The Youth Community of Practice (YCoP) global listserv links professionals and practitioners at USAID and its partner organizations to effective youth development ideas, information and best practices to help:

* Design more effective, sustainable youth programs, and  
* Better integrate youth participation in USAID development projects

In this Links: Nomadic Youth
Nomadic populations such as herders, hunters, migrant workers, Roma, and Sami number several tens of millions of people worldwide. While the Millennium Development Goals focus on providing education for all children, migrant populations are often marginalized and excluded if not unseen and uncounted. In addition to the logistical difficulty of attending school while migrating, centrally-planned curricula stress formal academic ideas and transmit a “national identity” that is not representative of most nomadic groups. As a result, these communities have traditionally had low enrolment and high drop-out rates. It is difficult to estimate as many pastoralist communities remain effectively “invisible” in national statistics, but a 2003 Oxfam study estimates that between 15 and 25 million nomadic and pastoralist children are out of school. In response to this reality, non-formal education offering basic academics and practical skills is increasingly being utilized at both the policy and community level. Organizations are nevertheless faced with the challenge of creating programs that are culturally specific, relevant, and respectful for a scattered and highly mobile population.

Announcements:

2011 Comparative and International Education Society (CIES) Annual Meeting
www.cies2012.psu.edu
CIES has announced their annual conference to be held in San Juan, Puerto Rico on April 22-27, 2012. This year’s theme is “the worldwide education revolution,” and represents the inclusion of more and more people into both formal and non-formal education mechanisms over the past 150 years. The CIES 2012 Conference Committee is now accepting proposals for individual paper submissions, group panel submissions, and workshops. Proposal criteria are available on the website. Early bird submission deadline is October 1, 2011 and final submission deadline is October 31, 2011.

2011 European Youth Forum Convention
The European Youth Forum will host its annual convention September 7th to 11th. Members of youth organizations across Europe are invited to take part in workshops, debates, and training focused on the theme of “volunteering.” The “Volunteering-Village” will be a place where 80+ European Youth Organizations and local Volunteering Organizations will gather to celebrate young volunteers and encourage youth organizations to expand their volunteering activities. The European Youth
Forum is an independent and democratic platform working to empower young people to participate actively in their communities and advance their interests in society.

**The Taqeem Fund for Evaluation in Youth Employment**
http://yenclinic.groupsite.com
The Taqeem Fund represents a partnership between the Youth Employment Network, Silatech and the Jacobs Foundation that offers support to small and medium sized youth employment programs in the MENA region to develop monitoring and evaluation strategies and tools, and to communicate their results to a wide audience of stakeholders. Applications can be submitted in English or French. Civil society organizations, bilateral or multilateral organizations, public private partnerships and social enterprises are eligible. Applicant organizations must have been legally registered for at least two years, be from one of the 22 Arab League states, and have an annual operating budget of at least $250,000.

**Projects and Initiatives:**

**Africa Education Trust (AET)**
http://www.africaeducationaltrust.org/what-we-do/nomadic-pastoralist-groups.html
Africa Education Trust works across Somaliland, Puntland, and Central Southern Somalia to support nomadic and pastoralist communities to design and implement education and training programs that are sensitive to their culture and relevant to their needs. AET trains grass-roots organizations to conduct needs assessments and then assists in training local community members, helping local staff produce teaching and learning materials based on traditional culture, identifying appropriate life skills classes through IRI and other ICT, and providing vocational training linked to their pastoralist livelihoods. AET also conducts research into nomadic and pastoralist needs in order to further support relevant and specific interventions in these communities.

**Rural Litigation and Entitlement Kendra (RLEK)**
http://southasia.oneworld.net/fromthegrassroots/nomad-children-find-a-school-of-hope
The Rural Litigation and Entitlement Kendra is a non-governmental organization providing livelihood development for young people of tribal and rural hill communities in north India. RLEK runs 15 schools, four of which cater to the Van Gujjar forest community, a nomadic Muslim clan that lives in the Himalayan mountains of Uttarakhand in north India. RLEK’s work is unique in that it began programming with adult literacy and worked its way down to youth and children, ensuring adults in the community could support their children’s studies. RLEK closes its schools during the summer so the community can migrate, but has volunteers travel with the tribes during the transmigratory period to keep the learning cycle unbroken. During these migratory cycles, volunteers also cater to the adult community with non-formal life skills training. According to figures compiled by RLEK, there are more than 160,000 Van Gujjars, and to date, RLEK has helped 21,000 attain literacy.

**Classes pour l’Éducation et la Formation en Alternance (CEFA)**
www.swiss-cooperation.admin.ch/albania/ressources/resource_en_63263.pdf
The Swiss Agency for Development and Cooperation has partnered with local NGO Mdhime Per Femijet (NPf) to bring “CEFA – Classes pour l’Éducation et la Formation en Alternance” to Albanian Roma communities. CEFA was designed to enhance
educational opportunities for Roma children and youth, and alleviate poverty for their families. CEFA does this through introducing internship opportunities for Roma students, vocational training for youth, and educational support for Roma children and youth (10-18 year olds) attending formal schooling. CEFA also seeks to strengthen the Roma community through cultural activities.

Sentebale Herd Boy Night School
http://www.sentebale.org/home/06035934.html

Sentebale (“forget-me-not” in Sethoso) is a non-profit founded by the royal families of Lesotho and Great Britain to respond to Lesotho’s vulnerable children. One of these interventions, the Herd Boy Night School, offers young men an opportunity to gain basic literacy and numeracy skills four nights a week, while continuing their herding duties during the day. Boys attend the Semongkong Children’s Centre from herding posts up to two hours away and are given a hot meal and warm clothing while attending classes. The lessons in math, English, and Sethotho are designed to support their livelihood development in a modern world while not affecting their cultural pastoralist values.

Resources for Practitioners:

BRIDGES: The Role of Education in Livelihoods in the Somali Region of Ethiopia
https://wikis.uit.tufts.edu/confluence/display/FIC/The+Role+of+Education+in+Livelihoods+in+the+Somali+Region+of+Ethiopia

The BRIDGES project implemented by Save the Children UK, Mercy Corps, and Islamic Relief promotes peace in the Somali Region of Ethiopia through education. This report born out of that project explores youth perceptions of education among Somalis still actively engaged in pastoralism, those considering themselves pastoralists but reaching out beyond their community, and those actively seeking new livelihoods. Across these populations, education is considered a means to economic independence, and for those seeking education outside of the pastoralist community, a way to improve the pastoralist community as a whole. The report also explores barriers to education, discrimination towards pastoralists, and employment shortages that could negatively impact pastoralists seeking to broaden their livelihood options.

Traveller, Nomadic and Migrant Education
http://books.google.com/books?id=O32sFAYtEc0C&lpg=PP1&dq=patrick%20alan%20danaher&pg=PP1#v=onepage&q&f=false

This book surveys approaches to migrating mobile communities around the world, including herders, hunters, Roma, Travelers, and circus workers. It synergizes decades of research on the challenges of educating mobile populations, and identifies programs that have produced positive results and hold possibility for replication. Traveller, Nomadic and Migrant Education analyzes traditional formal schooling models as mobile students attend schools in each new location, and explores the impact these students have on traditional schools. The book also presents a range of non-formal education options including literacy programs, online learning, livelihood development, and mobile programming.

The International Institute for Environment and Development
http://www.iied.org/climate-change/key-issues/drylands/education-for-nomads
The International Institute for Environment and Development is an independent international research and advocacy organization representing vulnerable populations in policy discussions. Its “Education for Nomads” program website presents a library of research into enhancing the lives of nomadic populations in Kenya through formal and non-formal education for children, youth, and adults. Some examples are featured below.

Towards Education for Nomads: Community Perspectives in Kenya
http://www.iied.org/climate-change/key-issues/drylands/education-for-nomads-voices-people
DVD: The Voices of the People
http://pubs.iied.org/pdfs/10026IIED.pdf?
This booklet and accompanying DVD documents community perspectives on nomadic education and training programs. The “voices of the people” can be used to design programs in a participatory manner specific to the needs of nomadic pastoralists.

Mobile Pastoralists and Education: Strategic Options
http://pubs.iied.org/pdfs/10021IIED.pdf?
This report provides an overview of the conceptual terrain of education and then highlights approaches that most effectively inform nomadic education development. Specifically, the paper explores popular understanding of education, the trade-offs between formal and non-formal education, and the relationship between pastoral production and skills development. Throughout the paper, the authors challenge the traditional notion of “education” and encourage program designers to focus on the goals of education and not the means. The paper concludes by outlining three successful approaches to nomadic education: family learning, open learning, and core curriculum.

IIED Scenario Planning with African Pastoralists: A ‘How To’ Guide
http://pubs.iied.org/pdfs/10023IIED.pdf?
This booklet is designed for use by development practitioners to implement the scenario planning methodology in designing programs for nomadic pastoralists. In addition to providing background on why nomadic pastoralist’s oral tradition lends itself to scenario planning, the booklet provides a step-by-step guide for field workers to use scenario planning to engage pastoralists in community development planning. Through scenario planning, pastoralists are empowered to be active participants in the creation of educational and livelihood development programs geared towards their communities.

Using Scenario Planning with African Pastoralists
http://pubs.iied.org/pdfs/12562IIED.pdf?
This booklet reports on the use of scenario planning in Niger and Kenya with nomadic pastoralists. By engaging pastoralists to explore multiple futures, something naturally a part of their characteristically unpredictable lifestyle and culture, SOS Sahel UK and IIED created an innovative participatory approach. This report describes their approach, the formative lessons learned, and possible takeaways for the development community at large.
Looking for YOUR input: We would like to hear from you! YCoP welcomes ideas, resources, and best practices on effective youth programs and youth participation. We would also like to encourage nominations of other youth practitioners or youth leaders to participate in the YCoP Links listserve. Hit “reply” to send information and feedback to YCoP Links.

To unsubscribe from the list, users should send an e-mail to listserv@info.usaid.gov with only “unsubscribe youthcop” in the body of the e-mail. (No signatures please).

Mission of YCoP: The Youth Community of Practice provides a forum for professionals and practitioners at USAID and its partner organizations to gather, consolidate, archive, disseminate and exchange information, knowledge, ideas and best practices, particularly related to the incorporation of youth participation in USAID development projects. The Youth Community of Practice is an informal body of volunteer members, reached through a global list serve and Washington-based chapter. Both the list serve and DC chapter forums include USAID staff, youth practitioners outside of the Agency, and youth themselves. It is jointly sponsored by the office of education in the bureau of Economic Growth, Agriculture and Trade (EGAT) at USAID and the Education Quality Improvement Program3 (EQUIP3), and implemented by the Education Development Center, Inc. (EDC).

Disclaimer: The information and opinions expressed in the materials provided through YCoP Links or posted by listserv participants is not official U.S. Government information and does not necessarily represent the views or positions of the U.S. Agency for International Development, the U.S. Government or EQUIP3. For a copy of the guidelines and/or charter, put the request in the subject line of the email and send to: youthcop@lists.info.usaid.gov. Participants should be aware that the list is public and not private communication. When participants voluntarily disclose personal information on a list serve, that information can be collected and used by others and may result in unsolicited messages from other people.