

doCip : received from Mary Simat

MDG 2
EDUCATION
ACHIEVE UNIVERSAL PRIMARY EDUCATION

The Maasai IP's have not benefited from the advent of provision of free primary education which is part of implementation of MDG 2. This has come about because the Maasai IP's and other IP's pastoralists by tradition use what in common parlance is referred to as child labour. What is not clear to the implementing agency is that what is termed as child labour is referred to by IP's as traditional education and practical training. By taking all children to school, these children whilst gaining modern knowledge, skills and attitude lose out in traditional education and practical training. There is therefore competition between traditionalist's views and the spirit of MDG2 with regards to IP pastoralist children whose labour is also required by the pastoralist communities.

Recommendations

- 1/ Government should positively engage with Maasai and IP's pastoralist's communities by enrolment for basic education and access and to work out a consensus for IP's children to gain and learn from both traditional and modern-day formal education.
- 2/ Thereafter the government should develop and implement a jointly developed policy with IP's, on education of children from the pastoralist IP's communities, with special emphasis on the girl-child whose dropout rates for marriage is very high.
- 3/ Government aware of the high poverty levels of IP's pastoralist's communities improve and streamline the popular. School feeding programmes and solicit funding for the same from partners.
- 4/ Government should develop a pastoralist's mobile school policy with concerned IP's involvement to capture as many IP's children as possible. This may need consideration of literacy of herd's boys in the evenings when conceptions for the enrolment in regular schools are not possible.

- 5/ Government should allocate more resources in budgetary allocations to IP's pastoralist committes to make education easily accessible with adequate facilities and teaching and learning resources.
- 6/ Government should also expand existing boarding schools construct new ones to accommodate more the IP's pastoral children.
- 7/ Government should, with IP's pastoralists participation should from standard 1-4 keep schools close to their homestead by providing daytime primary school education. Children from class's 5- 8 should all be in primary boarding schools.
- 8/ Government with the participation of IP's pastoralist communities members should enrich IP's school curricular to include regular weekly community elder outdoor lessons to also include positive cultural traditions, culture and traditional education and training so that children can partake of modern and traditional knowledge systems simultaneously.
- 9/ Government with the participation of IP's pastoralist's community's members should institute research into accurate histories of IP pastoral communities, as the current historical books of IP's are inaccurate.
- 10/ Government should with PF and IP's lobby should be urged to increase IP's children sponsorship in secondary and tertiary, and university education. A revolving fund to finance IP's children's needs to be established so that no child misses out of higher education on account of lack of fees.