

School- Intrinsic Impediments in the Provision of Primary Education for Nomadic Pastoralist Afar Children in Ethiopia

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Abstract: This study examines the participation of nomadic pastoralist Afar children in the primary schools of Afar regional state of Ethiopia, and identifies major school intrinsic impediments. Descriptive survey research method was employed in order to attain this purpose. The subject of the study are students, teachers, educational officials, Parent-Teacher Association members, Afar tribal chiefs and ethnically Afar school dropout children. Diversified sampling techniques drew these participants. Basic information was solicited from the sample respondents through questionnaires, interview, and FGD. The quantitative data were analyzed using statistical tools of percentage, mean, SD, ANOVA, and correlations. A mixed method procedure of Sequential Explanatory Strategy was used to analyze and interpret both the quantitative and qualitative data. The findings of the study indicated that the magnitude of nomadic pastoralist Afar children participation in the primary education of the region is low as compared to other regions in the nation. Whereas, the dropout rate of nomadic pastoralist children from primary schools in the region is high above the national average. School intrinsic factors like, school distance, inflexible school calendar of formal schools, lack of school facilities and teachers, low motivation of teachers, irrelevance of curriculum, inappropriate medium of instruction were found to be the major barriers. Feasible and appropriate recommendations were forwarded so as to minimize the school intrinsic barriers and promote the participation of nomadic pastoralist Afar children in primary education.

Key Words: Nomadic Pastoralist, Participation, primary education, School intrinsic

1. Background of the Study

Provision of Primary Education for all school-aged children has been the major concern of all nations since it is the foundations of the entire superstructure of education. It is also the time in which the child is being prepared for the challenges of adulthood. It is seen as an essential for the full accomplishment of individuals as human beings, their survival and lifelong development (Mohanty, 2002). This position is re-affirmed in the first article of the World Declaration of Education for All (1990), as such; primary education is represented as a fundamental human right. However, its universalizing has been taken as an international commitment, a national challenge and being constitutional directives of many developing countries, has remained unrealized over the last decades (Ibid).

The World Declaration on Education for All (EFA) in 1990 also focused attention on education disparities with in countries and on specific minority groups. The World Education Forum (Dakar, 2000) renewed the commitment to the declaration of EFA, and emphasis was placed on the low participation of minority groups like children of nomadic pastoral communities.

Nomadic pastoralists are people who live and derive most of their food source and income from raising domestic livestock, with no recognized place of residence, and move from place to place in search of pasture and water (Carhill, 2005). They are estimated around thirty six million in the world and the majority of them inhabited in seventeen African Countries (Ezeomah, 1998). As minority groups, they represented 6 percent of African population categorized under disadvantaged and hard to reach population in terms of social service provision (Carhill, 2005).

Most of the statistics and research findings available reveal that, among other educationally disadvantaged groups, nomadic pastoralists form the majority of the poorest and most vulnerable of African population, whose millions of children have been denied to access and record low participation rate in primary education. In spite of much African country's commitment to the universalizing of access to primary education and heightened interest in the provision of relevant education to nomadic pastoralists, these segments of population have serious limitations to equitable participation in education, because of diverse hindering factors (ADEA, 2003).

Nowadays, the education of nomadic pastoralists has been well thought-out by many governments in which they live and by concerned agencies and organizations as a major economic, ethical and political problem deserving special

attention (Ezeomah, 1995). These endeavours are linked to the conceptions of education as fundamental human rights of citizen of a country and an essential for the full accomplishment of individuals as human beings, their survival and lifelong development (Kratli, 2000). Education serves them, as a springboard for social and economic changes.

Moreover, education regarded as an indispensable part of nation building. As a parcel of the modernization approach, it has to do with altering pastoralists' conservative ways of life and acquaint them with knowledge and skills, which can transform them socially, economically and politically. It equips pastoral nomads against impoverishment and ultimately to eradicate poverty by opening access to alternative livelihood options. It is an appropriate media for changing pastoral nomads' perception and value system to integrate them in to a broader socio-economic and political context and to take advantage of technology and information in this era of globalization (Godia, 2006).

Ethiopia is an ancient nation, formerly called 'Abyssinia'. It is a country of earliest civilization, located in the North-Eastern Part of Africa, popularly known as the Horn of Africa. Modern formal education, in the sense of an education directed to contemporary life, was introduced in Ethiopia around the end of 19thC and beginning of 20thC. Western missionaries introduced it in Ethiopia mainly from Britain, France, Italy, US, and Egypt.

Today, the country is signatory of both the Education for All (EFA) and millennium declaration called, Millennium Development Goal (MDG), in which achieving universal primary education or "*ensuring that all boys and girls complete a full course of primary schooling*", is the second of its goals. In the same vein, the first objective of the education sector strategy of Ethiopia, is "*to provide good quality primary education with an ultimate aim of achieving universal primary education over a period of 20 years*" as a means to attain Education for All and MDG.

In Ethiopia, the pastoral nomads' people are found nearly all low lands on the periphery of the country. They are about 12 million in number covering about 65 percent of the total area of the nation. Documentary analysis in Ethiopia holds that parts of the nation inhabited by population groups, whose main economic activity is livestock husbandry, are economically, politically and socially marginal. At the same time, however, it is believed that the area occupied by pastoralists are said to be rich, endowed in natural resources yet to be exploited and to be put at the service of the pastoral communities and the country as a whole (Ayalew, 1998, Yacob, 1995).

Contemporarily, it is well recognized by educational planners in Ethiopia that primary education is the most substantive and critical input for inculcation of a problem solver citizen. The country made a commitment to the goal of Education for All and MDG by striving to meet the basic learning needs of her population through the provision of primary education for all school-aged children.

The country has also respected to the values of equality, particularly equality of educational opportunity to all, irrespective of distinctions of sex, race, tribe and nationalities. In order to translate this lofty principle in to reality, the government has introduced a national education and training policy in 1994.

The policy provided for a new structure, decentralized management, localized curriculum and the use of local languages as a medium of instruction at primary education. An Education Sector Development Program with the ultimate goal of achieving universal primary education by the year 2015 was also adapted.

Despite the remarkable expansion of primary education and tremendous gain in enrolment in the last two decades, a very large number of school-aged children in Ethiopia continue to be out of school. The gross enrolment of primary level of education increased as compared to the base years of the Education Sector Development Program (ESDP). However, with respect to the pastoral groups, the educational participation is very much agonizing, even from those enrolled children from the indigenous pastoralist ethnic background are only a minority. Moreover, most of those who enrolled do not complete the eight years of education (UNESCO, 2002; MOE, 2011).

In general, education is not expanding in the pastoralist regions; on the other hand, the schools that have already erected are not being properly utilized. In this regard, the Christian Relief and Development Association in Ethiopia reported that most government formal schools are often empty or abandoned as the education system is not appropriate and pastoralist oriented (CRDA in Car hill, 2005; MOE, 2011). These all clearly indicates that there remains a chasm between the educational development of nomadic pastoral community and the general population of the nation (MOE, 20011).

Ethiopian pastoralists in general and each pastoral nomadic group in particular, have not yet received the attention of educational researchers. Their peculiar educational needs and challenges are not systematically examined; perhaps no regressive study is available so far, which reveal the major constraints that hinder the educational participation of children of each pastoral group in the nation.

In the case of nomadic pastoral Afars, though a number of anthropological studies have been carried out our understanding of the status of nomadic pastoral Afar children participation in education and many of the hindering factors remains incomplete. There is also a lack of awareness on general hindering factors of pastoralist Afar children participation in primary education and the specific school intrinsic barriers. Hence, to commit to investigate the constraints

and develop some insight in to the alternative mode of delivery of primary education for nomadic pastoral Afars children is a serious undertaking to attain Education for All in general and Universalizing of Primary Education in particular. Hence, in the course of the study, the following basic questions were addressed as a guide for treating the problem.

- What is the status of nomadic pastoralist Afar children participation in the primary education of the area?
- What school-intrinsic constraints hinder their educational participation?
- To what extent school- intrinsic factors affect their educational participation?
- What strategies should be designed to minimise school intrinsic constraints so as to promote their participation in primary education?

2. Objectives of the Study

The objectives of this study are:

- To assess the present status of nomadic pastoral Afar children participation in the primary schools of the region.
- To examine the major school intrinsic constraints which, hinders pastoral Afar children participation in primary education?
- To investigate the extent of influence of school intrinsic constraints in the participation of pastoral Afar children in primary education.
- To review and analyse the intervention strategies to minimise school intrinsic constraints

3. Research Design and Methodology

3.1. Research Design

In this study, descriptive survey method was employed with the assumption that it could help to identify the major school intrinsic challenges and alternative intervention approaches. It was also mainly quantitative and substantiated with qualitative data from focus group discussion with PTA (Parent Teachers Association) members, and interview with dropouts, and Afar tribal chiefs.

3.2 Instruments

Different instruments of data collection were used to maximize the worth of the data used in the study. The quantitative data were gathered through questionnaires. The content validity of the questionnaire is measured by the three point scale measurement procedures developed by C.H.Lawshe (1975). The reliability of the questionnaire was also piloted and yielded a coefficient of Crobbach alpha 0.843.

A semi-structured Interview guide was also employed to obtain additional information from Afar tribal chiefs, educated Afars and ethnically Afar school dropouts. As Silverman (1994) observed, the semi-structured interview offer a rich source of data, which provides access to how the respondents account for both their troubles and good fortunes. Focus Group Discussion (FGD) guides were used to triangulate and enrich the information by gathering data from PTA (Parent Teacher Association) members. A variety of documentary sources was also reviewed in order to secure relevant data for analysis and to substantiate the validity of the primary data through triangulation.

3.3. Sample and Sampling

Afar national regional state recently has an administrative structure, which divided into five zones. Among the five zones, two zones are selected purposefully because of that, nomadic pastoralist Afars predominantly inhabits there (ILCA, 1981). The two zones have five districts each, from which two districts from each zone were taken randomly.

With respect to primary schools, sixteen of them were taken out of 37 schools in the sampled two zones of four districts using simple random sampling. This comprised of 43percent of the total schools operating in the two sampled zones. Regarding student respondents, 413 were randomly taken from the total population of 1068 indigenous Afar students. This has also comprised of 38.5 percent of the total native Afar students in the sampled schools. Moreover, 213(51.9%) of teacher from the population of 410 in the sample schools, and 36 (75%) out of 48 of educational officials were taken randomly.

Moreover, two tribal chiefs, who are the chiefs of the majority of the people in the two zones, and dropout students

from the pastoralist backgrounds, were purposefully selected and involved in the interview session. Moreover, all Parent Teacher Association (PTA) members working in twelve primary schools were purposefully involved in Focus Group Discussions (FGD). As Patton states "the logic and power of purposeful sampling is used to select information rich cases for in depth study". The purposeful sampling enables the researcher to identify information rich sources among the pastoral communities and those working with pastoral communities that are knowledgeable and with vast experiences on nomadic pastoralism (Patton, 1990).

3.4 Methods of Data Analysis

To analyze the quantitative data various statistical techniques were employed as deemed appropriate in view of the objectives of the study. Statistical tools like percentage, mean, one-way ANOVA, were used to analyze the data using SPSS. For each factor, the significance of the F-test result is indicated by the symbol (*). The qualitative data were gathered through interview, FGD, and documentary analysis. The data were analyzed qualitatively using reflective interpretations and quotations, which cross validate with the quantitatively analyzed data results. Thus, Mixed Methods of Sequential Explanatory Strategy were used to analyze and interpret both the quantitative and qualitative data, to arrive at some findings, crystallize in to conclusions and recommendations.

4. Literature Review

4.1 Pastoral Nomads in the Context of EFA: Theoretical Framework

The concept of Education For All (EFA), is a direct political and a human right response to pressures arising from civil society organizations, international humanitarian organization among others who understood the role of education in promoting the establishments of good governance, democracy as well as the respect of human rights and dignity.

Education is also contemporarily, considered as the major source of upward mobility, especially in developing countries. Moreover, it is well recognized by international community that education is one of the means of social change and a major instrument in fostering democracy, equality, and justice in poor nations (Tahir, 2006).

Therefore, equal and equitable educational access is essential as a means to escape from socio-economic and political marginalization of different minority groups in developing nations. Otherwise, the suppression and marginalization of the disadvantaged groups of the society will continue unresolved. The recognition of education as an indispensable weapon for human and national development, therefore, pressed both national and international community to consider it as a human right. It is based on this reason that the need to make education accessible for every individual citizen has been recognized (Tahir, 2006).

Pastoral nomads, as one of the marginalized groups constituted large portion of the population in Africa. In many of these countries, statistics indicate that education provision has failed to reach these parts of the communities. Despite high concern, heavy investments and rapidly rising national enrolment ratios at the national level, pastoral nomads are still underserved and disparities with in countries are still persist. Thus, providing education to nomadic communities becomes one of the most challenging and urgent issues currently facing educational policy makers and practitioners in the education system of the African nations (Basiamang, 2006).

The hindering factors in the educational participation of pastoral nomad's children are not only socio-economic and socio-cultural features of the society. Not surprisingly, the school environment also creates a significant number of constraints. The curriculum in developing countries lacks suitable connection with situations familiar to students. Several researchers in education question the implementation of standard curriculum designed for urban children might not have relevance for rural and other disadvantaged societies (Lockheld and Levin, 1993). The irrelevance of curriculum resulted in low interest in education and high dropout rate among the pastoral areas. As research findings indicate, the school curriculum developed for sedentary people has no relevance for nomadic pastoral people (UNESCO, 2002).

Language as a medium of instruction has greater impact on the overall educational process and practices (UNESCO, 1985). Children who speak a language other than the language of instruction confront a substantial barrier to learning. Particularly in the crucial early grades, when the children are trying to acquire basic literacy as well as adjust to the demands of the school setting, not speaking the language of instruction can make a difference between succeeding and failing in school, between remaining in school and dropping out (Lockheld and Verspoor, 1991).

- Different studies show that there is a pandemic of sexual violence and harassment in educational institutions in Africa. It was also found that male pupils are identified as major offenders (Hallam, 1994 in Odaga and Heneveld, 1995). A study made in Guinea indicates that boys are very aggressive towards girls and that they

use physical force and threaten girls in schools (Anderson and Levitt, 1994 as quoted in Odaga and Henveld, 1995). This indicates that girls are in an extremely hostile and uncomfortable learning environment in school.

This has devastating effects on their educational attainment and performance (Odaga and Heneveld, 1995).

As girls become adolescents, pregnancy becomes a major factor in school dropouts. A research finding in Cameroon indicates that fear of early pregnancy of girls is a reason why parents remove their daughter from school as they approach to puberty. Teachers, pupils or others who did not follow the customary rules of marriage impregnate them. A study done in pastoral Samburu area of Kenya reveals that fear of abduction and pregnancy is the major reason for parents not to send their daughters to school (ibid).

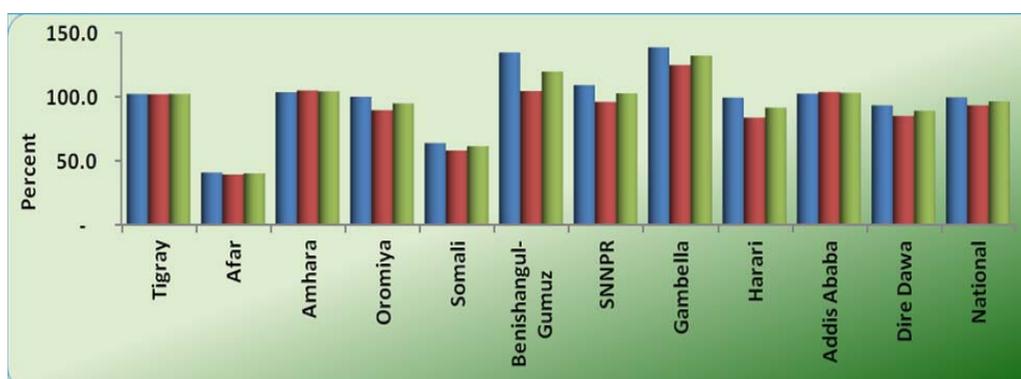
- One of the most common constraints of participation of children at school is shortage of school facilities like, inadequate buildings, latrines, pipe water, learning materials etc. Improved facilities are systematically beneficial to student learning. As research findings indicate, quality of the physical plant is positively related to student performance (Lockheld and Verspoor, 1991). Lack of appropriate teaching and learning materials affects their performance. Especially in the areas where there is a shortage of furniture in the classroom and where students are required to sit on the floor, parents are reluctant to send their children to school (World Bank, 1996).

According to Lockheld and Verspoor (1991), shortage of teachers is more common in remote rural areas. Lack of rewards and economic incentives are among the causes for not to work in rural areas. This has a significant impact on students' learning and success in education. Particularly schools in nomadic pastoral areas have a very high rate of staff turnover and the highest requests for moving to other locations. Teachers are dissatisfied by erratically paid low salary, isolation, lack of teaching resources and harsh life conditions. They are de-motivated and characterized by frequent absenteeism. The quality of education imparted is dependent on the training and dedication of teachers. However, teachers in the nomadic areas, in addition to low salaries and lack of incentives, they have no special trainings to teach the children of pastoral nomads (Tahir, 2006).

5. Results

The education and training policy of the Ethiopian government stated that a special focus would be given to those who have been deprived of educational opportunities and steps will be taken to raise the educational participation of deprived regions (TGE, 1994). Based on the education and training policy of 1994, the Education Sector Development Program (ESDP) was launched, with an ultimate goal of increasing access to primary education, equity by expanding schools; improve efficiency by reducing dropout rates and repetition rates. It was also targeted to increase the primary enrolment ratios in the two most underserved pastoralist regions of the country; namely, Afar and Somalia regional states. The educational annual abstract of 2010/11, however indicated that 96.4% at the national level, where as the GER for Afar and Somalia pastoralist region is only 40.1% and 61.3% respectively.

Chart-1 Gross Enrolment Rate by Region and Gender - 2003 E.C. (2010/11GC)



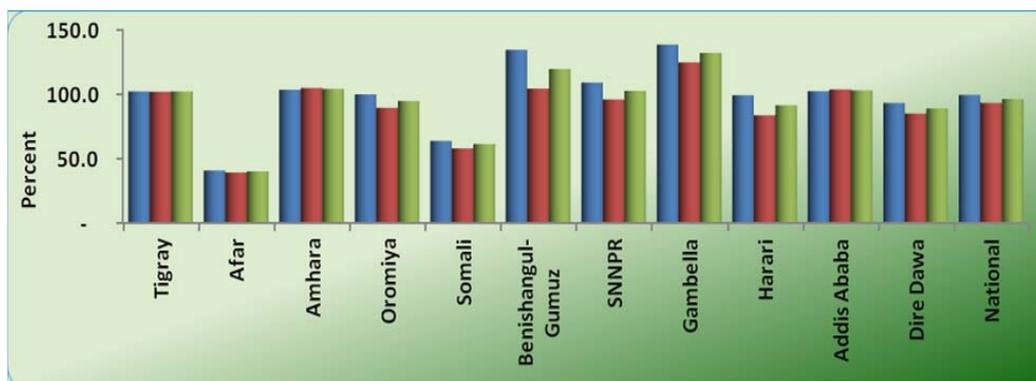
The regional comparison of NER also shows that Gambella, Tigray, Beneshangule, and Amhara have the highest NER, while the NER of Afar region (31.9 %) and Somale region (50.9 %) have the lowest respectively while the national NER average is 85.3%. Recent report of ESDP-IV also indicated that the regional disparities continue being large and the two emerging regions (Somalia and Afar) are lagging behind far behind the others with both GER and NER is below 52 % (MoE, 2010).

Table 1 Net Enrollment Rate (GER) at Primary (1-8) Level by Region and Sex (2010/11)

Region	Male (%)	Female (%)	BS* (%)	Region	Male (%)	Female (%)	BS (%)
Tigray	91.9	94.8	93.3	SNNP	97.2	87.1	92.2
Afar	31.6	32.2	31.9	Gambella	102.6	91.9	97.6
Amhara	91.5	95.5	93.5	Harari	82.1	69.5	75.9
Oromia	87.8	81.0	84.5	Addis Ababa	75.0	71.0	72.8
Somalia	52.8	48.4	50.9	Dire Dawa	73.9	68.9	71.4
Beni-sha	103.7	86.6	95.2	Total	87.0	83.5	85.3

Source: Educational Statistics Annual Abstract-MoE(2010/11)

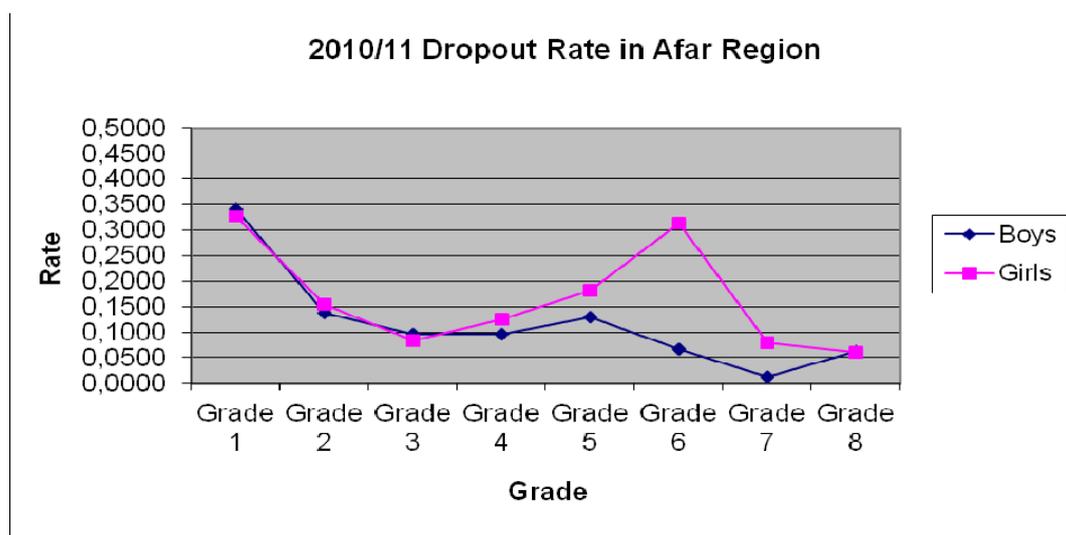
Chart- 2 NER by Region and Gender for Grade 1-8, 2003 E.C. (2010/11)



Source: Educational Statistics Annual Abstract-MoE (2010/11)

Enrolment figures alone may not provide sufficient information on access and participation rates of children in the primary education system. Attrition rates, which include dropouts, provide a much clearer picture of the state of participation of school aged children in education. According to the Ministry of Education, the national average dropout rates are estimated at around 13.1 % in 2010/11. Whereas the dropout rate is high above the national average in the pastoralist Afar region.

Chart-3. Dropout Rate in Afar Region (2010/11)



Source: Educational Statistics Annual Abstract-Afar Region

As per the data (2010/11) of Afar Education Bureau, among students enrolled in primary schools of the region, 11.78 % of boys and 19.2 % of girls, totally 13.74 % of them could not complete their primary education. Dropout rate was high in grade one, that was 33.4 %. It is high in grade one for both sexes and most of the children leave the school before even completing grade one. The dropout rate of girls are also very high in grade six, which might be the age, in which girls are highly involved in the labor division of pastoralist economic way of life.

School-Intrinsic Factors As Perceived by Respondents

The impeding challenges in the educational participation of nomadic pastoral children is not limited only to their socio-cultural and socio-economic activities, but also related to school intrinsic factor that they will face in the school environment, which force them to dropout of schools. In this research, an attempt is made to identify which school intrinsic factor seriously affects the educational participation of nomadic pastoral Afar children in education.

Table 2. Factors Related to Teachers

Item	Subject	No	Response in percentage ratings					Mean	F-Ratio
			5	4	3	2	1		
Teachers strangeness	Students	409	16.6	11.9	16.8	26	28.7	2.62	7.446*
	Teachers	203	7.9	14.8	17.3	18	42	2.29	
	Educ.Off	32	6.25	6.25	12.5	15.6	59.4	1.82	
Low motivation of Teachers	Students	409	28.6	23.3	16.9	15.9	15.4	3.34	40.00*
	Teacher	203	11.8	7.88	19.7	26.7	33.9	2.31	
	Educ.Off	32	9.4	12.5	12.5	28.2	37.5	2.28	

Key: 5=Extremely Serious 4=Serious 3=Moderately Serious 2=Not serious 1=Not observed

* Significant at alpha level (<0.05)

With regards to the degree of influence of teachers' strangeness on the educational participation of Afar children, the mean computational values of students, (\bar{X} =2.62), teachers (\bar{X} =2.29) and educational officials (\bar{X} =1.82) revealed that strangeness of teachers in terms of culture and religion is not a serious factor. However, the result of the analysis of variance for the item depicts statistically significant differences between the mean scores of the respondents. This shows the inconsistency of the mean score values. Student and teachers respondents rated the problem slightly higher than the response of educational officials. The mean scores of group of respondents further revealed that all of the groups rated the item below average. This verifies that strangeness of teachers' in terms of culture and religion is not a serious impeding factor.

Respondents were also asked to rate the degree of influence of low motivation of teachers on the educational participation of nomadic pastoralist Afar children in education. In this respect, the mean computational result indicated that, teachers (\bar{X} =2.31) and educational officials (\bar{X} =2.28) rated below average. This implies that the degree of influence is very low. This result seems to imply that, teachers and their immediate supervisors from educational officers who are assumed to provide fringe benefits for teachers want to hide that the problem is not from them, but to project the problem to pastoral Afar children and the pastoral Afar community. On the contrary, student respondents (\bar{X} =3.34) rated above average to show its significant influential role in the educational participation of nomadic pastoral Afar children.

The one-way ANOVA computational result also shows that there is a statistically significant means score difference at an alpha level (<0.05) among respondents. The students who are the customers or recipients claim that teachers' lack of motivation is a hindering factor in their educational participation. In this regard, PTA members confirmed that teachers are dissatisfied by the absence of fringe benefits, which compensate for inconvenience of their living in the remote desert, the hot climatic conditions and insecurity in the pastoralist areas, become a barrier to effective teaching, which demotivate learners, consequently leads to withdrawal from the school.

However, teachers in the Afar pastoralist region are not allowed to transfer to other districts or highlands after specific years of services. Teachers' motivation in the region appears to be low because of harsh living condition, erratically paid salaries, social isolation, and lack of teaching materials in which all present barriers to effective teaching. Ineffective teachings de-motivate learners, which consequently lead to withdrawal from schools.

Table 3. Issues Related to Teachers supply and Trainings

Item	Subject	No	Response in percentage ratings					Mean	F-Ratio
			5	4	3	2	1		
In appropriate Teachers Training	Students	409	33.5	21.5	17.9	13.7	13.5	3.48	9.64*
	Teachers	203	47.3	21.7	17.7	7.4	5.9	3.97	
	Ed.Off	32	37.5	21.9	3.13	25	12.5	3.47	
Shortage of Teachers	Students	409	19	19	30.8	13.4	17.9	3.08	3.66
	Teacher	203	21.7	29.6	14.8	15.3	18.7	3.20	
	Educ.Off	32	12.2	9.8	21.6	28.2	28.2	2.50	

Key: 5=Extremely Serious 4=Serious 3=Moderately Serious 2=Not serious 1=Not observed

* Significant at alpha level (<0.05)

Concerning the influence of lack of training of teachers on the methods of teaching pastoral children, the mean computational results of students (\bar{X} =3.48), teachers (\bar{X} =3.97) and educational officials (\bar{X} =3.47) rated high above average. It revealed that lack of special training of teachers in teaching nomadic pastoral children impinged on the educational participation of pastoral Afar children in primary education. This implies that teachers who are assigned to teach nomadic pastoral Afar children should have a special training to make the learning environment conducive and attractive for pastoralist children since inappropriate learning environment has its own contribution for the dropout of the pastoralist children.

With regard to the shortage of teachers, the mean computed result illustrates that students and teacher respondents rated the item above average considering as one major school intrinsic factors in the educational participation of pastoral nomad Afar children, where as educational officials reflect that its influence is minimal.

Table 4. School Distance and Calendar

Item	Subject	No	Response in percentage ratings					Mean	F-Ratio
			5	4	3	2	1		
School Distance	Students	409	31.6	23	17.85	11.8	15.9	3.53	11.1*
	Teachers	203	30.5	30.8	23.17	7.39	8.39	3.67	
	Educ.Off	32	9.4	9.4	25	31.3	25	2.47	
Inflexible School Calendar	Students	409	33.7	24.5	10.9	15.2	15.7	3.31	1.849
	Teacher	203	29.6	22.7	17.3	13	18.3	3.32	
	Educ.Off	32	25	9.4	12.5	28.3	25	2.81	

Key: 5=Extremely Serious 4=Serious 3=Moderately Serious 2=Not serious 1=Not observed

* Significant at alpha level (<0.05)

According to the data in the above table, the mean computational results of teachers (\bar{X} =3.67) and students (\bar{X} =3.53) indicates that, school distance highly affects the educational participation of pastoral Afar children. The data in this item also indicates that the differences among the mean scores of the study groups are statistically significant at an alpha level (<0.05). Since the data do not clearly show, which groups of respondents contributed more to this difference, pair wise comparison was used. The comparisons indicated a significant mean score differences between teachers (\bar{X} =3.67) and educational officials (\bar{X} =2.47). As this shows, the teachers who have immediate relation with students and easily observe the problem considered school distance, as an obstacle to Afar children educational participation above the average.

As indicated in the above table, the mean computational result of all respondents rated above average, which indicates inflexible calendar significantly affects the educational participation of Afar children. Supporting the position of all group of respondents, interviewees revealed that the school calendar is inflexible and does not consider the migration patterns of the pastoralist Afar people.

Table 5. Problems Related to School Facilities and Curriculum

Item	Subject	No	Response in percentage ratings					Mean	F-Ratio
			5	4	3	2	1		
Lack of school facilities	Students	409	33.5	20.8	6.2	11.8	27.8	3.51	3.055*
	Teachers	203	32.5	30.6	20.2	6.89	9.85	3.69	
	Ed.Off	32	25	21.9	15.6	12.5	25	3.09	
Curriculum Irrelevance	Students	409	29.8	20.8	10	11.8	27.8	3.27	18.38
	Teacher	203	26.6	45.4	9.85	8.87	9.6	3.71	
	Educ.Off	32	12.5	6.25	6.25	31.3	43.8	2.13	

Key: 5=Extremely Serious 4=Serious 3=Moderately Serious 2=Not serious 1=Not observed

As it can be seen from the above table, the mean score of the student and teachers respondent groups shows that lack of school facilities and services is rated high above average as a factor to the educational participation of pastoral Afar children. However, educational officials consider this item as a moderate problem. The data in this item also indicates that the differences among the mean scores of the study groups are statistically significant at an alpha level (<0.05). The pair wise comparison result indicated significant mean score differences between teachers ($\bar{X}=3.69$) and educational officials ($\bar{X}=3.09$). As the result shows, teachers as major implementer of the educational programme in the school, rated lack of school facilities as an obstacle to children educational participation more above average than educational officials, who might be responsible in supplying educational facilities for the schools.

Concerning the influence of curriculum irrelevance, the mean computed results of students ($\bar{X}=3.27$) teachers ($\bar{X}=3.71$) shows that the two group of respondents rated above average to indicate its significant influence. While the mean computed result for educational officials indicates that its influence for the educational participation of nomadic pastoral Afar children is minimal. The multiple comparisons for the item also shows a significant mean variation at an alpha level (<0.05) between teachers ($\bar{X}=3.71$), educational officials ($\bar{X}=2.13$). This indicates that teachers as the major implementer of the curriculum rated the item higher than educational officials and considered curriculum irrelevance to the socio-economic and socio-cultural life of the Afar people as hindering factor that thwarts their children's educational participation. Similarly, the interview held with some tribal chiefs confirmed that the curriculum offered to nomadic pastoral Afar children does not respond to their daily needs and aspirations.

Table 6. Problems Related to Medium of Instruction

Item	Subject	No	Response in percentage ratings					Mean	F-Ratio
			5	4	3	2	1		
Inappropriate medium of instruction	Students	409	42	18.5	13.8	10.2	16	3.60	1.30
	Teachers	203	37	31	13.3	8.4	9.9	3.78	
	Educ.Off.	32	28	28.2	18.8	12.5	13	3.47	

Key: 5=Extremely Serious 4=Serious 3=Moderately Serious 2=Not serious 1=Not observed

* Significant at alpha level (<0.05)

With regards to the influence of medium of instruction, the mean computed result of students ($\bar{X}=3.60$), teachers, ($\bar{X}=3.78$) and educational officials ($\bar{X}=3.74$) also indicated that inappropriate medium of instruction has significantly affected the educational participation of pastoral Afar children. In the mean comparisons, significant statistical mean score difference was not observed at an alpha level (<0.05), and most of the group of respondents rated the items above average to show the influence of inappropriate medium of instruction (other than their mother tongue) on the educational participation of pastoral Afar children.

As per to tribal chief's interviewee:

It is difficult for most of pastoral Afar children to study using a language that is not their mother tongue. Their problem is worsened by the nature of Amharic language, which has around 270 characters compared to the Latin,

which has only 26. A child's learning is also further constrained by an effort to interpret Amharic terms to his/her own language.

Table 7. Fear of Attack and Low Interest in Formal Education

Item	Subject	No	Response in percentage ratings					Mean	F-Ratio
			5	4	3	2	1		
Students low interest	Students	409	19.6	22.5	27.7	15.4	14.9	3.16	6.527*
	Teachers	203	35	26.1	14.3	11.3	13.3	3.58	
	Educ.Off.	32	31.3	25	15.6	9.4	18.8	3.41	
Fear of Sexual attack	Students	409	14.7	13	17.4	34.8	20.3	2.67	0.621
	Teacher	203	14.8	18.3	12.3	26.6	28	2.65	
	Educ.Off	32	18.8	25	12.5	18.6	25	2.94	

Key: 5=Extremely Serious 4=Serious 3=Moderately Serious 2=Not serious 1=Not observed

* Significant at alpha level (<0.05)

With regard to the pastoral nomads' Afar children interest in formal education, the mean computational result of teachers and educational officials also reveals that the item is rated above average to indicate its significant influential role in the educational participation of nomadic pastoralist Afar children in primary education. However, student respondents rate the same item slightly above average.

Moreover, the mean score differences of the study groups for this variable were statistically significant at an alpha level (<0.05). The result of multiple comparison indicates that the mean score differences are between students (\bar{X} =3.16) and teachers (\bar{X} =3.58) and educational officials (\bar{X} =3.41). This shows that, educational officials and teachers have rated the low interest of pastoralist Afar children in formal education as a factor in the educational participation of Afar children. Despite this variation in the mean scores, all rated the variable above average to indicate its influential role.

As it is indicated in the table, respondents were also requested to rate fear of sexual attack as a factor to the educational participation of Afar girls, the mean computed result indicates that all respondents rate sexual attack in and on the way to school, is rated below average. This indicates that this variable is not considered as hindering factor in their educational participation. As per interviewees, such acts are social evils that cannot be tolerated by the Afar society. Doing sexual attack in the Afar society will lead to a strong punishment and social out-casting following the evil deeds.

Table 8. Pearsons Rank Order Correlation of Differences on School Intrinsic Factors

Pearson Correlation	Rank by Students	Rank by Teachers	Rank by Educ.off
Rank by students	1	1.000**	.638**
Rank by Teachers	1.000**	1	.638**
Rank by educ.off	.638**	.638**	1

** Correlation is Significant at Alpha Level (<0.01).

As one can observe in the above table, the correlation co-efficient of students and teachers, students and educational officials (1.000**) and (0.638**) respectively. This implies that, there is a perfect positive correlation between the responses of students and teachers on school intrinsic factors in hindering the educational participation of pastoral Afar children. On the other hand, there is a slightly positive correlation between the response of educational officials with teachers and students. This indicates that educational officials who are a bit far from the schools and the pastoral society, and who are assumed to be the providers of educational inputs have a slight difference in perception on factors affecting the educational participation of pastoral Afar ethnic groups.

According to the aggregated rank order calculation results, the top ranked school intrinsic factors, which are assumed to be the factors in hindering the educational participation of pastoral Afar children are: inappropriate medium of instruction, lack of school facilities, lack of special training of teachers how to teach the nomadic children, school distance, inflexible educational calendar and the irrelevance of curriculum to pastoralist way of life.

Table 9. Summary Table of School Intrinsic Variable as Perceived by respondents

Subject	N	Mean	SD	ANOVA Value				
				Source of Variation	SS	DF	MS	F-ratio
Students	409	3.23	1.44	B/n groups	7.594	2	37	.167
Teachers	203	3.29	1.45	Within groups	1356.249	641	97	
Educ.off	32	2.76	1.52	Total	1363.845	643	2.161	

As we can see from the above table, the computational result of the analysis of variance shows no statistically significant variation in the mean score value of respondents. Moreover, all respondents rated the variable above average implying that school intrinsic factors are hindering constraints in the educational participation of pastoral nomad Afar children in primary schools in Afar region.

6. Summary and Conclusion

- The study revealed that the Gross Enrollment and Net Enrolment Ratio of pastoral Afar region have the lowest as compared to other regions. Even though the region is predominantly inhabited by Afars, which constitute (91.8%) of the total population, of which rural nomadic pastoral population constitute (97%), the majority of the enrolled children in primary schools of the region are mainly from non pastoral Afars. Moreover, the dropout rate of the region is found to high above the national average.
- The study found out that strangeness of teachers in terms of culture and religion is not a serious impeding factor in the educational participation of pastoral nomad Afar children in education. However, teachers' low motivation due to harsh living condition, erratically paid salaries, and absence of fringe benefits, not well acquainted with on especial trainings on the special methods of teaching nomadic pastoral children are resulted in high turnover which de-motivate learners and lead to withdrawal of schools.
- Because of the mobile way of life of pastoral Afars, and due to the reason that schools are inappropriately erected without considering their pattern of settlement, school distance becomes a problem for the educational involvement of Afar children.
- The research result further indicated that one of the impediments to the nomadic pastoral Afar children full participation in primary education is the rigid formal school calendar and time schedules. This calendar is established to suit to the mainstream settled population in the country, but not consider the seasonal migrations and work rhythms of pastoral nomadic Afar population, which could not enable them to attend schooling.
- The study found out that the lack of school facilities and service (like, ventilation, drinking water, latrine etc) in the existed schools have discouraged pastoral Afar pupils learning and aggravated the rate of dropouts.
- Fear of sexual attack is not a challenge in the educational participation of pastoral nomad Afar girls. Whereas, low interest of Afar children in formal education because of its inappropriateness in terms of their conceived aims, objectives, curriculum content and methodology, inflexibility and unsuitability to their natural setting, pastoral routines and livelihood, found to be impeding factor in their formal schooling. Based on the above findings, it is safe to conclude that school intrinsic factors are one of the supply side barriers for the educational participation of nomadic pastoralist Afar children, which call for supply side intervention strategies by the government and all concerned stake holders.

7. Recommendations

- It is advisable for Afar education bureau to reform the existing curriculum and design relevant curriculum for formal education in their local language. Detailed and sound understandings of the pastoral nomad Afars way of life, their social, cultural, indigenous knowledge, archaeological assets, economic reality and kinship should be a basis for preparation of the curriculum. The teacher trainings should also include courses in multi-grade teaching, health, and animal husbandry, guidance and counseling, communication skills. Additional trainings should be given to familiarize these teachers with the culture and life style of the nomadic pastoral Afars.
- This study further suggested that the regional government should provide incentives for teachers' deployed to nomadic areas, like housing, mosquito nets, solar lamps, bicycles, motor-bicycles, medical allowances, hardship allowances, and in-service training opportunities and different salary scales. It is also advisable to

design its own flexible day and annual education calendar in consultation with tribal and clan leaders. The education calendar should take in to account the seasonal mobility, high demand of child labour in the homestead and the time needed for household chores. It should also consider rainy seasons, when nomadic children are available in one place, movement patterns and climatic conditions.

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