



Republic of Kenya
Ministry of Education

Policy Framework for Nomadic Education in Kenya

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POLICY FRAMEWORK ON NOMADIC EDUCATION IN KENYA

email: info@education.go.ke

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

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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



The Ministry of Education, in its efforts to achieve Education For All (EFA) and the Millennium Development Goals (MDGs), has worked in partnership with stakeholders to develop the Policy Framework for Nomadic Education in Kenya. The overall goal of the Policy Framework is to enable Kenya's nomadic communities realize the goal of universal access to basic education and training.

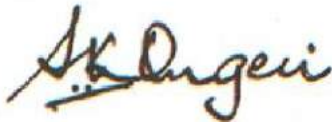
From our experiences, we recognize the fact that the needs of nomadic communities are generally complex and that those relating to the provision of education require special attention due to the many challenges facing the children and the communities. We all appreciate that education cannot be provided to nomadic communities without taking their socio-cultural and other developmental concerns into consideration. It is also important to note that the provision of education to nomadic pastoralists cannot be effectively achieved through a single delivery approach, hence the need for a combination of multiple approaches like mobile schools, non-formal schools, formal schools, boarding schools as well as creating linkage between all these approaches.

The Government emphasizes the importance of partnerships in the provision of holistic services, that will ensure the delivery of quality education for all school age children in nomadic communities. The core target of the policy framework are all children of school going age drawn from the various nomadic communities as well as nomadic parents, youths, and teachers in nomadic pastoralist communities across Kenya.

It is important to note that this policy framework does not seek to replace existing national education policies and approaches to the provision of education and training but rather, it will tap on their strengths in order to achieve the educational goals. In addition where the existing approaches do not adequately meet the educational needs of the nomadic communities, extra efforts are made to supplement them.

In order to fast track and put the agenda of nomadic education in Kenya's socioeconomic and political focus, the Government will establish a "National Commission for Nomadic Education in Kenya" (NACONEK) under the Ministry of Education. The Commission will be expected to steer efforts towards education for all in the targeted communities.

The policy framework is therefore aimed at providing broad guidelines for the coordination and harmonization of efforts in the delivery of quality educational services to the nomadic communities in Kenya. To realize this noble goal will require joint efforts amongst all stakeholders. I, therefore appeal to all of us to commit ourselves to the needs of nomadic learners.



HON. AMB. PROF. SAM ONGERI, EGH, MP
Minister for Education

ACKNOWLEDGEMENT



I take this opportunity to thank all stakeholders in the education sector for their invaluable contributions, either through direct or indirect support. In particular, I single out members of staff in the Ministry of Education who have spent long days working towards the development of these this policy framework.

Special thanks to the UNICEF and ILO-IPEC for funding studies, fora and the subsequent development of these Policy Framework. The Policy Framework is of great significance to the development of the regions inhabited by nomadic communities. I urge all the actors to treat this policy document as an important tool in the provision of education and training to our nomadic learners.

I also call on all parents, communities and other stakeholders to continue to support our efforts in providing quality education and training for all the people of Kenya.

The recommendations of the Nomadic Policy Framework, will be implemented under the broad Kenya Sector Support Programme (KESSP) across all the Investment Programmes and specifically under the Investment Programme on Expanding Educational Opportunities in Arid and Semi arid Lands. Let us all commit ourselves to the realization of quality and equity through education and training.

A handwritten signature in black ink, appearing to read 'Karega Mutaqi'. The signature is stylized and written over a horizontal line.

PROF. KAREGA MUTAHI, CBS
Permanent Secretary

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1. BACKGROUND INFORMATION

1.1 Definition: Nomadism

- 1.1.1 Nomads are people who move from one place to another, rather than settling in one location. There are an estimated 30-40 million people who are nomads in the world.
- 1.1.2 There are three kinds of nomads: *Hunters-Gatherers*, *Pastoral nomads*, *Peripatetic nomads*. Nomadic *hunters-gatherers* have by far the longest-lived subsistence method in human history, following seasonally available wild plants and game. *Pastoralist* raise herds and move with them so as not to deplete pasture beyond recovery in any one 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 North eastern Province; upper parts of Eastern province (Moyale, Marsabit, Isiolo districts); Northern and Southern parts of Rift Valley (Turkana, West pokot, Samburu, Kajiado, Narok, Transmara districts); Northern part of Coast Province (Tana-River district)
 - b) **Fishing Nomads:** Parts of Nyanza province (around Lake Victoria) and Northern parts of Rift Valley province (around Lake Turkana and Lake Baringo)
 - c) **Hunters and Gatherers:** Parts of Coast province (Lamu district) and parts of Rift Valley province (Marakwet, Baringo and Narok districts)*
- 1.1.3 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.
- 1.1.4 The nomadic pastoralists require education to empower them and give them the ability to participate in development and utilize the environment for productive gain and sustainable livelihoods. Despite the policy on free primary education (FPE), nomadic communities may not be fully benefiting from the education services as shown by their participation rates.

*(Note: the district boundaries mentioned above may have changed names and areas of jurisdiction owing to the administrative boundary changes made after 2006).

- 1.1.5 When the national gross enrolment rate (GER) increased to 107.4% in 2006 with the implementation of free primary education policy, the GER for the nomadic pastoralists areas remained below 50% with some districts recording as low as 20.6% (Wajir district). This shows that the cost of education is not the only factor contributing to low participation of nomadic communities but there are other unique factors.
- 1.1.6 Past studies and experiences have shown that education service delivery to nomadic population cannot be done in isolation as the social, cultural and economic issues also need to be addressed. Unavailability of water for instance, necessitates mobility in search of the commodity and clan hostility leading to insecurity. Provision of quality education in nomadic areas will therefore require a multi- sectoral approach.
- 1.1.7 Nomadic pastoralists are dependent on their school age children for herding animals and undertaking other household tasks which are important for their survival. Nomadic pastoralists require flexible education delivery modes that take into account their children's work at home; that which schedules lessons outside nomadic working time and at the same time transfers Learning to the homesteads.
- 1.1.8 The provision of education to nomadic pastoralists can not be done through a single delivery approach. A combination of multiple approaches like mobile schools, fixed schools, boarding schools, non-formal schools, among others are required.

1.2 Nomadic Lifestyle

- 1.2.1 For centuries, milk and meat produced on the rangelands constituted the main diet of the pastoral nomadic communities, depending on the size of the herd and pattern of droughts. Similarly, the vast forest cover around the country provided fruits, honey and wild animals for the hunters and gatherers while the lakes and rivers naturally availed fish and other foods to the Fishermen. However, since the market economy came in contact with these nomads (Pastoralists, Fishermen and Hunters & Gatherers), their diet substantially changed. Since then, pastoral nomads make regular trips to markets in agricultural and urban settlements to obtain cereals, and other foods.
- 1.2.2 As the world economy has continued to change so has the lifestyle of most nomadic communities in Kenya. They have been at the mercy of shifting commodity prices, tariff regulation, and trading patterns over which they have little or no control. As the monetized economy expanded to engulf the nomads, they have become more and more dependent on goods from settled communities, and their sensitivity to macro change is increasing.

1.3 Rationale for the Development of the Policy Framework on Nomadic Education:

- 1.3.1 In pursuance of the two education MDGs i.e. Universal Primary Education (UPE) and eliminating gender disparities in primary and secondary schools at all levels by 2015, the Kenya Government is conscious of the fact that the same will remain a mirage unless the nomadic communities, which have been marginalized, are specifically targeted. Notwithstanding the Free Primary Education(FPE) programme, statistics indicate that children from nomadic communities face multiple barriers in accessing and completing basic education.
- 1.3.2 The Kenya Government is a signatory of the 1989 United Nations Convention on the Rights of the Child (CRC), the 1990 African Charter on the Rights and Welfare of the Child and also the 2000 Millennium Development Goals (MDGs). In addition, Kenya Government endorsed the deliberations of 1990 Jomtien World Conference on EFA and the 2000 World Education Forum (Dakar, Senegal).The government enacted the 2001 Children's Act among other things which advocates free quality basic education as a right to all children .
- 1.3.3 The Dakar Declaration of Education for All – EFA (2000) acknowledged the fact that the goal to achieve EFA by 2015 can not be achieved through formal education delivery channels alone. The forum therefore advocated for the “third channel” approaches, that is informal and non-formal education delivery models.

1.4 Challenges

- 1.4.1 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 a priority 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.
- 1.4.2 Lack of appropriate 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.
- 1.4.3 The mobility of nomadic communities, the hardships associated with the ASALs and the few teachers with a nomadic background makes 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.

- 1.4.4 Ensuring the provision of quality education to the regions, which enhances competitiveness and integration into Kenya's wider socio-economy.
- 1.4.5 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 destigmatization of children with special needs in nomadic areas.
- 1.4.6 Lack of a clear institutional framework to oversee 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 analysed 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 nomadic education

1.5 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 labour 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 mobilising and empowering local communities through awareness creation and destigmatization.

1.6 Objectives of the Policy Framework

- 1.6.1 The overall goal of the policy framework is to enable Kenya's nomadic communities to realize the goal of universal access to basic education and training. The specific objectives of the policy framework are to:-
- Ensure equitable access to education by all the children in nomadic areas, including the disadvantaged and vulnerable groups.
 - Ensure that the quality of education provided in nomadic areas is of approved national standards.
 - Provide avenues for relating the approved national curricula to the nomadic pastoral patterns and lifestyle
 - Facilitate the integration of emerging technologies and other alternative interventions in the provision of education in nomadic areas.
 - Create avenues for collaborative partnerships between the various stakeholders involved in the provision of education in nomadic areas.
 - Establish an effective institutional framework to manage and administer nomadic education.

1.7 Vision

To have a Globally competitive Nomadic quality education, training and research for Kenya's sustainable development

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:** The parents will be targeted for 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. Their appreciation of education will definitely reduce parental restriction to school attendance.
 - Teachers deployed in nomadic areas:** Such teachers will be targeted for inservice 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. POLICY GUIDELINES

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 education as a basic human right and the Kenya Government's commitment to EFA, MDGs and vision 2030.
- 2.1.2 Kenya's nomadic population is entitled to appropriate and adequate resources to enable them achieve educational outcomes that are comparable with those of the rest of other Kenyans.
- 2.1.3 The policy will ensure conformity with other Government Policies on education generally and the development of nomadic areas in particular.
- 2.1.4 Experiences and lessons learned from past education initiatives in nomadic areas have greatly informed the process.
- 2.1.5 The major focus is "service delivery" of good quality education which is sensitive to the needs of mobile families or groups.
- 2.1.6 Since education cannot be provided to any people in isolation of other socio-economic fundamentals, strategic linkages and partnerships are inevitable.
- 2.1.7 In nomadic education Special attention has been given to the vulnerable groups in nomadic areas especially girls and children with special needs.

2.2 Guidelines to facilitate policy Implementation

The following guidelines will facilitate the implementation of this policy:-

- 2.2.1 Implementation of alternative interventions and policies which are sensitive to ecological and livelihood systems in the nomadic regions.
- 2.2.2 The Nomadic communities will be represented in the implementation mechanism.
- 2.2.3 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.

- 2.2.4 All educational interventions will adopt an integrated and multi-sectoral approach as opposed to undertaking single-handedly sector-based ventures.
- 2.2.5 Appropriate and adaptable technologies will be embraced to accelerate achievement of educational objectives in nomadic regions.

2.3 ACCESS AND EQUITY

- 2.3.1 To facilitate the achievement of the Education for All (EFA) target by 2015 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:

i) Accessibility, geographical and gender issues

- 2.3.2 Specific support by the Government in collaboration with other partners will be directed at eliminating some hidden education costs that may inhibit access to education.
- 2.3.3 In partnership with other stakeholders, the Government will endeavour to make the school easily accessible and friendly to the girls from nomadic communities by: -
- Ensuring that the schools have adequate and appropriate sanitation facilities
 - Adopting creative approaches that guarantee security for girls who opt to learn away from home (e.g. in boarding school or host family)
 - Undertaking structured public awareness campaigns to sensitize nomadic communities on the value of educating the girl-child.
 - Providing scholarships to the girls so as to increase enrolments and transition to other levels
- 2.3.4 The Government will undertake to expand low-cost boarding primary Schools by ensuring that at least each constituency in nomadic communities has one such school.
- 2.3.5 The Government will also establish separate Centres of Excellence for boys and girls 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 will be established close to nomadic set ups (ECD and Standard I-III) to enhance proximity to school and also serve as catchments by boarding schools.

- 2.3.7 Higher entry levels (eg. 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.
- 2.3.8 Modalities of expanding school feeding programs to all children in nomadic communities will be explored.

ii) Children with Special Needs

- 2.3.9 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.
- a) Raising the level of awareness in the nomadic communities on the need to bring out 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
 - e) Providing facilities and equipment required for effective teaching and learning for the pupils with special needs
 - f) Adopting a flexible curriculum that is responsive to nomadic learners with special needs and developing relevant learning materials to support the curriculum
 - g) 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.
 - h) Identifying and mobilising role models with special needs as facilitators in schools and community functions
 - i) Up scaling the Government capitation grants for special needs children beyond the rate provided for ordinary children
 - j) Providing adequate facilities that can assist in the integration of children with special needs in ordinary learning institutions.

iii) Physical Facilities

- 2.3.10 The Government recognizes that better physical facilities in schools provide the basic teaching and learning environment and motivates pupils to learn. The Government will therefore ensure that: -
- a) Assistance is given to schools and communities to construct and renovate physical facilities

- b) 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
- c) The capacity of nomadic communities is enhanced in order to enable them prioritise budgetary activities and effectively manage the funds provided under the basic school improvement grant
- d) Schools in nomadic areas with a backlog of infrastructure development receive additional funding from the Government
- e) Based on assessed need, support is given for construction of boarding facilities and housing for teachers.

iv) Emergencies

2.3.11 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:

- 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 institutions
- d) Institutionalize traditional conflict resolution and interventions for peaceful coexistence

v) Adult Literacy

2.3.12 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) Mobilise various stakeholders to raise awareness on the importance of adult literacy in the nomadic communities
- d) Strengthen the monitoring and supervision of adult education in nomadic regions

vi) Alternative Interventions

2.3.13 Efforts by any Government to expand formal education provision based on a model of what works in urban situations or in sedentary

communities, is not enough to ensure that Education for All (EFA) reaches nomadic communities.

2.3.14 In most instances, limited provision of static schools, or projects which 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 non-formal sector interventions that are community based, and which respond to context and mobility patterns
- b) Provide grants and other forms of assistance to mobile schools 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. Facilitate the establishment of more mobile Schools as one way of taking the school to the children who may not have access to already established static schools
- e) Collaborate with other stakeholders in establishing Child Rescue Centres 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.

2.4 QUALITY

i) Curriculum

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

- a) Encourage, to the furthest extent possible, the use of the existing national curricula in all learning institutions in nomadic regions
- b) Institute participatory mechanisms of monitoring the quality of learning in the nomadic regions and enforcing the approved standards of teaching.
- c) Facilitate the provision of adequate learning materials in all learning institutions.
- d) Provide avenues for teachers deployed in nomadic regions to undergo regular inservice 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 learning materials.
 - g) Develop mechanisms for sharing resources (eg. classrooms, teachers, books such as between formal and non-formal learning institutions.
- 2.4.2 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 learning materials specific to the 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

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

2.5 Management and administration

- 2.5.1 The Ministry of Education has an efficient institutional framework for the general management and administration of education in Kenya.

i) Administration of Nomadic Education

- 2.5.2 So as to fast track and put the agenda of nomadic education in Kenya's socio-economic and political focus, the Government will by Statute establish the "**National Commission for Nomadic Education in Kenya**" – NACONEK. The Commission will operate under the Ministry of Education and mandated to:
 - a) Formulate Policies and guidelines in all matters relating to nomadic education in Kenya;

- b) Mobilise 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

2.5.3 To ensure that all the policy initiatives are implemented in a co-ordinated 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, divisions and districts will be strengthened.
- c) The current Education Management Information System (EMIS) will make specific provisions for data capture and profiling on nomadic education.
- d) The National Commission for Nomadic Education in Kenya (NACONEK) will prepare guidelines for Monitoring and Evaluation of nomadic education.
- e) Mobile Radio Transmitters will be availed to the District Quality Assurance units and also to each school in nomadic regions to facilitate effective monitoring and supervision.

2.6.1 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.
- 2.6.3 Some of the above partners have their own policy guidelines governing the provision of their education related services to the nomadic communities. It is however essential to have an **umbrella policy framework** that can provide broad guidelines for the coordination and harmonization of quality education services to the nomadic communities.



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email: info@education.go.ke

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