

**CHALLENGES AND PROSPECTS IN ACHIEVING UNIVERSAL
PRIMARY EDUCATION IN BORENA PASTORAL COMMUNITY:
THE CASE OF THREE WOREDAS,
OROMIA REGINAL STATE**

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EDUCATION IN BORENA PASTORAL COMMUNITY**

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LETTER OF APPROVAL

SCHOOL OF GRADUATE STUDIES

This is to certify that the thesis prepared by **Guyo Boru Wario**, entitled: ***Challenges and Prospects in Achieving Universal Primary Education in Borena Pastoral Community*** and submitted in partial fulfillment of the requirements for the Degree of Master of Arts or MA (Educational Leadership and Management) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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I undersigned here under, declare that this thesis is my work and all sources of materials used for the study have been duly acknowledged.

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ABBREVIATIONS AND ACRONYMS

ABE:	Alternative Basic Education
BZED:	Borena Zone Education Department
GER:	Gross Enrollment Ratio
MoE:	Ministry of Education
NER:	Net Enrollment Ratio
NGO:	Non Governmental Organizations
OEB:	Oromia Education Bureau
PFE:	Pastoral Forum Ethiopia
PHRD:	Population and Human Resource Development
PSR:	Pupil Section Ratio
PTA:	Parent and Teacher Association
PTR:	Pupil Teacher Ratio
UN:	United Nations
UNESCO:	United Nations Education, Science and Cultural Organization
UNICEF:	United Nations Children’s Education Fund
UPE:	Universal Primary Education
WCEFA:	World Conference of Education for All
WFP:	World Food Program
WEO:	Woreda Education Office

Abstract

The Purposes of this study was to examine the challenges and Prospects in achieving UPE by 2015, the case of three pastoral Woredas and come up with strategies that should be designed to enhance enrollment of school age children of the pastoral community. In order to realize the study, descriptive survey research method was employed. This study was conducted in the three purposefully selected woredas of Borena Zone. The sample schools were selected through random sampling technique. The subjects of the study were 140 teachers and 34 educational managers and PTA's from this pastoral community. The necessary information was obtained from these subjects through questionnaires, interview for PTA members and document analysis from WEO. Moreover, educational statistics and annual abstracts of the WEO were used to obtain the necessary data. The data obtained from the questionnaires were analyzed using statistical tools like percentage, mean, grand mean and t- test values. The data from document analysis and the findings showed that the provision of primary education and gender gap between males and females students in Borena pastoral community has shown an improvement but not as its desired targets. The findings of the study further indicated socio-economic factors like high demand for children labor, lack of direct costs of schooling, nutrition problem, the pastoral way of life, poor educational background of parents, conflicts, large family size, lack of adequate budget and drought have been identified as major challenges. Furthermore, socio-cultural factors such as negligence of physically impaired children, existence of backward traditional culture, shortage of role models of pastoral girls, early marriage and pregnancy, parents fear modern education change their culture, low value given to the girls' education and absence of socialization program to the new comer students were considered as barriers. Moreover, school related factors like shortage of qualified teachers, shortage of female teachers as a role model, weak school management, long distance walk between home and schools, lack of adequate supervision services, shortage of syllabus and teaches' guides and lack of school facilities have been identified as major problems in enhancing enrollment of Borena pastoral school age children. Hence, it is concluded that, in most cases, the provision of primary education for Borena pastoral children was a function of socio-economic, socio-cultural and supply side factors. Depending on the results of findings, building new schools near to the community, expanding existing schools and ABE centers, establishing mobile schools, expanding existing students' feeding program, increase the number of female teachers, increase supervision services, allocate sufficient budget to the schools, avoiding any school related costs, establishing especial support program to the girls' education, mobilizing community awareness on the UPE goals, full-fill school facilities, attracting more NGOs that work on education issues, and mobilizing community support were among sound strategies which have been identified by the respondents to increase the participation of school age children in these lowland pastoral community.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Social changes are always inevitable for a society aspiring for more development and better lifestyles. Education plays a significant role to enhance such social and economic endeavors. Primary education provides a fundamental base for all human development (Further schooling, training & etc.). It provides the basis for developing the capacity to cope with readily evolving and changing society in an information age, and also provides to live and work in dignity, to participate fully in development and improve the quality of their lives.

Primary education helps to create literate and numerate population that can deal with problems at home and workplace and serves as foundation upon which further education is built (World Bank, 1990:8). Primary education in developing countries is considered to have great importance because of its wide range of benefits. These include the shaping and strengthening of the child as individual in relation to his/her fellow people and to nature. It is also to build capacity for lifelong learning in individuals, and to develop knowledge, skill, and attitudes which contribute to general development of the country (Taylor, 1997:1).

As the above benefits of education are needed by all society, education declared globally as a human right in 1948. The world declaration of education for all is based on the recognition that education is a fundamental human right for all people , women and men, of all ages through the world. . . is an indispensable key to, though not a sufficient condition for personal and social improvements and can help ensure a safer, healthier, more prosperous and environmentally healthier and sound world , while simultaneously contributing to social, economic and cultural progress, tolerance, and international cooperation. Education as a good is an outcome of development,

while as a means it can be an engine of development and an indispensable tool for improving the quality of people's lives (World Education Forum, 2000:17).

The importance of education to individual, community and national development is reflected in its recognition as a human right. The right to a primary education is stated in the Universal Declaration of Human Rights (1948: article 26). The goal of achieving universal primary education has been on the international agenda since the Universal Declaration of Human Rights affirmed, in 1948, that elementary education was to be made freely and compulsorily available for all children in all nations. In the year 1990 the convention on the rights of the children again reaffirmed this intention. In the same year, delegates from 155 countries at the World Conference on Education for All (WCEFA) acknowledged their respective government to providing access to basic education for all children (WCEFA, 1990:19). But, practically the accomplishment of the task becomes a difficult one for many developing countries.

National governments, especially the third world countries, have to be truly committed to providing the education sector with adequate budgetary resources, to engaging in necessary system reform, to enhancing their capacity to deliver quality education to their populations as well as to the most disadvantaged children, and most importantly to accelerate girls' education. Ethiopia is a signatory to all the global and regional proclamations to provide basic education for all citizens. Though, participating in world Declaration on Education for All in Jomtien (Thailand) in 1990, and in 2000 the World Education Forum held in Dakar (Senegal), Ethiopia reaffirmed its commitment to achieving UPE by 2015 with specific targets to bring all boys and girls to school, and will be able to complete a full course of primary education (Grade 1-8) (Derebssa, 2006:28).

Federal, Regional, and Local governments of Ethiopia are committed to provide primary education through alternative mechanisms. This is the major priority area of education and training policy. Thus it is important wants to

know challenges and prospects to achieve goals of UPE and equal opportunity in the Borena lowland pastoral areas by 2015. Thus, it is imperative and timely to look into efforts made to achieve UPE and the impending factors encountered in the process of implementing these efforts in the education of these pastoral community children.

1.2 Statement of the Problem

A large number of children and adults in the low income countries have been denied access to compulsory primary education (Colclough, 1993, and Lockheed and Verspoor, 1991). Among others, the major causes are slower economic growth, inadequate support from the donor countries, lack of consensus on what constitutes UPE and absence of available operational definition of UPE that is compatible with the social, economic and educational realities of the countries (Bastian, 2004). On the basis of the study that was carried out in the horn of Africa, east African pastoralists are included under the category of the most disadvantaged and hard to reach groups and represent a particular challenges for development in general and education in particular (Carr-Hill,2002). It is true that, Ethiopia is one from the developing countries in the world, and the state of its pastoral population seems even worse. These pastoralist Communities are marginalized from access to quality of education in the country. Furthermore, these pastoralists are deprived of educational opportunities. There was no much attention given to these groups of people since the introduction of modern education in Ethiopia (Pastoral Forum Ethiopia, 2001:46).

The pastoralist areas of Ethiopia, accounting for around 78 million hectares, most of them are situated 1500m below sea level and are homes to 12% and 40% of the human and animal populations respectively. The lowlands of the country, which account for almost two-thirds of the national land area, are home to more than eight million people who are pastoralists and move from place to place with their livestock's in search of grassland and water. These Pastoralist people are composed of 29 Nilotic and Cushitic ethnic groups

spreading over six regions of the country (Ayalew Shibeshi, 2005:5, and Pastoralist Forum Ethiopia, 2008:34).

The pastoral areas of this community are mainly characterized by unpredictable and unstable climatic conditions, as well as ecologically fragile environment. These pastoral areas are also characterized by frequent draught, conflict, flood and food insecurity as well as inadequate facilities and infrastructure. Low human development features, manifested by very low primary and secondary schools gross enrollment rate (20% and 3% only); characterized extreme poverty and low immunization rate (10% only) (Pastoralist Forum Ethiopia, 2008:34).

The government of Ethiopia, with the aim of expanding education increasing access and improving quality, has introduced a National Education and Training Policy in 1994. This policy provided a new educational structure, decentralized management, new curriculum, and the use of local language as a medium of instruction in primary education. Also education sector development program with the ultimate goal of achieving UPE by the year 2015 was adopted (Ayalew, Damtew, Berhanu and Hailemariam, 2002:2). But, the current situations in Borena lowland pastoral community create serious challenges in achieving UPE in the region by 2015. Education is by far one of the biggest burning problems of the Borena pastoral society. Borena pastoralists are not very comfortable with sending girls to schools because the schools are located far away in towns. Children could not travel to faraway places to attend classes. Particularly girls are victims of this situation. As a result, this situation has hampered the overall education momentum in the Borena pastoral community (Pastoral Forum Ethiopia, 2004:3).

In order to overcome these problems and to realize UPE by 2015 in these pastoral areas, the following basic research questions were addressed as a guideline for treating the problem:

1. What does the current access of primary education opportunity look like in Borena lowland pastoral community?

2. What are the main out-of school obstacles to achieve UPE by 2015 in these pastoral areas?
3. What are the major in school impediments to achieve UPE by 2015 in these pastoral areas?
4. What does the gap between male and female students' enrollment look like in the study area?

1.3. Objectives of the Study

This study has the following both General and Specific objectives:-

1.3.1. General Objective

The main purpose of this study was to examine the challenges and prospects in achieving UPE by 2015 in Borena lowland pastoral community

1.3.2. Specific Objectives

In the course of this study, the following specific objectives were addressed for treating these problems:

1. To assess the current access of primary education in achieving UPE by 2015 in the Borena lowland pastoral community.
2. To identify the major challenges that are hindering children's access to education in this pastoral community.
3. To assess the gap between male and female students' enrollment.
4. To investigate the alternative strategies that are used to enhance the enrollment of students in Borena lowland pastoral community in achieving UPE by 2015

1.4. Significance of the Study

It is very important and pertinent to identify the actual problems related to access and coverage of primary education in the sample Woredas of Borena Zone in the context to its global agenda and the goal of UPE needed to be implemented in the time frame affirmed. So it is essential by doing so to generate necessary information for decision makers in order to take corrective action regarding what speedy change should be done, how the resources to be acquired and the available are allocated and what priority issues need prior

decisions. Thus, the study becomes useful and timely to assess the causes of the problems and its own contribution from the following points of view:-

1. It might benefit the Parents of the children's and the Community as well because it informs them the existing challenges in schools that hinder achievement of the goal of UPE in 2015. This can be achieved through educational conferences.
2. It might benefit Zonal and Woreda level educational experts by providing awareness about the existing situations (challenges) in the study area. This benefit can be achieved by providing a copy of this research to woreda education office so that they read it and give attention to the situations.
3. The results of this study may also serve as a stepping-stone for interested researchers who want to engage them to study on a similar issue in detail.

1.5. Delimitation of the Study

This study has geographical, conceptual and time delimitations as follows. Geographically this study was delimited to woredas found in pastoral community of Borena zone. This is done, due to financial problem and to reduce huge data in to manageable form. This study was also conceptually delimited to challenges and prospects that hinder achievement of universal primary education goals in 2015. Moreover, this study is timely delimited to 2013/2014 because the research is conducted for the fulfillment of thesis that stays for only one year

1.6. Limitation of the Study

It is obvious that research work cannot be totally free from limitations. To this end, limitation was also observed in this study. One of the major limitations was shortage of time to collect data from sample schools in sample woredas' because the style of the area was so scattered that it was took too much time. In addition to this, shortage of reference materials is the second limitation that the researcher faced. Due to the shortage of reference materials specifically in the context of the study area the researcher fail to support his findings with the necessary literature.

1.7. Definition of Key Terms

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

Basic Education: Very minimum of knowledge, skills, attitudes and values that will enable individual to operate reasonable expectations of success in their community (UNESCO, 1998:2).

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

Out of school children: Children in the official age group who are not enrolled in school (MPUTU, 2001:85).

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

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

UPE: Full enrolment of all children in the primary age group and completion of the final year of primary schooling, i.e. 100 percent net enrollment ration as well as at or close to 100 percent completion rates (UNESCO, 2001).

1.8. Organization of the Study

The research paper was organized into five chapters. The first chapter deals with the introduction section of the study. The second chapter trends the review related literature. The third chapter of the paper focused on research design and methodology of the research. The fourth chapter deals with the data presentation and analysis. The last chapter is concerned with the summary, conclusion and recommendations of the study

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with review of the literature that is related to the concepts of universal primary education and pastoralists. Therefore, it has sub-topics like the conceptual framework of UPE, the rationales for achieving UPE, an overview of pastoral communities and their features, pastoral communities and education, provision of education in pastoralists area, pastoral communities in Ethiopia, Trends in achieving UPE in pastoral communities of Ethiopia, challenges in achieving UPE in the pastoral communities, and finally intervention strategies in achieving UPE in pastoralist areas.

2.1 The Conceptual Framework of UPE

Universal Primary Education as a concept is a chameleon, taking expanded meanings as more is understood about the nature of the problem. It is seen, examined and explained from various disciplines using different perspectives for different reasons. The way it has been defined has also influenced by the way its status and progress has been measured and the choice of strategies adopted to pursue the goal (Calclough, 1993; Haddad, 1990). The term UPE has been used interchangeably (and often confused) with other terms such as Basic education, schooling for all and education for all. This is partly due to the problematic nature of developing suitable indicators for measuring the status and progress of universal primary education as the definition changed. Researchers, commentators, and policy analyst bring their own disciplinary views to act on it. Economists perceive UPE based on the factors and constraints of supply and demand for basic education (Colclough, 1993), sociologists focus on the factors that affect the participation of gender, social class and ethnicity (Kelly,1970), while educators focus on the number of children in school and out of schools (Postlethwaite, 1988). The multiplicity of perspectives on the one hand allows for meaningful insights but on the other hand, it may confuse the untrained policy implementer.

Universal primary education in the literal sense would mean everyone in a population having a full primary school education. But, according to the educationalists point of view, UPE is the level that all children of primary school age participate in the school system and complete primary school (UNESCO, 1990). Thus, this definition is taken more appropriate for this concept in this study. Generally, this compound word is explained as follows:-

i) Universal

According to this context, universal means all children of the target population have access to a school and secondly, participate. And also it means all children, boys and girls alike, children in different circumstances and those belonging to whatever religion or ethnic groups of the target population have access to schooling (WCEFA, 1990:33). Measuring Universal enrollment may be difficult in most developing countries because of poor population census and school enrollment data collection techniques (Colclough and Lewin, 1993).

ii) Primary

Primary education denotes and implies that this is the first level of education leading on to higher levels of education. The term “basic” may be taken by some to show changes in emphasis and indicate that primary education is a complete and terminal phase of schooling itself. The Jomtien conference adopted “basic education” what was coined “the expanded vision” to include education for out of school youth and adults in literacy and other basic skills training through non-formal education, a view theoretically supported by the World Bank (Thomas, 2000:21).

iii) Education

In a wider sense, education may describe “all activities by which a human group transmits to its descendants a body of knowledge and skills and a moral code which enable the group to live, (Free Encyclopedia 2007). The Jomtien conference resolved the basic education should meet what defined as “Basic Learning Needs” (UNESCO, 1992:69). The basic learning content such as knowledge, skills, values and attitudes required by human beings to

survive, to develop their full faculties, to live and work in dignity, to participate in development, to improve the quality of their lives, to make informed decisions, and to continue learning.

2.2 The Rationales for Achieving Universal Primary

Education

In developing countries, the number and seriousness of the problems faced are naturally greater. People who live in remote or **pastorals** areas are sometimes unaware of the importance of education. With five years to go to the 2015 target date, the Education for All goals are at a crossroads. Many of the world's poorest countries remain far off track for the goals set at Dakar. They could be pushed even further off track, as their opportunities for recovering from the global economic crisis remain uncertain. There is a real danger that progress will stall and that in some countries the hard-won gains made since 2000 may be lost (UNESCO, 2010:39).

A decade has passed since world leaders adopted the Education for All goals. While progress has been made, millions of children are still missing out on their right to education. Achieving UPE and the right to education are concepts of one theme established by human right declaration (UN, 1948: article 26). Which implies the importance of primary education for social and economic development makes it to be universally and a basic right for every child without discrimination. Another implication of achieving UPE is that since education is a universal human right, those denied to it have the rights violated (UNESCO, 2002).

As the governments look to 2015 EFA goals, it is critically important to place marginalization at every corner of the Education for All agenda. The EFA targets will not be reached in many countries unless government direct their attention and resources towards those who are being left behind as a result of disparities linked to poverty, gender, ethnicity, language and other markers of disadvantage. Therefore, it is a time to give more attention the efforts UPE goals to the disadvantage children who are not accessible to the education system.

2.3 Indicators of Performance of Education

Educational indicators that are used to measure performance of education are: access, equity, quality and efficiency of the education.

2.3.1 Access and Coverage of Primary Education

Access to primary education is one of the major quantitative indicators of education performance. The extent to which school is available to the community and the extent, to which school age children are enrolled to schools, can be measured by the degree of access to education system. Coverage of education is measured through different interrelated indicators of education. According to MoE (2002), access is measured by enrollment of children and number of schools built. The two commonly used indicators that were also employed in these parts were Gross Enrollment Ratio (GER) and Net Enrolment Ratio (NER) of the primary education.

2.3.1.1 Gross Enrollment Rate (GER)

The Gross Enrolment Rate (GER) is defined as total enrollment in a specific level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education in a given school year (OEB, 2007/08). The Gross Enrolment Rate (GER) is calculated by dividing the total number of students enrolled in a particular level by the population of corresponding age. GER is widely used to show the general level of participation in a particular level of education. It indicates the capacity of education system to enroll students of a particular age group.

2.3.1.2 Net Enrollment Rate (NER)

Net enrolment rate is another indicator that is used to measure educational coverage. It is more refined indicator of pupils enrolled at specific age group (OEB, 2005/6). The Net Enrollment Rate (NER) is usually lower than GER, as it excludes over aged and under aged pupils, while use the same denominator as in GER.

2.3.2. Equity in Provision of Primary Education

One of the main indicators that show education performance is equity. Equity defines as “fair to all concerned, impartial”. Most view equity in terms of equality in the provision of resources required for an education. A measurement that is fair, one that ensures that all students in every school will be able to avail themselves of the services, technology, materials and the qualified staff necessary to achieve educational success (OEB, 2009/10). Fair distribution of educational services between boys and girls, rural and urban are the main challenges of the education system. The achievement of the goals of UPE is only realized when it is possible to provide equal access of educational opportunity between sexes (Gender Equity) and between urban and rural areas.

Gender Disparity

Gender disparity could be considered to be the differences in a girl’s and boy’s access to education and the opportunities available to persist and achieve an education. The lower progression rate of girls through education systems is Gender Disparity (OEB, 2009/10).

2.3.3 Quality of Primary Education

Quality of the education system may refer to many different characteristics of the education system, such as quality of inputs into education, quality of outputs from the education process and quality of the outcomes of the education system (OEB, 2009/10).

2.3.3.1 Student- Text Book Ratio (STR)

One of the educational inputs that affect the quality of education is a Students’ textbook. Quality of education system in this regard is seen through the accessibility of textbook to students. Textbook is the major means of delivering the curriculum. As a result its availability to students determines the change of behavior that the system endeavors for (UNESCO, 2001:73).

2.3.3.2 Pupil-Teacher Ratio (PTR)

Pupil-Teacher Ratio (PTR) is the total quality indicator of education system. It is believed that a lower number of pupils per teacher indicate that pupils will have a better chance of contact with the teacher and hence a better teaching/ learning process is achieved (OEB, 2009/10).

2.3.3.3 Pupil-Section Ratio (PSR)

The average number of pupil per class is another important indicator of quality of education system. It is also used to assess the efficiency of resource utilization (OEB, 2009/10). The regional standard for pupil-section ratio is 50 to the primary level.

2.3.3.4 Qualification of Teachers

One of the main factors that affect the quality of education system is the qualification of teacher that is whether the education standard of the teachers fits the level at which he/ she is teaching (OEB, 2009/10). The first cycle primary education, according to national and regional standards, requires teachers with minimum qualification of teachers' training institute (TTI) certificate and teachers' training college (TTC) Diploma for second cycle primary education.

2.3.4 Efficiency of Primary Education

An education system is said to be efficient in general requires doing the required job or getting the required result with minimum cost, or if a given output is obtained with the minimum possible output (OEB, 2011/12). There are several indicators used to measure the efficiency of the education system.

2.3.4.1 Repetition Rate (RR)

Repetition rate is the proportion of the pupils who repeat a grade once or twice. The repetition rate measures the rate at which pupils repeat grades (OEB, 2011/12). A higher repetition rate implies high wastage. In order to increase access, participation and internal efficiency, repetition rate should be kept as low as possible. High repetition rate is associated with low internal efficiency. It blocks access of the new comers to schooling. This is because the resources are occupied by the repeaters.

2.3.4.2 Drop-Out Rate (DR)

Drop-out rate is the proportion of pupils who leave the system without completing of a given grade in a give school year. This ratio shows the extent to which pupils abandon school. Dropout rate is calculated as a residual of the two other rates, namely, promotion rate and repetition rate (OBE, 2009/10). Dropout students are simply those students who were attending to their education for a specific year but not return to school the next year. Very high drop-out rates result in lowering the access and coverage of primary education and thereby prolonging the target year for achieving UPE. Reduction in dropout rate, especially in grade 1, is important for the achievement of the goals of UPE.

2.4. An overview of Pastoral Communities and their Features

There is no agreed definition of the term “Pastoral”. Rather, the meaning of the term varies from country to country. Literally, it was suggested that the term implies groups of people who for one reason or another had to move in pursuit of their livelihood, and did not have a fixed dwelling (UNDP, 2006:2). Carr-Hill and Peart (2005:23-24) defined this term as, they are ethnic socio-economic groups who constantly travel and migrate in large or small groups in search of livelihood within a community or country or across international boundaries. These groups contrast with the settle or sedentary population living in villages, town and cities and tied to fixed locations by agriculture, employment, housing and social and cultural factors.

Also, according to Ezemoah (1990:12) “Pastoralists are ethnic or socio-professional groups who travel and migrate in the large or small scale in search of means of livelihood within a community. In Ethiopia context Elias (1993:4) defined Pastoralist as “a system of extensive livestock herding in which livestock track the seasonal fluctuations in natural forage availability.

There are different types of pastoralist modes of life. Those are: Pastoralism, Agro-pastoralism, Transhumant pastoralism, Nomadic hunter-gatherers and Transhumant hunter-gatherers (Ayalew et al., 2005:34-35).

- i) **pastoralism**:- refers to pastoralists who mainly live and derive most of their income from raising domestic livestock. Any crop production is only a supplement. They do not have a recognized place of residence and move from place to place in search of pasture and water. Most are pure pastoralists.
- ii) **Agro-pastoralism**:- these are segments of pastoral societies who promote opportunistic crop farming integrated to livestock husbandry. Unlike the nomadic pastoralists, they live in semi-permanent settlements. Only male members of the households move in search of pasture and water, while women and children remain in the homestead, tending goats and sheep.
- iii) **Transhumant pastoralism**:- refers to pastoralists who have a permanent home area and move over more or less regular routes.
- iv) **Hunter-gatherers**:- refers to a nomadic group whose livelihood depends on collecting wild fruits, honey, roots and hunting.
- v) **Transhumant Hunter-gatherers**:- refers to hunter gatherers who have temporary base camps and move along some routes.

Pastoralists constitute a large portion of the population in the world. According to UN reports, people who live in the pastoral areas of the world are estimated to be 36.6 million (Ezoemah, 1990:1). From this data, Africa shares about 15-20 million. Large parts of Africa are classified as arid and the semi-arid lands which are estimated to cover as much as 60% of the continent and are occupied by peoples with a pastoralist's mode of living (Sanford, 1983:2). Pastoralists are people who derive most of their income from their domestic livestock. In most cases, pastoralists devote the bulk of their own and their families' working time and energy to looking after their livestock rather than to other economic activities (Ezoemah, 1990: 2-3).

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

2.5. Pastoral Communities and Education

Education is not only one of the most important basic human rights but is also the foundation for human development. It is a powerful tool that releases the intellectual, social and organizational potential of individuals, communities and nations. And also education has an active role in improving any society's socio-economic situations regardless of their sex, color, and geographical location. Moreover, education plays an important role in changing different socio-cultural attitudes and socializes people into particular roles in a society.

Pastoralists to be survive successfully in the dry lands they require high levels of individual and social specialization. They can very confident, articulate and entrepreneurial, and have good negotiating and management skills, and show strong sense of dignity and self-respect (Carr-Hill and Peart, 2005:22). Therefore, to shape up and empower pastoralists in this mode of life, sustainable education plays a significant role.

Now a day, however, the problem of providing education in the pastoralist areas is largely caused by the failure of educational provision to respond appropriately to the Pastoralism way of life, to the Pastoralists' traditional culture and to their need to retain flexibility in dealing with changing and possibly adverse circumstances, such as droughts, above all other needs (Carr-Hill and Peart, 2005). Thus, from the above discussion we can say that pastoralist communities are among educationally disadvantaged people in the

world not only accessible to education but also a given education is not appropriate and compatible with their lifestyle.

2.6. Provision of Education in Pastoralists Areas

As education systems expand, however, they face more complex and more specific challenges. They must address the increasing number and diversity of students populations by ensuring that all children and youth, regardless of their background, gain access to a quality education. The Dakar framework calls on government to ensure the education system explicitly identify target and respond to the need of poor and marginalized populations (UNESCO, 2010:26).

Pastoralists are among the most marginalized social groups and are widely excluded from educational provision. The phenomenon of movement itself presents many challenges for both providers, and would-be users of educational services. Around the world, the provision of education for Pastoralists has reflected and been instrumental to particular stances on pastoral development. Education is directly implicated in this concern, given its central place in human and national development. The provision of some form of non-indigenous education for pastoralists (i.e. education that is not passed down from parents to child or within the context of an apprenticeship mode of learning) is widely seen as a key to including them within the development process. Educational provision may thus serve an instrumental purpose in promoting sedentarisation. Among those purposes, where there is (by neglect or deliberately) no alternative provision, pastoralists have to stay near settlements if they want their children to go to school.

In the world, especially the rural areas of developing counties, within significant region and ethnic disparities continue to exist in educational provision, participation and performance. In part, the wide spread inability to eliminate regional educational disparities stems from practical difficulties involved in attempting to provide equal access to schooling within widely differentiated rural areas. In most cases, the distribution of educational facilities was not only uneven, but also highly skewed in favor of heavily

populated, high potential areas where service provision was both relatively simple and efficient. When it came to evening up this pattern, however, many countries found that the less well-off regions were also those in which conventional approaches to educational provision were most difficult to implement and most expensive to operate (Alex, 1980:1-3). A study conducted by Carr-Hill (2002) showed that there are various constraints of access of education in the ethnic minorities like pastoral groups of people in African countries. Therefore, pastoralist children still do not enjoy their right to basic education. The 2015 EFA targets will not be achieved unless policies and resources are directed to provide these children with access to relevant and good quality education.

2.7. Pastoral Communities in Ethiopia

Ethiopia is an ancient country in Africa continent. The country has mosaic people and diverse cultures and its population in 2008 is 73.9 million. In respect to age structure, those under 15 years old constitute 48%; those between 15-64 years old make up 49 percent. The majority of the populations, about 85 percent, live in the highlands of the three largest regions (Oromia, Amhara and SNNP). Other people of the county are living in the relatively lowland regions of Afar, Somali, Benshangul-Gumuz, Gambella and so on (MoE, 2008:4).

The fact that, in general, the pastoralists inhabit lowland and are scattered across a wide areas, usually in the more inaccessible parts of the country, mostly between the highlands and the border areas. This is estimated to cover 61-65 percent of the total area. Their population is estimated to cover 12 percent of the country population. They predominantly live in frequent change of domicile in search of grazing lands for their livestock. Because of these and other interrelated cultural and economic factors, the pastoralists people of Ethiopia are among the most educationally disadvantaged groups in the country (Ayalew, Damtew, Berhanu and Hailemariam, 2002:30).

Pastoralists in Ethiopia like in the other African countries have continuously suffered from long history of political, economical, and socio-cultural marginalization. The pastoralist problems have been exacerbated by the recurrent and complex natural calamities such as drought, flood, and disease. Due to both artificial and natural calamities, the pastoralists have emerged as the poorest of the poor (PFE, 2002:2). The major problems in pastoral areas include lack of appropriate provision of education, livestock marketing, public health, veterinary services, water both for human and for livestock and rural finance are the least developed (PFE, 2002:2).

In this country, Pastoralism is one the most the oldest socio-economic system in which livestock husbandry in opening grazing areas represents the major means of subsistence for the pastoralists. The entire geographical, environmental and economic peripheries of this country have been inhabited by pastoral populations comprising such diverse communities as the Afar, the Somali, Borena and so on (PFE,2001:7 and Ayalew 2005:38). The uncertainties of rainfall and primary education in the rangelands have promoted livestock-based lifestyle that both allows for and requires the mobility of the communities (Coppock, 1994:39).

The level of poverty in the lowlands areas, however, goes beyond food insecurity. The population also suffers from access to health and education facilities and has few income generating activities outside of the livestock (Fekadu, 1984:37). The Pastoralist communities are among the most educationally disadvantaged in the country. The attempts made so far to establish education services are not only limited in size and number but also do not respond to their Pastoralism way of life and their traditional culture. Little attempt is made to adapt curriculum to their environment & experience. The result is a largely illiterate population without the skills to participate in the development endeavor of the country. The following table presents the pastoral communities and their respective region in the country

Table 1: Ethiopia Pastoral Groups by their Geographical Location

Region	Pastoral Groups	Population(in 1,000s)
Afar	Afar, Somali, Argoba, Oromo	1,100
Oromia (Borena zone)	Oromo, Somali	2,577
Somali	Somali	3,690
SNNP and Gambella (Debub Omo)	More than 15 pastoral groups	550
Benni-shangul Gumuz	Komo, Shinasha, Gumuz, Benshangul	37
Estimated Total		7,954

Source: Ayalew et.al (2005:38). The Education of Pastoral Peoples in East Africa

As shown in the table, in Ethiopia a pastoralist specialization may not be confined to a particular ethnic group, but rather be an adaptive feature of many communities living under conditions which make extensive livestock keeping an effective way of utilization of the natural vegetation (Hogg, 1997). The pastoral areas of Ethiopia are endowed with enormous economic potentials. The rangelands are rich in bio-diversity. Big rivers like wabeshebele, Omo, Genale and Awash cut across the pastoral areas. But, the primary livelihoods of the communities are based on livestock herding. Out of 70 million livestock estimated in Ethiopia, about 40% of the cattle, 75% of the goats, 25% of the sheep's, 20% of the equine and 100% of the camels are found in the pastoralist areas. And also Nechsar National park is situated in pastoral areas (PFE, 2004:38). In addition to the above natural resources, those areas under pastoral production system are enriched with stable institutions and resilient organizations on which pastoral production system has sustained it for countries. The Herra of the Somalia, the Gada system of the Borena, and a Finna of the Afar must be mentioned as great pastoral institutions of the respective communities are survived for centuries (PFE, 2001:7).

2.8. Trends in Achieving UPE in the Pastoralist Communities of Ethiopia

For several centuries, Ethiopia had been under the feudal monarchy. It was, thus, quite inconvenient for the imperial regime to address nationality issues that are enriched in democratic values. During imperial regime the political and administrative policies led to two types of action in relation to educational provision for pastoralists. First, they established dual system of secular and religious traditional institutions. Secondly, special attention was given to the education of the sons of tribal chiefs (Ahmed, 1990:70). For instance, during the imperial regime some children of the tribal chiefs who had intimacy to the central governors were chanceful to come to urban centers to attend schooling, especially in boarding schools with support of government fund. Since, they are selected from prominent chieftain families, they were few in numbers and its main aim was to prepare them for the monarchical political leadership (Shibeshi and Kidane, 1997:35)

During Dergue regime, the effort made by the socialist government for the development of educational service provision in the nomadic pastoral areas was very insignificant. The pastoral areas share the same education problems with the other neglected and under privileged people in the country. However, the problems are more severe among the pastoral groups, because the few primary schools established for peoples who are concentrated in towns and agricultural plantation (Shibeshi and Kidane, 1997: 36). The fact that, in general, the two past regimes had been completely marginalized pastoral areas in terms of access to public education, because the provision of education in pastoralist areas has not been seen differently from that of other areas and their mobility and lifestyle and not been taken in consideration (Taffesse, 2000:32). The reason for above facts, pastoralists did not send their children to schools (Shibeshi and Kidane, 1997:36).

Now a day, by present government, the provision of education service to the under privileged pastoralist communities has paid attention. The government has acknowledged existence of inequalities and taken some measures to solve

the problems. Article 89 number 4 of the constitution of Federal Democratic Republic of Ethiopia states that “The Government shall provide special assistance in economic and social development”. The National Education and Training Policy (MoE, 1994:16) also states “Special finance assistance will be given to those who have been deprived educational opportunities and steps will be taken to raise the educational participation of deprived regions.

Generally, during EPDRF government, a conducive and comprehensive policy environment has been formulated and some tangible measures are taken to increase the participation of pastoralist communities in education. However, the enrollment of pastoralist children in the schools is still very low when compare to the out-of the school children (school-age children) in those pastoral areas.

2.9. Challenges in Achieving UPE in the Pastoral Communities

Education is one of the most pivotal elements in reducing poverty, laying the basis for persistent economic growth, the construction of democratic societies as well as dynamic competent economics. Recognizing these benefits, the conference of the world summits held at Dakar, Senegal in 2000, declared “Collective Commitment to the Millennium Development Goals. Goal 2 of the Dakar framework said that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality. However, for its realization efforts & progress are being made and achieved not sufficient enough to succeed UPE by 2015. This is due to persistent constraints that face against the EFA goals. These factors hinder the forward movement of UPE at global, national and local levels. These challenges that face achievement of UPE are grouped into factors outside the School and factors within the School and discussed as follows.

2.9.1 Factors outside the School

2.9.1.1 Demand-side Factors

In economics, demand is defined as the units of an article that a person wishes to buy at a given price. It implies a desire backed by ability and

willingness to pay (karla, 1997:28). Populations have their own effect on the demand. The total domestic demand for a given product depends on the size of population. The larger the population, as the same time the large in the demand of a product given per capital income and personal preferences apart from individual incomes, the distribution pattern of national income also affects the demand for commodity. If national income evenly distributed, the demand for normal goods will be the largest. Whereas, it is unevenly distributed i.e. the majority of the population belongs to the lower income groups and their demand is also low (Dwivedi, 1997:39). Similarly, demand has significant effects in the sphere of education. The two major factors of demand in education are socio-economic and socio-cultural factors (Tietjen, 1995:45; Odaga and Heneveld, 1995:28).

2.9.1.1.1 Socio-Economic Factors

Socio-economic constraints affect regular attendance and enrollment of students in learning and teaching process. It is true that sending children to school incur direct and opportunity costs and others which are hindrance to school participation for children from poor and rural families. Those socio-economic factors that influence participation of students are discussed below

i) Direct Cost of Schooling

Regularly attending education and completing a given cycle with in intended time need different types of costs. Those costs may be direct, in-kind, monetary and opportunity costs (Wagner, 1993; Carr-Hill, 2002; Graham-Brown, 1991; Action-aid, 2003). In many developing countries including Ethiopia, primary education is free of any direct costs. However, in practice, parents still making some financial contribution to the school. Direct costs of schooling consist of costs of materials, transport, clothing and etc. In Ethiopia, quite numbers of children do not usually stay at schools; because of the direct costs of schooling require more than their family can afford (Anbesu and Barbera, 1988:52). Therefore, these factor posses as a point of decision of parents on whether or not their children, particularly their daughters, send to school.

ii) Poverty

The level of family income has one of the most powerful influences on demand for education. Parents with low income are difficult to send their children to school. In this regard, World Bank (1990:34) stated that in all countries, children of poor families are less apt to enroll in school and more apt to dropout than children of fair income families. The economic situation of pastoralists is just an extreme example of the rural poor (Carr-Hill, 2002). Whatever their wealth in terms of livestock, they are among the poorest in cash terms. In Ethiopia, where 47 percent and 33 percent respectively of the urban and rural population were living below the poverty line and 49 percent of the population is under nourished (UNESCO, 2002), and especially it is worse among pastoralist groups.

The implication was that poverty at the household level has a negative relation with school enrollment. This is because of poor families couldn't afford to send their children supplying all the necessities as clothing, food, transportation, house rent and so on. To summarize, among other factors poverty is one of the impediment faced and still facing in the achieving UPE in many developing countries including Ethiopia.

iii) Opportunity Costs of School

Demand for schooling in rural areas can be low, particularly due to the opportunity costs of attending school in terms of time lost to working in the fields or at the home (UNESCO, 2005:92). Thus, schools that compete with those familial demands will have more difficulty in attracting students. Especially, in the lowland pastoral areas because of the labor-intensive nature of the herding of cattle, parents were not willing to send their children to school. Pastoralist children are significant contributors to the household income through their labor. Therefore, parents are reluctant to send their children to school (PHRD, 1996:19). As the studies conducted in the different parts of Ethiopia indicated, one of the major reasons for low enrollment, dropout and repetition of students in schools has been parents demand for child labor. This implication here was that child labor has been one of the

negative effects in achieving UPE. Therefore, to alleviate the problem of opportunity cost is to adjust school calendar in accordance with major economic activity of the local area.

iv) Pastoralists way of Life

In the world, for many million pastoralists, Pastoralism is a normal way of their life. Pastoralist is usually known by the movement of pastoral people from place to place with their animals in search of water and pasture, and to keep their cattle from disease (Carr-Hill, 2002). Though migration is one of the most important strategies for pastoralist people to manage herds, it appears that it does not allow them to settle permanently. This situation results in low school participation rates and high dropout rates in the area. Therefore, pastoralism way of life is one factor that affects the achievement of UPE.

v) Expected Return from Education of Pastoralist Community

Parents support their children's education if they perceive the expected returns from their children's education are valuable (Ezeomoh, 1995). The primary motive for most of the parents to send their children to school was to get employment opportunity (Postlathwaite, 1988). However, they need to be convinced that their children have access to good quality education, relevant knowledge and skills taught well in a conducive learning environment. If they are no convinced that their children are getting an appropriate education, they lose confidence in the system and pull their children out of school (UNESCO, 2005:68).

vi) Educational Background of Parents

As one of socio-economic factors, parental educational levels and attitude is an important factor that determines educating their children and pupil's survival in the schools (Hyde, 1989:21). According to Hyde, educated parents are more likely not only to send their children to schools but also to keep them in school until they complete a given educational level. Also a study made to find the relationship between parental education and daughters' school enrollment also indicates the daughters of illiterate parents have less

opportunity to go to schools (Bowman and Anderson, 1982:29). Moreover, the situation of this effect in the pastoralist areas is obvious that the pastoral groups of the world are the most severely disadvantaged groups in the acquisition of education. The rate of illiteracy among pastoralists ranges from 80-100% in many African countries (Ezeomah, 1995:42). Hence, it has a negative impact on the enrollment of school age children to achieve UPE by 2015.

2.9.1.1.2 Socio-Cultural Factors

Failure to demands of schooling can also be influenced by problems related to the socio-cultural condition of the society. Communities' attitude towards education & violence against females' rights are the variables that discourage access to schooling in rural part of Ethiopia (Pauline et al., 1996:12). According to Carr-Hill (2002:57) pastoral communities in Ethiopia tend to favor the education of boys rather than girls. Cultural inhabitation and activities such as early marriage, female genital mutilation and livestock-tending that school age children are engaged in play a significant role in keeping pastoralists children out of the school. Some of the socio-cultural factors that affect the enrollment of pastoral children in education are explained below.

i) Parents Attitude Towards Modern Education

The attitude that parents have towards schooling may affect the achievement of UPE by 2015. In this regard, study in the Ovahimba and San, pastoralist tribes in Namibia, indicates that about 78-100 percent school age children of these tribes are not in the schools, either never attend schools or leave it early (Hogg, 1997), sometime the attitude of parents towards education is not positive, because education is perceived as a tool which alienate the young from prevailing social norms cultures and values. This implies that the negative value attached o education by parents greatly affects the children's participation in modern education.

ii) Early Marriage and Socialization

In many traditionally minded societies, especially in Africa and other developing countries, early marriage is one of the major cultural obstacles for girl's schooling. In addition to early marriage, another cultural problem is gender socialization. In many pastoralist communities of Africa, gender socialization is a common event. Especially this cultural practical is very common among pastoral community is Borena (kamara, 2001) and Messai of Kenya (Abagi and Odipo, 1997). In kenya some pupils are pulled out of school to participate in initiation ceremonies. In some groups of pastoralist communities, girls expected to get married immediately after they have been initiated. Thus, pressure is put on them to leave school and meet traditional expectation. However, whatever reasons behind the early marriage of girls, it has disastrous effects for girls' participation and is the major cause for an increase in girls' dropout from schooling (Rose, 1998).

iii) Sexual Harassment

Sexual harassment is defined as unwanted conduct of sexual nature or other conduct based on sex affecting the dignity of women and men. However, the most frequent victims are women, and the most perpetrators are man (Curcio and Mildford, 1993:53) studies have shown that girls may be harassed sexually on the way to, as well as, within school by male pupils and teachers. This is both discouragement for girls to attend school causing absenteeism and dropout and more over a reason for the reluctance of parents to send daughters to school (Pauline et al., 1996:6).

iv) Traditional outlooks to Girl's Education

Traditional constraints such as school related problems which lead to cultural concerns might force parents not send girls to schools. This called be possible, even when the opportunity cost of girls, chore time is low (Miller, 2002). Gender bias at all levels of the society including the family had effect on girls' participation in education. In line with this, kane (1995) has said that, education in most developing countries is created for boys, not for girls

but unintentionally. This was because; girls were essential to the household works and were “physically, culturally or spiritually endangered”.

Family as one major socialization agent, consider their male children as brave, expressive, self-confidence where as their daughters as shy, quite and dependent (Almaz, 1991). Likewise, the attitude of parents towards the importance education for females is determined by what the society expects of the roles of females and males. Not only are these, in most developing countries’ stereotypically females conceived to be too much submissive, timid and weak both mentally and physically. On the contrary males are perceived as competitive, courageous and intelligent. As a result, such perception and expectation tremendously affect females’ aspiration and competency in education (Almaz, 1991). Those traditional outlooks have impediment on the achievement of UPE by 2015

2.9.2 Factors within the School

Supply- Side Factors

Achievement of UPE is a goal that all developing countries are committed to universalize by 2015. Therefore, the expansion of access to schooling through the supply of school becomes the world issue for education development since 1960s. Some supply side factors that limit participation of school age children are discussed below.

i) School Distance

School distance has a significant role in the school participation of students. It has severe disadvantages to students especially at the primary level where students are found young enough to be affected by the distance; they are travel from school to their residence and back to school every day. Move over, distance school is a critical factor in determine whether or not children especially girls, attend school. Since, schools are readily available and accessible in urban areas; urban children are more likely to attend school than rural children (Lockheed and verspoor, 1991:146). In rural areas, particularly in pastoralist areas, where the populations are highly scattered,

school catchments areas tend to be large. Such accessibility of school affects the child's schooling because of the age of the child.

In Ethiopia, particularly in remote rural and pastoralist areas distance has a negative impact on enrollments. It was found that household with less 1km has 29% of gross enrollment and those who are located 15kms from primary school account 2 percent of gross enrollment in these areas (PHRD, 1996:18). According to the directives of ministry of education, the primary school children should get schools within a distance of 5kms from their home (MoE, 1997). Therefore, schools need to be established within the proximity of residence to increase the enrollment rate of pastoral children which greatly enhances the achievement of UPE by 2015.

ii) School Facilities

The main obstacle of participation and enrollment of children at school is inadequacy of school facilities like lack of learning materials, buildings, Latrines, water and etc. School facilities also affect educational quality in general and pupils' performance in particular. In many developing countries text books, blackboards chalk, desks, chairs: all the ordinary objects are often scarce or non-existent (Graham-Brown, 1991:38). The study carried out by Carr-Hill (2002:18) on the problems of school facility in primary school of pastoral areas states that: - the existing schools are inadequately equipped and staffed; that there is a critical shortage of text books; and the teachers do not seem to have either the capacity or the equipment to prepare handouts. This imposes several problems on the teaching learning process.

Lack of appropriate teaching and learning materials also affect students' performance. Especially, in the areas where there is a shortage of furniture in the classroom and where students are required to sit on the floor, parents are reluctant to send their children to the schools (World Bank, 1996:89). In some countries parents are against sending their daughters to school because of the absence of separate classrooms and toilets (World Bank, 1997:126). In general school facilities are the main determinants of enrollment and poor

achievement, as a result it lead to dropout and repetition of the students (Coombs, 1985:22).

iii) School Calendar

Some children who have daily responsibilities in the households may hardly attend schooling because of inflexible schools' schedule (Anderson, 1992). In many Africa countries the education has decentralized to the regional and local levels, but the school calendar and timetable still are not decentralized, that means still chose and imposed by the regional or central ministry of education. The study carried out by (Carr-Hill, 2002:86) remarked that in Tanzania such centrally designed timetable has no acceptance for the lack of room of flexibility. Generally, rigid and central designed schedule can affect the participation of students, especially pastoralist children, in achieving UPE by 2015.

iv) Teachers Related Factors

Teachers related factors include shortage of qualified and experienced teaches. If students are to be enrolled in schools and to be carrying out their schooling, there should be enough trained manpower to mobilize the students and run the teaching learning process. It is true that shortage of teachers is common in remote rural areas (Lockheed and Verspoor, 1991). Very high staff turns-over and highest rate of request for moving to other locations are common in schools of pastoral areas.

As Gross (1994), Coombs (1985) and Graham-Brown (1991) studies, one of the most important contributor for low internal efficiency of education system is ill-qualification of teachers. According to these studies teachers' qualification in subject matters is one of important factor that considered as a potent force source of school holding power. Here, the assumption is that schools with better qualified and experienced teachers are expected to have strong power as the teachers provide better guidance service and also use attractive teaching and learning methods. As a result, those situations contribute to retain students in the school system. Generally, the above

mentioned teachers related factors directly influence the participation of students in achieving UPE by 2015

2.10 Strategies to Achieve UPE in Pastoralist Areas

Countries that are unlikely to achieve the goal of UPE by 2015 face two challenges: they must simultaneously address shortfalls in access and in quality. They must significantly accelerate the enrollment of children and improve the ability to keep children in school, and they must achieve major improvements in learning outcomes and educational attainment at a level required to have an economic and social impact. Increasing access and improving quality are mutually reinforcing; if the schools cannot offer a good quality education, parents are far less likely to send their children to school. Achieving more education and better education in pastoralist areas will require efforts in a number of domains within the education sector, as well as within the broader social and economic contexts. The major prospects can be used to address these challenges are as follows:-

i) Reducing Direct Costs to Schooling

Eliminating or reducing any school fees has substantially increased enrollment of children particularly for girls. Regarding this, the Ethiopia Education Policy has gone a significant step in abolishing all forms of fee up to grade 10. According to study carried out by the world Bank (1990:37), in rural mountainous and minority areas in china, a package of incentives including boarding schools, books, stationary materials, medical allowances, educational guidance's, and parental education has increased participation rates of girls to go over 90 percent.

ii) Increase School Place and Facilities

Additional building of primary schools and supply of facilities are used to enhance enrollment of students. In this sense World Bank (1990:34) states that building more schools in an obvious and necessary response in order to extend access to children who are currently out of the schools. If the schools are situated within children's walking distance, their likelihood of being attended by the nearby children will be higher.

iii) Teachers Recruitment and Deployment

An increase in the number of children in school invariably led to an increase in the demand for teacher. As a result, there have been deliberate efforts to restructure primary education and to increase the number of trained, retrained and upgrade teachers. The shortage of teachers becomes more severe in rural and insolated areas where social services are extremely limited (Garrido, 1986:217). In this case, the World Bank (1990:98) and Lockheed and verspoor (1991:211), believe that paying remuneration, providing bearding facilities, and offering additional training, encourage teachers to work in remote areas are techniques that are used to perform teachers in rural and remote areas.

iv) Mobile Schools

Mobile schools are a useful and appropriate method in the provision of education for the children whose families are constantly on the on the move lifestyle like pastoralists. It is one of strategies being used by Sudan to promote the education of pastoralists in the arid zones of the country. The mobile schools in Sudan have a maximum of two grades at a time (Eisa, 1997:187). The teachers of those mobile schools are trained as primary level grade teachers. They are selected from the pastoralist background or communities. It is believed that a background from pastoralist communities will make it easier for the teachers to sustain a pastoral way of life as well as to adjust and gain the confidence of the people living in pastoralist communities. Moreover, the teachers who teach in the mobile schools, in the same way in addition to the usual teachers' training, acquire training in areas like first aid, immunization as well as in the most common animal diseases and their cures. Besides, female teachers receive basic training as midwives. Such kind of knowledge is usually highly appreciated by pastoralist communities (Larsen and Hassen, 2001:10).

v) Offer School Health Program

It is true that each pupil has his/her physical, physiological and psychological set-up which play great role in determining his/ her success or

failure in school. One of such factors is student's health problem. Certainly, the process of teaching learning requires, among other things, individual student who follows lesson attentively. Attentive listening in turn depends on students' physical and mental (psychological) health. In relation to this, Coombs (1985) has stated that the learning achievement of students depend largely on the characteristics of the learners themselves.

Young children, particularly of marginalized areas, are vulnerable to many diseases. Whilst some illness may cause temporary absence accumulation of these may lead to children falling behind or giving up school completely. As Carr-Hill (2002:14) study a report, in Uganda, a survey was carried out where respondents were asked what the factors were affecting school enrollment and they cited (64 percent) ill-health was the most frequent factors. Other study reports concur with the view that in most rural and remote areas of developing countries school children often suffer from parasites, fever, recurring headaches, stomach pains and liver problems (Tillaye, 1999). Such ill-health problems usually lead students to discontinue their schooling. This problem is believed to be more serious in pastoralist areas as they are characterized by frequent drought, lack of nutrition, and above all absence or shortage of health service (Carr-Hill, 2002). Therefore, so as to minimize students' absenteeism, increase enrollment and achieve EFA goals, schools have to get health service to their children.

v) Educate Children with Disabilities

A cluster of terms comprises a triumvirate of impairment, disability and handicap (Porter, 2002). An impairment is a discreet loss of mental or physical functioning such as brain damage, where as disability refers to the effect of impairment on the individual as the movement difficulties associated with central palsy; while a handicap is the social stigma and environmental restrictions that are often imposed on those with disabilities but which are not usually an inevitable feature of this condition.

The Ethiopia communities in most cases, assumes that person with disabilities are incapable of doing anything which has contributed to increase an interiority complex in person with disabilities (JICA, 2002). The birth of child with a disability has been taken as a symbol of shame, leading to disagreement as well as divorce among some couples (Tirusew, 2005). In Ethiopia, especially in remote rural areas, persons with disabilities are thought as weak, hopeless, dependent, and unable to learn the subject of charity. These have limited interaction of persons with disabilities at the family, neighborhood and community levels. It could also limit the provision of public services and special programs for persons with disabilities. Thus, unless disabled persons are brought into schools, it will be difficult to give every child a chance to achieve a UPE by 2015.

vii) Schooling Feeding Program

School feeding program is one of the strategies to be implemented to lessen dropout, class repetition, even to attract more children to school and thereby raise enrollment. According to WFP Ethiopia office (2003-06) school feeding program has been an integral part of education sector development as of 1994 with objectives of improving access, stabilizing attendance, reducing and alleviating short term hunger. In this support, Darge (1997:59) stated that only dropout, and students' absenteeism has been recognized as insidious antecedent of low academic achievement and attrition. The implementation of school feeding program in primary schools of deprived and semi-desert areas is supposed to remedy to launch the enrollments of students.

viii) Non-Formal Education

Non formal education is a system which enables to strengthen alternative education provision for out- of school children and illiterate adults. As a result disadvantaged groups can have access to quality learning opportunities. It has a flexible organization and capacity to adjust time constraints of participants, particularly those from disadvantaged groups of populations (Bishop, 1994:120-122). Similarly, Coombs (1981:11) stated that

non-formal education is an organized and semi organized education provided outside the formal education system targeted at serving a great variety of learning needs of different subgroups of the population of different age levels. According Bishop (1989:132) non-formal education can be valid, high quality education, for importing life skill and knowledge, designed to reach large number of people where they live and work; can be highly diverse in organization, funding and management; designed to pay its own way through increased enrollment, productivity and social participation; its objective is to make learning is a national, Lifelong experiences compatible with interest of the individual, and communities for all economic levels of society. Therefore, because of its flexible calendar and suitable to demand for child labor, non-formal education is alternative technique to achieve UPE by 2015.

CHAPTER THREE

METHODOLOGY

This part of the research presents the methodological aspects of the research, which includes research design, study site, source of data, study population, sample size and sampling techniques, data collecting instruments, data collecting procedure, method of data analysis and interpretations, validity and reliability of data collecting instruments and finally ethical considerations. Each part is discussed in detail one after the other here under;

3.1. Research Design

Although the term research design is often used in all kinds of researches, different definitions have been forwarded by scholars. For instance, Adams, Khan, Raeside and White (2007) defined research design as blueprint for fulfilling research objectives and answering research questions. Similarly, Kothari (2004) defined research design as a plan that specifies which approach will be used for gathering and analyzing the data. These definitions tell us that, research design is broader in scope that consists the ways of gathering and analyzing data to answer the basic research question. Thus, in this study, the researcher employed descriptive survey design because it enable the researcher to make investigation with narration of events and drawing of conclusions based on the information obtained from relatively large and representative samples of the target population (Kothari, 2004). Additionally, descriptive research design aims to describe behaviors and to gather people's perceptions, opinions, attitudes, and beliefs about a current issue in education (Kumar, 2006).

3.2. Study Site and Source of Data

3.2.1. The Study Site

Borena Zone is one of the Zones found in southern part of Oromia regional state. Borena Zone is bordered on the south by Kenya, on the west by SNNPRS, on the north by Guji Zone, and on the east by Somalia regional

state. Yabello is the capital city of this zone. It is found at around 573 KM distance from the capital city of the country, Addis Ababa. Borena Zone comprises eight pastoral woredas of which three of them are dominantly inhabited by arid pastoral people in this woredas. Namely: Moyale, Dirre, Dhas, Dillo, Arero, Yabello, Teltelle and Miyo.

3.2.2. Sources of Data

To make the study more effective, the researcher collected primary data from primary school teachers, educational managers and PTA's by using questionnaire and interview. In addition to this, the researcher collected secondary data from woreda education offices by using document analysis.

3.3. Population of the Study

Population is any set of people or events from which the sample is selected and to which the study results is generalized (Israel, 1992). Therefore, the population of this study consist elementary school teachers (458), educational managers (34) and PTA members (80), forming a total of 572.

3.4. Sample Size and Sampling Techniques

The populations of the study covered three of the arid pastoral Woredas out of 8 dominantly inhabited by pastoralist community in Borena Zone. Accordingly, Teltelle, Yabello, and Dirre Woredas were purposefully selected as a sample areas of the study. The main reason for the selection of these pastoral Woredas of Borena Zone was that they are dominantly inhabited by people who are the most affected in the provision of education. As a result, the sample Woredas are characterized by low enrollment rate and also the sample of the schools were selected based on the total number of schools in the sample Woredas. From a total of 18 clusters found in the study area, the researcher selected 8 clusters by using simple random sampling technique. The selected 8 clusters consists a total of 40 schools. So the researcher took 16 primary schools by using simple random sampling technique. This means 2 primary schools are selected from each cluster. After this, the investigator selected 140 teachers from the total of 458 teachers found in the 16 selected primary schools through stratified random sampling technique. In doing so,

schools were used as strata and proportional numbers of teachers were taken as a sample from sample schools by using Williams formula. It is attached as appendix C.

Regarding Educational managers, the researcher used available sampling technique and selected the 34 existing bodies.

Concerning PTA members, each school has five PTA member forming a total of 80 members in the selected 16 primary schools. So, the investigator took 16 PTA members by using convenience sampling technique. This means one PTA member is taken as a sample from each school because PTA members by themselves are pastoralists and may not be available at time of data collection. Table 2 bellow shows the summary of it.

Table 2. Summary of sample size and sampling technique.

Source of data	Total population	Sample size	Sampling technique	Percent taken
Teachers	458	140	Stratified random	30.6
Educational managers	34	34	Available	100
PTA members	80	16	Convenience	20

3.5. Data Gathering Tools

The researcher used three basic instruments for the collection of data. These instruments were questionnaire, interview, and document analysis. These tools were employed due to the expectation that they are more appropriate and suitable to collect tangible information from respondents. These tools were first prepared in English and later translated into “Afan Oromo” for the purpose of better understanding of the questionnaire by the subjects of the study. The questionnaire contained both closed and open ended questions. These questionnaires were filled by the primary school teachers and educational managers. It was used to gather information regarding access of

primary education, major challenges that hinder achievement of UPE in 2015 and to investigate strategies that enhance enrolment of students.

Semi-structured interview was constructed and conducted with PTA members. The interview was used for its appropriateness of gathering data from relatively small numbers of respondents and may also for the purpose of getting information from these who are unable to read and write. It was used to gather information regarding major challenges that hinder achievement of UPE in 2015 and to investigate strategies that enhance enrolment of students. The third type of data gathering tool that the researcher used in this study was document analysis. This was used to collect data regarding the enrolment gap between male and female students from woreda education office. Before administrating the instruments of data collection, the questionnaires were tested for validity and reliability. In order to make the necessary correction and improvement on the questionnaire items, pilot testing was conducted for the content validity at Harbale primary school of Dillo woreda of Borena Zone, which was not a part of sample schools. The pretest was done with the objective of checking whether or not the items contained in the instruments that could gather relevant information. The draft questionnaires were distributed and filled by 15 teachers and 3 Educational managers. In addition to this, three experts in the field of education in education office had checked the questionnaires and gave their corrections accordingly. Hence, some adjustments were made on the questionnaire contents for making the research more valid and reliable. During the pilot test, the questionnaires were collected from the selected samples and the reliability test was conducted. Then after, spearman Brown correlation prediction formula (r_s) was used. The assumption is that if r_s is > 0.7 , it is estimated to be reliable. Therefore, the reliability of this questionnaire is acceptable.

3.6. Data Collection Procedures

After sample Woredas and schools for the study were identified, a total of three data collectors were recruited in order to collect data from the sample

schools. Data collectors were selected on the base of their academic qualification and familiarity to the areas. One day of orientation was given for the data collectors in their respective places. The training consists of instruction in general data gathering tools and field procedure for the study. Finally, after a reasonable time questionnaires were distributed to the sample teachers and educational managers. During the field work the researcher maintained constant contact with the data collectors and closely supervised the work. In the case of PTA members' convenient time was selected and an appointment was made with them by the researcher to carry out the interview.

3.7. Methods of Data Analysis

The data for this study was analyzed both through descriptive and inferential statistics.

To this end percentage, mean and grand mean were used among descriptive statistics while independent sample T-test was used among the inferential statistics. That means, percentage was used to analyze the background information of the respondents while mean & grand mean were used to analyze the data obtained through close ended questionnaire from teachers and educational managers. Moreover, the investigator used independent sample T-test to test whether there is significant difference between the response of teachers and educational managers. Quantitative data that was collected through interview was analyzed qualitatively. After the collection of data, the process of tabulation was carried out. The items were presented in different tables according to similarities of issue raised in the questionnaire. Descriptive statistics quantitative data analysis method was used. In this case, the percentages, mean and grand mean values were employed. The percentage was used to explain the characteristics of respondents. The mean and grand mean values were calculated to identify the major impending factors that mitigate the participation of Borena pastoral community children in primary education which may be the causes of the less progress of UPE in the sample Woredas.

3.8. Ethical Consideration for Research

Our research would not be possible without the help and co-operation of other people. If we expect people to continue helping us, we should treat them with honesty, respect and disruption to a participant's life should be kept a minimum because responding to an interviews and filling of questionnaires requires significant time and energy and its participation could disrupt the respondents' regular activity. This indicates that, ethical consideration plays a great role in all research studies and all researchers must be aware (take care) of it.

Marshall (1998) defined research ethics as the application of moral rules and professional codes of conduct to the collection, analysis, reporting, and publication of information about research. Similarly, Resnik (2011) defined the term ethics as a method, procedure, or perspective for deciding how to act and for analyzing complex problems and issues. Therefore, the investigator tried to make a number of ethical considerations during the study. First, the researcher explained the objectives and significance of the study to the respondents and encouraged them to participate voluntarily. Secondly, the researcher also ensured them as the information they provided will be only used for the study purpose and it cannot be stored, categorized and reported by using their names and their specific addresses (Anonymity). Third, the respondents were assured about the information they provided will be kept confidential (not disclosed to the third Party). To ensure these, the researcher put an opening introductory letter that request respondents' cooperation to provide the required information for the study. In doing so, the introductory letter was framed in a manner that ensure them anonymity and confidentiality of the information that they provided.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

Under this chapter, data collected from the respondents and organized from documents were presented and analyzed. In the first part of this chapter personal data of respondents like sex, age, work experiences and qualification were presented. In the second part of this chapter, the current situation of access to primary education opportunities, strategies that enhance enrollment and challenges and prospects in achieving UPE in the sample Woredas of Borena Zone were tabulated, presented and analyzed.

Part-I

4.1 Background Information of Respondents

As stated earlier (in chapter three), the subjects of this study were teachers, and educational managers in the three sample Woredas. In this topic, the background information of the respondents was presented.

Table 3: Background Information of Respondents

Characteristics		Respondents			
		Teacher		Educational managers	
		Num ber	Percentage	Numb er	Perc ent
Sex	M	81	57.9	28	82.4
	F	59	42.1	6	17.6
	T	140	100	34	100
Age	21-30	103	73.6	19	55.9
	31-40	31	22.1	11	32.4
	41-50	6	4.3	3	8.8
	Above 50	-	-	1	2.9
	Total	140	100	34	100
Educational status	1 st degree	4	2.9	10	29.4
	Diploma	70	50	21	61.8
	Certificate	66	47.1	3	8.8
	Total	140	100	34	100
Service year	1-5 years	65	45	4	11.8
	6-10 year	47	33.6	14	41.2
	11-15 years	13	9.3	10	29.4
	16-20 years	12	8.6	4	11.8
	21-25 years	5	3.6	2	5.9
	Total	140	100	34	100

As indicated in the first part of this chapter, 140 Schools teachers 34 Educational Managers and were participated in the study. In terms of sex, 81 (57.9%) of the teachers, 59 (42.1%) of the Educational Managers were males, while 28(82.4%) School teachers and 6 (17.6%) Educational Managers were males and females respectively. This indicated that most

of the respondents were males. This is resulted from the opinion that females were traditionally viewed as mothers and home makers as mentioned by white (1985); Coats (1994); and Rose (2003) due to the legacy of discriminative attitudes of the society on the education of girls in the Borena lowland pastoral areas.

With respect to the respondents' age, the majority of the participants 103 (73.6%) of the teachers and 19 (55.9%) of the Educational Managers were within the age range of 21-30 years.

Therefore, it is believed that most respondents were at enough maturity level to respond the questionnaire. In contrary to this finding, the study carried out by Carron and Chau (1990) describe that young teachers are more opt to leave this profession at their early development period in searching for a better job they think than taking the profession as lifelong profession.

With regard to the educational status, 70(50%) of the teachers were Diploma, 66(47.1%) were certificate and 4(2.9%) were first degree holders. Regarding Educational Managers 10 (29.4%), 21 (61.8%) and 3 (8.8%) were degree, Diploma and certificate holders. respectively.

According to the national standard, primary school teachers should have at least diploma holders in their respective field of specialization (MoE cited in Checkole, 2004). However, Oromia Education Bureau reported that, one of the main factors which affect the quality of education in Oromia is the qualification of the teachers.

From this the majority of the teachers and Educational Managers were diploma holders. Therefore, relevant information could be obtained from the professionally respondents.

In terms of Respondents work experience, 65(45.%) of primary School teachers and 4(11.8%) of Educational Managers had 1-5 years of work experience; 47(33.6%) of School teachers and 14(41.2%) of Educational Managers were served 6-10 years; 13(9.3%) of the School teachers

10(29.4%) of the Educational Managers were served 11 to 15 years; and 17(11.12%) of the School teachers and 6(16.17%) of the Educational Managers were served 16 years and above.

From this, it is possible to assume that majority of the School teachers and Educational Managers have relatively good working experience and they are in a position to respond on the questionnaire which was prepared to study challenges and prospects in achieving UPE of primary school in pastoral woredas of Borena Zone

4.2. Efforts made by Regional Zonal and Woreda level Education Offices in increasing access of Primary Education

It has been set by the year 2015; all the school age children will to be brought into school and will be able to complete a full course of primary education. On the top of this, to achieve education millennium development goals in these lowland pastoral areas, efforts made by the Regional, Zonal and Woreda Educational Offices on the responses of the respondents were analyzed as following table.

Table 4:- Response of respondents regarding efforts made by the Regional, Zonal and Wored level Educational Offices in increasing access of primary education

No	Items	Respondents	No	mean	Grand Mean	T value	P value
1	Building new primary schools	Teachers	140	3.17	3.24	-1.11	0.27
		Ed. Managers	34	3.3			
2	Expanding the existing schools	Teachers	140	3.24	3.16	0.95	0.34
		Ed. Managers	34	3.08			
3	Expanding ABE centers and Establishing mobile Schools	Teachers	140	2.25	2.38	-0.17	0.24
		Ed. Managers	34	2.5			
4	Increasing participation of private school	Teachers	140	2.35	2.42	-0.67	0.51
		Ed. Managers	34	2.48			
5	Budget allocated to the primary schools	Teachers	140	3.02	3.12	0.19	0.28
		Ed. Managers	34	2.92			
6	Initiate participation of NGOs in expanding non formal education	Teachers	140	3.12	3.08	0.48	0.63
		Ed. Managers	34	3.04			
7	Participating community in education issues	Teachers	140	3.28	3.29	-0.09	0.93
		Ed. Managers	34	3.29			
8	Fair distribution of schools between rural & urban areas	Teachers	140	3.21	3.25	-0.5	0.62
		Ed. Managers	34	3.29			
9	Minimize gender gap in primary schools	Teachers	140	3.49	3.57	-1.01	0.32
		Ed. Managers	34	3.65			

Key: 5=very high, 4=high, 3=moderate, 2=low, 1=Very low

For item 1 in Table 4, the grand mean of the respondents was rated as 3.24, which is almost equal to the average grand mean. This indicated that, respondents were moderately believed that building new primary

schools could be one of the efforts made by regional, zonal and Woreda educational offices to achieve UPE. The test result $t(202) = -1.11$, $P = 0.27$ which is greater than 0.05. This indicates that, there is no significant difference in the responses of the two groups.

Similarly, for items 2,5,6,7, and 8 the grand means of the respondents were rated 3.1, 3.1, 3.0, 3.2, and 3.2 (almost average) respectively. This figures showed that moderate efforts were made by regional, Zonal and Woredas education offices in expanding the existing schools, budget allocated to primary schools, initiate participation of NGOs in expanding NFE, participating community in education issues and fair distribution of schools between rural and urban areas in achieving universal primary education. The test result $t(202) = 0.95, 0.19, 0.48, -0.09$ and -0.5 with level of significance greater than 0.05 for item number 2, 5, 6, 7 and 8 respectively. This indicates that, there is no significant difference in the responses of the two groups of respondents regarding the above items.

However, for the items 3 and 4 in Table 4, the grand means of the respondents were rated 2.3 and 2.4 (Below the average) respectively. From this finding, it is possible to conclude that efforts being made by the regional, Zonal and Woredas education offices in expanding ABE centers, establishing mobile schools and increasing participation of the private schools were low in these pastoral areas. But, for the item 9 in Table 4, the respondents were rated 3.5 (almost above average) grand mean. This result indicated that great efforts were made by the regional, Zonal and Woredas education offices in minimizing gender gap in the primary schools of these lowland pastoral areas. The test result $t(202) = -0.17$ and -0.67 at significant level greater than 0.05 for both items. This indicates that, there is no significant difference between the two groups of respondents.

Regarding item 9 of table 4, the grand mean of respondents was 3.57. This indicates that, the effort made by the regional, zonal and woreda level educational officers to achieve UPE in 2015 by minimizing gender gap in primary schools of this low land pastoral community is high. The test result $t(202) = -1.01, p = 0.32$. This by itself indicates that, there is no significant difference between the responses of teachers and educational managers.

4.2.2. Major challenges that hinder children's access to education

As scholars identified in their research, many factors are hindering children's access to education. In this study, for the sake of convenience, factors hindering children's access to education are classified in to within school factors and out of school factors. In addition to this, out of school factors are categorized in to socio-economic and socio-cultural factors.

4.2.2.1. socio-economic factors

Socio-economic constraints affect regular attendance and enrollment of students in learning and teaching process. It is true that sending children to school incur direct and opportunity costs and others which are hindrance to school participation for children from poor and rural families. Those socio-economic factors that influence participation of students are discussed in table 3 below.

Table 5. Respondents response regarding socio-economic factors affecting participation rate of primary school children.

No	Items	Respondents	No	mean	Grand Mean	T value	P value
1	High demand for children labor	Teachers	140	3.57	3.70	-1.69	0.09
		Ed. Managers	34	3.83			
2	Lack of direct cost of schooling	Teachers	140	3.42	3.39	0.4	0.69
		Ed. Managers	34	3.35			
3	Poverty of parents	Teachers	140	3.51	3.48	0.34	0.73
		Ed. Managers	34	3.45			
4	Nutrition problem	Teachers	140	3.49	3.48	0.18	0.86
		Ed. Managers	34	3.46			
5	The pastoral way of life	Teachers	140	3.53	3.55	-0.24	0.82
		Ed. Managers	34	3.56			
6	Poor educational background of students' parents	Teachers	140	3.32	3.39	0.3	0.56
		Ed. Managers	34	3.46			
7	Security Issue (conflicts)	Teachers	140	2.74	2.75	-0.03	0.97
		Ed. Managers	34	2.75			
8	Health problem	Teachers	140	2.87	3.03	-1.71	0.09
		Ed. Managers	34	3.19			
9	Large family size	Teachers	140	2.89	3.01	-1.41	0.16
		Ed. Managers	34	3.13			
10	Lack of adequate budget to the schools	Teachers	140	3.12	3.1	0.24	0.81
		Ed. Managers	34	3.08			
11	Drought in the areas	Teachers	140	3.57	3.7	-1.69	0.09
		Ed. Managers	34	3.83			

Key: 5=very high, 4=high, 3=moderate, 2=low, 1=Very low

For items 1, 5 and 11 in the tabulated data of Table 5, the Grand means of the respondents were rated 3.7, 3.5, and 3.7 (above the average) respectively. These indicated that as factors high demand for children

labor, the pastoral way of life, and drought had high influence on the enrollment of the students in these lowland pastoral areas. Supporting item 1 finding the study carried out by Habtamu (2002) and Aseffa (1991) state that one of the major reasons for non-enrollment, readmission and repetition of the students in primary schools had been parental demand for child labor. From these implications of the findings, it is possible to summarize that these factors affected the enrollment of the students in the sample Woredas of Borena Zone. The test result $t(202) = -1.69, -0.24$ and -1.69 with level of significance greater than 0.05. This indicates that, there is no significant difference between the response of the two groups regarding item 1, 5 and 11.

Similarly, for the item 3 in the Table 5, the grand means of the respondents were rated 3.4 (above average). And also, for the items 4 and 6 in Table 5, the grand mean values of respondents were rated 3.5 (Above average) for both mentioned items. These factors were poverty of parents, nutrition problem, and poor education background of parents of the students had high impact on the schooling of these lowland pastoral children. In line with item 6 finding, the study made in Nigeria and Senegal indicates that the children of literate parents who work in public and private sectors have thirty times more chance of going to schools than illiterate parents' children (UNESO, 1992:182). Therefore when viewed from these findings and research results, it is safe to conclude that these factors had impacts on the hindering the achievement of universal primary education. The calculated test result $t(202) = 0.34, 0.18$ and 0.3 with level of significance greater than 0.05. This indicates that, there is no significance difference between the response of the two groups of respondents regarding item 3, 4 and 6.

For the items 2, 8, 9 and 10 in Table 5, the grand means of the respondents were rated 3.3, 3.0, 3.0 and 3.1 (almost average) respectively. These revealed that lack of direct cost of schooling, health problem, large family size, and lack of adequate budget to the schools had moderate influence on participation of the Borena lowland pastoral community children. In support with item 2 finding, the study made by Anbesa and Barbera (1988:52) describes that in Ethiopia quite number of children do not usually stay at school because of the direct costs of schooling (Such as fees for exercise book, pen, pencil, school uniform and the likes) require more than their family can afford. These findings showed that due to these factors parents are facing problems to send their children to schools. The calculated test result $t(202) = 0.4, -1.71$ and -1.41 with level of significance greater than 0.05 for item 2, 8 and 9. This indicates that, there is no significance difference between the responses of the two groups of respondents.

However, for the items 7 in Table 3 the Grand means of the respondents were rated 2.4 (almost below average). This indicated that security issue had low impact in these arid areas of the sample Woredas. In contrary with this finding, the World Bank (2004) reported that in many pastoralist areas of Nigeria, conflict between nomads and farmers have prevented communities from participation in educational programs. But, these findings had no significant influence on the participation of these pastoral community children.

The calculated test result $t(202) = -0.03$ with level of significance greater than 0.05 for item 7. This indicates that, there is no significance difference between the responses of the two groups of respondents.

4.2.2.2. Socio-Cultural Factors

In addition to socio-economic factors, socio-cultural factors are also the major challenges to school enrollment in education system in most areas of developing nations. Under these factors, some major socio-cultural factors that are faced achievement of universal primary education in these pastoral areas are discussed in table 4 below.

Table 6:- Socio-Cultural factors that influence achievement of UPE

No	Items	Respondents	No	Mean	Grand Mean	T value	P value
1	Parental negative attitude towards education	Teachers	140	3.12	3.06	0.76	0.43
		Ed. Managers	34	3.00			
2	Negligence of physical impaired children	Teachers	140	2.87	2.90	-0.24	0.81
		Ed. Managers	34	2.92			
3	Existence of back ward cultural practices like abduction	Teachers	140	3.12	3.09	0.37	0.71
		Ed. Managers	34	3.06			
4	Absence / lack of role models of educated girls	Teachers	140	3.45	3.47	-0.14	0.86
		Ed. Managers	34	3.48			
5	Early Marriage	Teachers	140	3.12	3.24	-1.42	0.16
		Ed. Managers	34	3.35			
6	Early Pregnancy	Teachers	140	2.89	2.79	1.08	0.28
		Ed. Managers	34	2.69			
7	Parents fear modern education change their culture	Teachers	140	3.12	3.21	-1.14	0.26
		Ed. Managers	34	3.29			
8	Low value given to the girls' education	Teachers	140	3.37	3.36	-1.42	0.16
		Ed. Managers	34	3.60			
9	Absence of socialization program to the new comer students	Teachers	140	3.21	3.09	1.42	0.16
		Ed. Managers	34	2.96			

Key: 5=very high, 4=high, 3=moderate, 2=low, 1=Very low

For the items 1, 3, 4, 5, 7, and 9 in Table 6, the grand means of respondents were rated 3.0, 3.3, 3.3, 3.2, 3.2 and 3.0 (Almost Average) respectively. These data showed that Parental negative attitude towards education, existence of back ward cultural practices like abduction, absence / lack of role models of educated girls, early marriage, parents fear modern education change their culture, and absence of socialization program to the new comer students had moderate influences in these arid areas. In conformity with item 3 finding the study made by Rose (2003) reported at UNESCO Global Monitoring, on the case of Ethiopia, in some areas, girls get abducted on their way to school. And also in line with item 4 the study carried out by the Kratli (2000) indicated that absence of learned family member who succeed in modern education in the community has its own impact on motivation of children to enroll in the schools. Therefore, from these above findings it is possible to conclude that these factors had their own pressures on enhancing the enrollment of the students of this pastoral community of the sample Woredas.

The calculated test result $t(202) = 0.76, 0.37, 0.37, -1.42, -1.42$ and 1.42 having significant level above 0.05 for item number 1, 3, 4, 5, 7 and 9. This indicates that, there is no significance difference between the responses of the two groups of respondents.

Regarding the items 2, and 6 in Table 6, the grand means of the respondents were rated 2.8 (almost below average) for all these mentioned items. These figures indicated that negligence of physical impaired children and early Pregnancy in pastoral area had relatively low impacts on the enrollment of the girl's education of sample Woredas. But, in opposite to the item 2 of Table 6, grand mean that was rated by the respondents, the interview from PTA members witnessed that families are not voluntary to send their disabled children to school due to schools are not conducive enough and far away from their home. Even if

the rated grand mean for the item 2 of Table 6 was below the average, there was existence of this practice that suppressed the participation of physically disabled children in these arid areas of Borena Zone.

The calculated test result $t(202) = -0.24$ and -1.42 with level of significance greater than 0.05 for item 2, and 6. This indicates that, there is no significance difference between the responses of the two groups of respondents.

Concerning the items 8 and 9 in the tabulated data of Table 6, the grand means of the respondent were rated 3.1 and 3.2 (above the average) respectively. These data showed that parents gave low values to the girls' education were relatively high on the participation of the students in these pastoral areas. In support with item 8 finding of Table 6, the study done by the Carr-Hill (2002:57) states that pastoral communities in Ethiopia tend to favor the education of boys rather than girls. On contrary, males are perceived as competitive, courageous and intelligent. When viewed from these data, the presences of these opinions in the pastoral community of these areas were influence the achievement of universal primary education.

The calculated test result $t(202) = -1.42$ and 1.42 with level of significance greater than 0.05 for item 9 and 10. This indicates that, there is no significance difference between the responses of the two groups of respondents.

In addition to the findings of questionnaire from teachers and educational managers the interview result from PTA members indicated that, socio-cultural obstacles are affecting the achievement of universal primary education goals.

4.3.2 Factors within the Schools

The main Factors within the school that affects the achievement of UPE is supply- side factors.

Supply – Side Factors

Challenges in achieving UPE in developing countries in general and that of marginalized rural areas in particular the contributing factors are not only limited to out-of school variables. The school environment also creates a significance number of obstructs in achieving UPE. Some major of such factors are discussed in the table below.

Table 7: Supply- side factors that affect achievement of UPE

No	Items	Respondents	No	Mean	Grand Mean	T. value	P. value
1	Shortage of qualified teachers	Teachers	140	3.37	3.47	-1.17	0.24
		Ed. Managers	34	3.56			
2	Shortage of female teachers as a role model	Teachers	140	3.11	3.09	0.28	0.78
		Ed. Managers	34	3.06			
3	Weak school management	Teachers	140	3.12	3.27	-1.78	0.08
		Ed. Managers	34	3.42			
4	Large class size	Teachers	140	2.19	2.21	0.28	0.78
		Ed. Managers	34	2.23			
5	Presence of harmful school practices like physical punishment	Teachers	140	2.30	2.58	1.92	0.67
		Ed. Managers	34	2.23			
6	Long distance walk home to school	Teachers	140	3.48	3.57	-1.87	0.37
		Ed. Managers	34	3.65			
7	Absence of flexible school calendar	Teachers	140	3.49	3.42	0.84	0.40
		Ed. Managers	34	3.35			
8	Absence of full-day schooling	Teachers	140	2.56	2.44	1.33	0.18
		Ed. Managers	34	2.31			
9	Lack of supervision service	Teachers	140	3.28	3.39	-1.21	0.23
		Ed. Managers	34	3.50			
10	Shortage of syllabus and teachers' guide	Teachers	140	3.49	3.55	-0.76	0.45
		Ed. Managers	34	3.60			
11	Lack of adequate students' textbook	Teachers	140	2.88	2.87	0.05	0.96
		Ed. Managers	34	2.86			

12	Lack of school facilities	Teachers	140	3.28	3.39	-1.21	0.23
		Ed. Managers	34	3.50			

Key: 5=very high, 4=high, 3=moderate, 2=low, 1=Very low

For the items 1, 6, and 7 of Table 7, the grand means of the respondents were rated 3.5 (above average) for all these mentioned items. And also for the items 10 and 12 of Table 7, the grand mean values of the respondents were rated 3.8 and 3.6 (Above average) respectively. These figures indicated that, shortage of qualified teachers, long distance walk between home school, absence of flexible school calendar, shortage of syllabus and teachers' guide and lack of school facilities were relatively high in these pastoral areas. In conformity with item 1 finding of Table 7, the study made by UNESCO (2005:87) states that large proportions of primary school teachers in the rural areas lack adequate academic qualification, training and mastery of content. The level of significance for all the above items was also greater than 0.05. This indicates that, there is no significance difference in the response of teachers and educational managers. In support with item 7 finding of Table 7, the study made by the World Bank (2004) states that if the households need the children labor conflict with schooling schedule, parents do not send their children to school. From these finding it is possible to conclude that these factors were suppressed the attainment of UPE in these areas of sample Woredas.

Regarding the items 2, 3, 9, and 11 of Table 7, the grand means of the respondents were rated 3.1, 3.2, 3.3 and 3.0 (Almost average) respectively. From these data shortage females' teachers as a role model, weak school management, lack of supervision services, and lack of adequate students' textbook had moderate influences on the achievement of UPE by 2015. The calculated value of significant level for these items was also above 0.05. This indicates that, there is no

significant difference between the response of teachers and educational managers. In support with item 3 finding of Table 7, the study carried out by Heneveld and Craig (1996:51) states that the principals play a key role in shaping the effectiveness of a school. And also in line with item 9 finding of Table 7, the research done by EDC (1989:241) describes that regular school supervision was seen to be crucial in order to sustain the quality of education. These findings revealed that these factors had influence on the achievement of education millennium development goal. However, for the items 4, 5, and 8 of Table 7, the grand means of the respondents were rated 2.3, 2.2, and 2.3, (Almost below average) respectively. These finding indicated that large class size, presence of harmful school practices like physical punishment, and absence of full-day schooling were low in these arid areas of sample Woredas. The level of significance was also greater than 0.05 indicating that there is no significance difference between the responses of the two groups of respondents

4.3.3. The Gender gap between male and female children's in the study area

Gender bias at all levels of the society including the family had effect on girls' participation in education.

Family as one major socialization agent, consider their male children as brave, expressive, self-confidence where as their daughters as shy, quite and dependent. Likewise, the attitude of parents towards the importance education for females is determined by what the society expects of the roles of females and males. Table 8, bellow shows the data obtained through document analysis from sample woreda education offices.

Table 8. Average GER of sample Woredas

Years	Primary Schools	GERs of children's in Sample Woredas		
		M	F	Gaps
2010/2011	Primary (1-8)	59	31	28
2011/12	Primary (1-8)	71	46	25
2012/13	Primary (1-8)	79	59	20
2013/14	Primary (1-8)	83	68	15

As shown in table 8, the enrolment rate of children's in the study area was slightly increasing from year to year. In opposite to this, the gender gap between male and female students was decreasing from 2010/2011 to 2013/2014. By supporting this, the data obtained through interview indicated that;

Yes, there is still gender gap between male and female students. But the gap is becoming smaller and smaller now a day's.

4.4 Strategies that Need to be Designed to Achieve UPE by 2015

To achieve UPE goals, these sample Woredas implemented different kinds of strategies to their specific situation in the last passed years. To improve the achievement of UPE by 2015, different strategies will be designed and provided to the respondents of this study and their responses were analyzed as follow.

Table 9:-Strategies that will be designed to achieve UPE by 2015

No	Items	Respondents	No	Mean	Grand Mean	T. value	P. value
1	Building new school near to the community	Teachers	140	3.76	3.6	1.24	0.22
		Ed. Managers	34	3.56			
2	Expanding the existing school	Teachers	140	3.49	3.6	-1.71	0.09
		Ed. Managers	34	3.75			
3	Expanding ABE centers	Teachers	140	3.37	3.4	-0.89	0.38
		Ed. Managers	34	3.52			
4	Establishing mobile schools	Teachers	140	3.28	3.3	-1.11	0.27
		Ed. Managers	34	3.48			
5	Expanding feeding programs	Teachers	140	3.37	3.4	-1.17	0.24
		Ed. Managers	34	3.56			
6	Increase the number of female teachers	Teachers	140	3.37	3.2	1.15	0.25
		Ed. Managers	34	3.19			
7	Increase supervision service	Teachers	140	3.49	3.5	-0.21	0.84
		Ed. Managers	34	3.52			
8	Allocate more budget to the schools	Teachers	140	3.49	3.5	-0.48	0.63
		Ed. Managers	34	3.56			
9	Avoiding any school related costs from the students	Teachers	140	3.12	3.0	0.32	0.75
		Ed. Managers	34	3.06			
10	Establishing especial support program to the girls' education	Teachers	140	3.49	3.4	0.05	0.96
		Ed. Managers	34	3.48			
11	Mobilize awareness of community about UPE	Teachers	140	4.33	4.2	1.56	0.12
		Ed. Managers	34	4.13			
12	Fulfill school facilities	Teachers	140	3.49	3.5	-0.48	0.63
		Ed. Managers	34	3.56			
13	Attracting more NGOs that work in education issues	Teachers	140	3.49	3.5	-0.48	0.63
		Ed. Managers	34	3.56			
14	Implementing flexible school calendar	Teachers	140	3.28	3.3	-0.53	0.60
		Ed. Managers	34	3.38			
15	Mobilizing community support	Teachers	140	3.49	3.5	-0.48	0.63
		Ed. Managers	34	3.56			

Key: 5=very high, 4=high, 3=moderate, 2=low, 1=Very low

For the items 1, 2, and 13 of Table 9, the grand means of the respondents were rated 4.1, 4.0, and 4.2 (Almost above average) respectively. These figures indicated that building new school near to the community, expanding the existing school, and mobilize awareness of community about UPE are very high as strategies to enhances participation of school-age children Borena pastoral areas. In line with item 1 finding of Table 9, the study made by the World Bank states that building more schools is an obvious and necessary response in order to extend access to children who are currently out- of the school. If the schools are situated within children's walk distance, their likelihood of attending school with in their vicinity will be high. Similarly, in conformity with item 2 finding of Table 9, the research findings carried by Lackheed and Verspoor (1991:215) describes that adding classroom and up grading school attract more children to continue their education there. Moreover, in support with item 13 finding of Table 9, the study done by Odaga and Henveld states that seminar, workshops and village meetings are used in Burkina Faso, Cameroon, Uganda, Tanzania, Zimbabwe and Malawi to convince parents to reflect up on and understand the impacts of certain traditional practices on educational participation of children. From these findings and research results it is possible to conclude that implementing these findings as strategies will be contribute to the attainment of UPE in the given time frame. The calculated test result $t(202) = 1.24, -1.71$ and -0.48 with level of significance greater than 0.05 for item number 1, 2 11 and 13. This also indicates that there is no significance difference between the responses of the two groups of respondents.

Concerning the items 3, 5, 6, 7, 8, and 9 of Table 9, the grand means of the respondents were rated 3.7, 3.6, 3.8, 3.5, 3.6 and 3.8 (above average) respectively. These data showed that expanding ABE centers, expanding feeding programs, increase the number of female teachers, and increase supervision services have high contributions to enhance participation of school-age children in these Borena lowland pastoral areas. The calculated test result $t(202) = -0.89, -1.17, 1.15, -0.76, -0.21$ and -0.48 with level of

significance greater than 0.05 for the above items. This also indicates that, there is no significance difference between the responses of the two groups of respondents. In support with item 5 finding of Table 9, the study made by Akaranga (1995:45) states that boarding schools were established in Kenya to cater for wastage in primary schools' due to the migratory lifestyle of the communities as well as prohibitive distances from the schools. And also in line with item 8 finding of Table 9, the research results done UNESCO (2002) describes that irrelevance of the curriculum with the interest and value of the community results in low interest in education and high dropout rate among the pastoral areas. The results of these findings revealed that as strategies implementing these findings will have positive impacts on the attainment of UPE in these arid pastoral areas.

Similarly, for the items 8, 10, 12, 14 and 15 of Table 9, the grand mean values of the respondents were rated 3.7(above average) for these mentioned items. And also, for the item 15 of Table 9 the grand mean value of the respondents was rated 3.8(Above average). These figures indicated that allocate more budgets to the schools, establishing especial support program to the girls' education, fulfill school facilities, attracting more NGOs that work in education, and mobilizing community support have high contribution to increase number of the students in these arid areas. The calculated test result $t(202) = 0.32, 1.56, -0.48$ and -0.53 with level of significance greater than 0.05 for item number 10, 12, 14 and 15. This also indicates that there is no significance difference between the responses of the two groups of respondents.

In conformity with item 14 finding of Table 9, the study made by the World Bank (1996) states that parents need the presence of basic facilities like latrine to protect their daughters' modesty and security because of the age of the children. And also in line with item 15 of Table 9, the research results carried out by Anderson (1992) states that if the school's schedule is not flexible, some children who have daily responsibilities in the households may hardly attend the schooling. Moreover, in support with item 15 of Table 9, the study made by Heneveld and Craig (1996:98) reveals that the community has meaningful role

in school governance, and community members and parents assist with instruction. From these findings it possible to conclude that as strategies implementing these findings will accelerate the achievement of education millennium development goals within a given time frame in these lowland pastoral areas.

Regarding the items 4 and 11 of Table 9, the grand means of the respondents were rated 3.4 and 3.3 (Almost average) respectively. These data showed that establishing mobile schools and avoiding any school related costs from the students have moderate influences in achieving UPE by 2015. The calculated test result $t(202) = -1.11$ and 0.05 with level of significance greater than 0.05 for item number 4 and 11. This also indicates that there is no significance difference between the responses of the two groups of respondents.

In support with item 4 of Table 9, the study made by Ayalew, Damtew, Berhanu and Hailemariam (2002:199) state that mobile school is a preferable mechanism for children whose family are constantly on the move like nomadic pastoralist, due to, first, the cost of the structure is very low and can be constructed easily by the government and local communities, secondly, the children learn within the environment which they can easily adopt to the school situation. Lastly, the parents should be free from fear of cultural alienation and insecurity since their children remain close to them. And in line with item 11 of Table 9, the research findings done by UNESCO (2005:95) reveal countries that have removed fees or other related costs of education have experienced dramatic increases in the girls' education. These findings showed that implementing these findings as strategy will be enhancing the participation of school age children in the attainment of universal primary education.

CHAPTER FIVE

5. Summary, Conclusion and Recommendations

The final chapter of this thesis presented the summary of the major findings, the conclusions drawn and recommendations given.

5.1 Summary

The major purpose of this study was to examine the major challenges that affect the achievement of UPE by 2015 in the study area. To achieve the objectives of this study, the following specific objectives were raised:

1. To assess the current access of primary education in achieving UPE by 2015 in the Borena lowland pastoral community.
2. To identify the major challenges that are hindering children's access to education in this pastoral community.
3. To assess the gap between male and female students' enrollment.
4. To investigate the alternative strategies that are used to enhance the enrollment of students in Borena lowland pastoral community in achieving UPE by 2015

The data analysis and interpretations led to the following main findings:-

5.1.1 Access and Coverage of Primary Education

Based on the findings of the study, the following summaries were made;

1. Regarding efforts made by OEB, BZEO, and WEO in the past three consecutive years, there were good progresses in building new and expanding existing schools, allocation of budget, participations of NGOs and local community in education issues, and fair distribution of primary schools between rural and urban areas. But, as the responses of the respondents showed insufficient efforts were made in increasing the participation of private schools, building and expanding ABE centers, and establishing mobile schools.

2. As the response of respondents indicated, both within school and out of school factors are affecting the achievement of UPE in the study area. Some of the out of school factors that affect achievement of children's include Socio-economic factors that challenged the attainment of UPE goals in these lowland pastoral community were high demand for children labor, lack of direct costs of schooling, poverty of parents, nutrition problem, the pastoral way of life, poor educational background of parents, conflicts, health problem, large family size, lack of adequate budget and drought. Especially rather than the rest factors, the respondents emphasized on the impacts of high demand for child labor, the pastoral ways of life and drought in the areas were challenged in achieving education millennium development goals in these arid areas.
3. Concerning socio-cultural factors, the goals of the universal primary education were challenged by the socio-cultural factors like existence of backward traditional cultures, shortage of role models of pastoral girls, early marriage and, parents fear modern education change their culture, low value given to the girls' education and absence of socialization program to the new comer students. But from the rated factors, the respondents concentrated on the influences of low value given to the girls' education were faced in achieving the UPE goals in these Borena lowland pastoral areas.
4. Supply-side factors that challenged the achievement of education millennium development goals in the Borena lowland pastoral community of the sample Woredas were shortage of qualified teachers, shortage of female teachers as a role models, weak school management, long distance from students home, lack of adequate supervision services, shortage of syllabus and teaches' guides and lack of school facilities. But, from these factors the respondents strongly emphasized on the impacts of shortage of syllabus and teachers' guide, lack of school facilities and long distance from students home, rather than the rest factors. In contrary to this, factors like absence of large class size and presence of harmful school

practices like physical punishment had no contribution in achieving UPE goals in these pastoral lowland areas.

5. As obtained from WEB through document analysis, even though gender gap is decreasing from year to year in the study area, there is still gender gap between male and female students in achieving UPE goals.

5.2 Conclusion

Based on the major findings the following conclusions can be drawn.

1. As these findings revealed, many efforts were made by the Woreda and Zone education offices to increase the participation of students over the last three consecutive years. But, very little efforts were made in increasing the participation of private schools and expanding mobile schools. Therefore, these are facing the attainment of education millennium development goals in the given time frame.
2. The findings of the study also revealed that socio-economic factors (especially, high demand for children labor, the pastoral way of life and drought), socio-cultural factors (especially, low value given to the girls' education by parents) and supply side factors, (especially, absence of flexible school calendar, shortage of syllabus and teachers' guides, lack of school facilities and long distance walk from home to school) had negative impact on the enrollment of children. Thus, the overall negative impacts of these mentioned factors would not enable the universalization of primary education in these Borena lowland pastoral areas of the sample Woredas.
3. As data obtained from WEB through document analysis shows, even though gender gap is decreasing from year to year in the study area, there is still gender gap between male and female students in achieving UPE goal.

3.3 Recommendations

Based on the findings and conclusions drawn from the study, the following recommendations were forwarded as remedy to enhance the performance of primary education of these lowland pastoral areas in line with the success of education millennium development goals by 2015.

1. There were remarkable increases in enrollment of both sexes, but as the sample Woredas GER figures indicated still several school age children are out-of schools. Therefore, local community, Wereda and Zone Education Offices and Oromia Education Bureau in collaboration with non-governmental organizations should build new and expanding existing school and ABE centers with in children's walking distance to enroll the school age population that are found out-of the schools.
2. As data obtained from WEO through document analysis of the sample Woredas showed, there was the gender gap between enrollment of female and male students. This was due to low value given to the girls' education and parents tend to favor the education of boys than girls. Thus, Woreda Education Office; Women Youth and Children Affairs Office; and educational managers of this pastoral community advisable to mobilize awareness of the pastoral community on the backward traditional cultures that affect females' education and the issues of UPE. Besides, WEO should recruit more female teachers, especially from this pastoral community member that can be used as a role model.
3. The findings of the study showed that the quality of education was affected by the below standard of pupil-text book ratio in second cycle primary, pupil section ratio; shortage of syllabus and qualified teachers; and supervision services the likes. Thus, to enhance and achieve quality of education millennium development goals:-
 - i. OEB recommendable to provide students' text book as the set standard (especially in the second cycle primary), and syllabus and teachers' guides.

- ii. Also OEB should provide sufficient number of qualified teachers to the given cycles primary level and
 - iii. ZEO and WEO advisable to provide sufficient supervision services to the schools.
4. Repetition and dropout rates were wastage of education system that affects the attainment of UPE in these lowland pastoral areas. Therefore, to minimize the rate of repeaters and re-admitters:
- i. OEB, ZEO and WEO should expand the existing primary schools and establish mobile schools to increase the enrollment of pastoral school age children.
 - ii. OEB, ZEO and WEO advisable to furnish basic school facilities like separate latrine for both sexes, water supply services and etc.
 - iii. OEB collaboration with WFP recommendable to expand feeding program for new established schools in these arid pastoral areas.
- Of course, the supply & implementation of these all things need a huge amount of investment. Therefore, governmental organizations (WEO, ZEO, OEB, MoE) in collaboration with non-governmental organizations should generate fund to cover the required amount of money to fulfill these facilities.
5. As findings of the study also revealed that socio-economic factors (especially, high demand for children labor, the pastoral way of life and drought) and socio-cultural factors (especially, Low value given to the girls' education by parents) had negative impact on the enrollment of children. Thus, WEO; Women, Youth and Children Affairs Office; and educational managers of this pastoral community advisable to mobilize awareness of the pastoral community on these mentioned factors that affected the education millennium development goals.
6. As the findings of the study showed the participation of the private schools in these areas was very weak. Therefore, WEO and ZEO recommendable to initiate the participation of private schools to enhance the enrollment of school age children in line with government schools.

7. As the collected data indicated, the allocation of budget to the schools was not enough to run the tasks of schools. Therefore, WEO and WEO advisable to allocate sufficient budgets to the schools.
8. As findings of study indicated, low income of the parents has affected the enrollment of students. Therefore Oromia Pastoralist Commission and Oromia Investment Bureau in collaboration with Zone Investment and Pastoralist Offices advisable to invite investors on the market of livestock's and its products which intern helps the pastoralist community to generate income and able to afford the educational expenses to their children.
9. Concerning the strategies that will be designed to increase the enrollment of students in achieving education millennium development goals in these Borena lowland pastoral areas, the respondents strongly agreed on the contribution of building new schools near to the community, expanding existing schools and ABE centers, establishing mobile schools, expanding existing feeding program, increase the number of female teachers, increase supervision services, allocate sufficient budget to the schools, avoiding any school related costs, establishing especial support program to the girls' education, mobilizing community awareness on the UPE goals, full-fill school facilities, attracting more NGOs that work on education issues, and mobilizing community support were among the major strategies that have great positive impacts in achieving the universal primary education goals in these lowland pastoral areas of Borena Zone.

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Appendix A
Jimma University
School of Graduate studies
Program of study: Educational leadership and
Management

Department of Educational Planning and Management

Respondent specification: - This questionnaire is to be filled by Woreda Educational Managers and Primary school Teachers.

The objective of the study: - The main objective of the study is to examine the current situation of access of primary education prospects, challenges and strategies that enhance enrollment in achieving UPE of Borena pastoral communities in Borena zone.

Dear Respondent: - The success of the objective of this study entirely depends upon your honesty, earnest and sincere response you provide to the questions. In addition, the complete and timely responses you give help the researcher to produce reliable work. Please, bear in mind that, the information that you provide is secured will be used only for this research purpose and, therefore, be confidential.

Thank you in Advance for your Cooperation!

- General direction:** 1) No need to write your name
 2) Put “√” mark in the space provided for your answer
 3) Give short and brief answer the space provided for Question
 4) Please, read all instructions before attempting to answer the questions

Part I. General information

1. Place of work

- 1.1 Woreda _____ 1.2 Name of your office _____
 1.3 Name of your school 1.4 School site: urban / rural
 1.5 Your position/responsibility _____

2. Sex: Male Female

3. Age: Below 20 Years 41-50 years
 21-30 years Above 50 years
 31-40 years

4. Work Experience

1-5 years 16-20 years
 6-10 years 21-25 years
 11-15 years Above 25 years

5. Educational Background

10th /12th complete BA/ BSC
 Certificate / TTI MA/MSc
 Diploma Other (Please specify) _____

Part II: Current situations of Access to primary education

Please indicate the extent to which the following situations are going on in provision of primary education. Put (√) mark under the column you want to choice.

5= very high; 4= high; 3=medium; 2= low and 1= very low

No	Items	Rating scales				
		5	4	3	2	1
1	Building new primary schools					
2	Expanding the existing primary school					
3	Building and expanding ABE centers and establishing mobile schools					
4	Increasing the participation of private schools					
5	Budget allocation to the primary school					
6	Initiate Participation of NGOs in expanding primary education					
7	Involving community in education issues					
8	Fair distribution of primary school between rural and urban areas					
9	Minimize gender gap in primary schools					

Part III: Outside and within school Related Factors that hinder the Enrollment of students in Achieving UPE by 2015

Please, indicate the extent to which the following factors affect the enrollment of primary education. Put “√” mark under the column you want to choice

5= extremely serious; 4= serious; 3= somewhat serious; 2=observed but not serious and 1= not observed

3.1 Factors outside the School that affect Enrollment of Students

No	3.1.1 Demand-side factors 3.1.1.1. Socio-economic factors	Rating scales				
		5	4	3	2	1
1	High demand for children labor by their parents					
2	Lack of direct cost of schooling (uniform registration fee, instructional materials)					
3	Poverty of parents (low household income)					
4	The pastoral way of life (Mobility)					
5	Poor educational background of students' parents					
6	Security Issue (conflicts)					
7	Health problem					
8	Large family size					
9	Lack of adequate budget to the school					
10	Effects of drought in the areas					

Please, indicate the extent to which the following factors affect the enrollment of primary education. Put “√” mark under the column you want to choice
5= extremely serious; 4= serious; 3= somewhat serious; 2=observed but not serious and 1= not observed

	3.1.1.2. Socio-cultural Factors	5	4	3	2	1
1	Parental negative attitude towards education					
2	Negligence of physically impaired children					
3	Incompatibility of curriculum with the value and belief of pastoral people					
4	Existence of backward practices like abduction, rape and etc.					
5	Absence / lack of role models of educated					

	girls in the community					
6	Early marriage					
7	Early pregnancy					
8	Parents fear that modern education change their culture					
9	Low value given to the girls' education by parents					
10	Absence of socialization program and weak handlings of the new comer					

3.2 Within-School Related Factors that Affect Enrollment of Students

Please, indicate the extent to which the following factors affect the enrollment of primary education. Put “√” mark under the column you want to choice

5= extremely serious; 4= serious; 3= somewhat serious; 2=observed but not serious and 1= not observed

No	Supply side factors	Rating scales				
		5	4	3	2	1
1	Shortage of qualified teachers					
2	Shortage of female teachers that are seen as a role model					
3	Weak school management system					
4	Large class size					
5	Presence of harmful school practices like violence, physical punishment, verbal abuse and etc					
6	Long distance walk between Home school					
7	Absence of flexible school calendar					
8	Absence of full-day schooling					
9	Lack of adequate supervision service					

10	Shortage of teachers' guide and syllabus					
11	Lack of adequate students' textbook					
12	Lack of school facilities like water, library, latrine, laboratory, and etc					

3.3 Pleas, specify other challenges and prospects that are not mentioned above (if any)

Part IV: Strategies that Need to be Designed to Achieve UPE by 2015

Please, indicate your opinion by rating “√” mark under the column which you assume that are used to achieve UPE by 2015

5= very high; 4= high; 3=medium; 2= low and 1= very low

No	4.1 Items towards increasing Access to basic education	Rating scales				
		5	4	3	2	1
1	Building new schools near to the communities					
2	Expanding the existing schools					
3	Expanding alternative basic education centers (ABE)					
4	Establishing mobile schools					
5	Expanding feeding programs					
6	Increase the number of female teachers					
7	Use of curriculum that fits with the need and values of the communities					
8	Increase supervision services					
9	Allocate more budget to the primary schools					
10	Avoiding any school related costs from the					

	students					
11	Establishing especial support program to the girls education like tutorial and make-up class					
12	Mobilize awareness of community about UPE and the effect of harmful cultures					
13	Fulfill school facilities'					
14	Attracting more NGOs that work in the education area specially at remote areas					
15	Implementing flexible school calendar					
16	Mobilizing community support					

4.2 What factors other than mentioned do you think hinders enrollment of children in primary education of these pastoral areas?

- a) _____
- b) _____
- c) _____

4.3 What strategies and actions need to be taken by listed below bodies to achieve UPE by 2015?.

- a) Ministry of Education

b) Region Education Bureau

c) Zonal Education Office

d) Woreda Education office

e) Local Community

f) Parents of Students

Appendix- B
Jimma University
School of Graduate studies
Program of Study: Educational Leadership and Management
Department of Educational Planning and Management
An interview guideline to be conducted with PTA members of Borena
pastoral community that live in sample woredas

I-Personal Profile

- 1.1. Zone _____ Woreda _____
Town _____ Kebele / Vellage _____
- 1.2. Sex _____
- 1.3. Age _____
- 1.4. Educational level: - High school graduate Degree
Certificate Masters
Diploma Others _____

II. Status and challenges in achieving UPE by 2015

- 2.1. What is the current status of enrollment of children in primary schools look like?
- 2.2. What factors that hinders the participation of children the pastoral areas of Borana?
- 2.3. In your suggestion, what is perception of community towards education in general and girl's education in particular?
- 2.4. What is the perception of community towards physically impaired children in sending them to school?
- 2.5. What types of administrative gap do you observe in achieving UPE in primary schools?
- 2.6. What kind of strategies do suggest to enhance the enrollment of children in primary schools.

Thank you

Appendix-C

Yuuniversiitii Jimmaa
Sagantaa Barnoota Digrii Lammaffaa
Muummee Karooraa fi Hooggansa Barnootaa
Gaafileen Guca Kanaa Hoggeeyyii kenna Deeggarssaa Hoggummaa
Manneen Barnoota Sad.1^{ffaa} Aanallee, Dura Bu'ootaa fi Barsiisota Manneen
Barnootaa Sad.1^{ffaa} tiin Kan Guutamuudha.

Kaayyoo Qoranichaa:-Kaayyoon ijoo qorannoo kanaa hirmaannaa barattoota sad.1^{ffaa} hawaasa horsiisee bulaa Godina Booranaa sadarkaa addunyatti galma barumsa sad.1^{ffaa} lammii hunddaaf bara 2015-tti jedhu fiixan baasuuf ammaan kana haalli isaa maal akka fakkaatu, akkasumas rakkoowwan gufuu ta'aa jiranii fi tooftalee rakkoowwan kana furuuf barbaachisan xiinxaluu fi furmaata barbaaduufidha.

Kabajamoo Gaaffilee Guca Kana Deebistaniif:- Galmaan ba'iinsi firiin qorannoo kanaa deebii isin haqaan, yeroo fi onnee irraa guuttanii deebistaniin murta'a. Deebiin isin deebistan galma ba'iinsa qorannoo kanaa ala tajaajila biraatiif waan hinoolleef yommuu gaaffiwwan kana deebistan **sodaa** tokko malee onnee guutudhaan akka deebistan isin hubachiisa.

Qajeelfama Waliigalaa:-1-Maqaa keessan barreessuun hin barbaachisu.

2-Bakka duwwaa filannoo keessan ta'erratti mallattoo **"X"** filachuu keessan mirkanneeffadha.

3-Gaaffiwwan yaada keessan barbaadaniif bakka duwwaa isin kennamerratti deebii gabaabaa fi ifa ta'een deebisa.

4-Gaaffiwwan osoo hindeebisiniin dura sirriitti qajeelfama isaa dubbisa.

Yeroo fi Yaadaa Keessaniif Galatoomaa!!!

Kutaa I: - Odeeffannoo Waliigalaa

1. Bakka Dhalootaa

1.1. Godina _____ **Aanaa** _____

2. Waajjira kee _____ **Gahee Hojii Kee** _____

3. Mana Barumsaa Barsiiftu/ta _____

3.1. Bakka Mana Barumsaa: Magaala **Baadiyyaa**

4. Saala: Dhiira **Dubra**

5. Umrii: Waggaa 20 gadi **Wagg 41-51**

Waggaa 21-30 **Waggaa 51 oli**

Waggaa 31-40

6. Tajaajila (Muuxannoo Hojii)

Waggaa 1-5 **Waggaa 16-20**

Waggaa 6-10 **Waggaa 21-25**

Waggaa 11-15 **Waggaa 25 oli**

7. Haala Barnootaa

Kutaa 10/12 Xumure **Digrii Duraa**

Dh.L.B./TTI **Digrii Lamaffaa**

Diploomaa **Kan Biraa** _____

Kutaa II: Haala Hirmaannaa Barattoota Sad. 1^{ffaa} Yeroo Ammaarra Jiru

Yeroo ammaa hirmaannaan barattoota sad. 1^{ffaa} maal akka fakkaatu akkasumas oli guddisuuf maaltu akka hojjatamaa jiru filannoowwan jiran keessa deebii itti dhugeeffatte jalaatti mallattoo “X” n mirkaneessi.

5=Baayyee olaanaa; 4=Olaanaa; 3=G/galeessa; 2=Diqqaa and 1= Baayyee diqqaa

Lak k	Gaafilee	Hamma Gatii Isaa				
		5	4	3	2	1
1	Manneen Barnoota sad.1 ^{ffaa} haarawa ijaaruu					
2	Manneen barnootaa jiran baballdhisuu fi oli guddisuu					
3	Wiirtuu filannoo addaa barnoota ,Mobile school,fi bakka bultii barattootaa(Hosteelii) ijaaruu fi baballdhisuu					
4	Hirmaannaa manneen barnoota dhuunfaa cimsuu fi dabaluu					

5	Hojii adeemsiftuu manneen barnootaaf ramaduu					
6	Hirmaannaa dhaabbilee mit-mootummaaf barnoota idilee alaa cimsuu					
7	Hirmaannaa ummataa wa'ee barnootaarratti cimsuu					
8	Haala waliqixa ta'een faca'iinsa manneen barnootaa baadiyyaa fi magaalatti eegsisuu					
9	Garaagarummaa saalaa barnootaarratti muldhatu hanbisuuf hojiin hojjatame					
10	Ilaalcha ummatni barnoota hamayyaa irratti qabu					
11	Fageenya gidduu galeessa barattootni m/barumsaa dhaqqabuuf adeeman (KM_____)					

Kutaa III: - 3.1.Wantoota Manneen Barnootaa Ala Ta'an Hirmaannaa Barattootaarratti Dhiibbaa Fidan

Yeroo ammaa hirmaannaa barattoota sad. 1^{ffaa}irratti wantoota dhiibbaa uumuun galmaa fi fixan ba'iinsa barnoota lammii hundaaf bara 2015-tti jedhu gufuu ta'an jettee amanttu filadhuun mallattoo "x"n Filannoo kee mirkaneessi.

5= Baayyee Yaadsiisaadha; 4= Yaadsiisaadha; 3=Haga tokko

Yaadsiisaadha; 2=Hagas mara Yaadsiisaa miti fi 1=Gonkumaa Yaadsiisaa miti

Lak k	Dhiibbaa Hawaasa-Diinagde (Socio- economic Factors)	Hamma Gatii Isaa				
		5	4	3	2	1
1	Ijoollee hojii humnaatiif barbaaduu					
2	Maatiin barattootaa baasii mana barumsaatiif barbaachiisuu(Galmeef, Meeshalee Barnoota fi k.k.f.) qabachuu dhabuu					
3	Hiyyummaa maatii barattootaa					
4	Hanqina nyaataa					
5	Haala godaansa ummataa bakka bakkatti sababa dheedumsaa fi bonaatiin					
6	Hubannoo dhabiinsa wa'ee barnootaa maatii barattootaatiin					
7	Walitti bu'iinsa ummataa sababa woraanatiin					
8	Rakkina dhibee					
9	Hanqinna dhiyeessii tajaajila hawaasummaa (Social services)					

10	Rakkina sababa maatii baldhaatiin dhufu					
11	Hanqinna hojii ademsiiftuu					
12	Dhiibbaa bonaa (Hoonggee)					

Lak	Dhiibbaa Aadaa Ummataatiin Walqabate (Socio-cultural Factors)	Hamma Gatii Isaa				
		5	4	3	2	1
1	Ilaalcha hawaasni barnoota idileef qabu					
2	Ilaalcha ummatni ijoollee qaama miidhamtootaaf (Physically Impaired Children) qabu					
3	Wal-gitiinsa dhabiinsa sirna barnootaa fi amantaa fi sona ummataa					
4	Gochoowwan barmaatilee miidhaa fidan (Kan akka Buttaa, Dhaqna qabaa fi kkf...)					
5	Ummatni dubarttoota akka madda galiitti ilaaluu					
6	Dubarttoota baratani akka fakkeennaatti (Model) ilaalaman jiraachuu dhabuu					
7	Ijoolummaan heerumuu					
8	Ijoolummaan ulfa'uu					
9	Sodaa ummatni barnootni hammayyaa aadaa keenna jijjiira jedhu qabu					
10	Fedhii ummatni dubartii barsiisuurra dhiira barsiisuuf qabu					
11	Ummatni barumsa hammayyaatiif gatii xiqqaa kennuuf					
12	Barumsa dubartitiif maatiin barattootaa gatii diqqaa kennu					
13	Manni barumsaa simannaa, madaqiinsa fi qabiinssa barattoota haarawaaf tolchu					

3.2 Haalawwan Manneen Barnootaa Wajjiin Hidhata Qabaatanii Hirmaannaa

Barattootaa Irrattii Dhiibbaa Fidan

Lak k	Dhiibbaa Hanqina Dhiyeessa (Suupply-Side Factors)	Hamma Gatii Isaa				
		5	4	3	2	1
1	Haqina barsiisotaa					
2	Haqina /Dhabamuu barsiisota dubraa akka fakkeennatti (Model) ilaalaman					
3	Haqina barsiisota ogummaa sadarkichi barbaaduun leenji'aman					
4	Haqina hoggansa mana barumsaa					
5	Sababa haqina dareetiin barattootni gara malee daree keessatti baay'achuu					
6	Barmaatilee mana barumsaa kan akka adabbii qaama, arrabsa fi kkf... jiraachuu isaa					
7	Manni barumsaa bakka jireennaa barattootaarraa fagaachuu					
8	Kalanderii barnootaa haala naannoorratti hunda'uu dhabuu					
9	Guyyaa guutuu barsiisuu					
10	Sirni barnootaa fedhii ummataa wajjiin wali simuu dhabuu					
11	Haqina / Dhabamiinsa tajaajila kenna deeggarsaa fi ogummaa					
12	Haqina /Dhabamuu kitaabilee qajeelcha barsiisaa fi silabaasii					
13	Kitaabni barataa gahaa ta'e jiraachuu dhabuu					

3.3 Rakkoowwan biroo kan armaan oliitti hintuqamin hirmaannaa brattoota sad. 1^{ffaa} irratti dhiibbaa fidan yoo jiraate ibsa

Kutaa IV: Tooftalee bara 2015- tti Galma Barumsaa Sad.1^{ffaa} Lammii Hundaaf Jedhu

Fiixan Baasuuf Barbaachisan

Tooftalee armaan gadiitti tarreeffaman hammam bara 2015-tti galma barumsa sad.1^{ffaa} lammii hundaaf jedhu fiixan baasuuf barbaachisu jettanii amantan jalatti mallattoo “X” mirkaneessa.

5= Baayyee Olaanaa; 4= Olaanaa; 3=Gidduu galeessa; 2= Diqqaa fi 1= Baayyee Diqqaa

Lak	Tooftalee Hirmaannaa Barattootaa Guddisuuf	Hamma Gatii Isaa
-----	--	------------------

k	Gargaaran	5	4	3	2	1
1	Bakka dhiheenna ummataaf qabutti manneen barumsaa haarawa ijaaruu					
2	Manneen barnootaa jiran babaldhisuu fi sadarkaa isaanii oli guddisuu					
3	Buufataalee barnoota filannoo addaa (ABE Centers) babaldhisuu					
4	Mana barumsaa godantootaa (Mobile School) bu'uuressuu					
5	Manneen barnootaa bakka bultii barattootaa (Hosteela) qaban ijaaruu fi babaldhisuu					
6	Sagantaa nyaataa babaldhisuun manneen barnootaa sagantaa nyaataa hinqabneef nyaata dhiyeessuu					
7	Lakkoofsa barsiisota dubraa guddisuu					
8	Sirna barnootaa fedhii ummataan wali gitu hojiirra oolchuu					
9	Tajaajila kenna deeggarsaa fi ogummaa guddisuu					
10	Baajeta gahaa ta'e manneen barnootaaf ramaduu					
11	Baasii mana barumsaan wali hidhate kamiyyuu barattootaa fi maatii barattootaarraa hambisuu					
12	Sagantaa gargaarsa addaa barumsa barattoota dubraa cimsu qopheessuu (FKN: Sagantaa tuutoriyaalii fi Make up					
13	Tooftaa danda'amu kaminiyyuu barsiisotaa fi dura bu'oota hojii isaaniirratti onnachiisuu					
14	Sosochii uumun aadaa barmaatilee miidhaa fidanii fi wa'ee barnootarratti hubannoo ummataa cimsuu					
15	Faasilitii (Meeshalee) manneen barnootaaf barbaachisan guutuu					
16	Dhaabbileen mit-mootummaa barnoota sad.1 ^{faa} keessattu bakka fagoo ta'aniirratti akka hojjatan dadammaqsuu					
17	Akka haala naannootti kalanderii barnootaa hojjachuu danda'u hojiirra oolchuu					
18	Sagantaa daree wali makaatti (multi grade system) fayyadamuu					

19	Akka ummatni manneen barnootaa gargaaru dadammaqina uumuu					
----	---	--	--	--	--	--

4.2. Tooftalee armaan olitti tuqamanii ala hirmaannaa barattootaa sad. 1^{ffaa} guddisuuf kan gargaaran yoo jiraate

- d) _____
- e) _____
- f) _____
- g) _____

4.3. Galma barumsa sad.1^{ffaa} lammii hundaaf bara 2015-tti jedhu fiixan baasuuf qaamolee armaan gadiitti tuqaman maaltu irraa eeggama

A) Ministeera Barnoota Federaalaa

B) Biiroo Barnoota Naannoo Oromiyaa

C) Waajjira Barnoota Godina Booranaa

D) Waajjiraalee Barnoota Aanaa

E) Hawaasa

F) Maatii Barattootaa

Appendix – D

Stratified formula of Williams which was used to allocate the proportional number of teachers for the 16 sample primary schools is shown below;

$n_h = N_h n / N$, where, n_h = sample size of school h

N_h = population of school h

n = total sample size (for this study, it is 190)

N = total population of sampled schools (for this study, it is 572)

