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ASSESSMENT OF CHALLENGES FACING THE IMPLEMENTATION OF NOMADIC EDUCATION PROGRAMME IN KWARA STATE, NIGERIA

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ABSTRACT

The study investigated Challenges faced by the Implementation of the nomadic education programme in Kwara State, Nigeria. This was with a view to providing information on what the nomadic education programme has contributed to sustainable development in Kwara State, Nigeria. A descriptive survey research design was adopted for the study. The population for the study consisted of 1680 adult learners and 101 facilitators (as of 2024) in Kwara State. The sample of the study comprised a selection of 378 nomadic education learners and 54 nomadic education facilitators from 18 nomadic education centres using a multistage sampling technique. Two research instruments were used to collect information from the respondents: the Learner Questionnaire (LQ) and the Interview Guide (IG). The (LQ) with a reliability coefficient of 0.85 was used to elicit information from learners, while the (IG) was used to elicit information from the facilitators. One objective, one research question and one hypothesis were formulated to guide the study. Literature was reviewed under the conceptual framework, theoretical and empirical reviews. The research questions were answered using mean and standard deviation, while the hypotheses were tested using Analysis of Variance (ANOVA) at 0.05 alpha level of 0.05. Findings from the study revealed that the constraints to nomads' participation in the nomadic education programme in Kwara State were severe ($\bar{x} = 2.73 \pm 0.76$) across the educational centres. Furthermore, availability of educational infrastructure ($F = 87.325$; $p = 0.000$), curricula implementation ($F = 36.900$; $p = 0.000$), availability of trained facilitators ($F = 26.822$; $p = 0.000$), and constraints to nomadic education ($F = 83.212$; $p = 0.000$) significantly influenced nomads' participation in nomadic educational programmes in the study area. Also, participation in nomadic education significantly influenced. It was therefore recommended that the government should provide incentives that would encourage and motivate nomads to enrol and actively participate in nomadic education.

Introduction

Nomadic education has existed since the colonial period, but it did not receive national attention until the late 1980s (Lar, 2010). The Nigerian 1979 Constitution and the National Policy on Education (FRN, 2013) recognised the need to provide equal educational opportunities for all citizens. This led to a Federal Government initiative aimed at ensuring that no one is excluded from acquiring basic education (Gidado, 2023). The 1999 Constitution of the Federal Republic of Nigeria further emphasised that education is a fundamental human right, reinforcing the justification for introducing the Nomadic Education Programme (NEP) in 1968.

Kwara State, located in north-central Nigeria, is home to a significant population of nomadic communities. These groups, predominantly pastoralists, rely on mobile livelihoods, making it difficult for them to engage in conventional, static educational systems. Despite government efforts to bridge educational disparities through policies such as the National Policy on Education and the establishment of the National Commission for Nomadic Education (NCNE) in 1989, significant gaps remain in ensuring equitable access to education for nomadic populations in Kwara State.

The Nomadic Education Programme is designed to address these challenges by offering flexible, culturally relevant, and context-sensitive educational services. Its primary goal is to enhance literacy levels, improve livelihood opportunities, and promote social integration, all while respecting the traditions and lifestyles of nomadic groups. However, the programme's success is hindered by several challenges, including inadequate funding, poor infrastructure, a shortage of qualified teachers, and resistance to formal education due to cultural and economic factors (Mbayuav, 2023).

The implementation of nomadic education in Kwara State faces additional complexities due to the diverse composition of nomadic groups, geographic barriers, and limited government support. Understanding these dynamics is crucial for designing effective strategies to improve educational outcomes. This study aims to assess the current state of nomadic education in Kwara State, identify challenges hindering its effective implementation, and propose actionable solutions to enhance access and quality. By focusing on Kwara State's unique context, this research contributes to the broader discourse on inclusive education and supports Nigeria's efforts toward achieving Sustainable Development Goal (SDG) 4, which emphasises quality education for all, regardless of socioeconomic or cultural background.

Afolabi and Yusuf (2018), in Aelakun Iyanuoluwa (2023), identified facilitators, supervision, funding, responsibility, land use, lack of facilities, languages, library facilities and unpreparedness of the nomads as some of the constraints to proper implementation of nomadic education policies. Also Ajah and Nnamchi (2021), as cited in Aleke (2014), identified inappropriate curriculum, cultural issues, attitude and value, low population density, inconducive learning environment, improper supervision of facilitators, insecurity and community clashes/conflicts as some of the challenges militating against nomadic education. Osokoya, Atinmo, Ajayi and Sarumi (2010) stated the major constraints to the nomadic education programme identified by the stakeholders to include climate change, inadequate funding, inadequate infrastructural facilities, haphazard transfer of facilitators, and lack of incentive for the facilitators and supervisors. According to Adeyemi, Oribabor and Adeyemi (2021), despite the laudable objectives of Nomadic Education Programme in Nigeria, the programme has not been progressive in the country due to challenges such as, lack of manpower and educational resources, poor supervisory practices, inability and unwillingness of nomad children to access nomadic centres, effect of communal/ethnic crises on nomads and the inability of the programme to impact on the socio-economic life of nomads. The following can be deduced from the above submission as challenges to nomadic education policies.

1. **Inadequate Funding:** Inadequate funding of education has been one of the challenges militating against the effective implementation of nomadic education policies. Lack of funds is responsible for inadequate instructional and infrastructural facilities required. The programme suffers from insufficient financial resources, which limit the provision of essential infrastructural facilities, learning materials, and facilitators' salaries. This hinders the overall effectiveness of the programme.

2. **Poor Infrastructure:** Many nomadic centres/ schools lack basic infrastructure such as classrooms, furniture, and sanitation facilities. In some cases, centres/schools are located in remote areas with limited access to electricity and potable water. Nomadic communities often lack basic infrastructure such as schools, classrooms, and learning materials. This makes it difficult to provide quality education to nomadic children. Availability, adequacy, accessibility and utilisation of school facilities are very pertinent to the implementation of policies on nomadic education in Nigeria. Owioye (2021) noted that the availability and adequacy of school facilities are strong variables to the achievement of quality nomadic education in Nigeria. Kana (2022), in a progress report on the nomadic education programme in the northeast States in Nigeria, submits

that inadequate classrooms, inadequate furniture, shortage of instructional materials such as chalk, chalkboards, primers, textbooks, audio-visual visual and audio aids are the most acute problems of the nomadic education programme. Thus, it may be very difficult to fully implement the policies for nomadic education in this region of the country. Infrastructural facilities are grossly inadequate to support the implementation of policies on nomadic education in Nigeria (Okoli & Atelhe, 2014). Drawing inference from the above, one can then assert that the implementation of policies on nomadic education in Nigeria may not be possible if there is a continuous state of inadequate school infrastructure.

3. Shortage of Qualified Teachers / Facilitators

There is a scarcity of trained facilitators/teachers who are familiar with the nomadic lifestyle and capable of delivering culturally sensitive education. Frequent transfer of facilitators/teachers to conventional schools also exacerbates the problem. Nomadic education programmes often face a shortage of qualified and trained teachers who are familiar with the specific needs and challenges of nomadic communities. According to Tahir, Muhammad and Mohammed (2018), nomadic education has a history of inadequate manpower to implement the policies of the nomadic education programme. Some available teachers seem not to be trained in the areas of nomadic education. Since the programme required extra commitments, security challenges and the risk of being subjected to remote ways of life, facilitators /teachers seem to be scared of presenting themselves from training that will further qualify them for nomadic education. To corroborate this, Maduewesi and Ofejobe (2022), penned that nomadic teachers face dangers and hazards in the bush, and they are not being motivated by the government with underpayments. In search of seeking comforts, many of them worked and negotiated their transfers to conventional schools in urban regions of the country. The continuous existence of this trend makes an already difficult task to become even more difficult over the years. The government have to spend a lot of funds in the retraining of teachers for the nomadic schools. Adeyemi et al (2021) also lamented that after huge funding in training/retraining of teachers for the nomadic schools by NCNE, most of them are transferred indiscriminately to conventional schools after being faced with the realities of the job. This led to a reduction in the number of special teachers in nomadic schools, which affects the quality of education offered to nomadic children. The lasting effect of this development is that the implementation of nomadic education in Nigeria will be more difficult since there is no adequate human capital for the programme.

4. Unsuitable Curriculum: The curriculum focuses mainly on the history and cultures of the society rather than teaching pastoral procedures. The contents of the curriculum are considered unsuitable for the nomads' children. It does not provide practical skills to improve their means of livelihood. Mbayuav (2023) stated that the use of the English language as a medium of instruction at the elementary level does not cater for the nomads' peculiarity. The nomads have certain attitudes towards their education. It is not that the people do not appreciate the government's efforts towards the education of their children, but they reject any programme or system that is inimical to their way of life. This may be attributed to nomads not being fully involved in the decision-making on the policies that affect their lives. The implication of this is that it will be very difficult to implement and impose policies on nomadic education on the nomads since the programme doesn't capture their interest. According to Lawani (2015), the high illiteracy level of adult nomads makes schooling meaningless to them which makes it difficult to motivate their children towards formal learning since they feel in most cases they are not being involved in decision making that has to do with them. Rather, the children are often engaged in the tasks of rearing animals and fishing at the expense of schooling, thereby making activities of the government in implementing policies of nomadic education futile.

5. Limited Access to Education: Nomadic communities are often located in remote areas, making it challenging for children to access educational facilities. Lack of transportation, inaccessible roads, bad terrain and long distances from schools further exacerbate this issue. According to FRN (1999) noted that the major constraint faced by the nomads in their participation in formal and non-formal education are the centrality of child labour in their production system, and their physical isolation since they operate in a mostly inaccessible physical environment. Also, insecurity seems to be dominant in some areas where nomads reside in Nigeria; some nomadic communities live in areas prone to conflicts or insecurity, which can disrupt educational activities and pose risks to the

6. High Dropout Rates: Nomadic learners often drop out of school due to the migratory nature of their communities, economic challenges, or cultural factors. This interrupts their education and makes it difficult to sustain enrolment.

Addressing These Challenges:

To improve the implementation of the NEP in Kwara State, the following measures can be taken:

- a. Increase government funding and partnerships with NGOs.
- b. Construct more mobile and semi-permanent schools.
- c. Provide incentives and training for teachers to specialise in nomadic education.
- d. Adapt the curriculum to be culturally and practically relevant.
- e. Address security concerns and ensure the safety of learners and educators.
- f. Promote awareness campaigns to highlight the importance of education among nomadic communities.

Addressing these challenges requires a coordinated effort among government, local communities, and development partners.

Statement of the Problem

Implementation of the nomadic education programme in Kwara State is crucial for several reasons. Firstly, education provides opportunities for nomadic learners to acquire essential skills and knowledge that can empower them to improve their livelihoods and break the cycle of poverty within their communities. More so, nomadic education can contribute to social integration and cohesion by fostering understanding and interaction between nomadic and settled populations. However, the participation of nomads in this programme can be influenced by various factors. Accessibility remains a significant challenge, as nomadic communities often inhabit remote or hard-to-reach areas. Cultural beliefs and practices may also play a role, with some nomadic groups placing less emphasis on formal education within their lifestyle. To address these challenges and increase participation, the nomadic education programme needs to be culturally sensitive and flexible, taking into account the unique needs and preferences of nomadic communities. Mobile schools, community outreach efforts and partnerships with local leaders can help bridge the gap and encourage nomads to engage with educational opportunities. More so, highlighting the tangible benefits of education, such as improved health, economic opportunities, and social inclusion, can further incentivise participation among nomadic populations.

Methodology

A descriptive survey design was adopted for the study. The population for the study consisted of all the nomadic education learners and facilitators in the study area. There were 1687 nomadic learners and 101 facilitators. The sample for the study consists of 368 facilitators and 54 nomadic facilitators. The instruments used for data collation were a questionnaire and an interview titled Assessment of the challenges facing the implementation of nomadic education

programme in Kwara State (ACFINEPQ). One objective, one research question and one hypothesis were formulated to guide the study. The data collected from research questions were analysed using mean and standard deviation, while the hypotheses were tested using Analysis of Variance (ANOVA) at 0.05 alpha level of 0.05.

Objective of the Study

The study aims to examine the implementation of the Nomadic Education Programme to ascertain its sustainability in Kwara State, Nigeria. Specifically, the study is to:

1. examine the constraints nomadic education programmes faced in Kwara State.

Research Question

1: What are the constraints to nomads' participation in nomadic educational programmes in Kwara State?

Research Hypothesis

H₀₁: Constraints to nomadic education programmes have no significant influence on nomad participation in the nomadic education programme in Kwara State.

Research Question 1: What are the constraints to nomads' participation in nomadic educational programmes in Kwara State?

Table 1: Constraints to Implementation of Nomadic Educational Programmes in Kwara State

	N	Sum	$\bar{x}$	SD	Remark
Lack of facilitators who teach in the Fulfulde language	378	994	2.63	2.40	Severe Constraint
Migration pattern of the nomads and other pastoralists	378	1005	2.66	1.15	Severe Constraint
Fears of Western education as taboo	378	958	2.53	1.19	Severe Constraint
Poorly formulated and implemented nomadic education curricula	378	955	2.53	1.08	Severe Constraint
Lack of mobile classroom structures for learning at nomadic educational centres	378	1151	3.05	1.08	Very Severe Constraint
Poor funding of nomadic education	378	1139	3.01	1.14	Very Severe

					Constraint
Lack of appropriate incentives to motivate nomads to participate in modern educational learning	378	1141	3.02	0.86	Very Severe Constraint
Cultural disparities that create biases and societal distrust	378	979	2.59	1.15	Severe Constraint
Farmers-nomads clashes due to the land tenure system and the migratory pattern of nomads	378	914	2.42	1.00	Mild Constraint
Poorly formulated policies that do not involve nomads on decision-making regarding matters that affect their lives	378	1056	2.79	0.87	Severe Constraint
Weighted mean		1029.2	2.73	0.76	Severe Constraint

Source: Field Survey, 2024

Key: $\bar{x}$ = Mean; SD = Standard Deviation

Thresholds: Mean value ≤ 2.49 = Mild Constraint; 2.50-2.99 = Severe Constraint; ≥ 3.00 = Very Severe Constraint

Table: presented the constraints to nomadic education programmes in Kwara State. The level of constraint was measured using ten items, and the scores were compared with the criterion mean of 2.50. It was observed from the result that three items were marked “Very Severe Constraint”, six items were marked “Severe Constraint”, and one item was marked “Mild Constraint”. The items remarked very severe constraint were; lack of mobile classroom structures for learning at nomadic educational centres ($\bar{x}=3.05\pm1.08$), poor funding of nomadic education ($\bar{x}=3.01\pm1.14$), and lack of appropriate incentives to motivate nomads to participate in modern educational learning ($\bar{x}=3.02\pm0.86$); those remarked severe constraint were; lack of facilitators that teach with Fulfulde language ($\bar{x}=2.63\pm2.40$), migration pattern of the nomads and other pastoralists ($\bar{x}=2.66\pm1.15$), fear of western education as taboo ($\bar{x}=2.53\pm1.19$), poorly formulated and implemented nomadic education curricula ($\bar{x}=2.53\pm1.08$), cultural disparities that create biases and societal distrusts ($\bar{x}=2.59\pm1.15$), and poorly formulated policies that do not involve nomads on decision making regarding matters that affect their lives ($\bar{x}=2.79\pm0.87$); while that remarked mild constraint was farmers-nomads clashes due to land tenure system and migratory pattern of nomads ($\bar{x}=2.53\pm1.19$). In addition, the weighted mean indicated that the constraints to nomadic education programmes were severe in Kwara State.

Hypothesis: Constraints to nomadic education programmes have no significant influence on nomadic participation in nomadic educational programmes in Kwara State.

Table 4.11a: ANOVA on the influence of constraints to nomadic education on nomad participation in the nomadic educational programme

	Sum of Squares	df	Mean Square	F	p-value	Decision
Between Groups	94.557	2	47.278	83.212	0.000	Significant
Within Groups	213.062	375	0.568			
Total	307.619	377				

Source: Data Analysis, 2024

Table 4.11a presents the summary of the Analysis of Variance (ANOVA) on the influence of constraints to nomadic education on nomad participation in the nomadic educational programme in Kwara State. The result as presented in the Table, showed that constraints to the nomadic education programme have a significant influence ($F = 83.212$; $p = 0.000$) on nomad participation in the nomadic educational programme in Kwara State. Therefore, the null hypothesis was rejected at the 0.05 alpha level of significance.

Table 4.11b: Least Significant Difference (LSD) Post-hoc Multiple Comparisons Test

Level of Constraints		Mean Diff	Std. Error	p-value	95% Confidence Interval	
					Lower Bound	Upper Bound
Minor constraint	Severe constraint	0.88218*	0.10191	0.000	0.6818	1.0826
	Very severe constraint	1.10056*	0.08869	0.000	0.9262	1.2750
Severe constraint	Minor constraint	-0.88218*	0.10191	0.000	-1.0826	-0.6818
	Very severe constraint	0.21837*	0.10124	0.032	0.0193	0.4174
Very severe constraint	Minor constraint	-1.10056*	0.08869	0.000	-1.2750	-0.9262

Severe constraint	-0.21837*	0.10124	0.032	-0.4174	-0.0193
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***. The mean difference is significant at the 0.05 level.**

Source: Data Analysis, 2024

Table 4.11b presents the summary of the post hoc test of multiple comparisons on the influence of constraints to nomadic education on nomad participation in the nomadic educational programme in Kwara State. The result as presented on the Table showed that with very severe constraints, nomads were 1.100 times (mean difference= -1.10056; $p= 0.000$) less likely to participate in nomadic educational programme when compared with mild constraints; also; nomads were 0.218 times (mean difference= -0.21837; $p= 0.032$) less likely to participate in nomadic educational programme when compared with severe constraints. In addition, it was further observed that with severe constraints, nomads were 0.882 times (mean difference 0.88218; $p= 0.000$) less likely to participate in the nomadic educational programme when compared with when the constraints were mild. This implied that the more severe the constraints experienced by nomads at their educational centres, the less likely the nomads would participate in nomadic educational programmes.

Discussion of Findings

Findings on constraints revealed criticality or severity of barriers to the full delivery of nomadic educational programmes, and among the very severe constraints were lack of classroom structures at nomadic educational centres, poor funding of nomadic education, and absent of appropriate incentives to motivate nomads to participate in modern educational learning; these factors presented significant barriers to accessibility and effective delivery of education for nomadic community. Factors like a shortage of facilitators that are proficient in Fulfulde, the language spoken by many nomads, the migratory pattern of nomads and other pastoralists, and the cultural perception of Western education as taboo were found to be severe constraints to efficient delivery of nomadic education. In addition, a lack of policies that involve nomads in decision-making, poorly formulated and implemented curricula for nomadic education, and cultural disparities that create societal biases and distrust were observed to have severely complicated the delivery of nomadic educational programmes. Interestingly, farmers-nomads clashes due to the land tenure system and the migratory pattern of nomads were found to have a minor or negligible effect on the delivery and effectiveness of nomadic education. In general, the

constraints to the nomadic educational programme for Sustainable Development Goal of education for All were severe in Kwara State. Also, inferential analysis further established that constraints to the nomadic education programme significantly influenced nomad participation in the nomadic educational programme, with the likelihood of participation decreasing with increasing severity of the constraints. The finding was in tandem with Bello et al. (2022), who reported that nomadic education in Nigeria is constrained by a myriad of challenges, like inadequate teachers, poor funding, and poor monitoring and supervision. Similarly, Adelakun et al. (2023) averred that inadequate funding, poor educational infrastructure, unsuitable curriculum, and lack of trained teachers were among the major constraints militating against efficient delivery of the nomadic education programme in Nigeria.

Conclusion

Based on the findings of this study, it is concluded that nomads' participation in the Nomadic Education Programme in Kwara State is at an average level. The state of infrastructure in nomadic education centres is moderate, and the overall progress toward Sustainable Development Goal 4 (Education for All) in Kwara State remains average. However, several critical areas require urgent attention:

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- The implementation of nomadic education curricula is poor.
- The availability of trained facilitators, particularly those proficient in Fulfulde, is low.
- Constraints to participation, including lack of infrastructure, inadequate funding, and cultural resistance, remain severe across nomadic education centres.

The study further established that educational infrastructure, curriculum implementation, availability of trained facilitators, and existing challenges significantly influence nomadic participation in education programmes. Moreover, the level of participation directly impacts the achievement of SDG 4 goals.

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The study further established that educational infrastructure, curriculum implementation, availability of trained facilitators, and existing challenges significantly influence nomadic participation in education programmes. Moreover, the level of participation directly impacts the achievement of SDG 4 goals.

Recommendations

To address these issues, the following measures are recommended:

1. Government and Non-Governmental Organisations (NGOs) should provide incentives to encourage nomads to enrol and actively participate in education programmes.
2. The government should invest in infrastructure, including mobile classrooms, furniture, and essential learning materials (textbooks, visual aids, etc.).
3. The Ministry of Education and NCNE should develop and implement a curriculum that aligns with nomadic learners' needs, incorporating Fulfulde alongside English and promoting peaceful coexistence with host communities.
4. Recruitment of trained facilitators should be prioritised, ensuring they are proficient in both English and Fulfulde. Additionally, facilitators should receive competitive remuneration and continuous professional training.
5. The National Commission for Nomadic Education should conduct biannual audits to evaluate programme progress and make necessary improvements to ensure the achievement of Sustainable Development Goal 4.

By implementing these strategies, the Nomadic Education Programme can become more effective, ensuring greater participation, improved literacy, and enhanced socioeconomic outcomes for nomadic communities in Kwara State.

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