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1. Introduction

The provision of education to all citizens has become an international issue and a national agenda now-a-days. Any individual irrespective of age, gender, social status has the right to education as it is stipulated in the provisions of the human rights of the united Nations. This right is also enshrined in the constitution of the Federal Democratic Republic of Ethiopia.

Accordingly, a new Education and Training policy that is aimed at tackling the deep-rooted problems of access, quality, relevance and equity of the education system, and providing quality education to all citizen has been put in place and is being implemented in all educational institutions throughout the country. The policy document underscores that education should impart scientific and practically applicable knowledge and skills so that it can be a vital tool for solving problems. Furthermore, it unequivocally articulates the commitment of the government to offer special support to marginalized areas that were deprived of educational services in the past, as well as devise strategies that would promote the enrollment of girls in education. In spite of the prevalence of the above-stated conducive policy environment for the expansion of relevant and quality education in the country, the development of the education sector in pastoralist areas has never been up to expectation.

The Pastoralist areas had suffered a long period of neglect and marginalization under past governments. Consequently, basic development infrastructures and social services, including education and training in these areas are very meager. Various research findings illustrate that the salient problems of pastoralists are closely associated with the socio-economic and natural environment they are found in. These include drought, poverty, school distance, harmful traditional practices, etc... During the last five years, the government of Ethiopia has given special attention and support to the development of education in pastoralist areas. Accordingly, on the basis of the Education and Training Policy, the third

Education Sector Development Program has given due consideration to mainstream pastoralist education in all the sub-sectors of the education system.

It is true that the conducive conditions created for the development pastoralist education have resulted in some increment in enrollment in pastoralist areas. However, the rate of growth still remains very sluggish compared to what has been aspired and what has been achieved at country-wide level. For instance, the average primary Gross Enrollment Ratio for the country in 2005-06 (1998 E.C) grew to 91.3% .But the average primary GER for Afar and Somali regions in the same year was merely 21.9% and 30.3% respectively. The data vividly illustrates that tackling the discrepancies of education in the pastoralist regions demands the concerted effort of all stakeholders and employment of multifaceted strategies appropriate to the way of life of pastoralists. This in turn has necessitated the preparation of this strategy document on the highly timely issue of promoting primary and secondary education in the pastoralist areas of the country.

2. Opportunities and Challenges Pertinent to the Expansion of Quality Education in Pastoral Areas

2.1 Opportunities

The major favourable conditions available for the expansion of quality education in pastoralist areas include:

- The implementation of decentralized administrative and education system at wereda level and the consequent reduction of the bureaucratic ups and downs, acceleration of the decision making process, harmonization between Go and NGO led development projects as well as enhancement of community participation and sense of ownership in developmental activities.
- The availability of clear policy directions and strategies for socio-economic development at federal government level.

- The establishment of a federal special support board composed of sector ministries including Ministry of Education, a corresponding Technical Committee composed of experts drawn from sector ministries and sections within sector ministries that are responsible for providing special support to pastoralist and agro-pastoralist regions in their respective sectors including the education sector.
- The commencement of inter- regional cooperation in which pastoralist and agro-pastoralist regions receive support and benefit from the experiences of neighbouring regions in various development sectors including the education sector.
- The designing and endorsement of five-year strategic plans in various development sectors including the education sector by pastoralist regions.
- The prevalence of conducive policy directions that encourage local and international NGOs to be engaged in pastoralist education along with the government.

2.2 Challenges

Although the federal and regional governments of the pastoralist regions as well the community at large are collaborately making significant endeavors to provide pastoralists with quality education, national and regional studies indicate that what remains to be done is by far greater than what has been accomplished. Moreover, discussions held with experts and officials of education bureau of pastoralist regions in various consultative meetings have revealed the prevalence of numerous bottlenecks that hinder the expansion of quality education in pastoralist areas. The major ones are presented below.

2.2.1. Socio-Economic and Cultural Problems

- The long period of marginalization the pastoralist areas had suffered under past governments which had been more acute than what was experienced by the other parts of the country.

- The down-trodden economic status of pastoralists that is mainly based on backward animal rearing practices and severely limits their capacity to support the education system financially and materially.
- The deterrent impact of mobility and low density of population that has made the building of infrastructures and social services (road, water, health, education, etc) difficult and the consequent inability of addressing the educational needs of pastoralists through formal schools alone and high dropout rate of children particularly girls, due to school distance
- Inequitable distribution of educational services between urban and rural areas, males and females as well as among woredas of pastoralist regions.
- Low level of awareness on the importance of education and reluctance to send girls to school on the part of pastoralists that stems from deep-rooted backward mind-set and harmful traditional practices.
- Occasional conflicts among different clans that arise from scarcity of pasture and water, and the subsequent displacement of families and dropping-out of school on the part of students.
- The vulnerability of pastoralist areas to repeated drought and food shortage which in turn forces students to drop-out of school in many areas where the problem is acute and school feeding program is not put in place.
- The demand for child labor in the various economic activities of the family and household chores.

2.2.2. Human Resource Development Problems

- Capacity problem on the part of the majority of officials and professionals at various levels of the regional education structure to execute their respective jobs efficiently.
- High turn-over of officials .
- Shortage of qualified manpower at regional, woreda and school levels.
- Improper utilization of scarce regional resources.

- Weak supervision, planning, monitoring and evaluation system and training deficiencies on the part of the professionals assigned for the activities.
- Shortage of teachers and unsatisfactory level of commitment on the part of teachers who are currently serving.
- Absence of incentives that could be instrumental to employ teachers and other professionals in sufficient number and retain them in their work for sufficiently long period of time

2.2.3 Problems Pertinent to Educational Management Bodies at Different Levels

- Failure on the part of management bodies at regional and woreda levels to give due attention to the education sector in general and ABE in particular; for instance ,failures to allocate sufficient budget for the sector, to pay the salary of ABE facilitators on time, to seek solutions to the problems of the sector on the basis of feedbacks obtained through monitoring and evaluation.
- Lack of coordination and joint planning of concerned stakeholders in the special support offered by the federal Ministry of Education to pastoralist regions prior to 1999 E.C , and the need to do more to strengthen the level of Coordination attained at present.
- Deficiency of capacity on the part of educational management bodies at various levels to mobilize the community for the development of the education sector.
- The extremely insignificant representation of women in Educational management positions.

2.2.4 Problems Pertinent to Quality and Relevance of Education

- Absence of variety of Educational delivery modes that are compatible with the way of life of pastoralists .

- Failure of the curricula designed for pastoralists to take into account their socio-economic and cultural realities.
- Low quality of teaching-learning materials produced for primary education.
- Inability to deliver at least the first cycle of primary education (Grades 1-4) in the vernacular language of pastoralist children (e.g. Afar region).
- Acute shortage of teaching-learning materials and teaching aids in primary schools in pastoralist regions, particularly in somale region.

3. Strategies to Promote Primary and Secondary Education in Pastoralist Areas

The development of the Education sector plays a decisive role in laying a firm basis for the flourishing of the democratic system that is taking root in our country and enable the society the fruits of development and good governance. When it comes to making quality education accessible to all citizens in pastoralist areas, it is imperative to design comprehensive strategies that objectively take into account the peculiar way of life, socio-economic and natural environments of the pastoralist population . Indeed, one of the vital lessons learnt from past experiences is the impossibility of addressing the educational needs of pastoralist children through conventional schooling alone.

Thus, the employment of all feasible alternative delivery modes to ensure increment in the rate of enrollment and equity, and eventually realize the «Education for All » and the «Millennium Development » goals of Education has become the urgent task of the day. To this end, this document has come up with salient strategies that would enhance primary and secondary education in the pastoralist areas of the country.

Objective

- Expand access to equitable, quality and relevant Education in pastoralist areas with the active participation of the community.

- Bridge the huge gap of participation in Education that prevails between pastoralist areas and other parts of the country.

3.1 Primary Education

3.1.1 Expand Access of Primary Education

The following strategies are put in place to make primary education accessible to children in pastoralist areas.

3.1.1.1 Institute a Variety of Educational Modalities

a. Alternative Basic Education

- Build low-cost village schools in areas where the community is settled permanently or for at least 8 consecutive months in a year.
- Use Koranic Schools, which are found in most villages of pastoralist areas, as venues for alternative basic education with the permission of the community and religious leaders. Note that ABE offered in Koranic Schools is secular and hence distinct from the religious education given by the institutions.
- Make the time of learning flexible i.e. , let the beneficiary community decide the time of learning and create a child friendly teaching – learning environment .
- Develop localized ABE curriculum that is equivalent to that of formal basic education. (Grade 1 – 4)
- Recruit people who have better qualification from the locally available educated manpower as ABE facilitators, giving priority to females, and offer them pre-service and in-service training.
- Mobilize and develop a sense of ownership in the community so as to enable it to actively participate in Educational planning, building schools monitoring and evaluation, etc; To this end, upgrade the level of awareness and capacity of representatives of the community through continuous orientation and training.

- Mainstream Alternative Basic Education as an integral part of the education system, entrust the responsibility of leading and coordinating the program to Educational Programs and Supervision Department at regional level, and create conducive situation in which the head of the Regional Education Bureau makes close follow-up and support to the program.
- Monitor and evaluate the program continuously and use the feedbacks obtained to improve the program.

b. Mobile Schools

- Provide alternative basic education through mobile schools (tents easily moveable and simple structures that can provide shelter, flexible black boards, mat, etc) in areas where the duration of mobility of communities in a year is more than 4 months.
- Study the mobility pattern of pastoralists, water points where they make temporary shelters in large numbers , etc before starting mobile education services.
- Provide semi-mobile education by establishing temporary on-site schools in areas where mobile communities make a short stay to ensure the continuity of education offered in the permanent villages of the communities.

c. Para-boarding Schools

- Establish low-cost para-boarding schools that are in harmony with the life Condition of pastoralists and in which the community makes active participation in terms of providing locally available building materials and labor as well as managing the schools, for second-cycle of primary education (priority should be given to females students in case of capacity limitation for admission)
- Devise strategies that would enable both formal and para-boarding schools to generate their own income so that they can share the cost of education.

d. Hostels

- Enable pastoralist children and youth who reside in areas where there are no second-cycle primary schools to continue their education by building low-cost hostels for them in areas where the schools are available.

e. Formal Primary Schools

- Build low-cost formal primary schools in areas where settlement is sedentary and the size of population is sufficiently large.
- Build additional classrooms and facilities in existing primary schools that require expansion to accommodate new entrants.
- Increase enrollment in existing primary schools that are working below their capacity (low students population) by:
 - Introducing more flexible delivery schedules that can accommodate local objective realities and
 - Sensitizing the community to send its children to school.
- Use “Multi-grade” teaching approach in areas where the number of students in a grade level is too small to form a class, and provide training on the approach to teachers accordingly.
- Mainstream ABE graduates into near-by formal second-cycle primary schools, and in case such schools are not found in close proximity.
 - Place them in the low-cost boarding schools mentioned earlier, or
 - Raise a centrally-located ABE Center to second-cycle primary school level with the participation of beneficiary communities so that it can serve students coming from surrounding ABE centers.
- Produce adequate number of formal teachers for primary education.

3.1.1.2 Address Cultural Barriers and Community Attitudes

- Raise the awareness of pastoral communities on such pertinent issues as gender roles, harmful traditional practices, early marriage, value of secular

education and co-education through continuous workshops, adult education programs, local radio programs, etc.

- Mobilize the community at large to the attainment of the goal of universal primary education in pastoralist areas.
- Utilize religious, pololital and community leaders as entry points to achieve the above stated goals.

3.1.1.3 Address Environmental and Economic Constraints Related to Dropping-out of School

- Make water sources available at school/center sites.
- Provide separate latrines for boys and girls.
- Provide various support (stationeries, textbooks, clothing, etc.) to students, particularly female students who have difficulty to pursue their education because of object poverty.
- Expand school feeding program in areas of acute food shortage, along side with government's endeavors to make the community self-sufficient in food production, to deter students from dropping out of school, taking care that it does not lead to «dependency syndrome».
- Promote conflict resolution and peace education

3.1.2 Improve Quality and Relevance of Basic/Primary Education

- Ensure that curricular materials produced for ABE and formal primary education:
 - Are related to the socio-economic and cultural realities of the pastoralist population,
 - Address critical issues prevalent in the society and
 - Follow the modular (self-instructional) approach in the preparation process.
- Develop the culture of preparing educational aids from locally available materials and with the active participation of students.
- Review and improve teaching-learning materials and attain a 1:1 student-textbook ratio as far as possible.

- Use the mother tongue as medium of instruction both in ABE and formal primary education.
- Upgrade the professional competence of ABE facilitators and formal primary school teachers through continuous on-job training programs.
- Upgrade the academic qualification (level of education) of facilitators through distance education or evening sessions of formal schools and upon completion of their secondary education raise them to the status of certified teachers through a combined summer face-to-face training and distance education program.
- Make the teaching-learning process participatory and student-centered.
- Engage community leaders, partisans, etc., in the teaching-learning process so that they can share their rich experiences and play their due role in shaping the behavior of children.
- Organize ABE centers and near-by formal primary schools in clusters so that both can share resources, exchange experiences closely and continuously, and hence the quality of education offered will be improved.
- Likewise, organize primary schools into clusters to achieve the same goal.
- Offer close and frequent supervisory support to primary schools, particularly to ABE centers that desperately need such support most.

3.1.3 Improve Regional, District (Woreda) and School Level Education Planning and Management

Develop human resource through

- Building capacity of Woreda Education Office & Regional Education Bureau (WEO and REB) staff through training, exposure visits, experience-sharing and ongoing professional development and mentoring.
- Opening opportunities for correspondence, distance education, with special outreach to people in remote areas.
- Establishing and/or respecting existing minimum requirements and experience for political appointees.

- Recruiting personnel from other regions and utilizing national UN volunteers, as a short-term solution.
- Building the capacity of the Local Development Committees and the ABE Center Management Committees.

Developing a master plan to achieve education for all (UPE plan) at regional, woreda and local levels.

Build capacity in terms of facilities and infrastructure through

- Adequately equipping education institutions with items needed to complete work.
- Ensuring adequate transport facilities for monitoring and supervision.

Improve governance practices at regional and infrastructure through

- Building trust, transparency, and improving communication between regional sectoral offices, between regional education bureau and woreda education offices, within woreda offices, and among differing group (clans, ethnicities, etc)
- Providing training in good governance, drawing other proven successful initiatives.
- Developing strategy to improve community participation in school management.

Improve education budget allocation through:

- Increasing amount allocated for education in these regions.
- Ensuring that a greater proportion of resources are allocated to non-salary recurrent education expenditures, in particular ABE, curriculum development and training.
- Preventing mismanagement or diversion of funds.

3.2 Secondary Education

- Build more secondary schools in collaboration with the beneficiary community to accommodate the demand for secondary education which will grow rapidly in the coming years.
- Provide secondary schools with vital facilities such as libraries and laboratories as well as adequately equip them with necessary educational materials.
- Establish low-cost boarding secondary schools with the active participation of beneficiary communities at centrally located sites in pastoralist areas where the settlement pattern is highly dispersed.
- Devise strategies that will enable these boarding schools to generate their own income and consequently partially cover their running cost.
- Build low-cost hostels in the vicinity of secondary schools for pastoralist students who have come from far away places to attend their secondary education, giving priority to females .
- Provide pastoralist children from very poor families and areas where there are no secondary schools with pocket money for food and clothing so that they can continue their education in areas where such schools and relatives who can give them shelter are available.
- Improve the quality of secondary education by:
 - Using Information Communication Technology (ITC) that is adapted to local objective realities.
 - Attracting and retaining adequate number of teachers qualified for the level.
 - Building the capacity of teachers through continuous on-job training.
 - Organizing secondary schools into clusters at woreda or zonal level and establishing resource center where resources are shared and teachers of various departments (subject areas) exchange their experiences.

3.3 Distance Education

- Employ the distance education system to make second cycle primary and secondary higher education accessible to youth and adults who for different reasons could not continue their Education through conventional schooling . Make the necessary preparation to this end in terms of producing self-instructional modules for various grade Levels and subjects, organizing tutorial services, arranging occasional face-to-face contacts, etc.
- Use distance education in particular to improve the low level of education of ABE facilitators in pastoralist areas continuously.

3.4 Teachers Education and Training

- Create favorable conditions for Teachers Education Colleges in pastoralist regions to engage in the over all local capacity building activities besides their regular duties and responsibilities..
- Institutionalize the training of ABE facilitators as part and parcel of the regular training responsibilities of Teacher Education Colleges Institutes.
- Entwine Teacher Education Colleges Institutes in pastoralist areas with their counterparts in neighboring regions so that the former can benefit from the experiences of the latter and upgrade the capacity of their teaching staff.
- Insure that TECs/ TTIs in pastoralist areas provide courses on the socio-economic and cultural realities of the pastoralist population in their training program.
- Harmonize the criteria of recruitment of trainees who join teachers training institutions with the objective realities of pastoralist areas and give priority to female candidates.
- Build the capacity of supervisors at regional and woreda level through continuous training.
- Make the training offered by the institutions relevant and instrumental to elicit positive change in the life of pastoralists.

- Upgrade the capacity and qualification level of teachers (certificate → diploma → first degree → etc) through continuous short and long-term in service training programs.
- Take practical steps to produce teachers, particularly female teachers in pastoralist areas who, as stipulated in the Teachers Development program,
 - Possess adequate academic knowledge, professional ethics, positive thinking and self-confidence.
- engage themselves and their students in practical experiments (research activities), implement continuous assessment and democratic class management principles.
- Have adequate knowledge about their students and give the necessary support accordingly.

3.5 Adult Education

- Adapt the national Adult Education Strategy designed at federal level to the realities of pastoralist areas and work hard for its implementation.
- Reduce the magnitude of poverty in pastoralist areas by :
- designing and implementing livelihood functional adult literacy and other non-formal adult Education and training programs and.
- creating conducive conditions that will enable concerned governmental and non-governmental organizations to pull their resources and coordinate their efforts towards attaining the above stated-goal

3.6 Elimination of Child Labor Exploitation

- Carry out extensive sensitization work to create awareness on the adverse consequences of child labour exploitation and mobilize the public at large for its elimination.
- Incorporate issues on child labour exploitation into facilitators and formal teachers training curricula.

- Devise strategies that diminish the interference of child labour on the education pastoralist children such as making the time of learning flexible enough to be determined by parents themselves and taking education to the village where children reside.
- Raise the level of awareness of concerned executive bodies in pastoralist areas so as to enable them to play their due roles in protecting children from exploitation and taking appropriate legal measures against the perpetrators of child labour exploitation..

3.7 Educational Radio programs

- Extensively use radio as a vital medium to support the teaching-learning process in the classroom, in - service training of ABE facilitators, distance education programs as well as in sensitization and awareness creation activities by establishing relatively low-cost local FM radio stations as far as possible.
- Make provisions for other locally suitable information and communication technology equipment to improve the quality of education.

3.8 Incentives for Teachers and Other Professionals

- Put in place an incentive system for teachers and other professionals who are willing to work in the harsh conditions of pastoralist areas, on the basis of the experiences of other regions and countries.
- Evaluate the incentive system over time and make adjustments accordingly.

3.9 Follow-up, Support and Evaluation

- Conduct a quarterly meeting in which concerned regional and federal participants evaluate the status of performance of educational activities planned for the quarter in pastoralist areas

- Organize a bi-annual forum in which concerned woreda, regional and federal participants evaluate the status of performance of planned activities for the period as well as share experiences.
- Establish strong Information management system at all levels of pastoralist regions to ensure the collection of timely, accurate and relevant educational data, as well as preparation and dissemination of quarterly, biannual and annual reports to concerned bodies on time.
- Ensure that the duties and responsibilities of educational management bodies at various levels entail transparency and accountability.
- Continue the provision of need - based special support to pastoralist regions, as well as the joint planning, monitoring and evaluation mechanism put in place in a more consolidated manner until the regions stand on their own and need special support no more.
- Follow-up and give the necessary support to ensure that professionals of pastoralist regions who have received training at federal level or abroad share it with their colleagues.
- Establish a system in which the community, particularly parents, actively participate in the monitoring and evaluation of the day-to-day Education activities at school center level.

3.10 Partnership

- Work in close collaboration with government bodies at all levels that have stake in the development of pastoralist areas, particularly with ministries/ bureaux /offices of Health , Water Resource Food-scurrility and Agriculture, and jointly evaluate performance periodically.
- Establish close partnership and networking with international and local non-governmental organizations that are engaged in pastoralist Education.

- Create conducive situations for higher education institutions particularly universities found in pastoralist areas to contribute their due share for the development of pastoralist education and training by engaging themselves in research and capacity-building activities.
- Elevate the prevailing cooperation between pastoralist regions and neighboring regions to a higher level and to all the sub-sectors of the education system in order to accelerate the pace of building the capacity of pastoralist regions.
- Adapt the national strategy of special needs education to the objective realities of pastoralist areas and work hand in glove with governmental and non-governmental organizations as well as pastoralist communities for its implementation.

3.11 Duties and Responsibilities of Implementing Bodies

a) The Federal Ministry of Education

The Federal Ministry of education will undertake the following duties and responsibilities in addition to those given to it by proclamation.

- Prepare annual plan of special support in close consultation with and on the basis of the needs of pastoralist regions and implement the plan..
- Build the capacity of Educational management bodies and professionals of pastoralist regions continuously, and provide technical and professional support to the regions.
- Solicit additional resources to pastoralist regions if need be.
- Raise the level of commitment of concerned decision makers, educational management bodies and professionals to the development of pastoralist education.
- Introduce innovative practices and delivery modes acquired from the experiences of other countries and the findings of local research activities to expand access and improve quality of education in pastoralist areas,

b) Regional Education Bureau

Likewise, the Education Bureaux of pastoralist regions bear the following additional duties and responsibilities of promoting pastoralist education in their respective regions.

- Prepare curricula for formal primary education, alternative basic education and non-formal adult education in accordance with the Education and Training Policy, the curriculum framework developed at federal level, and by taking into account the socio-economic and cultural realities of the pastoralist population.
- Prepare teaching - learning materials on the basis of the above stated curricula for the various target groups and programs, publish and distribute them to schools / learning centers.
- Ensure that educational management bodies and professionals at various levels are fully committed to the education of pastoralists.
- Provide material, professional and technical support to woreda education offices, and build the capacity of educational management bodies and professionals at woreda level.
- Coordinate, monitor and evaluate the activities of non-governmental and civic organizations that are engaged in pastoralist education, as well as give them the necessary support to make their efforts fruitful .
- Devise and implement an incentive system that will attract teachers and other professionals to work in the region.
- Clearly identify the region's needs for special support and communicate them to the federal ministry of education on time.

c) Woreda Education Office

- Build and manage ABE centers, formal schools, boarding schools and hostel with the active participation of the community.
- Devise strategies for the realization of EFA goals in the woreda..
- Provide consolidated supervisory support to ABE centers and allocate the necessary budget and transportation facility accordingly.

- Organize forums for continuous short-term in -service training and experience -sharing for ABE facilitators in the woreda.
- Put in place an incentive system that will attract teachers and professionals to work in the woreda.
- Sensitize, mobilize and build the capacity of the woreda community so as to enable it to actively participate in the construction of schools educational management.
- Establish close working relationship with governmental and non - government partners so as to collaborately work for the common goals of pastoralist education in the woreda.
- Encourage educated people working in other sector offices in the Woreda to participate in the education of pastoralists
- Make situational assessment of educational activities in the woreda, identify needs for special support and apply the support received to improve education in the woreda

d) Teacher Training Institutes/Colleges

Likewise, Teacher Training Institutes /Colleges in pastoralist regions will under -take the following additional duties and responsibilities.

- Institutionalize the training of facilitators by opening on Alternative Basic Education Unit Department in their respective institute or college.
- Participate in the preparation of teaching-learning materials for formal and alternative basic education.
- Evaluate the performance of their graduates (facilitators and teachers) in the classroom situation and use the feedback obtained to improve future training.
- Participate in the periodical evaluation of formal and ABE text books and guides.
- Build the academic and professional competence of facilitators and eventually and eventually raise them to the level of certified teachers through continuous in-service training programs.
- Other relevant bodies will also have their due share of duties and responsibilities in promoting education in pastoralist areas.