

Table of Contents

Preface – Why Do We Ask Questions?	9
Introduction	11
Part I Daasanach Pastoralists and Education Provision	13
1. How Do Daasanach Pastoralists Live?	14
1.1 Homeland Area	15
1.2 Livelihood	18
1.3 Social Organisation	21
1.4 Celebrations	29
1.5 Indigenous Knowledge	32
2. Why Is Education Provision for Daasanach Pastoralists Difficult?	36
2.1 Kenyan Primary Education System	37
2.2 Ambiguity about Schooling and Education	39
2.3 Standardised Curriculum	40
2.4 Language Barrier	41
2.5 Fixed Schools for Mobile Communities	42
2.6 Lack of Infrastructure	44
2.7 Alienation from Traditional Cultural Identity	45
2.8 Lessons Learned	47
Personal Notes of the Authors	47
3. What Are International Approaches to Mobile Education?	50
3.1 Tent Schools in Iran	50
3.2 Radio Education in Mongolia	51
3.3 Quranic Schools in Somalia and Kenya	51
3.4 Mobile Schools in Kenya	52
3.5 Lessons Learned	54
4. What Are the Wishes of Daasanach Pastoralists with Regard to Education?	58
4.1 Which Form of School Service Is Desired?	58

4.2 What Should Be Learned at School?	61
4.3 Who May Attend School?	62
4.4 What Are the Future Perspectives for Pupils?	63
4.5 Who Should Teach?	65
4.6 Lessons Learned	67
Personal Notes of the Authors	68
Part II International Cooperation	69
5. What Is the Pedagogical Perspective on Development?	70
5.1 Development Education	70
5.2 Education Should Foster Maturity	71
5.3 Culture Dependency of Development	72
5.4 Montessori's Development Pedagogy	74
5.5 Lessons Learned	75
Personal Notes of the Authors	76
6. What Is the Pedagogical Perspective on Development?	78
6.1 Changing Concepts and Definitions	78
6.2 International Cooperation of INES	79
6.3 Participation and Partnership Approach	81
Personal Notes of the Authors	83
7. What Is the Plan of the INES Project?	86
7.1 Central Issue	86
7.2 Forces and Actors	87
7.3 Project Vision and Mission	88
7.4 Partner Landscape	90
7.5 Desired Outcome and Progress Markers	91
7.6 Strategy Map and Tasks	92
Personal Notes of the Authors	93
Part III Learning System and Teacher Education	95
8. What Is the System Ladders of Learning About?	96

8.1 Ladders of Learning Come from India	97
8.2 Mobile School Concept with the System Ladders of Learning	99
8.3 (De)Construction of Learning Contents	99
8.4 Support System for Learning and Teaching	104
8.5 Daily School Schedule	110
8.6 Prepared Learning Environment.....	112
8.7 Monitoring Tools.....	118
Personal Notes of the Authors	119
9. How Do the Learners Start Schooling?	122
9.1 Relatedness-oriented Background	122
9.2 Linear Structure of the Ladder of Learning	125
9.3 Each Milestone Introduces a Different Domain	127
9.4 Joyful Learning Activities	130
Personal Notes of the Authors	132
10. How Do the Learners Acquire Literacy?.....	136
10.1 Literacy in the Mother Tongue.....	136
10.2 Pastoralist Lifestyle in the Design	138
10.3 Guidelines for the Learners	140
10.4 Learning Activities	144
10.5 Development Process	146
10.6 Differences and Similarities of the First Two Ladders of Learning	147
Personal Notes of the Authors	149
11. How Does INES Develop Ladders of Learning?	152
11.1 Analysis of the Mathematics Curriculum and Textbooks	153
11.2 Mathematical Test with Daasanach Children	154
11.3 Mathematical Field Researches in the Catchment Area	157
11.4 Development Process of the Mathematics Ladder of Learning	158
Personal Notes of the Authors	165
12. How Does INES Empower Mobile Teachers?	168

12.1 Community Participation169

12.2 Becoming a Mobile Teacher170

12.3 Preparation Module173

12.4 Module 1 - Basics.....175

12.5 Module 2 - Introduction Ladder of Learning.....180

12.6 Module 3 - Start of the Mobile School182

12.7 Further Modules – Additional Subject Ladders of Learning185

Conclusion187

Afterword – What Do We See Now?189

Appendix – Photographs and Graphics191

Works Cited223