. The finding from document analysis confirmed that the education system in pastoral Woredas of Borena Zone was characterized by low participation rate and poor quality education.
2. The findings on school related (Supply side) factors as perceived by students, teacher, administrative personnel and a Parent Teacher Association member reveals that:
 - a) The school calendar, which was organized based on the national school days was not suitable to the education of pastoral Borena children.
 - b) Absence or shortage of school facilities and utilities like water, text books and teachers guides, laboratories, libraries and desks were found to discourage children's schooling.
 - c) The inaccessibility of schools forced children to travel long distance to go to school and parents are concerned about the safety of their children (especially girls).
 - d) The curriculum does not fully respond to the nature and life style of pastoralists.
 - e) Variables like full day schooling and absence /shortage of latrine were not found to be major impediments in primary education involvement of Borena children.
3. The findings on socio-economic factors as perceived by students, teachers, administrative personnel and Parents Teacher Association members indicates that:
 - a) Poor educational background of parents was found to be one major obstacles to children's' schooling.

- b) In pastoral economy, high demand for child labour highly affects the educational participation of children.
- c) Absence or Shortage of upper primary schools that are near to parents were found to discourage children's' schooling.
- d) Low household income was an important factor influencing children's school participation.
- e) Parents look after their children to give them immediate gratification rather than educating them which takes long time.
- f) Resource based conflict among tribes was found to be one of the major obstacles to children's schooling.
- g) Financial costs attached to schooling constitute a significant obstacle to children education.
- h) Health problem was an obstructing factor in the educational participation of Borena children.

4. The findings on socio-cultural factors as perceived by students, teachers, administrative personnel and parent Teacher Association members' reveals that:
 - a. Parents view in considering girls as economically important asset was found to be among the major obstacles withholding girls from schooling
 - b. Parents' attitude in favoring the education of boys than girls was found to be the major impediment in primary education involvement of Borena girls.
 - c. Low value given to education by parents was found to be the major factor that can deter the schooling of children in primary education.
 - d. Absence or shortage of female teachers to be seen as models in pastoral areas was found to discourage girls' participation in formal schooling.
 - e. Early marriage was cultural practice that hinders the educational involvement of girls in pastoral areas.
 - f. Sexual harassment and early pregnancy were found to be insignificant in affecting the education of pastoral Borena girls.

5. The findings on quality related factors as perceived by students, teachers, administrative personnel and Parent Teacher Association member reveals that:
- a. Shortage of textbooks and teacher guides were found to affect the provision of quality education.
 - b. Shortage of teachers in number and quality was found to be determinant of quality.
 - c. Lack of competent educational leaders and inadequate supervision services were among the major determinants to quality education.
 - d. Lack of adequate budget was found to be one of the major obstacles to quality education.
6. The weighted mean value test show some intervention strategies to enhance participation rate and quality primary education for pastoral Borena children, as perceived by students, teachers, administrative personnel and parent Teacher Association members reveals that:

Expansion of non-formal education, designing flexible school calendar, expanding classrooms and upgrading schools, constructing schools near the communities, introducing boarding schools, making curriculum relevant, improving the effectiveness of primary schools, increasing sensitization program on the value of education, recruiting and motivating the existing teachers, provision of school feeding program and increasing the number of female teachers were among the major strategies identified as to have great contribution to raise rate of participation and promote quality primary education in the study area. Strategies like mobilizing community support and adoption of multiple shift system were found to be insignificant.

4.2. Conclusion

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

1. Although progress has been made in Borena Zone with regard to primary education participation, the documentary analysis showed that the magnitude was still by far below the region's average. To put it differently, large proportion of school age children were out of schooling. Hence, it can be conclude that this becomes a challenge to country's goal of attaining universal primary education by 2015.
2. In the study, the analysis of major causes of low participation rate in primary education reveals that school distance from pupils home, lack of school facilities and utilities, curriculum irrelevance, rigid school calendar, low household income, absence of upper primary schools, parents' illiteracy, high demand for child labour, the need for immediate gratification by parents' resource-based conflict, the view of parents in considering girls as economically important assets, low value given to education by parents, shortage of role model female teachers and early marriage were among the main constraints for low level of primary education participation in the study area. There fore , from this it is safe to conclude that no single factor or cause alone be responsible for the problem. That is, the low level of educational participation in the study area was stemmed for both the supply side and the demand side factors of educational provision.
3. The finding of this study further indicates that the quality of education in the study area was too poor. The main constraints for low-level of quality of education were:
 - 3.1. Instructional materials are the determinants of quality in education. However, it has been found that these instructional ingredients were inadequately provided in the respective schools of the study area. In all sample schools, there were shortages of instructional materials.

Hence, the shortage of instructional materials seems to reduce teacher's contribution in improving teaching and learning process. Besides, it resulted ineffective learning of students since they lack these materials at hand to work on the different activities on their own pace.

- 3.2. The finding of the study also reveals that the education system had been suffered from a serious shortage of teachers in quantity and quality both of which are educational quality determinants. A large proportion of teachers who lacked the appropriate qualification dominate the upper primary schools. Hence, this significantly might have its own contribution to the low level of quality education in primary schools of the study area.
- 3.3. The study has also identified the administrative and supervisory problems. Educational personal at zonal and woreda levels lack the required qualification for the required positions. There was also lack of adequate and competent supervisors. This was might be due to the assigning of positions based on individual's political involvement rather than merit. Consequently, this might have its own negative impact on the efficiency and effectiveness of the overall education system in the study area.
- 3.4. The finding of the study also reveals that lack of adequate budget determine the effectiveness of school activities. The schools perform under the Chronic shortage of operating budget, Clerical Support and stationary materials. There fore, this might have a considerable impact on the provision of quality education and might be among the major causes to low level of quality education in the area under study.
4. In sum, the education system in pastoral Woredas of Borenal zone was characterized by low participation rate and poor quality. The findings of the study reveals that constructing schools near the communities, expansion of non-formal education, making the school calendar flexible

to meet the need of parents, improving effectiveness of primary schools, expanding class rooms and upgrading schools, recruiting and motivating the existing teachers, introducing boarding schools, making curriculum relevant, provision of school feeding program and promotion of sensitization program on the value of education were among the sound strategies that need to be designed to improve the provision of primary education in pastoral Woredas of Borena zone. Therefore, provision of education to these areas for most part are dependent up on the designing of appropriate strategies indicated her above.

4.3. Recommendations

Depending on the findings obtained and the conclusions drawn from the study, the following suggestions are forwarded to remedy the problem so as to improve the participation rate of children and to promote quality primary education in the pastoralist areas of Borena zone.

1. The non-formal way of teaching is of paramount importance for children out of school. Since non-formal education is flexible and appropriate to the need of communities it minimizes the need of children by parents and thereby increasing primary education enrollment. Thus, the Oromia Education Bureau, the zonal Education office, the Woreda Education Offices and non-governmental organizations has to play a significant role in the expansion of non-formal education.
2. The findings of study reveals that the absence of proper calendar designed for the patoralists were found to be the major obstacle in hindering children's participation in primary education. To solve this problem, the regional Education Bureau should reconcile the school calendar with the need of the community. That is, delivery of education should be organized having

educational calendar in order to reduce dropout , repetition and increases the enrollment of students. Thus , since the current educational calendar in Borena zone is the same as to the national school calendar; it should be flexible based on the seasonal mobility, demand for child labour and the climatic condition of the area, so the regional education Bureau should formulate other flexible alternative educational calendar.

3. It is well known that provision of improved school facilities and utilities are found to have an ultimate effect in encouraging regular attendance and reducing dropout rates. However, it has been found out in the study that the existence of these facilities and utilities were insignificant in all primary schools of the study area. Therefore,

- a) OEB and WEO need to build libraries and laboratories and equip them with the necessary materials.
- b) OEB should furnish the schools with adequate furniture.
- c) ZEO in collaboration with ZWDO need to construct water wells and digging underground water.

In fact, the construction of all these facilities and utilities require a huge amount of money. Thus, the regional Education Bureau in collaboration with zonal Education office need to coordinate aid agencies to obtain fund.

4. The research result portrayed one of the challenges for the educational provision of Borena children is walking long distance from home to school. It is likely that the solutions in the drive towards increasing children rate of participation in primary schools are:

- 4.1 Building more schools in the communities by taking the climatic conditions of the area in to account. If schools are situated with in children's walking distance, their likelihood of being attended by nearby children will be higher.

4.2 Establishing boarding schools and facilitating them with the necessary materials. These schools should be constructed in areas suitable to the communication between parents and children. Moreover, the boarding schools should have their own modern farming and livestock rearing places. This will have dual advantage of becoming a source of income for the boarding schools. Children can also learn modern farming practice and settled way of life together with their academic learning.

In fact, the construction of more schools near the communities and the establishment of boarding schools are expensive. So, the Regional Education Bureau and zonal Education Office have to make an effort to cover the expenses by inviting and requesting non-governmental and humanitarian organizations.

5. Curriculum irrelevance was found to be one hindering factor for low participation rate of primary education in the study area. Thus, the OEB should make the existing curriculum to reflect the cultural heritage, physical environment and economic way of pastoralist people. This should enable to prepare youth for the challenge they face, and contribute to economic diversification and reduction of poverty in the pastoral areas.

Furthermore, health education should integrate in the formal education to cater for the health problem of the students.

6. The findings of the study reveal that shortage of upper primary schools were found to be the major impediments to the educational participation of children in pastoral Borena zone. Therefore, it is recommended that the WEO in collaboration with OEB should have to:

- a. build new primary schools in all rural kebel.

- b. upgrade and maintain the existing schools. This would enable students to continue their education closer to their parents and there by decrease the rate of dropout.
7. As research result indicates that the illiteracy level of the society is found to be the major challenge in the educational participation of children in pastoral Borena zone. Hence, the Oromia Education Bureau, the Woreda Education Office and non-governmental and voluntary organizations should strengthen Adult literacy Programs. Implementing Adult literacy Programs in an integrated approach have a great contribution in increasing literate environment and lay a far-reaching effect in the contribution of raising up the rate of participation of children in primary schools. Besides, parents place high value to education.
8. Low household income was found to be constraints to the education of pastoral Borena children. Thus, the Borena government with its investment office should invite and encourage private investors to establish appropriate market centers for livestock and livestock products in the zone. This would help the Borena society to increase real income and able to afford the educational expenses for their children.
9. Inter tribal conflicts have been found to be constraints to the education of Borena children. Thus, the Oromia Regional State council together with other concerned bodies like Federal Affair office and NGOs, have to make an effort to devise conflict resolution mechanisms. Moreover, the regional 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.
10. One of the social services that is not expanded in pastoral areas is health service. As the study showed, health problem is found to be one challenging factor for the education of Borena children. Thus, Oromia Regional State

health Breau together with Borena zone health office should facilitate health services. The problem of health is serious not only for human but also for livestock. Therefore, the Oromia Agricultural Bureau and zonal Agricultural Office should facilitate the veterinary services.

11. As the study reveals, considering girls as economically important assets, favoring the education of boys than girls and low value given to education by parents were found to be the major obstacles in hindering children's participation (especially girls) in primary education. To solve these problems conducting sensitization program on the value of education in general and the importance of educating girls in particular is very crucial. Therefore, woreda councils, Education offices and other development agencies in collaboration with the traditional social groups have to make an extensive effort in changing the attitude of the people towards educating their children. Moreover, convincing the clan leaders and chiefs would be a significant step in the process of sensitization program.

12. As the findings of the study indicates, absence or shortage of role model female teachers was found to be one major factor for low participation of girls in the study area. To solve this problem the Woreda Education office should play a significant role in hiring sizable female teachers. Moreover, the oromia Education Bureau and zonal Education office should place female teachers in these pastoral areas.

13. The study also reveals that shortage of teachers in quality and quantity was one hindering factor for the provision of quality education in the study area. Thus, the Regional Education Bureau, the zonal Education office and the Woreda Education offices should have to recruit adequate number of teachers for currently erected schools.

Furthermore, the Oromia Regional government, Education Bureau with other concerned bodies should provide incentives like, free medical services, education opportunities, housing, hardship allowances and even different

salary scales in order to attract teachers and to prevent frequent attrition rate of teachers.

14. The finding of the study reveals that shortage of textbooks and teacher guides were found to be the major challenges in the provision of quality education. Thus, the Oromia Education Bureau should pay special attention in printing and dispatching adequate number of textbooks and teachers guides. Moreover, the distribution and effective use of these critical education materials have to be periodically monitored and corrective timely measures for irregularities be taken by schools.
15. The finding of the study further reveals that lack of adequate supervision was found to be the major obstacle in hindering the provision of quality education in the study area. To solve this problem, frequent professional support service for principals and classroom teachers has to be given by zonal and Woreda Education offices in order to enhance learning and overall school performance. To this end, exemplary school performance has to be rewarded as it can serve as an entry point for others to learn and improve their achievements.
16. It was found that one of the bottleneck problems for the education system in the study area was lack of competent educational leaders. Thus, both zonal and Woreda Education offices should recruit individuals with the right qualification, competence and expertise for the required positions. Moreover, the regional Education Bureau should provide training for education officials at zonal and Woreda levels to improve their capacity and management skills.
17. Lack of adequate budget was found to be one hindering factor for the provision of quality education in pastoral Borena zone. To solve this problem the regional government needs to commit more financial resources to the pastoralist communities. Similarly, the woreda cabinets need to allocate adequate budget for education sector.

- 9
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Appendix - A

**Addis Ababa University
School of Graduate Studies
College of Education
Department of Educational planning and Management**

Research questionnaire to be filled by Students

Dear Respondents,

The main objective of this questionnaire is to collect information on the factors affecting the provision of primary education in pastoral woredas of Borana Zone. It is also aimed at identifying the major constraints and come up with the necessary strategies that should be implemented to overcome the challenges in the provision of primary education for pastoral children of Borana. Your earnest and sincere response values much.

Note:

1. You don't need to write your name
2. Give short answer in the space provided
3. Please put "x" mark in the space provided for your answer. Give only one answer

Thank you in advance for your cooperation

Appendix - A

PART ONE

BACKGROUND DATA

Note: Please put "x" mark to required information in the box provided.

1. Zone: A. Borana ☒
2. Sex: A. Male ☐ B. Female ☐
3. Age: A. 5-10 ☐ B. 11-14 ☐
C. 15-18 ☐ D. 19 and above ☐
4. Religion: A. Christian ☐ B. "Waqefeta" ☐
C. Muslim ☐ D. Other ☐
5. With whom do you live?
- A. Father and Mother ☐ B. Father only ☐
C. Mother only ☐ D. Relatives ☐
E. Other ☐
6. Father's level of education
- A. Illiterate ☐ C. Completed 5-8 ☐
B. Completed 1-4 ☐ D. Completed 9-12 ☐
E. Above 12 ☐
7. Mother's level of Education
- A. Illiterate ☐ C. Completed 5-8 ☐
B. Completed 1-4 ☐ D. completed 9-12 ☐
E. Above 12 ☐
8. Number of your family members
- A. 1-3 ☐ B. 4-6 ☐ C. 7-9 ☐
D. 10 and above ☐
9. How long does it take you from home to school on foot?
- A. Less than 30 minutes ☐ D. 1:30 to 2:00 hours ☐
B. 30 minutes to one hour ☐ E. More than 2:00 hours ☐
C. 1 hour to 1:30 ☐

PART TWO

Supply-demand side determinants of primary education participation of the children of pastoralist of Borana.

Note: please indicate the extent to which the following factors affect the participation in primary education. Put "x" mark on the column that you think nearly the right choice.

Use Rating Scale: 5= strongly agree; 4 = agree; 3 = undecided; 2= Disagree; 1= strongly disagree

No	FACTORS	5	4	3	2	1
	Supply (School) side					
2.1	Distance from home to school is too far.					
2.2	There is full day schooling.					
2.3	The curriculum does not go with the needs of the communities.					
2.4	Lack of school facilities and utilities.					
	a. Water.					
	b. Latrine.					
	c. Laboratory.					
	d. Library.					
	e. Desks.					
	f. Text books.					
2.5	Flexible school calendar and timetable.					
	Demand side determinants					
	Socio-economic					
2.6	Absence or shortage of upper primary schools (5-8).					
2.7	Low household income.					
2.8	Financial costs attached to schooling (such as, costs for learning materials, registration fee, clothing etc).					
2.9	Child labor is highly needed by parents.					
2.10	Health problem.					
2.11	Parents' poor educational background.					
2.12	Low value given to education by parents.					
2.13	Parents prefer immediate benefits.					
2.14	Effect of resource-based conflict among tribes.					
	Socio cultural					
2.15	Parents tend to favor the education of boys than girls.					
2.16	Parents consider girls as economically important.					
2.17	Shortage/absence of role model female teachers.					
2.18	Early marriage.					
2.19	Sexual harassment on girls.					
2.20	Early pregnancy.					

Appendix - B

**Addis Ababa University
School Of Graduate Studies
College Of Education
Department Of Educational Planning And Management**

Research Questionnaire

To be completed by Education Sector Officials at woredas and zonal level; primary school teachers, and principals.

The main purpose of this questionnaire is to collect the necessary information for the study on the provision of primary education in pastoral Woreda of Borana Zone. It is also aimed at identifying the major constraints and come up with the necessary strategies that should be implemented to overcome the challenges in the provision of primary education for pastoral children of Borana.

You are therefore; kindly respected to fill the questionnaire honestly because the success of this study directly depends up on your genuine response to the questions.

Thank you in advance for your time and concern.

Appendix - B

PART ONE BACKGROUND DATA

Note:

1. You don't need to writing your name
2. Answer questions as appropriate

1. Place of work:

Zone _____

Town _____

Woreda _____

School _____

2. Sex: A. Male ☐ B. Female ☐
3. Age: A. Below 20 years ☐ B. 20-29 years ☐
- C. 30-39 years ☐ D. 40-49 years ☐ E. above 49 ☐
4. Religion: A. Christian B. Muslim
- B. "Waqefeta" D. Other (Please specify) _____
5. Service: A. 1-5 ☐ B. 6-10 ☐ E. 21-25 ☐
- C. 11-15 ☐ D. 16-20 ☐ F. more than 6. ☐

Education level:

- A. 10th complete ☐ B. 12th complete ☐
- C. TTI ☐ D. 12+1 ☐
- C. 10+1 ☐ F. 12+3 ☐
- D. Diploma ☐ H. M.A/ M.sc ☐
- G. B.A/ B.sc ☐

7. Career position:

7.1 For office personnel:

- A. Head ☐ B. Department Head ☐
- C. Export ☐ D. other ☐

7.2 For School academic personnel:

- A. Director ☐ B. Assistant Director ☐
- C. Teacher ☐

8. Marital status:

- A. Married ☐ C. Divorced ☐
- B. Unmarried ☐ D. Widowed ☐

9. Your Teaching load (periods) per week (For teachers and principals only)

- A. Less than 10 ☐ B. 10 – 14 ☐ C. 15 – 19 ☐
- D. 20 – 24 ☐ E. 25 – 29 ☐ F. 30 and above ☐

PART TWO

Note: please indicate the extent to which the following factors affect the participation in primary education. Put "x" mark on the column that you think nearly the right choice.

Use Rating Scale: 5= strongly agree; 4 = agree; 3 = undecided; 2= Disagree; 1= strongly disagree

No	FACTORS	5	4	3	2	1
	Supply (School) side					
2.1	Distance from home to school is too far.					
2.2	There is full day schooling.					
2.3	The curriculum does not go with the needs of the communities.					
2.4	Lack of school facilities and utilities.					
	a. Water.					
	b. Latrine.					
	c. Laboratory.					
	d. Library.					
	e. Desks.					
	f. Text books and teachers guides.					
2.5	Flexible school calendar and timetable.					
	Demand side determinants					
	Socio-economic					
2.6	Absence or shortage of upper primary schools (5-8).					
2.7	Low household income.					
2.8	Financial costs attached to schooling (such as, costs for learning materials, registration fee, clothing etc).					
2.9	Child labor is highly needed by parents.					
2.10	Health problem.					
2.11	Parents' poor educational background.					
2.12	Low value given to education by parents.					
2.13	Parents prefer immediate benefits.					
2.14	Effect of resource-based conflict among tribes.					
	Socio cultural					
2.15	Parents tend to favor the education of boys than girls.					
2.16	Parents consider girls as economically important.					
2.17	Shortage/absence of role model female teachers.					
2.18	Early marriage.					
2.19	Sexual harassment on girls.					
2.20	Early pregnancy.					

PART THREE

Note: please indicate your opinion by putting "x" mark for the following possible strategies.

Use rating scale 5= strongly agree; 4= agree; 3= undecided; 2= Disagree; 1= strongly disagree

3	Quality Related Factors	5	4	3	2	1
3.1.	Shortage of teachers					
3.2	Shortage of qualified teachers					
3.3	Shortage of text books					
3.4.	Teachers guides					
3.5	Lack of adequate supervision					
3.6	Lack of competent educational leaders (Principals, education personnel at Woreda and Zone level).					
3.7	Lack of adequate budget					

PART FOUR

Use rating scale 5= strongly agree; 4= agree; 3= undecided; 2= Disagree; 1= strongly disagree

No		5	4	3	2	1
IV	Strategies					
4.1	Constructing schools near the communities					
4.2	Expanding the classrooms and upgrading schools					
4.3	Improving the effectiveness of primary schools					
4.4	Recruiting and motivating the existing teachers					
4.5	Adoption of multiple shift system					
4.6	Use of Multi-grade teaching					
4.7	Introducing boarding schools					
4.8	Introducing mobile schools					
4.9	Making the school calendar and timetable flexible to meet the need of the parents					
4.10	Introducing programmed learning/instruction materials					
4.11	Introducing interactive Radio-instruction					
4.12	Increase the number of female teachers					
4.13	Use of curriculum that fits with the need of the communities (making the curriculum relevant)					
4.14	Introducing Free education					
4.15	Reducing costs attached to formal education					
4.16	Reducing indirect costs					
4.17	Provision of school feeding program					
4.18	Increasing the sensitization program on the value of education					
4.19	Expansion of non-formal education					
4.20	Mobilizing community support					
4.21	Increasing job opportunity					

2.22 What constraints other than mentioned do you think hinder children's participation in primary education in the pastoral areas of Borana?

- A. _____
- B. _____
- C. _____
- D. _____

2.23 What other factors other than mentioned do you think affect the provision of good-quality primary education for children of pastoral areas of Borana?

- A. _____
- B. _____
- C. _____

2.24. What strategies and actions need to be taken by Federal and Regional government, Zonal and Woreda Administration, and communities and parents to promote the provision of primary education for children of pastoral areas of Borana?

A. Federal Government:

B. Regional Government

C. Zonal Administration

D. Woreda Administration

E. Community

F. Parents

Appendix - c

Addis Ababa University
School of Graduate studies
College of Education
Department of Educational planning and management

Interview guideline for members of Parent Teachers Association (PTA)

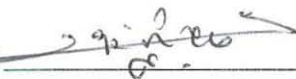
Name_____	Site_____
Sex_____	Occupation_____
Age_____	Marital Status_____
Religion_____	Educational status _____

1. To what extent do socio-cultural practices like early marriage, affect the participation of children in the school?
2. What is the attitude of the community towards modern education in your locality?
3. What is the attitude of the community towards girls and girls' education? Are there gender stereotyping and socialization?
4. What economic factors hinder children' involvement in primary education? Like mobility, conflicts, poverty, demand of child labor, etc.
5. Is there adequate number of schools and teachers in your locality? Are there enough facilities?
6. Is the existing curriculum relevant to societal need of the community? If not what sort of education the communities would like to be provided to their children?
7. Is there flexible school calendar and timetable that fits with the socio-economic need of the society?
8. What administrative problems affect the education of children in your locality?
9. Is there problem regarding the number and quality of teachers, textbooks, school management, supervision etc?
10. What other socio-economic, socio cultural and school related factors hinder participation of children in education?
11. What strategies do you suggest in your locality to alleviate the problems and improve the enrollment and participation of children in primary education?

DECLARATION

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

Name: Retta Aseffa

Signature: 

Date: 05/03/07

SUBMISSION APPROVED SHEET

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

Name: Melaku Yimam

Signature: 

Date of Submission: 05/03/07