Presentation Outline

• Demonstrate that challenges insufficiently acknowledged or met in policy

• Explanations related to national context
  – national level policy environments which affect pastoralism and pastoralists, comparing Tanzania with Kenya
  – the history and ideology of education provision in Tanzania

• Realities of education provision
Pastoralism Policy Environment

- Increasing donor interest
- Proliferation of pastoralist NGOs
- Donor insistence on broad based participation in PRS process
- MDGs, high incidence of ‘poverty’ in pastoralist areas
- Tanzania, policies remain hostile to pastoralism
- Kenya, pastoralism seen as a more significant policy issue
History of education provision

• Historical neglect
• Expansion of conventional, unresponsive schooling
• Boarding schools
• Legacy of Tanzanian education policies
Challenges for education provision for pastoralists

- Low population densities
- Pastoralist mobility
- Household economy dependent on child labour
- De-motivated teachers
- Cultural antagonism
Current Policies: Kenya

- National Commission for the Education of Pastoralist and Nomadic Communities
- Plans to devise special provision for pastoralists
Current Policies: Tanzania

- No recognition of the unique challenges
- COBET
  - To cater for ‘out-of school youth’, including “nomadic Communities, street children, disabled, orphans and out of reach” – not specific for pastoralists
  - Characteristics
  - Only short-term
In Practice

• COBET
  – Not functioning
• Boarding
  – Very limited impact
• De-motivated teachers
• Cultural antagonism and curriculum relevance
Conclusions and Policy Implications

• Insufficient special provision for pastoralist areas in policy or practice
• Relative unwillingness to address the specific challenges due to:
  – Unwillingness to make policy on seemingly ‘ethnic’ lines
  – Agenda towards pastoralism
  – Pastoralists’ lack of political voice
• Neglect will have poverty implications
• Changes in policy and practice needed
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