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HISTORICAL ANALYSIS OF NOMADIC-EDUCATION IN NORTH-CENTRAL NIGERIA: 1988-2011

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Abstract

In a bid to enhance the access of nomads to education and also to translate into action the philosophy of equality of educational opportunities, the Federal Government of Nigeria introduced a special education programme called Nomadic Education in 1986. Following this, all the states of the federation with large concentration of nomadic Fulani were directed by the Federal Government to launch the programme in their respective states. All the states in North-central, because they have large population of Fulani, launched the programme in 1988. This study, therefore, traced the trends in the historical development of nomadic education in North-central Nigeria: 1988-2011. Specifically, the study analysed trends in the establishment of nomadic schools in North-central Nigeria from 1988-2011; trends in the enrolment of pupils in nomadic schools in North-central Nigeria from 1988-2011; and the challenges facing Nomadic Education in North-central Nigeria from 1988-2011. This study adopted the historical research method, relying on both primary and secondary sources. The population of the study comprised all relevant stakeholders in nomadic education programme: the officials, head teachers and nomads. A total number of 974 respondents were sampled in the study using a multi-stage sampling technique. The researchers relied on official documents for the generation of data. Also, pro forma and Challenges of Nomadic Education Questionnaire (CNEQ) were used to gather data for the study. Test re-test reliability co-efficient of 0.87 was obtained on CNEQ. The data obtained were analysed using the percentage. Findings from the study revealed that there was an upward trend in the number of Nomadic Schools in North-central Nigeria from 1988-2011; the enrolment rate of nomadic school pupils in North-central Nigeria between 1988 and 2011 fluctuated, reaching its lowest level in 1988 (1,614 pupils) and highest level in 2007 (78,639 pupils); teachers' truancy, inadequate supervision, cultural issues, irrelevant curriculum, lacks of interest in schooling on the part of nomads, inadequate infrastructural facilities in nomadic setting, inadequate funding, and lack of cooperation between the

nomads and the host community were some of the challenges faced by Nomadic Education in North Central Nigeria. Based on the findings, it was recommended that government should make adequate provision for infrastructural facilities, such as boreholes, stock routes and so on in nomadic settings. Government should also embark on constant awareness campaign to encourage and sustain the enrolment in nomadic schools.

Introduction

Nomads are groups of people who frequently move from one place to another in search of means of livelihood. These groups of people, particularly the pastoral Fulani nomads, do not have permanent settlement; rather they wander from one location to the other in search of good pasture and water for their animals. Wambai (2007) asserted that pastoral Fulani nomads, at times, move in order to avoid disease-infected areas with a view to keeping their herds and themselves safe from attack. According to Ezeomah (2000), frequent movements of the nomads are hinged on some factors which include a desire for independence and freedom from the interference and supervision by the sedentary authorities. Nigeria has two broad categories of nomads, namely the pastoralists and the migrant fishermen. The pastoral category whose population is estimated at about 6.5 million is made up of the Fulani (5.3 million), the Koyam (32,000), the Badawi (20,000) and the Dark Buzzu (15,000). The rest of the pastoralists are found mainly in the Borno plains and the shores of Lake Chad (National Commission for Nomadic Education, 2010). According to Osokoya (2010), the literacy rate among the pastoralist nomads was very low. It stood at 0.02 percent.

The migrant fishermen are mainly found in the Atlantic coastline, the riverine and the river basin areas of the country (Osokoya, 2008). The literacy rate of the migrant fishermen in Nigeria was 2.0 percent (Osokoya, 2010). This simply implies that the two categories of nomads in Nigeria are educationally disadvantaged. Out of the estimated 9.3 million nomadic people in Nigeria, 3.1 million are children of school age (Osokoya, 2010). The participation of the nomads in the existing formal and non-formal education programmes is low, with a literacy rate of 0.2 percent and 2.0 percent respectively. The major reasons for the poor participation of the children of Nigerian nomads in the western type of education as identified by scholars such as Ezeomah (1982), Junaïd (1987), Tahir (1991), Umar (1998) and Osokoya (2010) are:

1. their constant migrations/ movements in search of water and pasture in the case of pastoralists and fish in the case of migrant fishermen,

- ii the centrality of child labour in the production system, thus making it extremely difficult to allow their children to participate fully in formal schooling,
- iii the irrelevance of the school curriculum which is tailored to meet the needs of sedentary groups but however, ignores the functional needs of nomadic people,
- iv their physical isolation since they operate in largely inaccessible physical environments and
- v land tenure system that makes it difficult for nomads to acquire land and settle in one place.

However, in order to redress the illiteracy level among the nomadic population of Nigeria, the government introduced a special education programme called Nomadic Education. The educational programme, according to Iro (2006), has three broad goals: to raise the living standard of the nomadic community; to harness the potentials of the nomads and to bridge the literacy gap between the Fulani and the rest of the society.

In consonance with Article 26 of the United Nation's (1984) Universal Declaration on Human Rights that "everyone has the right to education", Nigerian government has committed itself to literacy enhancement of the nomads (Ahmed, 1999). The National Policy on Education (2004) stresses that 'education is the birth right of every child, and it should be brought close to the environment of the child'. The policy enjoins that whenever possible, arrangements will be made for the children of nomads to assist their parents in the morning and go to school in the evening. Special and adequate inducement will be provided to teachers in nomadic settings to make them stay on the job (Iro, 2006). The 1999 constitution of Nigeria demands that the government ensures fair learning opportunities for all her citizens. Aminu (1991) submitted that wandering clans of Nigerian cattle rearers are as much a part of Nigeria as any major tribe. Therefore, it is only right that they also enjoy the same rights and privileges as the rest citizens.

Iro (2006) submitted that Nomadic Education Programme in Nigeria commenced officially in 1986 after the Yola National Workshop on Nomadic Education which held on 4th November, 1986. Osokoya (2008) stated that the Yola National Workshop on Nomadic Education was a turning point in the development of nomadic education in Nigeria. According to him, the workshop was followed by an active mobilisation and enlightenment campaigns for nomadic education in the country. Furthermore, the workshop formed the basis for the development of the blue print on nomadic education which was published in 1989. In order to enhance proper implementation of the

programme, the National Commission for Nomadic Education (NCNE) was established by Decree 41 of December 12th, 1989 to cater for the educational needs of the children of Nigerian nomads (Ahmed, 1999). The Commission began functioning in January 1990 with 206 schools, 1,500 students and 499 teachers. Ninety-seven (97) of the schools had permanent building while the rest of the schools operated on temporary structures or under the trees. Some schools had furniture; others used mats. The schools taught modified curricula in English, Arithmetic, Social Studies, and Primary Science developed by the Usmanu Danfodiyo University, Sokoto (Lar, 1997). In order to adapt to the work rhythms, nomadic schools run morning and afternoon shifts so that the children can rotate between herding and schooling (Iro, 2006).

With the official launching of the Nomadic Education Programme by the Federal Government, all the states of the federation with considerable number of Nomadic Fulani were directed by the Federal Government to launch the programme in their respective states (Lar, 1989). Following this directive, most states in North Central Nigeria, because they all have large concentration of nomads, quickly commenced efforts at launching the programme in their respective states. For instance, it was reported by Lar (1989) that Plateau State Government heeded promptly to the directive by the Federal Government by making serious effort to launch the programme in the state. The same was also reported by Na'Allah (1991) that the Kwara State Government through State Ministry of Education immediately entered into dialogues with two Fulani associations in the state, namely, Maiyetti Allah Cattle Breeders Association and MacDuranake Allah Jamu's Fullo Association, to ensure the successful implementation of the programme in the State.

Consequently, most state governments in North Central Nigeria launched the programme in their respective states in 1988 (Ezeomah, 1988). Therefore, it could be understood from the foregoing that the year 1988 was a major landmark in the history of nomadic education in North Central Nigeria because the programme was launched in most states in the zone in 1988. Thus, this informed the commencement date of this study. The termination year of this study, 2011, was chosen because of its significance to Nigerian history in general. In 2011, there was a change in government. The democratic government, Goodluck Jonathan Administration, came into power in May 29, 2011. The Goodluck Administration launched a policy package called Transformation Agenda. By this, the Administration hoped to transform the whole country using thirteen key areas as the springboard, education sector inclusive. The main purpose of this study was to trace the historical

development of nomadic education in North Central, Nigeria from 1988-2011. The study was specifically carried out to analyse the:

- a. trends in the establishment of nomadic schools in North Central Nigeria from 1988-2011;
- b. trends in the enrolment of pupils in nomadic schools in North Central Nigeria from 1988-2011;
- c. challenges facing nomadic education in North Central Nigeria from 1988-2011 and
- d. administration of nomadic education in North Central Nigeria from 1988-2011

Research Questions

In order to give direction to this study, the following research questions were raised and answered:

1. What were the trends in the establishment of nomadic schools in North Central Nigeria from 1988 to 2011?
2. What were the trends in the enrolment of pupils in nomadic schools in North Central Nigeria from 1988 to 2011?
3. What were the challenges facing nomadic education in the North Central Nigeria from 1988 to 2011?
4. How was Nomadic Education administered in North Central Nigeria from 1988 to 2011?

Methodology

A historical research method was adopted for this study. This is because the researcher investigated and explained past events concerning nomadic education in Nigeria. This is to have a better understanding of the present and make a reliable prediction of the future. According to Osokoya (1996), historical research involves investigating, recording, analysing and interpreting the events of the past for the purpose of making generalisations that are helpful in understanding the past, the present and to a limited extent, in anticipating the future. The population of the study comprised all the officials who are connected with nomadic education, the headmasters/teachers of nomadic schools and nomads in North Central Nigeria. The target population included the Executive Secretary and other officials of the National Commission for Nomadic Education (NCNE) headquarters, Kaduna and officials of the commission (NCNE) in North-Central Zonal office, Minna, Nigeria. Others that participated included the director and other officials of Nomadic Education Centre, University of Jos, headmasters and teachers of

nomadic schools in North Central, Nigeria, Coordinators/Directors of Nomadic Education Programme in both State Ministries of Education and State Universal Basic Education Boards in all the States that constitute North Central Nigeria including Federal Capital Territory, Abuja. Also, members of the recognised Fulani associations in North Central, Nigeria i.e. Maiyetti Allah Cattle Breeders Association and Nomadic Fulani Development Association of Nigeria (NOFDAN) constituted the target population of this study. A multi-stage sampling technique was employed for the selection of the sample needed for the study. The first stage was stratified sampling technique used to group the target population into the officials of Nomadic Education Programme (policy Makers), the Head teachers/teachers of nomadic schools (implementers) and nomads (beneficiaries). The second stage involved the use of purposive sampling technique to select all the 143 officials of Nomadic Education in North Central Nigeria. The third stage was the use of simple random sampling technique to select 256 out of 655 head teachers of nomadic schools in North Central Nigeria. The selection is in agreement with the Research Advisors' (2006) sample size table that in a population of 700 at confidence level 95%, 248 respondents could be sampled. The fourth stage was cluster random sampling technique used to select 575 nomads from the recognised Fulani associations in North Central Nigeria. Daramola (2006) posited that a researcher can adopt cluster random sampling in a situation where it is difficult or almost impossible to obtain a complete listing of the element of given target population.

A total number of nine hundred and seventy-four (974) respondents were used in the study. An instrument tagged "Challenges of Nomadic Education Questionnaire" (CNEQ) was used in this study. This Questionnaire was adapted from Atinmo; Osokoya; Ajayi; Sarumi; Lawal and Osokoya (2011) with a psychometric property of 0.87 (Cronbach's alpha). Also, official documents and pro forma were used to gather the data for this study.

In order to take care of the respondents who are not literate in the use of the English Language and also to avoid any alteration in the original content of the instruments by the research assistants, the instrument was hence translated into the Fulfulde Language. The qualitative data obtained for this study was analysed in line with historical style of data analysis. Thus, the quantitative data for the study was analysed using the percentage.

Results

Research Question One: *What were the trends in the establishment of nomadic schools in North Central Nigeria between 1988 and 2011?*

Table 1: Trends in the Establishment of Nomadic Schools in North-central Nigeria from 1988 to 2011

Year	Benue	Kogi	Kwara	Nassarawa	Niger	Plateau	FCT	Total
1988	11	-	7	-	10	13	-	41
1989	18	-	11	-	12	14	5	60
1990	18	-	12	-	15	27	5	77
1991	26	-	24	-	65	55	2	172
1992	26	16	16	-	69	55	2	184
1993	28	18	18	-	106	67	5	242
1994	28	16	20	-	106	81	7	258
1995	28	19	21	-	106	84	7	265
1996	28	19	21	-	106	84	7	265
1997	18	19	23	22	121	71	8	282
1998	30	19	25	25	127	90	8	324
1999	35	15	27	28	137	97	9	348
2000	40	14	33	37	145	108	21	398
2001	42	14	34	39	161	108	21	419
2002	46	13	34	43	160	110	25	432
2003	47	13	38	48	187	111	29	473
2004	47	13	38	51	187	111	31	478
2005	59	13	45	53	169	111	36	476
2006	100	13	45	53	169	111	36	527
2007	100	13	45	53	169	111	35	526
2008	92	13	55	50	182	134	38	564
2009	95	17	61	53	201	134	38	599
2010	99	25	67	56	215	134	40	637
2011	99	25	82	56	218	134	41	655

Source: Field Work (2012)

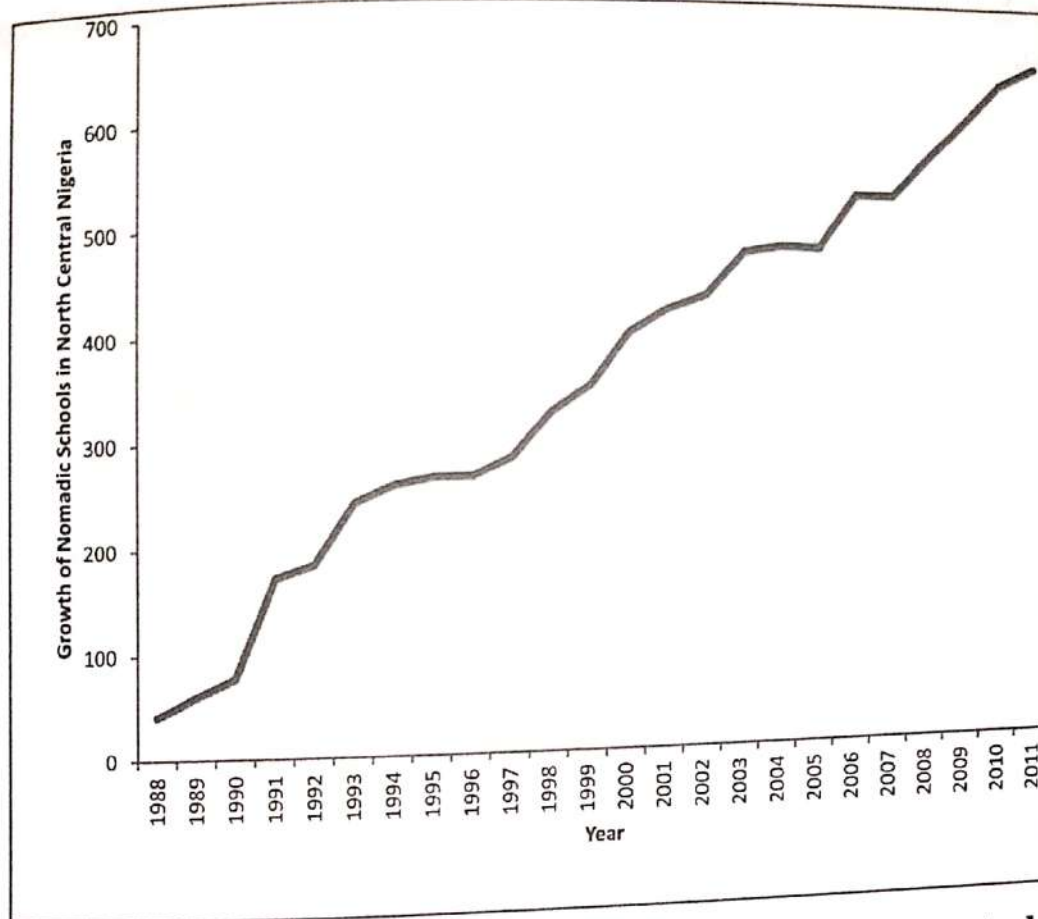


Fig 1: Trends in the Number of Nomadic Schools in North-central Nigeria from 1988-2011

Table 1 and Figure 1 show the trend of the growth in the number of nomadic schools in North Central Nigeria from 1988-2011. An upward trend in the number of nomadic schools was observed from 1988-2004. This is an indication that the various state governments in North Central Nigeria were very committed to the establishment of nomadic schools.

From 2005 to 2011, the table and the figure show clearly a slight fluctuation in the number of nomadic schools. In 2005 for instance, the number of nomadic schools was 476 and by 2006, it increased to 527 (a percentage increment of 10.7 over the previous year) and then dropped again in 2007 to 526 (a percentage decrease of - 0.2 over the previous year). It thereafter moved upward again from 2008 to 2011.

Research Question Two: *What were the trends in the enrolment of pupils in nomadic schools in North Central, Nigeria from 1988 to 2011?*

Table 2: Trends of the Enrolment of Nomadic School Pupils in North-central Nigeria from 1988-2011

Year	BENUE			KOGI			KWARA			NIGER			NASSARAWA			PLATEAU			FCT			TOTAL
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
1988	152	64	216				78	41	119	124	60	184				132	41	173	530	392	922	1614
1989	341	187	528				85	43	128	131	94	225				243	102	345	894	528	1422	2648
1990	673	328	1001				87	64	151	247	193	430				414	358	782	2783	1796	4579	6943
1991	1005	919	1924				93	39	132	527	410	937				1521	662	2183	2943	1790	4733	9909
1992	1102	847	1949	142	97	239	106	75	181	325	214	539				1368	951	2319	2846	1942	4788	10015
1993	651	602	1253	110	78	188	119	71	190	106	80	186				1599	1323	2922	5143	4748	9891	14630
1994	1018	1022	2040	123	88	211	189	185	374	258	192	450				1720	488	2208	6901	7074	13975	19258
1995	1132	1080	2212	135	141	276	229	158	387	392	266	658				2919	2173	5092	8624	6910	15534	24159
1996	1900	954	2854	189	123	312	322	243	665	424	293	717				3671	4132	7803	8937	5734	14671	26922
1997	925	918	1843	192	133	325	277	116	393	381	367	748	417	213	630	3931	2841	6772	7983	4587	12570	23281
1998	1137	833	1970	181	111	292	216	205	421	407	298	705	328	242	570	4296	3293	7589	10325	6085	16410	27957
1999	1490	930	2420	251	138	389	273	215	488	433	289	722	354	274	628	4003	3183	7166	9538	7596	17134	28947
2000	1830	1800	3630	472	400	872	524	414	938	549	402	951	1290	1031	2371	7123	4125	11248	10650	10310	20960	40970
2001	2060	1761	3821	410	312	722	927	534	1461	382	289	671	2693	1158	3851	7410	4489	11899	11455	9266	20721	43146
2002	2731	1904	4635	513	371	884	1325	1285	2610	433	278	711	2607	1816	4423	7191	3647	10838	14195	7925	22120	46221
2003	3800	1670	5470	652	490	1142	1852	1948	3800	723	432	1155	3723	1952	5675	8732	5671	14403	16621	8099	24620	56265
2004	4247	2151	6398	736	621	1357	1954	1951	3905	1231	817	2048	4321	3007	7328	10021	6862	16883	18237	11020	29257	67176
2005	4632	2179	6811	742	636	1378	2277	1668	3945	1403	881	2284	4431	2933	7364	10914	6248	17162	18671	10647	29318	68262
2006	9580	7204	16784	713	675	1388	2277	1668	3945	1410	882	2292	4521	2843	7364	11670	5492	17162	18671	10647	29318	78253
2007	8750	8034	16784	731	645	1376	2318	1650	3968	1325	793	2118	4521	2843	7364	11670	5492	17162	17363	12504	29867	78639
2008	3189	2117	5306	1466	1292	2758	2915	1267	4182	2533	2253	4786	3956	2452	6408	11843	5491	17334	20172	11932	32104	72878
2009	3217	1999	5216	1373	1064	2437	3170	2077	5247	2414	2208	4622	4139	2462	6601	12321	5080	17411	20313	11893	32206	73740
2010	2966	2035	5001	1341	1187	2528	3526	2407	5933	2671	2050	4721	3751	1570	5321	10310	6011	16321	16130	12302	28432	68257
2011	1890	1495	3385	1201	1313	2514	3462	3221	6683	2401	2318	4719	2375	2559	4934	8986	6249	15235				37470

Source: Field Work (2012)

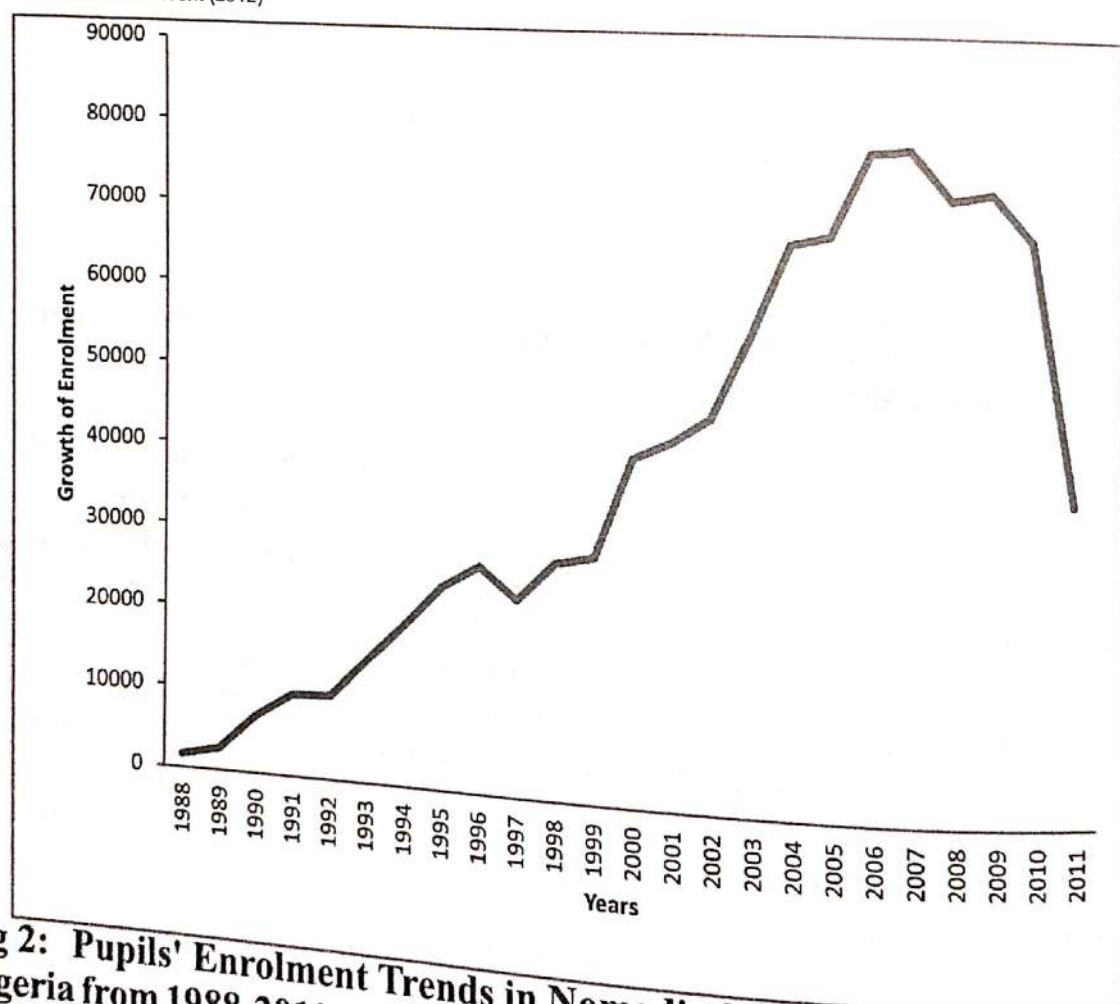


Fig 2: Pupils' Enrolment Trends in Nomadic Schools in North-Central, Nigeria from 1988-2011

Table 3 and Figure 2 reveal the enrolment rate of nomadic pupils in North-central Nigeria from 1988 – 2011. The table and figure indicate fluctuations in the enrolment rate of pupils of nomadic schools during the

period that this study covered. There was an upward trend in the enrolment rate of nomadic pupils from 1988 to 1996 after which the enrolment rate dropped in 1997 and then picked up again in 1998.

From 1998 to 2007, the enrolment rate of nomadic pupils as shown in the table and figure indicated an upward trend again. Consequently, from 2008 to 2011, there was a downward irregular trend in the enrolment rate of pupils. It increase a little bit in 2009 and dropped sharply in 2010 and 2011. The reason for the downward trend could be attributed to the ethno-religious crisis that engulfed Plateau State during the period.

Research Question Three: *What were the challenges facing Nomadic Education in North Central Nigeria between 1988 and 2011?*

Table 3: Challenges Facing Nomadic Education in North-central Nigeria from 1988 – 2011

S/N	Items	A F(%)	D F(%)
1	Inadequate funding	858 (88.4)	112 (11.5)
2	Inadequate infrastructural facilities in nomadic communities	763 (78.7)	207 (21.3)
3	Inadequate instructional materials in nomadic schools	721 (74.3)	249 (25.7)
4	Dearth of teachers in terms of quantity	622 (64.1)	248 (35.8)
5	Dearth of teachers in terms of quality	808 (82.4)	169 (17.5)
6	Indiscriminate transfer of teachers from nomadic schools to conventional schools without replacement	664 (68.5)	306 (31.6)
7	Teachers' truancy	665 (68.6)	305 (31.4)
8	Drop-out rates	814 (83.9)	156 (16.1)
9	Inadequate supervision	721 (74.3)	249 (25.7)
10	Distance between nomadic Schools and the community	689 (71)	281 (29)
11	Lack of portable water in nomadic schools	730 (75.2)	240 (24.7)
12	Lack of health facilities in nomadic schools	702 (72.4)	268 (27.6)
13	Lack of cooperation between the nomads and the host community	942 (97.1)	28 (2.9)
14	Lack of interest in schooling on the part of the nomads	914 (94.3)	56 (5.7)
15	Cultural issues such as early marriage	956 (98.6)	14 (1.4)
16	Irrelevant curriculum	580 (59.8)	390 (40.2)
17	Centrality of child labour in the production system of the nomads	926 (95.4)	44 (4.5)
18	Constant migration of the nomads	590 (60.8)	380 (39.1)
19	Lack of accurate data	926 (95.4)	44 (4.5)
20	Security problems	588(60.6)	382 (39.4)

Table 3 shows that cultural issues such as early marriage was the greatest challenge faced by nomadic education in North-central Nigeria as 98.6% of the respondents agreed that it was a challenge to Nomadic Education. 97.1% of the respondents agreed that lack of cooperation between the

nomads and the host community was a challenge. 95.4% of the respondents indicated that centrality of child labour in the production system of the nomads was a challenge. Also, majority of the respondents (94.1%) indicated that lack of interest in schooling on the part of the nomads was a challenge. Inadequate funding, inadequate infrastructural facilities in nomadic communities and inadequate instructional materials in nomadic schools were some of the challenges faced by nomadic education in North-central Nigeria from 1988-2011 as indicated by 88.4%, 78.7% and 74.3% of the respondents respectively.

Research Question Four: *How was Nomadic Education administered in North Central Nigeria from 1988–2011?*

The scope of Nomadic Education in North Central Nigeria within the period that this study covered (1988 - 2011) was not beyond primary school level and as such, the administration of the educational programme was not different from that of the regular or conventional primary schools. It was, however, administered side by side with the regular primary school. Also, the administration of Nomadic Education in North Central Nigeria passed through different stages. In other words, different authorities exercised their control from time to time.

In 1988, the Federal Government being the Coordinator of Education Planning, Policy and Finance established National Primary Education Commission (NPEC) with Decree 31 to manage the affair of primary education in Nigeria, Nomadic Primary Schools inclusive. This was later scrapped by the Federal Government under the provisions of Decree 2 and 3 of 199 and thus vested the full responsibility of the administration of primary education in the hand of Local Government.

One of the major milestones in the administration of nomadic education in Nigeria was the establishment of National Commission for Nomadic Education by Decree 41 of 1989. This commission was specifically established to cater for the educational needs of the children of the nomads. Since its inception as a parastatal under the Federal Ministry of Education, it has been working closely with both the Federal and State Ministries of Education in order to ensure proper implementation of the programme in the entire country.

In 1993, the National Primary Education Commission was re-established again by Decree No 96 of 25th August, 1993. This decree established with National Primary Education Commission, the State Primary Education Board (SPEB) and Local Government Education Authority

(LGEA). These bodies were again in control of all primary schools in Nigeria including the Nomadic Primary Schools. The Local Government Education Authority was assigned to day-to-day administration of primary schools in its area of jurisdiction while the State Primary Education Board (SPEB) was charged with the administration of primary schools in the state. The Local Government appointed Education secretaries who then report directly to the SPEB.

This was the condition of the administration of nomadic education since 1993 to the time when the democratic government came into power on May 29, 1999. The administration introduced Universal Basic Education to make Basic Education free and compulsory. By this, Universal Basic Education Commission was established to co-ordinate the implementation of the programme at the States and Local Government levels through the State Universal Basic Education Board (SUBEB) of each state and Local Government Education Authority (LGEA).

Various responsibilities were assigned to all levels of government (Federal, State and Local) in connection with the administration of nomadic education in North-central Nigeria. It is pertinent to examine the roles of each tier of government in the programme.

The Role of the Federal Government

The Federal Government Coordinates education planning, policy and finance through Federal Ministry of Education. The Ministry is headed by the Minister of Education who plays a vital role in the maintenance of educational standard nation-wide through the ministry, agencies and commissions which are devoted to the development of specialised aspects of education. Such commissions include the National Commission for Nomadic Education and Universal Basic Education Commission. The National Commission for Nomadic Education was established among other things to establish, manage and maintain primary schools for nomadic children. The commission is headed by an executive secretary who oversees its day-to-day affairs. The Executive Secretary shall hold office in the first instance for a period of five years and shall be eligible for re-appointment for such further terms of five years as the president may from time to time determine.

The functions of the commission according to Section 4 of National Commission for Nomadic Education Act, 1989, include:

- a. implementation of guidelines and ensuring geographical spread of nomadic education activities and targets for the nomadic people who cross state boundaries.

- b. liaising with the Livestock Department of the Ministry of Agriculture and with the State Governments to form an effective Inter-Ministerial Committee that will carve out reserves, settlement grazing areas and dams for the nomadic people.
- c. establish schools in the settlements carved out for nomadic people.
- d. co-operating with other participating ministries and agencies, including the ministries of Health, Agriculture, Water Resources, Information, Tourism and Internal Affairs.
- e. ensuring effective inspection of nomadic education activities in Nigeria through Federal and State Ministries of Education, performing duties relating to Nomadic Education
- f. collate, analyse and publish information relating to nomadic education in Nigeria.
- g. determination of the standards of skills to be attained in nomadic schools established by the commission and review such standards from time to time.
- h. preparation of reliable statistics of nomads and their children of school age.
- i. acting as the agency for challenging all external aids to nomadic schools in Nigeria.
- j. ensuring effective equitable management of funds accruing to the commission.
- k. undertaking any other action desirable for the promotion of its responsibilities for nomadic education, including soliciting for funds and other support activities, organising activities to promote peaceful co-existence between the nomadic people and settled farmers and

formation of inter-disciplinary and sectoral committees with Ministries, agencies and communities.

The commission has five departments although, it was initially four departments. By early 1998, they were reduced to three departments and later, the commission was re-organised to have five departments. These are: Programme Developments and Extension; Monitoring, Evaluation and Statistics; Finance and Accounts; Administration and Social Mobilisation and Outreach. There are also four University-based Nomadic Education Centres located in Universities of Jos, Maiduguri, Port Harcourt, and Usmanu Danfodio University, Sokoto. The centre at the University of Jos conducts research into nomadic life-styles. The Nomadic Education Centre, University of Maiduguri is responsible for teacher training and outreach programme. The centre at the Usmanu Danfodio University, Sokoto is charged with the responsibility of curriculum development: The University of Port-Harcourt Centre is charged with the responsibility of conducting research, producing materials and training teachers for the education of the migrant fishermen. The commission has six zonal offices based in Bauchi (for North East Zone) Minna (for North Central Zone), Kano (for North West Zone), Enugu (for South East Zone) Benin (for South South Zone) and Ibadan (for South West Zone). This is done in order to ensure effective management and monitoring of the programme. There is Universal Basic Education Commission which was established by the Federal Government to ensure the implementation of the Universal Basic Education Programme across the country.

The Role of the State Government

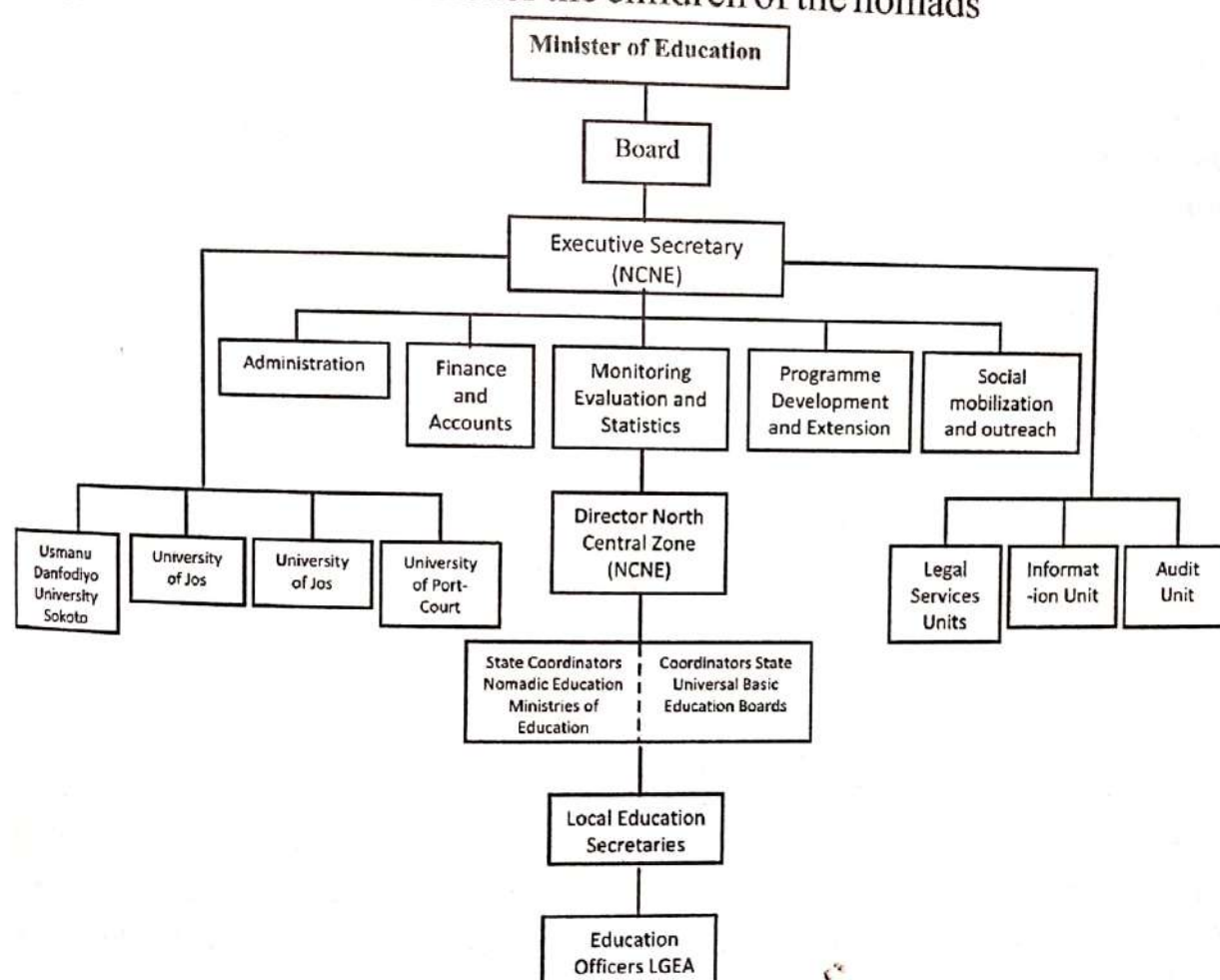
At the state level, the Ministries of Education and State Universal Basic Education Board were directly involved in the administration of nomadic education. The various state governments in North-central Nigeria through the Ministries of Education and SUBEBS work closely with the National Commission for Nomadic Education so as to ensure effective programme implementation in their areas of jurisdiction. Basically, the state:

- a. undertakes active mobilization campaigns at the state level for nomads to embrace modern education.
- b. helps the commission to ensure viable and adequate geographical spread of nomadic education facilities in the state.
- c. makes representations to the commission on the needs of nomads in their states
- d. provides and develops grazing lands and settlement areas for nomads.

The Role of the Local Government

The various Local Governments in North Central Nigeria through Local Government Education Authorities, Nomadic Communities and District Education Committee played prominent roles in the administration of Nomadic Education programme. Because of their proximity to the nomads, the Local Governments, specifically:

- help the commission in determining locations of nomadic schools
- undertake grassroots campaigns at the village level to mobilise the nomads for the programme.
- establish schools for the children of the nomads



Saidu, (2014)

Fig 3: Organogram of Nomadic Education in North-central Nigeria

Discussion of Findings

Finding of the first research question revealed that there was an upward trend in the number of nomadic schools in North-central Nigeria within the period under examination. This simply means that the various state and local governments in the zone were committed to the establishment of

nomadic schools. This is in line with the study of Tahir (2003) that posited that the official launch of the programme in the country, there was a steady increase in the number of nomadic schools in the country. He attributed the increase to the commitment of both the state and local governments.

It was discovered in this study that the enrolment rate of nomadic school pupils in North Central Nigeria from 1988-2011 fluctuated. These fluctuations could be attributed to so many factors which include establishment of National Commission for Nomadic Education, Incorporation of migrant fisherman into the programme, creation of state, introduction of Universal Basic Education Programme and ethno-religious crisis that engulfed a part of the zone. A similar finding was reported by Ahmed (1999) that, the fluctuations in the enrolment figures of nomadic pupils in North-eastern Nigeria was as a result of the establishment of National Commission for Nomadic Education as well as the incorporation of migrant fishermen into the programme. The finding by Bulus (2007), in a way, disagrees with these findings of their study when it attributed the fluctuations in the enrolment rates of nomadic school Pupils in Adamawa and Taraba States to financial reasons, parental preference for Arabic schools, early marriage and the nomads' sentimental attachment to their migratory pastoral lifestyle.

With respect to the challenges faced by nomadic education in North Central Nigeria, the study revealed myriad of challenges. These include inadequate funding of the programme in the zone. An adequate funding is central to the success of any programme. Therefore, if a programme is not well funded, it might further degenerated into a more serious problem. Different researchers such as Ahmed (1991), Lar (1997), Tahir (2003), Bulus (2007), Wambai (2007) and Osokoya (2010) have revealed in their different studies that inadequate funding is one of the challenges facing nomadic education in Nigeria. Wambai (2007) revealed in his study that the federal government has always failed to provide matching grants to Kano state for the execution of the programme.

Conclusion

In this study, the researcher has traced the development of Nomadic Education in North Central Nigeria from 1988, when the programme was officially launched in all the states that constitute the zone, to 2011 when new administration began in the country. It could be deduced from the study that there is an expansion in nomadic education in the zone. The total number of nomadic schools in the zone which was forty-one (41) at the inception of the

programme has increased to six hundred and fifty-five (655) in 2011. Also, the enrolment rates and number of teachers had risen up drastically. For instance, the enrolment figure which was 1,614 in 1988 had steadily increased to 37,470 in 2011.

Recommendations

- a. The quantity and quality of nomadic primary schools should be improved tremendously and nomadic primary school leavers should be encouraged, especially through financial support to proceed to secondary school.
- b. Government at all levels should embark on constant awareness campaigns to encourage and sustain enrolment and completion of basic education by the nomads.

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