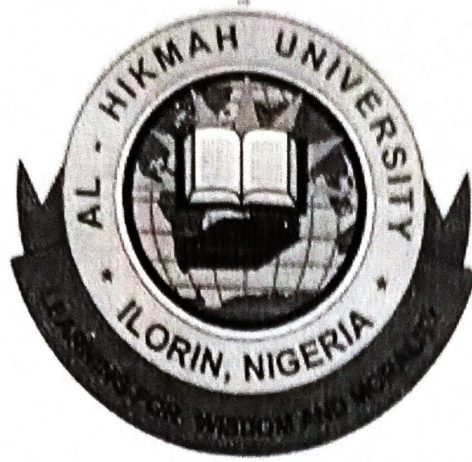




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TABLE OF CONTENTS

ISLAMIC STUDIES LECTURERS' ASSESSMENT ON THE ADEQUACY OF THE NIGERIA CERTIFICATE IN EDUCATION (NCE) ISLAMIC STUDIES CURRICULUM IN NORTH CENTRAL NIGERIA..... Dr. Badirudeen Abdulganiyu	1 - 10
SOCIO-ECONOMIC IMPACTS OF THE PRACTICE OF POST-DIVORCE FINANCIAL GIFT (MUT'ATUL TALAQ) AMONG MUSLIMS IN KADUNA STATE Dr. A. A. Yaaqub Wakili, Dr. Abubakar Sabo Yushau & Bilkisu Yahya	11 - 23
PERCEIVED CONSEQUENCES OF TEENAGE PREGNANCY AMONG IN-SCHOOL ADOLESCENTS IN ILORIN METROPOLIS, KWARA STATE NIGERIA Deji-Oderinde, Bose	24 - 31
EFFECTS OF MOTIVATION ON STUDENTS' ACADEMIC PERFORMANCE IN MATHEMATICS IN LAGOS METROPOLIS..... Adekunle Oluwadamilare SANGODE, Dr. Samuel Olufemi, ADENIYI & Dr. Olubukola Oluwadaisi LONGE	32 - 38
EFFECT OF SES INSTRUCTIONAL STRATEGY ON PUPILS' ACADEMIC ACHIEVEMENT IN NATIONAL VALUES EDUCATION IN ILORIN, NIGERIA ABDULKAREEM, T.O, YAKUBU, F.M. & PAM, R.G.	39 - 47
PATTERN OF STRESS EXPERIENCED BY SECONDARY SCHOOL TEACHERS IN DISTRICT II OF LAGOS STATE..... Okonkwo, Josephine Nwanyioma	48 - 52
TEACHERS' EMOTIONAL INTELLIGENCE AS CORRELATES OF TRUANCY BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN KATSINA METROPOLIS, KATSINA STATE Dr. BADA Steve Olusegun & ANAHA John Terlumun	53 - 59
ENHANCING STUDENT SUPPORT: EXPLORING THE POTENTIAL OF ARTIFICIAL INTELLIGENCE IN SCHOOL COUNSELLING AND GUIDANCE SERVICES OYEBISI, Oluwakemi Mary, Dr. Stella Chinwe ANYAMA & Dr. B. Ahimie	60 - 68
INFLUENCE OF ARTIFICIAL INTELLIGENCE ON ADOLESCENTS' BEHAVIOUR AND ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS DUTSIN-MA, KATSINA STATE Dr. Steve Olusegun BADA	69 - 73
OCCUPATIONAL HEALTH AND ACADEMIC PERFORMANCE OF ADULT LEARNERS IN SECONDARY SCHOOLS IN RIVERS STATE Dr. Blessing C. Ovwromoh & Dr. Precious C. Aderiye	74 - 82
LEVEL OF PARENTAL INVOLVEMENT AND CHILDREN'S EDUCATIONAL PERFORMANCE IN EARLY CHILDHOOD EDUCATION IN NIGERIA Isiya Lawal	83 - 86
LESSONS OF ACTIVITIES OF THE DAY OF MUZDALIFAH AND AYAM AL TASHRIQ TO NIGERIAN PILGRIMS Abdu Dauda Gidado & Dr. Badirudeen Abdulganiyu	87 - 92
WINDLING QUALITY OF EDUCATION IN NIGERIA: A CAUSE FOR CONCERN Emenan Gyuse & Godwin Sunday Liam	93 - 103
AWARENESS AND USAGE OF VIRTUAL LEARNING PLATFORMS AMONG LECTURERS AND COLLEGE OF EDUCATION GOAL ACHIEVEMENT IN KWARA STATE, NIGERIA ATTAN, Jamiu Olatunji (Ph.D.), TIAMIYU, M. Oladimeji & TUMBA, Vandi Rose	104 - 112

- IMPERATIVENESS OF THE USE OF PREFECTS FOR MANAGEMENT OF SECONDARYSCHOOLS:
ISSUES, CHALLENGES AND STRATEGIES FOR EFFECTIVENESS
Michael Sunday AYEERUN, Ph.D. & Dr. Akindele Matthew IGE, Ph.D 112 - 121
- PSYCHOLOGICAL FACTORS AS PREDICTORS OF TALENT IDENTIFICATION FOR SPORTS
DEVELOPMENT IN STATE SPORT ORGGANIZATIONS IN NIGERIA
M.U. Sani (Ph.D.), JIBRIN, Garba, Prof. S.M. Bichi, A I. Danlami (PhD) & Mubarak Umar (PhD) 122 - 127
- ASSESSMENT OF ORGANISATION AND ADMINISTRTAION OF STUDENTS' PARTICIPATION
IN INTRAMURAL AND EXTRAMURAL SPORTS AS COMPONENTS OF PHYSICAL EDUCATION
PROGRAMME FOR SKILLS ACQUISITION IN COMMAND SECONDARY SCHOOLS IN NIGERIA.
A.I. Daulami, (PhD), U. F. Chidiobi,, M. U. Sani, (PhD) & B.W. Zamani, (PhD) 128 - 133
- STRATEGIC ORIENTATION AND PERFORMANCE OF MANUFACTURING FIRMS IN THE
NIGERIAN UNSTABLE BUSINESS ENVIRONMENT: THE MODERATING EFFECT OF
INNOVATION, ORGANIZATIONAL STRUCTURE, DESIGN AND LEADERSHIP
Prof. Ogbaini Aliu Clement 133 - 148
- DISRUPTIVE INNOVATION INDICES AND INSTITUTIONAL EFFECTIVENESS IN PUBLIC
SECONDARY SCHOOLS IN LAGOS STATE, NIGERIA
Yetunde Bukola Abolarin, S. A. Bello & E. E. Oshionebo 148 - 155
- PARENTAL ENGAGEMENT AS A CORRELATE OF IN-SCHOOL ADOLESCENTS' INTEREST IN
STEM FIELDS IN KWARA STATE
UYANNE, Elizabeth Obiageli, Ph.D. & BADAMAS, Omoshalewa Lasbat, Ph.D. 155 - 164
- IMPACT OF EFFECTIVE USAGE OF KWARA LEARN IN TEACHING PROFESSION AS AN
EFFECTIVE MEASURE TO DUTIFUL OFFICERS IN KWARA STATE
Eniola Keji Ola-Alani, Ph.D. 164 - 175
- COLLEGES OF EDUCATION STUDENTS' PERCEPTION OF INFLUENCE OF BUSINESS
EDUCATION CURRICULUM ON ACQUISITION OF ACCOUNTING AND
ENTREPRENEURSHIP SKILLS FOR SELF-RELIANCE
Dr. Sulayman Dauda Gidado 175 - 183
- SALARIES AND RECOGNITION AS CORRELATES OF TEACHERS' PRODUCTIVITY IN
SECONDARY SCHOOLS IN ONDO NORTH SENATORIAL DISTRICT, NIGERIA
Dr. D. O. Anjorin & Prof. G. B. Ehinola 183 - 191
- ASSESSMENT OF THE ACCESSIBILITY OF PRIMARY HEALTHCARE SERVICES
AMONG WOMEN OF CHILD BEARING AGE IN NORTHERN STATES, NIGERIA
Tanko K.H, Prof. M. A. Suleiman, Akorede S.N (PhD), Biu A.A (PhD) & Jamilu Musa 191 - 196
- ASSESSMENT OF THE AVAILABILITY OF FACILITIES IN THE TEACHING
OF PHYSICAL EDUCATION PROGRAMME IN STATE COLLEGES OF EDUCATION
IN SOUTH-SOUTH GEO-POLITICAL ZONE OF NIGERIA
M.U.Sani (PhD), N. E. Margaret, Prof. S.M.Bichi, M.Umar (PhD) & Hirse, K.A 196 - 200
- IMPLIMENTATION OF NOMADIC EDUCATION PROGRAMME IN KWARA STATE, NIGERIA
KAYODE, Sadiq Toyin, ABDULWAHAB, R. (PhD) & MUHAMMED, Ibrahim 200 - 211
- ASSESSING THE PREDICTIVE ROLE OF PHYSICAL EDUCATION PERSONNEL AND
FACILITIES IN THE IMPLEMENTATION OF PHYSICAL EDUCATION ACTIVITY PATTERNS
IN FEDERAL GOVERNMENT COLLEGES IN NIGERIA
Rahwol, G.C., Sani, M.U. (PhD), Zamani, B.W. (PhD), & Prof. S.M. Bichi 211 -

INFLUENCE OF PHYSICAL EDUCATION EQUIPMENT AND PARENTAL SUPPORT ON THE IMPLEMENTATION OF PHYSICAL EDUCATION ACTIVITY PATTERNS IN FEDERAL GOVERNMENT COLLEGES IN NIGERIA

Rahwol, G.C., Sani, M.U. (PhD), Zamani, B.W. (PhD), & Prof. S.M. Bichi

218 - 223

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) UTILIZATION: A TOOL FOR ACADEMIC STAFF EFFECTIVENESS IN NIGERIAN POLYTECHNICS

AZEEZ, Taiwo Alani

224 - 231

ASSESSMENT OF CURRICULUM RELEVANCE AND ALIGNMENT ON EMPLOYMENT AND JOB CREATION THROUGH TECHNICAL VOCATIONAL EDUCATION AND TRAINING PRACTICES IN AUTOMOBILE TECHNOLOGY IN KWARA STATE

WAHAB, Babatunde Habeeb

232 - 236

IMPACT OF ARTIFICIAL INTELLIGENT (AI) TUTORING TOOLS ON STUDENTS' ENGAGEMENT AND LEARNING OUTCOMES AMONG SENIOR SECONDARY STUDENTS IN OGBOMOSO, OYO STATE

Olawale P. AJALA, Samson O. AMRUGHWUDJE & Ntuen, O. SAMUEL

237 - 245

THE EVOLUTION OF ELECTRIC VEHICLES: CHALLENGES AND FUTURE PROSPECTS IN NIGERIA.....WAHAB, Babatunde Habeeb, ALIYU, Abdulrasak &

Salaudeen Abdulraman Adewale

246 - 251

RADICAL DRAMATIST AND GOOD GOVERNANCE: AN X-RAY OF OSOFISAN'S ONCE UPON FOUR ROBBERS.....GARUBA, Abayomi Giwa & BISI, Simeon Ige

252 - 258

IMPLIMENTATION OF NOMADIC EDUCATION PROGRAMME IN KWARA STATE, NIGERIA

BY

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Email: ibroauta85@gmail.com**Abstract**

The study investigated implementation of nomadic education programme in Kwara State, Nigeria. This was with a view to provide information on what nomadic education programme has contributed to development in Kwara State, Nigeria. Two objectives, two research questions and two hypotheses were formulated to guide the study. A descriptive survey research design was adopted for the study. The population for the study consisted of 1680 adult learners and 101 facilitators (as at 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 multistage sampling technique. Two research instruments were used to collect information from the respondents: Learner Questionnaire (LQ) and Interview Guide (IG). The LQ with a reliability coefficient of 0.85 was used to elicit information from learners, while IG was used to elicit information from the facilitators. 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 significance. Findings from the study revealed that the level of nomads' participation in nomadic education programme in Kwara State was average ($\bar{x} = 2.68 \pm 0.62$) across the nomadic educational centres; the state of infrastructure at nomadic education centres in Kwara State was average ($\bar{x} = 2.68 \pm 0.62$); the level of nomadic education curricula implementation was poor ($\bar{x} = 2.27 \pm 0.67$) across the nomadic education centres; ($\bar{x} = 2.40 \pm 0.69$) across the nomadic education centres.. It was concluded that participation in nomadic education programmes has moderately achieved the nomadic education in areas like empowered literacy level to read and write, and the acquisition of modern cattle rearing skills. It was, therefore, recommended that government should provide incentives nomads that will encourage and motivate nomads to enrol and actively participate in nomadic education.

Introduction

Kwara State is located in North Central Nigeria, is home to a diverse range of ethnic groups and communities. Among its inhabitants are nomadic populations, primarily Fulani and Bororo groups, who are historically led pastoral and semi-nomadic lifestyle, relying on livestock farming as their primary source of livelihood. These communities face unique challenges related to non-access to education and participation in sustainable development activities due to their mobility and distinct cultural practices. Consequently, this section of the population lives under a very different and difficult socio-economic and demographic environment which makes an imposition of the generally practiced educational system of them unproductive, unacceptable and impractical (Hedges, 2023). Although, nomadic education has been in existence as far back as the colonial period, it has never received any national attention until the late 1980s (Lar, 2010). It was actually the Nigerian 1979 constitution and the new national policy on education (FRN, 2013) which recognized the need to provide equal educational opportunities for all. This eventually gave rise to Federal Government initiative that was determined not to exclude anyone from acquiring basic education (Gidado, 2023). The 1999 Constitution of Federal Republic of Nigeria stressed the justification for the provision of education for all Nigerian citizens and thus stated that education is a Fundamental Human Right. This fact justifies the introduction of nomadic education programme in 1968 (Mahuta, 2020). This educational programme according to Iro (2022) has three broad goals namely: to raise the living standard of the rural community; to harness the potentials of the Fulani; and to bridge the literacy gap between the Fulani and the

rest of the society. Arising from the aforementioned goals, the specific objectives of nomadic education are spelt out in short and long terms basis.

On the short-term objectives, the acquisition of basic functional literacy and numeracy are paramount. Therefore, in practical terms, acquisition of functional literacy and numeracy should mean, for the Nomads, the ability to do the following: read and understand national papers and magazines to know what is happening around them. Functional literacy will enable those read simple instructions, for example voting instructions in order to make independent choices on those to govern the nation; read with comprehension those things that affect their occupational roles like useful directions, tax (Jangali) receipts, instruction on health and animal treatment, and manufacturers instruction sheets relating to animal Husbandry and Agriculture, write legible and meaningfully letters to friends, relations, and Veterinary agriculture and livestock officers on how to improve their herds, poultry, and crops; write to government officials on the needs of the clans. do simple calculations and keep records relating to the number of their herds, cost of and returns from investments on improved herds and grazing, distances covered on seasonal movements, interest charges on credits and rental on lands, measurements land and buildings to hold family and herds; birth and death statistics. develop scientific outlook, positive attitudes and self-reliance to deal with their problems such as reporting out-breaking of diseases to Government Agencies. improve their relationship with immediate neighbours, sedentary farmers, and Government Agents.

Nomadic education is an informal education programme provided by the nomadic peoples within their cultural contexts as well as the formal and non-formal education provided by the nomads, Federal government and international agencies aimed at promoting the culture of the nomadic peoples and equipping them with relevant knowledge and skills to empower them to develop themselves and their communities. This will also enable them to contribute to national development, (Ezeomah 2019). Nomads are defined by scholars and authors alike. More often than not, they are given different meanings and interpretations. This disagreement stems from the fact that everyone allocates meaning to the term based on his experiences and interest. However, from whatever angle one looks at the term (nomad), one thing stands tall; that is the fact that nomads are ethnic or socio-economic groups who constantly travel and migrate in large or small numbers in search of means of survival within a community or country or even across international boundaries (Carr-Hill and Peart, 2021). According to Umeh (2020) a nomad is seen as anybody who "does not have a permanent place of domicile, because of his culture or occupation". For Akinpelu (2020) cited in Aderinoye, Ojokheta and Olojede (2007) the "contemporary definition of nomadism" refers to any type of existence characterized by the absence of a fixed domicile". Some other scholars prefer to describe nomads by what they do not have and in most cases, with negative connotations. Ngwu (2019) describes them as a set of people who do not have access to permanent shelter, clean water, food, basic skills, education, health care and civilization. Aderinoye. (2007) adds that their young girls do not have the cultural freedom to marry whoever they choose to marry. Still describing them with negative connotation, Tahir and Umar (2000) called the nomads the isolated, the disadvantaged, the marginalized, the minorities and the educationally disadvantaged.

Consequently, the publication of the Federal Government of Nigeria, National Policy on Education in 1977 and its revised edition in 1981, 2004 and 2013 became a major land-mark achievement for nomadic education in Nigeria. This document proclaims that Education is the brighter future of every Nigerian child and should be brought close to the environment of the child. This proclamation is in agreement with Article 26 of 1984 universal Declaration of Human Rights which states that everyone has the right to education and that it shall be free at least in the elementary and primary stages. The idea of equal educational opportunities as declared in the above article is also entrenched in the Nigerian Constitution of 1979, when it states. Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities. The implementation of the Universal Primary Education in 1976 did not meet the demands of equal educational opportunities for the nomadic children because they were not specifically put into consideration in the planning and execution of the programme. For the nomadic children to enjoy equal opportunities, special provision for formal learning experiences should be made. This calls for arrangement different from the usual conventional school system (Bajah, 2020).

The National Commission for Nomadic Education (NCNE) was amongst other things, established to manage and maintain primary schools for nomads. The broad goals of the Commission were; to provide the nomads with relevant and functional basic education, to improve survival skills of the nomads by providing them with knowledge and skills that will enable them raise their productivity and level of income and to enable nomads participate effectively in the nations socio-economic and political affairs among others.

Since the establishment of the Nomadic Education Commission in 1989. The Commission has concentrated its activities on the 6.5 million nomadic pastoralists and 2.8 million migrant fishermen. Out of the 9.3 million nomads in Nigeria, 3.1 millions are children of school age (NCNE 1999). A review of the activities of the commission in 1989 shows that as at 1998. There were 1,321 nomadic schools, out of which 1,022 were for nomadic pastoralists, while 299 were for migrant fishermen in 35 states of the federation. The total pupil enrolment in these schools was 157,837, out of which 92,290 were boys while 65, 547 were girls. There were 4,926 classes and 4208 teaches and 347 supervisors (NCNE 1998). There has been a steady progress in the implementation of nomadic education policy in Nigeria. This progress cuts across learners enrolment, facilitators population and establishment of more centers. The Commission's monitoring reports showed that in 2006, the overall enrolment in the 2,094 nomadic schools was 355,909 learners. A breakdown of the figure shows that 264,079 pupils were in 1,670 pastoralist schools while 88,288 learners were in 451 migrant fishermen children's schools. These schools have a total number of 7,169 teachers with a ratio 1:49 pupils. The qualification of these instructors, according to the report range from NCE, Teacher's Grade II to Teachers' Grade II referred. The report stated that those who are yet to attain the national minimum qualification of NCE shall be encouraged to improve on their knowledge and certificates to guarantee the quality of learning in the nomadic schools. Out of 355,909 learners in nomadic schools nationwide, 206,225 representing 58 percent were male while 149,684 representing 42 percent were female showing a 16 percent imbalance in the schools. The report also noted that a remarkable increase in the number of completers learners has been recorded. In 2023/2004 academic session, a total number of 24,437 completers were recorded out of which 14,362 transited to various schools. This is against the initial record of 1,462 pioneer s in 1996/97 academic session out of which only 580 completers went for secondary education (Muhammad 2024). From the foregoing one can infer that the implementation of nomadic education policy in Nigeria recorded a measurable degree of success. This success is due to a number of factors. First, the government has shown a lot of financial commitment to the programme. Under the 2006 capital Appropriation Act, for instance, the Commission secured a forty million Naira (N40m) project approval. After the debt cancellation by Paris Club, the Commission got additional allocation of five hundred million Naira (N500,000,000.00) from the Millennium Development Goals (MDGs) office in the presidency (Muhammad 2024). This financial commitment on the part of the government enabled the commission to establish more schools, train more facilitators and extension agents, procurement of educational facilities including collapsible classroom structures, creating awareness/sensitizing the nomads on the importance of education.

However, the commitment of the commission and field workers helped tremendously in the successful implementation of the policy. More so, the nomads have been sensitized on the value of education. Consequently, they have come to embrace education realizing that it is a veritable tool for development and survival in a competitive technological world. Also, there is a manifestation of judicious utilization of fund by the Commission. This success notwithstanding, there are some constraints in the implementation of nomadic education.

Although, available data above show that there has been a steady increase in the enrolment of nomadic learners but when viewed against the estimated 3,1 million school age children of nomadic population, the figure is certainly low. It becomes more worrisome when one considers the lower level of participation of the nomadic girls when compared to that of the boys. This is however a global phenomenon because girl's education lags generally behind boys in most developing countries. UNICEF, in Obiesie (2007), noted that 80 million girls aged 6 -11 years compared to 54 million boys do not go to primary school. In the same vein, in Nigeria amongst the sedentary population, available data on learners enrolment in primary education show that by 2002, out of a total enrolment of 19,342,650 pupils, 8,569,745 were girls which is about 11 percent in favour of the males (FME in Obiesie, 2007). From the data on learners enrolment earlier cited, girls do not appear to participate much in nomadic education programme. The Commission noted that the major constraints to the participation of nomadic learners in education include: migrations/movements in search of water and pasture in the case of pastoralists and fish in the case of the migrant fishermen; the centrality of child labour in their production system, thus making it extremely difficult to allow their children to participate in formal schooling; incessant clashes between the nomads and the sedentary population and between different fishing ports. This has led to the depopulation of many learner's schools: the irrelevance of the school curriculum which is tailored to meeting the needs of sedentary groups and thus ignores the educational needs of nomadic population; their physical isolation, since they operate in largely inaccessible physical environments; the domestication of the Universal Basic Education Law at the states which affects effective implementation of nomadic education programme. The expectation is that all the components of basic education - conventional primary school, nomadic education, adult literacy and junior secondary be carried along at the state level. This has not been the case as most of the states only recognize the conventional primary and junior education (NCNE 1999, Muhammad, 2007).

Statement of the Problem

In Kwara State, the nomads are part of the disadvantaged groups in the provision of western education and other social amenities because of their isolation from the larger society. It is also no gain saying that the nomads are believed to suffer hardships and uncertainties resulting from diseases, drought, starvation, inadequate knowledge, and skill to deal with environmental hazards, apart from resorting to constant migratory drift. It was observed that nomadic rearing is an integral part of the Fulani nomads. Any change which takes place for whatever reason in any system of nomadic life is likely to lead to further change in other aspects. For instance, the introduction of western system of education may improve nomads' level of communication and political awareness and may also increase their agricultural productions through better exploitation of natural resources.

Implementation of 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 significance 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 life style. To address these challenges and increase participation, 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 partnership 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 be further incentivize participation among nomadic populations.

Different researches have been carried out by scholars and researchers both within and outside Nigeria on nomadic education. Each of the researchers recognizes that the migrant nomads are marginalized and need fair deal through the provision of basic education opportunities and other social amenities to reciprocate their contributions to nation building. As there has been no research of this similar topic on nomadic education, the study examined implementation of nomadic education programme in Kwara State, Nigeria. Despite the volume of research studies carried out on nomadic education in Nigeria, I have discovered from the literature that very little has been researched on the Implementation of nomadic education programme in Kwara State, Nigeria. Therefore, this lacuna prompted the researcher to decide on investigating the level of Implementation of nomadic education programme in Kwara State, Nigeria.

Purpose of the Study

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

1. Determined the level of participation of nomads in nomadic education programmes in Kwara State.
2. Investigated the state of educational infrastructure in nomadic education centres in Kwara State.

Research Questions

In line with the research objectives of this study, the following research questions were raised:

1. What is the level of participation of nomads in nomadic education programme in Kwara State?
2. What is the availability of educational infrastructure in nomadic education centres in Kwara State?

Research Hypotheses

The following hypotheses were tested at 0.05 significant levels.

- H₀: Availability of educational infrastructure has no significant influence on nomad participation in nomadic education programme in Kwara State.
- H₀: Curricula implementation has no significant influence on nomad participation in nomadic education programme in Kwara State.

Methodology

The descriptive survey research design was adopted for the study. The population for the study consisted of 1680 adult learners and 101 facilitators (as at 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 multistage sampling technique. Two research instruments were used to collect information from the respondents:

Learner Questionnaire (LQ) and Interview Guide (IG). The (LQ) with a reliability coefficient of 0.85 was used to elicit information from learners, while (IG) was used to elicit information from the facilitators. 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 significance.

Results

Findings from the study revealed that the level of nomads' participation in nomadic educational programme in Kwara State was average ($\bar{x} = 2.68 \pm 0.62$) across the nomadic educational centres; the state of infrastructure at nomadic educational centres in Kwara State was average ($\bar{x} = 2.68 \pm 0.62$); the level of nomadic educational curricula implementation was poor ($\bar{x} = 2.27 \pm 0.67$) across the nomadic educational centres; and the level of availability of trained facilitators in the use of Fulfulde language in teaching at nomadic education centres in Kwara State was poor ($\bar{x} = 2.40 \pm 0.69$) across the nomadic educational centres. It was found that the level of achievement of sustainable development Goal 4 of education for All in Kwara State was average ($\bar{x} = 2.66 \pm 0.49$) across the nomadic educational centres; and the constraints to nomads' participation in nomadic education programme in Kwara State was 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 education. It was concluded that participation in nomadic educational programmes have moderately achieved the nomadic education in areas like empowered literacy level to read and write, and the acquisition of modern cattle rearing skills. It was therefore, recommended that government should provide incentives nomads that will encourage and motivate nomads to enroll and actively participate in nomadic education.

Research Question 1: What is the level of participation of nomads in nomadic education programme in Kwara State?

Table 1

Level of nomads' participation in nomadic education programme in Kwara State

Variables	N	Sum	$\bar{x}$	SD	Remark
How long have you been in nomadic education programme?	378	1156	3.06	0.94	Good
How often do you attend nomadic education programme at the learning centre?	378	967	2.56	0.85	Average
Do you usually asked questions based on what you learnt during the class?	378	1058	2.80	0.99	Average
How often do you complete your class work?	378	814	2.15	0.94	Poor
How often do you complete your take-home assignment?	378	1000	2.65	1.00	Average
How often do you read and study your book after class?	378	1029	2.72	0.92	Average
Do you teach what you learnt at nomadic education centre to your peers?	378	1007	2.66	0.95	Average
Do you practice what you are taught at nomadic education centre in your business?	378	906	2.40	1.05	Poor
Do you strive to acquire new skills when attending nomadic education programme?	378	1034	2.74	1.05	Average
How often do you promote nomadic education to your peers?	378	1161	3.07	0.81	Good
Weighted mean		1013.2	2.68	0.62	Average

Source: Field Survey, 2024

Key: $\bar{x}$ = Mean; SD = Standard Deviation; Criterion Mean ($\bar{x}$) = 2.50

Thresholds: Mean value ≤ 2.49 = Poor; 2.50-2.99 = Average; ≥ 3.00 = Good

Table 1 presented the summary of descriptive analysis on level of participation of nomads in nomadic education programme in Kwara State. Ten items were used to measure the level of nomads' participation in educational programmes in Kwara State, and the item mean score was compared with the criterion mean of 2.50. The result as presented showed two items were remarked as "Good", six items were remarked as "Average", and two items were remarked as "Poor". The two items that indicated good level of participation were duration of being in nomadic

education programme ($\bar{x} = 3.06 \pm 0.94$); and promoting nomadic education to peers ($\bar{x} = 3.07 \pm 0.81$). Also, the six items that indicated average level of participation were attending nomadic education programme at the learning centre ($\bar{x} = 2.56 \pm 0.85$); asking questions based on what was learnt during the class ($\bar{x} = 2.80 \pm 0.99$); completing take-home assignment ($\bar{x} = 2.65 \pm 1.00$); reading and studying book after class ($\bar{x} = 2.72 \pm 0.92$); teaching what have been learnt at nomadic education centre to peers ($\bar{x} = 2.66 \pm 0.95$); and striving to acquire new skills when attending nomadic education programme ($\bar{x} = 2.74 \pm 1.05$). The two items that indicated poor level of participation were completing class work ($\bar{x} = 2.15 \pm 0.94$); and practicing what was taught at nomadic education centre in business ($\bar{x} = 2.40 \pm 1.05$). In addition, the weighted mean revealed the general level of participation in nomadic education programme among nomads was average ($\bar{x} = 2.40 \pm 1.05$).

Research Question 2: what is the availability of educational infrastructure in nomadic education centres in Kwara State?

Table 2
Availability of educational infrastructure in nomadic education centres in Kwara State

Variables	N	Sum	$\bar{x}$	SD	Remark
Temporary/permanent blocks of classroom	378	681	1.80	0.74	Poor
Toilets and urinary	378	687	1.82	0.72	Poor
Tables	378	674	1.78	0.70	Poor
Chairs	378	611	1.75	0.72	Poor
Textbooks	378	688	1.82	0.67	Poor
Coloured charts	378	755	2.00	0.85	Average
Picture and alphabets	378	984	2.60	0.69	Good
Whiteboard	378	940	2.49	0.66	Average
Audio visual (television set)	378	917	2.43	0.55	Average
Posters	378	936	2.48	0.58	Average
Weighted mean		792.3	2.10	0.38	Average

Source: Field Survey, 2024

Key: $\bar{x}$ = Mean; SD = Standard Deviation; Criterion Mean ($\bar{x}$) = 2.00

Thresholds: Mean value ≤ 1.99 = Poor; 2.00-2.59 = Average; ≥ 2.60 = Good

Table 2 presented the summary on the state of educational infrastructure in nomadic education centres in Kwara State. Ten items were used to measure the state of educational infrastructure in nomadic education centres in Kwara State, and the item mean score was compared with the criterion mean of 2.00. The result as presented showed one item was remarked as "Good", four items were remarked as "Average", and five items were remarked as "Poor". The item that indicated good state of infrastructure at nomadic education centres was availability of picture and alphabets ($\bar{x} = 2.60 \pm 0.69$). The items that indicated average state of infrastructure at nomadic education centres were availability of coloured charts ($\bar{x} = 2.00 \pm 0.85$); whiteboard ($\bar{x} = 2.49 \pm 0.66$); audio visual ($\bar{x} = 2.43 \pm 0.55$); and posters ($\bar{x} = 2.48 \pm 0.58$). Also, the items that indicated poor state of infrastructure at nomadic education centres were availability of temporary/permanent blocks of classroom ($\bar{x} = 1.80 \pm 0.74$); toilets and urinary ($\bar{x} = 1.82 \pm 0.72$); tables ($\bar{x} = 1.78 \pm 0.70$); chairs ($\bar{x} = 1.75 \pm 0.72$); and textbooks ($\bar{x} = 1.82 \pm 0.67$). In addition, the weighted mean indicated the general state of infrastructure at nomadic education centres in Kwara State was average ($\bar{x} = 2.10 \pm 0.38$).

Hypotheses Testing

Hypothesis 1: Availability of educational infrastructure has no significant influence on nomad participation in nomadic education programme in Kwara State.

Table 3
ANOVA on influence of availability of educational infrastructure on nomad participation in nomadic education programme

	Sum of Squares	df	Mean Square	F	p-value	Decision
Between Groups	97.746	2	48.873	87.325	0.000	Significant
Within Groups	209.873	375	0.560			
Total	307.619	377				

Source: Data Analysis, 2024

Table 3 presented the summary of Analysis of Variance (ANOVA) on influence of the availability of educational infrastructure on nomad participation in nomadic education programme. The results as presented showed availability of educational infrastructure has significant influence ($F = 87.325$; $p = 0.000$) on nomad participation in nomadic education programme in Kwara State. Therefore, the null hypothesis was rejected at 0.05 alpha level of significance.

Table 4*Least Significant Difference (LSD) Post-hoc multiple comparisons test*

State of educational Infrastructure		Mean Diff	Std. Error	p-value	95% Confidence Interval	
					Lower Bound	Upper Bound
Poor	Average	-0.46211*	0.08531	0.000	-0.6299	-0.2944
	Good	-1.42999*	0.10850	0.000	-1.6433	-1.2166
Average	Poor	0.46211*	0.08531	0.000	0.2944	0.6299
	Good	-0.96787*	0.11281	0.000	-1.1897	-0.7461
Good	Poor	1.42999*	0.10850	0.000	1.2166	1.6433
	Average	0.96787*	0.11281	0.000	0.7461	1.1897

*. The mean difference is significant at the 0.05 level.

Source: Data Analysis, 2024

Table 4 presented further analysis on influence of state of educational infrastructure on nomad participation in nomadic education programme using Least Significant Difference (LSD) post-hoc multiple comparisons test. The result as observed in the Table revealed nomads were 1.43 times (mean difference = 1.4299; $p = 0.000$) more likely to participate in nomadic educational programmes at nomadic education centres with good educational infrastructure than those with poor educational infrastructure. Also, nomads were 0.97 times (mean difference = 0.9678; $p = 0.000$) more likely to participate in nomadic educational programmes at nomadic education centres with good educational infrastructure than those with average educational infrastructure; and nomads were 0.46 times (mean difference = 0.4621; $p = 0.000$) more likely to participate in nomadic educational programmes at nomadic education centres with average educational infrastructure than those with poor educational infrastructure. This implied that the level of nomads' participation in nomadic educational programme would increase with the provision of adequate educational facilities and infrastructures.

Hypothesis 2: Curricula implementation has no significant influence on nomad participation in nomadic education programme in Kwara State.

Table 5*ANOVA on influence of curricula implementation on nomad participation in nomadic education programme*

	Sum of Squares	df	Mean Square	F	p-value	Decision
Between Groups	50.585	2	25.292	36.900	0.000	Significant
Within Groups	257.034	375	0.685			
Total	307.619	377				

Source: Data Analysis, 2024

Table 5 presented the summary of Analysis of Variance (ANOVA) on influence of curricula implementation on nomad participation in nomadic education programme in Kwara State. The result as presented on the Table showed curricula implementation has significant influence ($F = 36.900$; $p = 0.000$) on nomad participation in nomadic education programme in Kwara State. Therefore, the null hypothesis was rejected at 0.05 alpha level of significance

Table 6*Least Significant Difference (LSD) Post-hoc multiple comparisons test*

Curricula Implementation		Mean Diff	Std. Error	p-value	95% Confidence Interval	
					Lower Bound	Upper Bound
Poor	Average	-0.34222*	0.11331	0.003	-0.5650	-0.1194
	Good	-0.90849*	0.10632	0.000	-1.1176	-0.6994
Average	Poor	0.34222*	0.11331	0.003	0.1194	0.5650
	Good	-0.56627*	0.13435	0.000	-0.8304	-0.3021
Good	Poor	0.90849*	0.10632	0.000	0.6994	1.1176
	Average	0.56627*	0.13435	0.000	0.3021	0.8304

*. The mean difference is significant at the 0.05 level.

Source: Data Analysis, 2024

Table 2 presented further analysis on influence of on influence of curricula implementation on nomad participation in nomadic education programme using Least Significant Difference (LSD) post-hoc multiple comparisons test. The result of the analysis revealed with good implementation of nomadic educational curricula, nomads were 0.908 times (mean difference= 0.90849; $p= 0.000$) more likely to participate in nomadic educational programme than when compared to nomadic educational curricula that is poorly implemented; it was also observed that with good implementation of nomadic education curricula, nomads were 0.566 times (mean difference= 0.56627; $p= 0.000$) more likely to participate in nomadic educational programme than educational curricula implementation that was poor. It was further observed that with average implementation of nomadic educational curricula, nomads were 0.342 times (mean difference= 0.34222; $p= 0.003$) more likely to participate in nomadic educational programme than when the curricula was poorly implemented. This implied that proper implementation of educational curricula at various nomadic educational centres would increase the level of nomads' participation in nomadic educational programme in the study area.

Summary of Major Findings

The major findings of were summarised as follow:

1. Table 4.1 revealed that the level of nomads' participation in nomadic educational programme in Kwara State was average ($\bar{x}= 2.68\pm0.62$) across the nomadic educational centres.
2. Table 4.2 showed that the state of infrastructure at nomadic educational centres in Kwara State was average ($\bar{x}= 2.68\pm0.62$).
3. Table 4.3 revealed that the level of implementation of nomadic educational curricula in Kwara State was poor ($\bar{x}= 2.27\pm0.67$) across the nomadic educational centres.
4. Table 4.4 revealed indicated that the level of availability of trained facilitators in the use of Fulfulde language in teaching at nomadic education centres in Kwara State was poor ($\bar{x}= 2.40\pm0.69$) across the nomadic educational centres.
5. Table 4.5 revealed the level of achievement of sustainable development Goal 4 of education for All in Kwara State was average ($\bar{x}= 2.66\pm0.49$) across nomadic educational centres.

Discussion of Findings

The level of implementation of nomadic education programme was determined by presenting the nomads with ten participatory statements. The finding revealed that majority of the nomads showed strong commitment to the duration of their involvement in nomadic education programme and at the same time promoting nomadic education programme to their peers. This indicated that majority of the participants believe in the efficacy of nomadic education programme as demonstrated in their active promotion and expanding the reach of the programmes. The average, but encouraging involvement observed in core areas of nomadic education programme like frequency of attendance, asking questions during lessons, teaching peers what was learnt, and acquisition of new skills at nomadic educational centres indicated that although there is room for improvement, some of the participants are actively involved in the learning process. In addition, the average level of participation in self-study activities like studying books after class and completing take-home assignment indicated that participants are to some extent, committed to learning outside the classroom, which is essential for reinforcing the lesson taught by facilitators. Also, the ability to teach peers what have been learnt clearly demonstrated that some participants are not only internalising the lessons but are also actively sharing their knowledge; which could significantly contribute to the strengthening of community learning network. However, the level of completion of class work and practice of what was taught at nomadic education centres was poor, these call for adoption of models that enhance engagement in class work and practical application of lessons. The overall level of nomads' participation in educational programme was average, and this indicated that while some nomads are enthusiastic about nomadic education, others are not favourably disposed to it. Previous studies revealed the level of participation among nomad was below average (Osokoya et al., 2010; Abbo, 2011); however, the implementation of NCNE policies has resulted in steady rise in nomadic education enrolment and participation (Usman, 2017; Maxwell et al., 2018), which is a testament to our current findings. These findings were also corroborated by Focus Group Discussants who noted that;

"Some of the nomads have been in the programme for about three years while some have spent more than four years in the programme; many of them actively participated by asking questions" (FGD, Facilitator 1 & 3).

"I have been attending nomadic education class for the past three years, but my friend has attended for more than four years (FGD, Nomad 3); and I and my friend have been attending regularly since he brought me here" (Interjection by FGD, Nomad 5).

"I am not that frequent in attendance, but I strive to ask questions when I don't understand the lesson" (FGD, Nomad 8).

I want my friends to benefit, so I strive to explain what was taught to some of my friends who are not attending but care to listen new ideas" (FGD, Nomad 1).

Findings on the state of nomadic educational infrastructure across the education centres revealed an average state of educational infrastructure. The good state of availability of visual learning aids like pictures and alphabets is a plus to nomadic educational infrastructure; and this indicated that the provision and utilisation of visual learning aids could considerably promote better participation and comprehension for students, especially during early education or language development stages. Also, it was observed that the state of several essential learning materials like coloured chart, whiteboards, audio-visual tools, and posters were averagely available. While not ideal, the availability of these materials at nomadic educational centres would support a variety of teaching methods, enhance learning experience, and cater for different learning styles among nomads. Sadly, it was found that basic infrastructure such as block of classrooms, toilets and urinals, tables, chairs, and textbooks were either lacking or in poor state. This indicated that nomadic students are challenged by improper or uncomfortable learning environment which could negative impact their learning experience. This agreed with Kana (2022) who reported that nomadic education in Northern Nigeria is plague with inadequate and/or dilapidated classrooms, furniture, as well as shortage of instructional materials like textbooks, audio-visual aids, chalkboard, among others. Furthermore, availability of educational infrastructure was found to have significantly influenced nomad participation in nomadic education programme, and the likelihood of participation significantly increased with good and improved infrastructural development. These findings harmonised with that of Olaniran (2018) who averred the provision of mobile classroom equipped with audio-visuals would attract more enrolment of nomads to nomadic education, while the use of radio broadcasts in Fulfulde language would eliminate the barriers of time schedule, space, and migratory pattern of nomads (Olaniran, 2013). Also, Ahmodu and Salaam (2022) and, Ntahomvukiye and Sikubwabo (2024) posited that availability, adequacy, and accessibility of educational facilities are strong variables that determine the achievability of quality nomadic education in Nigeria. Similar attestations were made by FGD discussants as follow;

"...there is lack of basic educational infrastructure at most nomadic educational centres; facilities like classrooms, chairs, blackboard, and other learning materials are in serious disrepair" (FGD, Facilitator 8);

"...most of the classroom bocks are leaking and some have completely lost their roofs; there are no chairs for the students to sit, hence, most of the them sit on the floor" (FGD, Facilitator 6);

"...there is shortage of educational materials like textbooks, notebooks, colour charts, and other writing materials; the ones provided by government and NGOs were damaged due to lack of storage facility" (FGD, Facilitator 4);

"...we always sit on the ground during lesson hours as there are no chairs; we don't have enough notebooks to write, and at times 4 of us share one textbook during lesson" (FGD, Nomad 3);

"...our Facilitators use coloured charts and drawings to teach us, while we sit under the trees to learn" (FGD, Nomad 12).

Conclusion

Based on the findings of the study, it was concluded that level of nomads' participation in nomadic educational programme was average; the state of infrastructure at nomadic education centres in Kwara State was averag. However, the level of nomadic educational curricula implementation was poor; the level of availability of trained facilitators in the use of Fulfulde language to teach at nomadic education centres was poor; and the constraints to nomads' participation in nomadic education programme was severe across the educational centres. Availability of educational infrastructure, level of curricula implementation, level of availability of trained facilitators, and level of constraints to nomadic education programme significantly influenced nomads' participation in nomadic education programme.

Recommendations

Based on the findings and conclusions of this study, the following recommendations were made;

- i. Government and Non-Governmental Organisations should provide incentives nomads that will encourage and motivate nomads to enrol and actively participate in nomadic education programmes.
- ii. Government should provide adequate educational infrastructures and facilities that would create conducive environment for learning; infrastructures like mobile classrooms, chairs and tables, and learning material like textbooks, notebooks, coloured charts, blackboards, audio-visuals, et cetera.

- iii. Ministry of Education in conjunction with National Commission for Nomadic Education should design and implement curricula that cater for the educational needs of nomads and pastoralists. The curricula should promote the use of English language alongside the local dialect and lessons that promote peaceful co-existence with the host communities.
- iv. Government should recruit well-trained facilitators who are proficient in both English and Fulfulde language, while constantly training the existing ones. In addition to recruiting capable hands, Government should design good remuneration for the facilitators, and supervisors should be regularly visit centres to ensure quality assurance.
- v. National Commission for Nomadic Education should routinely carry out biannual audit nomadic education activities nationwide for re-evaluation their achievement; this would enable them uncover areas for improvement in order to achieve the sustainable Implementation of nomadic education programme in Kwara State.

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