

**Revised March 2015**

**Republic of Kenya**

**Ministry of Education, Science & Technology**

**REVISED POLICY FRAMEWORK ON NOMADIC**

**EDUCATION IN KENYA**

**REVISED VERSION WITH INPUTS FROM Stakeholders**

**March 2015.**

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Preparation of this policy framework is through collaboration between MoEST, UNICEF and other development partners,

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unite for children

**NOTE**: **PLEASE NOTE THAT THIS IS NOT A NEW POLICY FRAMEWORK BUT AN UPDATED VERSION OF THE 2010 POLICY FOR NOMADIC EDUCATION IN KENYA. THE CONTENT IS 'BLUE' IS UPDATED MATERIAL**

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**Acronyms and Abbreviations**

1. **ABET Alternative Basic Education for the Turkana**
2. **ADB African Development Bank**
3. **ALRMP Arid Land Resource Management Project**
4. **ASALs Arid and Semi-Arid Lands**
5. **BNE Bureau for nomadic Education**
6. **CBO Community Based Organization**
7. **CDF Constituency Development Fund**
8. **DEO District Education Officer**
9. **EFA Education For All**
10. **EMACK Education for the Marginalized Children of Kenya**
11. **EMIS Education Management Information System**
12. **FBO Faith Based Organization**
13. **FPE Free Primary Education**
14. **GER Gross Enrollment Rate**
15. **GOK Government of Kenya**
16. **KCPE Kenya Certificate of Primary Education**
17. **KNEC Kenya National Examination Council**
18. **LATF Local Authority Transfer Fund**
19. **MDGs Millennium Development Goals**
20. **MoE Ministry of Education**
21. **NACONEK National Commission for Nomadic Education in Kenya**
22. **NGO Non-Governmental Organization**
23. **PDE Provincial Director of Education**
24. **SPSS Statistical Package for Social Sciences**
25. **UNICEF United Nations International Children Education Fund**
26. **USAID United States Agency for International Development**

# FOREWORD

Since the development of the Policy Framework for Nomadic Education in Kenya (2009), several legal and policy documents have been developed to guide the direction of the country and the education sector. Key among these include the Constitution of Kenya 2010, the Sessional Paper No.14, 2012, the Basic Education Act 2013 and the National Education Sector Plan (NESP) 2014-2018.

It is in this context that the Ministry of Education, Science and Technology (MoEST) has reviewed the Policy Framework for Nomadic Education in Kenya so as to align it to the new legal and policy documents. The revised policy framework therefore is not a replacement of the policy developed in 2009 but rather builds on the previous document to reflect the structural, socio and economic changes that are taking place in the country. Some of these changes include the devolved governance structures, the bill of rights, the new ASAL transformative structures that requires a common coordinated approach on issues affecting the Arid and Semi-Arid Lands (ASALS) of Kenya.

The reviewed policy aims at addressing three distinct challenges that are in the pastoral nomadic counties and marginalized groups urban informal settlements: These are;-

One: how to close the gap between these regions and the rest of the country in terms of access, quality, relevance and gender disparities in education.

Second, how to protect the environment and institutional arrangements in these regions, which are so essential to economic productive systems and way of life in ASAL areas across the country and promote sustainable development, and

Third, how to coordinate education programmes in these regions and mobilize additional to support investment in education in these regions.

In order to fast track and put the agenda of nomadic education in Kenya's socioeconomic and political focus, the Government has established a National Council for Nomadic Education in Kenya (NACONEK), with a Secretariat. The Council's mandate is to steer and coordinate efforts towards quality education for all in nomadic communities.

It is therefore my hope that the Council rise to the challenges and deliver on its mandate to meet the expectations of all stakeholders. Fulfilling on their mandate will greatly contribute to achieving Kenya's global development goals as well as delivering on the promise of the Constitution and Vision 2030.

**Prof. Jacob T. Kaimenyi**

**Cabinet Secretary**

**ACKNOWLEDGEMENT**

The National Council for Nomadic Education in Kenya (NACONEK) has revise and updated the policy framework for Nomadic Education in Kenya through collaborative effort. I wish to express the council‘s gratitude to all partners in particular UNICEF-KCO and DFID who provided financial towards the revision of this policy.

We appreciate the focused leadership provided by the Cabinet Secretary of Education, Science and Technology, Prof. Jacob T. Kaimenyi and the support from the Principal Secretary, State Department of Education, Dr. Belio Kispang, the Chairman, NACONEK, Mr. Christopher Galgao Ali and all the council members.

We wish to recognize the tireless efforts of the technical team and Okwach Abagi who led the revision of this policy.

It is our hope that all council members, secretariat and stakeholders will remain focused and support the implementation of the policy.

Elyas Abdi

Ag. Council Secretary

The National Council for Nomadic

Education in Kenya (NACONEK)

# CHAPTER 1

# BACKGROUND INFORMATION

* 1. Scope of coverage and Definition of Terms

The Policy Framework for Nomadic Education in Kenya covers the following geographical areas in Kenya:-

1. Nomadic Pastoralists living in the following counties; Mandera, Wajir, Garissa, Tana River, Isiolo, Marsabit, Turkana, West Pokot, Samburu Nomadic parts of Kajiado, Narok, Baringo, Laikipia, Homabay.
2. The informal urban settlements of Nairobi, Mombasa, Kisumu, Nakuru, Thika, Eldoret and Kitale.
   1. Unique Challenges

The Arid Counties are synonymous with the concept of Northern Kenya. They display the following unique characteristics;

1. Aridity – These areas receive rainfall below 500mm annually. Rainfall is unevenly distributed and highly unreliable.
2. Remoteness – These areas are poorly served by good road network, rail and air transport.
3. Pastoralism – The sole livelihood of the communities living in these areas is livestock.

The urban informal settlements are characterized by:

1. Poor social amenities and infrastructure e.g. schools, hospitals, water, electricity etc.
2. Inadequate space for development
3. Insecurity
4. High poverty levels
   1. Rationale of the Policy

1.3 The Kenya Constitution 2010 Article 53 (b) points out that *‘…every child has the right to free and compulsory basic education....’* Article 56 (b) also stipulates that *‘…the state shall put in place affirmative action programs designed to ensure that minorities and marginalized groups are provided with special opportunities in educational and economic fields’.* In making education a catalyst for national development, the overarching goal of the NESP is: *Enhanced Quality Basic Education for Kenya’s Sustainable Development.*

2.0 **Definition: Nomadism**

2.1. Nomads are people who move from one place to another, rather than settling in one location. There are an estimated over 40million people who are nomads in the world.

There are three kinds of nomads: *Hunters-Gathers, Pastoral nomads, and Peripatetic nomads.* Nomadic *hunters-gatherers* have by far the longest- lived subsistence method in human history, following seasonally available wild plants and game. *Pastoralists raise* herds and move with them so as not to deplete pasture beyond recovery in anyone area. Peripatetic nomads are known for travelling from one area to another and engaging in subsistence trade wherever they go. The most common form of peripatetic nomad found in Kenya is *fishing nomad.*

a) Pastoral Nomads: The entire Northern Kenya; upper parts of Eastern region(Moyale, Marsabit, Isiolo); Northern and Southern parts of Rift Valley region (Turkana, West Pokot, Samburu, Kajiado, Narok, Transmara); Northern part of Coastal region(Tana-River).

b) Fishing Nomads: Parts of Homabay County(around Lake Victoria)and Northern parts of Rift Valley region(around Lake Turkana and Lake Baringo)

c) Hunters and Gatherers: Northern Parts of Coastal region(Lamu district) and parts of Rift Valley region(Marakwet, Baringo and Narok districts)\*[[1]](#footnote-1)

The Government of Kenya recognizes the fact that the needs of nomadic communities are generally complex and that those providing education face even more challenges. Another challenging fact is that education cannot be provided to the nomadic communities in isolation of their spiritual, social, security, moral and other developmental concerns.

2.2 **Challenges**

2.2.1 It is noted that nomadic communities operate under very harsh climatic conditions and have a myriad of competing needs yet very limited resources. Implementing the above commitments is therefore apriority for the government despite the enormous challenges involved. One of such challenges is reaching the children from nomadic communities whose special needs have previously not been adequately addressed.

Lack of appropriate delivery methods and school infrastructure is one of the major barriers to improving access to primary education in nomadic areas. They face various problems relating to their geographical location and harsh ecological conditions.

The mobility of nomadic communities, the hardships associated with the ASALs and the few teachers with a nomadic background make recruitment, deployment and retention of teachers difficult. Since the current teacher management policies including decentralization have not adequately addressed staffing problems, there is need to review the whole spectrum of teacher training, recruitment and deployment.

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Ensuring the provision of quality education to the nomadic communities/ regions, which enhances communities' production system and enterprises, competitiveness and effective contribution to Kenya's socio-economic growth.

The biggest challenge for nomadic communities has been one of stigmatization of those with special needs and also the lack of capacity to effectively deliver special education at the regular school. Specific support by the Government will therefore be geared towards a de-stigmatization of children with special needs in nomadic areas.

2.2.2 Lack of a clear institutional framework, to over see the development and implementation of nomadic education has contributed to:-

a) Lack of proper co-ordination of the various agencies involved in providing education services for nomadic communities

b) Lack of a vision and clear focus on how to improve nomadic education

c) Duplication of efforts and unnecessary overlaps in the provision of education services

d) Lack of proper planning leading to wasted efforts.

e) Lack of properly analyzed and synthesized information relating to nomadic education, including information on the population of school going age children out of school.

f) Lack of a clear monitoring and evaluation framework for assessing progress and impact of nomadic existing education production programmes/initiatives.

1.4.7 Limited/lack of credible comprehensive data on education and other related issue for decision making and programming.

* + Lack of functional county based EMIS
  + Limited education and social research for nomadic communities.
  + Limited evaluation / impact studies on the existing interventions

2.3 **Benefits of Nomadic Education**

The advantages of ensuring provision of quality education to all the children of nomadic communities are obviously enormous and include:

**· Reduction of poverty.** Quality education ensures that children have better success in learning and they share equal opportunities in the labor market. Such adults have higher living standards. Educated nomadic children are also a great source of information to their parents who miss out on various national issues due to illiteracy. Such children read letters, newspapers, medical prescriptions etc. for their illiterate family members.

**· Improved chances for the girl child and those with special needs.** By specifically targeting the girl child and those with special needs, the very vulnerable of the nomadic communities will be reached and guaranteed equitable access to education and future job opportunities.

**· Increased opportunities for community empowerment.** The education agenda for nomadic children provides a good opportunity for mobilizing and empowering local communities through awareness creation and de- stigmatization.

. Increased opportunities for out-of-school youth to acquire relevant vocational and technical skills

# CHAPTER 2

# Objectives of the Policy Framework

1.6.1 The overall goal of the policy framework is to enable Kenya's nomadic communities to access and effectively participate in relevant and quality basic education and training. The specific objectives of the policy framework are to:-

a. Ensure equitable access to relevant education by all the children in nomadic areas, including the disadvantaged and vulnerable groups.

b. Ensure that the quality of education provided in nomadic areas is of approved national standards.

c. Ensure that the nomadic pastoral production system and lifestyle is incorporated/reflected in the approved national education curriculum.

d. Facilitate the integration of emerging technologies and other alternative interventions in the provision of education in nomadic areas.

e. Create avenues for collaborative partnerships between the various stakeholders involved in the provision of education in nomadic areas.

f. Establish an effective institutional framework to manage and administer nomadic education.

g. Facilitate the integration of madrassa into formal basic education system.

h. Ensure there are skills development programmes for out-of-school youth.

i. Create a platform for resource mobilization for research and provision of nomadic education.

**1.7 Vision**

To be a beacon for delivery of globally competitive quality education, training and research for nomadic communities in Kenya.

**1.8 Mission**

To promote, coordinate and provide quality education and training for the sustainable development of Kenya's nomadic communities

**1.9 Target Group**

1.9.1 The focus of the policy framework is all school-going age children drawn from nomadic communities in Kenya. However to ensure that such children access quality education, other groups will be targeted these include.

**Nomadic** Parents and youth: The parents and youth will be targeted for sensitization and education through adult literacy classes. The aim will be to provide them with an opportunity to achieve literacy, which may have been missed at an early age. In addition, the nomadic youths will also be targeted with programmes to help them acquire relevant practical/vocational skills. Such skills will help them be effective producers and entrepreneurs in their communities and beyond. Parents' and youths' appreciation of education will definitely reduce parental restriction to school attendance.

**ii)** Teachers **deployed in nomadic** areas: Such teachers will be targeted for in-service training on handling nomadic learners and teaching innovations.

1.9.2 Since nomads are mobile and cannot therefore be confined to a geographical location, the policy will target them wherever they are.

**2. POLICYGUIDELINES**

**2.1 Principles for the policy guidelines**

The following principles have guided the formulation of appropriate policies based on the experiences captured during the baseline survey.

2.1.1 Recognition of basic education as a basic human right as articulated in the Kenyan Constitution (2010) and the Kenya Government's commitment to EFA, MDGs and Vision 2030.

Entitled to appropriate and adequate resources to enable them achieve educational (and learning outcomes that are comparable with those of the rest of other Kenyans.

The policy will ensure conformity with other Government Policies on education generally and the development of nomadic areas in particular.

Respect to the right of children as articulated in the Kenya's Constitution (2010) and Children's Act (2001).

The major focus is inclusive and "service delivery" of good quality education which is sensitive to the needs of mobile families or groups.

Strategic linkages and partnerships with various national and county stakeholders and partners working in various sectors for the development of nomadic communities.

Inclusivity and gender sensitivity, Special attention to be given to the vulnerable groups in nomadic areas especially girls and children with special needs.

**2.2 Guidelines to facilitate policy Implementation**

The implementation of this policy shall be guided by following guidelines.

2.1 The provisions and regulations articulated in the Basic Education Act, 2013

2.2.2 Implementation of innovative and flexible interventions and policies which are sensitive to ecological and livelihood systems in the nomadic regions.

The Nomadic communities will be represented in the implementation and monitoring mechanisms.

The stipulated policy guidelines on Nomadic Education will not seek to replace existing policies and approaches to education provision; rather it will draw from their experiences and strengthen them to achieve their educational objectives since no single intervention can adequately meet the education needs of the nomadic communities.

2.2.5 All educational interventions will adopt an integrated and multi-sectoral approach as oppose to undertaking single-handedly sector- based ventures.

2.2.6 Appropriate and adaptable technologies will beem braced to accelerate achievement of educational objectives in nomadic regions.

2.2.7 Nomadic education programmes will meet the national quality standards stipulated by the MoEST but will be adapted to meet the needs of nomadic communities.

**CHAPTER 3**

# POLICY PROVISIONS

**1. Accessibility, Geographical and Gender Issues**

3.1 Specific support by Government in collaboration with other partners will be directed at eliminating some hidden education costs that may inhibit children from nomadic communities’ access to education

3.2 In partnership with other stakeholders, the Government will endeavor to make learning centers and institutions easily accessible and friendly to the girls from nomadic communities by:-

a) Ensuring that learning centers and institutions have adequate and appropriate sanitation facilities.

b) Adopting creative approaches that guarantee security for girls who opt to learn away from home (e.g. in boarding school or host family)

d) Undertaking structured public awareness campaigns to sensitize nomadic communities on the value of educating the girl-child.

e) Providing scholarships to the girls so as to increase enrolments and transition to other levels

3.3 The Government will undertake to expand boarding primary Schools by ensuring that at least each constituency in nomadic communities has at least one such school.

3.4 The Government will also establish separate Centers of Excellence for boys and girls (at least one for each group)at such locations that allow easy inter-community interface whereby children from different nomadic communities could mix and enhance peaceful co-existence.

3.5 Feeder schools (ECD and Standard I-III) will be established closer to nomadic set ups to enhance proximity to school and also serve as catchment by boarding schools.

3.6 Higher entry levels (e.g. Standard III and over) at enrollment will be considered for qualifying over-age children and their learning accelerated so as to obviate any age related stigma.

3.7 Modalities of expanding school feeding programs to all children in nomadic communities will be explored.

3.8 In partnership with other stakeholders, the Government will encourage and support the use of open and distance learning facilities, like community radios, for mobilization, sensitization, and public education on education for nomadic communities.

**ii) Children with Special Needs**

Handling learners with special needs in nomadic communities will be in line with Government policy to mainstream special education into the regular school system. This is aimed at facilitating more children with special needs to access education.

The following measures will be undertaken:

a) Raising the level of awareness in the nomadic communities, and households, on the need to take to school any children with special needs

b) Undertaking structured public awareness campaigns aimed at eliminating any stigma associated with disability.

c) Developing a reliable database for children with special needs to form a basis for effective planning.

d) Ensuring that each primary school with learners who have special needs has a teacher trained and deployed to handle a special needs class.

1. Providing facilities and equipment required for effective teaching and learning for the pupils with special needs
2. Adopting a flexible curriculum that is responsive to nomadic learners with special needs and developing relevant learning materials to support the curriculum.
3. Facilitating each boarding primary school with facilities, equipment and trained teachers so as to enable it effectively handle at least one form of Special Need.
4. Identifying and mobilizing role models with special needs as facilitators in schools and community functions.
5. Up scaling the Government capitation grants for special needs children beyond the rate provided for ordinary children.
6. Providing adequate facilities that can assist in the integration of children with special needs in ordinary learning institutions.

**2. Integration of Madrassa**

Facilitating the Integration of Madrassa into formal basic education and vice versa:

The Government will have continued structured consultations with Muslim leaders and other relevant stakeholders to build consensus on modalities for integrating madrassa into the basic education programme or vice versa by:

* Policy research on integration of madrassa into regular school system
* Setting up a technical committee to spearhead the process of consultation and integration
* Encouraging participative review/development of curriculum: inclusive , consultation/dialogue & consensus building
* Work on integrated curriculum (Islamic subjects and mainstream subjects)
* Develop integration policy
* Defining modalities for teaching, assessment and supervision
* Working on unified curriculum and quality assurance/assessment framework for madrassa.
* Develop a new framework for registering and managing Madrassas across the country.
* Developing capacity development programmes for teachers and pedagogy review/development.

**3) Physical Facilities**

The Government recognizes that better physical facilities, and their accessibility and use, in a learning environment and institution provide the basic teaching and learning environment and motivates pupils to learn. The Government will therefore ensure that: -

1. Assistance is given to schools and communities to buy, construct and renovate physical facilities.
2. Any infrastructural interventions will have to be gender sensitive in relation to health and hygiene. Similar attention will be focused on designing infrastructure suitable for children with special needs.
3. The capacity of nomadic communities is enhanced in order to enable them priorities budgetary activities and effectively manage the funds provided under the basic school improvement grant.
4. Schools in nomadic areas with a backlog of infrastructure development receive additional funding from the Government.
5. Based on assessed need, support is given for construction of boarding facilities and housing for teachers.

Measures will be put in place to ensure that learning in nomadic counties is not interrupted by vagaries of weather and constant threats/acts of insecurity. The Government shall:

a) Put in place adequate contingent measures to alleviate the effects of any emergencies in nomadic regions.

b) Establish adequate early warning systems in all nomadic regions.

c) Provide adequate security in all nomadic regions with special attention to learning centers and institutions.

d) Institutionalize traditional conflict resolution and interventions for peaceful coexistence.

**v) Adult Literacy**

There is considerable awareness and goodwill on the need for education by the adult population in nomadic regions. Besides the benefits that adult literacy can bring to the adult population, the same can also serve as a great impetus to the unfettered attendance of school by the children. The Government will therefore:

a) Establish adult literacy classes in each primary school in nomadic regions, including mobile schools.

b) Hire and train Adult literacy teachers from within the nomadic communities.

c) Mobilize various stakeholders to raise awareness on the importance of adult literacy in the nomadic communities

d) Work with other stakeholders and develop/use innovative alternative cost effective channels, including distance and open means, to implement adult education.

e) Strengthen the monitoring and supervision of adult education in nomadic regions.

2.3.1 To facilitate the achievement of the Education Sector objectives of 2nd MTP of Vision 2030 the Government will ensure that appropriate strategies and resources are directed at providing good quality education to all nomadic communities.

The following measures will therefore be adopted.

1. **Accessibility, Geographical and Gender Issues**

2.3.2 Specific support by Government in collaboration with other partners will be directed at eliminating some hidden education costs that may inhibit children from nomadic communities’ access to education.

2.3.3 In partnership with other stakeholders, the Government will endeavor to make learning centers and institutions easily accessible and friendly to the girls from nomadic communities by:-

a) Ensuring that learning centers and institutions have adequate and appropriate sanitation facilities.

b) Adopting creative approaches that guarantee security for girls who opt to learn away from home (e.g. in boarding school or host family).

c) Undertaking structured public awareness campaigns to sensitize nomadic communities on the value of educating the girl-child.

d) Providing scholarships to the girls so as to increase enrolments and transition to other levels.

2.3.4 The Government will undertake to expand boarding primary Schools by ensuring that at least each constituency in nomadic communities has at least one such school.

2.3.5 The Government will also establish separate Centers of Excellence for boys and girls (at least one for each group)at such locations that allow easy inter-community interface whereby children from different nomadic communities could mix and enhance peaceful co-existence.

2.3.6 Feeder schools (ECD and Standard I-III) will be established closer to nomadic set ups to enhance proximity to school and also serve as catchment by boarding schools.

2.3.7 Higher entry levels (e.g. Standard III and over) at enrollment will be considered for qualifying over-age children and their learning accelerated so as to obviate any age related stigma.

2.3.8Modalities of expanding school feeding programs to all children in nomadic communities will be explored.

2.3.9. In partnership with other stakeholders, the Government will encourage and support the use of open and distance learning facilities, like community radios, for mobilization, sensitization, and public education on education for nomadic communities.

**ii) Children with Special Needs**

Handling learners with special needs in nomadic communities will be in line with Government policy to mainstream special education into the regular school system. This is aimed at facilitating more children with special needs to access education.

The following measures will be undertaken:

a) Raising the level of awareness in the nomadic communities, and households, on the need to take to school any children with special needs

1. Assistance is given to schools and communities to buy, construct and renovate physical facilities.

**i) Curriculum**

2.4.1 To ensure that good quality education is made available in all learning centers and institutions in nomadic regions, the Government will:-

a) Encourage, to the furthest extent possible, the use of the existing national curricula in all learning centers/institutions in nomadic regions. But adapted to respond to local needs and demands.

b) Institute participatory mechanisms of monitoring the quality of learning and learning outcomes in the nomadic regions and enforcing the approved standards of teaching.

c) Facilitate the provision of adequate learning materials in all learning centers and institutions.

d) Provide avenues for teachers deployed in nomadic regions to undergo regular in-service training so as to enrich their knowledge on nomadic lifestyle and equip them with such skills as multi-grade teaching.

e) Recognize the richness of traditional nomadic pastoral knowledge and techniques by incorporating them into the formal curricula.

f) Enforce the teaching and use of mother tongue as a medium of instruction in lower

primary school and support the development of related and relevant learning materials.

g) Develop mechanisms for sharing resources (e.g. class rooms, teachers, books such as between formal and non-formal learning institutions.

Given the challenges facing provision of education through the formal curriculum in the nomadic community, the Government will: -

a) Adopt and implement the curricula for Non-Formal Education (NFE).

b) Support the development and production of non-formal specific to nomadic communities.

Establish a structured relationship between the non-formal education systems and the formal education institutions whereby the non-formal education institutions can easily transit pupils to the formal education institutions.

**ii) School Calendar and Timetable**

The Government will therefore support and encourage:

a) School calendar and timetabling of education programmes that is flexible to the climate, pattern of nomadic life and needs of the Nomadic communities.

b) The adoption of a 12-months open school system in low cost boarding schools. This will facilitate the staying in school of children whose nomadic parents may have moved to other places until such parents come to pick them from school, whenever the schools are on holiday.

**iii) Teacher Training and Deployment**

The Government will endeavor to: -

a) Recruit teacher-trainees from the nomadic regions on affirmative action basis and support them in meeting the costs of training, without compromising the quality of education

b) Female teacher-trainees will be specifically targeted for purposes of creating education role models in the communities.

c) Teachers serving in nomadic areas will be provided with an in-service training focused on nomadic conditions, multi-grade teaching and other innovative teaching methods from time to time.

d) Better incentives will be considered to motivate the teachers deployed in nomadic regions and consideration will be made to peg such incentives on the intensity of hardship.

iv) **Technology**

2.4.4 The Government of Kenya has fully embraced modern Information Technology in its operations thereby heralding e-government in the entire public sector.

2.4.5 The Government will therefore focus on proactively determining how digital technologies can enable nomadic communities engage in social and academic pursuits. This will be achieved by:

a) Undertaking an audience research in all nomadic regions to determine the best media outlet to use for education all interactions.

b) Examining possibilities of utilizing interactive radio programmes as an additional tool in supporting the various alternative interventions

c) Researching on how the mobile telephony network can be utilized to improve access to education by the nomadic communities.

1. Exploring the possibility of harnessing the plenty and readily available solar and wind energy resources in the nomadic regions to facilitate e-learning.

Any infrastructural interventions will have to be gender sensitive in relation to health and hygiene. Similar attention will be focused on designing infrastructure suitable for children with special needs.

The capacity of nomadic communities is enhanced in order to enable them priorities budgetary activities and effectively manage the funds provided under the basic school improvement grant.

Schools in nomadic areas with a backlog of infrastructure development receive additional funding from the Government.

Based on assessed need, support is given for construction of boarding facilities and housing for teachers.

**Emergencies**

To ensure that learning in nomadic regions is not unnecessarily interrupted by the vagaries of weather and constant threats/acts of insecurity, the Government will:

1. Put in place adequate contingent measures to alleviate the effects of any emergencies in nomadic regions.

b) Establish adequate early warning systems in all nomadic regions.

1. Provide adequate security in all nomadic regions with special attention to learning centers and institutions.
2. Institutionalize traditional conflict resolution and interventions for peaceful coexistence.

**v) Adult Literacy**

2.3.12 There is considerable awareness and good will on the need for education by the adult population in nomadic regions. Besides the benefits that adult literacy can bring to the adult population, the same can also serve as a great impetus to the unfettered attendance of school by the children. The Government will therefore:

a) Establish adult literacy classes in each primary school in nomadic regions, including mobile schools.

b) Hire and train Adult literacy teachers from within the nomadic communities.

c) Mobilize various stakeholders to raise awareness on the importance of adult literacy in the nomadic communities.

d) Work with other stakeholders and develop/use innovative alternative cost effective channels, including distance and open means, to implement adult education.

e) Strengthen the monitoring and supervision of adult education in nomadic regions.

## 5.2 QUALITY AND RELEVANCE

## The formal education system in Nomadic regions is not delivering. Both the primary and secondary level schooling give learners insufficient qualification to transit for further studies/training and complete satisfactorily in the job market. The percentage of children obtaining a C+ in National examination to join university or middle level colleges is low. Furthermore, most graduates lack key competencies to join desired courses even though they may have obtained the desired grade for university or other professional courses. The formal system therefore leaves them out unable to return to a pastoral way of life the learners end up alienated society.

## Limited opportunities also exist to pursue careers in vocational and technical fields e.g. Artisans, electricians, masonry, woodwork and carpentry. The few polytechnics and training centers are ill-equipped and lack instructors and supervisors to undertake quality training. The teacher pupils ration on average is 1:65 pupils at the primary level while at secondary level curriculum based establishment schools lack teachers in some key subjects for a very long time. The uniform curriculum does not also reflect the diversity of learners across the country. The curriculum does not resonate with the local experience and schools are ill equipped in terms of facilities.

In order to meet these challenges the government will undertake the following strategies:

1. Curriculum

a) Encourage, to the furthest extent possible, the use of the existing national curricula in all learning centers/institutions in nomadic regions. But adapted to respond to local needs and demands.

b) Institute participatory mechanisms of monitoring the quality of learning and learning outcomes in the nomadic regions and enforcing the approved standards of teaching.

c) Facilitate the provision of adequate learning materials in all learning centers and institutions.

d) Provide avenues for teachers deployed in nomadic regions to undergo regular in-service training so as to enrich their knowledge on nomadic lifestyle and equip them with such skills as multi-grade teaching.

e) Recognize the richness of traditional nomadic pastoral knowledge and techniques by incorporating them into the formal curricula.

f) Enforce the teaching and use of mother tongue as a medium of instruction in lower primary school and support the development of related and relevant learning materials.

g) Develop mechanisms for sharing resources (e.g. classrooms, teachers, books such as between formal and non-formal learning institutions.

**i. Adapting Non Formal Education curriculum:**

Given the challenges facing provision of education through the formal curriculum in the nomadic community, the Government will: -

a) Adopt and implement the curricula for Non-Formal Education (NFE)

b) Support the development and production of non-formal specific to nomadic communities.

c) Establish a structured relationship between the non-formal education systems and the formal education institutions whereby the non-formal education institutions can easily transit pupils to the formal education institutions.

**ii) School Calendar and Timetable**

The Government will therefore support and encourage:

a) School calendar and timetabling of education programmes that is flexible to the climate, pattern of nomadic life and needs of the Nomadic communities.

b) The adoption of a 12-months open school system in low cost boarding schools. This will facilitate the staying in school of children whose nomadic parents may have moved to other places until such parents come to pick them from school, whenever the schools are on holiday.

**iii) Teacher Training and Deployment**

The Government will endeavor to: -

a) Recruit teacher-trainees from the nomadic regions on affirmative action basis and support them in meeting the costs of training, without compromising the quality of education.

b) Female teacher-trainees will be specifically targeted for purposes of creating education role models in the communities.

c) Teachers serving in nomadic areas will be provided with an in-service training focused on nomadic conditions, multi-grade teaching and other innovative teaching methods from time to time.

d) Better incentives will be considered to motivate the teachers deployed in nomadic regions and consideration will be made to peg such incentives on the intensity of hardship.

iv) **Technology**

The Government of Kenya has fully embraced modern Information

Technology in its operations thereby heralding e-government in the entire public sector.

The Government will therefore focus on proactively determining how digital technologies can enable nomadic communities engage in social and academic pursuits. This will be achieved by:

a) Undertaking an audience research in all nomadic regions to determine the best media outlet to use for educational interactions.

1. Examining possibilities of utilizing interactive radio programmes as an additional tool in supporting the various alternative interventions

c) Researching on how the mobile telephony network can be utilized to improve access to education by the nomadic communities.

d) Exploring the possibility of harnessing the plenty and readily available solar and wind energy resources in the nomadic regions to facilitate e-learning.

**vi) Alternative Innovative and Flexible Interventions**

Efforts by any Government to expand formal education provision based on a model of what works in urban situations or in sedentary communities, are not enough to ensure that Education for All (EFA) reaches nomadic communities.

In most instances, limited provision of static schools, or projects that have focused on getting nomadic boys and girls to adapt to the formal system have not yielded very positive outcomes. The Government will therefore:-

a) Research on and embrace innovative and flexible education interventions that are community based, and which respond to context and mobility patterns of nomadic communities.

b) Provide grants and other forms of assistance to mobile schools and distance learning interventions, and ensure that they have enough teachers and adequate learning materials

c) Undertake appropriate modifications on the formal system to suit nomadic patterns such adjusting school calendar, adapting formal curriculum to ensure relevance among others.

d. Facilitate the establishment of more mobile schools and introduction of open and distance learning (ODL) as a strategy of taking the school to the children who may not have access to already established regular schools.

1. Collaborate with other stakeholders in establishing Child Rescue Centers in each District for purposes of rescuing children that may be denied access to school by some extraneous factors. Such children should then be made to join boarding primary schools, in consultation with their parents/guardians.

# CHAPTER 4

# 4.0. INSTITUTIONAL ARRANGEMENTS AND LINKAGES WITH OTHER ASAL INSTITUTIONS

4.1. Programme Management and Implementation

National Level – There shall be a NACONEK council at national level with a secretariat that will oversee planning, implementation and review all activities and promote the mobilization of resources. It will all work to ensure that the specific needs and priorities are addressed through the National Sector Plans. The council shall have sub-committees representing the specific thematic areas.

4.2. There shall be established NACONEK County Steering Committees(NCSC) in all the targeted counties to coordinate implementation and supervise monitoring and evaluation activities. The Committees will work to ensure that NACONEK specific needs and priorities and addressed through the county sector plans. They will submit quarterly reports to the Council CEO, who will review them and submit the same to the Council Chairperson and advise on issues arising from the field.

4.3. Coordination mechanism – The National Council and the County steering committees will ensure effective coordination of all education partners in the county. Coordination will be further strengthened by other sector specific forums e.g. NDMA, WESCOORD, EDE at national levels. The National Council shall ensure M & E and reporting mechanisms are in place and applied by all target counties.

The M & E matrix will be designed, facilitated and supported. The targets time frame and indicators will be agreed with stakeholders within the first six months of its implementation.

NACONEK mandate shall include the following:

1. Formulate Policies and guidelines in all matters relating to nomadic education in Kenya;

b) Mobilize funds from various sources for the development of nomadic education

c) Institutionalize mechanisms for effective coordination and evaluation of the activities of agencies concerned with nomadic education;

d) Implement guidelines and ensure geographical spread of nomadic education activities and targets for the nomadic people who cross district boundaries.

e) Establish appropriate linkages and partnerships with other participating Government Ministries and agencies.

f) Prepare reliable statistics of teachers and school going age children in nomadic areas.

**ii) Monitoring and Supervision**

To ensure that all the policy initiatives are implemented in a coordinated manner the following monitoring and supervision mechanism will be implemented: -

a) A participatory monitoring and supervision approach involving parents, community leaders, Ministry of Education and other stakeholders will be encouraged.

b) Monitoring and supervision structures at the schools, zones, sub-counties and counties will be strengthened.

c) The current Education Management Information System (EMIS)will make specific provisions for data capture and profiling on nomadic education. A county based nomadic education data base will be developed in all the nomadic community counties and connected to the national EMIS.

d) The National Commission for Nomadic Education in Kenya (NACONEK) will prepare guidelines for Monitoring and Evaluation of nomadic education.

e) NACONEK will partner and collaborate with institutions of higher learning and researchers to conduct basic and policy research in nomadic education to provide credible evidence for decision making and planning.

f. Mobile Radio Transmitters will be availed to the County Quality Assurance units and also to each school in nomadic regions to facilitate effective monitoring and supervision.

## 5.4 Partnerships

## There are numerous partners involved in the provision of education and related services to nomadic communities in Kenya. All Partners will be guided by the policy guidelines for improved service delivery. The Government will therefore:

a) Develop strategic linkages and collaboration with other line Ministries to ensure a holistic approach to education provision and development in nomadic areas.

b) Clearly map out the opportunities that exist in nomadic regions for development partners’ interventions/assistance.

c) Establish necessary partnerships with International, bilateral and multilateral agencies to develop all aspects of educational development in nomadic areas.

d) Coordinate the educational development activities of development partners in nomadic regions.

e) Work closely with Community Based Organizations (CBOs), Religious &Faith Based Organizations, Civil Society and Advocacy groups operating in nomadic areas.

2.6.2 Consequently, the Government of Kenya (GoK) emphasizes the importance of partnership in the provision of holistic services that could eventually herald quality education for all school-age going children in nomadic communities. The partners currently involved in provision of education and education related services include parents, local communities, Government ministries, NGOs, FBOs, Civil society, charitable organizations, CBOs, private sector, bilateral and multilateral development partners etc.

All stakeholders shall use this policy framework as a blueprint to guide quality education services to the nomadic communities and other marginalized groups.

# CHAPTER 5

# FINANCING ARRANGEMENTS

# In order to mobilize adequate resources, the Council will:

1. Prepare plans and budgets for all its programmes every financial year at National and County level.
2. Ensure that absorption capacity of development resources allocated to NACONEK by the National Government is enhanced, and money used diligently, appropriately and transparently.
3. Encourage Public-Private participation and investments in education for ASAL regions.
4. Ensure that funds budgeted for NACONEK are put to good use.
5. Carry out mid-year and end- year evaluation of its programmes.

# CHAPTER 6

# SUMMARY OF POLICY INTERVENTIONS BY THEMATIC AREAS

|  |  |
| --- | --- |
| THEMATIC AREAS | EXAMPLES OF INTERVENTIONS |
| Access and Equity | * Conduct baseline studies and capacity assessment * Expand infrastructure in schools * Rehabilitate physical infrastructure in nomadic schools * Supply adequate facilities * Undertake structural public awareness campaign on issues affecting nomadic education e.g. girls education, SNE * Provide scholarships especially to girls. * Construct feeder schools to reduce distances to boarding schools. * Expand school feeding programme * Beef security in learning institutions. |
| Quality and Relevance | * Improve teacher, pupils ratio * Ensure adequate learning materials for learners. * Conduct regular training for teachers * Adopt and implement curriculum on non-formal education * Develop and use materials on NFE specific to nomadic education * Establish mechanisms for linkages and equivalences between NFE and the regular curriculum. * Put in place flexible calendar and timetabling to suit the needs of children in difficult circumstances. * Provide incentives to attract and retain teachers in nomadic and urban informal areas. |
| Management and Administration | * Enhance capacity of the education managers, head teachers and other stakeholders. * Involve parents, communities and leaders in school affairs * Provision of logistics for field officer’s * Conduct effectiveness assessment |
| Partnerships | * Map out strategic partners for NACONEK * Establish terms and conditions of engagement, memorandum of association. |
| Monitoring and Evaluation | * Develop M&E framework and plan * Create EMIS in targeted counties from school level * Develop NACONEK results framework * Carry out periodic monitoring of programmes * Develop a communication strategy * Conduct baseline studies * Conduct research * Prepare programme Budgets |

1. *\* With the current Constitution (2010), 47 Counties were established and Nomadic communities are spread in various Counties across the country.*  [↑](#footnote-ref-1)