

**GOVERNMENT SUPPORT AND ACCESS TO EDUCATION AMONG PASTORALIST  
IN SELECTED DISTRICTS IN PUNTLAND, SOMALIA**

**BY**

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**NOVEMBER, 2014**

**DECLARATION A**

“This thesis is my original work and has not been presented for a Degree or any academic award in any University or Institution of Learning”.

 Said Alami

Name and Signature of Candidate

November 07, 2014

Date

**DECLARATION B**

“I confirm that the work reported in this thesis was carried out by the candidate under my supervision”.

Dr. Sofia <sup>Almeida</sup> dos Santos

Name and Signature of Candidate

November 7, 2014

Date

## **DEDICATION**

I dedicate this project to my Parents and Family members for their moral support and the encouragement that they gave me during the study.

## **ACKNOWLEDGEMENT**

Foremost, I must acknowledge that without the grace of Allah I would not have been able to Accomplish this work.

Secondly, Many thanks to my supervisor and adviser DR, Sofia Gaité who read my numerous revisions and helped me make some sense of the project. Many thanks to Kampala International University for providing me with the conceptual means to complete this project. And finally, thanks to my family, tutors, numerous friends and the various respondents who provided me with information vital for the success of this project.

## LIST OF ABBREVIATIONS

NGO	Non-Governmental Organization
UNICEF	United Nations International Children Emergency Fund
UNESCO	United Nations Education, Social and Cultural Organization
AET	Africa Educational Trust
MoE	Ministry Of Education
Adeso	African Development Solution
IRI	Interactive radio Instruction
ABE	Alternative Basic Education
CBOs	Community-based organizations
PYL	Pastoral Youth Leadership Program
IIRR	International institution of rural reconstruction
GER	Gross enrolment rate
NFE	Non-Formal Education
PENHA	Pastoral and Environmental network in the Horn of Africa
PDRC	Puntland Development Research Center
GDP	Gross Domain Product
MOECHE	Ministry of Education Culture and higher Education
PPDN	Puntland Pastoralists Development Network

## LIST OF TABLES AND FIGURES

Figure 1: A conceptual frame work showing the relationship between government support and access to education.....	14
Figure 2: Regression Graph of Access to Education against Government Support.....	46
Table 3.3: Respondents of the study.....	27
Table 4.1: Frequency and Percentage showing Profile of Respondents .....	33
Table 4.2: Means of the Government Support .....	35
Table 4.3: Means of the Access to Education .....	41
Table 4.4: Pearson's correlation coefficient showing the relationship between government support and access to education.....	44
Table 4.5: Regression analysis between government support and access to education .....	45

## TABLE OF CONTENTS

DECLARATION A	i
DECLARATION B	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
LIST OF ABBREVIATIONS	v
LIST OF TABLES AND FIGURES	vi
ABSTARCT	xii
<b>CHAPTER ONE</b>	<b>1</b>
<b>INTRODUCTION</b>	<b>1</b>
1.1 Background of the Study	1
1.1.1 Historical Perspective	1
1.1.2 Theoretical perspective	3
1.1.3 Conceptual perspective	4
1.1.4 Contextual perspective	5
1.2 Statement of the Problem	6
1.3 Purpose of the Study	7
1.4 Specific Objectives	7
1.5 Hypothesis	8
1.6 Scope of the study	8
1.6.1 Geographical scope	8
1.6.2 Content Scope	8
1.6.3 Theoretical Scope	8
1.7 Significance of the Study	8
1.8 Operational Definitions of Key Terms	9
<b>CHAPTER TWO</b>	<b>10</b>
<b>LITERATURE REVIEW</b>	<b>10</b>
2.0 Introduction	10
2.1 Theoretical review	10
2.2 Conceptual frame work	14

2.3 Related Studies	22
2.4 Summary of gaps identified	24
<b>CHAPTER THREE</b>	<b>26</b>
<b>METHODOLOGY</b>	<b>26</b>
3.0 Introduction	26
3.1 Research Design	26
3.2 Research Population	26
3.3 Sample Size	26
3.4 Sampling Procedures	27
3.5 Research Instruments	27
3.6 Validity of the Research Instrument	29
3.7 Reliability of Research Instruments	29
3.8 Data Collection Procedures	29
3.9 Data Analysis	30
3.10 Ethical Considerations	30
3.11 Limitations of the Study	31
<b>CHAPTER FOUR</b>	<b>32</b>
<b>DATA PRESENTATION, ANALYSIS AND INTERPRETATION</b>	<b>32</b>
4.0 Introduction	32
4.1 Profile of Respondents	32
4.2 Description of the Level of Government support	34
4.3 Description of the Level of access to education	40
4.4 Relationship between Government Support and Access to Education	44
<b>CHAPTER FIVE</b>	<b>47</b>
<b>DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS</b>	<b>47</b>
5.0 Introduction	47
5.1 Discussion of Findings	47
5.2 Conclusion	50
5.3 Recommendations	50

<b>REFERENCES</b>	52
APPENDIX I A TRANSMITTAL LETTER	56
APPENDIX II CLEARANCE FROM ETHICS COMMITTEE	58
APPENDIX III INFORMED CONSENT	59
APPENDIX IV A FACE SHEET:	60
APPENDIX IV B QUESTIONNAIRE TO DETERMINE GOVERNMENT SUPPORT	61
APPENDIX IV C QUESTIONNAIRE TO DETERMINE ACCESS TO EDUCATION AMONG PASTORALIST	63
APPENDIX IV D INTERVIEW GUIDELINES	65
LIFAAQA IV E SU'AALAAHA OO AF SOMAALI AH	67

## ABSTARCT

The study set out to investigate the role of government support on access to education amongst the pastoralist communities of Puntland, Somalia. The objectives is guided by the following find out the extent of the government support, to assess the level of access to education and to establish the relationship between the level of government support and access to education amongst pastoralist communities and to establish if there is a difference in the extent of government support and level of access to education. The study employed descriptive correlational study design which involved both qualitative and quantitative approaches. The researcher used a structured questionnaire and interview to gather data from 214 Responses. Means, standard deviation, Pearson's linear correlation coefficient and regression were used to analyze the data at 0.05 level of significance. Findings showed that the levels of government support were too low (Mean=2.29). The researcher found out that though some strides have been made in provision of finances to such programs, still there are a couple of challenges which hamper full implementation of the educational prospects. Levels of Access to education was also confirmed to be too low (Mean=2.38). It was also established that there is indeed a positive relationship between government support and access to education which is positive and strong measuring at 0.729 on the Pearson Correlation Scale. The researcher recommended that; The curriculum and school year programme should be updated to meet the pastoralist needs. Conducting school mapping and new schools to be built in pastoralist areas. Public subsidies should be provided to private schools to facilitate access to education. There should be significant improvement on the parents' attitudes, educational finance, curriculum, distribution of institutions and number of nomadic educational centers. There should be more access to nomadic schools and centers. Establishing appropriate and viable schools in the education of pastoralist and agro-agriculturalist, takes the largest part of the overall successfulness of the educational operation

## **CHAPTER ONE**

### **Introduction**

This chapter provides the background information about research area to the readers, background of the study, statement of the problem, purpose, objectives of the study, hypothesis, scope of the study, significance of the study and operational definition of key terms.

#### **1.1 Background of the Study**

The study background is presented in four dimensions; historical, theoretical, conceptual and contextual.

##### **1.1.1 Historical Perspective**

Educating nomadic peoples in the context of rapid global socioeconomic change is a challenge of massive proportions (Krätli,2001;Carr-Hill andPeart,2005; Dyer,2006).Pastoralists number in the tens of millions across Africa, the Middle East and Central Asia. An estimated 25 to 40 million children of school age live in nomadic or pastoralist households in Africa alone (IIRR.2005).

In Somalia, pastoral nomads constitute between 60 and 70 percent of the country's sparse population, and are entirely dependent on livestock (Diallo, 1979, Jama, 1991). The decimation of herds and the impoverishment of nomads beyond the capacity of indigenous recovery mechanisms compromise food production in the country for some time, while creating very large refugee populations. Somalia possesses the greatest proportion of pastoralists in Africa. Prior to the war and famine of the early 1990s, approximately 65 percent of the national population participated in nomadic pastoralism, while 80 percent of the population engaged in livestock rising of some kind (Samatar 1989a:41; Handulleand Gay 1987:36).

The education system was never conducive to Somalia's pastoral communities. Since the colonial era the country's education has been generally characterized by low enrolment, male-biased and urban (or settlement) orientation features. Available statistics (World Bank 1990, Diallo, 1979) indicate that 5-10 per cent of all school children were enrolled, of which girls constituted less than 20 per cent of the total enrolment.

It was 7th March 1974 when the President of Somalia Mr. Bare announced that this year would be the year of a rural development campaign. The government built hundredth of schools and trained thousands of teachers. Since the collapse of the Somali state in January 1991, Somalia has been a country without a level of organized systems of learning. Puntland nomadic were among these victims. Children remain outside the educational system. Various research findings illustrate that the solicit problem of Puntland pastoralists to achieve education are closely associated with the socio-economic and natural environment they are in. These include drought, poverty, school distance, harmful traditional practices and thus people are not aware of these existing challenges. These projects are needed in the region as more and more children are labored in the various economic activities of the family and household chores. the other hand there are some strategies that can eradicate the barriers such as making curricula and school culture friendly, developing boarding schools and rural awareness.

The government support on education of pastoralists in Puntland appears to be inconsistent. From the point of view of the officials in education, that of schools and statistics, the pastoralist are complete failure; interims of enrollment, attendance, class-room performance, achievement, continuity to higher education, and gender balance. They regularly score at the bottom of the ladder in Puntland. The government support in educational campaigns may raise some interest at the beginning but are soon deserted that even the rare literacy achievements are often lost within a few years. (UNESCO,2006).

The government support of Puntland pastoral communities in any kind of social facilities such as education, health and others, means supporting whole of the Somali population seems low for past years. Now Somalia has one of the lowest enrolment rates in the world today. Out of the three zones, Somaliland has the highest levels of gross enrolment rate (GER) of 44%, while the South Central had a GER of 22% and Puntland 40.3% (Source: Primary School survey, UNICEF, 2007). Government support is to increase enrollment and retention of access children from pastoral and agro-pastoral communities through improved and responsive access opportunities to quality and equitable basic education services in Puntland.

Access to education among pastoralist communities has been historically low due to a multitude of barriers.(UNESCO,2006).For a start, children are viewed as an economic asset, look after the livestock (such as camel, goats, sheep) bringing water and undertake most household jobs. The mobility of communities and their sparse distribution does not fit with the traditional channels of state education with fixed schools based in larger settlements. For pastoral communities, the direct cost of education is especially high even where different approaches such as mobile or boarding schools are applied.

Efforts are to be taken to support access to education among pastoralist through community awareness, training local community members to become teachers. Mass literacy campaigns in all rural areas in Puntland also improve the challenge effecting. Another factor has to do with (since most pastoralists are mobile), establishing mobile schools since most pastoralist are mobile and interactive radio instruction (or IRI) which is distance learning can provide parents and their children with a flexible and low cost education. Other strategies to improve these challenges are establishing alternative basic education (ABE) centers or boarding schools in the rural areas.

Access to education of some pastoral populations in such remote locations is impossible since there may not even be a school to be able to send their children. Another challenge is that the national curriculum often fails to serve the needs of the pastoral community that would contribute to their livelihood. On Puntland, these circumstances are further compounded by conflicts and frequent natural disasters such as droughts.

### **1.1.2 Theoretical perspective**

The study was specifically based on Human Capital Theory rests on the assumption that formal education is highly instrumental and even necessary to improve the production capacity of a population (Olaniyan and Okemakinde, 2008). This is mainly because formal education has dominated our systems and is the only type of education acceptable in our modern times, however, other forms of education such as: non-formal and informal are known to contribute to human skills necessary for economic improvement.

In Somali, investment in human capital is seen as an exit from poverty and is one of the areas of economic recovery and strategy areas identified by the government (MOECHE 2011). Human capital entails the need to have a skilled population who will in turn contribute to the economic growth. According to the MOECHE (2005a) studies conducted in Somali indicate a strong correlation between education, human capital and earnings, however, the inequitable access to education in Somali hinders social, economic and political participation by nomads.

### **1.1.3 Conceptual perspective**

Access to education has been defined different ways. Ministry of Education and Sports (2002) views access to education as the democratization of education requiring the freedom to enter school by all. According to Owolabi (2006), access to education is the measure of the extent to which a country is able to satisfy household demand for education. In this study access to education included parent's attitude, spatial distribution and economic status of the parents of pastoralist.

Government support defined that the group of people governs or assist all social facilities and services; it is set of administrators that lead to approve the needs of the community units.

The Government supports pastoral communities in terms relevant curriculum, Nomadic education centres, education finance.

Klunghardt (1998:1) defines pastoralists as those, "whose subsistence is based on the herding of animals within a set of spatially dispersed natural resources such as vegetation, water and these can be nomadic or transhumance. Pastoral communities make up around 60 per cent of the Somali population. About 70 per cent of Somali's population depends on the products and by-products of pastoralists' livestock for their daily sustenance (PENHA.2005).

Pastoralists or pastoral system are those in which 50% or more of their households gross revenue production comes from livestock or livestock related activities or where more than 15% of household food energy consumption consists of milk products (Swift1988)].

#### **1.1.4 Contextual perspective**

The places of residence Pastoralist in Puntland are a strong indicator of school enrollment of girls and boys. About 3% of nomadic girls reported they had enrolled in formal school compared with 39% in urban areas. For boys, about 4% of those from nomadic households reported they enrolled in school compared with 45% of those from urban households. About 72% of nomadic girls and 53% of nomadic boys reported they had never enrolled in school compared with 28% of urban girls and 16% of urban boys.(UNESCO, 2006).

Access to education among pastoralist in Puntland to school opportunity at all levels of education has been a major problem for a long time. In other parts of Somalia, this crisis emerged in Puntland during the 1980s, well before the outbreak of the civil war. The onset of the state collapse and civil war in early 1990s only struck down a moribund education system. This was caused by destruction or damage to school buildings, looting of educational materials and equipment and non-payment of teachers and other educational officers.(MOECHE,2011).

Majority of children reported had enrolled in Koranic schools. However, there is also a gender gap in Koranic schools. For example, about 24% of rural sedentary girls reported they had enrolled in Koranic schools compared with 42% of rural sedentary boys. Among the nomads, about 25% of girls reported they had enrolled compared with 44% of boys (MOE, Puntland Primary school census year Book 2011).

In Puntland in recent days the government participated in pastoralist education by increasing informal education over all regions and more specifically in nomadic areas, (Krätli with Dyer, 2006; Kakonge et al., 2001; Krätli, 2001; MOEST, 2001). The determination of the Somalia government to increase access to education inspired the development of policies in the form of approaches and programmes such as free primary education, boarding schools, school-feeding programmes, bursary funds for bright but poor students and recently tuition free secondary education. However, the performances of these programmes among the nomadic peoples have been very discouraging. (Pastoralist Situation Analysis, UNICEF, 2011).

The current educational situation in Puntland, Somalia for nomadic communities is poor as has been documented by researchers and the Somalia government. (Ministry of education main office Mogadisho, 2005). The enrolment in formal primary schools which is one of the ways of measuring success and failure of education is very low in the whole of Puntland, Somali Province comprising Laskoray, Kardo, and Burtinle districts in comparison to all other parts of the country.(Educational Needs of Young People in Nomadic and Pastoralist Communities, AET, 2007).

Literacy among nomadic parents in Puntland, Somalia is low and is seen to be another possible dimension contributing to the low participation by the region in education. According to the Somalia literacy survey conducted countrywide, including Puntland and Somaliland, Puntland has the lowest literacy level of only 8.1%in Laskoray. Whereas Kardo has 7.1% literacy achievement and the overall national literacy level is 31.5% (Republic of Somali, 2007).

Low literacy level is the cases of high unemployment in the nomadic regions of Puntland (SID, 2004) and lack of transition to higher education which are a backdrop to the deliberate avoidance by some parents of education for their children (Krätli, 2001).However, according to some high-ranking officers of the Ministry of Education there are plans to develop and government supports it for the increasing number of pastoralist e children?

## **1.2 Statement of the Problem**

A major problem that affects in Puntland nomads' accessibility to educational facilities was the urban-orientation of Somalia's education system. Almost all educational facilities were built in towns or major villages that served settled communities only. One manifestation of this bias is the fact that in 1969, about 90 percent of primary schools were located in urban settings that were inaccessible to pastoralists. Similarly, in 1988, 59 percent of all secondary school graduates were from the capital city Mogadishu.

The striking picture of the situation of educational accessibility in Puntland is the very low gross enrolment ratio of the primary school age children. Of the estimated 465,000 of children within primary school age bracket only 53,005 pupils were enrolled in different primary schools in Puntland regions in 2002/2003 school year. This consists 11.4% of all primary school age

children and 3.5% as of the ratio of total population. The enrolment ratio of the boys is 14.3% of the total number of the primary school age boys, while the ratio of primary school enrolment of the girls is 8.5%.(Puntland Development Research Center (PDRC) - Garowe, Puntland State of Somalia, 2005).

Access to education among pastoralist in Puntland to school opportunity at all levels of education has been low because gross enrolment rate (GER) of 44%, while the South Central had a GER of 22% while Puntland is 40.3% (Primary School survey, UNICEF, 2007.) The primary enrollment in Puntland rural area is about 20% these are still many prospective students, particularly the nomadic population, could not be accommodated. In the 2012, literacy in Puntland pastoral people was very low, 18 percent among adult men and 6% percent among adult women, and the primary school enrollment rate for school age children was less than 10% percent (UNICEF, 2003).

It is on this premise that the research was carried out on the government support and access to education among pastoralists in Puntland, Somalia.

### **1.3 Purpose of the Study**

This study investigated the relationship between government support and access to education among Pastoralists in selected Districts in Puntland, Somalia

### **1.4 Specific Objectives**

This study intended to achieve the following specific objectives:

1. To find out the extent of government support in terms relevant curriculum, Nomadic education centres, education finance among pastoralist in selected districts understudy.
2. To assess the level of access to education in terms of parent's attitude, spatial distribution, economic status of the parents among pastoralist in selected districts understudy.
3. To establish whether there is a difference in the extent of government support and level of access to education among pastoralist in selected districts understudy.
4. To establish the relationship between the extent of government support and level of access to education among pastoralist in selected districts understudy.

## 1.5 Hypothesis

1. There is a relationship between extent government support and level of access to education among pastoralist in selected districts in Puntland?

## 1.6 Scope of the study

### 1.6.1 Geographical scope

Geographically, the study was carried out in the three selected districts Lasqoray, Qardo and Burtinle in Puntland, Somalia. This is because these districts were the major areas that had the most pastoralist people in Puntland, Somalia.

### 1.6.2 Content Scope

The study focused on government support in terms of relevant curriculum, Nomadic education centers and Education finance while access to education in terms of parent's attitude, spatial distribution, and economic status of parents) among pastoralist in Lasqoray, Qardo and Burtinle in Puntland, Somalia.

### 1.6.3 Theoretical Scope

The study was specifically based on Human capital theory by (Olaniyan and Okemakinde, 2008) rests on the assumption that formal education is highly instrumental and even necessary to improve the production capacity of a population.

## 1.7 Significance of the Study

The findings of this research shall be used by **government agencies** to evaluate the role of government support on access education pastoralist as they come up with policies to improve through formal and non-formal education.

The study findings will help **policy makers** in the different regions to come up with informed decisions concerning supports and access of pastoral education in Puntland regions.

The **Ministry of Education** will use the findings as empirical information to support within quality standards and access of pastoral community for relevant education.

The study findings shall be used as reference for **future researchers** in this study or related studies having contributed to operational definition of concepts, literature and methodology for such future studies.

### **1.8 Operational Definitions of Key Terms**

For the purpose of this study, the following terms were operationally defined as:

**Government support** refers responsibility of the enhance and providing all service for society to survive and life including education in terms of enrollment, relevant curriculum, Education centers and education finance).

**Access to education** refers to the opportunity or chance of pastoralist children to be in schools to study.

**A pastoralist** refers to people whose main livelihood is herding.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents theoretical review, conceptual framework, and related literature relevant to the study.

#### **2.1 Theoretical review**

The study was specifically based on Human capital theory by Olaniyan and Okemakinde, 2008, rests on the assumption that formal education is highly instrumental and even necessary to improve the production capacity of a population. Educating nomads is one of the ways to improve their human capital increasing their skills improves their ability to compete for better life while contributing to the economy of the country. Once educated, nomads are expected to manage their livestock and the environment well, participate in democracy and benefit from other services. It is therefore against this background that educating nomads needs to be given a priority. While contributing the economic growth, investing in human capital helps directly to empower the masses to stand up for their rights as well as that of others. This leads to the role Rights Based Approach plays in the education for nomads.

Raising livestock is the basic way of life of pastoralist in which it dominates the combined total value of marketed production generated. Pastoralist occupy the arid and semi-arid regions of the world, characterized by high degree of mobility in searching water and pasture for their livestock, as example fourth per cent (40%) of the African total land cover is occupied by pastoralists way of life, where in Somalia it accounts up to 60% of the land cover, in the arid and semi-arid areas. Worldwide pastoralism is way of life found in most fragile, conflict prone, and food insecure areas, hence high level of poverty, disease and famine common characteristics (Akinbamijo, 2007). Under pastoralism, mobility is the fundamental strategy to wisely utilize the variable resources in time and space.

Accordingly pastoralists are using different animals (browsers and grazers) to use the different biodiversity. Moreover, pastoralists have a deep-rooted conflict resolution through their

customary institutions. Unfortunately today pastoralists are known for their conflict, famine and poverty, mainly due to their marginalization in decision making.

Any social service whether formal or informal need to be mobile to address the needs of the community (Yohannes, 2003). In Somalia, pastoral nomads constitute between 60 and 70 percent of the country's sparse population, and are entirely dependent on livestock (Diallo, 1979, Jama, 1991). Their livestock production is the mainstay of the country's economy, accounting for some 40 per cent of the gross domestic product (GDP), providing subsistence to about 75 per cent of the population, furnishing some 80 percent of foreign exchange earnings, and employs between 55 and 60 percent of the nation's labor force.

The education system was never conducive to Somalia's pastoral communities. Since the colonial era the country's education has been generally characterized by low enrollment, male-biased and urban (or settlement) orientation features. Available statistics (World Bank 1990, Diallo, 1979) indicate that 5-10 percent of all school children were enrolled, of which girls constituted less than 20 percent of the total enrollment.

The overall provision and quality of education in all three political areas of Somalia (Somaliland, Puntland and South and Central Somalia) is poor. The region has one of the lowest literacy rates in the world and the overall gross enrolment rate in primary schools is less than 30% and even lower for girls. There has been some progress in educational provision over the past decade both at the primary and secondary level, for example UNICEF has reported a 16% increase in primary school enrolment in Somaliland in a single year.

However throughout, Somaliland, Puntland and South and Central Somalia there are better provision, higher enrolment and better quality of education in urban areas than there is in rural areas. Many parts of the rural and interior areas have no schools and the majority of children and young people have no access to formal schooling. Yet even in these rural areas there are discrepancies in provision between those living in settled communities and those in nomadic and pastoralist communities, with nomadic pastoralists receiving the lowest levels of provision and financial support for education. Vocational skills for nomadic pastoralists, (AET, 2011).

A major problem that affects pastoralists' accessibility to educational facilities was the urban-orientation of Puntland's education system. Almost all educational facilities were built in towns or major villages that served settled communities only. One manifestation of this bias is the fact that in 1969, about 90 percent of primary schools were located in urban settings that were inaccessible to pastoralists. Similarly, in 1988, 59 percent of all secondary school graduates were from the capital city Mogadishu. What could be the share of the pastoral nomads? Thus, nomads are neglected absolutely and relatively when it comes to access to education.

Many other communities in Somalia and Somaliland depend on non-formal education, which is considered to be more accessible, flexible and affordable (provided by local and international NGOs). A few young people from these nomadic and pastoralist communities in Somaliland managed to access education by living with relatives in towns where they could attend schools or non-formal classes. However, most young people in nomadic and pastoralist communities do not have any opportunity to learn to read or access any form of basic education. There are indications from the study that some young people from these communities had moved to towns or villages where there were schools but it is not clear whether or not they had left permanently or would return once they had completed their education. (UNESCO, 2006).

Schools in the rural and urban areas in Puntland State of Somalia, 255 (or 61%) of them are located in the rural. However the majority of these schools do not serve pastoralists well. They are usually located in provincial towns or population centers. They may or may not be located near water sources or along grazing routes, if they are near a pastoralist area at all. Are fixed, take substantial time and resources to build, and once built they are not regularly maintained.

In many cases, the curriculum of Puntland has not been adapted to a pastoralist way of life, and the formal school's teachers tend to have little willingness to teach in evening hours or after grazing times and the teachers are usually not from the pastoralist community. So teachers in Puntland formal schools they tend to have little longevity in are mote pastoral area and little

ability to blend into pastoral life. The school opening and closing sessions are not flexible nor built around pastoralist herding and mobility patterns. Puntland MOE 2011/2012.

Poverty reduction among pastoralists and pastoral development strategy in Puntland is under a certain type of development myth. In most cases pastoralists have been little involved in the formulation of development policies and or related projects which affect their lives. According to (Ayalew, 2001), this condition is a typical manifestation of political marginalization. Furthermore the lack of participation by pastoralists in making decision on matters affecting their interest results in the failure of development programs and interventions. Pastoral development policies and strategies should consider the way of life of pastoralists, their socio-cultural practices and their need for development (Westerly, 2000).

The Government of Puntland is increasing its collaborative approaches to improve the education of pastoral groups through formal and non-formal education channels. Pastoralists have difficulty with accessing education. The Ministry of Education, Puntland is concentrating on formal education by harmonizing curriculums and examinations in order to ensure education delivered in pastoral settings is recognized and rewarded accordingly. In addition, the Ministry continues to work alongside other agencies concentrating on Non-Formal Education (NFE) in an effort to improve the access and quality of education for pastoralists. Strategic Report of Nomadic Education, (Ministry of Education, State of Puntland,2007).

Access to education for pastoralist communities has been historically low due to a multitude of barriers. For a start, the mobility of communities, socio economic status, child labor demand, parent's attitude and their sparse population does not fit with the traditional channels of state education with fixed schools based in larger settlements. For pastoral communities, the direct cost of education is especially high even where different approaches such as boarding schools are applied. In addition, some pastoral populations are in such remote locations, that there may not even be a school to be able to send their children.

In addition, the national curriculum often fails to serve the needs of the pastoral community that would contribute to their livelihood. For Puntland, these circumstances are further compounded

by conflicts and the frequent natural disasters such as droughts. Efforts are being taken to support nomadic education through the development of relevant curriculum. Another factor has to do with Piloting of disaster insurance for parodists by donors, NGO's and the government.

## 2.2 Conceptual frame work

The various variables in this study and their relationship can be linked as follows;

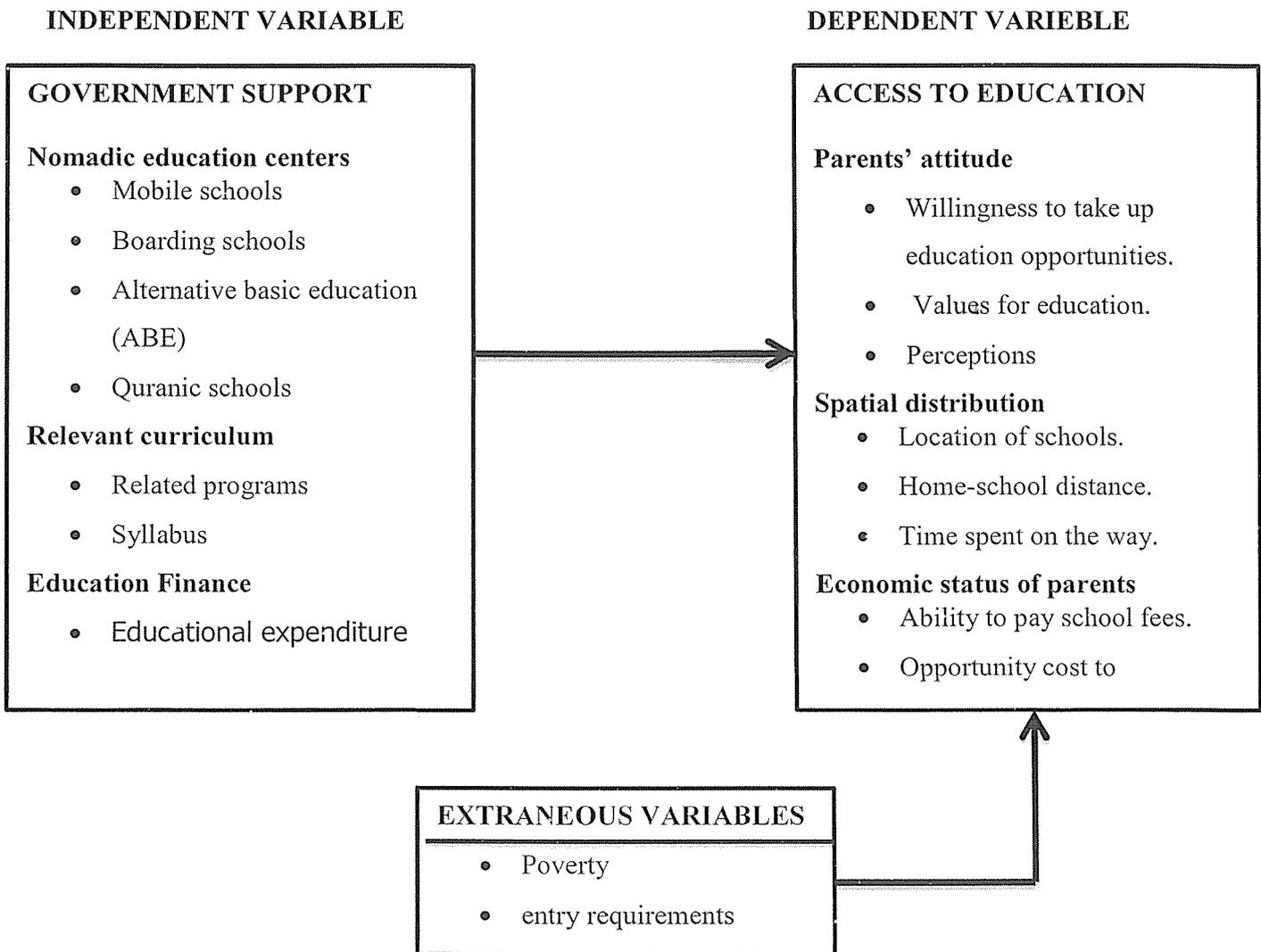


Figure 1: A conceptual frame work showing the relationship between government support and access to education

Constructed using ideas of Forojalla (1993) and World Bank (2002)

Figure 1 shows governments support and access to education, namely nomadic education centers, curriculum relevance and educational finance. The access to education among pastoralist is in terms of parents' attitude, spatial distribution of schools and economic status of parents. Extraneous variables like entry requirements, poverty are also included.

## **GOVERNMENT SUPPORT**

### **Nomadic Education Centres**

It was not easy to reach pastoral nomads on a permanent basis. But through the nationwide organization of regions, districts, and villages, settled people could be easily reached, informed, oriented, taught and cared for. It took the Somali government more than two decades before it started some sort of permanent training for pastoralists. The end of 1978 saw the beginning of a new experiment under the Adult Education Programme, to set up six Nomadic Education Centers in different parts of the country, concentrating on providing the skills and knowledge which nomadic people can best utilize. As AbdiHaybe, Somalia's Director for Non-formal Education points out: "The solution embodied in these centers is novel, untried and therefore with significant element of risk" (UNICEF, 1978).

That is the main qualification which inhibited Somalia's pioneering schemes of the 1970's. If it is difficult to teach nomads through formal approaches, it is almost impossible to teach nomads accidentally. It will not be an easy job for the few extension workers, who lack transport, drugs and, in many cases, lack knowledge, as often stated by nomads, for example, in the field of veterinary services. The provision of Education in pastoral areas, Gorham, A. B. (1978).

Since it is difficult to follow nomads, the Somali government ventured to embark on a programme based on the construction of six Nomadic Education Centers. This pilot project is based on the assumption, that some members of a nomadic family could be delegated to participate in the residential training course. The provision of food would be a kind of attraction for the nomads to come and stay for a limited time. Camel Caravan conference report in Nairobi, (Adeso, 2010).

### **Mobile schools**

Mobile schools appear to be the most flexible way to provide education to pastoralists without removing children from their communities. There are not good mobile schools operating in Puntland. Even then, challenges to the quality of education and sustainability remain. Some best practice models include recruiting and training teachers from within the nomadic communities; providing educational materials such as tents, portable blackboards, solar lamps, mats and camels; the division of transportation of mobile school materials between families; ensuring a flexible lesson timetable; and teacher salaries paid by the community themselves.

### **Boarding Schools**

Boarding schools in pastoral areas could play an important role in the education of pastoralists, provided such education was relevant to the real needs of pastoral life. Basic needs for nomadic communities should be at lower cost to them and be more easily accessible than conventional delivery approaches. One such strategy of the government is too low to establish boarding schools. The government didn't meet the larger part of the cost of boarding schools intended for the children of the pastoral nomads. Such facilities are to be situated at physically accessible points where a significant number of nomadic families could converge and where there is the possibility of having many children enrolling. Boarding schools shouldn't also be as evenly distributed as possible.

### **Alternative Basic Education (ABE)**

Alternative basic education is a specific model of non-formal education adopted in and adapted across Somalia puntland regions. In this school equivalency program, learners cover the equivalent of the first four grades of primary school in just 3 years, and are then able to transition into the formal system. Alternative basic education is characterized by low-cost construction, community contribution to construction and school management, teaching in the local vernacular. However the majority of puntland districts especial those we conduct our research, there are few ABE centers which access education to pastoral children. A lot of challenges are facing them such as government pay low contribution for ABE centers to develop and enroll many pastoralist.

## **Quranic Schools**

The Koranic school is by far the most pervasive, steady and permanent education facility in the country. Since the advent of the Islamic religion, the nomadic children received some sort of formal education, which has shown some success. This was the teaching of the Koran. In general, this played a very different role in the children lives from those involved in modern or formal schools, because such teaching takes place in a familiar environment and carried out by individuals from the same neighborhood.

Among pastoral nomads, children (mostly boys) aged 5-14 years are brought together for some hours (normally early morning and or early evening) six days a week to be taught how to recite the Koran by a nomad teacher, who is supported by voluntary annual contributions and who enjoys the respect of the community. Facilities are rudimentary, barely providing shelter and the equipment is simple: wooden slates, ink, and a wooden pen. An advantage of these schools is their mobility; the Koranic teacher moves with his students and his school wherever the new camp is constructed. The Koranic schools, however, face many problems. Teachers are not well trained. Many of them are barely literate and only teach the Koran with no supplementary courses in Islamic studies. The teaching approach is often rigidly unyielding and consists largely of note-taking, memorization and copying.

## **Relevant curriculum**

The contents of the curriculum are generally considered inappropriate for the children of pastoral nomads. It does not provide practical skills to improve the livelihood of nomads. Rather, it is believed, it focuses on academic achievements that only suit the needs of urban children. There is a lack of demonstrable practical benefits for the pastoral economy (Gorham, 1978).

The need to guarantee pastoral children a formal education in the same subject areas as the other school children in the country has to be matched with a concern for relevance. Making national curricula relevant related to groups other than those they are historically designed for is not achieved simply by adding 'relevant' topics from the same centralized perspective. A curriculum becomes relevant to pastoralist children by tackling the foundation subjects from the perspectives of pastoralists' daily reality and pre-existing knowledge as constructed by the pastoralists themselves. An appropriate and accessible curriculum plays a major role in retaining learners;

and it is important also in relation to securing for all children the right to quality education. The need to guarantee nomadic children formal education in the same subject areas as the other school children in the country has to be matched with a concern for relevance Quality of schools and Teachers.(Jama, 1991)

Rural primary schools which pastoral nomads may have access to are qualitatively poor in terms of facilities and teaching staff. The management and supervision of officials are not effective either. Low salaries of education personnel creates a reluctance to live away from their urban families, leading to an un equitable geographical enrollment of schools and an unwillingness of younger staff to leave urban centers. It is therefore very difficult to place quality staff in schools accessible to nomads. (UNESCO, 2006).

### **Education Finance**

A crucial problem is how the sector was financed. In the first place the bulk of education expenditure was covered by the budget of the Ministry of Education and Culture. During the 1975-79 periods Somalia spent 12 percent of its recurrent expenditure and 7 percent of its development expenditure on education, which equaled to only 3.2 percent of the Gross Domestic Product.

During 1970s, however, defence and security needs absorbed increasing amounts of government budget, and expenditure on education drastically declined, reflecting a shift in government priorities and an apparent loss of its commitment to education (Jama, 1991). From 1986 through 1988, the Ministry of Education's share of government spending dropped to less than 2.0 percent of its recurrent expenditure and about 3.0 percent of its development expenditure. Total basic expenditure on education (recurrent and development) was about 0.6 percent of the Gross Domestic Product (World Bank, 1990). Inadequate finances led to a precarious decline in primary school enrollment, teachers left the system at an unprecedentedly high rate, resulting in the subsequent closure of many schools. This trend discouraged even the settled communities to send their children to school, where conditions were appalling, let alone pastoralists who always had their doubts.

If interventions aimed to meet some educational needs of pastoral nomads are to become sustainable, they have to be coupled with other efforts in improving nomadic income generating capabilities, whereby women are given special attention in strengthening the pastoral production systems. Ministry of Education Republic of Somalia report,1988.

### **Enrolment in Schools**

Despite significant increases in school enrolment over the last eight years, only 710,860 children out of an estimated 1.7 million of primary school-aged children are enrolled in school. The overall Gross Enrolment Rate (GER) for across Somalia, as indicated by school level data collected in 2011,( MoE, 2011.Puntland Primary School Census Year 2011). The place of residence is a strong indicator of school enrollment of girls and boys. About 3% of nomadic girls reported they had enrolled in formal school compared with 39% in urban areas. For boys, about 4% of those from nomadic households reported they enrolled in school compared with 45% of those from urban households. About 72% of nomadic girls and 53% of nomadic boys reported they had never enrolled in school compared with 28% of urban girls and 16% of urban boys.

Majority of children reported they had enrolled in Koranic schools. However, there is also a gender gap in Koranic schools. For example, about 24% of rural sedentary girls reported they had enrolled in Koranic schools compared with 42% of rural sedentary boys. Among the nomads, about 25% of girls reported they had enrolled compared with 44% of boys.

The number of pupils enrolled in primary school and Primary Alternative Education (PAE) centers increased to 107,907, a 43% increment from 2006 data; The Gross Enrolment Rate was 41% (corrected for missing data) with a primary school age population (6-13) estimated at 227,018. Disaggregated by sex, this gives Puntland a GER of 46% for boys and 37% for girls (Primary School Census in Puntland led for the first time by MOE and UNICEF 2011 /2012).

## **ACCESS TO EDUCATION**

### **Parent's attitude**

Attitude is defined by Micheal (2006) is a settled mode of thinking. Attitudes are evaluative as described by Makin et al (1996) cited by Micheal (2006), any attitude contains an assessment of whether the object to which it refers is liked or disliked (Micheal, 2006).Historically, attitude and values of pastoralist in Somalia view both schools and schooling as alien things that do not contribute to the pastoral way of life. Pastoral nomads' independence and reluctance to change their traditional ways poses a major obstacle. They believe that such facilities will in the end alienate their children from them and the society at large. Parents with such attitudes are illiterate and have never experienced the benefits, if any, of modern education. Adan, H.M. and Abdi, M.M., (1978),

### **Spatial distribution of schools**

Distribution of the network of schools has an effect on the participation rate in school education (Owolabi, 2006). UNESCO (2006) noted that regional imbalances in secondary schools location in Somalia sidelined enrolment to secondary schools in Puntland and Central and Southern as compared to Somali land region due to lack of education places and majority of primary leavers hardly proceed to secondary education. The 2006 report by Somali Joint needs assessment on social services and protection of vulnerable cluster -education and training sub-sector, in Shabelleregion, found in Central / Southern Somalia only 370 students in 2006 enrolled in secondary schools because there was lack of educational places.

Sparse distribution of the nomad population is the foremost obstacle limiting children's attendance in school. This low population density makes it difficult to gather enough pupil population to make it cost-effective. If facilities are provided to such sparse population, costs per pupil are far higher than schools in towns and village. UNESCO (2006).

Sparse distribution of the pastoralists in Laskoray., Kardo districts brings another constraint in providing compatible education. It limits children's attendance in schools. Therefore providing formal schools and ABE centers for each clan or district placed in very distant areas and with

low population are not cost effective. Having the mobile nature and child labor demand of parents the schooling did not succeed. Furthermore, pastoralists live in remote often close to insecure and conflict prone areas are not willing to send their children to remote schools. This is because, having they walk long distances in order to go to school, for children, especially girls, may present serious risk of attack. Education for All Assessment Report,(UNICEF. Somalia,2000).

### **Parents' economic status**

A family's socioeconomic status is based on family income, parental education level, parental occupation, and social status in the community such as contacts within the community, group associations, and the community's perception of the family, note Demarest, Reisner, Anderson, Humphrey, Farquhar, and Stein (1993).

Families with high socioeconomic status often have more success in preparing their young children for school because they typically have access to a wide range of resources to promote and support young children's development. They are able to provide their young children with high-quality child care, books, and toys to encourage children in various learning activities at home. Also, they have easy access to information regarding their children's health, as well as social, emotional, and cognitive development. In addition, families with high socioeconomic status often seek out information to help them better prepare their young children for school. Poverty has inevitably increased since the early 1990s and the collapse of the government and onset of civil war. About 43% of the Somali populations live in extreme poverty, on less than US \$1 Purchasing Power Parity (PPP) per day (UNDP/World Bank Socioeconomic Survey, 2002).

The persistent lack of rainfall is a major factor in rural poverty. Drought has become more frequent and severe throughout the country over the past decade, and the trend shows signs of worsening. The impact of drought is most severe for vulnerable households living in the pastoral areas of lowlands and the high density parts of highlands.

The livelihood for pastoral communities depends on selling their livestock. Both cattle and camel herders use small stock as cash animals for elastic small money besides as food source for home

consumption. Socioeconomic problems existing in Puntland pastoralists have affected children's attendance in schools. Children are working to implement family's income.

The labor-intensive nature of the herding economies (Gorham,1978), children of pastoral nomads are significant contributors to the household income through their labor, even from an early age. Among these communities children especially boys are viewed as an economic asset. Such economic benefits are cultivated in the short term, the children being useful to help the family raise livestock. They look after animal herds such as. Sheep goats, camels, and thus undertake most household duties. Parents need to maintain their children's contribution and at the same time avoid the cost of schooling. Thus a limited number of rich families are inclined to send their children preferably boys to school (Jama, 1991).

### **2.3 Related Studies**

Several studies have discussed government support and access to education among pastoralists in different contexts and from different points of orientation. The education for nomads in the light of the guiding principles of Education for All (EFA), an agreement of the United Nations' (UN), which provides a different approach for education provision, access and learning. The study emanates from my experience as a teacher, trainer, and community worker in Wajir that gave me the opportunity to realize the absence of many nomadic children from schooling. EFA, through its goals in article 7 of The Dakar Framework for Action, demonstrates the need to expand literacy beyond the borders of formal classrooms by embracing diverse delivery systems such as life skills learning, distance education, adult education and traditional education (UNESCO, 2000).

Increasing educational access for nomads in Kenya is not a new issue but the implementation scheme has had limited success so far the first post-independence commission on education in Kenya, widely known as the Ominde Commission recommended, among many other issues, the reversing of educational situation in nomadic districts (Republic of Kenya,1964) which by then had a gross enrolment ratio (GER) of less than five percent while other parts of the country had a 100 percent participation (Sifuna, 1991).

Pastoralism is a complex, diverse, and extremely dynamic as pastoralists seek to adapt to evolving, social, political and environmental conditions at local, national and regional levels. They include the relatively sedentarised, that manage highly diversified livelihood strategies only partly dependent on livestock, agro-pastoral, some also highly mobile predominantly rearing livestock, and pended in arid areas (Markakis, 2006).

There is also huge differentiation within pastoral communities. Some households are rich, others extremely poor. Some families are heavily dependent on livestock for their livelihoods, others less so. Income cases, there are households who practice a predominantly livestock based livelihood; others who are diversifying while retaining some livestock; while some require exit options which do not end in destitution (PENHA, 2005). Even though pastoral systems take many forms adapted to particular natural, political and economic environments, there are two components in any definition: the degree of dependence on livestock-based activities, and the nature and form of mobility (UNICEF, 2000).

On mobility, they may label all types of movement which include substantial irregularities as nomadic, regular back and forward movements between two relatively fixed locations summer and winter pastures as transhumant, and others as sedentary (Saverio, 2001). Today many pastoralists use mobile phones to facilitate their mobility. In such arid and semi-arid areas mobility is the foundation of livelihoods. An attempt to settle such pastoralists are the loss of all the rationalities and result both socio-economic and ecological crisis (Yohannes, 2009).

The Pastoral Youth Leadership (PYL) Program 2005 is one of (African Development Solution), (Adeso) formerly known as (Horn Relief) flagship programs, a true innovation of its time. The PYL program was originally conceived to provide access to education for Pastoral children around issues that are appropriate, practical and relevant to the livelihoods of pastoralists. The PYL program is a non formal education program with a curriculum that contains four thematic areas chosen by Pastoralists and developed for Pastoralists to increase their knowledge and capacity on literacy and numeracy and issues that are critical to their livelihoods.

The major objective of the PYL curriculum is to enable learners to create awareness among community members in four thematic areas of leadership (including governance, peace, and

mediation), human health, animal husbandry and natural resource management. PYL learners are trained for two years. Those who need basic literacy and numeracy classes first attend a year of basic education classes. The PYL modules span two years of instruction after acquisition of basic literacy and numeracy. In addition, the program assists PYL learners in transition into formal education and joining and/or vocational trainings. PYL focuses on developing a sustained supply of relevant human resource capacities in targeted villages.

For example, the program recently exited Dhahar village, by working closely with women's groups, local community based organizations (CBOs) and with community education committees, giving them small grants to run the PYL centers. PYL has inspired volunteerism with PYL graduates who often go back to the community to give literacy lessons. The idea of self-help has grown in the villages where PYL operates, evidenced by the establishment of many community groups, often focused on education, and increased women's involvement in community development institutions. Despite its successes, the PYL project has faced many challenges. Consistent funding is difficult to find and impacts on what the program can achieve. Previously a boarding school supported pastoral children to engage with the PYL program, but it could not be maintained because of a lack of long-term funding. While the number of female PYL learners is an achievement of the program, the low enrolment of male learners is a problem and needs to be addressed to ensure gender equity in access to education.<sup>5</sup> Furthermore PYL requires sedentarization which is at odds with the mobility of pastoralists. Previous attempts at training mobile teachers to move with pastoralists failed after a long drought led to mobile teachers losing their livestock and 'dropping out' themselves. Furthermore, migration affects the young learners, as some learners have to leave during the dry season to help their families migrate. The program also faces a challenge as it is multi-sectoral and comprises education, environment, and peace and governance sectors, making articulation and understanding of the program to donors difficult.

#### **2.4 Summary of gaps identified**

The previous researchers those conduct different research they mentioned enrolment side according access to education among pastoralist and they left attitude and believes of parents toward pastoralists education. In this study emphasized attitude of parents toward pastoralist

education and also educational expenditure to pastoral community. Adan, H.M. and Abdi, M.M., (1978),

However, due to differences in the socio-economic and political environments within which theories are applied, the outcomes tend to differ considerably across time and space which makes continuous studies on their practicability and relevancy much desired. Michael Polanyi (1951). Therefore, this study seeks to investigate the opportunities and support of pastoralist education challenges presented by the creation of a schools to improve social services particularly education system.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

The main sections discussed in this chapter include research design, target population, sample size, sampling procedure, research instruments and data collection and data analyses.

#### **3.1 Research Design**

This study employed descriptive survey design specifically the descriptive correlational strategies. Descriptive studies are non-experimental researches that describe the characteristics of a particular individual, or of a group. It deals with the relationship between variables, testing of hypothesis and development of generalizations and use of theories that have universal validity. It also involves events that have already taken place and may be related to present conditions (Kothari, 2004). Further, descriptive surveys are used to discover causal relationships (descriptive correlational). The study used both quantitative and qualitative approaches doing at data collection and analyse stages in order to enhance the extent to which the data collection methods and the data itself enable the researcher to come up with more accurate conclusions (internal validity). This design is deemed appropriate because according to Amin (2005) it allows timely completion of the study exercise and therefore fit for such a study given its short completion time.

#### **3.2 Research Population**

##### **Target Population**

In this study the target population involved 460 people in selected districts in Puntland, Somalia. All the categories of population (elders, teachers, Parents, regional educational officer,) were involved because they were all directly affected by whatever policy is made on government support services which in turn affects access to education among pastoralist according to Social Protection among Pastoralists, ODI/HPG (2009)

#### **3.3 Sample Size**

The minimum sample size was computed using the Slovene's formula, which states that, for any given population, the required sample size is given by;

$n = \frac{N}{1 + N(e^2)}$ , Where; n = the required sample size; N = the known population size; and e = the level of significance, which is = 0.05. Given a total population of 460 respondents in the selected districts Puntland, Somalia a sample of 214 was decided in the study as illustrated in the next table below

**Table 3.3: Respondents of the study**

<b>Regions</b>	<b>Total Target Population</b>	<b>Sample Size</b>
Regional Educational officer	60	28
Parents	100	47
Teachers	202	94
Elders	98	46
<b>Grand Total</b>	<b>460</b>	<b>214</b>

### 3.4 Sampling Procedures

The study employed the probability sampling techniques. Saunders (2000) with probability the chance or probability of each case being selected from the population is known and usually equal for all cases. This means that it was possible to answer research questions and achieve objectives that required one to estimate statistically the characteristic of the population from the sample. The researcher divided the selected districts which the target population of 460 (which included 60 regional educational officer, 202 Teachers, 98 elders and 100 parents). Sample of 214 respondents was selected by using stratified random sampling techniques. Regarding sample size, the sampling frames in the selected districts were stratified according to access to education among pastoralist in selected districts in Puntland, Somalia.

### 3.5 Research Instruments

The research tools that were used in this study were the close ended questionnaires for the government support that contained (30 items) these consist of options referring to nomadic education centers (18 items), relevant curriculum (6 items), education finance (6 items) and for access to education it contained (24 items) these consist of parents attitude (10 items), spatial

distribution (7 items) and economic status of the parents (7 items). The response modes and scoring were as follows: strongly agree (4); agree (3); disagree (2); strongly disagree (1). The open ended questionnaires were used for interviews guidelines which contained 10 items. Which was also translated in Somali language. The documentary review that was done to add to the information that was gathered from qualitative and quantitative data.

### **Questionnaire**

Sarantakos, (1998), explains questionnaire as a method for collecting and analyzing social data via highly structures and often very detailed interviews or questionnaires in order to obtain information from large numbers of respondents presumed to be representative of a specific population. A largely quantitative question (appendix IVB) will be used to collect data from the sampled educational officers, teachers and elders. The questionnaire will be researcher administered in order to reduce non-response rate that is often higher if mailed questionnaires are used. Besides, it is aimed at collecting both quantitative and qualitative data in order to enhance the internal validity of the study.

### **Interview Guide**

Like other qualitative research methods, although flexibility of questions approaching will allow a researcher to change structures or even content of questions or pose follow-up questions in accordance to the situation during the interview, lack of skill and background knowledge of interviewer and the rapport between the interviewer and interviewee can obstruct the desired goal of the interview (Sarantakos, 1998). The researcher used semi structured interview to collect data. This kind of interview is often referred to as qualitative research questions. The researcher will have a list of themes and question to be covered, although these may vary from interview to interview.

Some elders and district officials' educational officers were engaged in a face to face oral interview. This was aimed at capturing high quality qualitative data that enriched the study. An interview guide containing thematic areas in line with the stated study objectives was used in order to keep the interviews focused in order to obtain accurate data. This was aimed at enabling the respondents to prepare relevant evidence to back up their responses.

### **Documentary review**

A number of relevant documents in respect to the study objectives have already been reviewed as seen in the literature review and study background but in addition to these more documents especially at the district were further reviewed. These included: Budget Framework papers, work plans, the educational policy, district educational expenditure papers and other documentary which are valid to the study.

### **3.6 Validity of the Research Instrument**

After constructing the questionnaire, Validity of the questionnaire was obtained by presenting 30 items of questionnaire to two professional people, including the researcher's supervisor According to Amin (2005) content and construct validity was determined by expert judgment. The items of the questionnaire 25 of them were accepted while 5 items were rejected. The validity of the questionnaire calculated by using the Content Validity Index formulae and it gave figure of 0.7. Kathuri and Palls (1993) argue that instruments with validity confidence of at least 0.7 are accepted as valid in research.

### **3.7 Reliability of Research Instruments**

Reliability of the instruments was obtained by using the test-retest reliability. Fraenkel and Wallen (1996) argue that for most educational research, stability of scores over a period of one month is usually viewed as sufficient evidence of test-retest reliability. Therefore the researcher used pre-testing and retesting the instruments on a small number of respondents in an interval of one month these respondents were not included in the actual study and they were 20 respondents and i used 15 of them. In this test- retest technique, the questionnaires was administered twice to the same subjects. The researcher computed the reliability for multi-item opinion questions using SPSS computer software. The items were tested using Cronbach's Alpha and it gave a reliability figure of 0.79.

### **3.8 Data Collection Procedures**

#### **Before the administration of the questionnaires**

1. An introduction letter was obtained from the College of Higher Degrees and Research for the researcher to ask approval to conduct the study from respective heads of education in districts.

2. When approved, the researcher secured a list of the qualified respondents from the districts authorities in charge and select through stratified random sampling from this list to arrive at the minimum sample size.
3. The researcher explained to the study and was requested to sign the Informed Consent Form (Appendix 3).

#### **During the administration of the questionnaires**

1. The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.
2. The researcher and assistants emphasized the retrieval of the questionnaires within five days from the date of distribution.
3. On retrieval, all returned questionnaires were checked if all are answered.

#### **After the administration of the questionnaires**

The data gathered was collated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

### **3.9 Data Analysis**

The mean was applied for the extent of government support and level access to education among pastoralist. An item analysis illustrated the strengths and weaknesses based on the indicators in terms of mean and rank. From these strengths and weaknesses, the recommendations were derived. Pearson's correlation of coefficient and Regression analysis were used to establish the relationships between Government support and Access to education among pastoralists.

All data was analyzed at a level of significance of 95% or  $\alpha = 0.05$ .

### **3.10 Ethical Considerations**

To ensure utmost confidentiality for the respondents and the data provided by them as well as reflect ethics practiced in this study, the following was done:

1. All questionnaires were coded to provide anonymity of the respondents.
2. The respondents were requested to sign the informed consent
3. Authors quoted in this study were recognized through citations and referencing.
4. Presentations of findings were in generalized.

### **3.11 Limitations of the Study**

The researcher claimed an acceptable (0.05 level of significance) 5% margin of error in view of the following anticipated threats to validity with relevance to this study:

1. Testing: Differences in conditions and time when the data was obtained from respondents by different persons on different days at different hours. This was minimized by orienting and briefing the research assistants on the sampling techniques and data gathering procedures.
2. Extraneous variables: The researcher did not have control over the extraneous variables such as honesty of the respondents, personal biases and descriptive nature of the Design. For untruthfulness where some of the respondents were expected not to say the truth, the researcher probed the respondents further to establish the truth when it deemed necessary and personal biasness were also avoided by the researcher.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.0 Introduction**

This chapter gives the descriptive statistics and frequency used to present data. It also has analysis and interpretation of data on government support and of access to education, significant differences in the level of government support and level of access to education and relationship between the extent of government support and level of access to education among pastoralist in selected District in Puntland.

The following objectives were analysed under this chapter

1. To find out the extent of government support (Nomadic education centres, relevant curriculum, education finance) among pastoralist education in selected districts understudy.
2. To assess the level of access to education (parents attitude, spatial distribution, economic status of the parents) among pastoralist in selected districts understudy.
3. To establish the relationship between the extent of government support and level of access to education among pastoralist in selected districts understudy.

#### **4.1 Profile of Respondents**

Respondents in this study were described according to gender, age, educational qualification, Number of years of experience. In each case, respondents were asked through a closed ended questionnaire, to provide their respective profile information, to enable the researcher classify and compare them accordingly. Their responses were analyzed using frequencies and percentage distributions as summarized in table 4.1 below;

**Table 4.1 Frequency and Percentage showing Profile of Respondents**

**(n=214)**

<b>PROFILE OF RESPONDENTS</b>		
<b>CATEGORY</b>	<b>Frequency</b>	<b>Percentage</b>
<b>GENDER</b>		
Male	143	66.8
Female	71	33.2
<b>Total</b>	<b>214</b>	<b>100.0</b>
<b>AGE</b>		
20-39	152	71.0
40-59	62	29.0
60 and above	0	0
<b>Total</b>	<b>214</b>	<b>100.0</b>
<b>QUALIFICATIONS</b>		
secondary/complete	102	47.7
Certificate	59	27.6
Diploma	32	15.0
Degree	21	9.8
<b>Total</b>	<b>214</b>	<b>100.0</b>
<b>NUMBER OF YEARS EXPERIENCE</b>		
<1 years	103	48.1
1-2	73	34.1
3-4	35	16.4
5-6	2	.9
>7 years and above	1	.5
<b>Total</b>	<b>214</b>	<b>100.0</b>

**Source: Primary data**

Table 4.1 shows most respondents in the study were males (67%), and (33%) were females. This implies the area of the study is dominated by men. The findings of the study showed that majority of the respondents were age group between 20-39 years (71%), while (29%) were between 40-59 years. which is in line with most African countries where the biggest portion of the population lies below 40 years and very few are above 60 years.

Regarding educational qualification, results indicate that respondents among pastoralist in the selected Districts in Puntland Somalia are lowly educated, with majority of the respondents (48%) have secondary/complete, while minority of the respondents (10%) having Degrees, while the rest of the sample respondents had certificate (28%) and Diploma (15%), this implies majority of respondents have completed secondary .

As to the respondents level of work experience result shows that most of the respondents among pastoralist in the selected Districts in Puntland Somalia are not experienced, with majority of the respondents (48%) having less than one year <1years of experience, (34%) had an experience of 1 to 2 years, (16%) of the respondents had 3 to 4 years' experience,(0.9%) had an experience between 5 to 6 years while (0.5%) of the respondents had an experience 7 years and above, this means that majority of the respondents were not experience.

#### **4.2 Description of the Level of Government support**

The independent variable in this study was Government support, operationalized into Nomadic education centers, relevant curriculum and education finance. Nomadic education centers was measured using eighteen qualitative questions in the questionnaire, relevant curriculum and education finance were each also measured using six items. All items on Government support were Likert scaled using four points ranging between 1= strongly disagree, 2=disagree, 3= agree, 4=strongly agree. The first objective in this study was set to determine the level of Government support, for which respondents were required to indicate the extent to which they agree with each of the items or statements by filling in the number that best describes their perceptions. Their responses were analyzed and described using means as summarized in table 4.2;

**Table 4.2A: Means of the Level of Government Support (Nomadic Education Centers)**

**(n=214)**

<b>Descriptive Statistics</b>				
<b>NOMADIC EDUCATION CENTERS</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>INTERPRETATION</b>	<b>RANK</b>
There are enough mobile schools operating in the region.	1.93	.901	Low	16
There are enough boarding schools in the region.	1.91	.748	Low	17
There are enough Alternative Basic Education schools in the region.	2.45	.796	Low	6
There are enough Quranic schools in the region.	3.36	.859	Very high	1
The government contributes to the enrolment of pastoralist in primary school.	2.56	.825	High	3
There are appropriate Government policies and strategies toward pastoralist education centers.	2.43	1.003	Low	8
The government allocates service capacity building training for pastoralist education.	2.50	.938	Low	4
There are qualified local teachers who are supported by the government according formal system.	2.30	.907	Low	11
There is an appropriate national and regional policy implementation for pastoralist education centers.	2.19	.864	Low	13
The government has quality assurance unit which monitor the rural education in order to improve the quality of teaching.	2.08	1.017	Low	15
The government considers policy framework that guides the education for pastoralist communities.	2.14	.787	Low	14
The government accommodates boarding schools and Alternative basic education centers for pastoralist education.	2.43	.999	Low	8
There is a rural development education campaign to implement government policy for pastoralist education.	2.38	.950	Low	10
There is an expansion and improvement infrastructure for pastoralist education.	2.83	3.113	High	2
Providing appropriate education to pastoralist is the role of the community and the government.	2.45	.991	Low	6
There are policies at district and school levels to improve access for pastoralist education.	2.26	2.278	Low	12
All types of nomadic education centers are available in the region.	1.81	.783	Low	18
Teachers in pastoralist are qualified and trained.	2.46	1.000	Low	5
<b>SUB TOTAL</b>	<b>2.36</b>			

Table 4.2A is divided in to three constructs, nomadic education centers, relevant curriculum and education finance.

As to nomadic education centers, item (1), is There are enough mobile schools operating in the region has a mean of 1.93 which means low. It shows that nomadic education centers in Puntland are few and it can affect the access of students.

The table also indicates in the nomadic education centers, items, which is there are enough boarding schools in the region has a mean of 1.91 which means low. It indicates that nomadic education centers in Puntland are not available and these affect access of education for pastoralist students. From the table 3 shows majority of the respondents agreed that there are Quranic schools in the region this made clear tested by a high mean score of 3.36 which means very high. Which indicated majority of pastoralist they got Quranic education centers.

In the nomadic education centers, items which is there are appropriate government policies and strategies toward pastoralist education centers has a mean of 2.43 which means low. It shows that government of Puntland has no policies toward pastoralist nomadic centers which caused an access to education among pastoralist.

The table shows that a nomadic education center, items which is the government accommodates boarding schools and alternative basic education centers for pastoralist educations. Has mean of 2.43 which means low, and gave as statement that there is little support for Puntland toward nomadic centers. Which affect access to education.

In the nomadic education centers, item of there is a rural development education campaign has a mean of 2.38 which means low. This indicated there is no any activity in rural areas or any development programs and these results an access to education.

From the table 3A shows that majority of the respondents agree that there is an expansion and improvement infrastructure for pastoralist education by a high mean score of 2.83 which indicates that the government have few improvements toward pastoralist education.

In nomadic education centers also indicates that the mean 1.81low for the item all types of nomadic education centers are available in the region, which represents that there is no all education centers in Puntland and effect the access to education.

**Table 4.2B: Means of the Level of Government Support (Relevant curriculum and Education Finance)**

(n=214)

<b>RELEVANT CURRICULUM</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>interpretation</b>	<b>RANK</b>
The curriculum taught in schools is comprehensive.	2.43	.985	Low	1
The curriculum is relevant to access the education to pastoralist.	2.03	1.126	Low	5
The Curriculum is flexible to accommodate needs, interests, and abilities of Pastoralist education.	2.22	.931	Low	3
Curriculum provides practical skills to improve the livelihood of pastoralist.	1.97	.966	Low	6
Stakeholders are well contented with the content of the syllabuses.	2.20	.855	Low	4
There are more subjects taught than necessary.	2.36	.938	Low	2
<b>SUB TOTAL</b>	<b>2.20</b>			
<b>EDUCATION FINANCE</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>interpretation</b>	<b>RANK</b>
The central government adequately funds the nomadic education projects.	2.50	.933	Low	1
There are appropriate school facilities to pastoralist which are funded by the government.	2.17	.846	Low	5
The government allocated financial plan for pastoralist education system.	2.14	.886	Low	6
The state government adequately funds the nomadic education projects.	2.24	1.018	Low	4
The nomadic education system is well subsidized.	2.43	.961	Low	3
The funds received from the government are well utilized to pastoralist education.	2.44	.911	Low	2
<b>SUB TOTAL</b>	<b>2.32</b>			
<b>Grand Mean</b>	<b>2.29</b>		<b>low</b>	

Source: Primary data

The other aspects in the table relevant curriculum item, which is the curriculum taught in schools is comparative has a mean of 2.43 which means low. This shows the curriculum in Puntland is not relevant pastoralist community and is not reflect their needs and thus my hinder access for many students in rural areas.

From the table 4.2B it also shows that the majority of the respondents disagreed that the curriculum is not relevant to access education for pastoralist this made clear that they attested by low mean score (2.03) which indicates that the curriculum of Puntland is not relevant to access education for pastoralist and this results many children might not got education.

In the relevant curriculum, item, which is that the curriculum is flexible to accommodate needs, interest and abilities of pastoralist education has a mean of 2.22 which means low.

It indicates that curriculum is not flexible for all education types and those rural communities and it affect access of education for pastoralist students.

In same aspect curriculum relevant curriculum, item, which is that the curriculum provides practical skills to improve the livelihood of pastoralist has a mean which is low 1.97.

It shows that curriculum in Puntland is not relevant pastoralist children or students and this hinder access to education in many students.

In the education finance, item, which is there are appropriate school facilities to pastoralist which are funded by the government has a mean of 2.17 which means low.

It shows that education finance in Puntland is not subsidized well particular rural areas and it affects access to education of pastoralist student.

In table 4.2B also shows that majority of respondents disagreed that the government allocated financial plan for pastoralist education system and has a mean 2.14 which is low.

This shows that education finance in Puntland is not allocated in rural areas and this affect poor access to education.

In the education finance, item, which is the state government adequately funds nomadic education projects has a mean of 2.24 which is low. It shows that the education finance that the government allocated pastoralist projects are few and this result an access to education for pastoralist.

Results in table 4.2 the Grand mean indicate that different aspects of extent government support. For example, respondents rated the level of Nomadic education centers to be Low (mean=2.36), equivalent to Disagree, Relevant curriculum rated Low (mean=2.20) equivalent to Disagree and Education finance also rated to be Low (mean=2.32), equivalent to Disagree on Likert scale. Overall, all items on government support were to rated to be Low (mean=2.29), indicating that there is a relatively a Low level of government support among pastoralist in selected districts in Puntland, Somalia.

This implies that the extent of government support is low since the general mean shows lower value and affected access to education.

To supplement the questionnaire, an interview was used to reach out to some of the respondents who had some problems with answering the questionnaire or who were seen to be enthusiastic about the study.

Most respondents figured that the educational prospects of the pastoralist communities were very poor and vague. As an explanation, the respondents noted that such communities were so engrossed into their culture of pastoralism that it became difficult for them to settle for anything else so binding and which requires high levels of commitment. Some of them even believed that they were never meant to study. Many cases of school drop outs were mentioned and at some point some even acknowledged to be victims of such circumstances.

Findings from interview showed the low educational levels of these communities was said to have been due to the lack of proper motivation especially from the local authorities who were perceived as non cooperative. Many considered it a possibility if and only if the authorities would also be supportive of the endeavor and conduct mass public awareness programs. Some even thought it as a plot by such authorities to ensure ignorance of the masses and continue to enjoy unconditional rule over the regions.

A finding from the interview shows that the Puntland state government and the federal government were also blamed for their reluctance in promoting the educational needs of these communities. The Puntland state government had only schools and colleges in big cities and

towns such as Bosaso, Garowe and Galckayo but not in small towns and rural areas where the pastoralists dominate. The federal government takes the blame for not providing enough funds to finance opening of more schools in the rural areas of the region. Some of the respondents were of the opinion that they had been marginalized by the federal government due to the fact that they were not in Mogadishu. There were sentiments that there were educational institutions in remote areas of Banadir region which is the home to the capital city but in other regions, this development is yet to take shape.

#### **4.3 Description of the Level of access to education**

The dependent variable in this study was access to education among pastoralist, which was broken into parents attitude, spatial distribution, and economic status of the parents. Each of these components was measured using three items or questions in the questionnaire, with each question rated with four point Likert scale, ranging between one to four, where 1=strongly disagree, 2=disagree, 3=agree and 4=strongly agree. The second objective in this study was set to determine the level of access to education among pastoralist, for which respondents were required to rate the level of Access to education by indicating the extent to which they agree with each item in the table. They had to this by feeling in the number that best describes their perceptions. Their responses were analyzed and described using means as summarized in table 4 below;

**Table 1.3: Means of the level of Access to Education**

(n=2014)

<b>Descriptive Statistics</b>				
<b>PARENTS' ATTITUDE</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>INTERPRETATION</b>	<b>RANK</b>
Parents see high job opportunities for educated children.	2.62	.900	High	4
Some parents are participating about the school foundation body.	2.56	.869	High	5
Parents are aware in the importance of educating their children.	2.75	.905	High	3
Most parents in pastoralist community are illiterate.	2.83	1.004	High	2
Parents can afford to get school requirements.	2.31	.838	Low	7
Most pastoralist parents have problems in paying school fees for their children.	2.91	.998	High	1
Most parents support the idea of nomadic education projects.	2.49	.849	Low	6
Parents allow children to attend nomadic education centers.	2.20	.893	Low	9
Parents appreciate the value for education.	2.21	1.005	Low	8
Parents are themselves well educated.	1.93	.778	Low	10
<b>SUB TOTAL</b>	<b>2.48</b>			
<b>SPATIAL DISTRIBUTION</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>interpretation</b>	<b>RANK</b>
Sparse distribution of pastoralist population results children's away from schools.	2.85	.839	High	3
All schools are far away from pastoralist community.	3.00	1.014	High	2
The mobile nature of pastoralist is constraints to access education.	3.09	.987	High	1
Schools and education centers are well distributed in the region.	2.23	1.093	Low	5
Location of pastoralist education centers is easily accessible.	1.91	.909	Low	10
Time spent on the way to and from school is minimal.	2.16	.721	Low	8
Many teachers are permanently living in the community.	2.42	1.003	Low	4
<b>SUB TOTAL</b>	<b>2.17</b>			
<b>ECONOMIC STATUS OF THE PARENTS</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>interpretation</b>	<b>RANK</b>
Economic status of the parents does favor child education.	2.73	.857	High	2
Parents are actively involved in profitable economic activities.	2.86	.760	High	1
The education system provides for low income earners in society.	2.18	1.070	Low	8
Free primary education helped pastoralist children to be in school.	2.64	.792	High	3
There is equal opportunity for both male and female in pastoralist education.	2.46	.947	Low	5
Parents can offset the required fees.	2.08	.815	Low	9
The children are received for too much work at home so they can study.	2.50	1.033	Low	4
<b>SUB TOTAL</b>	<b>2.49</b>			
<b>Grand Mean</b>	<b>2.38</b>		<b>low</b>	

Source: Primary data

Table 4.3 is divided into three aspects, parents' attitude, spatial distribution and economic status of the parents. From above table shows that most respondents are agreed parents are aware in the importance of educating their children has a mean 2.75 which means high. It shows that the parent's attitude of pastoralists toward educating their children is high.

In the parents attitude, items, which is most parents in pastoralist community are illiterate has a mean 2.83 which means high. It shows that the parents are mostly illiterate and this affect attitude of parents toward access to education for their children. In the parent's attitude, an item, which is most parents are support the idea of nomadic education projects has a mean 2.49 which means low. It indicates that parents attitude in Puntland toward nomadic education are few and thus affect access to education. From the table 3 aspects of spatial distribution, item, which is sparse distribution of pastoralist's population results children's away from children has a mean of 2.85 which means high. It shows that spatial distribution of pastoralist affect access to education for children.

Table shows that majority of respondents agreed that all schools are far away from pastoralist community this made clear that they attested by a high mean score 3.00 high which indicates that spatial distribute of pastoralist in Puntland are resulted majority of schools in Puntland are far away from children and affect access to education. In economic status of the parents, item, which is parents can offset the required fees has a mean of 2.08 which means low. It shows that economic status of the parents is too low and might not provide their children to attend schools.

In the parents attitude item, The table above shows results which indicate that the level of access to education is relatively Low in selected districts in Puntland, Somali, all the three aspects of access to education were measured, as rated or perceived by the respondents. For example, parents attitude was rated as Low (mean =2.48), which falls under Disagree on the Likert scale; spatial distribution was rated as Low (mean=2.17), falling under Disagree on the Likert scale and ranked as low access to education, economic statutes of the parents was rated as Low (mean=2.49), falling under Disagree on the Likert scale. To get a summary picture on how respondents rated the level of access to education, a mean index for all the three aspects of access to education were rated, and computed which turned out to be 2.38, which falls under Disagree on the Likert scale and ranked as Low access to education. This implies that the extent of access to education in Puntland pastoralist is low since the general mean shows lower value.

Findings from interview showed Cultural perceptions were also blamed for the poor educational levels of the pastoralist communities. Such communities are said to have a common belief that they were meant to keep cattle as they are the “sole owners” of the cattle by default. Also there was a misguided belief that led these people to dislike education. They thought of any move towards education as a move towards alienation from their religion and culture and therefore fought it with all might. This is a thought to have been propagated by the ones in authority in order to suppress any urge for anyone who may wish to redeem themselves from the ignorance bliss.

The respondents were asked whether they thought there was any hope for the better in future, the respondents were very quick to answer this with a positive response but issued many requirements which would facilitate the road towards achieving this goal. Among the numerous suggestions offered was public awareness, building of more schools, improvement in parents’ attitude from resentment to a positive brace. They said that if all the above are combined with proper management and leadership of such projects then nothing is bound to stand in the way between the pastoralist communities and their success in gaining educational knowledge and skills.

Based on the Interview it showed that the general welfare of the pastoralists would improve by a great deal. It was thought that this was to the fact that they would then be able to compete fairly with other communities for in other economic sectors which pay off even better without subjecting them to harsh conditions like pastoralism. Many pastoralists were also running business which has proved to be very difficult for them since they do not have the basic computational skills necessary in running or managing a business.

#### 4.4 Relationship between Government Support and Access to Education

The fourth objective in this study was to determine if there is significant relationship between government support and access to education among pastoralist in selected districts in Puntland, Somalia for which it was hypothesized that the two variables are not significantly correlated. To test hypothesis, the researcher correlated all the mean perceptions computed in Tables below, using the Pearson's Linear Correlation Coefficient (PLCC, r). Results of this test are indicated in tables.

**Table 4.4: Pearson's correlation coefficient showing the relationship between government support and access to education**

Variables correlated	Computed r-value	P-value	Interpretation of Correlation	Decision on Ho
Level of Government Support VS Level of Access to Education.	0.729	0.000	Significant correlation	Rejected

Table 4.4 indicates Government supports were positively and significantly correlated with Access to education. The two variables were strongly positively correlated For example, Government support positively and significantly correlated with Access to education (P-value =0.05, r-value =0.729).

The level of significance was computed at 0.000 which is below the level of 0.05. Pearson correlations reading at 0.729 is an indicator of strong and positive relationship. In view of this output the null hypothesis was rejected and the alternative hypothesis was accepted leading to the conclusion.

The implication of this table shows that the government support of Puntland are strongly related access to education and affect access to education for pastoralist. Since relationship are significant positive between government support and access to education.

To get a general picture on the overall relationship between Government support and Access to education, Government support and Access to education were linearly regressed, as per results in table

## Regression Analysis of Government support and Access to education

**Table 4.5: Regression analysis between government support and access to education**

<b>Variables Regressed</b>	<b>Adjusted r<sup>2</sup></b>	<b>F-value</b>	<b>Sig.</b>	<b>Interpretation</b>	<b>Decision on Ho</b>
Government support and Access to education	0.617	115.494	0.000	Significant effect	Rejected
Constant	0.599	4.253	0.000	Significant effect	Rejected
<b>Coefficients</b>	<b>Beta</b>	<b>t-value</b>	<b>Sig.</b>	<b>Interpretation</b>	<b>Decision on Ho</b>
<b>(Constant)</b>	–	2.226	0.027	No significant effect	Accepted
<b>Nomadic education centers</b>	0.419	9.841	0.000	significant effect	Rejected
<b>Relevant curriculum</b>	0.408	9.564	0.000	Significant effect	Rejected
<b>Education finance</b>	0.514	12.046	0.000	Significant effect	Rejected

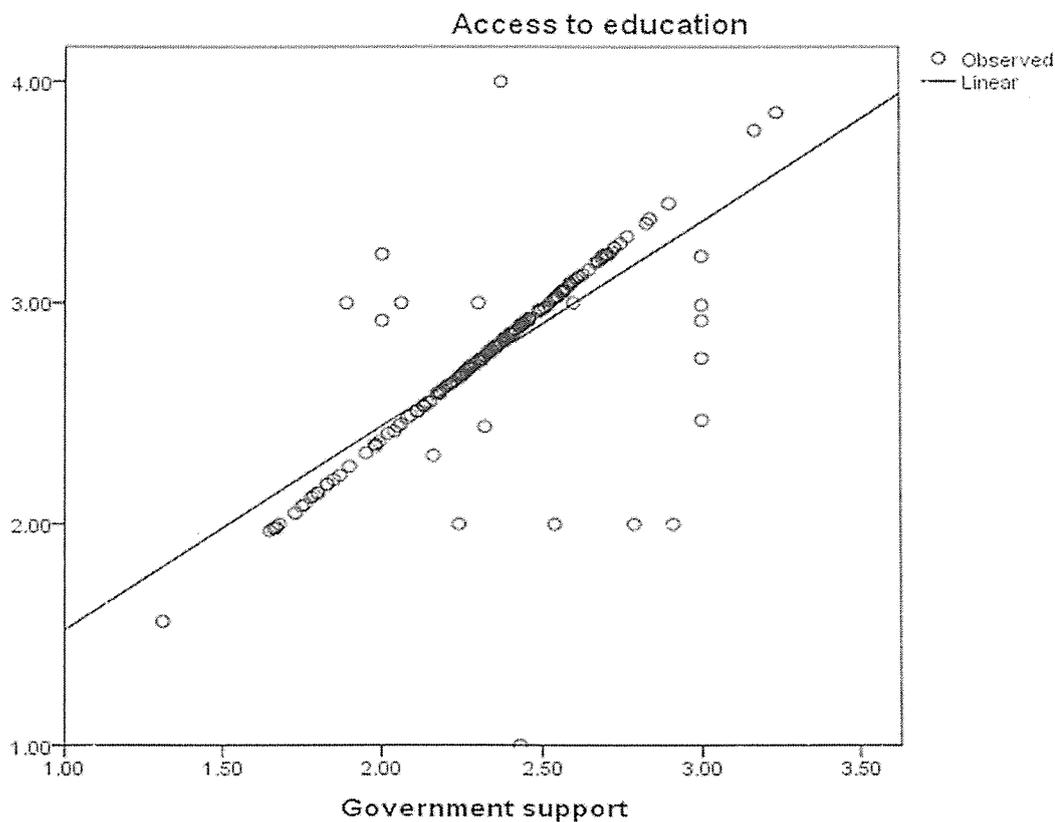
**Source: Primary data 2014**

According to the regression analysis results in the table above the variables included in the model account for over 62% variations in dependent variable, indicated by a high adjusted r-square of 0.617. Results further suggest that the independent variables included in the model significantly influences changes in the dependent variable (Access to education) (F=115.494, sig. =0.000). These results lead to a conclusion that Government support significantly explains the high rates of Access to education among pastoralist in selected districts in Puntland, Somali. The coefficients table further shows that of all the components of Government support; Education finance ( $\beta=0.514$ , sig. = 0.00) accounts for the biggest variations in Government support, accounting for over 51% as compared to the other two factors; Relevant curriculum( $\beta=0.408$ , sig.

=0.000) accounting for 41% and Nomadic education centers ( $\beta=0.419$ , sig. = 0.000) accounting for 42%.

This implies that the government support of Puntland influence and changes access to education among pastoralists in the model account for over 62% and 38% of other interfering variable that is exists and affect access to education.

**Figure 2: Regression Graph of Access to Education against Government Support**



The figure above shows how access to education varies with unit increase in government support. It can be noted that, the slope of the curve is steep which in turn signifies a significant change in the dependent variable with each unit change of the dependent variable (government support).

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presented the summary of the findings, conclusions, recommendations following the study objectives and pertinent hypotheses and areas of future research.

#### **5.1 Discussion of Findings**

The findings of study shows that the nomadic education centers in Puntland are few and boarding schools intended for the children of the pastoral nomads are not available. In order to facilitates children from pastoralist areas to access education. Forojalla (1993) argued that the provision of boarding facilities enlarges the catchments area and thus provide equality of educational opportunities irrespective of the location and demographic distribution of schools.

Findings of this study hold that Nomadic education centers affect access to education among pastoralist in selected District in Puntland Somali.

This study shows that the curriculum is not relevance of Pastoralist to meet aspiration for further education and thereafter expectations for good employment opportunities and parents' attractions for their children's schooling. These findings are consistent with Forojalla (1993) who argued that in order to attract both parents and children, the curriculum need to address local concern.

Findings of this study hold that curriculum affects access to education among pastoralist in selected District in Puntland Somali. According to Owolabi (1986), the relevance of a curriculum is subjective, to the rural poor, it is relevant if it imparts knowledge and skills to secure adequate food, shelter and clothing to sustain life, while literate curriculum is relevant to those in urban areas, where aspirations for employment are diverse. Findings of this study hold that curriculum affect access to education among pastoralist in selected District in Puntland Somali.

Findings shows that education finance in Puntland is not allocated in rural areas and this affect access to education. According (World Bank, 1990) in above literature review supported that inadequate finances led to a precarious decline in primary school enrollment, teachers left the system at an unprecedentedly high rate, resulting in the subsequent closure of many schools. This

trend discouraged even the settled communities to send their children to school, where conditions were appalling, let alone pastoralists who always had their doubts. Finding of this study hold that education finance in Puntland affected access to education among pastoralist in selected Districts in Puntland, Somalia.

These findings indicate that children parents didn't value education, enroll for primary education those whose parents have negative attitude to it. This could owe to the degree at which parents weigh the advantages of education provides. An attitude as described by Michael (2006) is a settled mode of thinking and contains an assessment of the likes and dislikes of an object. It is against this that parents' decisions to enroll children for secondary education will be influenced. Findings of this study hold that parents' attitude affect access to education among pastoralist in selected District in Puntland Somali.

These findings indicate that spatial distribution of pastoralist results children did not easily access school unlike those from disadvantaged areas. This could owe to how accessible schools are, with given education places, school home distances and means of transport to reach school. These findings are supported by Nwankwo (1981) who found that regional imbalances in location of schools in Nigeria contributes to the low enrolment in the disadvantaged North and high enrolment to the advantaged south. Besides Nwankwo, Forojalla (1993) found that low participation rates in southern Sudan, where education provision has lagged behind and high participation rate in northern Sudan with a well-developed school system.

Findings hold that spatial distribution affects access to education among pastoralist in selected Districts Puntland, Somali.

Responses from respondents revealed that access to education depends on parents' ability to meet the private cost to education for example, school fees and uniforms, books and other requirements. It was also revealed that children's contribution towards economic wellbeing of their homes does hinder their access to secondary education.

These findings indicated that access to education affects economic status of the parents this means low income nomadic parents cannot offset of children fees. This owe to the fact that poor parents are not able to meet both direct and indirect costs incurred in their children's education.

Study findings further indicated that children's contribution towards the home's income assists in meeting the financial expenses for their education. This owe to the fact that their productive works increases family income and therefore their parents are more able to send them to school.

The findings of this study are consistent with The World Bank (2002) that children from better off families are more likely to enroll than their poor counterparts, and Macro Economic Policy (1999) in the study on the effects and the rights of children in Uganda found out that less than six percent of children of the core poor access secondary education as compared to twenty four percent of non-poor. Private education cost like school fees, uniform and stationary hinders children attendance to school.

Findings hold that economic status of the parents affects access to education among pastoralist in selected Districts Puntland, Somali.

### **Summary of findings**

From the findings presented above, it can be generally noted that the level of government support was found to be low specifically measuring 2.29 in terms of mean. The level of access to education was consequently found to be low measuring at 2.38. The relationships between construct variables were significant all being correlated as fairly strong positive correlations except for one between relevant curriculum vs parents attitude which scored 0.399 and dubbed as significant fairly weak positive correlation. The general correlation between government support and access to education was significant and measured at 0.729 on the Pearson linear correlation coefficient scale thereby being dubbed as a strong positive correlation. The main regression of the study also showed that access to education is significantly affected by government support where  $b = 0.617$  (slope)

This study investigated Government support and access to s education among pastoralist in Selected District in Puntland, Somali. There was a relatively low level of Government support in terms of (Nomadic education centers, relevant curriculum, and education finance); there was also a low level of Access to education in terms of (parent's attitude, spatial distribution, and economic status of the parents) among pastoralist in selected districts in Puntland, Somali.

The level of Government support and Access to education significantly correlated among pastoralist in selected districts in Puntland. Indicating that the low level of Government support

in the three selected districts in Puntland is significantly responsible for a low level of Access to education in this region.

## 5.2 CONCLUSIONS

In view of these findings, the following conclusions were made;

The level of government support was low due to the fact that the government of Puntland has been ineffective in administering its duties and responsibilities especially in areas where reach is difficult. It is clear that this is due to the lack of enough capacity considering the fact that the transitional government is yet to stabilize and receive nationwide acceptance and dominance

On the other side access to education by the nomadic people of Puntland Somalia has been low majorly due to the lack of government intervention by both the state and federal government. These marginalized groups who mainly occupy the larger countryside region of Puntland have not seen good education prospects for a long time. It is believed that such has happened for many reasons some of which stem from the negative parent attitudes towards education, spatial distribution of education centers, and unfavorable parents economic conditions.

Government support was found to be well related to access to education through the various constructs that were freely interacting with the independent constructs to cause a positive influence on access to education. It is therefore valid to conclude that the reason as to why access to education was low was because of the ineffective government intervention to improve the popularity of education in such regions. There is no relevance curriculum that meets aspiration for further education and thereafter expectations for good employment opportunities are parents' attractions for their children's schooling.

## 5.3 RECOMMENDATIONS

This section deals with recommendations arising from the pertinent findings and conclusions of this study, following the study objectives and hypotheses;

1. **There is need for more government support.** This support should come in the form of construction of nomadic schools and centres, curriculums of these should be revised to match the needs and more funding should be allocated to the education of pastoralists. All this

should be done with the same level of priority since they complement each other. Establishing appropriate and viable schools in the education of pastoralist and agro-agriculturalist, takes the largest part of the overall success of the educational operation. An appropriate and accessible curriculum plays a major role in retaining learners; and it is important also in relation to securing for all children the right to quality education. The need to guarantee nomadic children formal education in the same subject areas as the other school children in the country has to be matched with a concern for relevance. Funding of such initiatives and educational projects should be done in a manner that conforms to the needs raised by this study. More emphasis should be placed in funding more elementary schools so as to build the culture of education from when the population is still young.

2. **Access to education should be improved.** This can be done through improving parents' attitude towards education, increasing the distribution of such educational facilities and boosting the parents' economic conditions. Improving parents' attitude will play a vital role in them influencing the children to adopting an academic culture. Increasing distribution of educational facilities will increase coverage of the education in the affected regions. And lastly boosting the economic conditions of the parents will make it possible for them to fund for the education of their children. This will also make sure that the parents don't use their children time in economic activities which have been seen to be very detrimental to school going children.
3. **The government should foster further access to education.** The various organs of the government from both the state level and national should be set in such a way that they support the education prospects of the nomadic population. This has been the major aim of the study. This can be done by generally improving the levels of the various elements of government support as proposed in this study.

#### 5.4 Areas for Further Research

1. education and welfare of marginalized communities
2. adult literacy projects and pastoralist rehabilitation
3. There is also need to investigate on how best government can co-partner with private education providers to increase access to education of pastoralist.

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**APPENDIX 1 A**  
**TRANSMITTAL LETTER -**



Ggabe Road - Kansanga  
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Fax: +256- 414- 501974  
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**OFFICE OF THE HEAD OF DEPARTMENT, EDUCATION, OPEN AND DISTANCE  
LEARNING**  
**COLLEGE OF HIGHER DEGREES AND RESEARCH**

March, 04, 2014.

**INTRODUCTION LETTER FOR SAID AHMED ALI REG.NO. MED/40231/131/DF  
TO CONDUCT RESEARCH IN YOUR ORRGANISATION**

The above mentioned candidate is a bonafide student of Kampala international University pursuing a Masters' of Educational Management and Administration.

He is currently conducting a field research for his dissertation entitled "Government support and Access to Education among Pastoralist in selected Districts, Puntland Somalia."

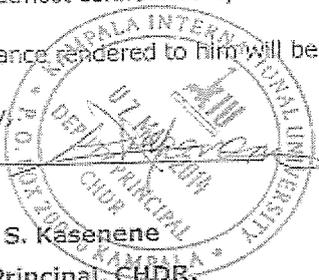
Your organization has been identified as valuable source of information pertaining to his research project. The purpose of this letter then is to request you to avail him with pertinent information he may need.

Any information shared with him will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

  
\_\_\_\_\_  
**Dr. Edris S. Kasenene**  
Deputy Principal, CHDR.



**APPENDIX 1B**

**TRANSMITTAL LETTER FOR THE RESPONDENTS**

---

Dear Sir/ Madam,

Greetings!

I am a Masters of Education in Educational Management and Administration Candidate of Kampala International University. Part of the requirements for the award is a thesis. My study is entitled, **Government Support and Access to Education among Pastoralist in Selected Districts in Puntland, Somalia**. Within this context, may I request you to participate in this study by answering the questionnaires? Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

May I retrieve the questionnaire within five days (5)?

Thank you very much in advance.

Yours faithfully,

Mr. Said Ahmed Ali

**APPENDIX 11**  
**CLEARANCE FROM ETHICS COMMITTEE**

Date \_\_\_\_\_

**Candidate's Data**

Name \_\_\_\_\_

Reg.# \_\_\_\_\_

Course \_\_\_\_\_

Title of Study \_\_\_\_\_

---

**Ethical Review Checklist**

**The study reviewed considered the following:**

- Physical Safety of Human Subjects
- Psychological Safety
- Emotional Security
- Privacy
- Written Request for Author of Standardized Instrument
- Coding of Questionnaires/Anonymity/Confidentiality
- Permission to Conduct the Study
- Informed Consent
- Citations/Authors Recognized

**Results of Ethical Review**

- Approved
- Conditional (to provide the Ethics Committee with corrections)
- Disapproved/ Resubmit Thesis

**Ethics Committee (Name and Signature)**

Chairperson \_\_\_\_\_

Members \_\_\_\_\_

**APPENDIX III**  
**INFORMED CONSENT**

In signing this document, I am giving my consent to be part of the research study of Mr. Said Ahmed Ali that will focus on innovation and organization's performance.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: \_\_\_\_\_

Date \_\_\_\_\_

**APPENDIX 1VA**

**FACE SHEET: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS**

**Gender (Please Tick):**     (1) Male     (2) Female

**Age of respondents:** \_\_\_\_\_

(1) 20-39            (early adulthood)

(2) 40-59            (middle adulthood)

(3) 60 and above    (late adulthood)

**Qualifications Under Education Discipline (Please Specify):**

(1) Secondary /complete \_\_\_\_\_

(2) Certificate \_\_\_\_\_

(3) Diploma \_\_\_\_\_

(4) Degree \_\_\_\_\_

**Number of Years Experience (Please Tick):**

\_\_\_\_\_ (1) Less than -1 year

\_\_\_\_\_ (2) 1- 2yrs

\_\_\_\_\_ (3) 3-4yrs

\_\_\_\_\_ (4) 5-6yrs

\_\_\_\_\_ (5) 7 years and above

## APPENDIX IVB

### QUESTIONNAIRE TO DETERMINE GOVERNMENT SUPPORT

**Direction:** Please describe the level of level of government support and respond to each item by using the scoring guide below. Kindly write your best choice in the space before each item. Be honest about your options as there is no right or wrong answers.

Score	Response	Description
4	Strongly Agree	You agree with no doubt at all
3	Agree	You agree with some doubt
2	Disagree	You disagree with some doubt
1	Strongly Disagree	You disagree with no doubt at all

---

#### NOMADIC EDUCATION CENTRES

- \_\_\_\_\_ 1. There are enough mobile schools operating in the region.
- \_\_\_\_\_ 2. There are enough boarding schools in the region.
- \_\_\_\_\_ 3. There are enough Alternative Basic Education schools in the region.
- \_\_\_\_\_ 4. There are enough Quranic schools in the region.
- \_\_\_\_\_ 5. The government contributes to the enrolment of pastoralist in primary school
- \_\_\_\_\_ 6. There are appropriate Government policies and strategies toward pastoralist education centers.
- \_\_\_\_\_ 7. The government allocates service capacity building training for pastoralist education.
- \_\_\_\_\_ 8. There are qualified local teachers who are supported by the government according formal system.
- \_\_\_\_\_ 9. There is an appropriate national and regional policy implementation for pastoralist education centers.
- \_\_\_\_\_ 10. The government has quality assurance unit which monitor the rural education in order to improve the quality of teaching.
- \_\_\_\_\_ 11. The government considers policy framework that guides the education for pastoralist communities.
- \_\_\_\_\_ 12. The government accommodates boarding schools and Alternative basic education centers for pastoralist education.
- \_\_\_\_\_ 13. There is a rural development education campaign to implement government policy for pastoralist education.

- \_\_\_\_\_ 14. There is an expansion and improvement infrastructure for pastoralist education.
- \_\_\_\_\_ 15. Providing appropriate education to pastoralist is the role of the community and the government.
- \_\_\_\_\_ 16. There are policies at district and school levels to improve access for pastoralist education.
- \_\_\_\_\_ 17. All types of nomadic education centers are available in the region.
- \_\_\_\_\_ 18. Teachers in pastoralist are qualified and trained.

### **RELEVANT CURRICULUM**

- \_\_\_\_\_ 1. The curriculum taught in schools is comprehensive.
- \_\_\_\_\_ 2. The curriculum is relevant to access the education to pastoralist.
- \_\_\_\_\_ 3. The Curriculum is flexible to accommodate needs, interests, and abilities of Pastoralist education.
- \_\_\_\_\_ 4. Curriculum provides practical skills to improve the livelihood of pastoralist.
- \_\_\_\_\_ 5. Stakeholders are well contented with the content of the syllabuses.
- \_\_\_\_\_ 6. There are more subjects taught than necessary.

### **EDUCATION FINANCE**

- \_\_\_\_\_ 1. The central government adequately funds the nomadic education Projects.
- \_\_\_\_\_ 2. There are appropriate school facilities to pastoralist which are funded by the government.
- \_\_\_\_\_ 3. The government allocated financial plan for pastoralist education system.
- \_\_\_\_\_ 4. The state government adequately funds the nomadic education projects.
- \_\_\_\_\_ 5. The nomadic education system is well subsidized.
- \_\_\_\_\_ 6. The funds received from the government are well utilized to pastoralist education.

**APPENDIX IVC**

**QUESTIONNAIRE TO DETERMINE ACCESS TO EDUCATION AMONG  
PASTORALIST**

**Direction:** Please describe the level of level access to education and respond to each item by using the scoring guide below. Kindly write your best choice in the space before each item. Be honest about your options as there is no right or wrong answers.

<b>Score</b>	<b>Response</b>	<b>Description</b>
4	Strongly Agree	You agree with no doubt at all
3	Agree	You agree with some doubt
2	Disagree	You disagree with some doubt
1	Strongly Disagree	You disagree with no doubt at all

---

**PARENTS' ATTITUDE**

- \_\_\_\_\_ 1. Parents see high job opportunities for educated children.
- \_\_\_\_\_ 2. Some parents are participating about the school foundation body.
- \_\_\_\_\_ 3. Parents are aware in the importance of educating their children.
- \_\_\_\_\_ 4. Most parents in pastoralist community are illiterate.
- \_\_\_\_\_ 5. Parents can afford to get school requirements.
- \_\_\_\_\_ 6. Most pastoralist parents have problems in paying school fees for their children.
- \_\_\_\_\_ 7. Most parents support the idea of nomadic education projects.
- \_\_\_\_\_ 8. Parents allow children to attend nomadic education centers.
- \_\_\_\_\_ 9. Parents appreciate the value for education.
- \_\_\_\_\_ 10. Parents are themselves well educated.

**SPATIAL DISTRIBUTION**

- \_\_\_\_\_ 1. Sparse distribution of pastoralist population results children's away from schools
- \_\_\_\_\_ 2. All schools are far away from pastoralist community.
- \_\_\_\_\_ 3. The mobile nature of pastoralist is constraints to access education
- \_\_\_\_\_ 4. Schools and education centers are well distributed in the region.
- \_\_\_\_\_ 5. Location of pastoralist education centers is easily accessible.
- \_\_\_\_\_ 6. Time spent on the way to and from school is minimal.
- \_\_\_\_\_ 7. Many teachers are permanently living in the community.

## **ECONOMIC STATUS OF THE PARENTS**

- \_\_\_\_\_ 1. Economic status of the parents does favor child education.
- \_\_\_\_\_ 2. Parents are actively involved in profitable economic activities.
- \_\_\_\_\_ 3. The education system provides for low income earners in society.
- \_\_\_\_\_ 4. Free primary education helped pastoralist children to be in school.
- \_\_\_\_\_ 5. There is equal opportunity for both male and female in pastoralist education.
- \_\_\_\_\_ 6. Parents can offset the required fees
- \_\_\_\_\_ 7. The children are received for too much work at home so they can study.

**APPENDIX IVD**

**INTERVIEW GUIDELINES**

1. How would you rate the education levels of pastoralist communities in Puntland, Somalia?.....  
.....  
.....  
.....
2. Is education a feasible project in Puntland pastoralist community? Why?  
.....  
.....  
.....  
.....
3. How has the government shown support towards fostering the educational prospects of the pastoralists and marginalized communities?  
.....  
.....  
.....  
.....
4. What is the main hindrance to provision of educational service to pastoralist communities in Puntland Somalia?  
Explain?.....  
.....  
.....  
.....  
.....
5. Explain how this hindrance may be countered in order to ensure smooth educational exercise to the pastoralist communities?  
.....  
.....  
.....

6. Does culture contribute positively or negatively in facilitating educational exercises amongst pastoralist communities? Explain.....  
.....  
.....  
.....  
.....
7. Which is the best way to convince pastoralists to abandon their lifestyle and embrace education as a lifestyle? .....  
.....  
.....
8. How would you project the educational prospects of Puntland pastoralist communities in the next 5 years? .....  
.....  
.....
9. Can education improve the general welfare of the pastoralist communities in Puntland? Explain? .....  
.....  
.....  
.....
10. If given an opportunity to be as the chief educational officer in Puntland, how would you go about averting the pastoralist attitude in Puntland?  
.....  
.....  
.....

**LIFAAQA IVE**

**SU' AALAAHA OO AF SOMAALI AH**

1. Sidee ayaa ku cabiri kartaa xadiga waxbrashada dadka bulshada reer guuraaga ah eek u nool Puntland,Somalia?

.....  
.....  
.....  
.....  
.....

2. Mtahay waxbarshadu mashruuc la gaaray marka la eego dhinaca bulshada reer guuraaga ah ee Puntland?

Sababay?.....

.....  
.....  
.....  
.....

3. Sidee ayey dowladu u tustay tageero ah dhinac kobcinta waxbrshada mstaqbalka reer guuraaga iyo muhiimadooda bulsho

ahaan?.....

.....  
.....  
.....

4. Maxay yahiin wax yaabah ugu waaweyn ee hortaagan helitaanka adeega waxbrashada ee bulshada reer guuraga ah ee Puntland,

Somali?Sharax?.....

.....  
.....  
.....  
.....

5. Sharxaad ka bixi waxayaabaha caqabadaha ah ee lagu tashan karo si loo xaqiijiyo samaynta adeega waxbarshad reer guuraaga ah si hufan?

.....  
.....  
.....  
.....

6. Dhaqanku ma yahay mid ka qayb qaatay si togan iyo si tabanba fududaynta waxbarshad dadka reer guuraaga ah? Sharxaad ka bixi?.....

.....  
.....  
.....

7. Mxay tahy dariiqada ugu wanaagsan ee loogu qancin karo dadka reer guuraaga ah inay ka yimadaan am joojiyaan nolosha hada ah una aqbalaan nolosha ah waxbarashada?.....

.....  
.....  
.....  
.....

8. Side ayaa loo hir gelin kraa mashruuca waxbeshada mustaqbalka bulshada reer guraaga ah 5 sano ee soo socota?.....

.....  
.....  
.....

9. Ma tahy waxbarashadu mid horumarisa daryeelka guud ee bulshad reer guuraaga ah eek u nool Puntalnd? Sharax?.....

.....  
.....  
.....  
.....

10. Haddii ay fursad lagu siyo in aad noqoto madaxa waxbrshada ee Puntland side ayaa u  
beli lahay argtida reer guraaga Puntland?.....

.....  
.....  
.....  
.....

**END**