



Ushirika wa Maendeleo ya Elimu Barani Afrika
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**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**

**Study on a viable alternative approach to educating young
people from nomadic/pastoralist communities
in self-empowerment: the case of Burkina Faso, Niger,
Mali, Nigeria, Mauritania and Kenya**

*This study was conducted by the following team under the direction of **ADEA's** Working Group on Non-Formal Education (WGNFE), the Unesco Institute for Lifelong Learning (**UIL**), the association Culture, Tourisme et Développement Agropastoral – (**CTDAP**) and the Swiss Agency for Development and Cooperation (**SDC**):*

*Boubakar BARRY, Amadou SIDIBE, Hassane BAKA,
Abdourahmane Ag El MOCTAR, Ousmane SOW, Dr John Kabutha MUGO,
Dr Abdu Umar ARDO, Nicole GANTENBEIN*

ABSTRACT

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Abstract

1. This paper is the result of a study conducted by a team of African experts covering various African countries (Burkina Faso, Kenya, Mali, Mauritania, Niger and Nigeria) on the crucial issue of literacy education for nomadic people. It has been produced for the ADEA Triennale, and is a summary of extensive field and desk research. The study offers a wealth of useful analysis as well as practical and realistic proposals.

2. The issue of the literacy of young people from pastoralist/nomadic communities is particularly important because different statistics and surveys show how marginalized they are with regard to traditional educational systems. This constitutes an infringement of their basic rights. Literacy education for young nomadic pastoralists is an absolute right and the fact that they move around should not be a limiting factor.

3. The objective of this study is to gain a clearer insight into the different aspects of the issue, with a view to proposing a viable alternative to improve education systems in different countries, in order to take account of the special lifestyle of pastoralists/nomads. All education must be broad and inclusive, offering all citizens pathways between opportunities to learn and opportunities to contribute to nation building. It must thus include alternative approaches that will facilitate the empowerment of young pastoralists.

4. The lines of inquiry and recommendations identified in this study are in line with efforts to achieve the Millennium Development Goals and Education for All. Analysis of obstacles to the education of young people from pastoralist/nomadic communities and the identification of their legitimate needs and expectations, which are ignored in national educational systems, make this study an essential source of information on existing policies, educational innovations and recommendations for all stakeholders.