



# Assessment of Managerial Strategies in Fostering Students from Transhumant Communities to Participate in Secondary Education

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**Abstract:** *The study assessed the managerial strategies in fostering students from transhumant communities to participate in a formal education. The study employed the mixed method approach with descriptive design and a sample of 46 research participants. Descriptive and Thematic analyses were used to analyze data. Questionnaires, interviews and focus group discussion tools were used to gather data. The results revealed that strategies like boarding and mobile schools can be established in transhumant settlements, to motivate teachers working in harsh environment, disbursement of financial resources, establish a special database for transhumant communities, strengthen collaboration with religious sects, lawful polices formulation, establishment, management, and maintenance of schools and monitoring and evaluation of curriculum implementation. However, there are some challenges identified as follows: early marriages for males and females, gender inequality, poor education among parents from local community and harmful traditional practices like night dances and FGM. Therefore, such results imply that transhumant communities require social amenities to curb all challenges that stand as roadblocks to participation in a formal education.*

**Keywords:** *Assessment, transhumant, participation, secondary education, recommendations*

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## 1. Introduction

According to Ayantunde, et al (2014a), transhumance implies livestock production

system characterized by several movements caused by seasonal and cyclical mobility of animals between complementary ecological areas. The role of transhumance in hindering education accessibility has never been a single

nation's agenda instead universal. Yet, in 1948, it was universally agreed by the United Nations that education is a fundamental human right (Kratli, 2009). So, education debates are considered as a universal agenda for it is a right of every human regardless of ethnicity or gender parities. Despite reasonable efforts put, the issue of achieving universal education seems to remain unrealized for many people (Kratli, 2009). Moreover, the UN-MDG, (2015a) reported that millions of children from the poorest families in third world regions are four times as likely to be out of school compared to those the richest households. This is quite true since still there are many children who deserve to be enrolled in schools, but they are not. This draws for more strategies of overcoming education in accessibility and poverty in the third world countries and finally graduates to quality education for all (UN-MDG, 2015b).

Globally, Ayantunde, et all (2014b), (Manzano, 2010a), and Somers (2022a) substantiated that nomadic indigenous communities residing on the foothills of the Himalaya mountains in the states of Ultra Pradesh in India descended from Afghanistan (Abioye & Umutoi, 2018). In the horn of Africa, Ayanda et al., 2013a added that in areas such as Somalia and Afar which primarily include Ethiopia, Djibouti (Fulani), and Eritrea, the transhumance system is practiced. The ecological factors compel them to seek for forage resources such as water and green pastures.

In East Africa, semi-nomadic pastoralists are predominantly found in northwest Kenya like Karamajong and Amudat district of Uganda (Ayanda et al., 2013b). The Maasai from the northern part of Tanzania practiced it too. The benefits obtained from animals keeping are to sell milk and milk products like butter, yoghurt and cheese which may be reciprocally exchanged with grains after harvest, and cattle to graze on crops residues in the fields leaving behind valuable manure (Ayantunde et al, 2014c; Oteros et al, 2013). Such benefits compel families to travel with flocks and herds

to farther places seeking for green pastures and water as animals stand to be an economic backbone of many transhumant communities (Manzona, 2010b). The constant investments by the nomads tend to interfere with the smooth implementation of the governments' plan of basic education that is stipulated by ESDP (2018), but transhumant mode of life seems to be a barrier to this endeavor.

## 2. Literature Review

A review of literature gives insights of education impartation among transhumant communities. As a matter of fact, education is not only seen as a single nation's demand rather a universal one. Therefore, lots of educational efforts have been tried out to civilize transhumant communities regardless of geographical scattering. For instance, studies by EFA (2013) and United Nations (2015) had goals on enabling societies to access formal education despite their parities. The studies aimed at rapid expansion of primary enrollment rates to some extent, and eradication of gender parity and dependency. Such good plans were not paid attention to by transhumant communities instead they embraced more pastoralism (Masebo, 2015).

Similarly, studies opined that managerial strategies are paramount remedies to foster the transhumant children to get education by improving work with the staff in an innovative way (Chandan, 2011a). Through managerial strategies, school managers through ongoing planning, monitoring, analysis and assessment, can help students from the transhumant communities participate in secondary school education (Chandan, 2011b). Moreover, Derbyshire and Pinskaya, 2015; ETP, 2014; UNICEF, 2010) opined that managers should prepare for conducive learning settings which convince students from transhumant communities to feel much more cared and catered for. They can finally feel that education is a key of development. Furthermore, Kratli and Dyer (2009a) opined that nations have put in place a lot of managerial strategies to help

the transhumant communities to participate in secondary education. The aim is to naturally neutralize the lifestyles of the transhumant culture and bring drastic changes in a community. For instance, the Nigeria Federal Government committed itself to composing strategic policies in compliance with the Law Act 41 of 1999 of which Kratli and Dyer (2009b) suggested that the mainstream functions be: to formulate policies and issuing guidelines on all matters relating to education provision to all nomads. Also, to disburse enough financial resources for the program to be implemented, to determine standards to be attained in nomadic education, to monitor and evaluate the activities of agencies concerned with nomadic education, and to establish, manage and maintain primary schools in settlements carved out for nomadic people. Therefore, the strategies were aimed at helping every migratory community in the Nigeria as appreciated by Lave (2011). Thus, despite lots of efforts being made in making sure that children from migratory communities are attracted to schools, the strategies being used in Ngorongoro district council to achieve the same goal have not been deeply investigated with the view of encouraging students from transhumant community to participate in secondary education.

### 3. Methodology

Descriptive analysis design was used since it could take care of the outcomes of interviews and focus group discussion and at the same time allow the use of descriptive statistics to analyze quantitative data, provide solution and recommendations (Azorin, 2016). Closed-ended questionnaires were administered to deputy headmasters, academic masters and class teachers they were considered to be highly literate and well-experienced in management. Additionally, students were guided with closed questionnaires, since they are also versed with challenges. Moreover, the merit of the questionnaire was that it helped in saving time and getting numerical data (Ali, 2021). The study embraced interviews to collect primary data from heads of schools, of

which this tool was meant to gain to deeper insights on issues that could not be easily covered by questionnaires. Focus Group Discussion was also used in order to collect richer data from students.

This study used purposive and simple random sampling to obtain 4 heads of schools, 4 deputy masters, 4 academic masters, and 12 class teachers and 18 students respectively. These categories of respondents were considered adequate to give information challenges that deny students access to formal education.

Descriptive analysis was used to analyze the collected data. Statistical Package of Social Sciences version-20 was used to simplify analysis and interpretation of the data. The method was used to compute frequencies, percentages, mean and standard deviation, which in turn was presented in tables, interpreted and described.

Ethical considerations were observed whereby: consent for participation in the research was sought from all the research participants.

## 4. Results and Discussion

### 4.1 Strategies in Fostering Transhumant Communities

The findings In table 1 whereby the mean perception of research participants towards the managerial strategies is 3.59; the scale between 3:50-4:00 strongly agreed that boarding and mobile schools in transhumant settlements carry the highest mean of 3.59, while the lowest mean ranges from 2.50-3.49 tends to agree with the following: returning home educated individuals, lawful policies formulation, religious sects to cooperation between religious sects and government, and motivation for teachers.

During interview with heads of schools, guidance and counselling, more nearby secondary schools and dormitories, parents' meetings stand as managerial strategies. For

example, the head from school Y said that, "...I, in collaboration with staff, have been guiding and counselling both parents and students. We openly tell them that the education which they get here is for their benefit" (Interview with head of school from school Y on March 18, 2022). The reason is to make them aware that education is the most powerful weapon to reshape life.

Again, three of the research participants added that diversification of economy from pastoralism to agro-pastoralism, strengthening solid cooperation with non-government organization for educating and building awareness among parents and ultimately conducting seminars on sexual reproductive health in schools. For instance, the head of school Y confirmed that "...we do thank God because through health and reproductive seminars, our students have been able to develop self-identity, and mental stability concerning their lives and bodies in general (Interview with head school from school Y on March 16, 2022)." Therefore, such a strategy

is essential and applicable in schools situated in the migratory communities as they tend to adhere to harmful social cultural practices. The logic here is, the more they have conducive learning environment, the more they tend to forget about cultural malpractices. Ezemba and Obi (2019a) asserted that: the school managerial strategies that need implemented for enabling students to participate in secondary education: provision of necessary assessment materials, assisting teachers to solve peculiar assessment problems, conducting regular meetings with the teachers, encouraging teachers to participate in relevant workshops and seminars, maintaining friendly environment in the school, encouraging team work, listening to feedback from teachers which in line with and encouraging periodic external inspection of the teachers' performance.

All these strategies lay strong and the most powerful foundation for the students from various diversities to participate in secondary education as students will never be bored with studies.

**Table 1: Secondary Schools Managerial Strategies**

<b>Item</b>	<b>Mean</b>	<b>Std. Deviation</b>
Boarding and mobile schools in transhumant settlements	3.59	.832
Disbursement of financial resources	3.50	.810
Return development campaign	3.43	.834
Lawful policies formulation	3.43	.807
Collaboration between government and other entities	3.41	.858
Motivate teachers working in hard environment	3.41	.956
Establishment, management, and maintenance schools	3.37	.826
Collaboration between schools and community	3.37	.826
Building strong friendliness between management and community	3.37	.679
Economic diversification and social amenities provision	3.33	.732
Monitoring and evaluation of curriculum implementation	3.33	.967
Articulation of policies more clearly by government	3.30	.916
Establishment of a database system for transhumant communities	3.28	.981
Monitoring and evaluating agencies activities	3.28	1.068
Determination of Standards of performance	3.22	.841
Flexible school calendar to consider the mobility pattern	2.96	1.074

**Table 2: Managerial Strategies from the Heads of Schools**

<b>Managerial Strategies</b>	<b>Head of schools (N=4)</b>	
<b>Item</b>	<b>X/4</b>	<b>Percent (%)</b>
Guiding and counselling	4	100
More nearby schools and dormitories	4	100
Conducting parents' meetings	4	100
Encourage school-community unity	3	75
Encourage more agencies	3	75
Hold seminars on sexual reproductive	3	75
Education provision	2	50
Parents to create learnable environment	2	50

#### **4.1.1 Disbursement of Financial Resources**

The findings revealed that disbursement of financial resources is vital for the good prosperity of education attainment in any institution. Finances help the expansion and

growth of any educational firm. There are many education requirements that need funds to cover them, for instance, building more schools, dormitories for students, accommodation as well as affordability of basic needs like foods and other teaching and learning facilities. These include books, writing stationeries, laboratories equipment.

Also, enough financial resources provide more opportunity for the construction of more boarding schools and even mobile schools get established. For instance, the Covid-19 funds received by Tanzania the country enhanced the construction of more classrooms and facilitated the accommodation and admission of all students passed for secondary education unlike other years back.

The availability of the equipment complies positively with a theory System Management theory by Von Bertalanffy (1936). The theory undergoes three processes known as Inputs-Process- Outputs. The *inputs* are financial resources disbursed by government, stakeholders or agencies. The school requirements such as teaching and learning resources, abundant food and accommodation as basic needs, enough dormitories stand as *process* in the system theory.

The availability of these essential requirements for schools opens more attractive rooms for many children from transhumant communities to participate in secondary education. Therefore, good infrastructure enables many children to become successful in their studies and eventually silence all wrong mindsets being carried along with parents about education attainment. That is the *output* process of the System theory. The financial disbursement enables coverage of the components that should work harmoniously so that the larger system can function optimally. Additionally, the empirical study agreed different managerial strategies that need financial resources such as provision of necessary assessment materials, encouraging teachers to participate in relevant workshops and seminars and periodical external inspection of the teachers' performance (Ezemba & Obi 2019b).

#### **4.1.2 Formulation of Lawful Policies**

In Tanzania, basic education and secondary education are free. The primary education is always compulsory but for secondary school depends on the performance of a pupil. Once one has passed the standard seven national

examinations, such a pupil has qualified to join a secondary school and to get secondary education freely however there are hidden cost sharing contributions, for instance, money for paying watchmen and school furniture. The existing regulations on child rights seem to be inadequate as they lack proper implementation, and the fieldwork shows that still there are children who are not given that privilege to get both primary and secondary education as it should be. The motive behind, nature of economy being practiced in nomadic communities seem to be very unfriendly with secondary education participation. It does not comply with Education Tanzania Polies which state that,

“Every child has a right to education. Primary education should be free. Secondary education should be accessible to every child-every child should receive the highest level of education available to them. Education should prepare children to participate as active citizens, teaching them about responsibility and a sense of community. They should also develop their personalities, talents, skills, rights and abilities while learning to respect others' autonomy, rights, cultures and differences, (ETP, 2014a). Lot of children from the nomadic communities are not fully getting such rights that have clearly been articulated in the Education Tanzania Policies. The weakness noticed by this study is poor implementation of the formulated and well stipulated laws. They seem to be there but no actual implementation on them. Therefore, for these rights become effectively implemented the author suggests the following things to be taken into consideration:

All the organs responsible for policies making should ensure that most policies are down top in nature where the people at the grassroots are involved sufficiently. The study at hand found that there is serious need of the nomads to be engaged in policies making so as it becomes possible to quench better and more possible means to participate is secondary education.

Abdi (2010a) came with a relevant study on Education for All (EFA) which captured the

three major concerns facing nomadic children include economic, social, cultural and policy issues. More specifically, on the policy issues, the study states that,

Existing policies are unfavorable for nomads as most have been designed for settled people. The study reveals that the policies of SFP, FPE and bursaries have had negligible effect in increasing educational access for nomadic communities. Schools are far from nomads and the few boarding schools that exist are poorly equipped to handle nomadic children; the curriculum, food and the general environment add up to excluding nomadic children from schools (Abdi, 2010b).

The study has sufficiently touched the most important issues that nomadic communities do face in several countries. In order to solve these problems, it is suggested that the government policies need to be redrawn to reflect deliberate, affirmative and immediate actions for nomadic children. Currently, the country believes that the nomadic communities are highly benefiting from the existing policies something which is not true.

#### **4.1.3 Collaboration between Religious Sects and Schools Management**

The findings indicated that there is a need for religious sects and schools' management to collaborate in encouraging high rates of students' admission and attendance to school. Collaboration with school managements enables to arrest all the wrong perceptions being embraced by majority of the nomads that education that is wastage of time and wealthy resources. Most of them value the cattle more than children as supported by Hailome (2011) and Swai, (2019). The transhumant communities interlaced that taking children to schools is to lose a labour power something which is not true at all (Therefore, from practical point of view, since many religious denominations and isolated people can receive treatment and hear the Gospel through Mission Aviation Fellowship (MAF), the logic is, coming together is a beginning; keeping

together is progress; working together is success. Therefore, school management should collaborate with elites from the transhumant communities to figure out the possible and affordable strategic measures to be taken for enabling innocent children to have access to secondary education. Failure to do so, the nation will end up increasing numbers of families who cannot put foods on tables without a hand of a godfather.

#### **4.1.4 Mobile Schools**

Although Tanzania's education system improved over the past decade, many students are still left behind. Lots of children from nomadic communities are out of schools. Even if a child completes primary school education, the quality of education is often insufficient for retaining necessary skills. Harkness (2015) reported that marginalized children, particularly girls from rural areas, have still not benefitted from improvements in Kenya's school system. Therefore, charity organization established in Kenya has managed to bring education to those who may have never had a chance to set foot in a classroom. Additionally, the intention of such education charity organization is to equip nomadic children with necessary skills, provide humanitarian aids where people lack food security, water and sanitation, strengthen local economies and influence local and international government policies.

Therefore, the study shows that mobile schools are seriously needed since they help the mobile families to get access to secondary education despite a geographical settlement. Research participants considered thoughtfully that such an alternative can help the transhumant children to get access to education. In relation empirical studies, education is expounded to be a privilege; for all children (Abdi, 2010c). This enforces the creation of National Commission for Nomadic Education and formulates goals and strategies for educational access among nomadic, pastoral communities across the country. David (2015) reported that approximately 90 mobile schools operate

across Kenya. So does our country, Tanzania has to rethink about this issue very seriously

### **4.1.5 Guidance and Counselling**

The contingency Management theory by Fielder (1960) believes that “no one management approach suits every organization rather it depends on nature of leadership situation and situational favorableness.” The intention of this theory is to validate that school managers should not rely on a single approach in dealing with managerial matters. Also, educational institutions behave different in terms of culture. Therefore, the research participants suggested that with guidance and counselling, parents and even their children can be transformed and commence to give education investment a scale of preference. In doing so, school managers or principals need to try several approaches in seeking strategic means of fostering more and more students from transhumant communities to participate in secondary education. The thorough intention of guidance and counselling is to improve not because they are not good enough, but because they can be ever better for there is no limit to what we can achieve. Heads schools suggested guidance and counselling as another managerial strategy which can help to change the wrong mentality possessed by majority of parents about education investment. Therefore, different schools located in different geographical areas can use such a managerial strategy if it suits in helping the community. The guidance and counselling for parents can be fruitfully implemented during the meetings or school visiting days. School managers and staff, at large, can implement the strategy where necessary so that many transhumant communities become convinced to invest more in education. Guidance and counseling can even be implemented in schools during the school bazara, in dormitories meeting whereby discipline teachers, matrons and patrons chair such meetings. The main focus is to awaken the transhumant children already at schools to appreciate and work industriously so as they become the role models of tomorrow. Such a

strategy also plants a seed of economic diversification and abandonment of malpractices being carried out by uneducated families. Therefore, educational institutions should stand as champions who walk long journeys with a belief that every child deserves a champion-an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be. In so doing, educational team should work not just because they are teams but because they respect, trust and care for the life and the brightest future of every child regardless any disparities.

## **4.2 Challenges Facing Students from Transhumant Communities**

Both interviews and FGD, tools were collected and subjected to checking the accuracy. The questionnaires data were coded and complied with the objective of the study after which SPSS and descriptive statistics used to analysis data as presented in table 3-5.

According to the mean perception of research participants towards the challenges facing children from transhumant communities is 3.61, as the scale of interpretation shows; it ranges between 3:50-4:00 that strongly agreed include early marriages, social malpractices like FGM and night dances, gender inequality, low awareness among parents, and others. Finally, the other scale lies on 2.20-3.49 tends to agree with the challenges like lack of support from local government authority, poor availability of social amenities, lack of mobile teachers, lack of basic needs, inflexibility of school calendars to consider mobility patterns many others.

### **4.2.1 Early Marriages**

As far as early marriages are concerned, lots of children have no rights to decide when and who to marry rather get forced. Many get married at very young ages to very old men without considering health impacts. According to UNICEF article (2017), marriages are regarded as a moment of celebration and a



milestone in adult life. Such a privilege is not given an upper hand. Early marriages get enforced by night dances from which both boys and girls are compelled to attend for it is ritual. Very unhealthy issues take place afterwards, and many end up pregnant or infected with STDs. Therefore, this study concludes that some parents do not reinforce education participation as they do in cultural rites. Finally, children end up illiterate. They get married unwillingly with a fear of being cursed. Such a custom engraves visions of many children. Therefore, mobile education under modified policies will make children complete of secondary education

#### **4.2.2 Gender Inequality as one of the Social Malpractices**

The findings mention gender inequality is one of challenges facing children from transhumant communities. In fact, gender disparity acts as risk and other related risks (Somers, 2022b). The previous empirical study shown that gender inequality in education directly affects economic growth by lowering the average level of human capital. Again, the gap in female to male primary education enrolment ratios and the gap in female to male secondary education vary. Therefore, a lot needs to be done to interlace/twist the existing situation

The study sees to it that education is for all and needs to be provided to every child irrespective of gender or ethnic background. In reference to education policy of Tanzania, clearly says “Every child has a right to education. Primary education should be free. Secondary education should be accessible to every child-every child should receive the highest level of education available to them. Education should prepare children to participate as active citizens, teaching them about responsibility and a sense of community. They should also develop their personalities, talents, skills, rights and abilities while learning to respect others’ autonomy, rights, cultures and differences, (ETP, 2014b).

Thus, the articulated policy needs to be adhered to so as women and girls, who are regarded to be more vulnerable than men, get

opportunity to education for a better future of their lives. In line with that with Contingency Theory (1964), there is no best way to lead people or to make decision. Therefore, different managerial skills help to build awareness among nomadic communities instead of relying on one means in seeking solutions. Policies of education, seminars, and educational workshops are important platforms to be utilized to address gender inequalities.

#### **4.2.3 Poor Education Background among Parents from Local Community**

The findings indicated that majority of the research informants strongly agreed that poor education background among parents from the transhumant communities is another challenge. Therefore, such a situation does not foster students to participate in a formal education. As a result, managerial strategies are needed to rectify the challenge. The outcomes show that parents are unaware pertaining to the importance of education neither struggling for it. The missing of formal education leads to negativity increase like early marriages and FGM. In response, the education campaign needs established from district level to hamlets. The educated individuals need to take platforms and educate the uneducated on education investment.

#### **4.2.4 Inflexibility of Schools’ Calendars to Consider Mobility Patterns**

Transhumance is flexible. Treating transhumant like the permanent communities is totally unfair since the lifestyles also differ. Therefore, learning can begin, with the initial school under a tree. Flexible facilitators advised to use local available learning materials and adapt the content and make it relevant. School rules and regulations also need flexibility to adapt the context of a pastoralist way of life. Education flexibility in Ethiopian has resulted in marked outcomes (Kratli & Dyer, 2009a).

Therefore, Flexibility of infrastructure means that schools are not required to have a requisite number of cement block walls before they can

begin teaching. Learning can begin, with the initial school under a tree (Kratli & Dyer, 2009b).

**Table 3: Challenges facing students from transhumant communities**

<b>ITEM</b>	<b>Mean</b>	<b>Std. Deviation</b>
Early marriage	3.61	0.916
Social malpractices like FGM, gender inequality and night dances	3.57	0.79
Parents' backwardness	3.3	0.869
Lower awareness among parents	3.5	1
Insufficient support from local government authority	3.11	1.066
Nomadic lifestyle	3.57	0.79
Inadequacy of nearby schools	3.61	0.629
Poor living conditions/poverty	3.61	0.685
Poor availability of social amenities	3.36	0.911
Lack of mobile teachers to help nomadic families	3.04	1.036
Lack of basic needs like food, shelter and clothes	3.39	0.994
Lack of curriculum to guide for a better living for transhumant	3.5	0.839
Weak cooperation between schools and community	3.64	0.678
Lower enrollment and high dropouts	3.43	0.79
Inflexibility of schools' calendars	2.64	1.062
Few educated role models	3.39	0.994
Low working conditions of teachers	3.18	0.983
Uninvolvement of educated transhumant in policies making	2.89	1.066

**Table 4: Head of School responses on Challenges Facing Transhumant Students**

<b>Challenges Facing Transhumant Students</b>	<b>Head of School responses (N=4)</b>	
<b>Item</b>	<b>X/4</b>	<b>Percent (%)</b>
Early marriages and force marriages	4	100%
Massive illiteracy among parents	3	75%
FGM and pride for male	3	75%
Unfavourable learning environment while at home	3	75%
Weak parents' participation	2	50%
Night dances (Esoto).	2	50%
Ineffectiveness of the Pastoral Council in Ngorongoro District	1	25%

**Table 5: Students' responses on the Challenges Facing Transhumant Student**

Challenges Facing Transhumant Student Item	Student's Response N=20	
	X/20	Percent (%)
Forced marriages	8	40%
Intensive poverty among parents	8	40%
Lack of basic needs and learning facilities	8	40%
Role played by peer pressure	8	40%
Role played by night dances	8	40%
Children as a source of labour	8	40%
Lack of awareness about education among parents	7	35%
Intensive illiteracy among parents	7	35%
Absence of social amenities	6	30%
Early pregnancies caused by temptations	5	25%

## 5. Conclusion and Recommendations

### 5.1 Conclusion

Findings reveal that managerial strategies foster students to participate in formal education once they are identified and then implemented. In general, they enhance education accessibility. The findings revealed that financial disbursement is an important strategy for putting in place educational centers for transhumant children to get more accessibilities to secondary education. Policy making, the collaboration between school administrations and religious entities have a positive impact in mobilizing more children to get education despite the background. Establishment of mobile schools, together with aligned curriculum, guidance and counselling are vital to encourage the reduction of illiteracy and ignorance among the transhumant communities.

### 5.2 Recommendations

School management should lobby policy makers to make curriculum adjustment to fit mobile education for nomadic families. Guidance and counselling need to be given an upper hand in every school. It helps to change the attitudes of parents and students about education, since transhumant communities

assume that education attainment is a burden to the family and a big loss of cheap labour.

School administration can give guidance and counselling for instance during parades, dormitory meetings, school baraza and parents' meetings.

So, to minimize or eradicate such a wrong mind set, there is a profound necessity of guiding and counselling both parents and students in different occasions. For instance, during parade, dormitory meetings, school baraza and parents' meetings.

Therefore, all hidden costs that schools collect from students as part and parcel of cost sharing need to be omitted. School administration should avoid hidden costs of education in their schools and find alternative financing ways. In so doing, lots of children from transhumant communities will obtain education and become flag bearers in fighting against all the noted as challenges facing the community.

The researchers need to address other related topics using other methodologies for providing education in nomadic settings.

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