



Ministry of State for Development of Northern Kenya and
Other Arid Lands

Workshop on Nomadic Education

Nakuru, 26th – 28th January 2010

Workshop Report



Acknowledgements

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List of Acronyms

DEOs – District Education Officers
DL – Distance Learning
ECD – Early Child Development
EFA – Education for All
EfN – Education for Nomads
IIED – International Institute for Environment & Development
KIE – Kenya Institute of Education
KEESP – Kenya Education Sector Support Programme
MoE – Ministry of Education
MDG – Millennium Development Goals
MDNKOAL – Ministry for Development of Northern Kenya & Other Arid Lands
MONK – Ministry of Northern Kenya
NACONEK – National Commission for Nomadic Education in Kenya
NFE – Non Formal Education
TSC – Teachers Service Commission
TTC – Teacher Training Commission
UPE – Universal Primary Education

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Background

Nomadic pastoralists make up a significant part of the population of Kenya, but are lagging behind other population groups in the acquisition of knowledge and skills needed in the modern world. Kenya has committed itself to key global education targets, among them the Millennium Development Goals and Education for All. However, it will not be possible to meet these targets without addressing the problem of how to get education to the isolated, scattered nomadic pastoralists in Kenya's vast arid lands.

The Ministry of State for Development of Northern Kenya and Other Arid Lands (MDNKOAL) is a technical ministry created to provide policy direction and leadership in the planning, implementation and coordination of development in northern Kenya and other arid lands. Education is fundamental to development of these areas, and MDNKOAL therefore seeks to use its knowledge of the region to develop alternative approaches to education delivery, which are appropriate for areas of low population density and for mobile groups.

“When I took over the leadership of this country, I pledged to commit more resources for the development of the Arid and Semi-Arid areas which have in the past suffered neglect due to inadequate resources provisions and poor infrastructure.”

His Excellency President Mwai
Kibaki, 13th April 2008

In 2009, the MDNKOAL commissioned a team of pastoral experts from the International Institute for Environment & Development (IIED) to assist in the design of a new national strategy to allow nomadic children and adults to access high quality education. The Education for Nomads programme team have since carried out extensive research around the problem of how Kenyan pastoralists can acquire the education and skills which will allow them to compete on equal terms with other national population groups, without compromising their livelihood as pastoralist producers.



Purpose of this Workshop

The purpose of this inter-ministerial workshop was to help design an education strategy for nomadic pastoralists.

The Government and its partners have already started to accommodate mobility, for example through mobile schools and the policy framework for nomadic education. To build on this, MDNKOAL invited fifty participants (from key government and community bodies, including the Ministry of Education, Kenya Institute of Education, Kenyatta University, Egerton University, and representatives of various mobile schools as well as retired education specialists) to this workshop in order to share the research findings to date and use the participants' expert knowledge to inform the strategy design.

From the very beginning, it was agreed that three core principles must guide the strategy:

1. Universal right: no child should be denied an education because of the livelihood system or circumstances of their parents
2. Equity: we must unpack the 'national picture' and recognise / respond to the deep inequalities in educational opportunity & achievement in Kenya
3. Respect: education should not alienate children from their culture, although it will inevitably challenge it (e.g. on gender and marginalisation)

“Education for the poor is not just a right. It is a route to survival.”

Professor Karega Mutahi,
Permanent Secretary of
Ministry of Education, 26th
January 2010

The strategy must therefore remove the necessity for nomadic pastoralists to choose between education and livestock production due to a lack of education options compatible with their livelihood system. The most promising means of allowing nomadic communities to access education without undermining production is Distance Learning (DL). The workshop sought to explore the potential opportunities and foreseeable challenges of this approach, whilst also building a serious commitment to providing education for all in pastoral areas.



“The principle is that every child should get a basic minimum of literacy and numeracy. This should not be at the risk of being forced to choose between this and their livelihood.”

Honourable Mohamed Elmi, Minister of State for
Development of Northern Kenya and Other Arid
Lands, 26th January 2010

Workshop Agenda

The workshop was structured as follows:

DAY 1:

- Official opening: Hon. Mohamed Elmi, Minister of State for Development of Northern Kenya & Other Arid Lands
- The status of education in Northern Kenya, presented by Dr. David Siele
- “Education for Nomads: Voices of the People” DVD, presented by Dauod Abkula
- Results of community consultations, presented by Sue Cavanna
- Findings of the literature review, presented by Dr. Saverio Kratli & Dr Caroline Dyer
- Introduction to the draft strategy, presented by Dr. David Siele
- Presentation of the draft strategy document, Professor Jeremy Swift
- Response to draft strategy, from Hon. Mohamed Elmi, Ms Mary Ngari (Permanent Secretary MDNKOAL) and Professor Karega Mutahi (Permanent Secretary Ministry of Education)
- General questions & comments on draft strategy for clarification

DAY 2:

- Recap on yesterdays conclusions
- Group work on different sections of the draft strategy:
 - Group 1 DL Radio Delivery Systems
 - Group 2 Curriculum and Content
 - Group 3 Government, Institutions, Management participation
 - Group 4 Teachers
- Plenary
- Agree what is going to the KESSP secretariat for next 5-year plan

DAY 3:

- Recap from yesterday
- Presentation of major elements of strategy for road map
- Present plan of how to achieve this over next 2-3 years
- Plenary discussion on proposed road map
- Official closing: Permanent Secretary for Ministry for Development of Northern Kenya & Other Arid Lands



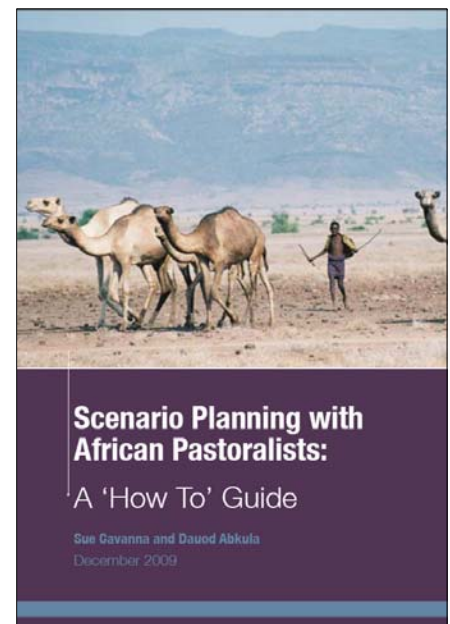
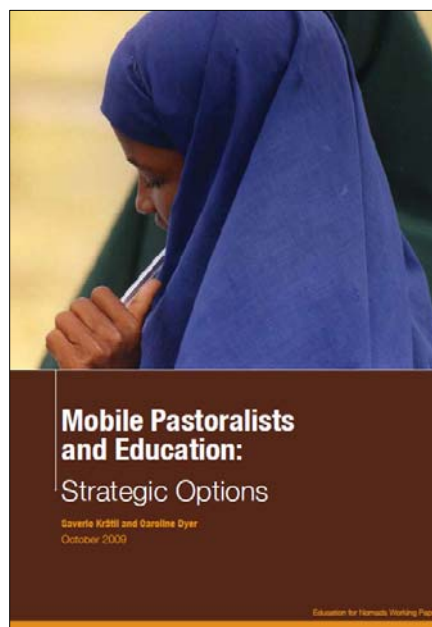
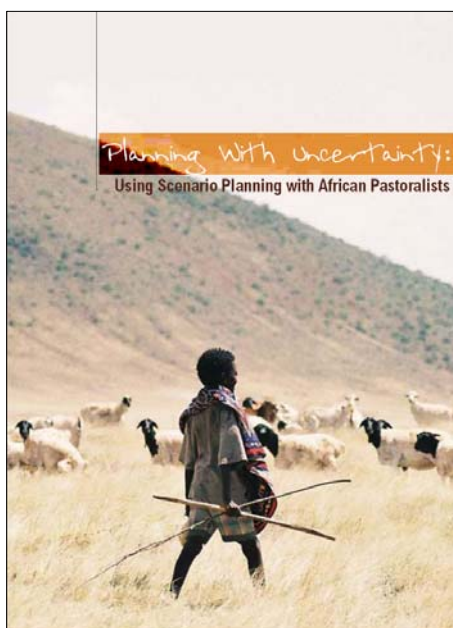
“There is a real opportunity for pushing this agenda forwards. We also have very many senior people from Ministry of Education here, so we can see this as a commitment to developing a distance learning strategy.”

Michael Ochieng Odhiambo, workshop facilitator.

Background documents supplied to each participant

At the start of the workshop, each participant was given a pack of documents which were intended as background reading to inform the discussions. These documents included:

- A strategy to provide education to nomadic communities in Kenya through distance learning (draft)
- Literature review - Mobile Pastoralists and Education: Strategic Options
- Radio-based Distance Learning: A Preliminary Technical Overview (draft)
- Planning With Uncertainty: Using Scenario Planning with African Pastoralists
- Scenario Planning with African Pastoralists: A 'how-to' guide
- Modern and Mobile: The future of livestock production in Africa's drylands
- Reaching the Marginalized: Education for All Global Monitoring Report 2010 (UNESCO)
- Educational Marginalisation in Northern Kenya: A paper for the Education for All Global Monitoring Report 2010
- Policy Framework for Nomadic Education (Ministry of Education & UNICEF)
- Kenya Vision 2030
- Sessional paper – National Policy for the Sustainable Development of Northern Kenya and other Arid Lands: 'Releasing Our Full Potential'



Day 1

The first day of the workshop consisted of an overview by the Minister of State for DNKOAL, followed by a series of presentations (see annex B) and a round of questions and open discussion. The key messages which emerged from the first day are summarised below:

A new Ministry focussing on northern Kenya

1. The MDNKOAL was created to focus attention on and address the unique challenges of Northern Kenya and other Arid Lands (NKOAL). It is not an implementing ministry (“we shall not construct roads and build schools”); it is a coordinating ministry adding value to the work of line ministries through: coordination, technical support, mobilisation of resources, innovation and experimentation with new approaches, creation of partnerships with development partners and other actors, regional cooperation.
2. The Ministry promotes a discourse on NKOAL that is premised on potential and opportunities – articulating the potential that exists in NKOAL and showing how failure to realise that potential constitutes a lost opportunity for Kenya.

Education is pivotal

3. The Ministry sees education as key to the realization of its mission and is keen to explore new strategies that can reinforce existing efforts to improve enrolment, retention and transition for the region – addressing both access and quality.
4. The Ministry of Education (MoE) in collaboration with development partners has over the years tried different approaches aimed at improving access to education in NKOAL but with limited success, and is interested to explore new strategies that can help improve the situation.
5. Mobile schools are playing a key role in education within nomadic communities but they have not been mainstreamed into education administration, the teachers are not employed by the Teachers Service Commission (TSC) and often work under difficult circumstances with limited or no supervision or incentives.
6. Plans are under way to recruit Early Child Development (ECD) teachers across the country, and the MDNKOAL should engage the MoE and the TSC to ensure that this opportunity is used to support mobile schools.



“Over the years, the education system has worked very hard to change pastoralists. Now, it is time for the education system to change to suit pastoralists. Pastoralism is here to stay. Our education system must be flexible enough to work for them.”

Daoud Abkula, Boran pastoralist and community development worker, 26th January 2010.

Communities are now pushing for education

7. Communities in NKOAL have embraced the need for education, but would like to see curricula and education delivery systems that are relevant and do not undermine their culture, livelihoods and dignity.

Kenya's push for UPE

8. Primary school enrolment in NKOAL has improved significantly since the introduction of Universal Primary Education (UPE), but the figures still compare poorly with national averages, and worse so for the girl child.
9. Both globally and at the national level, within the framework of Education for All (EFA) and the Millennium Development Goals (MDGs), there are increased opportunities for addressing the challenge of education for nomadic communities through innovating approaches that include open and distance learning, which seek to remove all unnecessary barriers to learning. The adoption of these approaches will require policy and practice changes within the education sector (including reforms to the Education Act) to embrace innovation.

Distance Learning can help bridge the gap

10. Open and distance learning offers a unique opportunity for reaching the hard to reach children within nomadic communities in this era of rapid improvements in information and communications technology, but for it to work appropriately, it will be necessary to think through the curriculum, language, and technology of delivery of the system; as well as its governance and management, and monitoring and evaluation, to ensure standards that are at par with those in mainstream conventional schools.



Day 2

The majority of the second day of the workshop was given over to group discussions, with each group tasked with addressing a particular topic from the draft strategy presented on the first day. The members of each group and the specific questions addressed are outlined below.

Topic	Group Members	Questions
1. <i>DL-radio delivery systems</i>	<ul style="list-style-type: none"> - Amina Ibrahim - Halake Dido - Sara Ruto - Newton Okwatsa - Kiminza Onesmus - Abdi Goto - Pauline Lokuruka - Putaluk Frederik - Saverio Kratli 	<ul style="list-style-type: none"> • Comment on draft strategy provisions for distance learning as a way to reach students individually outside a school context. Can they be improved? What is the potential of combining existing boarding and mobile schools with a DL strategy? • What more do we need to know to make the strategy work? • What would be the key elements of a pilot 'thin slice' project?
2. <i>Curriculum and exams</i>	<ul style="list-style-type: none"> - Dr Laban Ayiro - Elizabeth John - Lilian Chesikaw - Binyanya Onchiri - Osman Hussein - Dawe Amina - Caroline Dyer 	<ul style="list-style-type: none"> • Comment on draft strategy provisions concerning curricula and exams. How can they be improved? • How far is it possible to lighten the national curriculum for pastoral use without affecting its basic premises while maintaining national equivalence? • What would exams, standards and quality control look like? • What more do we need to know to make the strategy work? • What would be the key elements of a pilot 'thin slice' project?
3. <i>Governance, institutions, management, participation</i>	<ul style="list-style-type: none"> - Boniface Gitau - Adan Abdilahi - Mahmoud Abdimusa - Jane Mtange - James Nyaga - Joyce Kibathi - Lengoboini Jeremiah - Patricia Ekadeli - Dauod Abkula - Sue Cavanna 	<ul style="list-style-type: none"> • Comment on creation of National Commission for Nomadic Education in Kenya. List its useful activities, and sketch its management and supervision system. • What type of legal framework is needed to cover distance learning and address other legal issues? • How can pastoralists better inform and engage with the process? How can information from pastoralists be better used within the system? Other institutional and governance issues? • What would be monitored in an M&E system addressing governance, institutional aspects, performance, and more generally the satisfactory working of the system? Who would do this? What more would we need to know to make this

		<p>work?</p> <ul style="list-style-type: none"> • What would be the key governance and institutional elements of a pilot 'thin slice' project?
<p>4. Teachers</p>	<ul style="list-style-type: none"> - Mohamed Ibrahim - Gabriel Lengoiboni - Elizabeth Gitau - Saoli Ole Nkanai - Mohamed Shaaban - Maina Macharia - Leah Rotich - Ibrahim Hassan - Ced Hesse 	<ul style="list-style-type: none"> • Comment on draft strategy provisions for radio learning concerning teachers. Can they be improved? • Identify requirements for teacher recruitment, training, conditions of service in nomadic areas. How do we quality assure teachers? • What would be the key teacher concerns in a pilot 'thin slice' project?

Honourable Minister Mohamed Elmi himself urged all participants to capitalise on the wealth of experience and seniority of those present. These group discussions were an ideal and unusual opportunity to bring together many of Kenya's most dedicated education professionals for a concerted length of time, so it was no surprise that the debates were rich and productive, with several strategic recommendations emerging. The outcomes are summarised on the following pages.



“I think this is a very good workshop, not only because there are so many people from the North, but also because of the cross-section of experts present: technical practitioners, outside experts...I am grateful for this opportunity.”

Amina Ibrahim, UNICEF



Overall comments on proposed strategy & suggestions for improvements

	Delivery System	Curriculum	Governance, Management	Teachers
Overall comment on strategy	acceptable, viable	acceptable	acceptable	Acceptable, support
Overall suggestions for improvement	<ul style="list-style-type: none"> • KIE to have unit on nomadic education • separate technical details from strategy – into an annex • families' involvement, responsibility for learning • consider possibility of group work – study groups 	<ul style="list-style-type: none"> • teachers' handbook for localization of materials • rephrase 7.4 to fit existing legal framework • Monitoring & Evaluation must be result-based with visible indicators • consider ages of learners and how this will influence learning patterns 	<ul style="list-style-type: none"> • NACONEK necessary, for permanence/continuity, advocacy & networking • innovate education methods and targeted investment opportunities • address factors that impede nomadic education • advocate for nomadic education • Approve policies, plans and budgets 	<ul style="list-style-type: none"> • provide teachers with transport, cell phones, adequate living conditions • train teachers to operate/maintain equipment • establish equipment repair and maintenance centre at district level

What more do we need to know?

G1 – Delivery Systems	G2 - Curriculum	G3 - Governance	G4 - Teachers
<ol style="list-style-type: none"> 1. About 400,000 children out of school – need for costing and comparison between Nomadic Education and conventional schooling 2. What is the time-frame of intervention? If permanent, then consider technologies other than radio 3. Consider language-related challenges 4. How to link with existing KIE processes for in DL 	<ol style="list-style-type: none"> 1. How to create ‘radio mood’ and sustain enthusiasm 2. What exactly are we looking for in Monitoring & Evaluation? 3. What is meant by <i>quality</i> and what needs to be in place to achieve and sustain it? 4. Need for a strong research department within the ministry – to capture learning on the process as it unfolds 		

Key Elements of ‘Thin Slice’ Pilots

G1 – Delivery Systems	G2 - Curriculum	G3 - Governance	G4 - Teachers
<ol style="list-style-type: none"> 1. Setting up community radio station in at least 2 districts 2. Costing the implementation plan 3. Producing tailor-made radio receiver and putting in place systems for repair and maintenance 4. Training teachers and identifying ways of employing them 5. Setting up experimental cell system for monitoring 6. Identifying ways of recruiting children, involving the families, setting up local committees 7. Identifying time and itineraries of movement 8. Arranging timing for broadcasts with communities 9. Generating the needed political will 	<ol style="list-style-type: none"> 1. Refining of variables noted in the strategy 2. Consider whether 2 districts are adequate for piloting 3. Establish proper criteria for choice of broadcaster of the pilot phase 4. Consider context of piloting with due regard to variations in pastoralists' way of life 5. Have due regard to ethical considerations in the piloting – to avoid raising unsustainable expectations 	<ol style="list-style-type: none"> 1. Work on NACONEK and delivery 2. NACONEK to issue a background paper on policies for nomadic education 3. Pilot consultations at the local level with DEOs, elders and nomadic institutions 4. Pilot on receiving in boarding schools and mobile schools 	<ol style="list-style-type: none"> 1. Appropriateness and effectiveness of using radio to educate children – testing concerns about the methodology, its ‘use-ability’, effectiveness, appropriateness for both children and teachers, quality, etc 2. Testing appropriate systems for provision, maintenance, storage of the equipment 3. Addressing questions about the type of training required for all actors to sustain the system 4. What are the minimum living conditions for teachers – housing, security, transport, allowance, etc

Specific question addressed by Group 1 (delivery systems):

Q1. What is the potential of combining existing boarding and mobile schools with a DL Strategy?

- Possible and doable – but should not divert resources from key target group – hard to reach children and families
- Mobile schools ideally placed to benefit from DL

Specific questions addressed by Group 2 (curriculum & exams):

Q1. Possibility of lightening the national curriculum for pastoral use...

- No way!
 - beware the thin line between sustaining national curriculum and ensuring local appropriateness
 - learners to be enabled to move beyond the local context so that they are not isolated in the future
 - curriculum must ensure ongoing relevance and be appropriate to different contexts
 - in any case the question is about delivery rather than the curriculum as such

Q2. What would exams, standards and QC look like?

- consider moving away from exams , to assess learner achievements by different methods
- but exam standards for nomadic education must be at par with national standards
- even though timing for exams and assessment should be flexible to fit the circumstances of the learners

Specific questions addressed by Group 3 (governance):

Q1. What type of legal framework is needed?

- NACONEK to be enshrined in law through either amendments to the Education Act or the formulation of a new law – whichever is faster and most acceptable!

Q2. How can pastoralists better inform and engage with the process

- ensure interaction between the formal and informal structures to ensure community perspectives are taken into account
- seek formal advice from pastoral organizations/institutions before making new policies
- use participatory methods to get insights from communities about what works and what does not work in DL

Q3. What would be monitored in and M & E system and by who?

- to be monitored:
 - accountability, control of resources, whether practice in line with national policy, whether NACONEK is actually increasing the provision of education to nomads, and whether structures on the ground are delivering
- monitoring to be done by:
 - MoE, NACONEK, Pastoral Associations, NGOs, CSOs

Specific questions addressed by Group 4:

Q1. Identify requirements for teacher recruitment, training, conditions of service, QA

- develop specific training for DL within the regular Teacher Training system, with special incentives
- formulate and deliver specialist courses on pastoralism and pastoral education in existing TTCs in pastoral areas
- build capacity at headquarters and in the field for supervision and Quality Control of DL
- build capacity of Kenyan National Educational Council re exams for DL
- create opportunities for DL teachers from different cells to meet occasionally and share experiences
- learners to keep diaries for records of teachers comments and progress to ease transfer between cells when they move

[Information summarised by Michael Ochieng Odhiambo, workshop facilitator, on the basis of each group's presentations – see annex 2]

Day 3

The third and final day of the workshop consisted of four main elements:

1. A presentation from Kiminza Onesmus about the National Commission for Nomadic education in Kenya (NACONEK) and the existing policy framework for nomadic education
2. An open session where participants were invited to cluster in groups of three to put forward any further ideas regarding education provision.
3. A presentation from Professor Jeremy Swift regarding the proposed way forward (see next section)
4. A closing speech from the Permanent Secretary of MDNKOAL, Ms Mary Ngari (see annex 3)

The final day of the workshop lasted only for the morning, with the workshop being closed just before lunch, to allow participants to leave immediately after lunch. The morning started with a recap of the second day, followed by a presentation on the *Policy Guidelines on Nomadic Education in Kenya* by UNICEF. This was followed by an open session for participants to reflect on and make recommendations about strategies that MNKOAL can use to address the challenges of education in Northern Kenya and other arid lands more generally (beyond the use of radio that was the focus of the workshop). Following the open session, Professor Jeremy Swift presented an overview of the way forward informed by the discussions and recommendations made during the workshop. This was discussed before the formal closure of the workshop by the Permanent Secretary MNKOAL, Mrs. Mary Ngari.

Presentation of Policy Guidelines on Nomadic Education in Kenya

The document having been circulated, the presentation was fairly short with a brief outline of the process and key components. It was emphasized that the Policy provided a general framework for nomadic education of which the subject matter of the workshop was one part. Wide consultations were made in preparation of the document, which has been adopted and is currently with the printers.

Emphasis was placed on the institutional framework established by the Policy Guidelines, namely, NACONEK. It was indicated that the Commission once formed would oversee the implementation of the Policy Guidelines, filling the gap that has so far undermined efforts to address the challenges associated with delivery of education to nomadic communities in Kenya.

Open Session on Strategies for Improving Education in NKOAL

The open session on strategies for improving education in Northern Kenya and other arid lands was held in response to a suggestion by the Minister for NKOAL to the organizing team to take advantage of the presence of senior educationists at the workshop to generate ideas on what the Ministry could do address the challenges of education in the areas falling under its mandate. The Minister's suggestion also sought to respond to the frustration expressed by the Permanent Secretary in the Ministry of Education, Prof. Karega Mutahi when, at the opening ceremony, he lamented the fact

that so many different approaches have been tried in this regard without any real success.

The contributions from participants reiterated challenges and strategies that had been discussed over the two days of the workshop, particularly during group work the previous day, emphasizing the need for approaches to education delivery that are sensitive to the realities of arid and semi-arid areas. Some of the specific proposals included:

- The MNKOAL should organize a larger consultation with pastoralists including their elected leaders on the challenges of education in NKOAL
- The Ministry of Education to take over mobile schools and the TSC to employ and remunerate mobile school teachers adequately
- Affirmative action for recruitment of teacher trainees in NKOAL in terms of lowering entry requirements, taking into account the disparities in facilities and the difficult circumstances prevailing in the area. A quota system should be implemented in favour of NKOAL. This suggestion met some opposition from a section of participants who insisted that the same standards should apply all over the country in order for teachers from the region to be as competitive as the ones from other parts of the country.
- Incentives to be developed to attract pastoralists to teaching as a profession.
- Special initiatives should be put in place to attract girls from NKOAL to the teaching profession so that they can become role models for the girl children in the region.
- Parents in NKOAL should be paid remittances by government as an inducement to take their children to school and to compensate them for lost labour
- Special teacher training colleges should be established to provide teachers for NKOAL.
- Education cannot be addressed in isolation from the need for other development interventions in the region to provide opportunities for livelihoods diversification and employment for the youth beyond cattle keeping.
- Concerns were expressed about the extent to which the MNKOAL will be able to deliver on its mandate given that it is not an implementing Ministry, with many participants expressing the wish that it should have an implementation role.

The broad-ranging brainstorming session also produced a wealth of additional suggestions, listed below:

Group 1

1. The government to provide professional training to teachers handling mobile schools children on methodology and psychology of young children to enable them to serve better.
2. The government to provide Education/Literacy programmes to parents and members of the communities so that they can appreciate the Education programmes provided to their children. This can be done through the existing Adult Education Curriculum.
3. Teachers from other regions willing to serve in Northern Kenya should be given the necessary orientation on the culture and social practices of these people and the

education programmes in place e.g. DL mobile schools, Adult Literacy and Non Formal Education (NFE).

Group 2

1. More sponsorship, for bright children as motivation
2. Lowering the grade
3. Education for families and communities
4. Frequent supervision of mobile schools
5. Provision of transports like motor bikes for DL Teachers
6. Empowering - lets speak out program "FAWE"

Group 3

1. Teachers- Pedagogical skills upgrading course - Multigrade teaching
 - Reason being that learners are few in manyatta and of different age groups and levels of learning
 - Qualification and training- Nomadic teachers should be as qualified and trained. However, graduates from teacher training should be in serviced after the real teacher training and prepared for Nomadic
 - Motivation of Nomadic teachers- a nomadic teacher should serve for a specific number of years and then re-posted back. No one would like to serve as a teacher in a harsh and challenging environment for the rest of his or her life
2. Learners - learning should be child centered and the use of the language of the specific pastoralist community in a region.
 - Learners should be of all age groups both the children and adult learners as well.
3. Learning Content- should be tailor made or localized to the nomadic child's environment.
4. Establish a Directorate of Nomadic Education
5. Relief food should be in terms of food for work, food for fees (World Food Programme)

NB: Disagree- on the lowering of grades for teacher training colleges

Group 4

- Create a coordination committee for all education activities in Northern Kenya and other Arid Lands.
- MONK should advocate for approval and implementation of the policy guidelines a Nomadic Education in Kenya.
- Undertake researches on the DUKSI and other cultural models to guide development of education interventions

Group 5

1. Change of Attitude - locals to have positive attitude towards their own environment, changes to come from within
 - local elites to work in the rural to serve as role models
 - We must have positive attitude towards teaching profession
2. Insecurity issue to be addressed by government seriously

- Economic Activities: Livestock/produce to have ready/local market-Improve people's life
3. Infrastructure to be improved: Roads
 4. Field Staffing/ Resource Allocation
 - Mobility- vehicles, fuel allocation same as Kiambu

Group 6

1. On Girl Child Education

The Ministry should design and put in place structures to ensure access, retention and completion of education. This can be achieved through the following:

- Devote resources to the child girl
 - Legal framework should be put in place which should be seen to be working to ensure the girls access to education and completion, the provincial administration should take charge to ensure parents send children to school irrespective of their sex
 - To also protect the girls from Female Genital Mutilation and sexual harassment. The District Commissioners, chiefs etc...
2. Distance learning should be mainstreamed with the others to enjoy the services.
 - It should be made a directorate
 3. Establish a girl's Empowerment Programme to help girls to be able to make informed choices for their lives.
 4. The Education Policy and all instruments that have Education aspects should be distributed to all stakeholders. E.g. District and Provincial Commissioners, chiefs

Group 7

1. Should Reserve Scholarships for University for people from NKOAL in sciences, Maths, Agriculture
2. The MoE/MONK should coordinate with other ministries for Roads/Transport
 - If there is infrastructure, teachers from far away can teach in NK and can reach home over weekends, outside the province- like in other provinces where the teachers are willing to teach in far away places, because they can reach home over weekends
4. Incentives to attract teachers to go to far places
5. Let's mix teachers from various ethnic groups, as resource persons. For e.g. ...the person who made me long to go to Kenya Science Teacher Training College for a Diploma in Science Education was a teacher from Meru who was teaching me in Wamba as I was from Sambwa East (Elizabeth John)
6. Have a flexible System
"I took turns with my sister to look after animals- one day she would herd and I would go to school, the next day it was my turn to herd. Because I loved school so much I managed to get more days- Mon, Wed, Fri for school while my sister goes to school only 2 days (E.J.)
7. Books/Pictures made me want to know more about the outside world, the books should show also about the whole Kenya.

8. MoE/MONK should strengthen the parents/children education-find a mechanism to reach the families via family education but it should sit the culture of the pastoral people (Jackie)
10. Strategy documents need to consider/include all dryland dwellers-such as nomadic fishing people
11. In our region (Samburu) the *MORAN* are not educated but they are proud and cant be mixed with smaller children- they are proud so need to have separate education like radio, not sit in class with small children-where they can learn with their same age girls - even this can reduce banditry (E.J.)
12. The MoE/MONK should package this new push as Nomadic Education as Best Practice - and let it be known widely as Best Practice in Africa.

Group 8

1. Government to build community radio stations in Northern Kenya
2. Government to improve existing boarding schools to make them attractive for nomadic children.
3. Government to give incentives to deploy trained local teachers to mobile schools
4. Give Adult Literacy in pastoralist area is low-Government should make an affirmative to employ all form four learners in nomadic regions to teach Adult Literacy classes to their parents in pastoralist areas for one year to boost Adult Literacy.

Presentation of the Way Forward

Professor Jeremy Swift presented a detailed plan of activities for carrying forward the work on Education for Nomads, which was discussed in plenary. Critical components of the plan will involve research on 'the hardware' of delivering education programme through radio, to inform the design of tailor-made receivers, and the development of an appropriate curriculum.

Participants agreed that the planned activities adequately responded to the issues raised during the workshop. It was noted that the list of activities was quite ambitious, and efforts will have to be made to make use of capacities existing within government and within the country, including the Kenya Institute of Education, which has a long experience on delivery of education programmes through radio, and is also the authority responsible for curriculum development.

The point was made that the implementation of the activities listed must be done with the active participation of local communities and their structures in order to ensure sustainability and promote ownership. It was also suggested that the participants in the Nakuru workshop should form a kind of reference group for the initiative to be kept abreast of developments and to meet periodically to review progress.

Conclusion & Next Steps

To follow up this Nakuru meeting, several activities are proposed for the next 3 years (2010 - 2013):

A. Revised Strategy

The strategy revised to take account of any comment made by participants, should be published by the Ministry for Northern Kenya and made available to all participants

B. Research

The following action research activities will be carried out jointly by the Ministry for Northern Kenya jointly with the EfN team, Ministry of Education, KIE and the together with other partners:

1. Radio hardware

- Investigate hardware needed to broadcast, receive and store educational programmes.
- Provide technical specifications for all radio equipment needed.
- Identify and negotiate use of existing installed broadcasting capacity.
- Cost alternative radio systems for nomadic educational use.

2. Radio lesson content

- Design and test radio programme format and content.
- Experiment with translating lessons into digital content and use of existing digital content.
- Establish recurrent costs of programme production for pilot phase and full operation.
- Design broadcast schedule.

3. Curriculum and learning materials

- Propose any adaptations to national core curriculum for nomadic use.
- Design assessments and exams, standards and quality control.
- Design teaching and learning materials.
- Investigate degree to which local languages are usable in radio and written learning programmes.

4. Governance, institutions, management

- Support creation of National Commission for Nomadic Education in Kenya and other institutional changes.
- Design management and supervision system, including student enrolment and tracking.
- Design legal framework for distance learning and address other legal issues.

5. Teachers

- Identify requirements for teacher recruitment, training, conditions of service in nomadic areas.
- Design teacher recruitment and training programmes.
- Design a DL teacher training radio manual and programme.

6. Monitoring and evaluation

- Design Monitoring & Evaluation system for nomadic education. Monitor progress of thin slice radio experiments.

- Design and carry out comparative evaluations of different approaches to nomadic education.
- Create system to track students' progress.

7. Delivery mechanisms

- Calculate costs and outcomes of different mechanisms to provide education to nomads (boarding schools, mobile schools, radio DL).
- Outline possible roles for different delivery methods in a coordinated strategy.
- Calculate budget to implement strategy.
- Explore how to fund nomadic education sustainably over long term.

C. Pilot activities

The following pilot activities will be carried out jointly by the Ministry of Education and the EfN team:

1. Thin slice projects

Design, carry out and evaluate pilot radio education experiments, in conjunction with boarding and mobile schools, including a thin slice.

2. Learning and drafting final strategy

- Annual meeting of small group of specialists to provide peer review and quality control, learn lessons of programme successes and failures and draw strategic conclusions.
- Promote positive image of pastoralism nationally.
- Pull together results of pilot activities, monitoring, evaluation and research into a full national plan for nomadic education to be rolled out in early 2013

D. Listening to pastoralists and creating consensus

The following participatory activities will be carried out jointly by the Ministry for Northern Kenya, the Ministry of Education and the EfN team:

1. Annual education meeting and other actions between pastoralists and government.
2. Second round scenario planning to guide pilot activities in two pilot areas.
3. Translate and publish key findings of scenario planning concerning education in main Kenyan nomadic languages.
4. Organise annual NGO meeting to share experience of nomadic education.
5. Publications and publicity, including an EfN website.
6. Set up Observer Group to disseminate Kenyan experience to other countries, and learn from other countries; and to disseminate information to other marginalised Kenyan populations such as IDPs (Internally Displaced Persons), refugees, urban slum dwellers.


Annex A: List of Participants

	Title	First Name	Surname	Organisation	Email Address
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10	Mrs	Lilian	Chesikaw	Egerton University	lchesikaw@yahoo.com
11	Mr.	Halake	Dido	(Moyale)	phdido2007@yahoo.co.uk
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15	Ms	Mahlet	Eyassu	Programme team	mahletyassu@yahoo.com
16	Mr	Putaluk	Fredrick	(Pokot)	lomukbo@yahoo.com
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26	Mr	Lengoiboni	Jeremiah	(Samburu)	
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34	Prof	Karega	Mutahi	MOE	
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Annex B: Copies of Presentations

Day 1: Honourable Mohamed Elmi - Ministry for Development of NKOAL: Mandate, priorities & contribution to achieving Education for All

OFFICE OF THE PRIME MINISTER
Ministry of State for Development of Northern Kenya and other Arid Lands




Mandate, priorities, and contribution to achieving Education for All

Hon. Mohamed Ibrahim Elmi, EGH, MBE, MP
Minister

Structure of this presentation

- Justification and mandate of the Ministry
- Our priorities and ways of working
- Our contribution to achieving Education for All

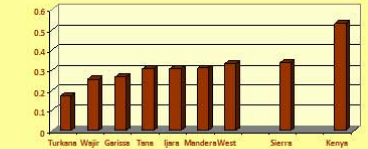
Introducing Northern Kenya & other Arid Lands



- Home to 10 million people
- Covers 80% of Kenya's land mass
- Contains 70% of our livestock
- Generates 90% of our tourist revenue

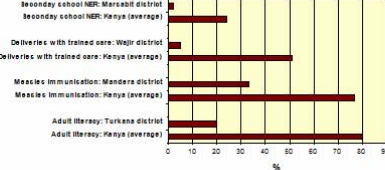
There are two main justifications for the Ministry: the first is inequality

Human Development Indices



Region/Country	Human Development Index (approx.)
Turkana Wajir	0.18
Garissa	0.28
Tana River	0.30
Isira	0.32
Mandera West Pokot	0.33
Sierra Leone	0.35
Kenya	0.52

Inequalities are most acute in the arid districts, and are most marked for women and girls




Indicator	Arid District (approx. %)	National Average (approx. %)
Secondary school NER: Mandera district	15	25
Secondary school NER: Kenya (average)	-	25
Deliveries with trained care: Wajir district	10	55
Deliveries with trained care: Kenya (average)	-	55
Measles immunisation: Mandera district	30	75
Measles immunisation: Kenya (average)	-	75
Adult literacy: Turkana district	15	80
Adult literacy: Kenya (average)	-	80

The Government recognises that one cause of inequality is prolonged under-investment

'When I took over the leadership of this country, I pledged to commit more resources for the development of the Arid and Semi-Arid areas which have in the past suffered neglect due to inadequate resources provisions and poor infrastructure.'

His Excellency President Mwai Kibaki, 13th April 2008

The second justification for the Ministry is about opportunity



- Northern Kenya is the bridgehead to a regional economy of >100m consumers
- It has significant untapped potential:
 - Rising demand for meat & milk
 - Renewable energy
 - Natural resources
 - Skills & resilience of its people

Both the Government and the private sector now recognise this potential

"How can a country expect to develop and tap its full potential and endowments while ignoring four-fifths of itself?..."

Who decided that the focus of development should be within only 50km of the railway line?...

How is it that for 45 years of independence Kenya has never come to terms with what it really is geographically?"

Business Daily, 23rd April 2008

The mandate of the Ministry is wide-ranging

- Northern Kenya & other Arid Lands development policy, across multiple sectors
- Prioritisation of programmes for fast-tracking by the Government
- Arid Lands Resource Management Project
- Improvement of livestock marketing systems
- Implementation of special programmes for the region

Presidential Circular No. 1/2008

Our immediate priorities mirror Vision 2030's 'Foundations for Development'




- Infrastructure
- Peace and security
- Drought management & climate change adaptation
- Human capital development, by which we mean:
 - An educated & healthy population
 - A skilled workforce

We work in four main ways

1. Policy, legal and institutional reform
2. Selective implementation – i.e. not on a routine basis
3. Coordination of government policy, development planning & resource mobilisation for the area
4. Regional collaboration

In short, we provide policy direction & leadership in the planning, implementation & coordination of development in NK & other Arid Lands

Think of us like an acceleration lane to help the region catch up...



The Ministry should not be a permanent fixture in Government. It is a time-bound mechanism through which investment into the region can be enhanced and directed in line with the particular needs and circumstances of the area.

We are a development Ministry, and education is fundamental to development

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Our role is not to get involved in delivering education. The added value we bring is our knowledge of the region and our ability to leverage additional resources. Our contribution is therefore to help:

1. Fill the resource gap in education in the north caused by its historical marginalisation (teachers, facilities, resources)
2. Develop alternative approaches to service delivery which are appropriate for areas of low population density and for mobile groups

These are some of the principles that should inform an education strategy for NK/arid lands

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1. Universal right: no child should be denied an education because of the livelihood system or circumstances of their parents
2. Equity: we must look below the national picture and recognise/respond to the deep inequalities in educational opportunity & achievement in Kenya
3. Respect: education should not alienate children from their culture, although it will inevitably challenge it (e.g. on gender and marginalisation)

This strategy will need to have several elements, such as:

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1. Enhanced investment in conventional schools & training institutions (teachers, facilities, pedagogy)
2. Delivery mechanisms that work for mobile populations, such as distance learning or mobile schools, & linkages with the above
3. Curriculum and education management systems adapted to the local context
4. Affirmative action for students from the north to enter training institutions for a time-bound period
5. Incentive schemes for teachers working in the north
6. Adult literacy and continuing education
7. Financial assistance for the poorest students

The purpose of this workshop is to help us design a strategy for nomadic pastoralists

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The Government and its partners have already started to accommodate mobility: e.g. mobile schools, policy framework for nomadic education.

We invited a group of pastoral specialists from the International Institute for Environment and Development to build on this by exploring the potential for distance learning.

Kenya will not achieve EFA/MDGs **unless** we make a serious commitment to the arid lands. Education in pastoral areas must be brought to the centre of KESSP II.

Thank you

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Day 1: Sue Cavanna - Towards Education for Nomads: Community Perspectives



**Towards Education for Nomads:
Community Perspectives**

“The Government should work out the specifics of how it can make education reach a child that is looking after animals and is now currently excluded from school.” Yaa Sharbana, Marsabit



**Community Consultations:
Common Trends**



1. The current nomad parents' dilemma:

Education
or
Herding

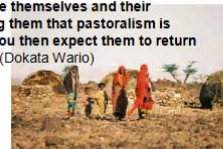


- “We are tired of having to choose between knowledge and health, between being educated but poor or wealthy but ignorant.” (Somali elder)
- “The education system that we have now deprives our children of pastoralism...when the child is removed he finishes education without valuing any of the pastoral system and ends up chewing Miraa” (Dokata Wario)

2. Current education systems can undermine pastoralism

“Those who go to boarding schools far away suffer emotional stress, they are not mentored or cared for.” (Jai Kitulo, Wajir)

“School makes them hate themselves and their background teaching them that pastoralism is backward. How do you then expect them to return to animal herding?” (Dokata Wario)



3. Education is not stand-alone:

- Roads
- Marketing
- Human health




4. External influences

- Drought
- Conflict
- Politics



5. Learning Options



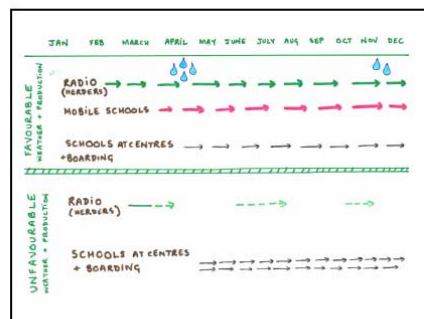
"The educational system that fits us will be the one that follows us, that follows our animals"



"We want our children to learn while herding – the current systems (boarding schools, mobile schools, shepherd schools) should go on as they are but in addition, the government should work out how it can reach a child that is looking after animals and is now currently excluded from school".

Community proposals:

- 1) Distance learning for the fully nomadic
 - Radio/other
 - Intensive education camps (rains, no stress)
- 2) Nomadic schools & shepherd classes
- 3) Fixed schools (+ boarding & food)

6. Education - the content

"What children learn should inspire them to be pastoralists, what they learn should be relevant to nomad production "

"The curriculum should include pastoral topics about their own environment, livestock herding, animal husbandry, land management" (Dahira)



7. Teachers

"In my opinion a teacher should stay with the mobile community, to...assess the progress of the children and make them learn very quickly."

"For pastoral children the best possibility is to have a teacher inside the community that will nurture them from an early age."
(Dahira Hussein)



8. Becoming a citizen of

Kenya: Nomads seek increased interaction with outside world

"The wonderful part of the world is that the whole world is talking one language. Information is now easy. People just use machines to talk to Nairobi, there are world changes." (Mamo Elema)

"I want to learn Swahili because I feel bad when I can't talk to other people with other languages" Sora (Youth)

"Our people have been de-humanised By lack of education – we cannot communicate with the outside world."



9. Some scepticism

"Did you come here to force kids away from herding and into school?"

"How serious is the government about delivering this thing on nomadic education?"

"We are apprehensive that there is no real commitment in government to put its resources behind nomadic education".



10. Message to the Government

Adults

"50% of our children are not in education. We wish even those herding could get education" (Sheikh Subio Mohamed)

"We want education for all pastoralists of all Kenya" (Gabra)

"We will discuss amongst ourselves and mobilise our leadership behind this issue of education."

"Bring our ideas to the Government so that our ideas can be put into practice"
(Godana Mamo)



Teachers

"If I could meet him I would tell the minister we should give learning in our mobile system where we are shifting, those children need to get learning and they learn very quickly."

"In my opinion, a teacher should stay with them to be able to, all the time, assess the progress of the children, and that will make them learn very quickly."

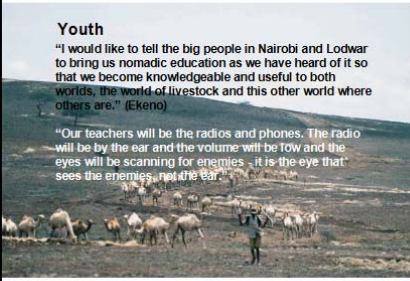
"Nomadic teachers need to get paid by the Government - I have stayed 7 years and get nothing."
(John Kara)



Youth


"I would like to tell the big people in Nairobi and Lodwar to bring us nomadic education as we have heard of it so that we become knowledgeable and useful to both worlds; the world of livestock and this other world where others are." (Ekeno)

"Our teachers will be the radios and phones. The radio will be by the ear and the volume will be low and the eyes will be scanning for enemies - it is the eye that sees the enemies, not the ear."



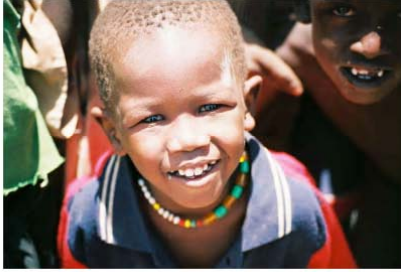
Children

- "Tell them in the Government that we want the sort of school of children that can herd and still get education."
- "We want to learn and still look after our animals, and still get our milk and food at home - tell them that, the big people in Nairobi."



The time to act is now.

Pastoralists themselves are pushing for education, whereas 15 years ago they were not interested.



Day 1: David Siele - The Status of Education Among Nomadic Pastoralists in Kenya

**STATUS OF EDUCATION
AMONG NOMADIC
PASTORALISTS IN KENYA.**

1.0 INTRODUCTION.

- Nomadic groups at the **bottom of tables** in enrolment, participation, performance, gender balance, achievement and retention/progression compared to the rest of the country.
- Serious challenges of **access, equity and quality** among nomadic groups in the country.

- Perception among sections of pastoralists that **curriculum is not fully relevant** to their needs.

2.0 COMMITMENTS.

- *Sessional paper no.1 of 2005 on education, training and research; "The MOE has set the following objectives; .." to ensure that all children including girls, children in difficult circumstances and those **from marginalised/ vulnerable groups** have access to and complete free and compulsory primary education by 2010"...*

- **Sessional paper No.1 of 2005.** "The government will " develop strategies to enhance participation of children in special circumstances, including orphans, children in urban slums and ASALs"
- **2nd EFA goal;** free and compulsory education for all by 2015.

- **5th EFA goal;** achieve **gender parity** by 2005and **gender equality by 2015**
- **2nd MDG;** achieve **UPE by 2015.** There is still 5 yrs to do something.
- **Vision 2030; 2012 goal** " *attain regional equity in enrolment*"

EFA GMR 2010 "There were **72M** children out of school in 2007. Business as usual would leave **56M** children out of school in 2015".

- **EFA GMR 2010**; "Governments should start by setting targets for narrowing the gaps between marginalised groups and the rest of society. Monitoring progress towards these targets using disaggregated data could help the development of targeted policies while increasing the visibility of the marginalised groups".

3.0 DATA

- Significant progress has been registered in the last few years. However there are still gaps.

	2002	2004	2008
Pre-enrolment	6.1M	7.4M	8.6M
National			
Pr enrolment NEP	48,902	69,958	115,288
Pr enrolment	816,263	910,806	911,340
Central			
Pr GER boys	88.9%	708.0%	112.3%
national			
Pr GER boys -NEP	25.3%	33.5%	45.2 %
Pr GER boys	92.2%	102.2%	98.2%
Central			
Pr GER boys	76.5%	82.2%	94.6%*
National			
Pr GER boys -NEP	19.6%	23.6%	39.3%*
Pr GER boys	83.5%	81.4%	85.6%*
Central			

	2002	2004	2008
Pr enrolment girls	2,988,831	3,575,209	4,205,113
- national			
Pr enrolment girls	15,806	22,232	40,294
- NEP			
Pr enrolment girls	408,387	449,424	448,564
- central			
Pr enrolment boys	3,073,932	3,821,837	4,358,709
- national			
Pr enrolment boys	33,596	47,726	74,994
- NEP			
Pr enrolment boys	407,876	461,382	462,774
- central			

	2002	2004	2008
Pr GER girls NEP	34.3%	26.3%	28.3%
Pr GER boys NEP	29.0%	22.0%	20.3%
KCPE Cand Samb			260
N- boys			90
*			
Girls			285
Girls			81
Girls			2172
Narok 5 - boys			1396
Girls			

4.0 BARRIERS TO INCREASED ENROLMENT.

External factors

- **Sparse population.** Not cost effective to offer education to a small group of students.
- **Mobility.** Not useful to have a permanent school for a population which is periodically on the move in search of pasture and water.

- **Child labour.** Kids are part of the production system. Mobility and education have not been synchronised so that they both take place.

- **Long distances to school** e.g. 30km from Aulia mobile to Shambir primary school, 20km from Saka mobile to Saka primary both in Garissa.

- **Protection of girls.** They must be under close supervision and cannot be handed over to a stranger for safe keeping.
- **Insecurity.**
- **Low literacy levels** hence little motivation to take children to school.

- **Little value attached to education** particularly for girls. Value goes down with education among some nomadic pastoralists.

In school factors

- **Curriculum perceived to be irrelevant.** Content is not seen as useful in addressing the needs of the community.
- **Std 5 Agriculture 4.1.1** – Poultry and dairy farming covered. No mention of ranches or camels.

- **Social studies syllabus std 2, content in 5.2.1 " basic road signs – pedestrian crossing, traffic lights, children crossing, bends and bumps"**

- **Inflexible day programmes** which cannot allow the child to participate in other essential chores.
- **Inflexible term dates** which do not fit into requirements in productive activities. Should nomadic life style fit into education system or the system should fit into the lifestyle of the people?

- **Inadequate teachers.** There are many schools in Northern Kenya which have not presented candidates at KCPE over several years. They serve as feeder schools.
- **Lack of appropriate female role models.** Saka boarding in the middle of some wherein Garissa has got two female teachers- one from Muranga and the other from Makueni.

- **Unfriendly school environments** particularly for girls. Many schools lack water and other basics like toilets, beds, chairs, desks etc.
- **Unjustified fears** e.g Fulani of Nigeria-western education can have a Christian influence on muslim children

5.0 Price to pay?

- Perceived or actual marginalisation
- Continued conflict over scarce resources like water and pasture
- High levels of Poverty
- Limited social benefits
- Environmental degradation

6.0 Way forward

- Need to develop a **comprehensive strategy on nomadic education** to address the challenges of access, equity, quality and relevance informed by wide ranging consultations, research, studies, surveys and pilots.
- One component of such a strategy would be the use of **ODL**.

THANK YOU!

Day 1: Dr Saverio Kratli & Dr Caroline Dyer - Mobile Pastoralists & Education: Strategic Options



Hosted by
Ministry of State for Development of
Northern Kenya and Other Arid Lands

**Workshop on
Nomadic Education**

**25-28 January
Nakuru, Kenya**

**Mobile Pastoralists
and Education:
Strategic Options**


Saverio Kratli and Caroline Dyer
October 2009

strategic options

- education for all
- innovating
- implementing

education for all

- education is not schooling
- there is learning outside school
- reconciling formal education and pastoralism



education for all


education is not schooling

- education, schooling and learning are often used as if they are interchangeable but they are not
- the notion of schooling has become more nuanced and no longer only refers to the process of learning and teaching in a school building

1948: The Universal Declaration of Human Rights, Article 26

1990: The World Declaration on Education For All
"... indigenous populations and remote rural groups, street children, migrants and nomads, the disabled, linguistic and cultural minorities [...]. New approaches must be taken-made for such groups we cannot expect to reach them just by increasing opportunities for conventional schooling."

2000: MDG 2, Target 3



education for all

learning outside school

- growing up within a working social context offers valued learning opportunities
- socialisation
- livelihood within the pastoral economy


education for all

reconciling formal education and pastoralism

- acquiring education through a school-based system means to compromise on pastoral productivity

Thursday, 20 January 2010

shifting our perspective on the delivery of learning from one of getting kids into school to one of getting education to kids



Thursday, 20 January 2010

innovating

- family learning
- open and distance learning
- curriculum relevance
- using mass communication media for education



Thursday, 20 January 2010

innovating

family learning

- learning naturally happens within the family
- school-based education separates learning into stages by age (lockstep approach)
- education can be refocussed on the whole family

Thursday, 20 January 2010

innovating

open and distance learning

- open learning seeks to remove all unnecessary barriers to learning; provision of education must enable as many people as possible to take advantage of learning opportunities throughout their lives

Thursday, 20 January 2010

innovating

curriculum relevance

- usually achieved by adding 'relevant' topics
- who decides what is relevant?
- listening to pastoralists

'it is crucial to provide nomadic children with education of a quality and status equal to that provided in standard schools' (Ezeomah, 1997)

Thursday, 20 January 2010

innovating

using mass communication media for education

Thursday, 22 January 2015

innovating

using mass communication media for education

- most distance education uses radio and television as a support to a teacher in a classroom

Thursday, 22 January 2015

innovating

using mass communication media for education

- most distance education uses radio and television as a support to a teacher in a classroom
- but there is much more to it ...

Thursday, 22 January 2015

innovating

using mass communication media for education

- most distance education uses radio and television as a support to a teacher in a classroom
- but there is much more to it ...
- mass media offers opportunities for communication that have educational potential

Thursday, 22 January 2015

implementing

- a changing world
- recognising the challenges
- trying out alternatives



Thursday, 22 January 2015

implementing

a changing world

- there is rapidly growing institutional recognition of the need to develop specific strategies for nomadic groups as part of Education For All

Thursday, 22 January 2015

In 1990, the National Commission on Nomadic Education (NCNE, created in 1988) was exceptional in the African context (Federal Republic of Nigeria, 1987).

The Tanzania Basic Education Master Plan includes two components aimed at increasing the enrolment of nomadic communities (MOET, 2000).

The Ethiopia Federal Ministry of Education has a 'Pastoralist Programme'.

The Puntland State of Somalia is preparing a 'Nomadic Education' unit (MOEP, 2007).

In March 2009 the Sudan Federal Ministry of General Education launched a 'Nomadic Education Strategic Plan' (UNICEF, 2009).

The Kenya Ministry of Education is working on a 'Nomadic Education Policy' involving the creation of a Kenyan Commission on Nomadic Education (MOEK, 2008a).

The Government of South Sudan has held a conference on nomadic education in preparation for a federal policy.

The Afghan Constitution (2004) guarantees the right of nomads' to education.

Thursday, 24 January 2013

implementing

recognising the challenges

- at delivery
- at reception

Thursday, 24 January 2013

challenges at delivery

- funding
- staffing
- training
- equipment
- 'lockstep' schooling

Thursday, 24 January 2013

challenges at reception

- mobility
- scattered population
- unpredictable disruption of service
- children's work commitments
- non-literate parents
- resistance to schooling girls
- lack of liquidity

Thursday, 24 January 2013

implementing

trying out alternatives

Thursday, 24 January 2013

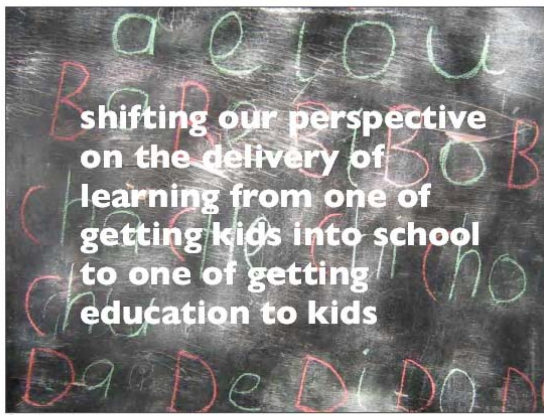
implementing

trying out alternatives


- boarding schools

Thursday, 24 January 2013

implementing	implementing
<p>trying out alternatives</p> <ul style="list-style-type: none">● boarding schools● mobile schools	<p>trying out alternatives</p> <ul style="list-style-type: none">● boarding schools● mobile schools● language of instruction



Day 1: Professor Jeremy Swift - A Strategy to Provide Education to Nomadic Communities in Kenya Through Distance Learning

 <p>Hosted by Ministry of State for Development of Northern Kenya and Other Arid Lands</p> <p>Workshop on Nomadic Education</p> <p>25-28 January Nakuru, Kenya</p> <p>A Strategy to Provide Education to Nomadic Communities in Kenya through Distance Learning</p> <p><small>Tuesday, 23 January 2012</small></p>	<p>Nomadic parents and children want education badly but in a format which does not interfere with their primary livelihood activity, which is raising livestock.</p> <p>Present methods of schooling have had some success, but they cannot reach adults and children in pastoral production deep in the bush.</p> <p>The aim of draft strategy is to reconcile the fundamental choice between livestock production and schooling.</p> <p>Most promising new approach is Distance Learning by radio. We propose a DL experiment to reach nomadic pastoralists.</p> <p><small>Tuesday, 23 January 2012</small></p>
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<p>KEY ELEMENTS OF A DISTANCE LEARNING APPROACH</p> <p>1. NACONEK</p> <p>Proposed creation of National Commission on Nomadic Education in Kenya (NACONEK) to:</p> <ul style="list-style-type: none">•formulate policies•mobilise funds•coordinate and evaluate activities in field of education•ensure that nomadic education reaches across district boundaries•establish linkages with other Ministries•establish standards and skills to be attained in nomadic schools•prepare statistics <p><small>Tuesday, 23 January 2012</small></p>	<p>2. TARGET AUDIENCE</p> <p>Main target group is nomadic children out of school. Adult literacy should also be addressed. Both adults and children keen on education.</p> <p>Nomadic pastoralists are majority or significant minority in all ASAL districts.</p> <p>Eight main pastoralist language groups. Not all these people are nomads, but a substantial proportion are.</p> <p><small>Tuesday, 23 January 2012</small></p>
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<p>3. REACHING NOMADS</p> <p><i>Boarding schools</i></p> <p>A good option for some nomadic children. But boarding schools cannot serve children who work in the household. Also no good for children under ten.</p> <p><i>Mobile schools</i></p> <p>Between 50 and 100 pilot mobile schools. Teachers attached to a nomadic group of families. Often adults as well as children attend the school.</p> <p>Mobile schools are difficult to staff, manage and monitor. Often unqualified teachers who have little outside support.</p> <p><small>Tuesday, 23 January 2012</small></p>	<p>Boarding and mobile schools have performed a useful task but they are not able to finish the job.</p> <p>More seriously, they undermine the production strategies of pastoral households.</p> <p>Ultimately, education using the classroom model of teaching tends to target children who can be disengaged from pastoralism.</p> <p>Need to continue to support boarding and mobile schools. Develop distance learning for situations where children are too remote, too scattered or too mobile to attend boarding or mobile schools.</p> <p><small>Tuesday, 23 January 2012</small></p>
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Four potential radio assets for education

Kenya Broadcasting Corporation. Experience of distance education: Interactive Radio Instruction approach (IRI) requiring a teacher in front of a class. IRI is not designed for individual children in remote pastures.

Community radio. Would require one station per district. The local nature of these radio stations would allow easy access.

Satellite. Afristar broadcasts directly to individual receivers. High quality of signal in any location across huge areas. Requires a dedicated receiver. Cost of satellite use is high.

Cell phone network. There may be a role for cell phones with the DL system, mainly for teachers to be able to remain in contact with their pupils and their offices.

Nairobi, 29 January 2010

5. PROGRAMME OVERVIEW

DL programme: one possible way to do it

Main actors

(i) *Students.* Widely scattered, remote, mobile, engaged in production, living in camps which change in size and composition according to season, security and grass.

(ii) *DL team at the community radio station.* A team would operate the DL radio station probably at district head quarters. They would broadcast DL units, pre-recorded at the district or Nairobi covering an adapted version of the national curriculum.

(iii) *Mobile teachers.* Supervision of students would be provided by mobile teachers or by teachers distributed in a cell system: teachers based in a fixed territory are responsible for all students moving through that cell.

Nairobi, 29 January 2010

Enrolment and familiarisation

At enrolment, students attend an intensive induction course for one week. Students meet their DL tutors, learn how to use the receiving device, how to communicate with the tutors, how to use the progressive testing system and the periodical exams. Each student is given a receiving/playback device loaded with the first memory card.

Initial broadcasts

The broadcast cycle starts with a preliminary course, helping students to use the main DL programme. Each audio unit accompanied by one page of printed material.

After the preliminary course, the DL programme broadcasts subject-modules: literacy, numeracy, science.

Nairobi, 29 January 2010

5. TEACHERS

Teachers destined for jobs in the ASALs should receive additional training about the ASALs.

6. CURRICULUM

Curricula, teaching and learning materials developed with the Kenya Institute of Education (KIE). Should be based in the core subject-content of the national curriculum with material accurately reflecting the arid and pastoral areas.

Learning materials for DL will be both audio and printed. Pastoral curriculum development unit set up under the KIE responsible for their preparation.

Nairobi, 29 January 2010

8. M & E

The programme must be monitored from the start and evaluated in as much detail as possible as soon as possible. An adequate M&E system must be developed.

9. ATTITUDES AND SCHOOL CULTURE

Nomadic schooling works well where local administrative culture is supportive of pastoralism (e.g. Mongolia, Iran), and does not work well where it is not (everywhere else). DL radio programmes must be designed to create a supportive culture

10. SCHOLARSHIPS

The government should set up a scholarship fund to allow outstanding nomadic students to continue to university.

Nairobi, 29 January 2010

NEXT THREE YEARS

Education for Nomads 2 is both a research programme and a practical experiment. Next steps:

1. Incorporate results of this workshop and comments on draft from around the world.
2. Three year research programme jointly with Ministry Northern Kenya and Ministry of Education. Individual components of the DL system need to be field tested and evaluated.
3. Two ASAL areas selected for a pilot. The pilot will take the form of a thin slice across the entire radio broadcast education system: broadcasting and receiving, trial radio programmes covering key subjects including induction and enrolment, experiments with adapting curricula where necessary, exams, monitoring and evaluation.

Nairobi, 29 January 2010

Day 2: Group 1 - DL: Radio delivery systems

Group 1. DL-radio delivery systems

Questions

1. Comment on draft strategy provisions for distance learning as a way to reach students individually outside a school context.
2. Can they be improved?
3. What is the potential of combining existing boarding and mobile schools with a DL strategy?
4. What more do we need to know to make the strategy work?
5. What would be the key elements of a pilot 'thin slice' project?

Group 1. DL-radio delivery systems

Questions 1 & 2

Comment on draft strategy provisions for distance learning as a way to reach students individually outside a school context. Can they be improved?

- The present strategy is viable and acceptable in absence of teachers (although it does not replace a teacher) and should be seen as targeting the hard to reach children in pastoral areas and their families (it will not succeed without the involvement and support of the family)
- it would help if KIE had a new cross-sector unit or department dedicated to nomadic education and working closely with NACONEK (on a similar principle to MDNK but with capacity for direct action).
- The technical points should be taken out of the main strategy and placed in an annex on implementation issues (including the alternatives to the proposed choices on broadcasting and receiving ends). Just keep references to the annex in main text.
- We need to think of ways of involving the families not only in learning but also in taking some responsibility for the learning of younger children, for examples on the model of existing school management committees for mobile schools or maybe even more directly involving people at the household level.
- although the strategy is designed to reach children individually, group work (e.g. study groups) could add an advantage (as long as they don't become a condition for the system to run).

Group 1. DL-radio delivery systems

Question 3

What is the potential of combining existing boarding and mobile schools with a DL strategy?

- It would be easy to extend to local boarding schools the use of broadcast programmes by the ODL system, as support to routine activities. However, this should not move resources away from the focus of the strategy on hard to reach children and families.
- Mobile schools are also ideally placed to benefit from ODL broadcasting. We can see them as part of a continuum that goes from occasional access to a teacher to permanent access to a teacher. The children in a mobile school can be helped by the ODL programme, although they have the 'luck' of being able to access a teacher on a regular basis.

Click to go to the next page in the document

Group 1. DL-radio delivery systems

Question 4

What more do we need to know to make the strategy work?

- There are about 400,000 children out of school. If this is a strategy to reach them, we need to cost it and compare these costs with the costs of providing conventional school facilities for 400,000 children in remote areas.
- We need to know whether it is time bound? is it designed for the next five or ten years or is it designed to be permanent? In the latter case it might be better to keep a broader look at technology, beyond the present focus on radio.
- What is the likelihood of groups speaking different languages living in a same area and how do we handle language-specific broadcasting in these cases?
- we need to look at possibilities of building on existing (IRI) KIE DL programme for upper primary: can the programme be changed to fit the strategy requirements (reaching children in absence of a teacher and a class).

Group 1. DL-radio delivery systems

Question 5

What would be the key elements of a pilot 'thin slice' project?

- setting up a radio station (community radio model) in at least 2 districts (only 1 if we do it in Wajir where a 10kw/150km FM station is already available);
- costing the implementation plan
- producing a tailor-made radio receiver,
- training the teachers
- setting up an experimental cell system for monitoring
- identifying ways of employing the teachers
- identify ways of recruiting the children and involving the family
- set up a local committee
- identify time and itineraries of long-distance movements (how often is the target group likely to move out of the broadcasting radius and perhaps outside the national borders? Identify ways of maintaining a link in those cases (e.g. through family members moving back and forwards for their own business).
- we need a system for maintaining and repairing the radio devices
- timing of broadcasting might have to be arranged directly with the community (different groups and seasons might have different work patterns and therefore different distribution of free time)
- political will.

Day 2: Group 2 - Curriculum & Exams

Working group 2

Curriculum

Working Group 2: Curriculum

'Lightening the national curriculum' - not wanted

- NO special curriculum; themes are given, and clear
 - There is a thin line between sustaining the national curriculum and ensuring local appropriateness
 - Learners must be enabled to move beyond the local context so they are not isolated in future
 - The curriculum must ensure ongoing relevance – lifelong learning and suited to different contexts
 - Is the question anyway more about DELIVERY than about the curriculum; use of proper methodology and techniques is essential

Suggestions

- Teachers handbook central to localising, must be considered as part of curriculum development for DL strategy
- Consider in more detail how community radio can assist with localising material
- Formulate an ASALs curriculum team

Exams and standards

- Need to move in general away from exams – think about assessing learner achievements in different ways
 - Standards must reflect national standards
 - Flexibility in arrangements
 - Should be able to assess an individual's progress, with 'exam' given when the individual is ready after completing a portion of the syllabus – exams to suit learner not exam setter

Suggestion

- Consider alternative arrangements for assessing learner achievements
- Longitudinal study needed to know learning achievements – tools need to be established
- Should be done by MDNK to ensure it is done, using manpower of KIE etc.

Quality control

- Radio curricular units are quality controlled by KIE
- Need inputs from ASAL curricular team / consultation
- Quality issues relate to support for learner
 - The teacher (e.g. mobile teacher) needs the skills for radio delivery. Must be equipped with teacher manual and given training to understand role in DL strategy
 - Modes of assessment need to be comprehensive and ongoing (formative)
 - QA officer – many issues of capacity to reach learners, retention of QA officers themselves, nature of support given

Suggestions

- Careful consideration of QA officer role in DL system needed
 - Support
 - Training
 - Extra effort?
 - Organising others to support
- MDNK to explore potential of partnerships to offer logistical (not technical) support for quality assurance

Key elements of pilot

- Variables noted in strategy need refining
- Is 2 districts too small?
- Choice of broadcaster critical
 - KBS ready for pilot but already constraints are identified and is not broadcaster of choice
 - CR – pilot might be affected by quality of radio station itself which could bias findings
 - What contexts do we want to pilot in? how do we factor in the variations in pastoralists' way of life?
 - If hypothesis is that learners need to work in groups, then need to pilot in a production environment where many move together?
 - So also need to pilot where learners are not in large groups!
- Ethics of the pilot – not raising unsustainable expectations

Improvements to draft strategy

- Teacher's handbook essential component of successful delivery and quality control
- 7.4 must be rephrased so that it fits within the accepted legal framework
- M and E must be results based, with visible indicators that denote results
- Consider the ages of learners and how this will influence learning patterns.

What more do we need to know?

- How do we create 'the radio mood'?
- What do we know about sustaining enthusiasm
- Deeper consideration of components of the M&E system – what are we looking for?
- What do we really mean by 'quality'?
 - Parameters: children who are ready to learn is an indicator of quality.
 - Teacher capacity:
 - Governance and leadership right from ministry itself – (why is Siele alone, who is around him)
 - Environment – no reason not to improve learning environment just because they are mobile schools
 - Availability of radios, quality of learning achievements, reception
- To deal with the question of what we need to know as the programme unfolds, the Ministry needs a strong research dept.

Day 2: Group 3 - Governance, institutions, management, participation

A. NACONEK

Creation:

- Needed as institutional framework
- Provides continuity / permanence (not subject to rapid changes in political environment)

Purpose:

1. Provide policy to accelerate nomadic education at all levels:
 - Increased access
 - Competitive
 - Equitable
2. Advocacy for assuring education reaches nomadic pastoralists
3. Networks with other line ministries and other organisations

Useful activities:

- Must be innovative: education methods, targeted investment opportunities (scholarships for girls)
- Address those factors that adversely affect education for nomads (internal – politics etc, external – drought, conflict etc)
- Advocacy – within and outside Kenya
- Approves plans, programmes and budgets

B. Legal Framework

NACONEK can be enshrined in 2 ways:

- a) Amend Education Act to take into consideration pastoral communities (recommended)
- b) New Act

(whichever is faster, has least resistance)

C. Pastoralist Engagement

- a) Need interaction within and between formal (NACONEK, DEOs) and informal (pastoralist structures) – information back and forth, to assure community opinions are taken into account.
- b) Formal advice – from pastoralist bodies, before making any new policies.
- c) Like DVD – use methods to get information into and out of the community. Find out from community what works and what does not work, regarding DL in their environment.

D. What to Monitor

- Accountability / control of resources
- Practice in line with national policy
- Is NACONEK on target to actually increase education provision to nomads?
- Are the institutions on the ground doing their job? – Pastoral associations have a formal way to challenge NACONEK.

Who to do?

MoE

NACONEK

Pastoral associations

NGOs / other CS organisations

E. 'Thin Slice' Projects

'Thin slice' = baby pilot, NACONEK & delivery all in one

1. NACONEK background paper on type of policies
2. At local level, 'thin slice' on consultations: DEOs / elders / nomadic institutions
3. At local level, 'thin slice' on receiving:
 - a. Boarding schools
 - b. Mobile schools (improved methods and teaching)
 - c. Radio
4. Ref. group 1 on delivery side.

Day 2: Group 4 - Teachers

1. Comments on the draft strategy & proposed improvements.

a) Support the strategy provisions

b) Proposed improvements:

- Teachers need to be provided with transport to enable them to reach their students
- Teachers need to be provided with cell phones so as to contact their students
- Teachers need to be trained to operate and maintain the equipment
- Need to establish an equipment repair and maintenance centre (District level)
- Teachers need to be provided with adequate living conditions

2. Requirements for teacher recruitment, training, conditions of service in nomadic areas. How to quality assure teachers?

- Within the regular teacher training system develop specific training for distance learning with additional benefits package to attract good candidates – for example: a “Hadji package”; scholarships to progress to all levels; schemes of service; etc.
- Establish specialist courses on pastoralism and pastoral education (mobile, boarding, distance learning and multi-grade teaching strategies) in existing teacher training colleges in pastoral areas (Garissa, Narok, Turkana needs to be revived).
- Build capacity of DEO, PDE, & HQ for supervision & quality control of distance learning teachers.
- Build capacity of Kenya Examination Council in setting and marking exams based on distance learning
- Provisions to allow distance learning teachers in different cells to meet and discuss issues relating to: teaching and learning, curriculum, transfer of students, learning achievements of students, etc.

- Students to keep a diary of the distance learning teacher's comments on their progress, challenges, etc. so as to allow smooth transfer between cells.
- General comment to Group 1 on Delivery system:
 - Need to develop partnerships between KIE and community radios.
 - Government to fund community radios in strategic places to facilitate delivery of DL programmes

3. Teacher concerns to be tested in a pilot “thin slice” project

- Appropriateness and effectiveness of using radio to educate children:
 - Are students able to use the radio equipment?
 - Do students like using the radio – what are the positive and negative experiences?
 - How long will it take to go through the curriculum?
 - Are students performing at the same level as formal schools?
 - Is the student's environment conducive to learning – are there distractions and disruptions?
 - Is student's health and nutrition an issue? How to ensure coordination between different stakeholders (line ministries, development organisations, etc.)?
 - What system to put in place to allow children to record areas of difficulty, need for further information, challenges encountered, etc.?
 - What language of communication to use?
 - What reference materials do the teacher and student need to ensure the curriculum is followed?
- What is an appropriate and sustainable system for the provision and maintenance of the equipment? What is an effective and safe storage system for the equipment?
- What training is required to all actors to ensure the sustainability and appropriateness of the DL system? For example: children need to be trained on how to use the radio against the timetable.
- What are the minimum living conditions required for the teacher – e.g. security, housing, transport, allowance, etc.

Annex C: Closing Speech delivered by Permanent Secretary, Ministry of Northern Kenya and Other Arid Lands, Ms. Mary Ngari

Professor Jeremy Swift of IIED and your team, senior government officials from various government departments and ministries, Officials from UNICEF and other organizations, Ladies and Gentlemen:

It gives me great pleasure to join you as we come to the end of this very important workshop. I note that many of you are very senior officials with major responsibilities. I have to thank you for the sacrifices you have made in order to attend this workshop. This indeed shows the seriousness of the subject we have been addressing in this meeting.

Let me thank Professor Jeremy Swift and his team in a special way for developing the strategy we have been discussing, upon request from the Ministry of Northern Kenya and other Arid Lands. I have noted that this meeting has endorsed the strategy subject to some additions and amendments. This is good work indeed.

Ladies and gentlemen, the Provision of Education to children from pastoralist communities is of critical importance to the Ministry of Northern Kenya and other Arid Lands. It is foremost in our list of priorities. A society which lacks education cannot contribute effectively to the development of the region in various sectors. The children from nomadic families can only access opportunities to compete with the rest once they have education. The government has got an obligation therefore to ensure that all Kenyan children access education services. We have lined up several activities in the Ministry with a view to bridging the gap with the rest of the country particularly in the areas of access, quality and retention.

I have noted some of the recommendations you have made in this forum which include the following;

- The Ministry of Education to employ ECD teachers for mobile schools once it implements its plan of employing ECD teachers for all public schools
- Teachers in mobile schools to be employed by the Teachers Service Commission
- Places in teacher training colleges to be reserved for students from pastoralist communities as an affirmative action
- Bursaries to be given to students who want to join the teaching profession from pastoralist communities
- Better incentives to be given to teachers in areas with harsh climatic conditions including sponsorship for 'Hadji.' for those who are Muslims as well as nomadic allowance particularly for teachers in mobile schools once they are taken on board.

Let me assure you that we will engage the relevant Government organs in pursuing the issues.

Let me once again thank you for your immense contributions towards the success of this workshop, which witnessed 100 percent turnout.

May I now declare the workshop officially closed. Thank you.

Annex D: A Selection of Final Remarks and Photographs

Leah Rotich, Ministry of Education:

“We should change our slogan, from “getting more children into school”, to “getting effective education to children.”



Honourable Mohamed Elmi, Minister of State for Development of Northern Kenya and Other Arid Lands:

“It is human nature is to always seek to improve. The figures show that there is hope that things can improve. We can celebrate the small successes, and also strive to take things to another level.”



Amina Ibrahim, UNICEF:

“I have never seen a resources group stay together for this long, this is a reflection of the true commitment to this issue. We congratulate the ministry and the organisers on this workshop.”





for

Sara Ruto, Kenyatta University:

“There is a feeling that not much has been done [in previous years], but I think it is important to recognise that we have taken some steps: A journey of a thousand miles begins with one step. But it is obvious that we cannot continue with business as usual.”

adi



Dr Laban Ayiro, Kenya Institute of Education:

“I was very happy yesterday to meet with the Minister. It is very encouraging to see a Minister who is at ease with himself and with his people. It was good that he engaged with the subject....Thank you for this workshop. It has been a big learning experience for me.”

David Siele, Director of Education in Ministry of Northern Kenya:

“It has succeeded beyond my own expectations! ...Presence was 100% all the time! We are very happy with the commitment you have shown and the contributions you have made.”



Michael Ochieng Odhiambo, senior Kenyan lawyer and workshop facilitator:
“People have shown through their participation that this is an issue close to their hearts. I think we can be proud of what we have achieved in the last 3 days.”