



Ushirika wa Maendeleo ya Elimu Barani Afrika
الرابطة لأجل تطوير التربية في إفريقيا
Association for the Development of Education in Africa
Association pour le développement de l'éducation en Afrique
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**Triennale on Education and Training in Africa
(Ouagadougou, Burkina Faso, 12-17 February 2012)**

**Promoting critical knowledge, skills and
qualifications for sustainable development in
Africa: How to design and implement an effective
response through education and training systems**

**Sub-theme 1
Common core skills for lifelong
learning and sustainable
development in Africa**

**Arguments in favor of education and training systems
specifically adapted to the way of life and interests of
pastoral and nomadic populations**

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ABSTRACT

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1. ABSTRACT

1. The SDC's partners in Benin, Burkina Faso, Mali, Niger and Chad - in particular NGOs and socio-professional organizations (SPOs) of livestock owners, Ministries for Education, Literacy, Vocational training and Livestock, local and regional authorities and networks of researchers - have carried out a multi-partner consultation process to analyze education and training of pastoral and nomadic populations. These populations are often excluded from the formal education system because of their way of life, characterized by their mobility, which is a complex phenomenon and can take a number of different forms: small- or large-scale transhumance (geographical or seasonal) involving the whole or part of the family. Rates of school enrolment and literacy remain very low for these populations, compared to national averages. The aim was to find systems of education and training that are best suited to the way of life and interests of the pastoral and nomadic populations, in order to work towards achieving the Millennium Development Goals and Education for All by 2015.

2. The consultation process enabled existing innovations in education developed by civil society organizations (NGOs and SPOs) in the above-mentioned countries to be described, and the issues and challenges of more adapted and more widespread systems of education and training to be identified. The process resulted in the preparation, by local stakeholders, of a set of arguments in favor of such systems, drafted for the attention of decision-makers, local and regional authorities, States, and sub-regional organizations in Africa. The arguments will be debated at the Triennale.

3. This document addresses certain issues and realities of the education and training of pastoral and nomadic populations, describes the innovative experiences of several countries, and briefly outlines the process of multi-partner consultation carried out. It proposes a 12-point set of arguments to be taken into consideration when developing educational and livestock policies and when delivering education and training. Among the elements identified, there is the question of the way of life of pastoral and nomadic populations, which should be the starting-point for the design and organization of education provision; the inclusion of culture in education; the participation of the socio-professional organizations of livestock owners in the management of local affairs; the diversification of vocational training; and the increased funding to be allocated with a view to making the suitable provision more widely available.

4. Nomadic pastoralists have been the focus of particular attention, since they represent the most marginalized category; however there are similarities with other pastoral communities, whether sedentary or mobile, and these are also covered by the proposals put forward.