

Abstract:

The role of education in development is widely recognized in many countries. However, the value placed on formal education differs from one community to the next. In this paper I argue that among the Borana pastoralists of Marsabit District, Kenya, the value of formal education is based on wage-labor opportunities. High value placed on women's household labor and low accessibility to non-household employment places differential pressure on the education of Borana children. This leads to a higher dropout rate from school and earlier marriage for female than for the male children.