

FOREWARD

The National Commission for Nomadic Education (NCNE) was established in 1989 by defunct Decree 41 now Nomadic Education Act, Cap N20 Laws of the Federation of Nigeria (LFN) 2004, to cater for the educational needs of the socially excluded, educationally disadvantaged and migrant groups in Nigeria. These segments of the population have serious limitations to equitable access to basic education through the conventional education system as a result of certain occupational and socio-cultural peculiarities. Out of the estimated 10.4 million migrant groups in Nigeria comprising pastoralists, migrant fisher folks and migrant farmers, about 3.6 million are children of school age of which only 519,018 are currently enrolled in schools. Arising from this, it can be seen that the participation of nomads in existing formal and non-formal basic education is abysmally low. As attempts to expand access to basic education intensifies, it becomes obvious that the usual conventional approaches to the provision of basic education cannot succeed within the context of target groups that are highly mobile with others at a semi settled level of sedentarization. This then provides the justification for **Nomadic Education** as a strategy for inclusiveness to basic education for nomads in Nigeria.

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BACKGROUND

Based on 1991 census, the estimated population of nomads in Nigeria stands at 10.4 million. The population distributions are estimated as follows:

- i. Pastoral Nomads: 6.3 million
- ii. Migrant Fisherfolks: 2.8 million
- iii. Migrant Farmers: 1.3 million

The educational profile of nomads in Nigeria reveals that 3.6 million are children of school age. The participation of the nomads in existing education programme was very low as the literacy rate ranges between 0.02% to 2.0% at the early stage of implementing the Nomadic Education Programme.

The following were the constraints to their adequate participation in both formal and non-formal education:

- The nomads' lifestyle of constant migration in search of water and pasture for pastoralists; water and arable, farmland for farmers; and fishing point in the case of the migrant fishermen
- The irrelevance of the formal school curriculum vis-à-vis their interests and challenges
- The centrality of child labour in their production system which makes it extremely difficult for their children to attend formal schools regularly
- Physical barriers due to difficult terrain within the environment in which they live and operate.

The Federal Government thus realized that unless a special educational provision is made for the nomads, they will have no access to formal and non-formal education. Therefore, in consonance with the provisions of the Constitution of the Federal Republic of Nigeria [CFRN] 1979 and the National Policy on Education, (NPE) which strongly urge government to provide equal educational opportunities to all Nigerians irrespective of geographical location and in other to ensure that nomads have an unfettered access to quality basic education, the Federal Government introduced the National Programme on Nomadic Education in 1986 and later established the National Commission for Nomadic Education to implement the programme in 1989 through Decree 41 of December 12, 1989,

now Nomadic Education Act, Cap N20 Laws of the Federation of Nigeria[LFN] 2004.

Nomadic Education: Is the qualitative functional inclusive basic education for the children of pastoral nomads, migrant fisherfolk and migrant farmers outside the regular formal education systems.

Vision: Integrating the nomads into the national life by providing them with relevant and functional basic education and improving their livelihood skills, levels of income and productivity as well as equipping them to compete favourably in the nation's socio-economic and political affairs.

Mission: To serve as a prime mover and work in concert with all the Universal Basic Education (UBE) stakeholders for the actualization of qualitative education for the nomadic populations in the country.

Target Group:

- Nomadic children and adults

Legal Frame Work:

- Constitution of the Federal Republic of Nigeria[CFRN] 1999
- National Policy on Education (NPE)
- Nomadic Education Act: Cap N20 Laws of the Federation of Nigeria[LFN] 2004
- Ministerial Directions.

Focus:

- Provision of basic education; Early Child Care Development Education, Lower Basic and Middle Basic Education
- Provision of Extension Services and Animal Husbandry Services
- Provision of Relevant Functional Literacy and Numeracy Skills for Adults
- Provision of Life Improvement Skills for Better livelihood

OPERATIONAL DEPARTMENTS

- Office of the Executive Secretary
- Department of Programme Development
- Department of Social Mobilization and Outreach

- Department of Monitoring, Evaluation and Statistics
- Department of Administration
- Department of Finance

UNITS

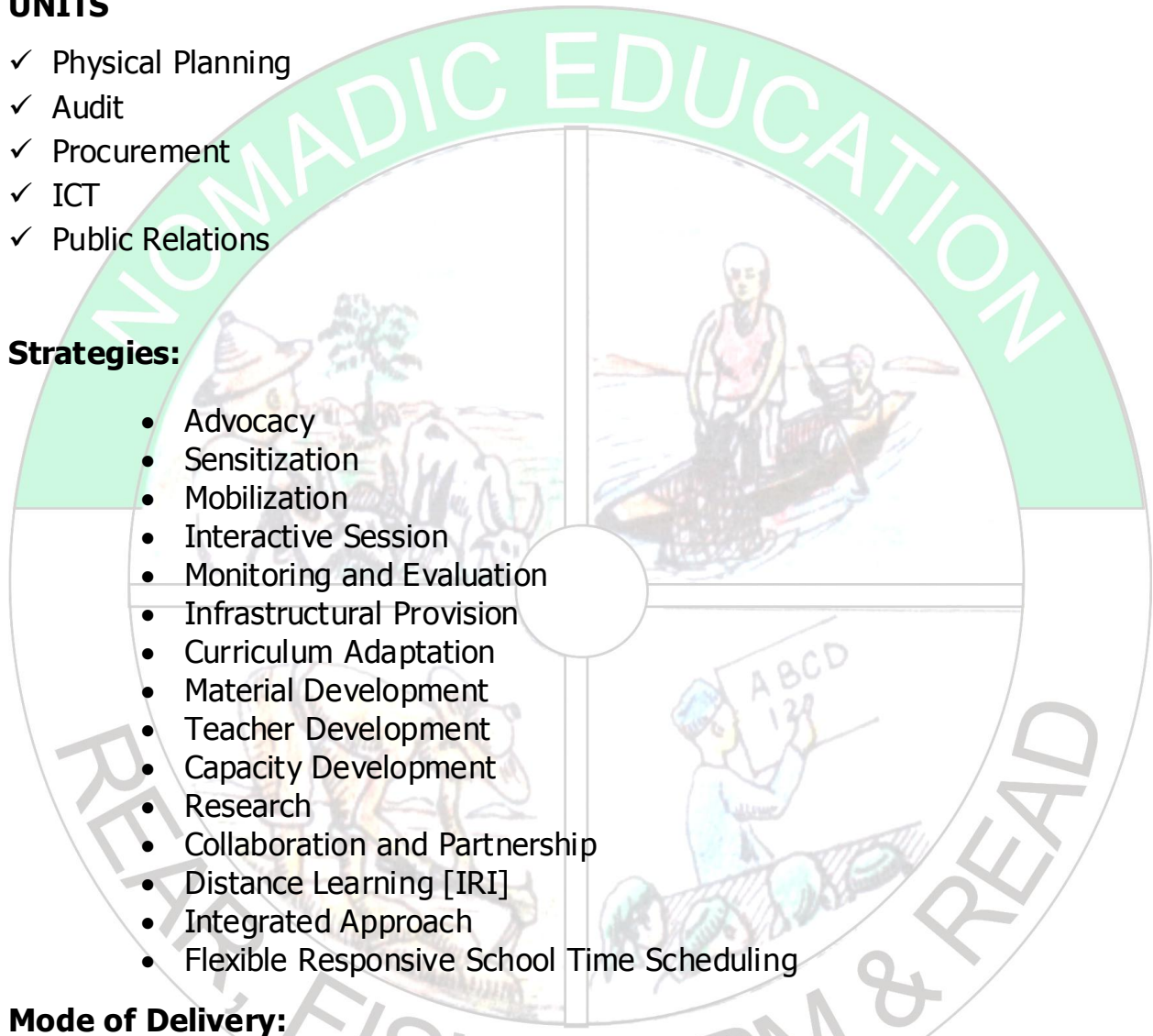
- ✓ Physical Planning
- ✓ Audit
- ✓ Procurement
- ✓ ICT
- ✓ Public Relations

Strategies:

- Advocacy
- Sensitization
- Mobilization
- Interactive Session
- Monitoring and Evaluation
- Infrastructural Provision
- Curriculum Adaptation
- Material Development
- Teacher Development
- Capacity Development
- Research
- Collaboration and Partnership
- Distance Learning [IRI]
- Integrated Approach
- Flexible Responsive School Time Scheduling

Mode of Delivery:

- Classroom Interactions (Teaching and learning in classrooms)
- Use of Mobile Collapsible Classrooms
- Distance Learning through Interactive Radio Instruction Methodology for Schools and Adult Education Schemes
- Use of Integrated Education Approach that Combines Educational Services, Social Amenities and Income Generating Activities



- Regular Visits to Schools to ensure delivery of qualitative and effective teaching and learning activities
- Academic Support Services.
- Face to face Meeting with Adult Nomads

Research and Academic Support Services:

Nomadic Education Centres in:

- University of Jos: Research and Evaluation for Pastoral Nomads
- University of Maiduguri: Teacher Training and Outreach for Pastoral Nomads
- Usmanu Danfodiyo University, Sokoto: Curriculum and Material Development for Pastoral Nomads
- University of Port Harcourt: Research and Evaluation, Teacher Training and Outreach, Curriculum and Material Development for Migrant Fisherfolks
- College of Education, Yola: Specialized Training of Teachers for Nomadic Education.

Sources of Funding:

- Federal Government Annual Appropriations
- Support from Universal Basic Education Commission(UBEC)
- States' Ministries of Education
- States' Universal Basic Education Boards(SUBEBS)
- States' Agencies for Nomadic Education
- Foundations, Development Partners, Donors Agencies and Corporations

Partnership/Networking:

i. International Agencies:

- United Nations Development Programme[UNDP]: Supported a series of in-depth research on lifestyles of pastoral nomads at the University of Jos in 1985 – 1987, the outcome of which formed the bedrock for the establishment of National Programme for Nomadic Education.
- United Nations Educational, Scientific and Cultural Organization [UNESCO]: Supported an International Conference on Distance

Education for the Pastoral Nomads of Nigeria from 29th May – 1st June, 1994.

- Department for International Development[DFID]: Supported Nomadic Community Education Projects in two states (Taraba and Adamawa) and pre-service teacher development.
- Japan International Cooperation Agency[JICA]: Capacity building on Interactive Radio Instruction and Construction of permanent structures in settlements carved out for nomadic pastoralist in Kaduna, Plateau and Niger states.
- The World Bank: Primary Education Project II, Capacity Building, Radio Education Projects and Equipping of Digital Studio for IRI Programmes.
- Open Learning System Education Trust[OLSET] South Africa – Support Interactive Radio Instruction Project [IRI]; Capacity Development and Supply of Instructional Materials.
- United Nation's Children's Education Fund[UNICEF]: Girl-child Education Projects, Training of nomadic women on income generation and poverty alleviation, training in multi-grade approach to teaching and classroom management, advocacy and enrolment drive and research.
- Commonwealth Secretariat: Capacity development and quality assurance.
- Commonwealth of Learning: Capacity Development on Information and Communication Technology (ICT), Studio Operations and Interactive Radio Instructions.
- Association for the Promotion for Livestock Development in the Sahel and Savannah(APESS): Capacity Development.

- African Development Fund[ADF]: Skills Training, Technical and Vocational Education Project for two Nomadic Education Model Centres in Ladduga Grazing Reserve and Km 26 Kaduna – Abuja Express Road.
- Land O’ Lakes: Improved Animal Health and Breeding Project – Farmer-Farmer-Extension.
- Korean International Cooperation Agency(KOICA): Capacity Building.

ii. **Government/Non-Governmental Agencies:**

- Federal Ministry of Education and its Parastatals
- Federal Ministry of Agriculture
- Federal Ministry of Water Resources
- Federal Ministry of Health
- States’ Ministries of Education and their Agencies
- Niger Delta Development Commission(NDDC)
- Media Institutions
- National Orientation Agency
- Pastoral Resolve
- Miyetti Allah Cattle Breeders Association of Nigeria(MACBAN)
- Al-Hayah

Feed Back Mechanism:

- Monitoring and Evaluation in order to collate, analyze and arrange data on nomadic education as well as disseminate same to relevant stakeholders, for record, implementation and corrective actions.
- Conduct of participatory research.

Achievements: (i) Basic Education

- Accelerated growth in the number of nomadic schools in the country – from 329 at inception of the programme in 1990 to 3,445 as at December, 2013
- Steady growth in pupils enrolment and retention rate – from 18,831 at inception in 1990 to 519,018 as at December, 2013
- Appreciable pupils progression, graduation and transition rates
- Availability of relevant and appropriate curriculum and instructional materials for effective implementation of Nomadic Education Programme in the core subject areas namely: Mathematics, English Studies, Basic Science and Technology, Religion and National Values, Cultural and Creative Arts, and Pre-Vocational Studies
- Improved quality of Curriculum Content Delivery
- Greater community participation and support for Nomadic Education Programme
- Expanding programmes particularly those involving public community partnerships
- Reduction in pupils' dropout and teacher attrition rates
- Training of manpower from nomadic backgrounds to become effective teachers for the Nomadic Education Programme
- Greater flexibility and local control of schools
- Professional training of teachers in nomadic schools on sustainable basis
- Introduction of Interactive Radio Instruction [IRI] and the use of ICT methodology
- Implementation of an integrated nomadic education scheme through construction of 27 model centres and infrastructural development of gazetted grazing reserves, farm settlements and fishing ports for effective education of nomadic pastoralists, migrant farmers and migrant fisherfolks
- Training of indigenous nomadic boys as extension agents for rendering extension services.

[ii] Extension Education and Life Improvement

- Delivery of Life Improvement Skills for Better Living such as Dairy Processing and Marketing; Improved Small Ruminant Breeding and Marketing; Bee Keeping and Processing; Fishery; Modern Farming Techniques; Skills on Peaceful Co-existence; Conflict Resolution;
- A total of 92 concrete wells and 15 hand pump boreholes, 5 earth dams were constructed in nomadic settlements and model centres respectively
- A total of 606,698 animals were vaccinated and 726,620 animals were treated against various diseases
- Provision of extension services to 55,920 pastoralist families in 20,560 communities.
- Established 169 adult literacy centres for both men and women with an enrolment of 5,927 learners in 22 states of the federation.
- Facilitated the registration of 251 nomadic multipurpose cooperative societies nationwide
- Distance learning scheme was introduced through the Radio. Established and sustained 269 radio listening groups for the adult education component of Interactive Radio Instruction.
- Capacity development on the improvement of integrated health practices in reproductive, maternal and post natal care in 25 states of the Federation.

Opportunities for Achieving EFA/MDG Goals

- Improved funding
- Effective collaboration and partnership with UBEC, SUBEBs and Agencies of Mass Education and other related Parastatals
- Provision of budgeting allocations by States and Local Governments specifically for Nomadic Education Programme
- Stoppage of indiscriminate transfer of teachers by Local Government Education Authorities from Nomadic Primary Schools
- Posting of qualified teachers to Nomadic Schools

- Effective advocacy with major stakeholders on importance of education (pastoralists, migrant fisherfolk and migrant farmers, as well as community leaders and NGOs)
- Mass sensitization on enrolment of nomadic children
- Recruitment of more female teachers as an encouragement for effective participation of girl-child in basic education.
- Provision of resting points for nomadic pastoralists who are constantly on the move
- Access to hard-to-reach areas through mobile and radio schools
- Extensive advocacy on the importance of girl-child education.
- Engagement of nomadic schools with a view to increasing girl-child participation
- Partnership with relevant Federal/State ministries such as Agriculture, Health, Women Affairs e.t.c
- Peace building initiative between sedentary groups and nomads over grazing rights, farming rights and fishing rights
- Enhanced and sustained collaboration with international development agencies and development partners
- Support by corporations and philanthropists
- Interaction with relevant national agencies and forums.

Lessons Learnt:

- Barriers to improving access and the quality of basic education can be transcended through innovative policies and pragmatic interventions.
- The nomads are more receptive to education delivery systems that are more flexible and that are in accord with their desires and needs.
- It is important to address the basis of people's involvement in educational programmes. The integrated education initiative of the National Commission for Nomadic Education[NCNE], which incorporates components of other community improvement and

development programmes has attracted the interests and active involvement of the nomads in the basic education programmes.

- Young people from nomadic backgrounds can be trained to become effective teachers if it is done in a way that is both acceptable to the communities and is relevant to their needs and aspirations.
- Training and recruiting females as teachers has a major influence on the willingness of nomadic communities and families to enroll their daughters in school
- A potentially strong influence on nomads' participation in basic education programmes is involving the nomads directly in planning and implementing policies and programmes. Greater flexibility and local control offers educational planners powerful tools to provide the best possible education to all children, particularly those most in need, such as the hard-to-reach nomadic populations
- Emphasis on culturally relevant educational materials is an important positive influence on quality of teaching and learning.
- Use of ICT in the delivery of basic education supports and improves the quality of classroom instruction and strengthens teacher quality

Way Forward:

- Improved Funding
- Strengthen Partnership and Collaboration
- Greater Advocacy to Relevant Stakeholders

Conclusion:

The systematic implementation of the Nomadic Education Programme [NEP] since inception has recorded modest achievements. Despite the numerous challenges and constraints faced by the Commission, the educational profile of the nomads has increased from 2% to 10% largely due to the adopted implementation strategies. Educational planners and policy makers would do well

to incorporate programmes directed at poverty reduction into their nomadic education programmes.

It could be concluded that from the Nigerian experience of providing access to qualitative, inclusive and functional basic education to the nomads, there is no doubt that the right of the Nigerian child to quality education in the twenty-first century will be achieved.

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