

Preface to Pastoralism and Education.

Pastoralists and Education: Towards Integrated Education for Sustainable Community Development in the Horn of Africa was conceived in the Hague, The Netherlands, as a follow up to an important nomadic education workshop. This took place during July 2004 and was organised jointly by PENHA and the LEAD Programme at the Institute of Cultural and Social Studies, University of Leiden under the auspices of *Novib* which hosted the workshop. Some of the research papers presented at the workshop were commissioned by PENHA and others were contributions from partner organisations and individuals based inside and outside the Horn of Africa. A consultation processes spearheaded by PENHA and Leiden University with policy makers, local NGOs, donors and academics from the North and the South confirmed that a book like this one was in much need.

Literature on nomadic education in Africa is generally scanty and this is more so in the case of the Horn of Africa. The case study material presented in this book is rich in its content, diverse in its scope and pastoralists in focus. This is further enriched by the fact that many of the presenters were themselves of a pastoralist origin born and bred in the study areas. The book clearly demonstrates the exclusion of pastoralist communities from education and other social services but at the same time provides vivid accounts of the positive efforts and results through case study material from Eritrea and Eastern Sudan. The case studies are further enriched by reflections from elsewhere including research materials from United Nations agencies. The book also clearly shows the fact that nomadic women are doubly excluded and the special efforts which are needed to redress the situation. The authors admit that there is still a long way to go in tackling the double-edged exclusion of pastoralists in general and pastoral women in particular. According to the authors' accounts pastoral women are still on the margins of the marginalised and they make proposals on how this challenge needs to be addressed.

The authors appreciate the multiplicity of political, environmental, policy and other challenges faced by pastoral communities and do not subscribe to any particular approach in terms of development interventions or solutions. They rather inform the reader about the existing field experience and advocate for more pragmatic, livelihood based educational interventions within the sedentary-nomadic policy framework in the study area. All the authors seem to agree that education for nomads is the key for their socio-cultural and economic development.

Pastoralism, like so many other rural livelihoods is undoubtedly evolving. Seen in the context of the *Education for All* aims and the *Millennium Development Goals*, the authors conclude with a note of optimism by telling the readers that pastoral communities perceive nomadic education as a vehicle for positive change and a means to tackle poverty. Pastoralists believe they can do so by improving the life chances for their children through education. This publication not only bridges our gap of knowledge in nomadic education, but also offers many forward-looking recommendations for action that hopefully will be widely used by a variety of stakeholders but especially by policy makers, academics and educationalists in the developing and the developed world.

Pastoralists and Education: Towards Integrated Education for Sustainable Community Development in the Horn of Africa is an output from Leiden Ethnosystems and Development Programme (LEAD) and PENHA for the benefit of the marginalized pastoral peoples in the Horn of Africa and elsewhere.