

## Historical Analysis of Nomadic Education Programme in Kwara State, Nigeria: 1988-2011

ABUBAKAR SAIDU, ZEINAB A. ABUDU,  
AMINAT A. ODEBODE, OYEYEMI J. JEJAYINFA  
University of Ilorin, Ilorin

**Abstract.** In a bid to enhance the access of nomads to education and 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. Kwara state government hence, launched the programme in the state 1988. This study, therefore, traced the trends in the historical development of nomadic education in North Central Nigeria: 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 420 respondents were sampled in the study using the multi-stage sampling techniques. Challenges of Nomadic Education Questionnaire (CNEQ) was used to gather data for the study. It was revealed that students' enrolment figures were fluctuating within the period covered by this study. It was also found out that there was an upward trend in the number of Nomadic Schools in Kwara state, Nigeria from 1988-2011. Based on the findings, it was recommended that government should also embark on constant

awareness campaign to encourage and sustain enrolment in nomadic school.

**Keywords:** Nomadic, Nomadic Education, Historical Analysis.

### 1. Background to the Study

Nomads are groups of people who seasonally 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. The frequent movements of the nomads according to Ezeomah (2000) are hinged on some factors which include desire for independence and freedom from the interference and supervision by the sedentary authorities.

According to Osokoya (2008), attempts at providing the African nomads with western education first started in parts of the French West African countries in the 1920s. Kitchen (1962) stated that the first tent school among the Sahelian nomads was established in 1924. However, similar efforts were later extended to

Chad, Mali, Nigeria and Niger after the Second World War (Umar, 1998).

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.

However, the major reasons for the poor participation of the children of Nigerian nomads in western education as identified by scholars such as Ezeomah (1982), Junaid (1987), Tahir (1991), Umar (1998) and Osokoya (2010) are:

- i. 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.

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.

Nomadic Education Programme in Nigeria commenced officially in 1986 after the Yola National Workshop on Nomadic Education which held on 4<sup>th</sup> 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 mobilization and enlightenment campaigns for nomadic education in the country. Furthermore, the workshop formed the basis for 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 12<sup>th</sup>, 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, Na'Allah (1991) reported that Kwara state as one of the states with a large population of Nomads quickly commenced efforts at encouraging the nomads

to enlist their children on the programme. The 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 successful implementation of the programme in the State. The first Nomadic school in the state was commissioned in New Bussa (defunct Kwara State) by then state commissioner for Education, Dr. Ramat Abdullahi, on the 15<sup>th</sup> February, 1988. Moreover, Kwara State government launched the programme officially at the Kwara State Stadium Complex on 30<sup>th</sup> June, 1988. Therefore, it could be understood from the foregoing that the year 1988 was a major landmark in the history of nomadic education in the state because the first Nomadic school was commissioned in that year. Equally, the

programme was officially launched in the state in that same year. 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 hopes to transform the whole country using thirteen key areas as the spring board, education sector inclusive. In order to ensure successful operation of the programme in the state, the state government approved budgetary allocation for the programme which was supported by the Federal Government during the 1988 fiscal year as could be seen in the table 2.

**Table 1: Take-off Grants for Nomadic Education in Kwara State in 1988**

States	Federal Financial Aid	State Financial Aid
Kwara	759,966.52	320,000.00

**Source:** Lar (1989)

Table 1 shows the take-off grants for Nomadic Education by both the Federal and Kwara State Governments. With these efforts by both the Federal and the State Governments, nomadic education gathered momentum in the state in terms of pupils' enrolment and establishment of nomadic schools as could be seen in the Table 2

**Table 2: Enrolment of Nomadic Schools Pupils in Kwara State**

S/N	Place	Local Govt. Area	No. of Students
1	Aiyekale	Ilorin	45
2	New Bussa	Borgu	25
3	Lafiagi	Edu	30
4	Kata	Ifelodun	15
5	Agbonna	Asa	60
6	Etile	Asa	30
7	Aleyo	Asa	20
Total			225

**Sources:** Na'Allah (1991)

Table 2 shows nomadic school pupils' enrolment rates in Kwara state as at 1990. A total of 255 nomadic pupils were enrolled in seven nomadic schools spread across five Local Government Areas of the state with Asa Local Government Area having three schools and the other participating Local Government Areas have one each.

Consequently, progress reports on nomadic education by the Kwara State Ministry of Education (2003) revealed that there is a mild increase in the growth of nomadic schools in the state. The number of nomadic schools in the state which was twenty four in 1991 had risen to 28 schools spreading across ten Local Governments Areas of the state by 2003.

Since the inception of Nomadic Education Programme in Kwara state, the State Government has been working closely with the NCNE to ensure the smooth implementation of the programme in the state. In 1991, Kwara state government undertook mobilization campaigns for nomads so that could embrace western education. This effort also resulted in increase in enrolment rate of nomadic school pupils. The enrolment rate which was 120 at the inception of the programme in the state in 1988 had rapidly risen to 320 pupils by the 3<sup>rd</sup> quarter of 1989. In 2003, a total of 1,536 nomadic pupils were recorded in the state. Out of this number, 896 pupils were males while 640% were females. These figures represent 58.3% males and 41.7% females respectively (Komolafe, 2005).

It is worthy of note that Kwara state is a multi-ethnic state, it is made up of many ethnic groups. These include, Yoruba, Nupe, Baruba, Ibolu, Fulani and so on. These people have accepted western education in addition to other forms of education (the Traditional education and Islamic education) which were prevalent in the state before the introduction of western education. Even, the Fulani who by nature are wanderers still imbibed western education, though; this was through the Nomadic Education Programme which was designed for them by the Federal Government of Nigeria. This educational programme (nomadic education) was launched in the state two decades ago to cater for the educational needs of the nomads. There is, therefore, the need to give a historical account of the development of the programme in the state

and hence, this study was designed to trace the historical development of Nomadic Education in Kwara state, Nigeria from 1988-2011.

## 2. Purpose of the Study

The main thrust of this paper is to analyze the Historical development of Nomadic Education programme in Kwara State Nigeria from 1988-2011. Specifically, the study analyze:

- (a) trends in the enrollment of pupils of nomadic schools in Kwara State from 1988-2011
- (b) trends in the establishment of nomadic schools in Kwara State from 1988-2011
- (c) challenges faced Nomadic Education Programme in Kwara State from 1988-2011

## 3. Research Questions

- (i) What were the trends in the enrolment of pupils of nomadic schools in Kwara State from 1988-2011?
- (ii) What were the trends in the establishment of nomadic schools in Kwara State from 1988-2011?
- (iii) What were the challenges faced Nomadic Education Programme in Kwara State from 1988-2011?

## 4. Methodology

Historical research method was adopted for this study. This is because the researcher investigated and explained past events concerning nomadic education in Kwara State, 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, analyzing and interpreting the events of the past for the purpose of making generalizations 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 Kwara State, Nigeria. The target population included the Desk Officers of National Commission for Nomadic Education (NCNE) in Kwara State, Coordinators/Directors of Nomadic Education Programme in both State Ministry of Education and State Universal Basic Education Board in the State, Headmasters and teachers of nomadic schools in Kwara State Also, members of the recognized Fulani associations in the State i.e. Maiyetti Allah Cattle Breeders Association and Nomadic Fulani Development Association (NOFDA) constituted the target population of this study

Multi-stage sampling technique was employed for selection of the sample needed for the study. The first stage involved stratified sampling of 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 13 officials of Nomadic Education in Kwara State. This is in line with Ujo’s (2000) position, that a researcher can purposively sample respondents if the researcher finds any attribute of interest in the population. The third stage was the use of simple random sampling technique to select 217 out of 472 Head teachers/teachers of nomadic schools in Kwara State selection is in

agreement with the Research Advisors’ (2006) sample size. It was analyzed and concluded in a population of 500 at confidence level 95%, 217 respondents could be sampled. The fourth stage involved cluster random sampling technique to select 200 nomads from the recognized 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 420 respondents were used in the study

This study being a historical research type employed both primary and secondary sources of information to gather data used. The primary source of information for this study included questionnaire tagged “Challenges of Nomadic Education Questionnaire” (CNEQ), official documents and proforma. The test re-test reliability co-efficient of 0.75 was obtained on the instrument (CNEQ). The official documents used included the following:

- (i) NCNE Annual Reports,
- (ii) Annual Reports from Kwara State Ministry of Education.
- (iii) Annual Reports from Kwara SUBEB.

Data for the study was analyzed using the percentage and the mean rating.

## 5. Results

**Research Question one:** *What were the trends in the enrolment of pupils of nomadic schools in Kwara State from 1988-2011?*

**Table 3: Trends in the enrolment of nomadic schools pupils in Kwara State from 1988-2011**

Year	Enrolment Rate			% increase over the previous year
	Male	Female	Total	
1988	78	41	119	-
1989	85	43	128	7
1990	87	64	151	15.2
1991	93	39	132	-14.3
1992	106	75	181	27.07
1993	119	71	190	4.7
1994	189	185	374	49.1

1995	229	158	387	3.3
1996	322	243	565	31.1
1997	277	116	393	-43.7
1998	216	205	421	6.6
1999	273	215	488	13.7
2000	524	414	938	47.9
2001	927	534	1461	35.7
2002	1325	1285	2610	44.0
2003	1852	1948	3800	31.3
2004	1954	1951	3905	2.68
2005	2277	1668	3945	1.01
2006	2277	1668	3945	0
2007	2318	1650	3968	0.5
2008	2915	1267	4182	5.1
2009	3170	2077	5247	20.29
2010	3526	2407	5933	11.56
2011	3462	3221	6683	11.22

From table 3, it can be seen that students' enrolment figures were fluctuating. In 1989, there was percentage increment of 7% and by 1991, it drastically reduced to -14.3%. This sharp reduction could be attributed to the fact that some parts of the state were carved out to Kogi and Niger states. However, an appreciable percentage increment in the students' enrolment could be seen from 1992 to 1999. There was a sharp increment in the year 2000, especially when it is compare to the previous year (1999). This could simply be seen as part of the influence of Universal Basic Education programme which was launched on 30<sup>th</sup> September, 1999 by the then President of the Federal Republic of Nigeria, Chief Olusegun Obasanjo.

**Research Question Two:** *What were the trends in the establishment of nomadic schools in Kwara State from 1988-2011?*

**Table 4: Trends in the establishment of nomadic schools in Kwara State from 1988-2011**

Year	No. of Nomadic School	Percentage (%) increase over the previous year
1988	7	-
1989	11	36.3
1990	12	8.3
1991	24	50
1992	16	-50
1993	18	11.11
1994	20	10
1995	21	4.7
1996	21	0
1997	23	8.6
1998	25	8
1999	27	7.4
2000	33	18.1
2001	34	2.9

2002	34	0
2003	38	10.52
2004	38	0
2005	45	15.5
2006	45	0
2007	45	0
2008	55	18.1
2009	61	9.83
2010	67	8.9
2011	82	18.29

Table 4 reveals the trend in the establishment of nomadic schools in Kwara state from 1988-2011. An upward in the number of nomadic schools was observed from 1988-1991. This is an indication that Kwara state government was committed to the establishment of nomadic schools. However, there was a sharp decrease in the number of nomadic schools in 1991. This could be attributed to the fact some part of the state were carved out to Kogi and Niger states.

From 1991 to 2011, the table shows slight fluctuation in the number of nomadic schools. For instance, in 1991, the number of nomadic schools was 24 and by 1991, it decreased to 16. It then rise again in 1993 to 18 (a percentage of 11.11 over the previous year). The number of nomadic schools thereafter move upward again from 1993-2011.

**Research Question Three:** *What were the challenges faced Nomadic Education Programme in Kwara State from 1988-2011?*

**Table 5: Mean and Rank Order of Responses on the Challenges of Nomadic Education Programme in Kwara State**

S/N	Challenges of Nomadic Education in Kwara State	Mean	Rank
1	Inadequate funding	3.10	1 <sup>st</sup>
2	Inadequate infrastructural facilities in nomadic communities	2.98	2 <sup>nd</sup>
3	Inadequate instructional materials in nomadic schools	2.74	13 <sup>th</sup>
4	Dearth of teachers in terms of quantity	2.69	15 <sup>th</sup>
5	Dearth of teachers in terms of quality	2.89	6 <sup>th</sup>
6	Indiscriminate transfer of teachers from nomadic schools to conventional school without replacement	2.70	14 <sup>th</sup>
7	Teachers' truancy	2.77	10 <sup>th</sup>
8	Drop-out rates	2.88	7 <sup>th</sup>
9	Inadequate supervision	2.90	5 <sup>th</sup>
10	Distance between nomadic schools and the community	2.77	10 <sup>th</sup>
11	Lack of portable water in nomadic schools	2.94	4 <sup>th</sup>
12	Lack of health facilities in nomadic schools	2.84	9 <sup>th</sup>
13	Lack of cooperation between the Nomads and the host community	2.60	17 <sup>th</sup>
14	Lack of interest in schooling on the part of the nomads	2.86	8 <sup>th</sup>
15	Cultural issues such as early marriage	2.60	17 <sup>th</sup>
16	Irrelevant curriculum	2.96	3 <sup>rd</sup>
17	Centrality of child labour in the production system of the nomads	2.76	12 <sup>th</sup>
18	Constant migration of the nomads	2.67	16 <sup>th</sup>
19	Lack of accurate data	2.56	19 <sup>th</sup>
20	Security problems	2.54	20 <sup>th</sup>

Table 5 reveals the mean and rank order of responses on the challenges of nomadic education in Kwara state. It was revealed that all the items on the table are the challenges facing nomadic education in Kwara state because their mean scores are above 2.50 which is the cut-off point for determining the challenges facing nomadic education in Kwara state. Inadequate funding ranked 1<sup>st</sup> with the mean score of 3.10. Inadequate infrastructural facilities in nomadic communities ranked 2<sup>nd</sup> with the mean score of 2.98. Security problems with the score of 2.54 is ranked 20<sup>th</sup>. Different researchers such as Ahmed (1999), Bulus (2007), Lar (1997), Osokoya (2010), Tahir (2003) and Wambai (2007) 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 has always failed to provide matching grants to the Kano state for the execution of the programme. This study also revealed that infrastructural facilities in nomadic schools were grossly inadequate. The study by Bulus (1998) indicated that most of the infrastructural facilities such as classrooms needed high degree of attention in vital areas such as roofs, walls, floor, ceiling, door, toilet and windows. A similar study in plateau state also discovered that the problem of shortage of facilities such as toilets, drinking water office spaces were constraining factors to effective performance of teachers in such schools (Lar, 1997).

## 6. Conclusion

In this study, the researcher has traced the development of Nomadic Education in Kwara state, Nigeria from 1988 when the programme was officially launched in all the state 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 state. The total number of nomadic schools in the state which was seven (7) at the inception of the programme has increased to eight-two (82) in 2011. Also, the enrolment rates and number of teachers had risen up drastically. For instance, the enrolment figure which was 119 in 1988 had steadily increased to 6,683 by 2011.

## 7. Recommendations

Based on the findings of this study, the following recommendations were made:

- (a) Governments should double their annual subventions and timely release of the funds to this sector of our nation's education programme to enable the commission carry out her headquarters based activities and prevents the school-based activities from suffering.
- (b) Governments should take the task of giving western education to nomadic Fulani much more seriously. 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
- (c) 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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