

**JIMMA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**DEPARTMENT OF SOCIOLOGY**

**Education Induced Rural to Urban Migration and Its Socioeconomic  
Impact on Rural households: The Case of KIRAMU WOREDA**

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**MA Thesis Submitted to School of Graduate Studies, College of Social  
Sciences and Humanities, Department of Sociology, in Partial Fulfillment of  
the Requirements for Master of Arts Degree in Sociology and Social Policy**

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**September, 2017**

**Jimma University, Ethiopia**

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**September, 2017**

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## **ACKNOWLEDGEMENTS**

I am highly grateful to my supervisors Mr. Gudina Abashula and Mr. Tegen Dereje for their priceless comments and guidance throughout the steps of the thesis which I could not do without.

I am also thankful to all the staffs and colleagues of Sociology Department at Jimma University for their academic support and guidance throughout the completion of the program. My thanks also forwarded to the Kiramu Woreda Administration and the Woreda Agricultural and Rural Development Office, for providing important information about study area and topic under the study.

Additionally, I would like to thank all the informants who gave me valuable information during my field work.

My gratitude also goes to Jimma University for the financial support in conducting this research. Last but certainly not least, I would like to thank my families for their tireless contribution throughout my academic life.

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## **ABSTRACT**

*Rural to urban migration is the most frequent form of internal migration which has been taking place since long time. It can be ignited by different push and pull factors usually based on socio economic conditions which can occur at varying degree in every country of the world. This study is more concerned to explore the education induced rural to urban migration and its socioeconomic impacts on the migrant's households and the home community in Kiramu Woreda, Western Oromia National Regional State, Ethiopia. In order to generate extensive data, the study employed cross-sectional qualitative research design which allows the research participants to express their views freely. Four rural kebeles of Kiramu Woreda were selected purposively. The research participants were selected by snowball sampling technique. The data was collected through in-depth interviews with rural household heads whose at least one family member migrated to other places as a result of education and with the migrants Also key informant interviews and FGD were conducted with experts and rural household heads respectively using semi-structured interview guides which is translated into Afan Oromo, the vernacular language of the communities in the woreda. The study findings shows that, lack of education opportunity, employment opportunity, poor infrastructure and social services in rural area on the one hand and the relatively better access to these opportunities in towns and cities on the other hand were the major factors for youths' rural to urban migration in the study area. Many youths migrate to get education, better employment and for better life in cities and towns. The study also indicates that education induced rural youth's out migration negatively impacted the agricultural productivity as the rural labor force migrated to cities , but not backed by proper remittance flow which adversely affected economic wellbeing of the rural households and rural community under the study. However the study result shows as education induced rural to urban migration positively impacted the migrants by paving the way to join city life which has better job and education opportunities as well as better physical infrastructure development. Furthermore, the study shows the rural youth's migration to urban centers weakened the social life and social relationships of the migrants, rural families as well as rural community of the study area. Finally working to improve rural infrastructure and employment opportunity by designing rural development policies are the recommendations forwarded to the government based on the study results and study participants' suggestion.*

**Keywords:** Migration; rural; urban; livelihood; Social relationships; social support

## **ACRONYMS**

**IFPRI** -- International Food Policy Research Institute

**EPRDF** -- Ethiopian People's Revolutionary Democratic Front

**FGD** -- Focus Group Discussion

**GDP** -- Growth Domestic Product

**NOP** -- National Office of Population

**SSA** -- Sub- Saharan Africa

**UN** -- United Nations

**USDA** -- United States Department of Agriculture



## **GLOSSARY OF LOCAL TERMS**

**Daadoo** -- Work parties working in member's farm field turn by turn.

**Daboo** -- **Neighbors**, Relatives, and Friends helps each other occasionally when necessary

**Dergue** -- Military Government that ruled Ethiopia after the fall of Monarchical system and prior to the current government (EPRDF)

**Idir** -- Community Based Organization formed for risk pooling around major life course events, such as burial or funeral associations.

**Kebele** --The Smallest Administrative Unit in Ethiopia

**Noug** -- Niger Seed

**Qixxee** – Crop share

**Salix** -- Ethiopian Sesame Seed

**Telba** -- Linseed

**Villagization**-- Process of collecting scattered rural settlements to center village

**Waqeffanna**-- Traditional Oromo Religion

**Woreda** -- Administrative unit which is one step higher than kebele and it is equivalent to district

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Migration can be international which crosses nation state border and also it may take place internally with in nation state border which is the concern of this study. The literature reveals that there are different types of internal migration like; rural to urban, urban to urban, rural to rural, and urban to rural migration. Internal migration can be ignited by different push and pull factors usually based on socio economic situation which can occur at varying degree in every country of the world (Afshar 2003; Zhao 2003; McCatty 2004 and Sundari 2005). However, this study is more concerned with the education induced rural to urban migration and its socioeconomic impacts on migrant sending rural households, and the home community.

Migration is not a new phenomenon. It has been taking place since a long time. Depopulation of rural areas in favor of urban growth is a well-known feature of many modern societies. It happens by various push and pull factors. There are circumstances that make people leave their homes and migrate to other areas. These are referred to as “push factors”. For instance, famine, drought, low agricultural productivity, the inadequacy of incomes, lack of gainful employment coupled with poverty in the rural areas are some of the push factors that compel people their villages in search of better sources of livelihoods in the urban areas (Sundari 2005).

There are also, other conditions that attract rural migrants to the urban areas and these are known as “pull factors”. These factors may include urban job opportunities, housing conditions, better income opportunities, infrastructure opportunities including access for education, health facilities, electricity, pipe borne water, and public services (Afshar 2003; Zhao 2003; and McCatty 2004). Rural to urban migration is an indicator of the inability of rural area to provide attractive, or at least acceptable living conditions such as job and education opportunities for their inhabitants which has been interpreted in negative terms as a sign of rural societies' lack of sustainability (Rye 2006).

A large part of the population in the developing world suffers from structural poverty and most of these people are found in rural areas, especially in countries like Ethiopia where most

of the population depend on subsistence agriculture. Also, concentration of investment in industries, commerce, and social services in towns has been the causes for regional inequalities and differences in economic opportunities. In addition, the productivity of the rural and agricultural sector has remained low and leading to rural out-migration to urban and industrial sectors (Adepoju 1977 cited in Beneberu 2012).

According to Global Monitoring Report (2013), in most developing countries urban areas symbolize a number of good things. They assumed to offer better jobs, respite from toiling on a farm without a decent income, safe drinking water, shorter distances to medical doctors and healthcare facilities. These factors or availability of infrastructure in urban centers do not only represent rural to urban dynamics but can also be an important source of rural poverty reduction. For example in Nigeria, migration is considered essential to achieving economic and social success and young men who do not migrate or commute to town are often labeled as idle and may become the object of ridicule. Thus, different pushing factors in rural area as well as the pulling factors in urban areas make rural to urban migration inevitable.

The economy of Sub-Saharan Africa (SSA) heavily depends on agriculture sector contributing for an average 20% of the GDP, livelihood for 60% of the labor force and dominated by small-scale farming. The agriculture sector is characterized by its low productivity and affected by environmental degradation and increased population pressure (IFPRI 2004 cited in Beneberu 2012).

Historical evidence in Ethiopia strongly suggests that there were large interregional movements of people from areas of relatively dense population, drought prone areas and low economic opportunity to areas of less density and greater opportunity. For example, during the 1984-85 famine, about 600,000 settlers were moved from drought affected areas in Central and North Ethiopia to southwest Ethiopia (Rahmato 1989) cited in (Ezra and Kiros 2001).

As a result of the absence of insurance markets in the agriculture sector in least developed countries, small scale farmers are unable to transfer their risks and they adopt risk coping strategies to circumvent against production losses. As a risk management strategy, rural families use rural out migration for work as an alternative strategy to diversify their source of income and livelihood (Bezabih and Sarr 2010).

Migration is one of an important element of livelihood strategies, but it is mediated by access to assets, information and resources that enable people to migrate. Those who move tend to be young, physically fit and often better educated than average, and have access to urban-based social networks. Age, gender and education status of who moves and who stays can have a significant impact on sources of labor availability, remittances, household organization, and agricultural production systems (Tacoli undated cited in Ndabeni 2014).

However, rural to urban migration can only contribute to poverty reduction if the rural to urban migrants come across an urban environment that is conducive to their social and economic improvement and allow them to grasp the new opportunities.

The World Bank survey report (2010) cited in (Adamnesh, Linda, and Benjamin 2014) found that, in Ethiopia sending remittances is relatively rare for unskilled rural to urban migrants. The WB survey report of migrants to Addis Ababa, found that only 13 percent of rural urban migrants in Ethiopia sent remittances. The research conducted in Ethiopia by (Adamnesh et al 2014) shows, because of harsh living and working condition as well as low wages in the cities, the majority of rural to urban migrants reported that they did not send remittances back to their households.

The mass migration of labor force from rural adversely impacts agricultural sustainability since the agriculture in most African countries is still labor intensive. The out-migration of the agricultural labor force has affected agricultural performance and productivity. This subsequently brings food insecurity and low farm incomes. The out flow of rural youth to urban centers by leaving only aged members and children may also result in the speedy decline of the rural economy that leads to persistent poverty and food insecurity (Mini 2000).

As labor force shortage adversely impacts agricultural sustainability, rural households who have land depend on their ability to cultivate land and some households who own a larger size of land hire labor from poorer households; still those that are very poor are forced to look for other wage employment opportunities outside their own farm to provide the minimum basic needs of their families due to lack of capital to start farm on their own land. Although it has low short term returns, education induced migration is a major strategy and investment that is

relatively accessible to the rural people particularly the poor in rural Ethiopia to move out of poverty.

According to (Adamnesh et al 2014), there are important non-economic factors and long-term strategies that encourage migration even where working conditions are hard and returns are low. Sending their children to education is risky investment for rural household which requires considerable sacrifice. Because in addition to the taking away of labor force from rural families, it is also an investment that often does not pay back its investment cost particularly if one experience failure in educational career. But currently even those who managed to complete education are unable to find a job. Due to this, education induced rural to urban migration has a number of socio-economic consequences.

This research tried to understand and investigated the contribution of education in rural to urban migration as well as the impacts of education induced rural to urban migration on the migrant sending households who left behind and the home community. The sending of the young generation to urban for education has been practiced by most families in the study area which has various socio-economic gains and loss that require empirical research.

## **1.2 Statement of the Problem**

Ethiopia is one of the countries in SSA experiencing high level of population pressure and rural out migration (Beneberu 2012). In the country, more than 85% of the population live in extremely poor rural communities and depend on subsistence farming for their livelihood; in which, low socio economic holdings, bad weather conditions, massive land degradation, and lack of basic infrastructure for intensive land use have undermined agricultural growth and reduced the labor absorption potential of agriculture, which motivates rural out migration (Demeke and Regassa 1996) cited in (Ezra and Kiros 2001).

Most of the available research reports on migration attribute the factors of rural to urban migration to unemployment, drought and famine, rural poverty and inadequacy of incomes in developing countries that push people out of their villages in search of better sources of livelihoods in the urban areas (Anarfi, Kwankye, Mensah and Tiemoko 2001; Zhao 2003 and Mahama 2013). Migration to nearby town is mainly described to take place for the purpose of employment (De Brauw, Mueller and Woldehanna 2013a and World Bank 2010).

People also migrate from rural to urban areas in search of formal educational opportunities. Formal education provides youth with skills which are far more applicable in cities than in rural areas; consequently they move in large numbers to urban areas. Development and expansion of formal education in rural areas may keep some youth and even their families from moving to towns to attend better schools; however, rural to urban migration can increase after people completed their education in rural areas because urban areas seem provide them better employment opportunities.

The longitudinal study conducted in central Ethiopia by Malmberg and Tegenu (2007) mentioned that parents often do not want their children to be farmers like them because they see no future in farming. Rather, they are determined to send their children to school, even if they may be forced to hire a worker in their place. They think that schooling is obligatory and will open better opportunities in the urban areas. Moreover, rural school programs have also provided predominately occupational skills, which essentially prepare students for the urban labor market. Hence, rural schools are said to have contributed to the decline of rural areas.

To address problems in rural development, it is critical to understand the mechanism by which educated youth are moving out from rural areas (Berry 1990 and Teixeira 1993) cited in (Huang, Weng, Zhang and Cohen 1997). The contribution of education and its process in motivating rural to urban migration needs scientific investigation. However, the studies ever conducted in Ethiopia failed to give attention for the migration which takes place because of education and its impacts. For instance, the study conducted in northern Ethiopia attributed factors of rural to urban migration to drought, food insecurity and economic factors (Berhanu and White 2000; Ezra 2000; Ezra 2003).

Few of the available researches conducted elsewhere also indicated that the migration of educated people from the rural to urban improves the rural livelihood through sending remittances. The migrants from rural areas who are educated and able to secure employment better help their families in the home community by sending remittances (Schutten 2012). However, according to Bryceson (2002), all migrants may not complete their education successfully and become competent to possess relevant skills or education that would enable them to secure employment in the formal sector in urban places. The migrant's inability to secure better job can affect negatively their income and limits the migrant's wellbeing and potential to

support their families. This is one of the reasons why rural to urban migration especially in developing countries needs attention among researchers, academics, development practitioners, and policy makers. However, the investigation of the socio-economic impacts (both negative and positive impacts) of education induced migration on the migrant's families and the home community is not well studied by most of the studies.

Even though rural to urban migration is inevitable human process and it is not a new phenomenon; there is information gap regarding education induced rural to urban migration and its impacts due to the limited research in the area. Most studies have focused on the impacts of rural to urban migration in the destination communities (urban community) and on migrants without considering how the phenomenon affects the lives of the migrants' family and home community socioeconomic activities.

Also most of the migration studies in Ethiopian focused on economic impact of rural to urban migration and overlooked the impacts of migration on social relations and interactions. For instance, the study conducted in Southern Ethiopia by Beneberu (2013) failed to look for social impacts of migration; the research only assessed and measured the impacts of rural to urban migration on income and poverty of rural households. Thus, despite the presences of widespread rural to urban migration, there is information gap regarding the contribution of education and its process in motivating rural to urban migration and its impacts particularly, in the study area.

Therefore, the study has tried to investigate the socio-economic impacts of education induced rural to urban migration on the life of the migrant sending rural households and home community in KIRAMU woreda (District).

### **1.3 Objectives of the Study**

#### **1.3.1 General objective**

The general objective of the study is to investigate education induced rural to urban migration and its socio-economic impacts on the migrant sending rural households and the rural community of KIRAMU Woreda, Oromia Regional State.

#### **1.3.2 Specific Objectives**

The following specific objectives were addressed to meet the general objective of the research;

- To examine the process by which education contributes to rural to urban migration.
- To identify the economic impacts of education induced rural to urban migration for the migrant sending households and the home community.
- To identify the social impacts of education induced rural to urban migration for the migrants and their sending family as well as for the home community.
- To examine the status of current social support system in the migrant sending rural community of the study area.
- To find out the coping strategies adopted by migrant sending households to overcome the socioeconomic problems they encountered due to education induced rural to urban migration.

### **1.4 Scope of the Study**

The study is delimited to education induced rural to urban migration and its socioeconomic impacts on the migrant sending families and the home community in KIRAMU Woreda, Oromia National Regional State, Ethiopia.

### **1.5 Significance of the Study**

The study provides an understanding on how and the processes by which education contribute to migration. Most researches on the area of rural to urban migration focused on causal factors of rural to urban migration such as poverty, unemployment, both natural and manmade disasters by ignoring the contribution of education as a facet of rural to urban migration. Thus, the research provides insight to fill the gap of literature on how education and education processes contributes to youth's rural- urban migration. The research findings help the development thinkers and



policy makers. Because a large part of the population in the developing world, especially in countries where most of the population are living in rural areas like Ethiopia depends on subsistence agriculture and dealing with structural poverty as well as massive rural out migration.

### **1.6 Limitation of the Study**

The study has limitation that needs to be acknowledged. This study used only qualitative method to collect and analyze data though there are possibilities to use quantitative method in the study. Thus, the study results which is pure qualitative is not supported and triangulated by quantitative method which is the main limitation of the study.

## CHAPTER TWO

### LITERATURE REVIEW

This chapter starts by presenting some definitions of key terminologies. Understanding of these terminologies is important in explaining the relationship between rural to urban migration and the livelihoods of rural people. The chapter mainly reviews literature aiming at getting some theoretical and empirical evidence on migration especially education induced migration and its impacts on migrants as well as migrants family of rural people.

#### 2.1 Definition of Concepts

##### 2.1.1 Migration

Migration is an ambiguous concept and the definition of migration depends on the observant perspective. Migration is a multifaceted phenomenon which in general involves the movement of people from one place to the other. Migration is a change of residence either permanently or temporarily.

Migration can be also defined in terms of spatial boundaries as internal and international. Internal migration is the movement of individuals within a country whereas; international migration involves the flow of individuals between countries where national boundaries are crossed. The literature reveals that there are four types of internal migration, rural to urban, urban to urban, rural to rural, and urban to rural migration. The most important and frequent form of internal migration is rural to urban migration (Sander 2003). The UN (1970:2) defines migration as:

“... a move from one migration defining area to another (or a move of some specified minimum distance) that was made during a given migration interval and that involves change of residence” and migrant is also defined as: “a person who has changed his usual place of residence from one migration-defining area to another (or who moved some specified minimum distance) at least once during the migration interval”. The area of origin (departure) is a place from which a move is made whereas area of destination (arrival) is a place where the move is terminated.

Mutandwa et al. (2011) cited in Mahama (2013) used the definition of urban to rural migration as a form of geographical or spatial mobility that involves a permanent or temporary

change of usual residence between geographical units. Temporary migrants are people or family members who migrate to destination locations for a specific period of time and coming back to their origin. Permanent migrants are migrants who left their region of origin and start to reside in the destination region in permanent basis.

Literatures reveals, of all migration flows, rural to urban migration is widely believed to be the most common flow of migration. Reported determinants show lack of jobs, famine, drought, landlessness, the hope to find a job, increase of income, educational opportunities and better services have a significant influence on the decision to participate in rural to urban migration flows (Isaksson, Rizzo 2011 and Gibson et al 2012).

In this study, rural to urban migration is defined as migration both temporarily and permanent movement of people (individuals) from rural areas to urban areas initially for education purpose and who are living in urban centers for a year and above. And migrants are people (individuals) who migrated from rural area both temporarily and permanently for one year and above initially for the purpose of education opportunity and currently living in urban areas.

### **2.1.2 Rural Areas**

Definition of rural areas varies depending on who is defining them and specific country situations. Its meaning differs significantly between developed countries, countries in transition, and those in the developing world. Nwanze (2000) cited in Mahama (2013) defined rural areas as areas with population thresholds of between 5,000 and 10,000, who are primarily dependent on agriculture and/or natural resources for their livelihoods.

This definition cannot be fully applied to the Ethiopia situation since some people in some urban areas also solely depend on agriculture for their livelihoods. And also the definition given for urban center in Ethiopia (urban areas as areas with population thresholds of more than 2,000 are defined as urban center) falsify the definition.

USDA (2005) cited in Mahama (2013) describes rural areas as areas comprising of open country and settlements with fewer than 2,500 residents and inhabited by people owning more 'rural-specific' assets such as farmland, livestock, and irrigation per person than urban people.

For the purpose of this study, rural area is considered as low population densities and high dependence on agriculture and/or natural resources for their livelihoods.

### **2.1.3 Livelihoods**

According to Ellis (2000), a livelihood comprises the assets (natural, physical, human, financial and social capital), the activities, and the access to these (mediated by institutions and social relations) and entitlements that enable people to make a living that together determine the living gained by the individual or household.

This study considers livelihoods as a way to create different assets, activities and entitlement that enable people to make a living. However for the purpose of this study, rural livelihood is used to define farming which is mixed and economic activities related with farming because farming is the main livelihood activity in the study area.

## **2.2 Theoretical Literature on Rural to Urban Migration**

Ernst George Ravenstein developed a series of migration 'laws' in the 1880s that laid a foundation stone for the modern migration theories. Ravenstein's migration law describes the scale and direction of migration and explained migration movements in relation to opportunities and constraints. Ravenstein explained that migrants move from areas of low opportunity to areas of high opportunity and the major causes of migration are economic in nature and its direction is from agricultural areas to industrial and commerce areas (Ravenstein, 1885 cited in Beneberu 2012).

Harris and Todaro (1970) argues that rural to urban migration is stimulated primarily by individual rational economic calculations of relative benefits and costs. They proposes that individual migration decisions are based on the difference between the discounted expected income in urban and rural areas net of migration cost. Only few migrants with certain human capital have better opportunities to get employed in the formal sector especially in a labor market where the rate of unemployment is high.

In neo-classical theories there are two different viewpoints towards migration, there are migration pessimism and migration optimism. Both identify individual migrants as decision-making unit who evaluate the impact of migration on development of sending and receiving societies and make the decision to migrate if its gains outweigh its losses in flows of migration.

However, they have opposite stand with different perspectives on the relationship between migration and development. Unequal development is the main cause of migration for migration-pessimists. They plead for policies to control and manage the course of migration by countering underdevelopment in areas of out-migration through stimulation of local development. Migration-optimists perceive development as an outcome of migration rather than its cause and view migrants as important factors to spread development seeking ways to support and stimulate flows of migration (De Haas 2010).

W. Arthur Lewis in his work on 'Economic development with unlimited supplies of labor'(1954) cited in (McCatty 2004) which takes to account the context of developing countries, explains a dual economy model of economic development with an assumption that there exists surplus labor in the traditional (agricultural) sector which is to be re-allocated to fill the rising modern (urban) sector labor demands. This means that the loss of labor in the traditional agriculture sector does not reduce agricultural production as a result of migration of labor to the modern sector.

The model suggests that agriculture provides the necessary resources for industrialization and also describes that rural to urban migration facilitates investments in modern labor intensive industries, to make use of the rural labor and circumvent disguised unemployment in the traditional sector.

In recent years, it has become clear that migration is a highly selective process with both benefits and disadvantages that impact members of the communities involved differently. Following this notion De Haas (2010) proposes to embrace a more 'pluralist livelihood' approach towards the issue of migration because conventional theories are unable to provide decisive findings. According to pluralist livelihood approach, households instead of individuals are identified as main decision making units. Migrants are no longer short term survivalists but long term strategists making deliberate decisions to strengthen their livelihoods.

Ravenstein's migration law, Harris and Todaro model, both Migration-optimists and migration-pessimists of neo-classical theories are used in this study to see main factors of youths rural to urban migration. Moreover the theories help to understand whether unequal development between rural and urban area is the main cause of youths rural out migration or youths rural to

urban migration by itself is an outcome of development. However, W. Arthur Lewis model helps to critically understand the economic impact of youths rural to urban migration and rural 'surplus' labor re-allocation especially on the subsistence agriculture of migrant sending households of the study area which is traditional and labor intensive small scale farming.

### **2.3 Empirical Literatures on Rural to Urban Migration**

The movement of people from one area to another area is determined by the existence of spatial disparities in socioeconomic opportunities and it is obvious that the rural sector cannot absorb the rapidly increasing labor force especially educated individuals because of the prevalence of the traditional agricultural system of adequate non-agricultural activities in rural areas of developing countries. However, urban areas offered many attractions which is not available or less developed in rural areas because Social amenities are disproportionately concentrated in urban centers, largely community services such as a supply of drinking water, sewerage, electricity, streets, educational institutions, medical centers, and recreational and entertainment facilities have limited availability in rural areas also most institutions of higher and vocational training are in towns and cities. Thus, many persons, especially rural youths seeking education or employment opportunity and the attractions of city life, tend cities regardless of the distance from the site of migration (Rye 2006).

The study conducted in Ghana on migration (Boakye, Yiadom and McKay 2007) shows, the role of education in rural to urban migration decisions is insightful. The attainment of education beyond the vocational, commercial, and ordinary or advanced level tends to increase the probability of migrating from rural sector to urban area. This evidence is not surprising; it is common knowledge that persons with higher levels of education tend to have a preference for settling in urban areas, and have a better chance (relative to the less educated) of finding employment in urban centers.

A survey conducted in Burundi, Ghana, Kenya, Mali, Nigeria, Senegal, Togo and Uganda has considered education, marital status, age, ethnicity and number of births as determinates of rural out-migration (Brockerhoff and Eu 1993 cited in Beneberu 2012). The survey concluded that more schooling increases the likelihoods of rural to urban migration depicting a strong relationship between education and migration.

A survey conducted in Bolivia (McCatty 2004) covering both rural and urban households, important implications for the reasons for migration were obtained. According to the survey, education accounts for (25.6%) which is more than a quarter of migration to urban areas.

The exploratory study conducted by Adamnesh, Linda, and Benjamin (2014) on rural out migration of Young people in Farta Woreda, northern Ethiopia shows; there were links between education and the decision to migrate. For many, failing exams and/or dropping out of school were one of a series of reasons why they migrated. For a few migrants, however, migration offered them the opportunity to continue their education, where they might otherwise had not been able.

Also the study revealed that, Youths those who have completed formal education are seeking employment opportunities in urban areas . The education received by the youth is geared toward white-collar jobs available in the cities, which does not prove advantageous in securing the predominantly agricultural jobs in their area. According to Ezra (2003) a member of a household headed by a literate man or woman is less likely to migrate than one whose household head is illiterate, regardless of the reason for migrating.

The longitudinal study on five Ethiopia villages by Gibson and Gurmu (2012), investigated the impact of a recent rural development initiative on rural to urban migration of young adults (15 – 30 years) and discovered rural migration appears to be a response to increasing rural resource scarcity.

By viewing migration as an investment in human capital, Sjaastad's (1962) cited in (Boakye et al 2007) suggests that prospective migrants aim to maximize the present value of the net gains resulting from locational change. On the basis of (Boakye et al 2007) study results, rural to urban migration is generally very rewarding for rural to urban migrants. By migrating to urban localities, rural to urban migrants reaped a proportionate welfare gain. Remittances in the rural origin can be used for different purposes either for consumption or for capital expenditure or to insure rural households against volatile incomes or for investment on farming tools, inputs and hired labor. In food insecure areas, remittances have played a vital role in ensuring food security and diversify risks.

However, the finding suggests that for most rural dwellers, rural-to-urban migration is not necessarily profitable. The average amount of remittances sent to rural villages were reported to be low and families of the migrants face difficulties to spend the money on agricultural investment due to high prices of production inputs such as chemical fertilizers, livestock breeds and hired labor. Migrants mentioned that the costs of living in the cities made it difficult for them to save and remit money to their families. Buying food, paying for transport and housing consumed all or most of their wages (Adamnesh et al 2014).

The effect of rural to urban migration on agricultural production still remained a controversial issue. On one hand, it involves the removal of production factors such as labor and capital (due to migration costs) and on the other hand, it promotes agricultural investment via the inflow of remittances to migrants' families. Many migration studies have their own boundaries and argue either towards the negative effects of migration on agricultural income or towards the positive effects. A study undertaken in central Mali revealed that the absence of young working men from the rural areas led to negative effect on rural output and the remittance sent by the migrants hardly substitute the lost labor and farm experience. The condition became worse in places where farm activities are undertaken by hand and where labor is the most determining factor in production (Beneberu 2012).

Apart from increasing different impacts on agricultural production, rural to urban migration has been responsible for over fifty percent of urban growth. Rural to urban migration has been considered as a prerequisite for urbanization and also in the process of rural development (through remittances and adoption of technologies). The contribution for rural development can also be either via investment in education or other productive investments or through increasing consumption of rural inhabitants (Barrios, Bertinelli and Strobl 2006).

Migration has diverse social, economic, and demographic consequences and effects on migrants, home community and destination community by altering economic well-being, changing the structure of the community. Migration affects the income, wealth, knowledge base, and labor supply of both sending and receiving areas. The effects of migration on economies and societies are complex. On one hand, remittance income can increase or maintain social stability and economic well-being. Particularly in agricultural economies, evidence suggests that remittance



flows are invested in human or physical capital to enhance household production. On the other hand, many economies have been depicted as using remittance income in unproductive ways, particularly through changes in consumption patterns (Adger, Kelly, Winkels, Huy and Locke 2002)

According to Aworemi, Abdul-Azeez and Opoola (2011) rural to urban migration has negative effect both rural and urban communities. They argue that the rural community is affected because the youths and adults who are supposed to remain and contribute to the development of agriculture in particular and the community in general leave the rural areas for the cities. The lost labor of able-bodied men and women could likely lead to a decline in agricultural production. Also rural out-migration has a positive effect on agriculture. For instance, loss in yield due to the reduction in available labor may be compensated by remittances from the migrant, which are used to purchase additional inputs or hire labor for cropping.

The study conducted by Timalina (2007) suggested social organizations, networks, mutual relationship and norms within and among households and communities is based on trust and reciprocity, which determine failure or success of any community. Social capital has a direct impact upon other types of capital; by improving the efficiency of economic relations, social capital can help increase people's incomes and rates of saving (financial capital). The study shows, social capital (networks, relations, cooperation between people and households) functions very well in the rural communities, which is associated strongly on making a living than the urban communities. But in the urban areas migrants failed to establish good relations with the host community because urban community does not accept outsiders as their part of social members.

Generally, Jones (2012) argued that freedoms, such as the opportunity to live long and healthy lives, access to education and choice of employment are components of human development. Movements from rural villages to large cities are often undertaken with the aspiration of improved opportunities for socio-economic advancement. However in reality, rural to urban migration does not always entail improvement of living standards and poverty reduction.

## **2.4 National Instruments (Policies) on Rural to Urban Migration**

Lack of meaningful employment and poor infrastructure development in rural areas is often a consequence of poor government policies, which leads to the rural out migration of the youths. According to McCatty (2004), migration should be seen as an equilibrating response to disequilibrium existing in the economy, and it is the responsibility of governments to reduce this disequilibrium. And policy makers must realize that rural to urban migration and its consequence is an inevitable.

Government policies supporting disproportionate increases in wage rates and employment opportunities in the urban areas contribute to imbalances in the rural and urban areas which is the other cause of rural to urban migration. As long as there are gaps in rural to urban employment opportunities and service provision caused by urban bias, there will be migration.

In Ethiopia, the traditional monarchical system that ruled the country prior to 1974 neglected population issues. The monarchy lacks clear-cut policy and coordinated relief program to benefit the rural poor with the result that hundreds of thousands perished during the famine of 1972-73. The Dergue era was a decade of vast internal movement for the Ethiopian rural population. The government of the time formed a large scale resettlement program to move people from the north to the west and southwest of the country aimed to enhance spatially balanced population distribution in the country. But the manner in which it took place and the result was disastrous to both human lives and to the environment (Ezra 2003).

The current government (EPRDF) adopted a national population policy in July 1993. The policy focuses on five major objectives, two of which are directly related to migration: One is to reduce the rate of rural to urban migration and the other is to ensure a spatially balanced population distribution pattern. The policy advocates spatially balanced population distribution and prohibits interregional rural to rural migration flows, with the only alternative to move to regional towns or the capital city, Addis Ababa, which is clearly contrary to the population policy that aims at reducing rural to urban migration (NOP 1993 cited in Ezra 2003).

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODS**

This part deals with the research design, description of the study setting and the methods used to carry out the study. It also discusses the study population, sampling techniques or sample size used, data collection instruments and methods used for data collection.

#### **3.1 The Study Setting**

This study was carried out from December, 2016 to June, 2017 in KIRAMU Woreda. The Woreda is located in, East Wollega Zone of Oromia National Regional State. The Woreda has 15 rural kebeles and 4 city administrations. The Woreda and then the Kebeles were selected for this research based on the researcher's prior observation and preliminary interview with key informants which indicated the Woreda has a large number of migrant sending households.

Therefore, this research was carried out in four selected kebeles (Badessa, Babo, Burka Soruma and Tokkumma Qoqofe Kebeles) of KIRAMU Woreda to investigate education induced rural to urban migration and its socioeconomic impacts on the families of migrants and home community in the study area.

#### **3.2 The Study Design**

Cross sectional qualitative research design was employed towards achieving objectives of the study. Cross-sectional research design was adapted to collect data at one point in time (Creswell 2003). Qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific settings, lived experiences, behavior, emotions and feelings where the researcher does not attempt to manipulate the phenomenon of interest (Patton 2002).

Thus, in order to generate extensive data and to get in-depth understanding of the issue under study, the study employed qualitative design which allowed the research participants to express their views freely. Moreover, the study used this design because it can encourage the participants of the study to give detailed information about the issue under study.

### **3.3 Sources of Data**

Both primary and secondary data were collected for the purpose of research. Secondary data sources including books, journals, magazines, reports from the Woreda administrative as well as agriculture offices and internet sources were used. The primary data were collected directly from the study participants through in-depth interviews, key-informant interviews and FGD.

### **3.4 Data Collection Methods and Tools**

Interview is the key techniques and probably the most commonly used in qualitative research. In this study, in-depth interviews were conducted with the migrants and migrant sending households left behind in rural area to uncover participants' real experiences. It is the appropriate research method for collecting detailed and richer information in investigating the way education contributed to rural to urban migration as well as the socioeconomic impacts of education induced rural to urban migration on the migrants families and home communities.

Key informant interviews were conducted with the experts from KIRAMU Woreda Social Affairs Office and Agriculture Office. Also FGD was carried out with the migrant sending households in home community to collect detailed information as well as untouched area by the in-depth interviews to make the data richer. Different semi-structured interviews and focus group discussion guide lines and checklists as well as Tape recorder were used as the main qualitative data collection tools.

### **3.5 Research Participants Selection Method and Data Collection Procedures**

Rich information and cases are those from which one can learn a great deal about issues of central importance for the purpose of the research. Purposive sampling also called a criterion based selection in which particular settings, persons, or events and area are selected deliberately in order to provide important information.

According to Patton (2002), the logic and power of purposeful sampling lie in selecting information rich cases for study in depth. Thus, for the purpose of this research, the researcher employed purposive sampling to select both study location/kebeles and the research participants.

The researcher selected study participants through snowball sampling technique to collect information deeply from the participants; which is the most important consideration in qualitative sampling decisions. Snowball sampling technique is a sampling technique employed to get research participants through referral. It is a technique in which the first research participant gives the name of second relevant participant, who in turn provides the name of a third, and so on. The snowball sampling technique was used to find informants from both migrant sending rural households and the migrants living in urban areas.

In this regard, the informants were purposively selected on the basis of the researcher's judgment and prior knowledge to get the required data as well as based on the respondents experience to provide rich and real information. The researcher also selected the migrant sending rural households purposively based on the conviction that a household with more migrant member who has migrated to urban centers for not less than one year.

Accordingly, migrant sending rural household heads from four selected Kebeles of Kiramu Woreda were interviewed. Also migrants from Kiramu Woreda who have been living in urban areas were selected for the interview by snowball sampling technique. Experts closely working with the issues of migration in Kiramu Social Affairs Office and Agriculture Office were interviewed as key informants. Finally, FGD was conducted with migrant sending rural households in the home community which has ten members.

In qualitative research, it is difficult to precisely mention the number of the study participants from the beginning. Accordingly, a total of 18 in-depth interviews were conducted with migrants and rural household heads who have already sent their young family members to towns and cities. Also two key informant interviews and One FGD were conducted to support the data collected through in-depth interviews. Thus, the numbers of participants were determined by the data saturation point since the emphasis is usually upon an analysis of meaning in specific context.

The interview and Focus Group Discussion guide lines were translated to Afan Oromo, the language used in the Woreda before the application of real data collection. The Interviews and

FGD were conducted by Afan Oromo at the interviewees and discussants home or workplace and recorded.

### **3.6 Method of Data Analysis**

The qualitative data collected through in-depth interviews, key informant interviews and Focus Group Discussion were transcribed. The carefully transcribed data was organized, summarized into manageable themes, and divided into meaningful analytical category. The meaningful and similar segments were coded together then thematically analyzed and interpreted both during and after the field work. Finally, the information obtained from the interviews and FGD were triangulated to draw major findings, conclusions and recommendations.

### **3.7 Trustworthiness of the Study**

Trustworthiness of the study was checked as the processes of the research were carried out fairly, that the products represent as closely as possible the experiences of the people who were studied. The entire endeavor was grounded in ethical principles about how data's are collected and analyzed. Lincoln and Guba (1985) cited in Bradley (1993) propose four "trustworthiness" criteria's for qualitative research such as: credibility, transferability, dependability, and confirmability.

Accordingly the adequate representation of the constructions of the social world under study and the credibility of those representations for the community under study were checked through activities that work toward credibility include a prolonged stay in the field, persistent observation, triangulation, discussions and checks of results with members of the community under the study. To insure the transferability in the research, rich and ample data was provided.

At the end of each day, responses from interviewees were reviewed to assess whether the task met its objectives and goal or not. Main focus was given specially to edit possible error, missing or lacking information, and to identify new issues and cases. While reviewing and editing for the possible errors and lacking information, always I used my field diary.

### **3.8 Ethical Consideration**

In all the processes, administrative procedures and ethical considerations were carefully followed. In order to smoothly collect data and conduct the study the following ethical issues were considered in all stages of the research. First of all permission was asked from the department of Sociology of Jimma University. In order to get the consent from research participants, explanation about the objectives and significance of the study was given to the sample population, informants and concerned body. The researcher also keeps the confidentiality of respondents and not forced the respondents by force or incentives for the purpose of data collection.

## **CHAPTER FOUR**

### **AN OVERVIEW AND SOCIO-ECONOMIC CHARACTERISTICS OF THE STUDYAREA**

#### **4.1 An Overview of KIRAMU Woreda**

KIRAMU Woreda is one of the Woredas in East Wollega Zone. Before its establishment as a Woreda in 2008, the area was administered under the former Gida KIRAMU Woreda. But, in 2008 Gida KIRAMU Woreda was divided into Gida AYANA Woreda and KIRAMU Woreda for administrative purpose.

The Woreda is located in East Wollega Zone of Oromia National Regional State. The Woreda administrative town, KIRAMU is found at about 368kms from Addis Ababa and found at about 140kms North of Nekemte town, which is the administrative town of East Wollega Zone. Its astronomical location is  $9^{\circ} 46^{\circ}$  N and  $36^{\circ} 31^{\circ}$  E, whereas its elevation is 2143 meters above sea level. The Woreda stretches over 883.3 square kilometers and demarcated by Amhara National Regional State in the North, Abe Dongoro Woreda in South, Amuru Woreda in East and Gida AYANA Woreda in West.

The Woreda has 15 rural kebeles and 4 city administrations. The Woreda is found in semi-humid (woyna Dega) climatic zone and medium temperature which is amicable for human habitation and economic activities. The Woreda receives rain fall seven months of a year, from April to the beginning of December.



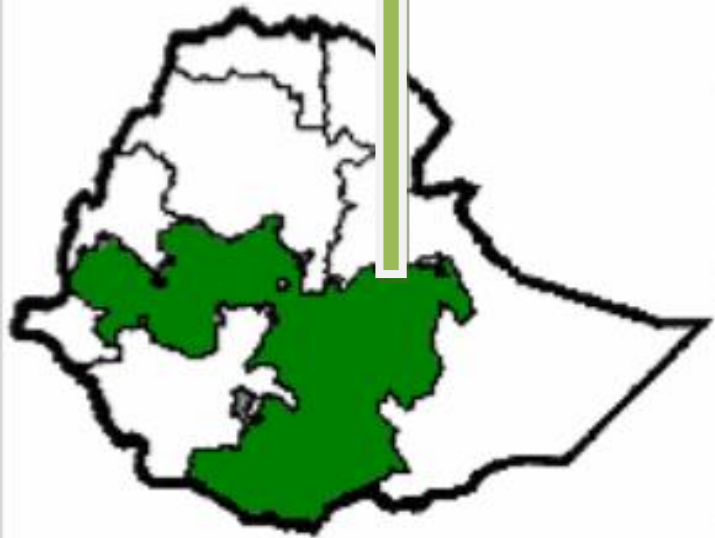
**Administrative Map of KIRAMU Woreda, Oromia, Ethiopia**



**Map3: KIRAMU Woreda Administrative Map**



**Map 2: Oromia Administrative map**



**Map 1: Ethiopia Regional Administrative map**

## **4.2 Socio-Economic Characteristics of KIRAMU Woreda**

Based on the data gathered from KIRAMU Woreda administration office in 2016, the town has 15098 households and a total population of 87093, of which 40811 are men and 46282 are women. The Woreda is predominantly inhabited by Oromo ethnic groups and few Amhara settlers. Christian (Orthodox Christian and protestant), Waqeffanna and Islam are the religions practiced in the Woreda.

The joint family structure in which children's, parents and grandparents are living together in extended manner was dominant previously before the expansion of urbanization and modern education in rural societies. All members of the family used to live together in one compound as extended family. But as urbanization and modern education expands that leads to migration, the nuclear family structure is becoming dominant in the society (Field data, 2017).

Monogamy is the most prevalent form of marriage, though polygamy is not totally absent in the community. Polygamy is practiced when the husband wants to marry another in his endeavor to get children because having many children is the most valued in the society. But to marry more than one wife (polygamous), the husband is expected to be economically strong so that he can maintain both or all wives. Nowadays the community primarily endorses and practice monogamy though some peoples are practicing polygamy in rare cases (Field data, 2017).

The Woreda is endowed with natural resources, material and spiritual culture, attractive landscape, wild animals, river fall and mineral waters. Daraba Foka is the thanks giving place and historical place where people celebrate Gada system in eight years interval. Also the water fall on Warabessa River is the other tourist attraction potential area in KIRAMU Woreda (Field data, 2017).

The economy of the woreda basically depends on agriculture. Mixed agriculture (crop farming and livestock keeping) is the major economic activity in the woreda. Apart from crop farming and livestock keeping, there are very small economic activities in the Woreda such as some small scale trade activities and nonfarm activities comprise small proportion of the population. The soil of the Woreda is suitable for the cultivation of a variety of crops, such as Cereals (maize, teff,

corn, wheat, sorghum and millet) Oil crops (nug and salix) and Legumes (beans, soya bean and groundnuts). The Woreda is also known by its livestock production (Field data, 2017).

As we come to the Woreda social services and physical infrastructures; the existing educational facilities are ill equipped and under staffed which lacks the capacity to provide the services required. Also the distribution of health services and facilities, as well as that of health professionals are low in the KIRAMU Woreda. The water resource is ample in the area, springs emanating from the hills and mountain sides are found here and there. However, coverage of adequate potable water supply is still in short. All of the rural community and majority of people in urban centers of KIRAMU Woreda depend on water from unprotected sources (springs, rivers and ponds) (Field data, 2017).

The major energy source of the Woreda is biomass including fire wood and crop residue that are used extensively. Electricity is only available at urban centers, where it is used for lighting. The sources of domestic energy supply for cooking are charcoal, firewood and sometimes kerosene in both rural area and urban areas of KIRAMU Woreda (Field data, 2017).

Modern transport coverage is almost non-existent in the rural areas of KIRAMU Woreda. Travel and transport in the Woreda, especially rural areas are mainly carried out by walking on foot and sometimes using animals back. Almost all of households in the rural area walk on foot to reach different social services and facilities. Use of pack animal is the second mode of transport available. In the rural areas, one has to cover on average 5 hours walk on foot to access transport service (Field data, 2017).

## **CHAPTER FIVE**

### **FINDINGS AND DISCUSSIONS**

Under this section of the study, the findings of the study in context of the research objectives and the discussion of the research findings are presented. The information obtained through in-depth interviews conducted with rural households and migrants, Focus group discussions conducted with selected rural households as well as the information obtained by key-informant interview with the experts of Kiramu Woreda agriculture office and social affairs office are discussed in this section.

The in-depth interviews conducted with migrants from the Woreda who are living in urban centers at the time of the interview included questions about demographic characteristics, occupation and earning status, migration factor, migration history, the relationship with family, socioeconomic impacts of education induced rural to urban migration on migrant sending rural households.

Also the in-depth interviews conducted with rural households of Kiramu Woreda obtained information about the number of migrant member, migrants' history and factors for migration, the household work status, socioeconomic impacts of member migration to city on the household and coping strategies used by the household to overcome the adverse impacts of education induced rural to urban migration.

The information about the availability of social support system, coping strategy used by the rural households as well as their recommendations for future regarding how to minimize or overcome the socio economic problems encountered due to education induced rural to urban migration are collected by FGD and key-informant interview.

#### **5.1 FINDINGS**

##### **5.1.1 Socio-Demographic Characteristics of the Study Participants**

The in-depth individual interview was conducted with rural household heads in Kiramu Woreda who have more migrant members and migrants who were migrated from rural kiramu Woreda and living in urban areas at the time of interview. A total of 18 in-depth interviews were

conducted with migrants and rural household heads who have already sent their young family members to towns and cities through migration for future better life. Accordingly 10 in-depth interviews conducted with rural household heads (7 with males and 3 with female) that have more migrant members. Age of the rural household head study participants varies between late 50's and early 80's. The majority of interviewed rural household heads have no basic education while only two of them can read and write. Most of them have five up to ten children, but all of their children were migrated to cities except one family living with their last child aged 13. The characteristics of the study participant Rural Households are summarized as follows:

Table 1: Characteristics of the Study Participant Rural Households

Participants/Household heads	Sex	Age	Ethnic affiliation	Marital status	Religious Affiliation	Academic status	Occupation	No of children	No of migrated children to city
P1	M	57	Oromo	Married	Orthodox	Basic education	Farmer	6	5
P2	F	60	Oromo	Widowed	Orthodox	Not read and write	Farmer	7	7
P3	F	60	Oromo	Married	Protestant	Not read and write	Farmer	4	4
P4	M	52	Oromo	Married	Orthodox	Not read and write	Farmer	8	7
P5	M	79	Oromo	Married	Waqeffata	Not read and write	Farmer	8	7
P6	F	65	Oromo	Married	Protestant	Basic education	Farmer	3	3
P7	M	73	Oromo	Married	Protestant	Not read and write	Farmer	5	5
P8	M	80	Oromo	Married	Waqeffata	Not read and write	Farmer	10	10
P9	M	70	Oromo	Married	Orthodox	Not read and write	Farmer	5	5
P10	M	59	Oromo	Married	Orthodox	Not read and write	Farmer	4	4

Source: Field data, 2017

Moreover, eight in-depth interviews (five with male and three with female migrants) were also conducted to get rich information and to cross-check it with the information obtained from the migrant sending households regarding the socioeconomic impacts of education induced rural to urban migration on the migrants, the sending households and the sending communities. All of the migrant study participants were young adults; their age varies between 25 and 35. Most of them were moved to urban areas after the completion of 10<sup>th</sup> grade and others migrated after the completion of 12<sup>th</sup> grade to attend their college or university education, but at the time of the interview all of them are employed. Among the migrant interviewees except two of them the others are married and have their own family in urban area. The socio-demographic characteristics of the migrant informants are summarized under the following table.

Table 2: Characteristics of the Study Participant migrants

Participants /Migrants	Sex	Age	Ethnic affiliation	Marital status	Religious affiliation	Years of schooling before migration	Academic status	Occupation
P1	M	28	Oromo	Single	Protestant	Grade 10	BA Degree	Government employee
P2	F	25	Oromo	Single	Protestant	Grade 10	Diploma/10+3	Government employee
P3	F	28	Oromo	Married	Protestant	Grade 10	MSc Degree	Teacher
P4	M	29	Oromo	Married	Protestant	Grade 10	MA Degree	NGO employee
P5	M	30	Oromo	Married	Protestant	Grade 10	Diploma/10+3	Private organization employee
P6	F	28	Oromo	Married	Orthodox	Grade 12	BA Degree	Teacher
P7	M	35	Oromo	Married	Protestant	Grade 12	BA Degree	Local NGO employee
P8	M	31	Oromo	Married	Orthodox	Grade 10	BSc Degree	Government employee

Source: Field data, 2017

In order to support the information obtained through in-depth interviews, one FGD which consisted 10 participants (nine male and one female) was conducted with selected rural household heads. Finally two key informant interviews were conducted, one with expert from Agriculture office and the other with the expert from social affairs office of KIRAMU Woreda.

### **5.1.2 The Main Factors Contributing to Youths' Rural to Urban Migration**

Rural to urban migration is a movement of rural resident(s) to an urban destination for different reasons. The various factors that give rise to youths' rural to urban migration in KIRAMU Woreda are discussed as follows based on the empirical evidences obtained from the study participants.

#### **5.1.2.1 Search for education opportunity**

Although people may move out of their residences because of many reasons under organized pressure or individual desire, most of observed rural to urban migration of the youth from rural area of KIRAMU Woreda is caused by a desire for the educational opportunities offered in urban areas. Searching for education opportunity is a starting point for the rural youth's migration to cities and has contributed in rural to urban migration in different ways. The information obtained from the study participants indicated until recently the students from KIRAMU Woreda had been moving to the neighbor Woreda towns to attend their high school education. According the migrant informants, migration to search for education opportunity which was not available in KIRAMU Woreda was the starting point of their migration process. Beka, age 31, Father of a Daughter interviewed on April, 2017 indicated the issue as follows:

*I started to live away from my family when I was 13 years old in order to attend my high school education. It was very difficult to visit my family frequently because of lack of transportation facility in the area. I had to walk for six or seven hours from my family house to come to Gida Ayana town where I attended my high school education because there is no other means of transportation. I was visiting them only once in a month when I get the opportunity. Otherwise, I was doing at the end of semester or end of academic year.*

The desire to attain further education beyond primary and secondary school was the major driving force for youths rural to urban migration in KIRAMU Woreda for the past many years as

understood from the findings. The other migrant participated in the in-depth interview described how the search for education opportunity contributed to her migration to urban as follows:

*My education was the only reason for me to move to city at the time. I left my families who have been living in rural area of KIRAMU Woreda in 2008 after I completed 10<sup>th</sup> grade in order to attend my next education. At that time there was no preparatory school in the Woreda and I moved to my relative in Gimbi town to attend my education. Latter I moved to Jimma town to follow my higher education at Jimma University (Almaz, age 28, Female and married).*

The interest of attending education beyond primary and secondary school is not only from the side of the rural youths of the study area; also the families' wants to send their children to attend higher education. However, the rural families have to send their children to cities where there are higher education opportunities. One of the study participant household head explained the issue as follows:

*I sent all of my children to attend their education beyond primary school, but there was no secondary school and above in the Woreda at the time. I financed my children education and sent them to cities where there were further education opportunities. Thus, my children migrated and started to live away in cities to attend their education beyond primary school (Jalata, age 80 and a father of ten children interviewed on May, 2017).*

The Focus Group Discussion with rural household heads confirms the contribution of education in youths rural to urban migration. According to most of the FGD participants, sending children to school is the responsibility of the family while the children's have right to go to school. Migration to cities where there are higher education opportunities is must if the students want to continue their education. Thus, the youths moved to city in order to continue their secondary school and higher education since there is no secondary school until recently and higher education institutions in the study area.



### 5.1.2.2 Search for employment opportunities

The other factor of rural to urban migration is caused by economic considerations and the desire by children's or their families seeking better employment opportunities, particularly in cities and towns. The chance of getting better job opportunity in urban area is much better than in rural area especially for the educated rural youths. The data shows, some rural households in Kiramu Woreda send their children to school in order to minimize the risk of production loss in agriculture and to diversify their livelihood options.

Qanatu, 65 years old household head interviewed on May, 2017 reported as she purposively pushed her children to migrate to urban centers:

*I don't want my children to be a farmer like me and that is why I purposively send them to school which prepared them for urban job and life. Farming in our area is traditional with low production which is hand to mouth. I am a farmer throughout my life, but poor farmer without any improvement due to the soil infertility.*

Also one of the migrant informants described why he seriously attended his education which supports the above idea as follows: Bikila, male and 29 years old migrant said;

*Agriculture which is traditional and subsistent farming is the means of living for my family. However, it is not productive and labor intensive job in our area to the extent not sufficient to feed our family year round. Due to the low productivity and uncertainty of farming in our area; I decided to continue my high school and then college education to acquire the knowledge and skill that supported me in getting better job opportunity in city.*

The empirical evidences obtained from informants shows, lack of employment opportunity for the educated people in the study area is the other main reason of the educated rural youth's migration. The rural household head informant from Tokkumma Qoqoffe Kebele described the lack of alternative employment opportunity out of farming for their educated youths in their Woreda as follows:

*In our kebele there is no organization to employ our educated youths except few employment opportunities in public schools and health centers. Moving to cities to get job opportunities or staying in rural area to continue farming as their means of living are the only choices for the educated youths in our kebeles including my children. Thus, my children migrated to cities after the completion of their college and university education (Jiru, age 73 and a father for 5 migrant children interviewed on May, 2017).*

Moreover, one of the migrant informants who migrated to Nekemte city described the low employment opportunity in kiramu Woreda due to the absence of alternative job opportunity in other non- farm business organizations:

*In addition to agriculture, non-farm business enterprises, industries and other organizations will create employment opportunities for educated rural youths if available. But the absence of such organizations in our area leads to the educated youths rural to urban migration in search for employment opportunities. I am university graduate, but there is no organization which will create employment opportunity by my field of specialization in the Woreda except few positions in government offices that were already occupied. I decided to move to Nekemte city in search of employment opportunity. (Ifa, male, age 28 interviewed on April, 2017).*

Also the extent to which individuals' education matches with the available occupation in rural area is the other factor that significantly influenced the youths rural out migration decision. The match between education and occupation is important because it affects individuals' returns they get in the form of earnings from their education.

The occupation which mismatch with individuals area of specialization adversely affects the individual's future career development. The information obtained from some of the study participant migrants indicated that, most of the time educated rural youth decided to stay in cities after the end of their higher education because there are limited employment opportunity by their field of specialization in rural area.

Abdi, a 31 years old migrant is one of the informants who explained the mismatch between his field of specialization and the limited job opportunity in kiramu Woreda as follows:

*I am graduated from Jimma University by BSc degree in Electrical engineering. However there was no job opportunity by my field of specialization in Kiramu Woreda at the time, thus I decided to stay in Jimma city after my graduation to search for job.*

The empirical evidences obtained from the study participants also revealed that in addition to the limited employment opportunities especially for educated and skilled individuals in the Woreda; the salary or income from the available employment opportunity is not attractive. However, availability of alternative job opportunity with relatively attractive income that matches with individual's field of specialization attracted educated rural youths from kiramu Woreda to urban areas. One of my informants who migrated to Nekemte in 2014 GC described the reason of her migration as follows:

*I was graduated by BSc degree in computer science from Wollega University in 2012. Then I was employed to teach computer in one of the high schools in Kiramu Woreda and I used to teach there for a year before I moved to Nekemte city in 2014 in search of better paying job opportunity (Lalise, 28 years old migrant interviewed on April, 2017).*

According to the key informant interview conducted with the Kiramu Woreda social affairs office official; the chance of getting employment opportunity especially for educated youths that is related to their field of specialization is very low. But the numbers of College and University graduates are increasing, while employment opportunity is limited in the Woreda that leads to the Woreda educated youth's migration to cities in search of job opportunities.

Also the FGD conducted with rural household heads shows the low employment opportunity in Kiramu Woreda is one of the important factors of educated youths rural to urban migration in the study area. Most of the time working in government office is the only job opportunity for the educated youth in the Woreda. Thus, youth's especially educated youths from the study area were migrated to cities to searching for alternative job opportunity.

### 5.1.2.3 Access to public or social services

The underdevelopment of social services and physical infrastructures in rural area is the other factor which forces many youths to migrate from rural to urban as repeatedly mentioned by the study participants. One of my informants who migrated to Addis Ababa in 2010 attributed and explained the main reason of his migration to low infrastructure development in the Woreda as follows:

*The less developed social amenities and physical infrastructures in KIRAMU Woreda discouraged me and other individuals especially the educated ones to live in. And I migrated to city where there are different facilities like electricity, road, pipe water, health centers, quality schools and other attractions of city life. I got chance to send my children to quality school and also by living in urban centers and also I got chance to improve my educational status (Lammi, age 35 and a father of two children).*

More over the other migrant informant described the problem of low infrastructure development and its contribution for educated rural youth's migration to cities.

*By its current infrastructure status which is underdeveloped, living and working in KIRAMU Woreda is not suitable for educated youth because of its poor infrastructure development. Individuals especially the educated rural youths from KIRAMU Woreda including me migrated to cities seeking better infrastructure and other attractions of city life which is not available or less developed in rural areas (Beka, age 31, Father of a Daughter).*

The migrant sending rural household informants revealed the KIRAMU Woredas' poor infrastructure development especially in the rural kebeles as the other factor for their children's migration. The empirical evidences shows that education increases the probability of migrating from the rural area to the urban centers because persons with higher levels of education tend to have a preference for settling in urban areas to enjoy different city social facilities and infrastructures by using their better chance (relative to the less educated) of finding employment opportunities in urban centers.

A 60 years old migrant sending rural household head women told the problem of poor infrastructure development as follows:

*Two of my children were employed in the government offices of the Woreda immediately after they completed their college education. But they refused to stay in the Woreda because of its poor infrastructure and later they migrated to city. It is difficult for the educated people to live in our rural area once they experienced city life.*

#### **5.1.2.4 Values of Children's Education for social Prestige**

Families attach high value to the education of their children because they consider that having educated children is valued social status and prestige in the community. Some families force their children to go to school even if their children prefer to live in rural area as a farmer. Sending children to school and having educated as well as employed children especially government employee is a sort of competition in the study area.

A 60 years old rural household head women from Tokuma Qoqofe Kebele informed me as she sent her children for schools to compete with other households who have educated children.

*I don't want to be the one who has no educated children in the village because most of our village families send their children for education. Having educated children is proud for me and my family. But, it is insult for me and for my children themselves if I failed to send them to school. I send my children school in order to escape villagers' insult as well as to get proud and respect out of educating my children.*

Moreover, for some of the rural household informants sending children to school is considered as 'modernity'; while protecting children from school is 'backwardness'. The families who send their children to school are considered as 'modern, economically better and respected'; while families who failed to send their children to school are considered as 'back warded and poor' in the community under the study.

Bayisa, 57 years old rural household head informant described the issue accordingly:

*Showing unwillingness to send children to school is backwardness and families who have less or no knowledge about the function of education protect their children from school. My father refused to send all of his children including me to school due to his limited knowledge about the function of education. All of my brother and sisters do not read and write but thanks to the adults' basic education program I can read and write. I send all of my children to school because; I want to have educated children and I do not want to repeat my father wrong decision regarding children education.*

The FGD conducted with rural house hold heads revealed the social values and prestige of children's education as the other important factors that motivated rural families to send their children to school which directly contributed to the rural youths out migration. The rural families who have educated and employed children have high respect than families who have not in the community. Therefore, sending children to school is the most valued activity though it leads to the youths rural out migration to cities in search for further education opportunity and later after education to search for better job opportunities.

### **5.1.3 Economic Impacts of Education Induced Rural to urban Migration on the Migrant Sending Rural Households**

#### **5.1.3.1 Impacts on Agriculture**

In rural areas particularly the rural households in KIRAMU Woreda have agriculture as their principal livelihood activity which normally has a lower productivity per worker than the non-agricultural activities which are mainly located in urban areas. Rural to urban migration is a reflection of a structural shift in economic activities from agriculture which tends to grow at a lower rate than other activities to non-agriculture which has historically characterized the process of economic development. Besides, of course urban areas provide better access to economic facilities and amenities of life which also attract rural youths especially the educated one.

The implication of rural out migration on labor supply is obvious that it result in drastic decrease in the labor supply which reduced agricultural productivity in the study area. Labor shortages could lead to increased use of hired labor for the most farm operations. The increased cost of hiring labor and other agrochemicals such as fertilizers and pesticides decreases the income from

farming. Some of the informants suggested as their production does not exceed the cost of production. The cost of agricultural production such as fertilizers, improved seeds as well as labor which increases from year to year drastically reduced their food production.

A migrant sending rural household head informant told the challenges of farming and production lose as follows:

*Sometimes the total cost I spent to produce food crop for my household consumption exceeds the crop harvested at the end of production season. In order to payback the fertilizer and improved seed cost as well as the pest control agrochemical cost I sold among my cattle's. By now I decided to buy food crop by giving my land for rent (Kaba, age 70 and male interviewed on May, 2017).*

The out migration of youths from rural the area put in question the availability of labor supply in that rural area for farm operation. Working force migrated to cities because of the relatively attractive salary in non-farm activities of urban centers. As a result the chance to get labor force to employ on farm operation is very rare and the cost of labor is not affordable by rural households.

One of the migrant sending rural house hold head explained the shortage and expensiveness of labor in her village as follows:

*By now it is very difficult to get daily laborer for farm field in our village because daily laborers prefer to work in the road construction project which was started in 2016. Daily laborers do not want to work in farm field because farming is tiresome and labor consuming. Also payment is the other reason why they prefer working for the road construction project. The road project pay 70 birr and above for the daily laborers but it is difficult to pay this much many for the farmers including me to hire daily laborers in our farm field (Arare, women and age 60 interviewed on April,2017)*

According to the Focus Group Discussion conducted with rural household heads, education and migration to cities left aged families in rural area without any support by taking youths and adults who are active labor force. Before 10 years the rural villages were active participants in different economic and social activities, farmers work in group what they call it 'Daboo'

(Neighbors, Relatives, and Friends helps each other occasionally when necessary) and ‘Daadoo’ (the work parties working in member’s farm field turn by turn). But now farm fields left uncultivated due to lack of labor force which weaken the economic activities in the rural area under study. The habit of working together as a form of Daboo and Daadoo is almost declining in the rural area.

The side effect of using agrochemicals on soil fertility is the other problem. The migrant sending rural households started to use different agrochemicals and pesticides on their farm mostly to control pests in their farm. However, the use of pesticides and different agrochemicals on their farm land adversely affected the soil fertility.

A migrant sending household head farmer informed what happened to his farm as a result of using agrochemicals as follows:

*Earlier I refused to use any agrochemical on my farmland though agricultural extension workers told me to use. Rather I used shifting cultivation as an alternative which increases soil fertility and I used my children’s labor for pest control. But latter when my children moved to urban centers for further education then I started to use agrochemicals to overcome labor shortage. As a result my land becomes dependent on agrochemicals in to give yield (A 59 years old household head from Burqa Soruma Kebele interviewed on May, 2017).*

The empirical evidence obtained from FGD also shows that the agrochemicals and pesticides used by migrant sending rural households on their farm to overcome the shortages of labor force adversely affected the soil fertility. The soil fertility is decreasing year to year because of the side effects of agrochemicals. The soil fertility has become completely dependent on agrochemicals, even did not grow up without the use of chemical fertilizer.

Also as to my observation and the FGD conducted with rural household heads, rural out migration which resulted in drastic decrease in the labor supply reduced total cropped area and quality of work that leads to reduced food production and reduced household wealth leading to increased vulnerability and food insecurity for many rural households in the study areas. The cropped area is reduced by more than half and the vast farmland which was used as crop area earlier left open for cattle grazing.



### 5.1.3.2 Income from Remittance and its Impacts on the Economy of Migrant Sending Households

Rural to urban migration is often observed among the most productive group of the population and leading to lack of labor that eventually reduce agricultural production. In spite of the above negative impact of rural youths out-migration on agriculture, it will have a positive effect on agriculture if remittance flow is better to support and finance agriculture.

The assumption of migrant sending rural households about the loss in yield due to the reduction in available labor force resulted by youths out migration may be compensated by remittances from the migrants, which will used to purchase additional inputs or hire labor for cropping. However for most of the rural household respondents, the expected remittance flow to finance their agriculture and to improve their income was failed to meet their expectations because the amount of inflow remittance does not exceed from purchasing clothes and house materials.

One of the rural household head informant women explained what she expected and the real gain from her educated children remittance as follows:

*I financed my children education budget by selling my livestock's and other assets. I expected a lot from my children to replace my sold livestock's and other assets latter after they started job but rather than helping me and replacing the sold assets, they told me to come to city and stay with them by leaving alone my homestead which is out of my interest (Galane, age 60 and mother of 7 children interviewed on April, 2017).*

Also some migrant informants explained as they never pay back investment cost that their rural family's spent for schooling.

Ayantu, age 28, Female and employee at governmental organization explained the problem accordingly:

*My family expended more money to finance my education, even they sold their cattle including their oxen's they used for farming. My family expected me to replace the sold cattle and other assets after I completed my education and get salary but the reality has become far from their expectation. My salary is not sufficient to lead my life in city rather than paying back the sold assets and to help my rural family.*

Also according to the information collected from rural households through FGD, education taken away the rural household's labor force/children. The rural families' investment on their children education failed to pay back its investment cost which negatively impacted the livelihood of many rural families. Because the flow of remittance from educated migrants is small and not sufficient to support and finance farm operations. They send small amount of money occasionally which only helps to buy some house materials and clothes rather than supporting to buy farm inputs.

The migrant families send their children for further education by selling their cattle and even they sold their plot of farmland to finance the children's higher education. However, most of the migrants failed to pay back the cost that their family spent on their education after they got employed. According to the information gathered from rural household heads and migrants, the limited migrants' income, expensiveness of city life and the rise of individualism were the three main factors responsible factors for the low remittance flow from educated migrants towards their families in rural Kiramu Woreda.

The migrant's income status is reported as one of the important factors which influenced the flow of remittance. The migrant's low income prevented them to remit their rural families. Most of the time their income depends on monthly salary which is not sufficient to fulfill even their basic needs, but some migrants reported as they send money occasionally from their small salary. A migrant informant told as he has been sending money for his rural family occasionally from his small monthly salary:

*I am employed in government organization with small salary on monthly basis. Though the salary is not sufficient to fulfill even my basic needs, sometimes I sent money for my family. My family spent more money for my education. Therefore the little money I sent back to my family is only because of humanistic feeling though my income is not sufficient (A 28 year's old female migrant interviewed on April, 2017).*

The FGD conducted with migrant sending rural household heads shows that the challenges and expensiveness of life in city is the other factor for the declining of remittance flow in the area according to the data. The costs of living in the cities such as buying food, transportation cost

and house rent consumed all or most of the salary which made it difficult to save and remit money for their rural family.

Moreover, the FGD result shows the rise of individualism and the decreasing of the culture of social life as the other important factor for decreased remittance flow. The expansion of modern education in rural area resulted rural out migration of educated youths to cities because of job opportunities in cities. Urban life is characterized by individualistic life and the culture of social life is declining. Thus, some educated migrants from rural KIRAMU Woreda are influenced by the city life in which individuals run to improve their own private life such as buying beautiful houses, cars and sending their children to quality school. Though some migrant informants earn better income in cities, they used all of their income to live city luxurious life by ignoring their origin families. Therefore the fall of social life and rise of individualism negatively affected the remittance flow towards the study area.

Also the interview result shows that the amount of remittance flow varies between migrants who are unmarried or live alone and those who live with their wives and children in urban areas. Unmarried migrants who are living individually in urban area remit their rural family than married migrants who are living with their wives and children in urban areas.

One of the migrant informants living in Addis Ababa told me about the remittance flow from him to his rural family:

*I am employee in a local NGO with a monthly salary. I support my family financially by sending money every month before I got married, but after I established my own family in urban center, I send money occasionally because my salary is not sufficient to send money for family after paying house rent and my education fee as well as my household consumption. I think it is difficult for me to send money to the family in the future because urban life is challenging by itself (Lammi, age 35 and male migrant interviewed on April, 2017).*

Despite the hardships that migrants face in the cities due to life style changes and expensiveness of city life, the interviews with migrant workers revealed that they preferred to live in the cities. Most of the migrant informants suggested that their life is better in urban centers since they get access to better education, health care, pipe water, and transportation services in cities which are not available in rural areas though their income is not sufficient to support their rural families

and to reinvest on agriculture. One of the migrant from Nekemte town told me the advantage and disadvantage of education induced migration on his life and his rural families as follows:

*Education and my migration to city benefitted me in different ways; education motivated me to move to city where there are different facilities like electricity, road, pipe water, health centers and quality schools which are not satisfactory in rural areas. Also by living in urban centers I got chance and continue my education to improve my educational status. However, my income is not enough to support my family (Bikila, male and 29 years old migrant interviewed on April, 2017).*

#### **5.1.4 Social Impacts of Education Induced Rural to Urban migration on the Migrant Sending Rural Households**

Rural youths education induced migration has more negative impacts on social relationships of migrant sending community and on the relationship of migrants with their rural households. Also with the advent of urbanization and expansion of modern education which resulted massive rural out migration to cities, the traditional joint family structure is changed in to isolated nuclear families living independent of their families of orientation in cities and towns.

##### **5.1.4.1 Impacts on Social Relationships**

Education and the educated youths rural to urban migration adversely affected the social life of the rural community. The migrant sending rural families' assumption and expectation of sending their children for education was to support their children to get employed and earn better income which will help to improve the households' income. But the children's migration to cities affected the rural households' social relationships with their migrant children and the home community as well.

The observed evidence shows the social relationship between the migrant sending rural households and their migrant children is weak though the level of relationship and frequency of visit between migrants and origin family varies from household to household. Some migrants visit their home family frequently in addition to their frequent communication over phone while others reported as their migrant children's visit their home family less frequently.

One of the household head informants described the relationship and visit between her and her migrant children as follows:

*I am mother of four children, but all of them left me alone and migrated to city. I was suffered a lot to finance their education every year until they were graduated from University. Now all of them are government employees working in urban centers. For the time being I don't need financial support from my children because the income I get from renting my farm land is enough for my basic needs. I only need timely visit and frequent phone call from my migrant children, but their timely visit and phone call as well as our entire relationship is decreasing from year to year (Arare, women and age 60 interviewed on April,2017).*

Furthermore, empirical evidences from the migrant informants indicated the weakening relationship between the migrants and their home family. Ebise, a 25 years old migrant explained the relationship between her and her rural family as follows:

*Urban life makes me busy, I work for several hours including at night to lead my life in city which is very expensive as compared to rural area. But in rural area when I was with my family, we shared tasks with family member and we work for few hours to lead our rural life. Thus, because of the shortage of time I failed to visit my rural family frequently which weakened my relationship with my family as well as the home community.*

The empirical evidence obtained from FGD also shows that the aged migrant sending rural households social relations is adversely affected and they feel isolated because they were aged and not capable to participate in different social activities. The aged migrant sending rural households who are living alone feel isolated and even they stopped drinking coffee with their neighbors because they lack capacity to make coffee at their turn.

The making and drinking of coffee with neighbors is one of the common practices in the area which helps to strengthen their relationship and hold them together. It is the place where they discuss all about their socioeconomic activities which bring them together; even it is their social media where rural people get information. But the youths rural to urban migration affected the social relationships of the community.

One of the rural house hold head informants explained the problem of youths rural to urban migration on rural families and community socio cultural events as follows:

*In the earlier time we used to live jointly as an extended family and lead communal life by supporting each other but now we lost that interesting social life because of modernization and education. The engagements of our family in different social and cultural events activities were decreased because of the absence of children especially the youth and adults. For instance the rural communities' habit of working together in farming called Daboo and Daadoo is almost not functional today due to the economically active labor force out migration from rural area (52 years old and male rural house hold head interviewed on April, 2017).*

The information obtained from the FGD also shows the declining of the group work habit in the community. Working together in the form of Daboo and Dadoo is not only an economic activity but it is a social event which strengthens the social bond and it is the occasion where people come to undertake different social activities. However, education and youths rural out migration weakened the social and economic activities of that rural community.

In this habit of working together, to call for help or 'Daboo' in their farm, that family ability/potential to pay back the others labor is in consideration. Thus, the families who have no children get less help because people consider as they have no children to send on others Daboo. They say 'social life is give and take' you have to send your children on others socioeconomic activities to get support another day from others in return.

The discussants also agreed on the expansion of modern education and related youth rural out migration that adversely impacted the practice of socio-cultural activities and ceremonies in the community. Before the expansion of modern education and rural youths movement to cities, rural families actively participate on holiday ceremonies, religious ceremonies, wedding ceremonies and cultural events together with relatives. Relatives call each other turn by turn on their holidays to stay for days and even for weeks together to celebrate. However, now this practice is diminished to the level of disappearance because of children education and other factors.

The culture of sending children to school is now popular among rural families and it takes away their labor force. Thus no one can keep their homestead and their cattle to participate on relative's social events, holiday ceremonies and different socio-cultural events since their children's are not with them.

#### **5.1.4.2 Impacts on Family Size and Structure**

Earlier before the expansion of urbanization and modern education in rural societies, all members of the family used to live together in one compound as extended family. But as urbanization and modern education expands, members of the same family who were once up on time living together started to migrate to live separately for a considerable time in cities. These members established new households at the place of their work or in urban centers which adversely affected the relations with the family members left behind in rural area.

One of a rural household head participated in the study described how his family structure and close relationship disintegrated as a result of the migration of his children to cities and towns as follows:

*Before the coming of Dergeau's Villagization program, all of my brothers including I used to live in a single compound by constructing our own house around our parent's home. But latter the villagization demolished our houses, forced us to leave our homestead and to reconstruct new houses at a place selected for that purpose. That was the starting point for the breakdown of our extended family structure and relationship. After the fall of Dergeau's regime, most family members of people in the village including ours were migrated in search for large farm land. That was also resulted in the disintegration of our extended family. Recently, other social factor which further weakens our relationship with our children came into being and hence now I am living only with my wife because our children migrated to cities for education, got employment after they completed and established their families there (79 years old rural household head from Tokkumma Qoqofe Kebele).*

Also the other migrant sending rural household head explained the adverse impact of children migration to cities on the size and composition of the family accordingly:

*I have six children and five of them were migrated to cities initially to attend their higher education except one of my child who died when he was attending his high school education. But they got employment opportunity in cities after they completed their higher education. Thus, I am living only with my wife because they form their own family and live there in city (57 years old and male rural house hold head interviewed on April, 2017).*

As to my observation and information obtained from FGD the rural households who have migrant member are living an isolated and individualistic life as compared with the households with no migrant members. Financing child education and sending children for further education to cities and towns has been practiced since a long time in the study area. This resulted in education induced rural to urban migration to secure employment opportunities.

However, according to the interviews with some rural household heads there are also families who did not send their children to cities because of different factors such as lack of capacity to finance education fee and family unwillingness to send their children to cities for education.

In order to confirm the impact of education induced migration on the rural family structure, a 52 years old migrant sending rural house hold head told me the history of his family in a form of comparison with a family who has no migrant member as follows:

*I am father of eight children and seven of them migrated and live in cities by forming their own family while I am leading lonely life here in my homestead with my wife and the only disabled child left for me. However, one of my neighbors did not send four of his older children for further school to cities after primary education. Instead they got married, form their own family, supporting their parents and living interesting social life with their family of orientation. I think my decisions of sending almost all of my children to cities and towns for education were wrong because it left me and my wife alone (52 years old rural household head from Badessa Kebele).*



### 5.1.5 Status of Social Support system

The availability of Social support system in a given community helps to protect individuals from destitution. Social support can be informal which is guided by religious or cultural principles, as well as community values while formal social support is guided by economic or social principles as well as formal legal regulations.

Informal social support is structured by social relations in which care and support is provided to family, community and group members through social structures and social networks. According to the interview conducted with rural households the culture of helping between families, close kin and neighbors was strong in rural community of Kiramu Woreda before the expansion of modern education and related youths rural to urban migration. This includes, for example, collecting water or fire wood for the weak or elder neighbors, lending or giving small amounts of money or food for the poor, helping for house repairs, and other acts of caring in response to major events and crises. The poor, elderly and vulnerable people including rural families living without children can call on close relatives with family, neighbors, and friends to get support as a form of social security.

However, due to the rise of cash based relationship, accompanied by related trends of rural to urban migration and urbanization the role of informal social support in the rural community is now ineffective. One of the migrant sending rural household head informant describe that previously the relatives and neighbors support him by sending their children to collect firewood and fetch water which is currently decreasing as follows:

*All of my children migrated to cities. We are living only with my wife but we are aged, weak and not capable to collect firewood and water for our household consumption. Previously our relatives and neighbors send their children for us to collect fire wood and to fetch water but now it is decreasing. However, currently our relatives and neighbors children visit us only on weekend and holydays because schooling takes most of the children's time (Kaba, 70 years old informant interviewed on May, 2017).*

The community's informal social support system through their informal cooperation and mutual assistance aimed at production and livelihood practices is also not functional according to the information obtained from the FGD conducted with rural households. Before the expansion of modern education and the working labor rural out migration the rural community works by theme in their livelihood practices and they support the weak, elderly or the vulnerable member of their community. The community support each other in the form of 'Daboo' (in which neighbors, relatives, friends helps each other occasionally when necessary), 'Daadoo' (in which work parties working in members farm field turn by turn), and share cropping in which two or more individuals/households work together and share the production.

The role of community based associations (Idirs) in the rural community is more than supporting the members during burial or funerals. The Idirs give support for their members in various livelihood activities and when members face different socio-economic problems. However, by now the former role of Idirs is reduced to supporting the members only on burial or funeral associations. In this type of association which is formed to support members on funerals the members should contribute in cash or in kind as well as their labor during others funerals. But it is difficult for the poor migrant sending households and elders to participate actively or contribute for the membership requirement in order to get support in return.

A rural household head informant discussed the declining of social life and social support in the community:

*Before the expansion of this modern education youths support their elder relatives and neighbors in farming, by maintaining old houses and different social events. But now all the youths go to school no one can support the elder in this village, even I am not sure how our children's will come and attend our funeral ceremony because the children's are living far away in cities. My Idir (community based association in which I am a member) will buried when I die, but the Idir focus solely on providing assistance during time of a death rather than giving support during other social and economic problems (59 years old household head ).*

The FGD also shows as the large kinship based traditional solidarity events or rituals which support major life transitions and crises such as funerals and weddings were changed. Earlier

kinship, neighbors and relatives support each other at the time of different socio cultural events and crisis, but now contribution based membership replaced large kinship and neighborhood based solidarity. To get support or give support individuals or households contribution based membership is a must.

The family is an important and basic institution in the provision of informal social protection. However, the family as an institution is being put under stress because of migration and urbanization. The data obtained through interview and FGD with rural households shows; although the family is an important medium for the provision of social support in the study area; now a days the adult family member's migration to cities decreased family size and composition which determined the family capacity to provide assistance for the needy individuals of family member or other.

Migration of the youths and adults from rural area brings change in family structure, social norms and values as well as rural peoples social life which made informal social support mechanisms of the community very weak and not inclusive. Thus, to reach the poor and the most vulnerable rural people public social protection mechanism is demanded. However, public social protection mechanism is non-existent to address the needs and wellbeing of older persons especially for the destitute elders living in rural community of KIRAMU Woreda.

#### **5.1.6 Coping Strategies of Rural Households to Overcome the Socio Economic Problems Encountered due to Education Induced Rural to Urban Migration**

The migration of youths and adults from the rural area of KIRAMU Woreda to search for education and employment opportunities in urban areas resulted in labor shortage which adversely affected the economy of rural households and the rural community. To overcome the negative consequences of working force migration on the economic activities which is mainly agriculture; rural households developed various coping strategies in order to maintain their livelihood.

Also the change in social relations, norms and values of rural community induced by educated youths rural out migration necessitated to adopt different coping strategies due to the fact that rural communities have to adjust their ways of life with the changing social relations and values in the absence of the migrants from the rural communities'. This notion refers to adjustments to

the changes in the relationships between all local residents in the absence of youths with certain functions on different levels of the community, such as families, households or community.

#### **5.1.6.1 Strategies used to overcome the Economic Problems**

The rural households used different coping mechanisms to maintain their household livelihood. As farming needs more labor as compared to livestock production, some households who have more livestock left farming to save most of their farmland for grazing. As they lacked adequate labor force which the agriculture needs due to youths' rural to urban migration to search for education and employment opportunities, the migrant sending rural households found that relatively it is easy to keep livestock and exchange them with food crops during food shortage. Bekele, a 57 years old migrant sending rural household head informant interviewed on May, 2017 described the issue as follows:

*Both crop production and cattle's rearing is very difficult without children. But I preferred cattle rearing because it is relatively easy as compared to crop production which needs more labor force. I used most of my farm land for cattle grazing and I exchange cattle or other cattle products such as milk products with food crops when necessary.*

Other households rented their farm land in order to overcome the economic problem they encountered due to education induced youths' rural to urban migration. They gave half or all of their farmland for rent to the individuals who have no farmland. As they lacked labor and financial capacity to invest on their farm land they gave their land for rent to minimize the economic problems encountered due to education induced rural to urban migration. One of the migrant sending rural household head told the case accordingly:

*Children's are expected to support and serve their parents particularly during old age. My children's labor was the main source of labor for farming and other domestic works before their migration to cities in search of education and employment opportunities. But now I gave my farmland for rent to overcome the labor shortage and thanks to God it is sufficient to cover all my household consumption (a 60 years old and mother of 7 migrant children interviewed on April, 2017).*

As a short term strategy the households who are economically better give their land, oxen, fertilizers and seeds for poor households who have no farm land but have labor so that they cultivate, weed and later share them crops or other production equally which they call it ‘Qixxee’. Some households who have large farmland invite poor households by giving small plot of land for free and to work together the rest as share farming which will continue for long period of time. One of the household head informant said that he has been practicing crop share farming since ten years with one of his landless and poor relative.

*All of my children moved to cities turn by turn for education and latter to work in cities, I and my wife left alone. Then I invited one of my poor relative with his wife 10 years ago to live and work with me. And now they are living by constructing their own house on my own land with their 2 new born children. I provide all the necessary farm inputs like land, fertilizer, seeds and oxen while they contribute labor, farm the land, sow seeds, weed, harvest and we share crops equally (52 years rural house hold head interviewed on April, 2017).*

The FGD conducted with rural households’ shows in addition to giving their land for rent and share production, most of the farmers use agrochemical which helps to control pests and to clean the farm land before plowing to overcome the labor shortage they faced because of children’s migration to cities. But they suggest as the chemicals are damaging and reducing their soil fertility. Also the data shows there are farmers who have many livestock and large land for farming or for grazing, thus in order to settle labor shortage related to livestock husbandry they give their plot of land or cattle for the poor individual or households in the village who helps in keeping the livestock.

#### **5.1.6.2 The Coping Strategies Used by the Rural Households to Maintain their Social Relations**

The Rural youth’s migration to cities not only influenced the economic sphere but also influenced social relationships in the community. Social life is about the engagement of people in different social activities together with neighbors, relatives or kinships, and other social settings.

Rural out migration of youths which is mainly induced by modern education weakened the social life and household relationships in the study area. Rural households those especially left with only aged members who are living alone because of their children migration have become unable to participate actively in social and economic activities which negatively affected their social life. The migrant sending rural households used different coping mechanisms in order to overcome and improve the weakening social relationships because of the rural youth's migration to cities. The coping mechanisms used by the rural households vary based on the household's economic status and available farmland size.

The rural households who have many cattle are considered as 'rich farmers' and have social prestige in the rural community of the study area. The 'well-to-do' households distribute their cattle for the poor households to keep them. The poor households who take the cattle to keep are considered as advantageous because they use the cattle's manure to fertilize their farm and also use the milk products for free. This means the relatively 'well- to-do and poor farmers adopted such mechanism to strengthen their social relationship which has become weaken due to education induced rural to urban migration. The social relationship created in this manner helps both groups (the household who give cattle as well as those who take to keep the cattle) as both have been mutually benefiting from the relationship.

The migrant sending rural household informant explained that he distributed his cattle's to the poor to keep with them which indirectly helps to keep his social relationship strong with different people;

*My cattle are the main source of income and means of life for my family. Also in addition to the economic benefits the cattle are everything for the family because they helped to stay connected and to have good relationship with the community. I distributed my cattle for three poor households in our kebele to keep the cattle's with them and used cattle products but in return they support me at the time of problems or different social events (Jalata, age 80 and a father of ten children interviewed on May, 2017).*

Also the 'richer' rural households provide necessary agricultural inputs such as oxen, seeds and fertilizers for share production (Qixxee) with poor households which helps them to increase their social networks.

Jiru is one of the migrant sending rural household head and he explained the means of his household livelihood after the children migrated to cities as follows:

*I am one of the respected and popular persons in the community because I have more cows and more than seven pairs of oxen's though all of my children's were migrated to cities. I give a pair of oxen with all necessary inputs such as seeds and fertilizers each year at least to five households who have no oxen and other inputs for production. I have strong social relationship with the households working with me as share farming (Qixxee).*

The information collected by the FGD with rural households shows that the Poor rural households particularly the aged migrant sending households who are living used different coping strategies to maintain their social relations with neighbors and different social relations. But their alternative coping strategies are limited as compared to the rural households who are economically better and have large land. Some of the poor migrant sending rural households give small plot of land for free in order to create or strengthen their social relationships with individuals or households who support them in different social activities and personal problem although their land is small.

Also the FGD result shows that few migrant sending rural households used the community based organization known by its local name (Idir) to maintain their social relations and to get social support during crisis and social events. Idirs allow membership to the poor and vulnerable elders for free or with minimum requirement contribution. Thus, Idirs based on the aims of their foundation provides various supports for their members during different crisis and social events.

Still other migrant sending rural households strengthen their relationship with neighbors by participating on the regular coffee program. The neighbors make and having coffee daily with neighbors at regular bases turn by turn which strengthen their relationship. The migrant sending households who lacks capacity to make coffee at their turn apply to participate on neighbors regular coffee program for free which helps them to escape social isolation and to their maintain their social life with neighbors.

One of the migrant sending rural household head informant described importance of the regular coffee program with neighbors in preserving his family's social life with neighborhoods.

*Participating on the regular coffee program with neighbors is not a mere consumption of coffee but it is the place where we discuss about various social issues. Also it is the place where the neighborhoods ask each other and check for who is well and who is sick. However, currently my wife is aged enough and unable to make coffee on the neighbor regular coffee program and I asked my neighbors for fever to allow us to participate on the regular coffee program for free. Thanks to my neighbors they allow us to participate for free for the rest of our life (Kaba, age 70 interviewed on May, 2017).*

## **5.2 DISCUSSIONS**

Rural youth's migration to urban destination can take place because of various reasons. Findings from literature show that rural to urban migration is an inevitable consequence of asymmetric development favoring urban areas. As long as there are gaps between rural areas and urban centers development and different opportunities caused by urban bias, there will be migration. In this study the Ravenstein's migration laws which explained migration as migrants move from areas of low opportunity to areas of high opportunity (Ravenstein, 1885 cited in Beneberu 2012) matches with the youths migration from rural area of low education and employment opportunity to urban centers in search of better education and employment opportunity.

The study finding indicated that the families' interest to educate their children and children's desire for further education motivated the families to make considerable investments in their children's education beyond primary school. But there were no secondary schools in the Woreda until recently. Thus, migration to cities where there were higher education opportunities was must for the children to continue their secondary school and higher education which forced them to live away from their families.

The youth's desire for better and alternative employment opportunities was the other factor for the KIRAMU Woreda youth's migration to cities. Agriculture is the main livelihood for the Woreda but it is not productive, very backward and subsistent farming. The insecurity of farming and absence of alternative job opportunities in the Woreda motivated the youths to search for



alternative job opportunity out of farming. However, cities are much better to get alternative employment opportunities and better income as compared to the rural area. Therefore, the rural families send their children to school which helps the children's to move out of farming and join better job opportunity in cities. This finding is similar with the finding of the study conducted in central Ethiopia by Malmberg and Tegenu (2007) which revealed that, parents often do not want their children to be farmers like them, because of the insecurity in agriculture.

Formal education or vocational training improves chances of urban employment which stimulates rural to urban migration. Because formal education provides youth with skills and knowledge which far more applicable in cities than in rural areas and consequently the educated individuals move in large numbers to urban areas. This finding is similar with finding of the study conducted by (Adamnesh et al 2014) on rural out migration of young people in northern Ethiopia which disclosed that persons with higher levels of education has a better chance of finding employment in urban centers.

Thus, based on the study findings modern education is the main strategy used by rural communities that help them to escape rural area and to join better economic opportunities in urban areas. This finding is similar with the study finding by Bezabih and Sarr (2010) on rural households risk management strategy which says rural families use rural to urban migration as an alternative strategy to diversify their source of income.

Also this study findings show the inability of rural area particularly Kiramu Woreda which is the study area to provide at least basic social amenities such as access to health facilities, electricity, road infrastructure and pipe water for the residents discourage rural people especially the educated and youths to live in rural area. But the development of public or social services such as health care delivery centers and facilities, pure water, sanitation, electricity, and road infrastructure motivated the youths especially the educated youths to migrate to urban centers.

Rye (2006) revealed that rural to urban migration is an indicator of the inability of rural area to provide attractive or at least acceptable living conditions and opportunities for their inhabitants which has been interpreted as a sign of rural societies' lack of sustainability. Similarly the youths out migration from the Woreda particularly from rural area shows the Woredas inability to provide basic amenities of life for inhabitants. This finding is also similar with the finding of the

longitudinal study conducted by Gibson and Gurmu (2012) which investigated rural to urban migration of young adults appears to be a response to increasing rural resource scarcity. Thus, the youths out migration from the rural area in large number puts the rural livelihood sustainability in problem.

The communities value towards children's education is the other important factor which contributed for the kiramu Woreda youths migration to cities. This is because in the rural area of Kiramu Woreda sending children for education or having educated and employed children is considered as social prestige and socially valued.

In summary, the youths rural to urban migration in the study area is because of the following push and pull factors. The lack of further and better education in the study area is among the push factors of rural out migration in the study area. Also the low employment opportunities because of the absence of non-farm enterprises, industries and other organizations in the area contributed to the youths rural out migration from the study area as the other push factor. The under development of social services (such as health facilities) and physical infrastructures (such as electricity, pipe water and roads) are among the push factors of rural out migration in the study area. But, similarly the availability of better education and employment opportunities, better physical and social services, the communities value for education and perception of better future in the city attract the rural migrants to urban centers as a pull factors

Subsistent agriculture which practiced in traditional way is the main means of life for most of the households in Kiramu Woreda. But it is characterized by its low productivity and subjected to risk as a result of erratic weather conditions, recurrent occurrence of pests and diseases in addition to the labor shortage. Different factors such as lack of education opportunity, lack or low infrastructure development, the community's value towards child education and lack of alternative job opportunity out of agriculture in the Woreda leads to the youths rural to urban migration.

Thus, agriculture which is the means of living for most of the rural community resulted in low production which negatively affected food security of the rural households under the study area. Because, the youths and adults who are supposed to stay and contribute to the development of

agriculture are leaving the rural areas to cities in order to search for education and employment opportunities

According to the findings, most of the migrants did not pay back for their family the cost invested on their education after they got employed. The low remittance flow mainly due to the migrant's limited income, expensiveness of city life, the rise of individualism and other factors made it difficult to support the rural households' livelihood which is adversely affected by their children's out migration.

Therefore, agriculture which is the livelihood for most of rural people in KIRAMU Woreda is negatively affected by working labor out migration to cities and low remittance flow from the migrants. The finding is similar with the Adamnesh et al (2014) study result which discovered that 'the majority of rural to urban migrants reported that they did not send remittances back to their households because of harsh living and working condition as well as low wages in the cities'. However this finding contrasted the Schutten (2012) and Boakye et al (2007) study results which concluded as 'the migrants from rural areas who are educated and able to secure employment better help their families in the home community by sending remittances which used for consumption or investment on farming tools and inputs.'

The study finding shows that the migrant sending households were expecting as their children get educated, employed and earn better income; education induced rural to urban migration maintains the social relationship between household and their migrated children because as the children get better income they easily visit their sending households whenever necessary despite they dwell far apart. But in reality the exchange of visits between rural families and their migrant children, the expected remittances as well as the migrants and rural family link are not as they expected.

The frequency of migrant's family visit and relationship decreases because of the migrants' low income, distance and the migrants' busiest life in city. However, still the migrants who have recently moved to urban areas and not yet adjusted to the new social milieu in urban area are in better relationship with home family. Also youths rural out migration affected the migrants' relationship and mutual assistance along with kinships and relatives. Because migrants low income and distance became a barrier for migrants to participate in social events at home

community. Thus, the social Relations of the rural households with neighbors and villagers in the absence of children became weak and superficial in character.

Furthermore, the study finding shows the youth's migration out of rural area mostly driven by modern education has changed the former family structure which was dominant earlier before the expansion of modern education and urbanization. As a result of education induced rural to urban migration the former joint or extended family structure which has two and more nuclear families changed and decomposed in to a nuclear family. And also migration further reduced the migrant sending rural households' family size in to simple nuclear family which is a unit of husband and wife without children.

The study finding further revealed that the rural community's habits of team work and informal social support mechanism in which they support each other is declining and failed to play the expected role because of the rural youth's migration to cities in search of better education and employment opportunities. However, although informal social support is declining in rural Kiramu Woreda it is not supported or replaced by formal social support system. There is no formal social support system by governmental organization or non-governmental organization which provides social support to improve the wellbeing of Kiramu Woreda rural households particularly the most vulnerable rural households including the poor migrant sending rural households.

According to the study findings the youths migrated from rural area to cities seeking better education, employment opportunities and better future. The youth's migration to cities adversely affected the migrant sending rural households' livelihoods and social relations. However, the migrant sending rural households used different coping strategies to maintain their means of livelihood (agriculture) and the changing social relationships.

In order to maintain the means of their household life and to overcome the labor shortage migrant sending rural households used different mechanisms. Shifting the type of farming from crop production which is labor intensive to livestock keeping which needs less labor as compared to crop production was used by the households to solve the labor shortage. The households who have more livestock used their livestock's themselves to hire labor for livestock keeping. The other migrant sending rural households who are relatively poor rented their farmland while the

relatively rich households provide agricultural inputs such as farm land, oxen, seeds and other agrochemicals to the other households who provide labor for share production. But still other households used agrochemicals such as fertilizers and pesticides to manage the labor shortage.

Moreover, the migrant sending rural households used various mechanisms to maintain their social relationships. According to the finding having large farm land and livestock's especially cattle are important in creating social relationships. The households who have large farmland as well as grazing land use their land in different ways to settle or minimize their social problems. Some households who have sufficient land invite relatives or other individuals or households to work together and share production which helps both parties by strengthening their relationship. Even some households give their plot of land for free for the individuals and households who help them in different social and economic activities. Some migrant sending rural households used local community based associations (Idirs) and neighbors regular coffee program to strengthen their social relations.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### 6.1 CONCLUSION

The study findings shows that the young, skilled, and relatively who have high levels of education migrate to urban areas because of the higher probability of finding further education opportunities as well as employment opportunity at higher wages than in the rural areas. Modern education is main factor which motivated rural to urban migration. The rural youths from kiramu Woreda migrated to cities in search of education opportunities and later after education they stay in cities for better employment opportunity. Poor rural infrastructure development and public service providing institutions discourages the rural youths especially the educated youths which is the other important factor for educated youths rural to urban migration.

Rural Youths migration to cities adversely influenced the socioeconomic activities of the migrant sending rural households and the community. The findings of the study indicate that rural youth's out migration has negative impact on agricultural performance and productivity which is the main livelihood of the rural community under the study. Because rural out migration cause labor shortage which reduced agricultural productivity in the study area. The study finding shows that, expected remittance flow from educated migrants to improve rural household's income is failed since the amount of inflow remittance does not exceed from purchasing clothes and house materials.

Furthermore rural youths out migration negatively impacted on social relationships and the mutual assistance with in migrant sending rural community as well as with migrants and their rural households. Youths or adults out flow from rural area weakened the social life and engagement in different community socio-cultural events. Also migration changed the traditional joint family systems which was family oriented to an individual oriented nuclear family system which is responsible for poor relationships with families and the rural community.

The study discussed various coping strategies used by rural households to overcome the negative consequences of working force migration on the economic activities which is mainly agriculture. Most of the households reported as they were used agrochemicals on their farmland to control

pests to overcome labor shortage, but they suggested as it decreases the soil fertility. Some rural households who have large land and livestock shifted their economic activity partially or fully towards animal husbandry by using their land for grazing. Still others provide agricultural inputs to individuals/households who provide production labor for share production while other rural households give their land for rent which will be paid in kind or in cash to overcome the economic problem. The 'well-to-do' migrant sending rural households who have large land and livestock used their land and livestock to create and strengthen their social networks while the 'poor' migrant sending households who have no sufficient land and livestock use different social organizations (Idirs) and neighborhoods regular coffee program to maintain their tie with the community.

## **6.2 RECOMMENDATIONS**

Rural areas accompanying problems of underdevelopment in basic social services and low employment opportunities pushed out the rural people especially the youths from rural area. The rural youth's migration to cities leads to working force shortage in rural community which negatively influenced the socio economic activities of rural households. In order to improve the socioeconomic status of rural households and to reduce youth's rural to urban migration; it needs to give much emphasis for rural development interventions to alleviate rural areas accompanying problems. The under development of social services, low employment opportunities and low infrastructures development in rural areas are viewed and recognized by rural households and other study participants as policy problems.

The following recommendations are forwarded based on the study results and study participants suggestion which will helps to minimize youths rural to urban migration and to overcome socioeconomic problems following rural youths out migration to cities.

- Development of improved social services (such as: better health services and better schools) and physical infrastructure (such as: electricity, pipe born water and roads) make rural areas more attractive place to live which will reduce rural to urban migration by providing alternative services for the rural community. Also infrastructure development makes rural households life challenges easier. Thus, it needs government commitment through its concerned sector to develop social service provider institutions and

infrastructures in rural areas of KIRAMU Woreda to reduce educated youths rural out migration and its negative consequences.

- It is advisable if the government work on increasing employment opportunities (especially jobs that require a higher level of education) parallel with increasing education opportunities.
- Rural development policy needs to be designed in ways it paves opportunities to enable educated rural youths to involve in farm and non-farm investments in their area by decentralizing different non-farm enterprises and industries in to rural areas.
- Agriculture is a means of living for majority of rural population of the study area; but according to the study findings it is subsistent farming and practiced in traditional way which is not enough to feed the rural people of the study area. Therefore, it is recommended if the government and other stakeholders introduce modern technologies and develop irrigated agriculture in considerable extent to improve agricultural production.
- The rural youths understanding of modern education as it prepares rural educated people only for urban work and urban life should be changed through awareness rising campaigns. Therefore, it is better if the government work on awareness rising parallel with the vocational trainings provided for rural migrants to equip them with the necessary skills to work in non-farm activates as well as faming in improved way in their area which will help to minimize rural to urban educated youth migration.
- Most of the time different charity organizations which provide support for vulnerable group are in urban centers, thus the government have to work with charity organizations and direct the Government organizations and Non-government organizations to go down in rural area and give support for the vulnerable group in rural area especially for the elders and children who left alone.
- In order to improve the livelihoods of the rural community, it needs to make great effort to extend a system of public social protection service dawn in the countryside to include self- employed as it is for civil servants because everybody needs help when aged while aging is a natural process which works for all. It is important if the government wisely work to cover the rural elderly (especially the ‘left behind’ elderly) by social security service.



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**Annex I**  
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**College of Social Sciences and Humanities**  
**Department of Sociology**  
**Post Graduate Program in Sociology and Social Policy**

**Research Topic: Education Induced Rural – Urban Migration and Its Socioeconomic Impacts on Home Communities: The case of KIRAMU Woreda**

**NB. All questions will be asked in Afan Oromo**

**Appendix I**

**In-depth Interview Guide for the migrant sending rural household heads**

The purpose of this interview is only academic and will not be used for any other purposes. Each respondent is assured that any response provided will not be publicized in the future. All the information will be treated anonymously and confidentially so that it cannot be traced back to the respondent. Therefore, I shall be grateful if you can provide information as much as possible.

**Part I. Back ground of Study Participants.**

1. Age: ...
2. Academic status: .....
3. Religious Affiliation: ....
4. Ethnic affiliation: ....
5. Marital status: .....
6. Household size: \_\_\_\_\_

**Part II: Causes of rural to urban migration, its effects on rural livelihoods, coping strategies and availability of social support system.**

1. Main Employment/occupation...
2. No. of active/working members of the household \_\_\_\_
3. How many members migrate to urban centers due to education from this household?
4. What is/are the reason for migration?
5. What type of employment/occupation they engaged in at their destination place?

6. In your opinion, what factors account for the out-migration of people in this area to urban centers?
7. In your opinion, what factors attract the migrants of this area to the other areas?
8. Do you think education is among the factors of urban to rural migration in your area?  
Please explain the way education contributes to rural out migration?
9. From your family's point of view, what is the economic benefit of education induced rural out migration to the family and the rural community in general?
10. From your family's point of view, what is the economic disadvantage of education induced rural out migration to the family and the rural community in general?
11. From your family's point of view, what is the benefit of education induced rural out migration on the family and the rural community in enhancing the social relationships and interaction?
12. From your family's point of view, what is the disadvantage of education induced rural out migration on social relationship and interaction of the family and the rural community?
13. What are the coping strategies used by migrant's family to overcome the socioeconomic problems encountered due to education induced rural to urban migration?
14. What are the sources of your labor force in your family livelihood activity?
15. Have you ever faced labor constraint for your livelihood activity? If yes, how did you solve the problem?
16. Is /are there any formal and informal social support system working in rural area regarding the issue to solve the problem?

**Thank You!**

## **Appendix II**

### **In-depth Interview Guide for the Migrants who are living in urban areas.**

The purpose of this interview is only academic and will not be used for any other purposes. All the information will be treated anonymously and confidentially so that it cannot be traced back to the respondent. Therefore, I shall be grateful if you can provide information as much as possible.

#### **Part I. Back ground of Study Participants.**

1. Age: ...
2. Academic status: .....
3. Religious Affiliation: .....
4. Ethnic affiliation: ...
5. Marital status: .....

#### **Part II: Causes of rural to urban migration, its effects on rural livelihoods**

1. Main Employment/occupation?
2. How many years of schooling had you completed when you migrated to urban area?
3. What is the main factor for leaving your rural household?
4. How many years have you spent in urban area after you migrate?
5. Do you think education is among the factors of your migration and rural out migration in your area? Please explain the way education contributes to rural out migration?
6. In your case, what economic benefits have you and your family generated from education induced rural out migration?
7. What is the economic disadvantage of education-induced rural out migration for the migrants and for your family and the home community?
8. What is the difference between your activities before leaving your home and now in terms of economic situation—skill, life style, income, health status...?
9. Is your current income sufficient to help your family back to home in rural area?
10. Do you visit and participate in any activity of your family back in home?
11. What do you feel about social relation here as compared to your home?
12. Does your neighborhood help you to solve any socioeconomic problem in any way?
13. Do you interact and participate with local people's social activities?
14. If yes, in what types of activities do you participate?
15. If no, why?

**Thank You!**

### **Appendix III**

#### **Focus Group Discussion for migrant sending rural household heads**

The purpose of this FGD is only academic and will not be used for any other purposes. All the information will be treated anonymously and confidentially. I shall be grateful if you can provide information as much as possible.

**Place where FGD conducted-----Time-----**

1. Discuss/explain factors account for the out-migration of people in this area to urban centers?
2. What factors attract the migrants of this area to urban areas?
3. Do you think education is among the factors of rural to urban migration in your area? Please explain the way education contributes to rural out migration?
4. What are the economic benefits of education induced rural out migration to the family and the rural community in general?
5. What are the economic disadvantages of education induced rural out migration to the family and the rural community in general?
6. What is the benefit of education induced rural out migration on the family and the rural community in enhancing the social relationships and interaction?
7. What is the disadvantage of education induced rural out migration on social relationship and interaction of the family and the rural community?
8. What are the coping strategies used by migrants' family to overcome the socioeconomic problems encountered due to education induced rural to urban migration?
9. Is /are there any formal social support system working in kiramu regarding the issue to solve the problem?
10. What do you suggest to minimize or overcome the socioeconomic problems encountered due to education induced rural to urban migration?

**Thank You!**



## **Appendix IV**

### **Key- Informant Interview for experts from Woreda social affairs Office and Agricultural Extension workers**

The purpose of this Interview is only academic and will not be used for any other purposes. All the information will be treated anonymously and confidentially. I shall be grateful if you can provide information as much as possible.

1. What is/are the reason for migration of youths from this area to urban areas?
2. Do you think education is among the factors of rural to urban migration in your area?  
Please explain the way education contributes to rural out migration?
3. What are the coping strategies used by migrants' family to overcome the socioeconomic problems encountered due to education induced rural to urban migration?
4. Is /are there any formal social support system working in kiramu Woredato help or solve the problem of rural families who left alone due to migration?
5. What do you suggest to minimize or overcome the socioeconomic problems encountered due to education induced rural to urban migration?

**Thank You!**

## **Annex II**

Yuunivarsiitii Jimmaa

Kolleejjii Saayinsiiwwan Hawaasaafi Namummaatti

Muummee Xiinhawaasaa

Sagantaa Digrii Lammaffaa Barumsa Xiinhawaasaafi Imaammata Hawaasaa

Mata duree Qorannoo: *Godaansa Baadiyyaa Magaalaatti Sababa Barnootaan Godhamuufi Dhiibbaa hawaas-dinagdee hawaasarratti qabu: Aanaa Kiiramuurratti kan xiyyeeffatu*

### **Dabalee I**

#### **Afgaaffii bal`aa hoggantoota maatii baadiyyaaf dhiyaatu**

Kaayyoon afgaaffii kanaa dhimma barumsaa qofaaf kan ooludha. Deebiin isin deebistaniifi odeeffannoon dhuunfaa keessan icciitiidhaan akka eegamuufi dhimma qorannoo kana qofaaf akka oolu isin hubachiisa. Kanaaf, odeeffannoo ga`aa akka naaf kennitaan kabajan isin gaafadha.

Kutaa I: Odeeffannoo waa`ee gaafatamtootaa

1. Umrii:
2. Sadarkaa barnootaa:
3. Amantaa:
4. Qomoo:
5. Haala gaa`elaa:
6. Baay`ina maatii:

Kutaa II: Sababoota godaansa baadiyyaa gara magaalaa, dhiibbaa inni jireenya baadiyyaarratti qabu, fala barbaachisuufi gargaarsa garee hawaasaa

1. Hojii:
2. Lakkoofsa mineensota maatii hojiirra jirani/hojjechuu danda`anii:
3. Maatii keessan keessaa nama meeqatuu barnootaan gara magaalatti godaane?
4. Sababni godaansa isaanii maali?

5. Bakka deemanitti hojii akkamii hojjechuurratti bobba`an?
6. Akka yaada keessaniitti, godaansa gara magaalatti godhamuuf sababoonni maali jettu?
7. Akka yaada keessaniitti, namoonni naannoo kanarraa gara biraatti akka godaanaan kan godhu maali?
8. Barnoonni godaansa baadiyyaa gara magaalatti godhamuuf sababa jettee yaaddaa? Maaloo ga`ee barnoonni godaansa baadiyyaa gara magaalatti taasifamu keessatti qabu ibsaa?
9. Akka ilaalcha maatii keessaniitti, godaansi baadiyyaa gara magaalatti sababa barnootaan godhamu, maatiifi hawaasa baadiyyaaf faayidaa dinagdee maalii qaba?
10. Akka ilaalcha maatii keessaniitti, godaansi baadiyyaa gara magaalatti sababa barnootaan godhamu, maatiifi hawaasa baadiyyaaf miidhaa dinagdee maalii qaba?
11. Akka ilaalcha maatii keessaniitti, godaansi baadiyyaa gara magaalatti sababa barnootaan godhamu, walitti dhufeenyaafi hariiroo maatiifi hawaasa baadiyyaa jabeessuu keessatti ga`ee maalii qaba?
12. Akka ilaalcha maatii keessaniitti, godaansi baadiyyaa gara magaalatti sababa barnootaan godhamu, walitti dhufeenyaafi hariiroo maatiifi hawaasa baadiyyaa jabeessuu keessatti miidhaa maalii qaba?
13. Rakkoo hawaas-dinagdee godaansa baadiyyaa gara magaalatti sababa barnootaan godhamuun mudatu hambisuuf, maatiin godaantotaa tooftawwan akkamiifaa gargaaramu?
14. Humni namaa hojiiwwan maatii keessaniif eessaa argama?
15. Hanqinni humni namaa maatii keessan mudatee beekaa? Yoo `eeyyee` jettan akkamitti furtan?
16. Rakkoo akkanaa ilaalchisee, sirni haala idileenis ta`e al-idileen gargaarsa hawaasaaf taasisuu jiraa?

## Dabalee II

### **Afgaaffii bal`aa namoota sababa barnootaan baadiyyaa gara magaalatti godaananii magaalaa jiraachaa jiran dhiyaate**

Kaayyoon afgaaffii kanaa dhimma barumsaa qofaaf kan ooludha. Deebiin isin deebistaniifi odeeffannoon dhuunfaa keessan icciitiidhaan akka eegamuufi dhimma qorannoo kana qofaaf akka oolu isin hubachiisa. Kanaaf, odeeffannoo ga`aa akka naaf kennitaan kabajan isin gaafadha.

#### **Kutaa I: Odeeffannoo waa`ee gaafatamtootaa**

1. Umrii:
2. Sadarkaa barnootaa:
3. Amantaa:
4. Qomoo:
5. Haala gaa`elaa:

#### **Kutaa II: Sababoota godaansa baadiyyaa gara magaalaa, dhiibbaa inni jireenya baadiyyaarratti qabu**

1. Hojii:
2. Mana barumsaatti waggoota meeqa dabarsitan yommuu gara magaalatti godaantan?
3. Maatii keessan baadiyyaa jiran dhiistanii akka magaalaa galtan sababni guddaan godhe maali?
4. Magaalaa waggaa meeqa jiraattan?
5. Barnoonni godaansa baadiyyaa gara magaalatti godhamuuf sababa guddaadha jettee yaaddaa? Maaloo ga`ee barnoonni godaansa baadiyyaa gara magaalatti taasifamu keessatti qabu ibsaa?
6. Akka keessanitti, godaansa baadiyyaa gara magaalatti sababa barnootaan godhamurraa bu`aa dinagdee isiniifi maatiin keessan argattan maali?
7. Akka keessanitti, godaansa baadiyyaa gara magaalatti sababa barnootaan godhamuun miidhaan dinagdee maatiifi hawaasa baadiyyaarra ga`u maali?
8. Hojii keessan yeroo baadiyyaa jirtaniifi hojii keessan erga magaalatti godaantanii gidduu dandeettii, haala jireenyaa, galiifi haala fayyaarratti garaagarummaan jiru maali?

9. Galiin keessan yeroo ammaa maatii keessan baadiyyaa jiran gargaaruuf ga`aadhaa?
10. Maatii keessan baadiyyaa jiran yeroo yerootti nii daawwattuu?
11. Waa`ee hariiroo hawaasaa as jiruufi baadiyyaa jiruurratti yaada akkamii qabdu?
12. Ollaan keessan rakkoowwan hawaas-dinagdee isin mudatu furuuf karaan itti isin gargaaran ni jiraa?
13. Hojiiwwan hawaasaa addaaddaarratti qooda fudhachuun ni hirmaattuu?
14. Yoo `eeyyee` jettan hojiiwwan akkam akkamiifaarratti hirmaattuu?
15. Yoo `lakki` jettan maaliif?

### Dabalee III

#### **Marii garee xiyyeeffannoo (MGX) maatiilee godaantotaafi hawaasa baadiyyaaf dhiyaatu**

Kaayyoon marii garee xiyyeeffannoo (MGX) kanaa dhimma barumsaa qofaaf kan ooludha. Deebiin isin deebistaniifi odeeffannoon dhuunfaa keessan icciitiidhaan akka eegamuufi dhimma qorannoo kana qofaaf akka oolu isin hubachiisa. Kanaaf, odeeffannoo ga`aa akka naaf kennitaan kabajan isin gaafadha.

Bakka MGX itti taasifamu..... sa`aatii: .....

1. Akka naannoo kanaatti wantoota godaansa gara magaalatti godhamuuf sababa ta`an ibsaa?
2. Maalfaatuu godaantota gara magaalatti harkisa?
3. Barnoonni godaansa baadiyyaa gara magaalatti godhamuuf sababoota ta`an keessaa tokko jettee yaaddaa? Maaloo ga`ee barnoonni godaansa baadiyyaa gara magaalatti taasifamu keessatti qabu ibsaa?
4. Godaansa baadiyyaa gara magaalatti sababa barnootaan godhamurraa bu`aan dinagdee maatiifi hawaasni baadiyyaa argatan maalfi?
5. Godaansa baadiyyaa gara magaalatti sababa barnootaan godhamuun miidhaan dinagdee maatiifi hawaasa baadiyyaarra ga`u maalfi?
6. Godaansi baadiyyaa gara magaalatti sababa barnootaan godhamu, walitti dhufeenyaafi hariiroo maatiifi hawaasa baadiyyaa jabeessuu keessatti faayidaa maalii qaba?
7. Godaansi baadiyyaa gara magaalatti sababa barnootaan godhamu, walitti dhufeenyaafi hariiroo maatiifi hawaasa baadiyyaa jabeessuu keessatti miidhaa maalii qaba?
8. Rakkoo hawaas-dinagdee godaansa baadiyyaa gara magaalatti sababa barnootaan godhamuun mudatu hambisuuf, maatiin godaantotaa tooftawwan akkamiifaa gargaaramu?
9. Rakkoowwan akkanaa ilaalchisee, sirni haala idileen gargaarsa hawaasaaf taasisuu akka aanaa Kiiramuutti ni jiraa?
10. Rakkoowwan hawaas-dinagdee godaansa baadiyyaa gara magaalatti barnootaan mudatan hir`isuuf yookaan hambisuuf maaltuu ta`uu qaba jetta?

## Dabalee IV

### **Afgaaffii Ijoo ogeessota Waajjira Qonnaa fi Waajjira Hawaasummaa Aanaa KIRAMUUTIIF dhiyaate**

Kaayyoon afgaaffii kanaa dhimma barumsaa qofaaf kan ooludha. Deebiin isin deebistaniifi odeeffannoon dhuunfaa keessan icciitiidhaan akka eegamuufi dhimma qorannoo kana qofaaf akka oolu isin hubachiisa. Kanaaf, odeeffannoo ga`aa akka naaf kennitaan kabajan isin gaafadha.

1. Akka yaada keessaniitti, godaansa gara magaalatti godhamuuf sababoonni maali jettu?
2. Barnoonni godaansa baadiyyaa gara magaalatti godhamuuf sababa guddaadha jettee yaaddaa? Maaloo ga`ee barnoonni godaansa baadiyyaa gara magaalatti taasifamu keessatti qabu ibsaa?
3. Rakkoo hawaas-dinagdee godaansa baadiyyaa gara magaalatti sababa barnootaan godhamuun mudatu hambisuuf, maatiin godaantotaa tooftawwan akkamiifaa gargaaramu?
4. Rakkoowwan akkanaa ilaalchisee, sirni wal gargaarsaa haala idileen yokaan idileen alaan gargaarsa hawaasaaf taasisu akka aanaa Kiiramuutti ni jiraa?
5. Rakkoowwan hawaas-dinagdee godaansa baadiyyaa gara magaalatti barnootaan mudatan hir`isuuf yookaan hambisuuf maaltuu ta`uu qaba jetta?