



REPUBLIC OF NIGER

CABINET OF THE PRIME MINISTER

Executive Secretariat for the Strategy for Development and Security
In Sahel-Saharan Areas of Niger
SE / SDS Sahel-Niger

REGIONAL CONFERENCE ON THE ISSUES OF EDUCATION IN NOMADIC AREAS OF THE SAHEL-SAHARAN REGION

Niamey, from December 2 to 5, 2013

Draft Version of the

GENERAL REPORT



TABLE OF CONTENT

Acronyms and abbreviations	3
Foreword	4
Introduction	6
I. Opening Ceremony of the Conference	6
II. Plenary Sessions	9
III. Workshops	11
3.1. Workshop 1	12
3.2. Workshop 2	15
3.3. Workshop 3	16
IV. Conference of the Ministers of Education of CEN-SAD Member States	19
V. Meeting of Technical and Financial Partners in the Sector Of Education	22
VI. Closing Ceremony	22
VII. General Recommendations	24
Annexes	25
Annex 1: Terms of reference of the Conference	26
Annex 2: Program of work of the Conference	32
Annex 3: Speeches and Declarations	37
Annex 4: Announcements	59
Annex 5: List of Participants	116

ACRONYMS AND ABBREVIATIONS

ADEA: Association for the Development of Education in Africa

APESS: Association for the Promotion of Livestock in the Sahel and the Savannah

CEN-SAD: Community of Sahel-Saharan Member States

CONFEMEN: Conference of Ministers of Education

ECOWAS: Economic Community for West African States

NGO: Non-governmental Organization

NICT: New Information and Communications Technologies

OIF: International Organization of the Francophonie

PSEF: Education and Training Sector Programme

SDS: Strategy for Development and Security

TFP: Technical and Financial Partners

UNICEF: United Nations Children's Fund

WFP: World Food Programme

Foreword

The Government of Niger, through the Executive Secretariat of the Strategies for Security and Development in the Sahel-Saharan Areas of Niger (SDS/Sahel-Niger), took the welcome initiative to organize a regional Conference on the issue of nomadic education in Sahel-Saharan region.

Thus, from 2 to 5 December 2013, more than 200 people representing Member States, Technical and Financial Partners active in education sector, international Institutions, international and local NGOs, researchers and Ministers in charge of education and training discussed the issue of education in nomadic areas. This involved identifying challenges, breakthroughs and prospects as well appropriate organizational forms to make nomadic education consistent with development, peace, respect for cultures and the necessary intercultural and cross-border exchange.

Participants took full measure of the dimensions of the Sahel-Saharan region, which brings together within CENSAD, 28 States, extending from the Atlantic Ocean and Red Sea, on the one hand, and between the Sahara and savannahs, on the other hand.

They assessed the issue through inputs of a scientific nature, specific studies on the issue of education in nomadic areas, testimonies of experienced stakeholders, including those from the Great Lakes, Southern Africa and Europe.

Their ideas and proposals built on: Conflans - Saint Honorine (France), 1989, Hamburg (Germany) 1990, Tanzania 1990, Kaduna (Nigeria) 1995, Ndjamena (Chad) 2000, Agadez (Niger) 2001.

They finally assessed the many challenges to overcome and drew the following conclusion, inter alia: the need to develop relevant policies and strategies to provide quality formal and non formal education to all communities in the Sahel-Saharan region in the next 10-15 years, through:

- Capitalization on relevant experiences and knowledge in nomadic education over several years in some countries of the Sahel-Saharan region to be built on to develop educational policies.

Following participants, Ministers present in Niamey, found it useful to sign the Niamey Declaration, which opens prospects such as:

- Progress toward a medium-term programmatic framework for action, including institutional supports, educational reforms, and investments piloted by ADEA under the political leadership of UNESCO, CEN-SAD, OIF, WAEMU;
- Valuation of existing consultation frameworks and creation of a multi-stakeholder platform to act sustainably in favor of education in nomadic areas;

- Accelerated formulation, funding and implementation of national and multicounty education programs to overcome education related challenges in nomadic areas.

Such prospects represent response avenues that CEN-SAD States are seeking to materialize in a dispersed manner.

The Niamey Conference represents the indispensable coordination outcome of efforts, because all partners are available to significantly contribute, as they already did by supporting the organization of this major meeting.

It is now up to the States, CEN-SAD decision-making bodies and their partners to consider the ways and means to materialize as soon as possible such relevant ideas.

Thus, provision and valuation of the Niamey DECLARATION will significantly contribute to boosting education in the nomadic areas of the Sahel-Saharan region and we are confident that CEN-SAD, its Member States and partners are available and committed to address this thorny issue, which conditions development, security, citizenship and peace.

The Organizing Committee

INTRODUCTION

The Regional Conference on the issue of education in the nomadic areas of Sahel-Saharan region was organized on December 2nd, 3rd, 4th and 5th at the *Palais des Congrès* of Niamey.

This important meeting was attended by representatives of CEN-SAD Member States, international organizations, Technical and Financial Partners (TFPs) active in the area of education, NGOs and researchers, regional and central officials of the Ministry of Primary Education, Literacy and Promotion of National Languages of the host country.

More than 200 participants took part in the work of this Conference.

This general report on the Regional Conference on the issue of education in the nomadic areas of Sahel-Saharan region focuses on the following points:

- ❖ Opening ceremony;
- ❖ Plenary sessions;
- ❖ Workshop sessions;
- ❖ Conference of Ministers;
- ❖ Meeting of sector TFPs;
- ❖ Closing ceremony.
- ❖ Annexes

I. OPENING CEREMONY OF THE CONFERENCE

The opening ceremony of the Conference took place in the afternoon of Monday, December 2nd 2013. It was chaired by Mrs. **ALI MARIAMA ELHADJI IBRAHIM**, Minister of Primary Education, Literacy, Promotion of National Languages and Civic Education representing HEM Brigi Rafini, Prime Minister and Head of Government.

This opening ceremony was attended by:

- ❖ Members of the National Assembly;
- ❖ Ministers in charge of Education;
- ❖ Members of the Government;
- ❖ The diplomatic corps;
- ❖ Representatives of International Institutions;
- ❖ The Governor of the Region of Niamey;
- ❖ Chairpersons of Regional Councils;
- ❖ Traditional chieftaincies;
- ❖ Religious Associations;
- ❖ Civil society and private sector organizations.

In her opening speech, the Minister of Primary Education, Literacy, Promotion of National Languages and Civic Education stressed the relevance of this conference in view of the challenges to overcome in the Sahel-Saharan region. In the same context, Madam Minister recalled the many meetings on children's school enrolment in nomadic areas conducted under the auspices of UNESCO or UNICEF to try and address the complex issue of basic education in nomadic areas.

Thus, in 1989, UNESCO organized and supported a conference in Conflans -Saint Honorine (France), during which invited African countries, including Somalia, Mauritania, Niger, Chad, Mali, Kenya and Nigeria, drew attention to various steps taken by each of them to address the issue of education in nomadic areas.

This conference was followed in September 1990 by the meeting in Hamburg (Germany) and the one held in October 1990 in Tanzania, still to improve children's school enrolment in mobile communities.

The seminary held in September 1995 in Kaduna (Nigeria) was aimed, inter alia, at reviewing the most relevant case studies, determining new trends, considering the ways and means to overcome major challenges and constraints facing nomadic communities and education services.

Finally, seminars conducted in 2000 in Ndjamena and in 2001 in Agadez to address basic education-related issues in nomadic areas.

In addition, Madam Minister recalled that in the face of permanent tensions and conflicts in Northern Niger, the Nigerien authorities have initiated the Strategy for Development and Security in the Sahel-Saharan Areas of Niger (SDS/SAHEL-NIGER), which concretely translates the commitment made by the President of the Republic in the Renaissance Program operationalized by the General Policy Statement of the Prime Minister. This Strategy is a response to the phenomenon to successfully establish the triptych Peace – Security – Development.

Furthermore, the Minister mentioned the (2014-2024) Education and Training Sector Program, which, among its components plans equally to address the issue of education facing communities in nomadic areas.

Beforehand, the Governor of the Region of Niamey delivered his welcome address. He welcomed the choice of his Region to host the conference.

CEN-SAD through its Secretary General, underscored the relevance of education in nomadic areas in a context characterized by issues of security and development.

The Lead agency of education sector Technical and Financial Partners took the floor to reiterate the availability of Partners to support CEN-SAD Member States in the noble mission of developing formal and non-formal basic education in nomadic areas.

An inaugural conference facilitated by Mr. Ali Chékou Ramadan closed the opening ceremony of the Conference.



II. PLENARY SESSIONS

On the second day of the work of the Conference, a series of interventions and messages from Institutions (ADEA, CONFEMEN, WFP, OIF, UNESCO and NGOs) were followed by some ten presentations:

Alternatives for non-formal basic education and training tailored to the lifestyles of nomadic pastoralist populations by Aminata Diallo Boly. The objective of this experience is to establish community based educational structures tailored to the needs of target communities (pastoralists) who criticized traditional school because it failed to correspond to their socio-cultural and economic realities, i.e., pastoralism.

After this presentation, a series of messages were presented. Thus:

- ❖ The representative of the Director-General of UNESCO, Mrs. ANN THERESE NDONG –JATTA recalled the watchdog role UNESCO plays worldwide in all aspects of education sector. She reminded participants that her organization was prepared to commit its expertise to support the conduct of an exhaustive diagnosis of both formal and non formal education systems in the Sahel-Saharan region.
- ❖ CONFEMEN, in its message underlined the relevance of the conference and her expectation to share the findings of the conference with CONFEMEN Ministers during the 56th ministerial meeting, which will take place in Abidjan in July 2014. The Niger Minister in charge of Education will be required to make a presentation in this regard.
- ❖ World Food Program (WFP) mentioned in its message the need to support school canteens with a view to achieving full participation and school attendance by nomadic children. In addition, WFP reiterated its commitment to support secondary school students to mitigate school dropouts.
- ❖ *Strategic educational operations in nomadic areas* by Caroline Dyer who mentioned the need to map the conceptual terrain as pre-requisite for addressing complex, often sensitive and even controversial issues affecting education in nomadic areas. Such a mapping will prevent loopholes in the current thinking on such challenges.
- ❖ *Issues of disenfranchised youth in post conflict contexts: case of the Great Lakes region in Africa*, by André Lokisso; who made a summary inter alia of basic education issues facing disenfranchised youth in Great Lakes countries and solutions put forward, including: linkage between theory and practice, on-the-job trainings and lifelong education to consolidate knowledge acquired during trainings provided.

- ❖ ***Review of education offers in relation to demand in nomadic pastoral areas of Niger***, by Rakia Rabiou who especially focused in her presentation on education offer in nomadic areas, which according to her, should take into account the following elements: production and valuation of animal resources , environmental and climate education, human and animal health, rights, regulatory documents, citizenship, democracy and et gender, openness to the outside world , mobility and daily schedule of pastoralists;
- ❖ ***Education and training Program for nomadic pastoralists (Experiences of Association for the Promotion of Livestock in the Sahel and Savanna (APESS))***, by Bary Boubacar. The objective of this Program is to promote soothed and secured livestock, which reveals values of integration. Achieving this objective depends on the development of a relevant education offer tailored to the lifestyle and nature of activities conducted by nomadic communities.
- ❖ ***Adequacy between education offers and demands in nomadic areas***, by Ibrahim Ag Mohamed, who mentioned the need to adapt provision of educational services to the realities of pastoralists. Traditional offer designed for sedentary habitat, not too far away and with high population density is costly and ineffective with pastoralists who are relatively less numerous, mobile, dispersed, faraway from service providing centers. As a result, pastoralists are de facto discriminated against, thus exacerbating the precarious situation, marginalizing them, making them vulnerable to insecurity and political instability.
- ❖ ***Background of schooling in nomadic areas from the colonial period to date in Mali***, by Aïcha Walet who reviewed the reasons why nomadic school experiences have failed, including, inter alia: the policy of forced sedentarization of nomadic communities, lack of a comprehensive review of education in nomadic areas, poor integration of the specificities of nomadic areas , selection of teacher is hardly compatible with the realities of nomadic communities, approaches and methods are ill-adapted to the realities of nomadic communities.
- ❖ ***Experience of mobile schools in Mali***, by Ibrahim Sankaré. This experience referred to the different models of educational facilities adapted to different nomadic communities to develop basic education in the nomadic areas of Mali.
- ❖ ***Attempts to enroll nomadic children in Chad***, by Sougnabe Pabame & Youssouf Abdelkader. The speakers tried to summarize various cooperation experiences aimed at developing basic education in nomadic areas, learning lessons from the efforts made by Governments and partners and proposing guidelines for the purpose of addressing the constraints on basic education in nomadic areas. The guidelines they proposed included; mobility of facilities, review of timetables, reduced education cycle, use of local languages and selection of teachers who are quite familiar with the lifestyle of nomadic communities.



III. WORKSHOP SESSIONS

Conference participants were divided in workshops under the coordination of a bureau installed by the Executive Secretary of the Strategy for Development and Security in Sahel-Saharan Areas of Niger r (SE / SDS SAHEL-NIGER). The Bureau was thus composed of the following members:

- Chairperson: Dr Galy Kadir Abdelkader, President of the scientific committee
- General Rapporteur: Dr Saley Maman
- Rapporteurs: Bargagi Mahamane, Amadou Laouel Edmond, Baoua Mahaman and Moumouni Adamou.

Then, three (3) workshops were set up; namely:

- **Workshop 1:** constraints and solutions to education of communities in nomadic areas of the Sahel-Saharan region.
- **Workshop 2:** young girl formal and non-formal basic education in nomadic areas of the Sahel-Saharan region
- **Workshop 3:** funding and cooperation in the area of education of children in nomadic areas of the Sahel-Saharan region

- Each workshop was chaired by a bureau composed of the following members:
 - ✓ One (1) chairperson,
 - ✓ Three (3) rapporteurs.



3.1 Proceedings of Workshop 1:

Chair: Mrs. Aminata Diallo Boly
Rapporteurs: Mr. Amadou Laoual Edmond
 Mr. Agga Alhat
 Mr. Djibo Hima

The overall theme of the workshop was: *Constraints on and solutions to education of communities in nomadic areas in the Sahel-Saharan region.*

Issues raised included:

- What are the main challenges facing community education in nomadic areas?
- Which lessons should be learned? And
- What are the guidelines to be proposed regarding public education policies for communities in nomadic areas of the Sahel-Saharan region?

Two guideline papers were presented:

The first one was: « **Education in Fulani nomadic pastoralists of *Benin, Burkina, Mali, Niger and Nigeria living in Ghana: major challenges and perspectives for solutions*** », presented by Dr. Issa Diallo.

The consultant conducted a survey on school enrolment in Fulani pastoralists from these countries residing in Ghana, focusing on the difficulties facing these pastoralists to school their children as well as their assets, reviewing perspectives for solutions to the problems experienced.

Such difficulties are namely:

- Precocious retirement of pastoralists, which leaves the task of looking after herds in the hands of youth, thus reducing the availability of the latter for schooling;
- The critical mass of marabouts, leading to high economic pressure on pastoralists;
- How pastoralists view « White man's school »;
- Widespread poverty in pastoralists subjected to thefts, conflicts and exploitation by authorities...

The second was entitled: « **education in pastoral areas: *mixed results, renewal to be built*** » presented by Mr. André Marty

The presentation made by Mr. Marty focused on the mobility of pastoralists and difficulties of option regarding classrooms in nomadic areas and suggested improved quality of schooling.

Presentation of these two papers identified the challenges and solutions to schooling nomadic areas and proposed recommendations.

Challenges:

They include challenges related to several issues:

- Cultural issues (restitute the notion of pastoralism in its universal aspect, i.e., the ambition to inhabit the world);
- Economic issues (extensive livestock);
- Political issues (policies that do not accommodate the needs of specific groups, including nomadic communities);
- Social issues (essentially related to pastoral lifestyle).

In addition to these challenges, several other constraints were identified:

- Recruitment of children in nomadic areas;
- Maintenance of these children at school during their school years;
- Dropouts, especially in girls;
- Monitoring schooling;
- Quality of education offers;
- Low completion rates
- Unsuitable curricula;
- Living and work conditions of teachers in nomadic areas;
- Lack and poor operation of school canteens;
- Establishment of school canteens wherever they are needed;
- Failure to accommodate the culture of nomadic communities;
- Non conducive learning environment;
- Closed canteens and boarding schools as a result of structural adjustment policies;
- The issue of guardians, especially at secondary school level, in urban centers;
- Reluctance of some traditional chiefs to school nomadic children;

Proposed solutions/ recommendations

- Establish structure in charge of nomadic schools within Ministries of Education;
- Monitor nomadic schools and focus on teacher training;
- Speed up school feeding strategy process;
- Accommodate the actual needs of communities in the curriculum;
- Promote the culture of pastoral communities;
- Adapt facilities to the education conditions of nomadic communities,
- Secure nomadic areas subjected to various tensions;
- Empower communities and local elected for the management of education issues;
- Use religious leaders to where schools will be located;

- Provide decentralized structures of the Ministry in charge of education with adequate resources;
- Make an inventory of studies conducted on schooling for nomadic communities;
- Prioritize education funding in budgeting processes;
- Integrate NICT in the schooling process in nomadic areas;
- Provide nomadic schools with solar kits to enable electric power supply;
- Adapt school time to the realities of nomadic schools;
- Promote alternative schools;
- Inventory the best practices of other countries;
- Promote non formal education;
- Develop an education policy in nomadic areas.

3.2 Proceedings of Workshop 2

Workshop 2 whose theme was “young girl formal and non formal basic education in nomadic areas of the Sahel-Saharan region” was chaired by LENA DIOP WATT from OIF with YOUSSEF Abdel Karim from Chad, Ahmed Alhassane and Bargagi Mahaman from Niger as rapporteurs.

Mrs. Dominique BRASSEUR introduced the proceedings of the Workshop by a presentation on young girl formal and non-formal basic education in nomadic areas. IBBA ERAMBEL from the MEP/A/ PLN/ EC also raised the issue of schooling in nomadic areas of Niger.

At the end, fruitful debates were held. The workshop suggested the following guidelines:

1. Define a clear strategy aimed at promoting young girl formal and non formal basic education in nomadic areas of the Sahel-Saharan region;
2. Enact and enforce laws and regulations on girl education in nomadic areas;
3. Strongly involve communities in decision making and implementation;
4. Promote Literacy and formal education centers in nomadic areas in the Sahel-Saharan region;
5. Create synergy for better-harmonized actions of all involved stakeholders (States, communities, TFPs....);

6. Create an environment conducive to young girl schooling from primary to secondary school;
7. Introduce distance learning (community radio, TV, internet);
8. Adapt education to the lifestyle of nomadic communities, in terms of curricula content and school timetables;
9. Provide fixed schools in nomadic areas with appropriate facilities for students and teachers (accommodations, equipped classrooms, latrines, warehouses...);
10. Sensitize on a permanent basis various stakeholders on the issue of young girl school enrolment in nomadic areas (leaders, administrative authorities, communities...).

3.3 Proceedings of Workshop 3

- Chairperson: - Mr. Hamidou Boukari
Rapporteurs: - Mr. BAOUA Mahaman
- Mr. ABDOULAYE Gambo
- Mrs. ISSIAKA Haoua

Introduction

Workshop 3 whose theme was: funding and cooperation in the area of education of children in nomadic areas of the Sahel-Saharan region focused on contributions from:

- Mr. Ibrahim Ag Youssouf from Mali: « Adequacy between education offer and demand in nomadic areas »;
- Mrs. Hindou Oumarou Ibrahim from Chad: « Successful education in nomadic areas, case of Bororos in Chad »

This workshop involved reflection on the way to strengthen cooperation in the area of basic education in the Sahel-Saharan region and lessons to learn from the current level of funding and status of cooperation. Which guidelines and which commitments should be expected?

Following fruitful and rewarding exchanges, the following emerged:

Findings:

- The issue of the purpose of formal and non-formal basic education in nomadic areas is not clarified/specified by most of our Governments;
- The vision of education in nomadic areas is not well reflected in Governments' policies;
- Inadequacy between educational content and concerns of parents;
- Low cost effectiveness of education in nomadic areas;
- The language of instruction and language spoken in the cultural environment of nomads;
- Complete education not consistent with their lifestyle;
- Failure to accommodate cultural and religious values;
- Lack of integration in the school system / discrimination;
- Lack of statistics on nomadic communities' education;
- Education offer diversely accepted by nomadic communities;
- Lack of strategies and policies at regional and sub-regional levels in the Sahel-Saharan region;
- Lack of institutional frameworks and structures of basic education in nomadic areas in some countries;
- Absence of a regional and national consultation platform for basic education in nomadic areas in most Sahel-Saharan countries;
- Weak involvement of TFPs in the education of nomadic communities despite different commitments made (Education for All, MDGs, Dakar, etc.).

PROPOSALS

- Develop regional consultation framework, policies and strategies for formal and non formal basic education in nomadic areas ;
- Establish an operational institutional mechanism in each Sahelo-Saharan country which will address the following issues:

- ★ Socio-educational facilities

- * Training and motivation of teachers
 - * School canteens
 - * Baoding schools
 - * Involvement of Koranic teachers
 - * Water needs
 - * Latrine
 - * Literacy for parents
 - * Teaching materials
 - * School health and animal health
 - * Integrated management of basic education issues nomadic areas (functional relationship with other key Ministries)
 - * Etc.
- Assess ongoing or recent experiences in other countries outside the Sahel region in the area of basic education (mobile schools, new technologies, etc.);
 - Develop Sahel-Saharan areas with mobile telephone infrastructure to provide total coverage of these areas;
 - Establish a consultation platform for all stakeholders;
 - Engage multinationals and the private sector active in nomadic areas
 - Empower communities and local governments for mobilizing internal resources to support basic education in nomadic areas;
 - Establish and strengthen basic education management structures in nomadic areas (APE, AME, CGDES, etc.);
 - Remind the international community about its responsibilities and commitments on basic education issues in nomadic areas;
 - Establish a mechanism to manage and control resources allocated to education in nomadic areas through respective consultation frameworks
 - Provide in the budget earmarked for education in respective countries an appropriate share of resources for 'education in nomadic areas;

- Create a special fund for education in nomadic areas at national level with an equitable and transparent use and management mechanism.



IV. CONFERENCE OF MINISTERS IN CHARGE OF EDUCATION IN CEN-SAD MEMBER COUNTRIES

This conference provided Ministers in charge of education in CENSAD member countries present to make a declaration in support of Basic education in nomadic areas. Before, the Minister in charge of Primary Education, Literacy, Promotion of National Languages and Civic Education in her welcome address thanked Ministers present and wished them a nice stay in our country. The draft project declaration was reviewed and several amendments put forward. Then a final document referred to as « Niamey Declaration » was adopted with the following the content was presented by Mrs. **TOGOLA JACQUELINE NANA**, Mali Minister of Education:

The Sahel-Saharan is a vast area extending from Northern Sahara to savannahs and in west-east direction from the Atlantic Ocean to the Red Sea. This region where conditions remain precarious is observed to be facing drought and desertification. This area has always been the habitat of nomadic communities.

WE, representatives of CEN-SAD member countries in the Sahel-Saharan region, assembled in Niamey at the initiative of the Government of the Republic of Niger, with the view to defining relevant policies and strategies to provide quality formal and non formal basic education to all communities in the Sahel-Saharan region.

At the end of the Regional Conference on the issue of education in nomadic areas in CEN-SAD member countries, held in Niamey (Niger) from 2 to 5 December 2013, issue the following declaration:

Considering that:

- ❖ CEN-SAD member States are facing the specific issue of development heavily influenced by prevailing life-threatening security conditions;
- ❖ The political will on the part of the High Authorities of this region to find appropriate solutions to the issue of education and sustainable development by eradicating insecurity in the Sahel-Saharan region;
- ❖ Pastoralism and fishing activity, lifestyle of nomadic communities, represent a powerful engine for growth, security, peace, stability and job creation and contribute to reducing food insecurity, malnutrition and poverty in areas that it animates and structures;
- ❖ Nomadic communities have so far little benefitted from regional and national development policies and that their needs in terms of facilities, agricultural services (soft assistance, veterinary services, credit, zoo technical input, etc.), quality basic social services (human health, education, drinking water) and security weakly covered;
- ❖ Public policies, including decentralization policies, have rarely take into account the specificities of nomadic communities, thus contributing to their marginalization;
- ❖ The Strategy for Development and Security in the Sahel-Saharan Areas of Niger (SDS/SAHEL-NIGER) whose objective is to contribute to the economic and social development of Niger, in general and of the Saharan and Sahel-Saharan areas, in particular, by creating sustainable conditions of peace, security and development;
- ❖ Education is a fundamental right enshrined in the 1948 Universal Declaration of Human Rights.

Convinced that:

- ❖ Any development policy or strategy in the Sahel-Saharan region should take into account the specific living conditions of resident communities;

- ❖ The vital role of education in any socio-economic development process should be subject to a real educational program taking into account the concerns of nomadic communities.

Affirm that:

- ❖ The need to define relevant policies and strategies to provide short and medium term quality formal and non-formal basic education to all communities in the Sahel-Saharan region.
- ❖ Relevant education-related experiences and knowledge capitalized on for years by some countries in the Sahel-Saharan region be built on to develop educational policies in the nomadic areas of CEN-SAD Member States;
- ❖ Education in nomadic areas should be placed at the heart of the priorities of the strategies and policies of the different CEN-SAD Member States.

Appeal for an ambitious commitment in favor of education in nomadic areas:

To: CEN-SAD Member States

To develop national educational programs for nomadic communities, including reforms, strategic investments and actions aimed at capacity building for institutions and stakeholders.

To: Regional economic and technical integration organizations (CEN-SAD, ECOWAS, WAEMU, CILSS, etc.)

- To support the introduction of policies and instruments to promote education in nomadic areas;
- To facilitate coordination of national strategies and policies;
- And to support materialization of regional investments.

To: International Organizations and Technical and Financial Partners

- To meet demands of resource mobilization in favor of the nomadic area, more specifically, development of education in this area;
- To support the introduction of educational policies and strategies in nomadic areas;
- To undertake to support the implementation of national education priorities in nomadic areas.

To: the civil society, decentralized entities at community-based organizations

To organize themselves in order to strengthen their representation for better accommodation of their needs within decision-making bodies and contribute to their implementation;

To all stakeholders

To note the scope o challenges and opportunities to give new impetus to development in this area, by participating in programs, in a responsible way, while fully respecting commitments made.

In general, we undertake to:

- Move towards a medium term programmatic action plan, including institutional supports, educational reforms and investments, piloted by ADEA under the political leadership of CEN-SAD, UNESCO, OIF, WAEMU and CONFEMEN...;
- Enhance existing consultation frameworks and establish a multi-actor platform to act on a sustainable basis in favor of education in nomadic areas;
- Speed up the development, funding and implementation of national and multi-country educational programs to overcome education-related challenges in nomadic areas;
- Strengthen nomadic children's access to education by making sure their specific needs are taken into account;
- Strengthen the resilience of nomadic communities to facilitate their access to basic social services;
- Make a diagnosis of formal and non-formal basic education in nomadic areas of the Sahel-Saharan region;
- Proposer a development model of formal and non-formal basic education adapted to nomadic areas in CEN-SAD Member States;
- Integrate and support the formal and non formal basic education development model in national education systems;
- Develop and lead to adopt a joint framework document on Education in the nomadic areas of CEN-SAD Member States;
- Mobilize resources to finance actions contained in the joint framework document on basic education in nomadic areas in CEN-SAD Member States.

V. MEETING OF EDUCATION SECTOR TFPs

This meeting launched the commitment of Technical and Financial Partners to support the efforts made by States to develop basic education in nomadic areas. An attached commitment project was presented and adopted, to that effect.

This commitment was presented by the education sector lead agency in Niger.

VI. CLOSING CEREMONY

The closing ceremony was marked by two speeches. First, education sector TFPs delivered their address whereby they expressed their satisfaction with the conduct of

debates and exchanges, as well as with the quality of presentations throughout the conference. They welcomed the fact that such a conference was organized by and in Niger, with the participation of neighboring countries.

Specifically, Niger TFPs wished to focus on the following points:

- ★ Education is a right for all children, girls and boys, regardless of the degree of mobility of households.
- ★ Current schooling arrangements are rather articulated around sedentary lifestyle, and there is need to develop a schooling system adapted to different types of mobility.
- ★ Available facilities and extended access are important; however, quality remains crucial in this context. This includes provision of qualified teachers, taking into account national languages in the initiation to early learning and use of information and communications technologies in the training system.
- ★ Finally, TFPs support the dialogue and links to be established with decentralized structures religious and traditional institutions to further take into account the realities and needs of these communities. Niger TFPs encouraged ministries in charge of education to develop and integrate various lessons learned from the conference in their Education and Training Sector Program (PSEF) and action plans, with a view to reflecting more appropriately challenges in nomadic areas.

This will facilitate dialogue with TFPs on these issues for their funding.

The second address was delivered by the Minister of Primary Education, Literacy, Promotion of National Languages and Civic Education, who in her closing speech, reaffirmed her conviction that work of the conference would mark a turning point in developments regarding the identification of solutions to the issues of education, in general, and the education of children in the nomadic areas of the Sahel-Saharan region, in particular.

For Madam Minister, the objective of the conference was to identify relevant policies and strategies to provide quality formal and non-formal basic education to all communities in the Sahel-Saharan region.

And more specifically:

- ★ To make a diagnosis of formal and non-formal basic education in the nomadic areas of CEN-SAD Member States;
- ★ To propose a formal and non formal basic education development model adapted to the nomadic areas of CEN-SAD Member States;
- ★ To integrate and support the formal and non formal basic education development model in national education systems;
- ★ To develop and lead to adopt a joint framework document on Education in the nomadic areas of CEN-SAD Member States;
- ★ To mobilize resources to finance actions contained in the joint framework document on basic education in nomadic areas in CEN-SAD Member States adopted by the conference.

Before concluding, Madam Minister, on behalf of the President of the Republic, Head of State, HEM ISSOUFOU MAHAMADOU, the Government and people of Niger, reiterated her sincere thanks to all those who honored Niger by participating in the work of this Regional Conference on the issue of education in the nomadic areas of CEN-SAD Member States, especially Ministers and heads of delegations, international experts, national resource persons, and all participants in the meeting for their relevant and rich contributions.

VII. GENERAL RECOMMENDATIONS

At the end of its work, the Conference made the following recommendations:

- ★ Develop a formal and non-formal basic education policy for the nomadic areas of CEN-SAD Member States;
- ★ Develop country programs on the issue of formal and non formal basic education in nomadic areas;
- ★ Develop curriculum adapted to the needs of nomads;
- ★ Propose a timetable sensitive to the lifestyle nomads;
- ★ Create synergy for integrated development (education, human and animal health, hydraulics) of nomadic areas;
- ★ Provide nomadic areas with necessary kits for power generation, installation and use of New Information and Communications Technologies (NICTs);
- ★ Create structures within education sectors to address the issues of basic education in nomadic areas;
- ★ Put in place national consultation mechanisms for the issues of formal and non-formal education in nomadic areas.

ANNEXES

Annex 1: Terms of reference of the Conference	26
Annex 2: Program of work of the Conference	32
Annex 3: Speeches and Statements	37
Annex 4: Announcements	59
Annex 5: List of Participants	116

Annex 1

TERMS OF REFERENCE OF THE CONFERENCE

BACKGROUND

Nomads represent an important part of the populations of the Sahel-Sahara, a region extending from Mauritania to the Horn of Africa. They have long been under-represented in political and socio-economic structures.

Despite progress in education, disparities are still significant in access to and delivery of educational services, particularly between nomads and sedentary populations.

Yet, education is a fundamental right of every human being, a principle valued by the Universal Declaration of Human Rights of 1948, Article 26.

This article stipulates that "Everyone has the right to education, which should be free at least in the elementary and fundamental stages".

Paragraph 2 of Article 26 states that "Education shall be directed to the full development of the human personality and to the strengthening of human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations and all racial and religious groups, and shall further the activities of the United Nations for the maintenance of peace."

According to this vision of the 1948 Universal Declaration of Human Rights, the nomads too must benefit from school education.

It is in this context that a number of meetings relating to the education of children in a nomadic environment were organized under the auspices of UNESCO, in an effort to solve this complex problem.

Thus, in 1989, it organized and supported a conference in Conflans - Saint Honorine (France), during which African countries that were invited, including Somalia, Mauritania, Niger, Chad, Mali, Kenya and Nigeria, each described the measures they have taken in terms of education in nomadic environments.

This conference was followed in September 1990 by the meeting in Hamburg, Germany and by the one held in October 1990 in Tanzania, also within the framework of improving the education of children of mobile populations.

Finally, the September 1995 seminar held in Kaduna (Nigeria) aimed, among other objectives, at reviewing the most relevant case studies, identifying new trends, studying ways and means to overcome key issues and challenges faced by nomads and education services.

To this end, knowledge of nomads and their environment is and remains an urgent need to effectively contribute to their education and their children's schooling.

In Niger, from colonization to date, access to education of children of nomadic areas' has always been a concern to the country's successive leaders, to the State and its partners. School for nomads was established since October 1st, 1944 with the creation of a school in Arzerori (Madaoua). The establishment of other schools will follow, including the ones in Kao (Tchintabaraden) in 1946, Mailafia (Dakoro) in 1947, Garin Marma (Tanout) in 1947, Ingall, Tabelot and Iférouane (Agadez) in 1947 and Azel (Agadez) in 1956.

Since then, nomadic populations' schooling has evolved significantly. However, it was regularly faced with the crucial issue of school attendance linked in particular to the unwillingness of parents, the insufficiency and inadequacy of supply.

Nowadays, the Sahel-Saharan region is faced with turmoil and permanent insecurity. The area is currently the center of international concern, as it now constitutes a threat to the stability of States in the region and to international security.

This issue is governed by a "security" agenda and, is undoubtedly an obstacle to the socio-economic development of the area. The result is a widespread unemployment of the youth, caused, inter alia, by the lack of education in all its dimensions. This is the reason why it is important to consider sustainable development in the Sahel-Saharan region as the first line of defense against insecurity.

Nigerien authorities, faced with constant tensions and conflicts in the northern part of our country, launched the Strategy for Development and Security in Sahel-Saharan areas of Niger (SDS/SAHEL-NIGER). This is translates the President of the Republic's commitment enclosed in the Programme of the Renaissance and operationalized by the Prime Minister's Declaration of General Policy. It is the answer to this phenomenon and strongly aims at consolidating the triptych **Peace - Security - Development**.

It should be noted that the crucial issue of funding is at the center of the problem of education. Today, the Nigerien State invests ¼ of its budget in the education system but the needs are not being met because the issue of providing an education that is adapted to the environment still exists, as much in Niger than in other countries of the Sahel-Saharan region.

The Government of Niger has initiated the implementation of a major sector education and training program for the 2014-2024 decade, with a strong component: **"Providing educational assistance to children in nomadic areas."**

In order to realize this program, SE/SDS, with the support of its partners, intends to organize, "A Regional Conference on the issue of education in the nomadic environment of the Sahel-Saharan space", in Niamey Niger.

This conference will be an opportunity for all actors and stakeholders in the process to gather and reflect together on ways and means of ensuring quality education to children living in a nomadic zone. It will also guarantee equity on one hand and promote peace, security and development in schools on the other.

2. OBJECTIVES

2.1. General objectives

Defining appropriate policies and strategies to ensure quality formal and non-formal basic education to all populations of the Sahel-Saharan region.

2.2. Specific Objectives

Specifically, these are:

- ❖ Establishing a diagnosis of a formal and non-formal basic education in a nomadic setting in the Sahel-Saharan region;
- ❖ Recommending a formal and non-formal basic education development model, adapted to the nomadic environment in the Sahel-Saharan region;
- ❖ Integrating and supporting the formal and non-formal basic education development model in national education systems;
- ❖ Developing and adopting a framework joint document on education in a nomadic setting in the Sahel-Saharan region;
- ❖ Mobilizing resources for the financing of actions enclosed in the framework joint document on education in a nomadic setting in the Sahel-Saharan region, adopted by the conference.

3. EXPECTED RESULTS

The following results are expected, at the end of the conference:

- ❖ Establishment of a diagnosis of the situation of formal and non-formal basic Education in a nomadic environment in the Sahel- Saharan region;
- ❖ Proposal of a formal and non-formal basic education development model in nomadic areas in countries of the Sahel-Saharan region;
- ❖ Integration and management of a basic formal and non-formal education development model in national education systems;

- ❖ Development and adoption by the States of a joint framework document on formal and non-formal basic Education in a nomadic environment in the Sahel-Saharan region;
- ❖ Commitments are made in mobilizing resources for the financing of actions enclosed in the joint framework document on Education in a nomadic environment in the Sahel-Saharan region, adopted by the conference.

4. THEMES AND PROCEEDINGS OF THE CONFERENCE

Different thematic contributions should primarily take experiences into account.

4.1. Conference Topics

The main themes of the conference:

In plenary

- ❖ Presentation of the Strategy for Development and security in Sahel-Saharan areas of Niger (SDS/Sahel-Niger)
- ❖ Presentation of the education sector program and of the training for the 2014-2024 decade, the situation in Niger;
- ❖ Historical evolution of the development of formal and non-formal basic education of populations in a nomadic environment in the Sahel-Saharan region,
- ❖ Diagnosis of policies and strategies of formal and non-formal education of nomadic populations in nomadic areas, depending on the country.

During workshops

The workshop sessions should highlight:

- ❖ Key areas of increased regional cooperation on the issue of education in nomadic zones in the Sahel-Saharan region;
- ❖ Required reforms;
- ❖ Obstacles that need to be overcome;
- ❖ Policies and strategies to develop and implement, etc.

The sub-themes of the workshops will focus on:

- ❖ Challenges and solutions for the education of populations in nomadic areas in the Sahel-Saharan region;
- ❖ Basic formal and non-formal education of girls in a nomadic environment in the Sahel-Saharan region;
- ❖ Funding and cooperation in the field of children's education in the Sahel-Saharan region's nomadic areas.

4.2. Proceedings of the Conference

The conference lasted four (4) days, from Monday 2nd to Thursday 5th of December 2013 at the Palais des Congrès, in Niamey. It included plenary sessions and workshops followed by discussions to encourage an exchange of views and experiences.

The Conference displayed its technical dimension through a three days long **scientific symposium** gathering experts in charge of educational issues. Its political dimension was shown by a one day long conference of Ministers and Heads of Delegation during which "**The Niamey Declaration**" and its roadmap, written by the scientific symposium's experts, were adopted by ministers and heads of delegation. Parallel to this meeting, a gathering of donors who prepared and adopted a **declaration**, also took place.

At the end of the conference, a **final communiqué** and a **general report** were developed and published. Partners present made promises to fund and provide technical support in order to implement the measures that were taken. Finally, a mechanism for monitoring the recommendations of the meeting was set up, under the auspices of States and their partners.

5. PRELIMINARY PROGRAM

The conference was organized according to the following program:

5.1. Scientific Symposium from December 2nd to December 4th, 2013

- **Day 1:** Opening Ceremony followed by work in plenary;
- **Day 2:** Workshops
- **Day 3:** Submission of workshops results to the plenary session, synthesis, proposal of the Niamey draft declaration and closing of the scientific symposium.

5.2. Conference of Ministers of Education, December 5th, 2013

- Official opening;
- Presentation and validation of the framework joint document on education of children in nomadic areas in the Sahel- Saharan region;
- Adoption of the Niamey draft declaration by ministers in charge of education or their representatives

5.3. Technical and Financial Partners meeting and adoption of TFPs Declaration

- Closing ceremony

- **Languages**

Languages used during this meeting were: French, Arabic and English.

- **Organization**

The State of Niger (Executive Secretariat of SDS/Sahel-NIGER) provided the technical and logistic arrangements of the conference.

Hence, an organizing committee was set up.

- **Participants**

The conference brought together more than 200 high level participants representing governments of CEN-SAD member States, regions of the Sahel-Sahara, national and international experts, former Nigerien ministers in charge of education, elected officials, traditional and religious leaders, projects and programs in the sector of education, NGOs and civil society, researchers and analysts, resource persons, media, regional, sub-regional and international organizations, partner and donor countries.

Annex 2

PROGRAM OF WORK OF THE CONFERENCE



Saturday November 30 and Sunday December 1st, 2013

Participants' registration at the conference secretariat, at the Palais des Congrès

Monday, December 2nd, 2013

Official Opening Ceremony of the Conference At the Plenary Hall

16:30-17:30	Official Opening Participants' registration
15:30	Arrival and sitting of participants
16:00	Arrival and sitting of guests
16:15	Arrival and sitting of Ministers and Heads of Delegations
16:25	Arrival of HE the Prime Minister, Head of the Government
16:30	Beginning of the ceremony

4:30-16:35	Welcome address by Mr. HAMIDOU GARBA MAMADOU, Governor of the Region of Niamey
16:35-16:45	Speech of Technical and Financial Partners of the education sector in Niger by Mr. Philippe Payet, Resident Director of the Swiss Cooperation Office, leader of TFPs.
16:45-17:00	Speech of the Community of Sahel-Saharan States (CEN-SAD) by Mr. IBRAHIM ABANI, Secretary General of the CEN-SAD
17:00-17:30	Speech of the official opening of the Conference by the Minister of Primary Education, Literacy, Promotion of National Languages and Civic Education, Mrs. ALI MARIAMA ELHADJ IBRAHIM
17:30-18:00	Inaugural Conference of the Scientific Symposium by Dr. ALI CHEKOU RAMADAN
18h00	End of the opening ceremony

Tuesday, December 3rd

Plenary

Chairperson: Dr. GALY Kadir Abdelkader, Chairman of the Scientific Committee

General Rapporteur: Dr. SALEY Maman

Rapporteurs:

- BARGAGI Mahamane
- AMADOU Laouel Edmond
- BAOUA Mahamane
- MOUMOUNI Adamou

8:30-8:40 Submission and adoption of the program of the Conference by Mr. NAJIM ELHADJ MOHAMED, Executive Secretary of SDS Sahel-Niger, President of the Organization Committee

8:40-10:00 Intervention of CEN-SAD members States, Institutions and NGOs

10:00-10:30 Coffee Break

10:30-13:30 Discussions continue

13:30-14:30 Coffee – Prayer break

14:30-16:00 Discussions continue

16:00-16:30 Coffee - Prayer break

16:30-18:00 Presentations in plenary sessions

- ***Caroline Dyer***: Strategic Options of Education in a Nomadic Environment
- ***André Lokisso***: Issue of troubled youth in post-conflict situations: case of the Great Lakes region in Africa
- ***Rakia Rabiou***: Analysis of educational opportunities related to demand in pastoral nomadic areas of Niger: Some thoughts from field experiences.
- ***Bary Boubacar***: Experiences of the Association for Livestock Promotion in the Sahel and the Savannah (APESS)

- ***Sougnabe Pabame and Youssouf Abdelker***: Attempts of schooling of nomadic children in Chad
- ***Populin Marta***: Schooling and pastoralism, a complex relationship
- ***Ibrahim Ag Youssouf***: Matching supply and demand for education in a nomadic environment

18:00 End of the Day

20:00-23:00 Welcome dinner and show in the gardens of Hotel GAWEYE, offered by Mrs. ALI MARIAMA ELHADJ IBRAHIM, Minister of Primary Education, Literacy and Promotion of National Languages and Civic Education

Wednesday, December 4th

8:30-16:00 Workshops

10:00-10:30 Coffee Break

13:30-14:30 Lunch and prayer break: Coffee and prayer break

16:00-16:30 Coffee and prayer Break

Workshop 1: challenges and solutions for the education of populations in nomadic areas of the Sahel-Saharan region

Commission Room # 5

What are the main challenges the education of populations in a nomadic environment is faced with? What lessons should be learned and what are the directions for public policies for populations' education in nomadic areas in the Sahel-Saharan region?

President: Mrs. Aminata Diallo Boly

Rapporteurs: Mr. Laouel Amadou a.k.a. Edmond
Mr. Agga Alhatt
Mr. Djibo Hima

Two presenters:

- 1) **Issa Diallo**: *"Schooling of Fulani nomadic herders of Benin, Burkina Faso, Mali, Niger and Nigeria living in Ghana: Major challenges and possible solutions"*
- 2) **André Marty**: *"School in pastoral areas: mixed results, building a revival"*

Workshop 2: basic formal and non-formal education of the young girl in the Sahel-Saharan region's nomadic environment.

Commission Room # 3

Why is the young girl's education in a nomadic environment still an issue? Is it an insurmountable obstacle? What are the lessons and directions for public policies in this field?

- Chairperson:** - Ms. LENA DIOP WATT of OIF
Rapporteurs: - Mr. Bargagi Mahamane, Niger
- Mr. Ahmed Alhassan, Niger
- Mr. Youssouf Abdel Karim, Chad

Theme introduced by Dominique Brasseur: Basic formal and non-formal education of girls in a nomadic environment

Workshop 3: Funding and cooperation in the field of children's education in Sahel-Saharan nomadic environment

Commission Room # 4

How to strengthen cooperation in the field of children's education in Sahel-Saharan nomadic environment? What lessons should we draw from the current level of funding and the state of cooperation and what directions and commitments should be considered?

- Chairperson:** - Hamidou Boukary
Rapporteurs: - Baoua Mahaman
- Abdoulaye Gambo
- Mrs. Issiaka Haoua

Theme introduced by: - **Ibrahim Ag Youssouf:** matching supply and demand for education in a nomadic environment
- **Mrs. Hindou Oumarou Ibrahim** of Chad: "Successful education in the nomadic environment, case of Chad's Mbororo"

16:30-18:00 Submission of plenary workshops' conclusions
18:00 End of workshops

Thursday, December 5

Plenary

8:30-10:30 Discussions on workshops' conclusions

10:30-11:00 Coffee Break

10:30-11:30 Drafting of the Conference's main conclusions by the rapporteurs

11:30-13:30 Submission and adoption of the Conference's main conclusions

13:30-14:30 Lunch and prayer break

Ministerial Conference

Commission Room # 5

- 14:30-16:00** Conference of CEN-SAD member States' Ministers in charge of Education
- 14:30-14:40** Opening speech by Mrs. ALI MARIAMA ELHADJ IBRAHIM, Minister of Primary Education, Literacy, Promotion of National Languages and Civic Education
- 14:40-14:50** Submission of the draft declaration by the General Rapporteur
Dr. Mamane Saley
- 14:50-15:30** Review of the draft
- 15:30-16h:00** Adoption and signing of the Declaration of Niamey by ministers and heads of delegations of CEN-SAD Member States
- 16:00-16:30** Coffee and Prayer break

TFPs Meeting

Commission Room # 4

- 14:30-16h:00** Meeting of TFPs in the field of education
Opening speech by Mr. Philippe Payet, Resident Director of the Swiss Cooperation Office, leader of TFPs in the field of education
Submission of the draft declaration of endorsement by the representative of TFPs
Review of the draft
Adoption and signature of the Niamey declaration of endorsement by TFPs
- 16:00-16:30** Coffee and Prayer break

Official closing ceremony

Plenary Hall

- 16:30-16:45** Reading of the Declaration of Niamey by the Minister in charge of Education of Mali, Mrs. TOGOLO JACQUELINE NANA
- 16:45-17:00** Reading of TFPs in the field of education's commitment by the deputy representative of the Swiss Cooperation Office in Niger
- 17:00-17:30** Official Closing of the Conference by Mrs. ALI MARIAMA ELHADJ IBRAHIM, Minister of Primary Education, Literacy, Promotion of National Languages and Civic Education
- 17:30-18:00** Press Conference of Ministers, heads of delegation and TFPs in the field of education
- 18:00** End of the Conference

"No peace, security and development without quality education for all"

Annex 3

SPEECHES AND STATEMENTS

**Opening remarks by the Governor of the Region of Niamey at the
opening ceremony of the Regional Conference on the Issue of
Education in the nomadic areas of CEN-SAD Member States**

Monday 2 December 2013

- **Your Excellency Mr. Prime Minister, Head of Government;**
- **Honorable Members of Government;**
- **Honorable Traditional Chiefs;**
- **Revered religious leaders;**
- **Mr. Mayor, President of the Niamey City Council;**
- **Honorable Mayors of the Districts of the Region of Niamey;**
- **Distinguished Senior officers of Defense and Security Forces;**
- **Honorable central and regional Technical Officials;**
- **Honorable representatives of redevelopment project, programs and NGOs active in the area of education;**
- **Honorable leaders of the civil society;**
- **Ladies and gentlemen, Distinguished guests;**

Allow me first of all, on behalf of the communities in the Region of Niamey as well as on my own, to express our utmost gratitude and sincere thanks to the HIGHEST authorities of Niger, first and foremost HEM ISSOUFOU MAHAMADOU for the particular attention they pay to the education of children in Niger.

Mister Prime Minister,
Honorable Members of Government
Dear participants

I would then like, on behalf of the communities of the Region of Niamey, wish you a warm welcome and a pleasant stay in our prestigious capital city,

- **Your Excellency Mr. Prime Minister**
- **Distinguished guests**

It is with great interest and real pleasure that I am here with you at this opening ceremony of the Regional Conference on the issue of education in the nomadic areas of the Sahel-Saharan region

This is an honor and I thank very warmly all organizers involved.

- **Your Excellency Mr. Prime Minister**
- **Distinguished guests**
- **Ladies and gentlemen**

Through my voice, the Region of Niamey joins the educational community to acknowledge the need to identify relevant policies and strategies to provide quality formal and non-formal basic education to all communities in CENSAD Member States.

I would like to avail myself of this opportunity to thank, on behalf of the communities in the Region of Niamey, authorities, teachers, parents and mainly TFPs for their vision and sacrifice which have made it possible to conduct a diagnosis of the status of formal and non formal basic education in the nomadic areas of CENSAD Member States.

Once again, I thank our teachers for everything they have achieved and urge them to continue as a famous would put it «Teacher, Ba dan Kudi Ku cé yi, me Sabo Da Kassa ne Ku ce yi». (*Teacher, you are not working to make money, you are rather working for the sake of your country*)

I thank you very much for your attention

Secretary General ad interim's address delivered at the opening ceremony of the meeting of Ministers in charge of Education in the CEN – SAD region

Monday, December 2nd, 2013

- **Your Excellency Mr. Prime Minister, Head of the Government,**
- **Honorable Ministers, Heads and members of delegations,**
- **Distinguished Ministers, ladies and Gentlemen,**
- **Distinguished Ambassadors, Chargés d'affaires and Consuls,**
- **Honorable Representatives of Intergovernmental and non intergovernmental organizations,**
- **Ladies and Gentlemen,**

In taking the floor on the occasion of this first meeting of Ministers in charge of Education in the CEN-SAD region, I especially have in mind these school boys and girls in nomadic areas, in school canteens, who get through an abject poverty and deprivation with dignity and in silence, with moral courage even, as they prepare to become our future leaders.

I also have in mind these brave teachers, both male and female, in monadic areas, who, in harsh geo-climatic conditions are, with a sense of duty and responsibility, fulfilling their noble mission, which involves combating illiteracy and ignorance, sources of lapses.

It is our duty, as Governments, Intergovernmental Organizations and NGOs, to support such groups.

This is certainly the reason why the Government of Niger has deemed it useful and necessary to hold this ministerial meeting and Experts' Forum so that based on a rigorous assessment, policies and actions will be identified and implemented with a view to improving school environments and hence school attendance in a region which, according to the **2013 MDG Report**, is home to more than half of the world's out-of-school children.

Mr. Prime Minister,

All Ministers, Heads and Members of delegations from Member States and Organizations here represented, congratulate you and welcome this initiative which is a testimony of the importance given by Niger to education, and of its availability to generate and operate synergies.

Besides, this brilliantly transpires from your June 16th 2011 **General Policy Statement** which programmatically and operationally translates the Keynote address delivered on April 7th 2011 by H.E.M. **ISSOUFOU MAHAMADOU**, President of the Republic of Niger, when the President underscored the particular relevance and priority of education, as the fundamental basis of development, social ladder par excellence, and which widely contributes to equal opportunity.

Honorable Ministers, Heads and Members of delegations,

We have today gathered to reflect on, identify appropriate policies and programs which should allow all States to make significant progress towards achieving the Millennium Development Goals, especially MDG N° 2 " **ACHIEVE UNIVERSAL PRIMARY EDUCATION**", including in nomadic areas.

Enrolment-related challenges in nomadic areas are more attributable to situational factors (difficult accessibility, mobility of communities, and lack of human resources) rather than structural factors. All countries in the region have the political will to address this issue.

This is not an easy task, but I am very confident, in view of the quality and high level abilities of the experts from different backgrounds, the presence and intellectual mobilization of whom I commend. By exploring various possibilities that your experiences and knowledge in this area will identify, we shall get closer to achieving this objective, i.e. **achieve universal primary education by 2015 through the adoption of a Declaration and implementation of an action plan likely to tackle this challenge.**

Our goal is to create the necessary conditions for popularizing education, in particular in nomadic areas, by facilitating access to schools, improving school environments, through the provision of dedicated and motivated human supervision.

To that effect, sociological and cultural specificities should be integrated into educational policies and programs.

Indeed, nomadic communities living in the Sahel-Saharan region have their own way of life, but live in a world where security is a major requirement in this 21st century. This region is at the heart of international security challenges; it is therefore crucial that educational curricula and programs build values such as peace, concord and fraternity, in the minds of children, as prescribed in the preamble of the **UNESCO CHARTER.**

It is then important that nomadic schools prepare children to becoming stakeholders of regional integration, as their traditions which disregard frontiers, lead them to move from one area, even from one country to another area or country. Nomadic schools should teach them not to ignore frontiers but to look across borders, by being forward looking and broadminded, through the valorization of what ties us together.

Finally, resources that match expectations, in terms of teachers, infrastructure, school equipment and supplies should be allocated to this sector.

This concerns both Governments and technical and financial partners whose support is more important than ever.

CEN-SAD on its part and pursuant to the extraordinary session of the Conference of

Address of the leader of the *Financial and Technical Partners for education in Niger* during the official opening ceremony of the *Regional Conference on the Issue of Education in the Nomadic Areas of the Sahelo-Saharan region*

Monday, 2 December 2013

Heads of States and Governments held in N'djamena last February will support Member States in their policies and programs by creating operational synergies and by operating the principle of solidarity.

In closing, I would like to reiterate our sincere thanks to **H.E.M. BRIGI RAFINI** who has accepted to grace this opening ceremony with his presence and who will certainly enrich us with his vision on this issue and will share with us his ambitions for Niger and the entire Sahel-Saharan region.

Therefore, I wish full success to this first meeting of Ministers in charge of Education in the CEN-SAD region.

**Your Excellency Madam Minister in charge of Primary Education, Literacy,
Promotion of National Languages and Civic Education,
Honorable Ministers in charge of the different sectors of education,
Honorable Ministers,
Your Excellency Mr. Secretary General of CEN-SAD,
Honorable Governor of the region of Niamey,
Your Excellency the Executive Secretary of SDS Sahel Niger,
Distinguished regional and national delegates,
Honorable representatives of the diplomatic corps and international
organizations
Honorable representatives of the Technical and Financial Partners
Ladies and gentlemen, dear participants,**

I am really happy to be with you, at your invitation, at this conference on the issue of education in the nomadic areas of the Sahelo-Saharan region.

For some weeks, the Swiss cooperation in tandem with the French Development Agency (AFD) has coordinated technical and financial partners active in the area of Education in Niger.

Therefore, it is in this capacity and in the absence from the national territory of the Director of Swiss Cooperation in Niger that I have the opportunity to speak before you today.

The Education sector is a priority sector under the Renaissance Program of President Mahamadou Issoufou, reflected in the 2012-2015 Economic and Social Development Program.

This sector has made significant breakthroughs in Niger over the last years, yet, a lot remains to be done.

The objective involving extended education coverage implies the need to continue efforts on quality offer in favor of populations currently at school.

But, it is also crucial to take into account the education issue in other areas, including nomadic areas, the subject of this Conference; mainly because education for all is a fundamental right and nomadic children's access to education is a legitimate and reaffirmed concern. In addition, education plays a critical role in the socio-economic development of the Sahelo-Saharan region and contributes to its stability and security.

This conference, organized by the Executive Secretariat of the Strategy for Development and Security in the Sahelo-Saharan areas of Niger, is important and most welcome.

The objectives of this week-long conference are ambitious, relevant, clear and specific: they focus on the definition of formal and non formal basic education development model in nomadic areas.

Ladies and gentlemen,

The 2014-2024 Education and Training Sector Program (PSEF) is the framework which engages all Education partners in Niger as at January 1st 2014.

PSEF has enjoyed clear support from Technical and Financial Partners formalized in the Partnership Framework signed by the Government of Niger and all TFPs in July 2013.

Through contributions to the implementation of PSEF, Niger TFPs intend to help the national authorities improve the quantity and quality of education in all regions and areas of the country.

As a first materialization of this commitment on the part of TFPs, PSEF has thus just benefitted from grants amounting to US \$ 100 million from Global Partnership for Education and AFD for the 2014-2017 period.

Several bilateral and multilateral TFPs also have ongoing interventions in nomadic areas.

It is therefore important, as far as Niger is concerned, that the recommendations made by this conference are harmoniously integrated into PSEF. Otherwise, it would be necessary to define in a pragmatic way the road map to supplement PSEF, through mechanism provide to that end.

This symbiosis with PSEF will guarantee the effective implementation of commitments, which will be made as part of this Conference.

I therefore hope that your deliberations will be fruitful and materialize quickly.

I thank you for your attention.

**OPENING SPEECH DELIVERED BY HER EXCELLENCY ALI
MARIAMA ELHADJ IBRAHIM, MINISTER OF PRIMARY EDUCATION,
LITERACY, PROMOTION OF NATIONAL LANGUAGES AND CIVIC
EDUCATION, ON THE OCCASION OF THE REGIONAL CONFERENCE
ON THE ISSUE OF EDUCATION IN NOMADIC AREAS OF THE CEN-
SAD REGION**

Niamey, December 2nd, 2013

- **Your Excellency, Mister Prime Minister, Head of the Government**
- **Honorable Ministers of Education and Representatives of CEN-SAD Member States**
- **Honorable Members of the Government**
- **Honorable Ambassadors and Representatives of International Organizations,**
- **Honorable Chair of Financial Partners involved in the sector of Education**
- **Your Excellency the Secretary General of CEN-SAD,**
- **Honorable Executive Secretary of the Strategy for Development and Security in Sahel-Saharan areas,**
- **Distinguished Representatives of the Civil Society active in education,**
- **Honorable Governor of the Region of Niamey,**
- **Distinguished Guests, Ladies and Gentlemen, according to your titles and positions/status**

I have the great honor to address such august gathering on the occasion of this important international conference on the issue of formal and non-formal basic education in nomadic areas of Sahel-Saharan Africa.

The choice of Niger and its capital city to host this international conference is no coincidence when we know the commitment of the President of the Republic, Head of State, H.E.M. Issoufou Mahamadou and the Prime Minister, Head of Government, H.E.M Brigi Rafini, to develop education and vocational training in our country.

Ladies and Gentlemen,

Basic education in nomadic areas, theme of this international conference, has already been a major concern for many countries in Sahel-Saharan Africa; seeking increased access to formal and non-formal basic education for all communities of their respective nations.

According to this vision of the 1948 Universal Declaration of Human Rights, nomadic communities should also benefit from school education.

This is the context in which many meetings on the education of children in nomadic areas were organized under the auspices of UNESCO to attempt to address this complex issue.

Thus, in 1989, this organization conducted a conference in Conflant-Saint Honorine, during which invited African countries, including Somalia, Mauritania, Niger, Chad, Mali, Kenya and Nigeria, highlighted various steps taken by each of them to promote education in nomadic areas.

This conference was followed by the Hamburg (Germany) meeting in September 1990 and the meeting held in Tanzania in October 1990 in this regard.

It should be recalled that in February 2000, UNICEF Cooperation Program's basic education focal points met in Ndjamena with countries concerned by this issue of education in nomadic areas. This meeting was followed by another meeting held in Niger in 2001, precisely in Agadez, nomadic area par excellence to identify appropriate strategies likely to promote education in nomadic areas. This conference will certainly consolidate the achievements of preceding ones to ensure that children in nomad areas have access to quality basic education.

Ladies and Gentlemen

Our country leaders' commitment to promote education in nomadic areas is part of their ongoing need to conform to the Millennium Development Goals and the objectives of the World Declaration on Education for All (Jomtien, 1990).

As we are all aware, communities in nomadic areas and especially children are not given the same opportunities as those in other areas to access educational facilities in line with their aspirations.

Teaching and learning, education and training conditions remain difficult or non-existent.

This raises an issue of accountability for us, Ministers of Education of Sahel-Saharan countries. We should therefore be resolute in our commitment to also facilitate nomadic communities' access to basic education in all its dimensions.

Ladies and Gentlemen,

In Niger, from colonial times to date, access to education for children in nomadic areas has always been a concern for officials.

Nomadic schools were instituted as early as October 1st 1944, with the creation of the school in Azzerori (Madaoua). Other creations then followed, including Kao (Tchintabaraden) in 1946, in Maïlafia (Dakoro) in Garin Marma (Tanout), Ingall, Tabetot and Iferouâne (Agadez) in 1947 and Azel (Agadez) in 1956.

Since then, the education of nomadic children developed significantly. However, it has had to face, on a regular basis, the critical issue of school attendance especially related to the reticence of parents, inappropriate and poor offer.

Ladies and Gentlemen

In Niger, we have embarked on an economic and social development program (ESDP) since 2012. This program, which has just had the confidence of the Parliament, gives priority to education in nomadic areas through a sector-based education and training strategy.

This regional conference on basic education in nomadic areas will thus, reinforce the achievement of our sector objectives in the area of education and training.

The Sahel-Saharan region is currently facing disturbances and chronic insecurity. It is at the heart of international concerns, as it now represents a threat not only for the stability of countries in the region but also for international security.

Education development in Sub-Saharan Africa is facing major constraints. Access to quality basic education for children, regardless of their socio-economic or cultural status and the possibility to complete such an education remain challenges to overcome. This requires strategies and appropriate solutions to enroll school age children and give them a relevant and operational education.

School facilities, curriculum contents, teaching materials, classroom interactions and vehicles for education should be carefully reviewed, planned, distributed and appropriately used. In addition, communities should be appropriately sensitized and empowered, just like School Management Committees in Niger, to be in a position to demand, control, monitor and support quality education for their children.

Ladies and Gentlemen,

All these conditions are crucial to universalize access to basic education and achieve quality-learning results in Sub-Saharan Africa.

In view of the many challenges facing effective education and diversity of target groups and communities, in specific situations and with very specific education needs, universal access to functional quality basic education in Africa remains a major challenge.

Let alone significant resources required, such an ambition, requires innovation and sustainable networking between African countries and their development partners. Sustainable and ongoing sharing of experiences and knowledge between national Governments, policy makers and practitioners of education might be one of the possible venues.

Indeed, beyond the apparent diversity and complexity of target groups and communities, the major underlying barriers to development of education are more or less the same.

Ladies and Gentlemen,

What has worked or generated results in a given community or context may have the same impacts in various African communities. Yet, for lack of documentation, dissemination and effective sharing of such experiences, there is little chance to see them adopted or adapted elsewhere.

Obviously, we should avoid having to «reinvent the wheel» as long as the development of education in Africa is concerned. Similarly, as long as national initiatives remain unknown elsewhere, they will not be subjected to comments or improvement suggestions from the wider education community in Africa or elsewhere.

This conference on the theme “improved quality education for nomadic communities in Sub-Saharan Africa” should go beyond access and equity, by reporting on initiatives conducted by countries to provide disadvantaged communities access to quality basic education, without any compulsion.

Such nomadic groups, which include migrant breeders, fishermen, seasonal workers , people displaced from conflict areas, victims of natural disasters and communities living in agro forestry/ mining operations areas , represent an increasing proportion of communities in the Sahel-Saharan region and their rate of involvement in education is extremely low.

Ladies and Gentlemen,

Fortunately, our countries have become aware of the inappropriateness of approaches and strategies of the formal education system to meet the educational needs of nomadic communities and affirm the genuine will of our leaders to provide quality education to all citizens of our countries; this concern has just been expressed through the conduct and level of participation in this regional conference.

I would strongly recommend sustained participation of all actors working to develop education in our countries, and, in particular, of policy makers and practitioners in charge of education in other Sub-Saharan African countries.

Ladies and Gentlemen,

I am convinced that all stakeholders will find our approach quite cost-effective. I also hope that the holding of this conference in Niamey and its findings will generate many comments and feedbacks, which might enable us to refine our strategies and ensure our actions are still more effective.

Ladies and Gentlemen,

At the end of your four daylong debates, we do hope that we will win the battle of

making available a model of basic education in nomadic areas. Such a model will enable each country in the Sahel-Saharan region to have a frame of reference to provide nomadic communities with quality basic education. This conference will help all stakeholders involved in the process to come together and consider the ways and means to provide quality education to children in nomadic areas, to promote equity, on the one hand, and build peace, security and development at school, on the other hand.

I would not want to conclude without conveying the sincere thanks of the Government of Niger to all education partners and in particular the United Nations Children's Fund (UNICEF) for its important support to the organization of this regional Conference

Wishing full success to the proceedings, I declare open the regional conference on basic education in nomadic areas

I thank you for your kind attention.

STATEMENT BY TECHNICAL AND FINANCIAL PARTNERS

Thursday, December 5th, 2013

- **Your Excellency Mr. Prime Minister**
- **Distinguished Ministers in charge of different sectors of Education,**
- **Honorable Members of Parliament**
- **Your Excellency the Secretary General of CEN-SAD,**
- **Honorable Governor of the Region of Niamey,**
- **Your Excellency the Executive Secretary of SDS Sahel Niger,**
- **Honorable national and regional Delegates,**
- **Honorable Representatives of various organizations and partners**
- **Distinguished participants,**

Technical and Financial Partners active in the area of education in Niger wish to express with the convening of discussions and exchanges as well as with the quality of presentations made throughout the Conference

They welcome the organization of such a conference by and in Niger, with the participation of neighboring countries.

More specifically, Niger TFPs wish to stress the following points:

- Education is a right for all children, both girls and boys, regardless of how mobile their families are;
- Current schooling arrangements are rather articulated around a sedentary lifestyle; therefore, there is need to develop a school system adapted to different types of pastoralist mobility;
- Available facilities and increased access are quite important; however, quality is key in this context. This includes the provision of qualified teachers,

integration of national languages in the introduction to early learning and use of Information and Communication Technologies in training systems;

- Finally, TFPs support dialogue and gateways to be established with decentralized structures, religious and traditional institutions to better accommodate the realities and needs of these communities.

Niger TFPs encourage Ministries in charge of education to develop and integrate lessons learned from the Conference in the Education and Training Sector Program, to better reflect challenges in nomadic areas.

This will facilitate dialogue with TFPs on these issues and their funding.

THE NIAMEY DECLARATION

Thursday, December 4th, 2013

The Sahel-Saharan is a vast area extending from Northern Sahara to savannahs and in west-east direction from the Atlantic Ocean to the Red Sea. This region where conditions remain precarious is observed to be facing drought and desertification. This area has always been the habitat of nomadic communities.

WE, representatives of CEN SAD member countries in the Sahel-Saharan region, assembled in Niamey at the initiative of the Government of the Republic of Niger, with the view to defining relevant policies and strategies to provide quality formal and non formal basic education to all communities in the Sahel-Saharan region.

At the end of the Regional Conference on the issue of education in nomadic areas in CEN SAD member countries, held in Niamey (Niger) from 2 to 5 December 2013, issue the following declaration:

CONSIDERING THAT:

- ❖ CEN SAD member States are facing the specific issue of development heavily influenced by prevailing life-threatening security conditions;
- ❖ The political will on the part of the High Authorities of this region to find appropriate solutions to the issue of education and sustainable development by eradicating insecurity in the Sahel-Saharan region;
- ❖ Pastoralism and fishing activity, lifestyle of nomadic communities, represent a powerful engine for growth, security, peace, stability and job creation and contribute to reducing food insecurity, malnutrition and poverty in areas that it animates and structures;
- ❖ Nomadic communities have so far little benefitted from regional and national development polices and that their needs in terms of facilities, agricultural services (soft assistance, veterinary services, credit, zoo technical input, etc.), quality basic social services (human health, education, drinking water) and security weakly covered;

- ❖ Public policies, including decentralization policies, have rarely take into account the specificities of nomadic communities, thus contributing to their marginalization;
- ❖ The Strategy for Development and Security in the Sahel-Saharan Areas of Niger (SDS/SAHEL-NIGER) whose objective is to contribute to the economic and social development of Niger, in general and of the Saharan and Sahel-Saharan areas, in particular, by creating sustainable conditions of peace, security and development;
- ❖ Education is a fundamental right enshrined in the 1948 Universal Declaration of Human Rights.

Convinced that:

- ❖ Any development policy or strategy in the Sahel-Saharan region should take into account the specific living conditions of resident communities;
- ❖ The vital role of education in any socio-economic development process should be subject to a real educational program taking into account the concerns of nomadic communities.

AFFIRM THAT:

- ❖ The need to define relevant policies and strategies to provide short and medium term quality formal and non-formal basic education to all communities in the Sahel-Saharan region.
- ❖ Relevant education-related experiences and knowledge capitalized on for years by some countries in the Sahel-Saharan region be built on to develop educational policies in the nomadic areas of CEN SAD Member States;
- ❖ Education in nomadic areas should be placed at the heart of the priorities of the strategies and policies of the different CEN SAD Member States.

APPEAL FOR A PROGRAM IN FAVOR OF EDUCATION IN NOMADIC AREAS:

TO CEN-SAD MEMBER STATES

To develop national educational programs for nomadic communities, including reforms, strategic investments and actions aimed at capacity building for institutions and stakeholders.

To Regional economic and technical integration organizations (CEN-SAD, ECOWAS, WAEMU, CILSS, etc.)

- ❖ To support the introduction of policies and instruments to promote education in nomadic areas;
- ❖ To facilitate coordination of national strategies and policies;
- ❖ And to support materialization of regional investments.

To international organizations and Technical and Financial Partners

- ❖ To meet demands of resource mobilization in favor of the nomadic area, more specifically, development of education in this area;
- ❖ To support the introduction of educational policies and strategies in nomadic areas;
- ❖ To undertake to support the implementation of national education priorities in nomadic areas.

To the civil society, decentralized entities at community-based organizations

To organize themselves in order to strengthen their representation for better accommodation of their needs within decision-making bodies and contribute to their implementation;

To all stakeholders

To note the scope of challenges and opportunities to give new impetus to development in this area, by participating in programs, in a responsible way, while fully respecting commitments made.

IN GENERAL, WE UNDERTAKE TO:

- ❖ Move towards a medium term programmatic action plan, including institutional supports, educational reforms and investments, piloted by ADEA under the political leadership of CEN-SAD, UNESCO, OIF, WAEMU and CONFEMEN...;
- ❖ Enhance existing consultation frameworks and establish a multi-actor platform to act on a sustainable basis in favor of education in nomadic areas;
- ❖ Speed up the development, funding and implementation of national and multi-country educational programs to overcome education-related challenges in nomadic areas;
- ❖ Strengthen nomadic children's access to education by making sure their specific needs are taken into account;

- ❖ Strengthen the resilience of nomadic communities to facilitate their access to basic social services;
- ❖ Make a diagnosis of formal and non-formal basic education in nomadic areas of the Sahel-Saharan region;
- ❖ Proposer a development model of formal and non-formal basic education adapted to nomadic areas in CEN-SAD Member States;
- ❖ Integrate and support the formal and non formal basic education development model in national education systems;
- ❖ Develop and lead to adopt a joint framework document on Education in the nomadic areas of CEN-SAD Member States;
- ❖ Mobilize resources to finance actions contained in the joint framework document on basic education in nomadic areas in CEN-SAD Member States.

**THE REGIONAL CONFERENCE
ADOPTED IN NIAMEY ON DECEMBER 5TH, 2013**

1. CEN-SAD MEMBER STATES



2. PARTNERS' LOGOS



**SPEECH OF HEM BRIGI RAFINI, PRIME MINISTRE, HEAD OF THE
GOUVERNEMENT DELIVERED BY HE ALI MARIAMA ELHADJ IBRAHIM,
MINISTER IN CHARGE OF PRIMARY EDUCATION, LITERACY, PROMOTION OF
NATIONAL LANGUAGES AND CIVIC EDUCATION AT THE CLOSING CEREMONY
OF THE REGIONAL CONFERENCE ON THE ISSUE OF EDUCATION IN NOMADIC
AREAS IN THE CEN-SAD REGION**

Thursday, December 5th, 2013

- ❖ **Distinguished Ministers in charge of Education, Heads of delegations from CEN-SAD Member States,**
- ❖ **Honorable Members of Government,**
- ❖ **Your Excellency the Secretary General of CEN-SAD,**
- ❖ **Honorable Leader of TFPs involved in Education sector,**
- ❖ **Honorable Members of Parliament,**
- ❖ **Your Excellences Ambassadors and Representatives of International Organizations accredited in Niger,**
- ❖ **Distinguished Central and Regional level Senior Management,**
- ❖ **Honorable Traditional and Religious Leaders,**
- ❖ **Distinguished Representatives of Civil Society Organizations active in Education,**
- ❖ **Distinguished Guests,**
- ❖ **Ladies and Gentlemen**

After four days of exchange of views, we have come to the end of the work of the Regional Conference on the issue of Education in nomadic areas of CEN-SAD Member States. I am convinced that this work will mark a turning point in our search for solutions to education issues in general and education of children in nomadic areas of the Sahel-Saharan region, in particular.

During your intense and productive work sessions, conducted in an atmosphere of brotherhood, conviviality and genuine collaboration, you considered without complacency, the issue of education in the nomadic areas of CEN-SAD Member States.

Niger, its government and all citizens are proud of having hosted the first session of the Regional Conference on the issue of Education in the nomadic areas of the CEN-SAD region, and congratulate you for your participation and commitment to defend a noble cause.

Ladies and Gentlemen

I am particularly pleased with the atmosphere of sincerity, courtesy and understanding which characterized your discussions and which enabled you to

achieve highly positive results, as reflected in the Niamey Declaration on the issue of Education in nomadic areas of CEN-SAD Member States, the Commitment of partners and other findings reached by this Conference.

The meeting was meant to identify relevant policies and strategies to provide quality formal and non-formal basic education to all communities in the Sahel-Saharan region.

Based on the results you have achieved, I am in a position to affirm without any doubt that the objectives of this Conference have been fully achieved to the satisfaction of everyone.

Ladies and Gentlemen

The Resident Director of AFD representing TFPs active in the area of Education and the Secretary General of CENSAD stressed the relevance of this meeting, the objective being concerted efforts in both analysis and action. Your collective commitment to support CEN-SAD Member States, in general, in this dynamics is an eloquent enough testimony of this.

Indeed, my belief is that we have been fully understood with regard to our genuine political will and how resolutely our Governments commits to bring qualitative changes to their development policies and strategies to place Niger on the path of progress and achievement of the Millennium Development Goals.

Ladies and Gentlemen

The quality presentations and rich debates that have taken place allow me to affirm that the process is well underway and that commitments made will be fully respected.

Obviously, we should continue with the same dynamism and the same dedication the implementation on the ground of our Conference recommendations.

Honorable Guests,

Before I conclude, I would like, on behalf HEM ISSOUFOU MAHAMADOU, President of the Republic, Head of State and the Government and the people of Niger, reiterate our sincere thanks to all those who have done us the honor to participate in the work of the Regional Conference on the issue of Education in nomadic areas of CEN-SAD Member States, including Ministers and Heads of delegations, international experts, national resource persons and all participants in this meeting for their relevant and rich contributions.

In addition, I would like to express my hearty congratulations and encouragements to the Technical organization Committee for the quality work done, as well as all our partners, media, sponsors and all those who to varying degrees and in any ways made a contribution.

I now invite you to present your «Niamey Declaration on the issue of Education in nomadic areas of CEN-SAD Member States», strongly hoping that it will serve as a road map to all stakeholders involved in the noble cause of providing equitable and quality education to the children of the Sahel-Saharan region.

**Honorable Guests,
Ladies and Gentlemen,**

It is on this note of hope that I wish on behalf of HEM BRIGI RAFINI, Prime Minister, Head of Government a safe trip to their respective destinations to all participants from abroad as well as those who came from the interior of the country and declare the proceedings of this Conference on the issue of education in nomadic areas of CEN-SAD Member States closed.

I thank you for your kind attention.

ANNOUNCEMENTS

Attempts of schooling of nomadic children in Chad: assessment and prospects

Dr. Sougnabe Pabamé, expert in support of the pastoral platform in Chad, at the Ministry of Pastoral Development and Animal production

M. Youssouf Abdelkrim, Director of Training in nomadic and insular areas at the Ministry of Basic Education in Chad

Summary

In Chad various models of schooling nomadic populations have been proposed or tested. Nomadic children are first given traditional education in their families and in camps. This education fulfills a range of needs, including technical acquired knowledge of activities in the field of stockbreeding and apprenticeship of a trade by imitation. The current challenge of modern education for breeders is to add materials that facilitate the entry of the young farmer into the Chadian national society, without preventing his entry into the nomadic society. Various methods have been tried to bring in education to nomadic pastoralists, but the results are mitigated: in the 1960's and 1970's nomads refused to send their children to school mostly because they feared to distance the educated children from the pastoral world. This attitude has changed nowadays, even if negative voices to modern school still exist, it is now quite common to hear some pastoralists discuss about school in positive words.

Keywords: Schooling, nomadic environment, settlement, pastoral mobility, Chad.

Introduction

Access to education and training of pastoral nomads remains a key challenge for the development of Sahel Saharan areas. In Chad, despite the numerous initiatives of the State and its technical and financial partners, there has been no significant progress. Yet, the country has made international commitments to children's education, including nomadic children. The State must provide universal access to basic education in order to achieve specific goals in the Millennium. In this context "universal" includes pastoralists and other populations with different lifestyles from the rest of the Chadian population. This

type of education must be good quality and adapted to the life circumstances of each learner.

As for nomadic children education, Chad does certainly not start from zero. Numerous programs and projects exist, many improvements are made but the children in nomadic areas are less educated than their sedentary fellow citizens. This communication drawn from the 2010 study on Education in pastoral areas (Swift 2010) and the study made by Dos Santos (2013) intends to examine the attempts of education of nomadic children in Chad by giving out its strengths and limitations in order to offer nomads a quality education adapted to their life circumstances.

1. Attempts of the State of Chad as regards to education in nomadic environment

In the late 1940's, initiatives were taken by the colonial administration for the children of nomadic pastoralists in nomadic environments. In 1945, nomadic schools (or mobile schools) were created in Batha, central Chad, and in 1960 the schools were extended to Kanem (West central) and Salamat. Mobile schools are facilities with mobile furniture and equipment, with a classroom of fortune (a tent or the shade of a tree) and a teacher who moves with the families of the students in their journeys. Classes are taught under a tent or in the shade of a tree. The teacher usually receives an additional salary bonus. For the mobile school to work well, the families of the students should not leave their camp (Madana 2000). These mobile schools had the advantage of allowing the students to remain with their families during the period when the camps were fixed and to follow the instruction while learning the trade of stockbreeding. But the success of such schools depended on the fact that they do not travel far: the most mobile of these schools now travels no more than 100 to 150 km a year.

Other types of schools were tested thereafter:

- Fixed schools are created in villages and large cities, in Mao (Kanem) and Assinet (in Batha); they are boarding schools to accommodate nomadic children. Meals were served in these schools and they were equipped to provide medical care to the children when needed. Often, in addition to academic subjects, marabouts are recruited to give koranic classes in the afternoon.
- Relay schools. Such schools were created on transhumance roads, and open during the travel.

- In addition to these “Modern” type schools, koranic classes are given in parallel to the State school system, these classes are entirely supported by the parents. The Government recognizes koranic schools as a form of non-formal basic education. Marabouts often travel with the nomads and teach Koran to the children. There had been attempts to enlarge the subjects taught by these masters, by inserting topics such as calculus, geography, or history; these attempts have generally not been successful.

2. Recent schooling experiences in nomadic areas

a. Experience of the Swiss Cooperation

The Swiss Cooperation for Development created, during the academic year 1994-1995, nomadic schools built on new basis:

- Education of nomadic children in fixed schools in nomadic areas
- Training of community teachers since 1994; in 1996, recruitment of “newcomers” (uneducated residents of the village recruited and trained to teaching.)
- Design and production of education programs and textbooks
- Construction of classrooms, drilling of wells, vaccination of children
- Technical training in the field of stockbreeding in training centers of the nomadic communities

However these actions have brought a certain number of problems:

- Lack of understanding of the nomadic populations living in small isolated groups
- Irregular support from parents to the community teachers
- Rareness of teachers from nomadic communities
- Lack of pasture, making mobility essential, thus generating absence from school

In the field of education, Swiss actions may suffer from the fact that they are designed with a view to settle the target nomadic populations. Experience in other countries shows that the mobility of pastoralists is an essential part of their strategy of production, and if school attendance depends on the settlement of the families, most parents will refuse school so as to pursue their mobility and production strategy. This has nothing to do with a rejection of modernity; it's rather an assessment on the long term of the costs and benefits of the so called modern education for a pastoralist.

b. The UNICEF Experience

In 2003, the Government of Chad and UNICEF have undertaken an experience to educate nomadic children. The project started with a support to fixed schools in nomadic areas, in the sub-prefectures of Mani, Moussoro, Assinet and Djeddah. The project aimed at primary education, in a population of 10 000 children, half of whom were girls; it was also involved with educating 1500 nomadic parents. The project offered to provide basic social services in addition to education, (especially human and animal health care). The physical results obtained from 2009 to 2010 are the following:

- 237 permanent schools in nomadic areas, with nearly 20 000 students, including 43% of girls.
- 38 classrooms repaired
- 138 certified community teachers
- 128 manually drilled wells and 3 solar panels stations

The results in terms of education are not known. The literacy goal was not achieved, and follow up in schools was low. Due to the absence of salary and compensation, teachers were poorly motivated. Although the enrollment of girls was good, their rate of retention to finish the primary cycle was low.

c. The AFD experience

Chad government, with the support of the French Development Agency, undertook nomad's education, especially improving access to school and retention in school of nomadic children to ensure their education. Recruitment and professional training of teachers were identified as an urgent activity. An equipped training center of nomadic teachers (CFIN) was created in Moussoro, and the top 30 teachers are currently in training. But the problems of allowances, distance premiums, and high cost of living remain to be solved.

3. Lessons learnt from these different approaches of education in nomadic areas

Despite various attempts to educate children in nomadic environment by both the Government of Chad and its technical and financial partners, breeders especially nomads do not always take part in that education. Several constraints had a negative impact on the access to school of children in nomadic areas. Generally speaking, two approaches have been tried in Chad to bring education to the nomads. But these approaches have limitations.

a. Approach based on fixed schools

The sedentary approach is based on the fact that some pastoralists stay around wells for 6 months in a year. This model offers to support the process of settlement of nomads around water points in order to facilitate the provision of education and medical services for human and animal health. In such a model, the mobility of pastoralists is designed in negative terms and the main objective of the proposed activities is to reduce the mobility, as an essential condition for the provision of services such as education. Such educational approach for nomadic children often leads to a difficult choice between two types of outcomes resulting from the forced separation of the pupil from his family, his culture, and his social environment. The transmission of the necessary know-how of transhumant stock breeding as well as the cultural and religious values of pastoral societies is very important and it requires the daily presence of the children in the group. Parents may therefore be reluctant to an offer of education that neither includes this knowledge nor accepts it, and they tend to conceive it as an acculturation factor (Dos Santos, 2013).

b. Approach based on mobile schools

In the mobile schools approach, the teacher moves with the nomads on horseback or by camel, with all the educational equipment. Classes are taught in the shade of a tree or under a tent. This system works well and it helped in educating some nomadic children. However the problem with mobiles school is that of teachers. This kind of school needs to be held by teachers from the same society than the nomads. Otherwise it would be very difficult for those teachers to live and work under such conditions for long periods of time. Few people have these qualities in the nomads environment, for, the majority of educated young people who have left for the city, do not come back to teach the children in their communities.

4. Orientations to remove the constraints related to education in nomadic areas

Nomadic schools tend to be less and less mobile. The great nomads still have little or no access to school in conditions that are favorable to them, that is to say a

school where children are given formal education without being far from the economic, social and cultural life of their parents and friends. The system needs improvement, both concerning the type of school and the content of the education. We agree with Dos Santos (2013) that the different actors concerned by this issue (institutional actors, traditional authorities, representatives of nomads and parents) need to work together to develop an offer that meets the expectations of the beneficiaries without jeopardizing their lifestyle, an offer which may be part of a national and sustainable long term framework. For that, the State and its technical and financial partners should turn to:

a. Reception facilities

The mobility of people and animals seems to be one of the most important basic foundations of nomadism. Projects of training and education in this environment must take this reality into account. The proposed facilities must be mobile, for, fixed installations require part of the group or the entire group to settle for some time or permanently. That may lead nomadic populations to reject this type of education.

b. Education offer

In order to better meet the lifestyle and the educational expectations of the pastoral nomads, several adaptations have to be undertaken including school time (specific volume, schedule and annual teaching calendar, reduced teaching cycles), the teaching language to be used (mother tongue, national teaching language, bilingual education), the teaching program (classical national program or adapted specific program). The use of the mother tongue as a medium of teaching and the implementation of an educational program, including knowledge and competences taught in pastoral communities, seem to be crucial for the populations to support the proposed educational model, for they would perceive that as a recognition of the pastoral culture.

c. Selection of teachers

For schooling in nomadic areas to be successful, the selection of teachers is crucial. Indeed, teaching in nomadic environments requires adaptation and knowledge of the way of life and culture of pastoral societies. However, these criteria are scarcely taken into account by the administrations when deciding of teachers appointments. To ensure better integration of the teachers, they are to be recruited within the pastoral community; which implies the establishment of a specific and continuous training for these teachers. (Literacy for beginners, training in multigrade teaching, annual training for each cycle).

Conclusion

In the field of education in nomadic areas, communications show that there has been little progress. Nomadic pastoralists are far behind other rural populations in terms of access to basic social services including formal education (Kessely, 2013). There is an urgent need to fix this situation, not only for the benefit of nomads of Chad but for the Chad government also. A country in which a significant portion of the population is deprived of the benefits of economic and social development and who see themselves fall far behind their other fellow countrymen, is a country at risk of losing not only its unity but also its economic and social cohesion.

An education program for nomadic children must aim at creating an education system that will enable all children to have a quality formal education without undermining their economic and social position in the pastoral world. Children and their parents should not be forced to choose between pastoralism and education anymore. This education is not of interest to children only; there are many adults who are eager to acquire the same knowledge as their children. This makes it possible to create a family education program, and all family members may learn altogether, following a parallel curriculum adapted to the learners.

References

Dos Santos S. 2013. Issues of Education and training of nomadic populations. Issues, assessments and prospects. Acts of the symposium: Pastoral breeding, a lasting contribution to development and security of Saharan-sahelian areas. 27-29 may 2013, Ndjamen-Chad, 162 p.

KESSELY H.2013. Inter-sector interventions in human and animal health for the benefit of nomads in Chad: experiences from 2000 to 2013. Acts of the symposium: Pastoral breeding, a lasting contribution to development and security of Saharan-sahelian areas. 27-29 may 2013, Ndjamen-Chad, 162 p.

Madana N. 2000, Communication presented at the sub regional seminar on basic education among the nomads of sahel-saharan Africa. 14-17 February. Ndjamen: Ministry of National Education and UNICEF

J. Swift, Abdelkrim Y., Rahamat Saleh M., Ibrahim H.O., Al Zarha Icham F., 2010. Education in pastoral environment. Study report, Republic of Chad – French Development Agency, 39 p.

Alternative forms of education, non-formal basic training adapted to pastoral/nomadic populations' livelihoods: Andal & Pinal Association's contribution for an integral and inclusive education.

DIALLO/BOLY: Andal & Pinal Association (Burkina Faso)

I. Education context in Burkina Faso

Basic education development policies in the African and international context are undoubtedly solutions to national requirements for establishing a culture of competitiveness, which necessarily involves provision of appropriate educational products, in order to support the efforts made for empowering populations, efforts which should be part of the inclusive and universal education dynamics.

Burkina Faso is one of the world's countries where literacy rate is the lowest (28.7% in 2006). There is a need for the country to develop appropriate strategies and to acquire necessary means for boosting the literacy rate to 60% by 2015 in an attempt to reach EFA objective 4, essential condition for achieving the MDGs.

With an estimated population of 16,779,206 inhabitants in 2012 (INSD 2009), women represent 51.7% of the total population mainly composed of young people with 46.6% under 15 years and 57.2% under 20. Children under five represent 17.38% of the population. The majority of the population lives in rural areas (80%) and the same proportion entirely or partially get their income from agriculture and livestock, which happen to contribute more than 18% of the GDP and account for nearly 26% of export earnings (INSD 2009; PNDL 2010).

In 2007, the adult literacy rate was 28.7%, with 19.5% in rural areas and 21.3% of women. This major indicator that could slow most of the MDGs has led to develop the Strategy for Accelerated Growth and Sustainable Development (SCADD), which aims to accelerate growth and promote sustainable development. It focuses on the education sector whose new development orientations are centered around: achieving quality basic education for all by 2021, developing learning within the framework of formal and informal education.

It is within this context that the State through the Ministry of National Education and Literacy (MENA) has adopted various laws and strategic directions to reinforce non-formal education's position. This is the National Accelerated Literacy Program (PRONAA) 2011-2015 which aims at increasing literacy rate from 40% to 60% by 2015, implicating the largest number of illiterate adults and drop-out or out of school teenagers.

The Strategic Development of Education Program (PDSEB) 2012-2021 aims inter alia at achieving an enrollment rate of 100% at the primary school level, and a completion rate of 75% in 2015. Regarding the sub-sector of non-formal education (NFE), the aim is to decrease illiteracy rate from 70% in 2009 to 25% in 2020, by diversifying literacy and post-literacy activities in national languages and in French.

II. Andal & Pinal education and training programs

In order to accompany the government of Burkina Faso in achieving the EFA goals in response to collective commitments of Jomtien (1990) and Dakar (2000), Andal & Pinal breeders Association has been conducting literacy and non-formal education programs since 1999 to contribute to the reduction in illiteracy and low educational levels among pastoral/nomadic populations.

This commitment to support educational activities in pastoral environments has led Andal & Pinal Association to develop and promote non-formal basic education alternative formula for teens, called "*École du berger et de la bergère*" (EdB), since 2004. The Association has also created and supported the nomadic pastoralists education/training Program (PEPAN), which was implemented since January 2012 in the border area of Benin-Burkina-Togo, including two sister organizations: the Association for the Promotion of Livestock in the Sahel and the savanna (APESS) and the Potal Men NGO of Benin.

a. "École du berger et de la bergère" (EdB) educational formula

"*École du berger et de la bergère*" (School of herders) school project is the outcome of the general observation that children of herders do not attend educational structures. As a result, A&P, which primarily targets pastoral communities, decided to contribute to the resolution of this problem. Thus, a study was conducted in the province of Sanmatenga to get an overall idea on herders' children attending schools.

The conclusion was that less than 1% (0.87%) of herders' children in the area, especially the Fulani were enrolled in schools. A&P has organized consultations with concerned populations (pastoralist leaders, shepherds, parents, actors in the education sectors), in order to better understand the problem and find solutions in a participatory manner. Thus, the process led to the establishment of the "*École du berger et de la bergère*" (EdB), in 2003.

EdB is a school that fits into the dynamics of educational innovations through training programs, which take into account the legitimate concerns of pastoral herders, in terms of education.

The approach aims to develop community educational structures adapted to the needs of target populations (pastoral herders) who blamed classical school to be unsuited to their socio-cultural and economic realities (pastoralism).

Thus, EdB's main objective is to provide pastoral populations, especially breeders' children (girls and boys), with equitable access to appropriate educational programs aimed at reducing chronic low enrollment and illiteracy in areas with high concentrations of herders, in Burkina Faso.

The program targets adolescents/youth, aged from 9 to 15, who did not have the chance to attend regular school or those who left school very early, in need of quality education/training to fit into development projects. Teaching and learning take place in French and Fulfulde through a curriculum incorporating formal school programs and specific aspects of agro-pastoralism.

Pedagogy of the text is the learning approach, with a four-year courses program, taking into account the dynamic flexibility in programming schedules in accordance with time spent in chores involving housework and fold. The EdB educational process is also a holistic vision of education and training: the continuum that will lead to formal school as well as vocational training and socio-economic integration.

From 2002 to 2012, Andal & Pinal Association through its education and training programs, all formulas taken together, supported the education/training of at least 5,000 young people, including 40% of young girls from pastoral environments.

b. The training/education Program of pastoral nomads (PEPAN)

PEPAN is the result of a long process of reflection and consultation between three pastoral organizations: APESS, Andal&Pinal and Potal Men NGO on educational issues involving pastoral/nomadic breeders located in the Burkina - Benin - Togo border area with the fundamental objective of promoting a peaceful, secure transhumance, mindful of inter-community integration values.

The process of implementing the program was done in close collaboration with leaders of herders in Burkina Faso and Benin through an intensive investigative work to identify routes and periods of transhumance, as well as main departure and returning sites used by the transhumant in the trans-boundary area.

Given the complexity of the issue of mobility in the pastoral context, this program aims to take into account the different categories of pastoral communities, specifically semi-sedentary and transhumant herders, a target group often marginalized by the conventional education systems of the two countries and which does not fit in any basic education system.

The PEPAN's main objective is to mobilize, 8000 pastors around the values of literacy and integration between communities, between 2011-2015. It also aims to **offer, during this period, access to quality non-formal basic education to 3000 pastors aged 15 and over, living in Benin and Burkina Faso, including 50 % of women.** Within two years of implementation, the PEPAN has built 26 centers, with 737 students enrolled, including 126 women.

III. The issue of girls/women's education in pastoral/nomadic communities

One aspect of the difficulty of educating/training pastoral communities lies in the constant mobility of men, often with their wives and children. This is why, transhumance sometimes involves the whole family (men, women and children), and at times only engages the head of the household, the other members remaining on the home territories. All options challenge the adoption of appropriate strategies that will take into account the different educational groups in relation with various types of transhumance/nomadism: either internal, cross-border or the relay formula. Therefore, the issue of girls/women and children's education/training requires further examination for a better consideration of inclusive education.

In EdB, taking account of gender in the educational process has been highlighted by the girl/boy parity in recruitment, and statistics on the completion rate in EdB show that since the first group of 2004, the number of girls who completed the four-year cycle is significant for the single area where the formula has been applied, so far. **From 2004 to June 2012, 370 learners have successfully completed the four-year cycle of EdB, including 194 girls. To this should be added the number of girls and women of the 2004-2008 promotion who crossed the bridge to formal school (25 girls out of 53), socio-professional training (15 girls out of 35) and went through socio-professional and economic integration (42 girls and women over 45).**

Regarding the PEPAN, we notice that girls and women are under-represented in literacy/training centers that were created in the border area. One cause to explain this gender inequality is related to the fact that centers have been created in places grouping transhumant populations, sometimes far from the camps where women and girls live. Indeed, it is mainly men who practice transhumance and move periodically with their herds; other socio-cultural pressures need to be analyzed and discussions are essential to better understand the lifestyles of girls and women in this environment, in order to identify educational strategies ensuring them equitable access to education.

IV. Issues/challenges to education and training systems for pastoral communities.

To get to appropriate systems of education and training for pastoral communities, their way of living must really be taken into account. The challenges may result in the following:

- ❖ Analyzing the mobility factor, especially internal and cross-border transhumance to develop educational offers adapted to different types of mobility based on a perspective of fairness and on the right to education
- ❖ The identification of educational strategies adapted to the education/training of children and women;
- ❖ Development of a variety (or varieties) of quality basic education with opportunities for professional training courses to achieve a better socio-economic integration of pastoral communities;
- ❖ Advocacy for an effective consideration in national and regional programs, educating/training specific groups (migrant populations: nomadic pastoralists, fishermen...), to boost the achievement of EFA goals.

Experiences of the Association for the Promotion of Livestock in the Sahel and the Savannah (APESS)

Boubakar BARRY: Head of the Education program Tél. 226 72 45 45 90
Email : barry.bouakary@gmail.com

Introduction

In Sub-Saharan African countries characterized by scarce natural resources, extensive livestock is the dominant feature of livestock production system. In search of pastures and water resources, pastoralists sometimes have to travel tens or even hundreds of kilometers within their countries. Many of them sometimes cross borders and practice cross-border transhumance during which they have to face multiple challenges that sometimes undermine peaceful intercommunity coexistence. Despite the many initiatives implemented by various stakeholders (Governments, umbrella breeders' organizations, development partners, sub regional institutions, etc.) to reduce cross-border related constraints, doubts still remain regarding the effectiveness of solutions proposed.

But, almost all stakeholders unanimously highlight very high rates of illiteracy in pastoralist communities as a major constraint on finding lasting solutions for secure and profitable transhumance for all stakeholders.

I. Background and major challenges

Livestock is a dominant activity in Sahel countries, where it accounts for 10% to 30% of GDP. However, pastoralist communities are not better off in view of the multifaceted challenges facing these communities. Inappropriate access to basic social services, such as education and training, is one of the major constraints that are highlighted.

Indeed rates of school enrolment and literacy are well below national averages. This is mainly attributable to the lack of schools and incapacity of school systems to meet the needs of pastoralist communities.

This worrying situation is justified *inter alia* by:

- ✓ Poor integration of pastoralist communities' specific expectations and needs in education and training programs (languages of instruction, indigenous values and knowledge, knowledge and skills related to local social and economic activities, etc.)
- ✓ Inadequate organization of the education system, which is fixed or sedentary for communities whose lifestyle is often based on mobility

This poor access to education is further accentuated in trans-boundary areas where pastoralist communities, in view of their lifestyle characterized by high mobility, completely slip out of all traditional education and training systems of both their countries of origin and of destination.

In addition, as they wander, they cross borders and travel hundreds of kilometers within neighboring countries where they meet nomadic herders from other countries as well as farmers and sedentary groups. This generates many intercommunity and sometimes bloody conflicts around access to natural resources.

It is against this backdrop that a consortium of breeders' organizations active in the area of education initiated a process of reflection and consultation to develop a Nomadic Pastoralist Education and Training Program (PEPAN), in 2011. They are: the **Association for the Promotion of Livestock in the Sahel and the Savannah (APESS)**, a sub regional organization whose Secretariat general is based in Ouagadougou, **Association *Andal* & Pinal of Burkina** and **Potal Men NGO of Benin.**

This dynamics was strongly inspired by consultations initiated by DDC and its partners around the issue of Educating and Training pastoralist communities.

In the light of challenges facing education and harmonious coexistence between communities, the main objective of PEPAN is to “*promote peaceful and secured pastoralism which reflects integration values*” between transhumant pastoralists in the Eastern region of Burkina and sedentary populations in the District of Atakora Donga (Benin). Successful achievement of this objective will depend on a relevant education offer adapted to the lifestyle and nature of activities conducted by nomadic pastoralists.

II. Intervention Strategies

PEPAN was developed based on a participatory approach, which positions pastoralist communities and their leaders (Rouga, Garso, Jooro)* at the heart of the system used to develop intervention strategies based on: (i) identification of the main transhumance routes, (ii) determination of the length of stay on host sites, (iii) social mobilization of transhumant pastoralists, identification of appropriate training sites in Benin.

In addition, the development process involved other equally important stakeholders, including : central and decentralized structures of Burkina Faso and Benin in charge of Education and Livestock, local governments of both countries, strategic partners active in the areas of cross-border transhumance and non formal education (RECOPA, ANOPER, Helvétas, Tin Tua)* and obviously DDC, financial partner of the program.

Combined efforts of all these competences enabled program sponsors to have a rich education offer adapted to the needs of target communities during the 2011- 2012 pilot phase; this offer is based on work-based trainings conducted either on host sites for transhumant pastoralists or on sites of origin.

Operationally, priority activities of the pilot phase mainly involved:

- ✓ Recruitment and training of (mostly local) facilitators for centers
- ✓ Opening of some twenty education and training centers (February- May 2012): 15 in Benin for transhumant pastoralists from Burkina Faso and 5 in Burkina for internal transhumant pastoralists,
- ✓ Training of COGES (School Management Committees) on their roles and responsibilities in community monitoring of centers,
- ✓ Conducting a joint mission involving DDC and Burkina and Benin Government to learn initial lessons on the implementation of the pilot phase,
- ✓ Conducting trainings on locations where Burkinabe learners return after transhumance periods (October- November 2012).

Successful implementation of the pilot phase of the program enabled program sponsors to advocate its extension to Northern Togo, effectively (high concentration area for transhumant pastoralists from Burkina Faso in the dry season), with technical and financial partners. Advocacy actions with Togolese authorities and social mobilization actions translated into the effective opening of five (5) centers in Northern Togo (region of savannas and Kara).

Political dialogue: essential dimension of nomadic communities' education.

In the early stages of the implementation process of this pioneering experience, sponsors became aware of the compelling need of having apolitical dialogue with political authorities in charge of education and livestock in the countries where the program is active.

Indeed, it was critical to secure adherence and support of the authorities of countries involved, given the specific nature of the program.

APESS, as program coordination structure, initiated several approaches with the authorities of Burkina Faso, Benin and Togo:

- Meetings with the Minister of Education and Literacy and the Minister of Animal Resources as early as September 2011 to advocate for the commitment of the Government to support this experiment. Two additional meetings were organized with both Ministers in 2012 to negotiate an agreement with the Government of Burkina Faso for the implementation of the program.

Such approaches recorded significant results through the organization of a workshop on the development of an agreement between the Government of Burkina Faso and PEPAN sponsors. Once signed, this agreement would enable organizations, which sponsor the program to benefit from a financial support amounting to some FCFA 150 million for a period of three (3) years.

- **From December 10th to December 14th 2012:** advocacy mission to the authorities of Togo. During this mission, APSS team met successively the Minister of Agriculture, Livestock and Fisheries (MAEP), His Excellency the Minister of State, Minister of Primary and Secondary Education and Literacy (MEPSA) and the Director of Territorial Administration and Borders. This mission was welcomed by the authorities of Togo who commanded this program initiative and undertook through their central and decentralized services to provide all the necessary support,

This commitment translated into the provision to the program of two local government agents (region of savannas and Kara) for monitoring and evaluation purposes of PEPAN centers.

The Minister in charge of Livestock also promised to ensure institutional anchorage of the program with the Government of Togo.

- **From March 10th to March 15th 2013:** mission to the authorities of Benin in Cotonou.

This mission made it possible to meet the Beninese Minister in charge of Literacy, Arts, Culture and Tourism. During this meeting, the Minister instructed his technical services to initiate negotiations with the sponsors of the

program with a view to developing a draft agreement with the Government of Benin, building on the model of Burkina Faso, should it materialize.

III Lessons - challenges - prospects

a. Lessons

To date, the following lessons can be learned:

- ✓ The Governments of Burkina, Benin and Togo are translating their explicit adherence to the principle of «**right to education for all**» through their support to an alternative education formula for mobile and trans-boundary communities, formerly marginalized by traditional education systems. The right to education is not therefore imaginary, but may translate into reality, if only stakeholders are well aware of it, regardless of the specificities of relevant communities.
- ✓ Education ignores boundaries; everything depends on the issues at stake. Indeed, PEPAN has shown that we can go beyond borders to build and education offer adapted to the needs of communities whose lifestyle and nature of activities disregard territorial backgrounds,
- ✓ Adult literacy is the first pledge of security for the enrollment of children. Indeed, in the absence of the effects/impacts of the program, ongoing testimonies on PEPAN sites show that all pastoralist households with children on herding areas undertake to gradually enroll them. Parents reported having understood the relevance of accessing other types of knowledge than endogenous knowledge only.
- ✓ Education through training has proved to be good entry points for addressing such a complex issue that is cross-border transhumance. Indeed, education

offer developed by PEPAN allows both the acquisition of instrumental knowledge in the areas of reading, writing and computation; and above all acquisition of current life skills (CVC) for enhanced social integration of transhumant pastoralists from Sahel countries in their host countries (coastal countries). In fact, the contents of curricula focus on compliance with legislations on pastoralism in force in ECOWAS region (transit corridors, rangelands and stocking areas, holding of international transhumance certificates, schedule of transhumance, etc.); environment protection and positive values of social integration. The pedagogical approach developed in PEPAN centers includes: the text pedagogy (PdT) based on inter-disciplinarity and whose fields, Life and Earth Sciences (SVT) and Social Sciences (SS), widely address these issues. In addition, training in PEPAN centers integrates the pastoral module which develops the three (3) pillars of pastoralism, including: family, herds and pastoral resources as well as conflicts related to competition for access to resources, all of which should equip learners on the positive values of pastoralism and conflict prevention/management.

- ✓ Sound communication builds trust between actors who formerly coexisted in total mistrust. PEPAN has built this trust and facilitated relations between sedentary communities, customary and administrative authorities, local governments of Benin on the one hand, and transhumant pastoralists, on the other hand. This translated inter alia into: (i) provision of facilities by the Government of Benin to be used as classrooms for training transhumant pastoralists from Burkina (case of N'dahonta , central Matéri, Tapoga, Kountori, Kouforpissiga); (ii) accommodation and payment of the expenses of some facilitators by District heads and village delegates from Benin; (iii) community monitoring of centers by local authorities; (iv) use of PEPAN centers by security services of Benin (police, gendarmerie) for awareness raising sessions on intercommunity conflict and security issues; (v) voluntary payment by transhumant pastoralists of stocking fees and other legal taxes

related to the exploitation of natural resources, they did not pay formerly, etc. This proves that synergy of action of civil society organizations can be a catalyst for sub regional integration dynamics and thus facilitate implementation of stable and effective trans-boundary cooperation policies.

- ✓ Finally, at pedagogical level, evaluation of centers made it possible to have positive results: Indeed, out of 726 learners (including 154 women) registered for the pilot phase, 452 learners were assessed (including 80 women), i.e. 73%; and 405 learners, i.e. 89.6% were recognized as having succeeded following evaluations jointly organized by two operators and the technical services of both countries in charge of non formal education. Beyond statistics, the greatest satisfaction is that learners are already reinvesting their acquired knowledge in their daily lives, following two training campaigns: (i) good use of cellular phones (reading of repertoires, sending of SMS in Fulfulde, etc.); ii) use of small computation instruments on cattle markets, reading of the validity periods of administrative documents on transhumance: International Transhumance Certificates, livestock immunization cards (which protect them from fraud), etc.

b. Challenges

- ✓ Building a cross-border education program that accommodates the specific needs of transhumant pastoralists is quite complex in view of the fact that these communities are scattered, especially during the so-called periods of convergence on grazing areas, and routes are difficult to control. This situation has significantly complicated reconstitution of return centers in Burkina and generated major dropouts (cf. statistical results)
- ✓ Difficult targeting of transhumant pastoralists: who is a transhumant and who is not? On the host sites in Benin and Togo, it is often difficult to distinguish between seasonal transhumant pastoralists and sedentary breeders, as movements are difficult to control. Some breeders from Burkina and Niger

have settled for years and merged with sedentary breeders in host countries where they practice internal transhumance but consider themselves as foreigners, because they may at any time choose to go back to their countries. There is a high risk of seeing training centers established for transhumant pastoralists become invaded by sedentary or semi sedentary herders, which may lead the program to deviate from its objectives. PEPAN still faces this reality and has not yet appropriately addressed this issue during the pilot phase.

- ✓ Educational integration of all components of transhumant pastoralist communities (school age children, adolescents, women and adults) through an integrated education formula is a thorny issue the program should strive to address, based on research action involving relevant stakeholders of the system. It should be recalled that transhumance movements are quite complex in relation with the internal organization of each household. Depending on some circumstances and climate hazards, it is decided to either move entire families with women and children or the head of household alone, or young breeders. This complicates the formulation of an inclusive education offer.
- ✓ Finally, there are constraints related to appropriate financial resource mobilization with Governments and institutions (WAEMU, ECOWAS) of the sub-region to support the implementation of the program. The Program coordination approached the Governments of Burkina, Benin and Togo to sign agreements on financial assistance, but they have not yet responded. The only signal was given by the Minister of Education and Literacy (MENA) of Burkina Faso, who, as indicated above, following several approaches, agreed to organize a workshop on the development of a draft agreement in May 2013. The next step will involve initiating similar approaches, as soon as possible towards sub-regional organizations, which were contacted, but in an informal way.

c. Prospects

PEPAN, despite all constraints mentioned above, arouses great hopes in all stakeholders sensitive to the issue of pastoralism and inclusive education. The implementation of the pilot phase of the program in the trans-boundary area between Burkina, Benin and Togo is certainly not a model, but is considered by all stakeholders as an experiment to replicate in other trans-boundary areas.

A region-wide program: The Program for Education and Training of mobile pastoralist communities in cross-border areas was developed following a diagnostic study conducted in the cross-border areas between Burkina and Mali; Niger and Benin; Mali and Mauritania; and Niger and Chad.

This program which is implemented by APRESS, as coordination structure, and 6 literacy and non-formal education operators: *Andal & Pinal of Burkina*, *Potal men* of Benin, Association for the Revitalization of Livestock in Niger (AREN), *Delta Survie* of Mali, *Groupement National des Organisations Agrosylvo pastoral* (GNAP) of Mauritania and *Association pour le Développement de la Région du Batha* (ADRB) of Chad, is already in its active phase with the organization of a sponsor consultation workshop and a trainer training workshop, both of which are planned for the very next days.

Conclusion

The Program for Education and Training of mobile pastoralist communities (PEPAN) is active in the education sector of West African countries as a major innovation, which strongly builds on educational experiences of mobile pastoralist communities in Niger, Mali, Nigeria, etc., and provides significant added value; i.e. integration of cross-border dimension and sub regional integration.

This program, in addition to the issues of education and empowerment of pastoralist communities might also build ongoing political dialogue for

transhumance valuation. Indeed, creating synergy between all stakeholders around the positive values of target communities' education may be an incentive for the emergence of more positive perceptions of cross-border transhumance, especially by stressing transhumance economy and mutual benefits it generates for all stakeholders.

Formal and non-formal basic education for girls in a nomadic environment

Dominique TALLET BRASSEUR

1. On challenges

If you are wondering whether a girl in a nomadic environment today wants to go to school, then stop asking: all children who do not have access to education want to go to school.

Let's say I am a young girl in a nomadic environment willing to receive basic education, what happens is, significant and numerous challenges related to education will combine to ruin even the best of good will.

a. Desert area

Assuming I belong to a family that mainly lives in a tent and moves frequently, there are no schools in places where I stay.

b. Poor communication

If there is a school a few miles away, the physical environment does not, however, make it easy for me to access.

c. Sparse and scattered population

And who is going to build a school for us? We are too few in number to attend school and too few in general to form a classroom.

d. Borders, languages of instruction, programs

If my parents move to several countries with their herds to seek pastures, schools that I could attend when we settle for a short period in the same place do not admit me for a few months, especially because teaching is conducted there in different languages.

e. Family activities, poverty

Even if there was a school close enough and if I stayed long enough near this school, it would not be easy for us children to join, because we have many tasks to complete to help to the survival of our families, which are very poor and need us to help them.

f. Inadequate resources allocated

A boarding school was created for children but only a few boys attended. Some have stayed and others did not because living conditions were quite tough. There were not enough blankets, not always food on regular basis and they were too lonely without their family.

g. Roles of gender / perception of school / objectives of modern education

My parents and adults around me would agree that I should learn to read, write and count but that is it. They say that girls who stay in school too long come back with bad manners or do not return at all. This is a loss for the community. And this is also said about boys, sometimes. They say school turns them away from the nomadic life and does not teach them anything that would be useful to them.

2. Good reasons to tackle the problem together

a. A right to which states have acceded

The right to education is a universal right. All concerned states have ratified the Convention on the Rights of the Child.

b. Active minorities

Although it is not easy to have accurate and complete data demographically, we know that if nomadic or semi-nomadic pastoral populations represent a minority in every country, they represent or relate to a total significant proportion of the Sahel-Saharan band. "Relate to" means that even if the whole family does not move all the time, various different modes develop and schools located in pastoral areas can suddenly lose a significant number of students even if they attended for a few months. But history tells us that worldwide "minorities" (either defined or considered as such by others) often end up becoming active minorities. It is a good thing for democracy but a difficult situation to address when it takes the form of violent actions.

c. A benefit for all

Poverty, ignorance, sense of isolation, spoliation, discrimination are linked. If education is the bearer, in both words and actions, of values of tolerance and interest towards others, it can contribute to peace. And if we solve educational problems in the most difficult situations, the rest will be child's play. On the educational level, an example is that it is often in difficult specialized education's situations that methods that have later proved to be useful to all children have been produced.

3. Many trials

The education of children in nomadic areas is not a recent concern and has a long history.

a. Education provided by the family

A child who does not go to school is not a child without education, of course. Children who still move around with their families are given traditional education at home. These children acquire considerable and valuable knowledge, skills and life skills. Families include, or are accompanied, by "scholarly" people that can teach their knowledge to children during trips.

b. Literary education that the family delegates to a religious institution

Families with very old customs have used various formulas to complete the education they give their children. One of the most known examples is that of the mahadras in Mauritania, among others, who have admitted children for long periods during which they received religious teachings, essentially. The best ones also offered studies in grammar, logic, philosophy, etc. But we must point out here that the presence of girls there is quite exceptional.

c. Education offered by states

Then came the so-called modern education, which openly aimed at giving students the means to understand the world, to adapt, to preserve and improve it. This objective combines with social mobility: the individual who gradually acquired more importance than he would in a traditional society is not "condemned" to follow the fate of his family, anymore. In fact, the school's objective is to be seen as emancipatory and acculturating: it adds another type of culture to the one already provided by the family.

If we refer to experiences still carried out today by States, this method has in fact adopted the same major options that are either the accompaniment formula or boarding school.

Various countries of the region but also other parts of the world have experienced and still use today the formula of teachers specially trained to follow a nomadic group and educate children.

The same countries have also established formulas for groupings, the most concrete being boarding school. Many civil servants with a nomadic background studied in these boarding schools.

Aside from the boarding school which has become too burdensome for most of the concerned countries to widespread it, due to democratization of education, almost all states in the region have significantly increased the number of schools network and created one-room schoolhouses (multi-grade) in villages that are supposed to group children from neighboring areas sometimes taken in by families, upon request and with the support of their parents.

Special consideration must be given here to girls. It is very clear that in addition to the fact that the right to modern education (thus, including the social mobility aspect...) is far from being universally recognized to both girls and boys; fear for the safety of girls led to a low or zero attendance of girls in these boarding schools and to a lesser extent, this is also the case for what I call gathering schools (it seems to me that ERAs in Niger play this role,).

Recently, awareness of this issue has caused the creation of boarding schools exclusively for girls, especially for junior high school level, in which the community

is strongly involved and women in the group are inter alia in charge of taking care of the girls.

Various methods of non-formal education for girls always add up. These formulas are very different; they go from the "young girls' homes " or " cooperative centers " where they mainly study knitting and sewing, to one that includes learning how to read/write and arithmetic, or to a more comprehensive education closer to "formal" school.

4. A critical reading of various methods today

Traditional education offered by families remains fundamental and from these families own point of view, it does not give individuals the skills needed to overcome the constraints of a world that is increasingly complex. It is also possible that the quality of this type of education hasn't been weakened by changes among the pastoral population. Forced or voluntary settlement of nomads caused changes in communities that were sometimes partly drained of their human resources.

The "nomad teacher" approach still exists; communities, which are actively involved in the process, always request it. However, it has become rather more difficult over time. First, it has become a challenge to find a voluntary teacher willing to live a life that is certainly tough, among cohorts of graduates who grew up using electricity. Unfortunately, it is even harder to find a female teacher. It is a fact. On the other hand, the pastoral population has also changed and it is less common than before to find large groups that move together. The cost is heavy for one teacher for a group of ten children aged three to fourteen years and the educational challenge for this teacher often goes beyond the skills he was able to acquire during his training.

Regarding "gathering schools" without boarding if they are monitored and special attention is given to them as was the case with the ERAs of Niger, if I am not mistaken, they give results widely as good (and sometimes of course results are unsatisfactory, miracles are not on the agenda) as other schools in terms of access for both sexes and quality. This particular monitoring has a cost, but it is less important than that of a war.

Concerning gathering boarding schools, they also improve access to modern education, but almost exclusively for boys (this fact is too important in all countries of the region to be left ignored). Of course, they have the disadvantage of separating young children from their families, which may be partially offset if at least members of the community are present. States do not seem able to cover the costs of boarding schools alone, even if not all regions are concerned. Local national and international NGOs and other partners involved were rarely able to provide sufficient and constant support to benefit an entire generation of children. External support often appears as short-term investment; it does not work with education. It is essential to fund 15

years of studies for a girl, with specific conditions, to get her to even consider teaching in her own community for ten years...

Concerning the various forms of non-formal education, even if they should be continued at all costs as they have a function formal institution does not, we must admit that the portion of the target population that is reached is statistically low compared to the actual needs. Product quality is also very heavily dependent on the medium-to-long term support provided by external partners. For example, it is often the case that non-formal schools that are most successful are those where teachers are well paid and have more significant structures and teaching materials. However, the best formulas have the merit of showing the way to adapting programs, schedules, and calendar and for discussing skills to acquire, which are good teachings for a formal system that would respond to demand.

This last point, that is the issue of targeted skills, is particularly important for the area that concerns us. There is a need for an appropriate basic education approach that will allow children of the Sahara to integrate jobs related to the exploitation of underground resources of these nomadic areas.

5. Strengths and courses of action

Acknowledgment of the problem and willingness to overcome it, as evidenced by this conference, is our primary asset.

The link made between education, tolerance, peace and the general commitment of all states concerned by the idea of children's right to education, are other assets.

The educated elite of these areas, often trained in boarding schools in the aftermath of independence is an enormous resource; it constitutes an essential and very valuable body of mediators to the country.

Regarding the most burning issue and based on the decision of the involved communities, a common language database and existing tools in this language could be a consensus. Women's position, in some of the concerned nomadic societies, may also help.

If one broadens the scope to all pastoral populations, multilingual education trials were conducted in different countries with sufficient experience to be able to draw lessons in order to extend them at least in areas where the question is the most crucial for the concerned populations.

Economic partners have obvious interests to commit, not to say they would they would significantly regret not doing so.

Decentralization is being implemented in countries in the area, and even though it is very demanding everywhere, it is particularly useful as it is very likely to set tailor-made approaches (is tailor-made more expensive than ready-to-wear? On a medium and long term...)

6. Basic principles

The first would probably be to pool their resources in order to save money: what can different states and partners (all of them! States, private sector, central and decentralized cooperation, local communities, local and international NGOs) make available to each other in order to succeed? How to cooperate?

The second is the involvement of community leaders, parents and children in defining solutions but also in implementing, monitoring and evaluating them. Without this, the most important means will be shunned and wasted.

The third is to make a decision that is always difficult for states: an exceptional situation calls for an exceptional response. This involves making a particular case, give more money than the average.

The fourth, more a challenge, could be the concerted choice of the language or the languages of instruction. Language is indeed a fundamental component of the culture and transnational languages can, through joint efforts of states, become an asset instead of being considered as a problem faced by one state alone against the diversity of its languages, as is too often the case.

The fifth is commonplace and matter of common sense but is also significant. It is about being ambitious but also realistic and reaching a consensus on ambition and realism. It is therefore a question of doing the best that can be done, be aware that not everyone will be interested right away, but at least try to draw solutions for the largest number of girls. Setting examples must be a priority; potential "examples" should be reinforced. Experience shows that there is a very big difference between educating girls in a village, a community where all women are illiterate and one in which some women are "literate" and willing to teach.

Finally, **the sixth** is: women's involvement. Often, men are the ones to make war. Women do not like to see children they have carried die. There are today in every country in the entire area, girls and women from nomadic environments who had the exceptional opportunity of studying. I'm not saying they are many but they do exist and their communities support them. Are they here? Can we find them and ask for their assistance, can we enlarge their circle, can they be organized in an association, and are some of them willing to teach girls from their communities? Over the years, I have met young girls in these communities who had to stop going to school suddenly, at junior high school level, because of lack of adequate solutions and were willing to engage if the means were provided to them.

*Analysis of education offers in relation to educational demand
in nomadic pastoral environment in Niger: Some reflections
based on field experiences*

RABIOU Rakia: Program Officer at West and Central Africa Network for Research in Education

E-mail: rrabiou@yahoo.fr

Acronyms and abbreviations

AME: Mothers Educators' Association

APE: Parents' Association

APESS: Association for the Promotion of Livestock in the Sahel and Savanna

AREN: (Niger): Association for the Revitalization of Livestock in Niger

BUCO: (Niger): Swiss Cooperation Office in Niger

CGDES: School Management Committee

CODDHD: Coalition of Human Right Organizations

DDC: Swiss Development and Cooperation Agency

EFA: Education for All

GNAP: National Organization of Pastors Associations

NIS: National Institute of Statistics

LOSEN: Outline Act on the Education System of Niger

PDDE: 10-year education development program

PEPAN: Nomadic Pastoralist Education Program

PIDEL: Integrated Dairy Development Program in Niger

ERNWACA: Educational Research Network for West and Central Africa

Summary

Niger is a wide Sahel-Saharan country with a surface area of 1, 267, 000 km² and essentially rural population estimated at 17, 129, 076 inhabitants in 2012¹, whose main activities are agriculture and livestock. Indeed, according to the Ministry in charge of Livestock, 87% of communities practice livestock as their main or secondary activity². To have more effective stakeholders active in this important sector of the national economy, the Government and some civil society organizations have designed and implemented education offers with the support of development partners, including the Swiss Development and Cooperation Agency (DDC). The reflections I present here are based on experiences acquired as part of these activities.

It should first be noted that the ideas developed during the first reflections enabled three participating organizations to implement the education program for nomadic pastoralists (PEPAN). The conclusive results of PEPAN inter alia led DDC and its partners to engage on more in-depth reflections with a view to scaling up the initiative in all cross-border areas of their countries of intervention. As part of the preliminary work, we visited PEPAN centers and conducted a diagnostic study on 8 trans-boundary sites in Niger, the findings of which were presented at a workshop organized in Niamey in December 2012. Thus, it emerged that:

¹ National Institute of Statistics, 2012.

² Ministry of Livestock, Fisheries and Animal Industries, 2010, (Page 16).

- There is a high potential demand for education attributable to the existence of an important population of youth and children and absence of public schools or literacy centers from the 8 sites surveyed;
- There is hardly one Koranic school per site;
- Pastoralists expressed their vision of education offer, which should take the form of an *“integrated, flexible program which accommodates their socio-cultural realities and open to the outside world”*, and then proposed an implementation mechanism for this program.
- Community based stakeholders are enthusiastic about training and commitment was made to support such training;
- Intercommunity relations have improved;
- The different stakeholders are available and willing to support initiatives.

These positive results that have been revealed should conceal the barriers that need to be overcome to make progress; including:

- The tendency and desire of some Government stakeholders to sedentarize pastoralists;
- Education related legislations are not known;
- Pastoralist communities despise current school education.

Introduction

Niger is a wide Sahel-Saharan country with a surface area of 1, 267, 000 Km² and four agro climatic zones, including the Saharan region which covers 68% of the total surface area and the Sahel-Saharan area which covers 12.2%³ of the country total surface area. Its population is estimated at 17,129,076 inhabitants in 2012⁴ and includes sedentary communities (Hausa, Zarma-Songhai, Kanuri, Gourmantché, Buduma and Tasawaq) as well as nomadic communities (Fulani, Tuareg, Toubou, Arabs). The latter group represents less than 10% of the total population and is distributed over more than 80.2% of the total surface area; i.e. Saharan and Sahel-Saharan areas. It should also be noted that around three quarters of the population of Niger live in rural areas and that more than half of the population is composed of young people below the age of 15 (NIS, 2011), hence, the strong social demand for education. This means that the Government and its partners need to make sustained efforts to provide citizens with education and training programs.

It should be noted that farming and livestock are the main economic activities of Nigeriens and that the Ministry of Agriculture and Livestock estimates that 87% of the population of Niger is engaged in livestock as the main or secondary activity in addition to rain-fed agriculture in which almost all rural communities are engaged (78.3%)⁵. According to a document of this Ministry, “*the total value of livestock in Niger is estimated at F CFA 2,000 billion*” and the sector accounts for 15% to the

³ Ministry of Animal Resources, 2005.

⁴ National Institute of Statistics, 2012.

⁵ (Ministry of Livestock, Fisheries and Animal Resources, 2010, P16)

average household income. While it meets 25% of household food needs, livestock *“also accounts for 13% of total GDP, 40% of agricultural GDP and at least 25% of local governments’ budgets”* (Ministry of Livestock, Fisheries and Animal Industries, 2010, P16).

To make stakeholders more effective, the Government and its development partners, including the Swiss Cooperation (DDC) financed education actions initiated and implemented by some relevant associations and stakeholders.

As an actor in the field of education who was involved in some of such actions through the Educational Research Network for West and Central Africa (ERNWACA), I believed this conference provided a good opportunity to share the lessons learned from such experiences aimed at meeting the demand for education in the relevant zones.

This reflection is based on document review, on the one hand, and, field observation and interviews, on the other hand. I am presenting the findings of exchanges with stakeholders and will then launch discussions on the strengths and weaknesses of actions before calling on policy makers and partners to better address the issue.

I. Background

The Sahel-Saharan zone, background of this reflection, spans over more than 800,000 km² in Niger. This area of little rainfall (average rainfall ranges from less than 200

mm to 300 mm per year) is inhabited by nomadic cattle breeders its Southern part and nomadic camel breeders in its Northern part. Though the latter devote all of their time to livestock, it should be stressed that they share their attachment to animals with sedentary communities (PIDEL, 2005).⁶ This makes Niger a pastoral country par excellence. The Irazer Valley, located just beyond the Northern limit of the agricultural zone, is suitable for livestock due to its extensive pastures.

Irazer is the area where pastoralists from the Center Eastern part of the country come together on an annual basis to attend the Salt Lick festival (Cure Salée); on this occasion, agro pastoralists travel to the North to graze their cattle in extensive salted pastures at the onset of the rainy season. At the end of the growing season, when crop fields are freed, all breeders go down southward to take advantage of crop residues. This seasonal movement above and below the Northern limit is referred to as “transhumance”. Depending on the availability of vegetation cover, which varies according to the abundance of rainfall, nomadic pastoralists may cross national borders. Those in the Western part of the country move into the W⁷ national park and beyond national boundaries. According to an AREN diagnostic study, those breeders remain for more than three months in host areas, including Benin and at the border between Burkina Faso and Togo.

⁶ Ministry of Animal Resources. Programme Intégration du Développement de l'Élevage (PIDEL), 2005.

⁷ Trans-boundary areas between Niger and Burkina Faso; Niger and Benin and up to the border between Burkina Faso and Togo

Such ongoing movements in search of better pastures for their cattle characterize the lives of these pastoralists, thus, further complicate the issue of meeting their basic social services, and therefore education needs.

II. Education in pastoralist nomadic areas: legal provisions

As indicated in the introduction, scattered settlements and low densities of nomadic pastoralists make it difficult to provide them with social services, including education. A report of the *Nomadic/Pastoralist Community Education Program* (Programme d'éducation des Pasteurs/Nomades) (PEPAN) stresses that the design and implementation of the action are based on concerns such as **low literacy and enrollment rates** in nomadic pastoralists⁸ inter alia. The following testimony is quite edifying: « *Nomadic pastoralists are an important community in Chad, but marginalized in many regards, including in terms of education* » (Ministry of Animal Resources, 2010, p.3). Visits made in 2009-2010 to some pastoralist communities, members of the Association for the Revitalization of Livestock in Niger (AREN) in the Regions of Tillabéry, also confirm that the education offer is inappropriate.

In Niger, though gross admission rates significantly increased over the period 2002 (49.8%) to 2010 (98.7%), i.e., an increase of 48.9 percentage points, and gross enrollment rates increased from 41.7% (including 33.3% for girls) to 72.9% (63.9%

⁸ Report of the joint PEPAN monitoring mission, April 2012

for girls) during the same period (Office of the Prime Minister, 2012)⁹, all education stakeholders agree that such aggregate data conceal wider variations between urban areas and rural areas, and between sedentary areas and nomadic areas. This is certainly why the letter on education policy stipulates: “ensure enrollment of children up to the age of 16 years (to correct inequality and discrimination), a particular attention will be paid to handicapped children, children in rural areas, in nomadic areas and in thinly populated areas, girls, and street children”.

2.1 Reminder of some provisions of the law on the right to education

The right to education is enshrined in Article 26 of the Universal Declaration of Human Rights, as a basic human right. In this regard, during the 1990-2000 decade, the international community conducted several meetings during which Governments made commitments translated into priority development actions. For example, it is worth mentioning that emphasis was put on basic education to achieve Education for All (EFA) by 2015, which action plan includes six strategic objectives, two of which read as follows:

- (i) *“Meet the education needs of all young people (...) by granting equitable access to appropriate programs aimed at acquiring knowledge as well as life skills.”*

⁹ Letter on education policy for the 2013-2020 period.

- (ii) “Achieve a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults”.

It should be noted that in the same vein, the *Millennium Development Objectives* focused on education, in the sense that the second objective reads as follows: “*Achieve universal education*”. It is anticipated between 1990 and 2015, to “*Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling*”. Such international provisions somehow call on all Governments, and developing countries, in particular, to design or restructure their education strategies and/or policies to make them more inclusive. This is the meaning of the appeal from the Coalition of Human Right Organizations (*Collectif des Organisations de Défense des Droits de l’Homme*) (CODDHD): “*Privilege social dialogue with all school system partners and initiate far reaching reforms of education adapted to the environment, labor market and national developments prospects*” (CODDHD, 2012, p. 13).

2.2. Legal framework of the right to education in Niger

Just like the international community, Niger has initiated actions in this direction. The first major step in this direction was the adoption of the Outline Act on the Education System of Niger (LOSEN) or Act N° 98-12 dated June 1st 1998. This legal text, which was promulgated eight years after the Jomtien Conference, reaffirms the

right to education for all citizens, both children and adults and obligation for the Government to ensure access to initial and continuing training. LOSEN Article 2 stipulates that “Education is a right for all citizens of Niger” and Article 8 reads as follows: "All shall have the right to education, regardless of age, sex, or social, ethnic origin or religious belief”.

The design of the 10-year education development program (PDDE 2003-2012) reflects the Government’s willingness to implement the Act but also the necessary mechanisms to achieve MDGs in conformity with its Poverty Reduction Strategy. After nine years characterized by failures and breakthroughs in terms of access, the Government adopted the Letter on Education Policy for the 2013-2020 period, on May 30th 2012. This Letter acknowledges successes of PDDE and proposes to consolidate the Strategy for Sustainable Development and Inclusive Growth “NIGER 2035” and the “2012 – 2015 Economic and Social development Plan”, with a view to achieve the goals of universal education.

III. Some educational experiences in pastoral areas

3.1 Highlight on the actions conducted by the Government of Niger in the area of nomadic education

With more than 80.2% of the total surface area of the country, Saharan and Sahel-Saharan zones are home to less than 10% of the population of the country, essentially nomadic pastoralists. In these areas, dispersed nature of habitat and frequent movements of nomadic pastoralists make it difficult to provide very expensive

services and infrastructure. It is also important to highlight constraints related to factors such as child labor, though they are not specific to these communities. Indeed, children herd livestock and are often taken along during movements in search of pastures. In addition, the contents of school curricula are not in line with cultural, socio-professional and economic realities.

Despite all such constraints, the Government of Niger has since the early years of independence, taken initiatives such as the creation of nomadic schools to ensure children of nomadic communities can enjoy their right to education. Opening of school canteens with full board in such schools has made it possible to train many nomadic children who are currently managers contributing to the development of their country. The Ministries in charge of education would gain much by commissioning a study on this experience to better capitalize on it. Pending this reflection on the impacts of nomadic school, it should be noted that in 2002 food assistance in 241 schools improved nutrition management of *24,000 students in nomadic areas*.¹⁰ ». This shows the sustained efforts made by the Government to meet the social needs of all citizens.

3.2 Actions conducted by Government partners in the area of nomadic education

¹⁰ Ministry of Agricultural Development (2005), Page19.

It should be noted here that our first field experience was conducted as part of AREN Members' functional literacy program in the Region of Maradi, which was implemented from 2004 to 2007 (initial phase) and in 2008 (post-literacy).

We then attended a series of meetings conducted by Swiss Development and Cooperation Agency (DDC). Indeed, echoing debates, which have been ongoing for many years, conducted within associations and by opinion leaders in pastoral communities, on the one hand, and development partners and education stakeholders, on the other hand, DDC decided to support civil society initiatives in the area of education offer for nomadic communities in its different intervention countries¹¹. The objective of such meetings was to encourage participants to think about the model of education offers to establish with a view to improving the situation.

It should also be noted that the ideas developed during such meetings enabled three participating organizations¹² to design and implement with the financial assistance of DDC, the Nomadic Pastoralist Education Program (PEPAN).

PEPAN is a bilateral initiative of the Association for the Promotion of Livestock in the Sahel and Savanna (APESS), *Andal & Pinal and Potal Men*. The first two organizations are based in Burkina Faso and the third one in Benin. These three organizations have capitalized on the findings of different discussions to provide

¹¹ Benin, Burkina Faso, Mali, Mauritania, Niger and Chad.

¹² APESS, Andal & Pinal, and POTAL MEN.

pastoralist communities in Burkina Faso and Benin with a literacy program based on PDT approach and cross-boundary nomadism. The objective of the program is to support initiatives aimed at ensuring integration and harmonious coexistence between sedentary communities and nomadic pastoralists.

Convincing results achieved by PEPAN inter alia led Swiss Cooperation and its associative partners (*Groupement National des Associations des pasteurs (GNAP)* in Mauritania, *Delta Survival* in Mali, Batha NGO in Chad, AREN in Niger, *Andal & Pinal* in Burkina Faso, etc.) to initiate far reaching reflections with a view to scaling up the initiative in all relevant countries. The expected result is to contribute to the provision of quality inclusive education and training offers in the 5 trans-boundary areas of DDC intervention countries, namely: Eastern Burkina Faso/Northern Benin border; South Niger/Northern Benin border; East Mali/Northern Burkina Faso border; Western Mali and Eastern Mauritania border and Western Chad /Eastern Niger border.

As part of preliminary works for the design of the multicounty program, Swiss Cooperation organized and supported visits to some ten PEPAN literacy centers located along Burkina Faso-Niger, Burkina Faso-Togo and Burkina Faso-Benin borders, in November 2012. During these visits, participants interviewed relevant stakeholders, including community leaders, decentralized service staff, municipal authorities, learners and literacy teachers, etc.

3.2.1 Multi-stakeholders workshop on the design of an education program for cross-border nomadic communities

Following the visits to PEPAN centers in November 2012, stakeholders from the different countries were tasked with conducting a diagnosis of (i) socio-demographic contexts, (ii) training offers, (iii) conflict management and security, (iv) mobility and access to resources and (v) partnership. The initial findings of this exercise were presented in December 2012 at a workshop organized in Niamey (Siloé¹³), which was attended by some forty representatives of different stakeholders (experts tasked with the issue of designing the program, Swiss Cooperation Office in Niger --BUCO Niger--, pastoralist leaders and decentralized services in Niger, etc.). AREN Niger presented the findings of their study in the trans-boundary areas between Niger and Burkina Faso and Benin, namely in the area located in the W park. Without being exhaustive, I will say that in general, the eight sites surveyed are located in the communes of Kollo, Say, Birnin N’Gaouré, Tamou, Namaro, Bitinkoji. The table below summarizes demographic data and information on existing services in sites visited.

¹³ A village located some kilometers away from Niamey.

Table 1: Summary of the findings of the socio-demographic diagnosis conducted by AREN

	8 sites surveyed							
Data	Balgi	Bassar	Bood	Goss	Kancibo	Loudoud	Pambou	Wayra
	ti	a	a	o	ulii	ji	gi	Nora
Households	90	34	16	97	60	25	70	30
Women	152	72	50	143	125	71	161	79
Youth (9 to 17 years)	100	89	40	50	60	50	102	30
School-aged children	63	28	26	45	40	34	48	25
Koranic schools	✓	✓	✓	✓	✓	✓	✓	✓
Public schools	0	0	0	0	0	0	0	0
Literacy centers	0	0	0	0	0	0	0	0

This table highlights data presented by AREN and shows the lack of public schools and literacy centers on the eight sites surveyed with a total of 309 school aged children, 521 youth (9 to 17 years of age) and 853 women. Such figures should engage the Government and development actors on the implementation of the right to education of citizens. The field interviews we conducted with local pastoralist community leaders present (on the margins of the workshop proceedings) show that the latter aims at an integrated education program, which is in line with their socio cultural realities, and opened to the outside world. Such an education offer would take into account the following:

- Production and exploitation of animal resources;
- Environmental and climate education;
- Human and animal health;
- Rights and regulatory instruments, citizenship, democracy and gender;
- Openness to the outside world and cross-culturality.

In organizational terms, this education offer should integrate mobility and daily schedules of pastoralists.

IV. Findings based on interviews and field visits

In general, the objective of such initiatives was above all to build the capacity of pastoralists to better manage their activities and further develop their skills in the area of decision taking regarding the management of their associations for their own empowerment. Indeed, our involvement in all action allows us to assert that they were beneficial in the sense that they contributed to change of attitude in nomadic pastoralists, as shown inter alia enrollment demand for their children. Below we present the findings and comments we made during our exchanges.

4.1 Strengths or potentialities

On the different sites visited, beneficiary communities were found to be **enthusiastic** about the issue of “training/education”. Most pastoralist leaders that we interviewed undertook to support any potential education offer through social mobilization and

payment of some fees such as the construction of classrooms or hangars and purchase of some individual equipment. Administrative and municipal authorities, CSOs and other local partners spoke the same language in the sense that stakeholder were prepared to play their respective roles.

We also observed that learners have taken **ownership of the issues developed in programs**. Such conditions are conducive in a context **in which technical and financial partners also affirm their availability to support** the Government and stakeholders. AREN's diagnosis also highlighted this opportunity.

Nonetheless, everything is not rosy as suggested by the following barriers.

4.2 Challenges and/or barriers

- **The tendency and wish of some Government actors to sedentarize pastoralists**

A technical authority in the Eastern Region of Burkina Faso argued that « the State has a package of programs common to all citizens without any exceptions. *It is the responsibility of the group, which wishes to adhere to adjust* ». Another municipal authority made the following remark: « *We are of the view that it would be better to provide pastoralists with jobs here. In other terms, we should design a strategy to have them settle down* ». In view of the importance of mobility in the lifestyle of these communities, such a strategy is an infringement of the cultural right of nomadic

communities and is likely to further misunderstanding between these communities and the Government.

- **Lack of awareness of texts governing pastoralism**

In the course of an interview¹⁴, some of the Government respondents indicated that Governments adopted the “*pastoralism and trans-boundary nomadism code developed by ECOWAS*” which, unfortunately, has not been popularized. Ignorance or lack of awareness of these texts makes pastoralists, especially those living in trans-boundary area, vulnerable to all sorts of abuses.

- **Rejection of the current school system by pastoralist communities**

Social demand for children’s enrollment does not prevent nomadic communities from refusing current education offer, in the sense that it contradicts their culture and lifestyle. A group of pastoralists wondered: “*Why create a new school system just for us? We want our children to follow the same curricula as adults*”. Here, they expressed their satisfaction with non-formal education offers which are well in line with their skills needs.

V. Discussions

Presentation of the results of various experiences and observations made during field visits show that efforts need to be made, especially in terms of curricula contents. Curricula reform was planned as part of the 10-year education development program with a provision that should allow a range of 20% for the integration of local specificities. Unfortunately, this process failed. The above-mentioned appeal of nomadic communities for a more culturally integrated education seems to be good opportunity for the Government to revitalize the curricula renovation initiative. Indeed, community leaders of the sites visited asked for an education offer similar to the one they had experienced in literacy programs, in other terms, an offer, which prepares them to address challenges in their own physical environment, characterized by scarce natural resources so essential to safeguarding their lifestyle. The obligations of the State in terms of respect and protection of the basic rights of citizens require that it indeed consider education in a comprehensive perspective including vocational training while minimizing cultural uprooting of learners.

We welcome some provisions of the Letter on education policy for the 2013-2020 period such as *“diversified education offer by accommodating the needs of some specific groups (CGDES, Mothers' Educators Association (AME), Parents' Association (APE) and Women's Groups, nomadic communities, disabled adults) and by scaling up offer in ajami”* and *« improved and diversified functional literacy offer*

to improve the performance of producers as part of the 3N initiative of the President of the Republic.

As accompanying measures the Government should establish a communication and exchange framework between various stakeholders and technical and financial partners might further support community capacity building initiatives through civil society organizations.

Conclusion

In concluding this presentation, I want to draw the attention of stakeholders, including Governments, on the potentialities they could use as part of future actions in the area of education in nomadic pastoralist areas. In other terms, the situation is ripe, as all the above-mentioned initiatives constitute a force and, therefore, a source of inspiration. However, it should be recalled that the current offer through the formal school system does not seem of interest to pastoralist communities. They are much more expecting a school system that could enable their children to adapt to their environment and meet their short time needs.

References

APESS, Andal & Pinal and Potal Men, 2012. « Synthesis Report on the Reflections on Implementing the PEPAN Program.» General Report on the Joint Monitoring Mission of the PEPAN, April 2012.» Unpublished Report.

DDC, 2012. « Multi stakeholders' workshop on formulating a regional program for the education of trans-boundary nomads. General Report. Outcomes of the diagnosis of Zone 1 by AREN Niger». Niamey, Niger. Unpublished report.

National Institute of Statistics, 2011. *Le Niger en chiffres 2011* (Niger in Numbers 2011).

Ministry of Livestock, Fisheries and Animal Industries, 2010. « Livestock Industry Review of Niger.» 115 pages.

Ministry of Animal Resources, 2000. « Contribution of the information system on livestock markets (SIMB) in Niger during the Conference on agricultural outlooks in West Africa.» Bamako, Mali. 26 pages.

Ministry of Animal Resources, 2010. «Education in pastoral environment. Study Report. » Ndjamena, Chad.

Ministry of Agricultural Development, 2005. «Educating rural populations in Africa. National Report of Niger. » Niamey.

Villalón, Leonardo A., Abdourahmane Idrissa et Bodian, Mamadou, 2012. « *Religion, social demand, and education reforms in Niger*. Research report». Niamey - Niger, 54 pages.

Web sites:

<http://ads.niger.pagesperso-orange.fr/actualites.html>

<http://souriresnomades.fr/actualite-associations/du-materiel-scolaire-pour-les-ecoles-de-tajae-31>

Schools in pastoral areas: Mixed results and a renewal to be built

André MARTY

Introduction.

The following analyses and reflections are from my own personal experience as a teacher in a nomadic school, who later became a rural development actor, particularly in the pastoral and agro-pastoral areas in the Sahel, essentially in Niger, Mali and Chad. School is rather considered as a foreign body in those widely illiterate areas, therefore, there is a need to understand the conditions for reaching an entrenchment of education in tune with local dynamics leading to economic social and cultural development, which is at the same time deeply established, peaceful and opened to the world.

The first part broadly relates the history of schooling of nomadic children in the Sahel-Saharan region, specifically in Northern Mali, primarily during the colonial period, and particularly since independence. Various attempts to improve schooling will be briefly reviewed since the major 1962 reform, which aimed at “a massive quality teaching” throughout the country. Comments on the difficulties of implementation, especially in pastoral areas, will follow. If the number of pupils has undoubtedly increased over time due to an increase in the number of schools, the level and quality of results were poor at a time when parents who used to be against schooling better understood its importance. Repeated strikes in schools, the increase of climatic problems and mostly security issues in the North triggered a serious disturbance in schools, causing them to close for almost two years before resuming diffidently, lately.

Although other Sahel countries have not experienced such a dramatic situation, education in nomadic areas is nevertheless troubled, and remains a problem that is far from giving the expected results, almost everywhere. This will be the topic of the second part, which reviews the following points:

- Increase in the number of students to a certain point, especially during the first years, leads to disappointing results: drop in the number of students staying in school, mostly girls, frequent mediocrity of the accomplished level, and difficulty in creating an elite capable to pursue studies or be part of a determined local development. Concerning failing students, school takes them away from their environment and exposes them to an existential unease, with unemployment, adventure with related consequences that are well known today, as major perspectives.

- Disparities are obvious between village schools, fixed schools (with partial or temporary mobility of the families) and schools located in pastoral area, which are ruled by nomadism and transhumance. In this regard, there are no statistics to compare the various patterns. It seems that nomadic children have better results when they have a relative in town or in the country's capital city.
- In general school is kept separated from local life. It functions outside of the family environment. Parents "give" their children to school, they do not try to understand how it works and do not share concerns relating to education (aside from the food and clothing aspects when canteens do not function well).
- It is practically the same with the rural development world, which also largely functions separately from the school. Since the 82-84 droughts, projects, NGOs, humanitarian associations, and more recently supporting organs of municipalities have committed to the rehabilitation and construction of buildings, showed support to canteens and provided equipment. The number of schools suddenly increased, at high costs, including in the deep bush, where facilities were not always built with the required solidity. However, the underlying problem of enrollment, adaptation, orientation, effectiveness of teaching still remain and are not taken into account in the elaboration of the so called integrated programs, let alone the sectorial ones.
- The local culture is not much taken into account despite the abilities of some teachers. Introducing national languages in learning the mechanics of reading, writing and arithmetic, with a gradual inclusion of the official language has proven to be an interesting approach, but it was not well explained to parents, it remained experimental and was not reinforced by an effective production of texts and documents in these languages, unlike Pulaar in Senegal, Hausa in Nigeria and Arabic. Adult literacy also failed.
- Finally, there have been, in recent years, hints of hostility against school, which is considered as the carrier of a western education that is "against the religion", particularly leading to the request of separate classes for boys and girls, which might rapidly conduct to getting girls out of school.

After pointing out some of the difficulties encountered in the field, it is important to consider the possibilities to rethink school. This issue is so complex that any

contribution, even the smallest one is meaningful and it is essential for the reflection to be collective. Therefore, the last part will advocate for the establishment of a school for the development of pastoral or agro-pastoral environment, as part of a comprehensive global educational strategy, in collaboration with other promising initiatives for the future, in the various sectors of activity aiming at children, young and adults, officials in charge and involving both genders. Three elements support this proposal:

There is a need to rethink school in close link with the ongoing process of renewing the value of pastoralism. It is still the victim of several prejudices created during colonization and which continued afterwards to the point that they affect both students and their parents. How can they believe in the future and become true citizens if they feel degraded or marginalized? Today many official statements allow things to change, more clearly than ever, and to support approaches very different from those which existed until now: African Union in Addis Ababa (2010), N'djamena (May 29 2013), Nouakchott (October 29 2013), etc.

School should not be considered as an isolated place outside of the society, and not influenced by it. It should, on the contrary, be at the heart of future challenges. Its renewal necessarily involves extensive discussions such as “which school system is appropriate for us and in relation with the outside world”? This quest can obviously succeed, only if it is really focused on working on searching solutions to problems encountered (no matter what the fields of activity are), and to various trainings involving all layers of the population. Everyone today knows that nothing can be accomplished in a sustainable way, without the involvement of actors from the environment concerned.

To change school's unproductive situation, it will be appropriate to reassign certain priorities. The first should aim at the quality and objectives of teaching and school life (which should be defined taking into account the above remarks) rather than focusing on infrastructures alone. Funding the construction of facilities is not enough for a community, if there is no relevance in the content. We may even wonder if heavy and expensive constructions are necessary, for they will never be fully adapted to the more mobile families, when new technologies (radio, phone, etc.) and if need be, smaller and temporary facilities might favorably meet the needs in many situations.

Conclusion.

Pastoral schools are faced with considerable challenges, which can be met, however. The right to education is universal and recent events in the Sahel region force us to review our theories and approaches for understanding the issue and taking action. The right path suggests a real political will from the States and the international community, capable of connecting with dynamic local actors that are aware of the stakes and determined to commit responsibly to developing a genuine renewal of education in pastoral areas.

Mobile pastoralists and education, strategic options

Kratli and Dyer

Nomadic populations' education in the context of rapid socio-economic change is a major challenge. This document offers to address this challenge in two ways: first by mapping the conceptual terrain of education, and second by highlighting successful innovative international approaches, in order to inspire new approaches to education in nomadic environments.

Mapping the conceptual terrain is a prerequisite to dealing with complex issues, often sensitive and controversial, affecting education in nomadic areas. It will enable us to overcome the various pitfalls in the current thinking on those issues. The first section of this document examines three areas of conceptual misperception: the first is the popular understanding of education, schooling, learning and rights; the other two focus on the advantages of school-based education in comparison to informal education, and between school-based education and pastoral production.

The focus on the issue of education in the World Declaration of Human Rights and the World Declaration of Education For All is reflected in the Millennium Development Goals through the focus on education at primary school. The concept of "schooling" has been expanded and is more nuanced today (e.g. "Home schooling"). The target, which is "ensuring complete basic education for all children" does not necessarily imply to bring all children into school buildings, anymore. In this document we use the terms "education" and "schooling" in the broader sense in order to focus on the achievement of education's objectives. When we refer to an education that involves the use of school buildings, we use the term "conventional school" or "conventional schooling". We use the term "school-based system" to refer to a system based on conventional schooling system. The practical challenges to providing education to nomads seem to be rooted in the tendency to favor those conventional approaches only in a school-based system.

Learning through formal schooling requires a trade-off between the benefits of formal education provided by the conventional system, and the fundamental informal learning opportunities provided to children by a wider and more complex social environment. This informal learning is essential to a child's development. In general, concerning children from nomadic environments, there is no apparent advantage to justify depriving them of crucial learning and making them endure separation from their family in order to seek a formal education in a school-based system.

Since the history of education is largely dominated by school-based education, the institutional interest in children's learning is based on the same approach as this narrow perspective. It is crucial to think out of this box and find ways for a broader concept of education that would link informal education to more traditional learning rather than exclude such knowledge from the system.

Finally, school-based education conflicts with the functional mobility aspect, which is the key to increasing animal production in dry land areas. No development or improvement of the current conventional school system seems able to avoid the negative impact of this practice on the yield of the pastoral production system.

Following these general considerations, the second section of the study presents and discusses a number of successful and innovative approaches that were implemented in remote areas, and proved to be appropriate to the education of nomadic populations. These approaches can be grouped under three major headings: family learning, distance learning and adaption of the curriculum. The study also focuses on the use of radio, media messages on education and the benefits of education through entertainment.

The "family learning" approach sees learning as a social initiative. Programs based on this approach combine adult education and education for children. Because intergenerational learning still plays an important role within Nomadic communities, this approach seems well adapted to the current socio-cultural norms. It also prevents losing the traditional knowledge acquired in the school-based system. The basic principles are consultation and adjustment of communities to fit their needs and constraints of living.

An open conception of education involves lifting all unnecessary barriers in order to provide flexible education to the largest number of people throughout their lives. In the case of nomadic populations, limiting education provision to school-based system is a negative barrier. Distance learning provides learning opportunities to a larger number of people living in nomadic areas. Distance learning approach should also integrate face-to-face contact between teachers and learners and a formally recognized curriculum. The quality of distance education programs is determined by the educational effectiveness and sustainability of the formula, not by the level of technological progress. Technology must be simple, inexpensive and easy to carry to large scale. The reason for choosing for distance learning is the need to improve educational efficiency where the school-based system is a barrier to learning. The choice must be based on educational grounds rather than economic arguments. Experiences of distance education have struggled to disconnect from conventional approaches and integrate informal approaches. For example, many distance education systems simply use radio and TV as a replacement for the teacher by adapting the corpus of the conventional system to the media. However, experiences in community radio education and entertainment education have explored the opportunities of

educational strategies that are rooted in the communication process and exploited a wide range of alternative resources. Further developing these formulas offers interesting opportunities to design a system of distance learning system, which specifically targets nomadic populations. But, in order to maximize the State and families' returns, distance learning must integrate the formal curriculum.

The need to ensure a curriculum to nomadic children comparable to that of children in the school-system must also be connected to the issue of relevance to their current environment. Making the curriculum relevant to a group of children does not simply consist in adding subjects of study to others, from the same centralized perspective. A curriculum becomes relevant and constructive to nomadic children when fundamental subjects based on pastoral realities and pre-existing knowledge developed by pastoralists themselves. Relevance cannot be achieved at the central level, and remain unchanged. It is essential to build capacities in this field with all institutions concerned with pastoralism and education, at all levels. The institutional conception of pastoralism must go beyond the lifestyle perspective, in order to come to terms with the reality of pastoralism as a productive force.

Finally, the last part of the study calls on the Ministry of Education to move from tactics to strategies in the way of taking up the challenge of including nomadic populations and other mobile populations in the education system. According to the famous definition of military theorist Carl Von Clausewitz "tactics is the art of using troops in battle, strategy is the art of using battles to win the war". There is a growing awareness that the issue of education in nomadic areas cannot simply be dealt with as a part of regular activities of the Ministries in charge of education. Disorganized tactics or simple changes still based on the conventional system, leaving the system untouched, are simply not enough. Inclusion of nomads in the plans of Education For All requires frameworks with a specific focus and a specific set of skills aimed at achieving this objective. Above all, it is crucial to evolve from tactics to strategies: a new national strategy. The realization of an inclusive education is possible only when it truly includes all categories of population.

List of participants

Proceedings of the Conference from a participant's point of view

Major challenges/problems encountered during the mission:

- The organization of the conference was generally satisfactory but, unfortunately, the program on the morning of the last day was not effectively managed, somewhat disturbing participants.
- The allocation of speaking time to stakeholders during plenary was, without any justification, totally uneven. This did not fail to cause some frustration among a few stakeholders.
- The time limit did not permit an exhaustive review of certain policy areas affecting the success of interventions aimed at improving educational systems (formal and non-formal) in areas of education with special needs. I am thinking specifically of: (1) defining objectives for providing training, (2) offering training and support to educators, (3) producing less expensive teaching materials through the use of local resources and, (4) preparing quality draft, good management, evaluation of these drafts as well as training of appropriate staff for the job.

Recommendations and next steps:

- We strongly recommend to the organizers of this Conference to monitor it carefully in order to promote a national reinforcement of existing structures of supervision and coordination and implement new structures where they do not exist yet.
- We sincerely hope that such monitoring will also promote:
 - Strengthening existing structures of cooperation at regional level;
 - Improvement of cooperation with donors;
 - Reflections to provide answers that are both original and innovative for addressing the issues we have mentioned in point 9.
- We also recommend to those in charge of the OIF to provide unreserved support to national authorities of the countries concerned regarding projects and interventions likely to improve ongoing programs and future actions for the education

of populations with special needs, within the framework of the monitoring and in accordance with the programs of this Organization.

- To this end, we suggest that the Director of the DEJ organize, within the framework of the next Program and Budget of the OIF, a technical meeting with the main organizers of this Conference and Leaders of CONFEMEN, ADEA and other technical structures. The aim is to reflect on implementing concrete actions to improve contents of programs, teachers' training, infrastructures and teaching materials, etc.
- This meeting should lead to the setting of a schedule and to an operational seminar on the field, if possible.

Finally, I wish to thank OIF Director for Education and Youth for giving me the opportunity to participate to this important conference. I would also like to thank Mrs. WATT for her unfaltering support throughout the work of this Conference.

André LOKISSO lu'EPOTU