



Transforming Education in Niger State (TENS II) Programme

ADDRESSING THE CHALLENGES AND STRATEGIES TO IMPROVE NOMADIC EDUCATION IN NIGER STATE

Niger State Ministry of Basic and Secondary Education, Federal Republic of Nigeria



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MRL Public Sector Consultants
for the Niger State Ministry of Basic and
Secondary Education



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Produced for the **Ministry of Basic and Secondary Education Niger State** as part of the Transforming Education in Niger State (TENS II) Programme by **MRL® Public Sector Consultants Ltd.**

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This document and other information in relation to the TENS II Programme on which it is based are available online at www.tensng.com

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“
*Education is not a privilege for the few,
but a necessity for the masses.
For it is the foundation of any society.*”

- Dr. Roni Ajao

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Preface



Hon. Alh. Umar Sanda Rebe

Hon. Commissioner

Ministry of Pastoral and Nomadic Affairs Niger State

This report provides an in-depth examination of the present condition of nomadic education in Niger State, Federal Republic of Nigeria, as part of the Transforming Education in Niger State (TENS II) Programme.

The need to address the education of nomadic children has been explored by successive governments, accompanied by the introduction of various policies, which are detailed in this report nationally and, more specifically, within Niger State.

The research undertaken by MRL® Public Sector Consultants on behalf of the Niger State Government as part of TENS II Programme reveals that nomadic education in Niger State shows significant differences in educational resources, especially in terms of infrastructure in comparison to other schools and educational establishments in the State.

A majority of the schools do not have permanent classrooms and have limited access to basic amenities such as, toilets, electricity and water. Financial limitations were also common, as schools heavily

depend on inconsistent government funding. It is, therefore, important to consider and explore various financial resources for this community group. Furthermore, teacher qualifications are generally inadequate, notably lacking necessary training in nomadic education, hindering the success of educational initiatives. Linguistic diversity is tackled by incorporating both English and local languages in the curriculum, although the level of implementation differs across Local Government Areas (LGAs) in the State.

The results from the primary research undertaken in the field emphasises the necessity for specific actions to enhance infrastructure, improve teacher education and training, and ensure long-term financial support to deliver quality education to the nomadic community in Niger State.

The report concludes with solutions, putting forward recommendations and suggestions for enhancing policies and planning at the strategic level to tackle the distinct obstacles encountered by nomadic education in Niger State.

Acknowledgement

A portrait of Salihu Mohammed Alfa, a man with a grey beard and mustache, wearing a blue and white patterned cap and a light blue shirt. He is looking directly at the camera with a neutral expression.

Salihu Mohammed Alfa

Permanent Secretary
Ministry of Pastoral and Nomadic Affairs

The successful completion of this report on the current state of Nomadic Education in Niger State, undertaken as part of the Transforming Education in Niger State (TENS II) Programme, would not have been possible without the invaluable contributions and support of several individuals and institutions.

We are profoundly grateful to the Executive Governor of Niger State Umaru Mohammed Bago for his unwavering commitment to advancing education within the State and his collaboration throughout this study. Special appreciation goes to the Ministry of Basic and Secondary Education, whose insights and data provided crucial guidance in shaping this report.

Our sincere thanks also extend to the Honourable Commissioners, Permanent Secretaries, Directors, and other Senior officials from across Ministries, Agencies, and Departments for their leadership, guidance, and continued support in ensuring the smooth delivery of the TENS II Programme to date,

we also want to deeply appreciate the local government authorities, community leaders, educators, and students who participated in the field research. Your openness and willingness to share your experiences have greatly enriched this study with genuine, on-the-ground insights.

We extend our heartfelt gratitude to the leadership and teams at MRL® Public Sector Consultants for their unwavering dedication to conducting the research, as well as for their meticulous analysis and thorough documentation of the challenges and opportunities in Nomadic Education.

Lastly, we acknowledge the collective efforts of all stakeholders who have played a role in addressing the educational needs of the Nomadic communities. Your continuous dedication inspires hope for a brighter and more inclusive future for education in Niger State.

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List of Abbreviations

ECCDE	Early Childcare Development Education
GER	Gross Enrolment Ratio
LGAs	Local Government Areas
LGEAs	Local Government Education Authorities
MOB&SE	Ministry of Basic and Secondary Education
NCNE	National Commission for Nomadic Education
NEP	Nomadic Education Programme
NPE	National Policy on Education
NEFP	Nomadic Education Feeding Policy
SAME	State Agency for Mass Education
SUBEB	State Universal Basic Education Board
NSUBEB	Niger State Universal Basic Education Board
TENS II	Transforming Education in Niger State II
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund

INTRODUCTION



Niger State Government, under the leadership of His Excellency, the Executive Governor of Niger State, Mohammed Umaru Bago, is currently propelling a dramatic and rapid education transformation agenda akin to the changes seen in the Agricultural sector through Niger Foods. This initiative is known as Transforming Education in Niger State (TENS II) Programme. The TENS II Programme is intended to drive this change within the educational system and will demand higher standards, more professionalism, and commitment from all within the sector. The aim, therefore, is to improve and transform the standard of education across the State.

Pivotal to the changes in the education sector is the requirement to meet the needs of the nomadic community given their unique way of life and to ensure that children and young people benefit from an education. Given the above, one of the key deliverables of this phase of the TENS II Programme is to assess the education of the nomadic child and put forward implementable solutions that can address the specific needs of this group in line with the New Vision in the education sector for Niger State driven by the following vision, mission, and aim.

1.2 The Vision

The new Strategic Vision is to improve education across all levels resulting in a transformed education system that benefits all Niger State citizens, including the nomadic community.

1.2 The Mission

The Mission for TENS II is to create an exciting, secure, and stimulating learning environment in which all age-appropriate Niger State citizens and members of the school community can grow in confidence, acquire knowledge and skills and develop to their full potential. This is also applicable to the nomadic community and other marginalised members of society, including individuals with disabilities, out-of-school children, and the girl child, to mention a few.

1.3 The Aim

Furthermore, given the level of deterioration, neglect, and limited investment in nomadic schools across Niger State, the TENS II Programme aims to improve and transform these schools as part of the broader state's transformation initiative in the education system.

1.4 The Scope of TENS II

The TENS II Programme's scope includes all government-owned primary and secondary schools, the government-owned Early Childcare Development Education (ECCDE) centres, private schools at all levels, faith-based schools (Christian and Quranic), Nomadic schools, and tertiary institutions across the twenty-five LGAs.

1.5 The TENS II Programme

The TENS II Programme is led by the Ministry of Basic and Secondary Education, with support from the following key ministries: the Ministry for Pastoral and Nomadic Affairs, the Ministry for Tertiary Education, the Ministry for Budgeting and Planning, the Ministry for Communication Technology and Digital Economy. Other ministries include the Ministry for Local Government and Chieftaincy Affairs, the Ministry for Homeland Security, the Ministry of Rural and Community Development, the Ministry of Land and Survey, the Ministry of Youth and Sports Development, the Ministry of Science and Technology, and the Ministry of Women Affairs. MRL[®] Public Sector Consultants Ltd will support, monitor and evaluate the implementation of the TENS II Programme, including overseeing the Programme Management aspect of the various projects.

1.6 Goals of TENS II

The goals of the TENS II Programme are articulated as follows:



To identify the current problems and challenges within the education sector in Niger State.



To develop and implement interventions and initiatives to address the problems and challenges within the sector.



To support the urgent implementation of a comprehensive renovation and school-building programme.



To transform the sector sustainably by improving the educational standards across all levels and the learning environment's standard.



To provide an education, pupil, and student experience that will empower recipients by enhancing teachers' skills and improving learning access and outcomes.



To develop mechanisms to continually review and recommend implementing the curriculum to reflect the needs of pupils and the labour market, such as entrepreneurial skills development and technical skills acquisitions.



To update and review teaching methodologies to ensure best practice and applicability with the National Curriculum for enhanced performance in national examinations across the State.



To identify and implement the required operational and process transformations within the Ministry of Basic and Secondary Education to effect the desired changes to make the organisation more efficient and effective in undertaking its statutory responsibilities.

1.7 Justification for the Study

This study was carried out within the context of Transforming Education in Niger State (TENS II) by MRL[®] Public Sector Consultants. It is part of the process of understanding the underlying status, problems and challenges of Nomadic Education in Niger State. The study addresses the concern of the government of Niger State to meet its commitment of getting educa-



tion to all the segment of its society but also a means to unravel the critical challenge of how absence or limited education had made it possible for bandits, kidnapping and elements of Boko Haram to turn the State into an operational base with dire consequences on the general development of the State.

The study is also in recognition of the fact that Niger State has all the three categories of nomads – namely, pastoralists, fishermen and migrant farmers – who need to be integrated into the socioeconomic and political development of the State. This fundamental objective of using inclusiveness across all strata of the State to galvanize the population for the task of achieving the aspirations and goals of His Excellency's New Niger Development Agenda is a cornerstone of his administration. Everybody is not only required to be a part of the agenda but also would be given the necessary knowledge and competencies to add value to the transformation through access to functional and qualitative education.

In view of the above, this study is justified based on the need to address the challenges posed by the inadequacies inherent in the current approach to the provision of functional nomadic education especially with emphasis on how to link education with other improvements in the well-being and changing livelihoods of the different categories of nomads in the

State. So, the results of this study are expected to inform and direct new approaches, measures and strategies to be developed and implemented in improving the outputs and outcomes of nomadic education and its overall value addition to the cultural, socioeconomic and political development of the State. Recovering the State and its position of pride among the comity of Nigerian sub nationalities (States) in harmony, safety, security and peaceful co-existence is an essential goal of the phase two of the transformation of education that would be optimize through the renewal and development of Nomadic Education as key subcomponent.

The task of TENS II has been made more urgent now than before. The nomadic education in the State at the national level is practically moribund. Unless urgent action is taken, the gap between the education of the nomads and that of the sedentary population would increase so wide that the integrative and inclusive objective of getting all members of the society in the State unrealisable. The availability of an informed approach to address the demands and challenges of nomadic education would go a long way in ensuring that the State avoids the like of crises educational and economic deprivation could cause to the peace and security of a society.

2

SETTING THE SCENE: NOMADISM AND NOMADS



2.1 Introduction

Nomadism as a way of life is practiced globally in different countries across all continents. It is a way of life for different ethnic groups rather a single one. As a way of life, it abhors sedentary settlement because it revolves around an agricultural economy driven not by farming but rearing of animals, fishing and others. At the centre of nomadism are occupations like pastoralism, fishing, and even trading among others. They live a life of constant movement that is seasonal as they move and relocate as often as is required to find resources like grazing land for animals, food, or water, based on their environment and cultural traditions (Abdenmour, 2024).

To this day, there are nomadic groups in the Americas, China, Asia, the Pacific and Africa. Though they have the constant movement to follow resources and leverage on friendly climate as a common factor that binds them, they are however, influenced by different environmental factors, economic necessities, and cultural customs which shape their diversity. Nomadic groups also have different religious affiliation even where they exist within a single geopolitical location or country. In Africa Nomadic groups constitute about 6% of the total population, reside in at least twenty

countries, primarily in the Sahel, Horn of Africa, and certain regions of East Africa (Schilling and Werland, 2023). These groups, including the Fulani, Tuareg, Maasai, and Somali herders, depend on moving with their livestock to locate water and grazing land at certain times of the year (Ehiane et al., 2024).

Nigeria, a powerful player in Africa, is home to over 9.4 million nomads, including pastoralists, migrant fishermen, and hunters. The most significant number of these nomadic groups comprises the Fulani, with approximately 5.3 million people living in 31 of Nigeria's 36 states (Ohanu et al., 2020). Other significant nomadic groups include the Shuwa Arab, Koyam, Badawi, Buduma, and Dark Buzu. These communities primarily rely on raising livestock for their main food source, as they are mainly pastoralists. Their lifestyles involve constant roaming in search of grass and water, essential for sustaining their animals and, consequently, their economic sustainability (Abdenmour, 2024). Each nomadic group in Nigeria has distinct languages, traditions, and social systems due to their cultural diversity. However, they encounter comparable challenges, particularly in terms of gaining access to essential services such as education (Igwe, 2022).

Irrespective of where they are and their varied affiliation, nomads are characterized by group thinking as a kind of survival strategy, highly mobile, and autonomous. Particularly, the nomads

Think of themselves as distinct from the other groups that may be surrounding them. Even those who have settled in cities, primarily think of themselves within the context of their tribe, rather than with the neighbours and people surrounding them. Many maintain their separate tribal identity and language for several generations after settling (Nomadic Peoples Network, 2024).

2.2 Nomads and Access to Public Services

The issue of nomads' access to public services has remained an intractable challenge to both the nomads and the governments of the various countries where they exist. While governments are desirous of getting services to every citizen, the case of the nomads has remained a difficult challenge because of various reasons that include accessibility, cost of providing the services and even the attitude and lifestyles of the nomads.

In a way, accessing public services requires an optimal level of the subordination of the group orientation and autonomous nature of nomads to State authority that may involve certain measures that the nomads are not willing or rather are gradually unwillingly accepting like the cases of conducting census, introduction of new forms of taxation, and surrendering the authority of their leadership to constituted authorities dominated by the compatriot sedentary communities (OECD/Sahel and West Africa Club, 2014). These measures are usually applied inappropriately, biasedly and processes deployed often metamorphosed into sources of controversies including the emergence of inequities that constrict the open space that constitute the environment within which nomads live and operate. Often, reacting, responding or managing these issues have debilitating effect on

the fragile harmonious relationships that existed between the nomads and their sedentary compatriots in towns and cities.

Therefore, a complex situation of overt and latent marginalization was created from the dynamics of the nature of nomadism and its resistance to efforts to integrated them into a 'centralized' governance structure that is in contrast with their decentralized yet independent approach to mobility. Accordingly, JIPS (2021) using the South Sudan specifically the Darfur region as context, nomads do not access services such as in the areas of health, sanitation, livestock management, grazing reserve, roads, electricity, land, shelter and education because of the aforementioned reasons. The same point has been given credence by the work of other scholars and organisations like PRIA India and Nasarawa State University, Keffi in Nigeria which have conducted and published research of relevance to access to health and other public services in their respective countries.

In one of their studies, JIPS (2021:3), indicating that '5% of births in nomad communities are attended by skilled personnel in contrast to 13% of births in neighbouring sedentary communities', 85% of nomad communities practice open defecation, 17% of boys and 9% of nomad girls of ages 13 – 16 attend schools against the figures 59% for boys and 58% for girls in non-displaced communities. The following sum up the overall conclusion of the JIPS thematic paper:

“Nomad communities have consistently been marginalised and actors need to be more alert to nomad communities' particularly poor access to basic services, including water and veterinary services for livestock” (p3)

The issue of nomads accessing public basic services is a recurring decimal in the effort to achieve inclusiveness in making available critical services to all Nigerians at both the national and subnational levels. Yet, lack of access reflected in other countries with nomadic population is also applicable to Nigeria



in similar areas of health, education, agriculture and others (Ajala and Onyima, 2020)

Some of the reasons that account for the poor access to basic public services have been identified and analysed by scholars and practitioners alike. Generally speaking, the very nature, orientation and world view of the nomads, particularly the Fulani play key role in their poor access to public services. In this respect, Omar (1992) asserts that.

because of their isolation and ecological situation, the nomads have developed special cultural and social patterns and in the main, they have completely self-sufficient domestic economies. Circumstances have made them independent of the outside world and of their own countrymen and government, and the authorities may have no control over them.” (Osisiogu, U.C. et. al., 2021: p19)

Still from this generic perspective, the lack of access to public basic services, as in the case of nomads in India, PRIA (2004: 9) presents the underlying causes of the fundamental issue of unrealized citizenship as stated below.

Nomads have only citizenship status. Their spatial heterogeneity has inhibited their access to even basic citizenship rights, not to mention their constitutional privileges as the socially underprivileged. They have little say, as citizens, in the making of social policies and provisioning for them. Their difficulties in finding shelter, security and livelihood have been compounded by their maladjustment with sedentary society.

Going to the specific, some other reasons that account for their lack of access to public services include among others geography (hard to reach areas), financial and opportunity costs, land residence and agricultural purposes, group norms and power dynamics, lack of knowledge, attitude or practices of government officials and services providers, and social conflict. The consequences of the lack of or failures of efforts to access public services by nomads have negatively impacted on their psyche and social inclusiveness. Some of these consequences include collective frustration, humiliation, negative stereotyping, stigmatization, lack of occupational opportunities, economic deprivation, as well as exclusion from

power and social mobility. All these add up to place the nomads at the fringes of the society seldom seen or heard even in situations where their tents are just outside – a distance away from sedentary villages, towns or cities. (PRIA, 2020; Gammino et al, 2020)

2.3 Changing Situation and Livelihoods of Nomads

JIPS (2021) reported that, in the last few decades, a shift as occurred in the livelihoods of nomads that have positively impacted not their need to access basic services but also to move closer to cities, towns and other sedentary communities. This new existential challenge was and is still being accounted for by the impact of climatic change, desertification, drought, loss of livestock due cattle rustling and other security risks, environmental degradation, blockage of livestock migratory routes, and the increasingly inevitable need to access basic amenities.

The collapse of complementarity that held sway and stabilized the mutual relationship between nomads and their sedentary counterparts also contributed to the shift in the thinking and livelihoods of the nomads (Bonte, 2004). Other factors that accelerated the shift may also include the exposure of nomads to life in the cities that was once a distant far cry, the allure of a cash economy that contrasted with their self-sufficient own and the glaring marginalisation that became comparatively more visible to the nomads (Salzmann and Galaty, 1990).

Thus, with time, “living in a village, owning a garden, or engaging in trade is (or became) compatible with the new pastoral thinking and forms of mobility; (though) these phenomena are not captured by statistics” (OECD/Sahel and West Africa Club, 2014:142). In the case of South Sudan, this shifted in livelihoods reflected some significant changes that were visible to researchers. A review of some of the studies conducted by JIPS (2021:2) shows

That nomads' livelihoods are changing: 39% of the nomad households report that crop farming is their main livelihood source. However, most surveyed households rely on a mix of crop farming and livestock: 58% report crop farming as either their primary or secondary source of income. This indicates that many households have either permanently settled or practise a semi-nomadic way of life. The shift in livelihoods highlights the changing needs of nomads to agricultural land access and rights.

As these inevitable processes unfold, the nature of nomadism was incrementally undergoing transformation. Particularly, it began to take new forms between relative and limited sedentarism while livelihoods of the nomadic people also began to take on new shapes (JIPS, 2021). It was at the middle of this gradual transformation in the concept of nomadism and the dynamic but gradual changes in the lifestyles of the nomadic people that scholars and government indicated interest in the overarching concepts of social inclusion, inequities, human and citizenship rights as it relates to nomads living within national boundaries begin to attract serious attention (JIPS, 2021). As this trend begins to take root, the concern shifted to how to integrate them as productive and peaceful citizens and how also to guarantee them access to basic services available to every citizen. It is at this point that education came to into focus.

2.4 Education and Integration of Nomads as Citizens

In this case, education was seen as a veritable instrument for weaning nomads from the vestiges of thinking and practices that have enable them to proudly choose a life tied to pastoralism and high level of mobility away from the larger society. And this was to be done without destroying their unique cultural identity. In another vein, education was also to serve



as formidable means of equipping nomads with relevant knowledge and competencies to make the best out of their livelihood choices. Incidentally, this shift in thinking coincided with a period when the focus of global organizations, specifically, the United Nations, was turned towards the achievement of consensus and purposeful pursuit of global goals (from Millennium Development Goals to Sustainable Development Goals) were made the cornerstones of international, national and sub-national development initiatives.

Within the context of the global development goals, were also concern about issues of human rights, elimination of slavery of any kind, removal of vestiges of discrimination, right to citizenship, pursuit of inclusion, equality and equity, good governance, environmental sustainability and the attainment of global peace. To meet the demands for the realization of these lofty objectives, education which is placed as goal four is not only a goal in itself but is a critical facilitator of all the other goals. For countries with nomadic population, education becomes the means to drive the positive change required for growth and development of nomads. This can be achieved through the provision of appropriate, qualitative, functional

and accessible education to all the variant manifestations of nomadism within context of their extant reality at any point in time. As Professor Pai Obanya, the regional director of UNESCO had cause to say in his preface to Ezeomah (1997),

Because education is central for the development of social, economic and political life of any human group, it is crucial in the development of a qualified and well-informed labour force needed for the exploitation of resources. Education and training must of necessity, be provided for the nomads to enable them to develop and diversify the animal and fishery sectors and to empower them to compete in the world of 21st century and to continue to improve and develop themselves, their communities, and their nations (Ezeomah, 1997, p)

The above quote highlights and justifies the urgency and potency demanded by the need to give special attention to the planning, funding, growth and development of nomadic education and its mainstreaming into the overall education system of the State.

NOMADIC EDUCATION IN THE CONTEXT OF NIGERIA



3.1 Introduction

For all intent and purposes, there is global consensus that the provision of education to every child is a universal human right that must be respected and concrete efforts made to ensure that no child or anybody in need of education is denied the means to access to it especially when the need pertain to participation in basic functional education. Achieving this objective comes with many challenges. It is instructive though to note that the nature, configuration and actual influence of various challenges differ from one category of target to another.

The education of nomadic children provides one the few special contexts that demands linking educational challenges to the exigencies of a target's situation. The demands and expectations of nomadic education are obviously different from education provided to children living in towns and cities. For the same reason, nomadic education was found to present its own peculiar circumstances that arise from the nature and demands of a life of nomadism. In this section of the study, presentation is targeted at highlighting the objectives, policy direction, provisions, outcomes and impact of nomadic education vis-à-vis the import of this study.

3.2 Definition and Goals of Nomadic Education

The National Policy on Education provide the below down to earth definition of Nomadic Education as:

The First Six Years of Basic Education provided to children of the disadvantaged nomadic population in the country. The nomads are classified into three groups namely (i) the nomadic pastoralists; (ii) the migrant fisher folks, (iii) migrant farmers (paragraph 74)

In contrast to the above is a more comprehensive definition given below.

Nomadic education is defined as the informal education provided by the nomadic people within their cultural contexts as well as the formal and informal education provided by the nomads, national government and international agencies with the aim of promoting the culture of the nomadic peoples and equipping them with the necessary knowledge so as to empower them to develop themselves, their children and communities (Ezeomah, 2013)

Irrespective of the definitional differences, the goals of Nomadic Education in Nigeria have been properly defined by Section 4 B of the National Policy on Education (2013). Paragraph 74 under this section of the Policy states that,

The goals of Nomadic Education are to: -

- i. To provide the nomads with relevant and functional basic education, and*
- ii. Improve the survival skills of the nomads by providing them with knowledge and skills that will enable them to raise their productivity and levels of income and also participate effectively in the nation's socioeconomic and political affairs.*

The above quote represents the overarching purpose of nomadic education in Nigeria. In the pursuit of this purpose, TENS II is expected to guarantee that the delivery is not only universal and free but also equitable and inclusive to the extent that nomads would be integrate into the larger society as productive citizens.

3.3 Fundamentals of Niger State Entrepreneurship Strategy

The responsibilities for the delivery of Nomadic Education are shared amongst the three tiers of government with certain rights and responsibilities allocated to local communities as independent stakeholders. Section 4A paragraphs 73 – 79 of the National Policy on Education unambiguously defined and shared the responsibilities amongst the Federal Ministry of Education, the National Commission for Nomadic Education (NCNE), Nomadic Education Units of State Universal Basic Education Boards (SUBEBs) for nomadic children, State Agencies for Mass Education (SAME) to cater for nomadic adults with Local Government Education Authorities providing support and coordination at the Local Government Area level.

At the federal level, the National Commission for Nomadic Education (NCNE) was created by Decree 41 in 1989 and later re-enacted by an Act of the National Assembly as the Nomadic Education Act, CAP 243 Laws of the Federal Republic of Nigeria in 2004. It became the implementing arm of the Federal Ministry





of Education on matters of Nomadic Education. In order to achieve the above overarching objectives, Part II paragraph 3 and 4 of the Commission's Act empower it to pursue the following objectives and functions in relation to nomadic education among others:

- i. Formulate policies and guidelines.
- ii. Fund the procurement of buildings, equipment and materials.
- iii. Establish and run Nomadic Education Centres and Schools
- iv. Recruit, train and retain qualified personnel and teachers.
- v. Carry out research of relevance to the development of Nomadic Education, and
- vi. Conduct periodic monitoring and evaluation of Nomadic Education Systems and Schools.

Further to the above subsidiary objectives ascribed to it, the Commission is empowered to exercise the following functions which are actually a summarized version of the 13 items (a – m) under paragraph 4 of Part II of the Act

- i. Implement guidelines and ensure representation across activities, geography and targets.
- ii. Form and direct the activities of Inter-Ministerial and other High-level Committees in partnership with the Ministry of Agriculture and other Institutional Stakeholders to create reserves, settlements, grazing areas and dams with provision for schools in the settlements.
- iii. Co-operate with other participating Ministries and agencies in the development of Nomadic Education.
- iv. Carry out monitoring and evaluation activities, collect and disseminate relevant national and

state level statistics of nomads and their school age children.

- v. Set, review and establish activity and skills standards while ensuring full compliance with standards.
- vi. Receive, disburse, and equitably and effectively manage and account for all financial and related resources (e.g., grants, budgetary releases, loans etc.) under its care for the development of Nomadic Education; and
- vii. Coordinate all external aid funding, technical assistance and other related activities for the development of Nomadic Education.

SUBEBS, SAME, and Local Government Education Authorities (LGEAs) also have their corresponding mandates as regards to the implementation of Nomadic Education at the State and Local Government Area levels.

3.4 Target Beneficiaries

With time, nomads have metamorphosed into different variants often with different peculiarities and needs demanding different treatment and provisioning. For the avoidance of doubt, Nomadic Education in Nigeria is meant for three types of nomads (beneficiaries); namely pastoralist, migrant fishermen and migrant farmers. The pastoralists are found in the Northern part of the country particularly the 12 North East and Northwest States (e.g., Borno, Bauchi, Kano, and Kaduna) of the country. The migrant fishermen are found in the Lake Chad Basin and Riverine States of the South-South and Southwest i.e., Cross River, Rivers, Akwa Ibom, Delta, Ondo and Ogun. The migrant farmers are found in the North Central States of Plateau, Niger, Kogi, Kwara, and Nasarawa. (Ezeomah, 1997; Tahir, 1997)

3.5 History of Nomadic Education

Education to nomads who are Muslims is not new. This is because anywhere Islam had been, it had its unique Islamic Education through which it passes its knowledge, values, belief system, character and even vocations to its younger ones. Thus, despite the way the Fulani nomads (being predominantly Muslims) lived a life away from human settlements to allow them to exercise their freedom of mobility to tender their livestock, Islamic Education, which had subsisted for a very long time, had always been available to them. It is also worth noting that before Islamic Education, Fulani and other migrant populations have their own traditional informal education used to transmit their culture, belief system, their ways of life and economic activities like herding, hunting and traditional crafts making among others (Ezeomah, 1997: 9).

However, the provision of a variant of conventional Western Education to nomads in Nigeria is a recent phenomenon. Accordingly, drawing from the presentation of Ezeomah (1976) and Tahir (1976), developments in the provision of nomadic education can be divided into three periods – namely pre-1976, 1976 – 1986 and 1986 – 1995. Later phase of the provision of Nomadic Education is the period from 1996 – 2002.

The Nomadic Education initiative in Nigeria was started by sub-nationalities during the colonial era through to 1975. The first initiative as reported by Tahir (1997:55) was started by Katsina Province in 1953. Though, there were similar initiatives across the various provinces, no detail records of their location and operation have been provided. Nonetheless, during the 1970s, four Northern States – “North-Eastern, North-Central, North-Western and Benue-Plateau states had established some pilot nomadic schools



for the children of the pastoralists.” The schools leveraged on the Islamiyya schools in the Fulani settlements (i.e., Ruggas). Incidentally, still, not much data exist as regards their existence and impact on nomadic education.

The 1976 to 1986 provided the foundation period for the development of Nomadic Education though it lacks full government support during this time. There were recorded nomadic education activities in Bauchi, Borno, Kano and Plateau facilitated by the Association of Nomadic people (Miyetti Allah), Local Government Areas (e.g., Ningi LGA), and State governments. Initial efforts were facilitated by the nomads or their Association and supported either by State or Local Governments. The approaches varied from establishing stand-alone nomadic schools, mobile schools and attending conventional primary and secondary schools. (Tahir, 1976; Ezeomah, 1976). Activities during this period were in the Northern part of the country but without policy or legislative support or active involvement of the federal government. Few of the success stories were short-lived because of the peculiar challenges associated with the provision of nomadic education at that time.

The period between 1986 – 1995 represents the golden age of Nomadic Education in Nigeria. It was a time during which the federal government showed interest in the provision and development of Nomadic Education in the country. The heightened interest was a s a result of the formulation, commitment and deployment of the following policy instruments and deployment of other related activities:

- i. Formulation of National Policy on Education (NPE) which recognized and made provision for the development of Nomadic Education a national education priority.
- ii. Commitment to the 1979 Constitution of the Federal Republic of Nigeria which gave special place to education of Nigerian citizens as a right and a means for attaining its egalitarian, inclusive and integrative objectives.
- iii. Official launching of Nomadic Education Programme, development and commitment to attainment of the goals of the Blueprint for the Education of Nomads in Nigeria (1987)

- iv. The establishment of the National Commission for Nomadic Education by virtue of Decree No. 41 of 12 December 1989 41 (now the Nomadic Education Act, CAP 243 Laws of the Federal Republic of Nigeria 2004),
- v. The Policy directive of incorporation of Education of Children of Migrant Fisher folks into the Nomadic Education Programme, 1990.
- vi. Monitoring and Evaluation of Nomadic Education Blueprint, 1995
- vii. Blueprint for the Education of Migrant Fishermen (1998).
- viii. Blueprint for the Education of Migrant Farmers (2000).
- ix. The interest and support of Development Finance Institutions, Donor Agencies, Development Partners, Non-Governmental Organizations (NGOs) among others.

By the end of this period (i.e., 1994/5), there were 778 Nomadic Schools in 25 States of the Federation with 608 owned by state governments, 88 owned by Local Governments and 82 owned by Local Communities. By virtue of the mandates of the NCNE, none of these 778 schools was owned by the Federal Government because the Commission's.

Role is limited to; [i] providing a general superintendency, [ii] orderly development of the programme in the states, local governments and communities and [iii] the provision of grants and instructional support services to agencies that operate the programme" (Tahir, 1997: 57).

It is instructive to mention that it was during this period that migrant fishermen were included as beneficiaries of the Nomadic Education development initiative of the Federal Government. Consequently, the Commission in line with its mandates of providing "technical, financial and material supports" partnered

with the governments of riverine regions of the country to facilitate the establishment of Nomadic Schools for children of migrant fishermen; something that River State had started in 1990 with the establishment of 8 pilot schools. Other States that established such schools within the period included Akwa Ibom, Benue, Ondo, Borno, Ogun, Adamawa and Cross River States while others like Anambra, Enugu and Delta States slated to do so as from 1996.

The period of 1996 – 2002 was covered by Tahir (2005) and could be referred to as the period of the growth of Nomadic education in Nigeria. This period was ushered in by the national conference that led to the development of a Plan of Action for Nomadic Education, 1996 – 2000. The key actions of the Plan covered a 5-year period within which 20 key projects are to be executed on the basis of ongoing, short term and long-term projects.

Ongoing projects cover procurement of portable classrooms for mobile schools, teaching and learning materials (TLM), teacher training and professional development, mobilizing technical and financial assistance, as well as provision of extension and livestock services. The short-term activities include capacity building, system strengthening and sustainability, creation of Nomadic Education Endowment Fund, Public Communication and branding, development of operational guidelines, quality assurance using Key Performance Indicators, Research, Library and Documentation Centre. The long-term activities were restricted to procurement of digital multi-media Distance Learning facility, capacity of key officers including monitoring, research and planning officers, establishment of model schools by the Commission and scaling up the programme to include adult literacy centre for nomadic women.

These key projects were planned to be executed drawing from the experiences, challenges and lessons learnt by the Commission from its previous



deployment of measures to develop and sustain a viable Nomadic Education system. The subsequent post 2000 period was meant to stabilize, reinforce and work towards aligning Nomadic Education with the demands of the 21st century, expectations of the nomad populations and the imperatives of the national and subnational entities in the Nigerian Federation.

3.6 Incentive Programmes for Nomadic Education

Despite the efforts of the government, it was a difficult task to get nomads to fully accept, encourage and participate in the effective delivery of Nomadic Education. Consequently, when the federal government joined to lift up Nomadic Education as a national priority, it found it necessary to introduce incentive programmes to get the buy-in and commitment of the nomads.

The year 1996 saw the introduction of the Nomadic Education Boarding Policy (NEBP) by the Nigerian government. This measure aimed to support nomadic children in attending schools by offering accommodation and addressing the difficulties caused by their frequent relocations. The main goal of the NEBP had two parts: getting nomadic populations to adopt

formal education and encouraging a transition from a mobile to a settled way of life. This policy was part of the government's larger plan to incorporate nomadic communities into the regular education system (Buba, 2020).

After the NEBP, the Nomadic Education Feeding Policy (NEFP) was introduced in 1998. This policy was implemented to address the lack of boarding facilities in nomadic schools, mainly because there were not enough students to be enrolled (Buba, 2020). The goal of NEFP was to boost school enrolment by tackling hunger and malnutrition in nomadic children in order to enhance their health, attendance, retention, and academic achievements (Buba, 2020). Comparable initiatives have been documented indicating the underlying inspiration informing this policy in other nations, i.e., India's Mid-day Meal programme and Kenya's School Feeding Programme, which also focused on enhancing educational access and outcomes for nomadic children. The government implemented the Nomadic Girl-child Education Policy in 2006 (Akpan, 2018). This policy aimed to tackle the substantial gender inequalities in education among nomadic communities, where boys were predominantly privileged in terms of educational opportunities.

4

IMPLEMENTATION AND CHALLENGES OF NOMADIC EDUCATION IN NIGERIA



4.1 Implementation of Nomadic Education

The implementation of the Nomadic Education programme in Nigeria was driven by the National Commission for Nomadic Education (NCNE) at the Federal level and bodies set up by the States to take charge of the responsibility. But generally, at the State level being a part of Basic Education, the provision was under the purview of State Universal Basic Education Board or alternatively, State Agencies of Mass Education.

The establishment of nomadic schools and centres was the sole responsibility of State and Local Governments supported or complemented by Local communities including Associations representing the interest of Nomads in the State. The role of Federal Government was to establish model schools or centres, set and maintain standards, provide guidelines, carry out quality assurance activities and capacity development of personnel and teachers.

The funding of Nomadic Education was jointly done by Federal and State Governments with contributions from local communities and Associations representing the interest of nomads. Funds were mobilized us-

ing a matching grant system akin to Universal Basic Education Commission's current practice for the development of Basic Education in general. The quantum of federal grant to each State depends on its number of nomadic schools and its demands and peculiar needs among other criteria. States match the grant given by the federal government to create the financial pool from which expenditures on Nomadic Education were funded.

The implementation of Nomadic Education was hinged on the deployment of different approaches comprising the establishment of new Nomadic Schools, setting up and unpacking mobile nomadic classes and moving them to fit the migratory pattern of the nomads, establishing semi-permanent adult literacy classes especially for the adult female nomads in relatively permanent settlements from and to which nomads return after their seasonal migration and getting children of the nomads enrol in conventional schools especially after successful participation and completion of basic education.

There were a lot of activities in the area of curriculum development and adaptation to fit the nomad's char-

acterization and preferences with particular emphasis on their cultural identities and lifestyles. Fulfulde was used to develop primers and related content. But most fundamentally, in line with the need to make education functional and appropriate to the nomads, the teaching of literacy and numeracy was complemented with the teaching of health habits and skills, simple vocations to address the changing livelihood of the nomads and animal husbandry and care.

Special attention was paid to recruitment of teachers and their continuous capacity development usually carried out by the National Commission for Nomadic Education in collaboration with State Universal Basic Education Board and Agencies of Mass Education. Development Partners and Donor Agencies were active in funding capacity development and offering varied technical assistance. Monitoring and Evaluation activities were key components of the implementation of Nomadic Education in the country. Such activities were usually carried out by the Commission in collaboration with relevant Board and Agencies including stakeholders offering technical assistance. Research studies were conducted to determine extant status, progress and challenges of the implementation of Nomadic Education.

The point must be made of the fact that development partners, donor agencies and also stakeholders including nomadic associations played prominent role in the implementation of Nomadic Education especially during its formative and growth era.

4.2 Achievements of Nomadic Education in Nigeria

The achievements of the implementation of Nomadic Education within the historical context explained hitherto include among others:

- i. Expansion of the scope and multiple fold increase in the number of nomadic schools across the country as stated earlier.

- ii. Increase awareness of the need for nomadic education and the leveraging of the experiences of other nations by Nigeria that helped it develop an effective and efficient nomadic education.
- iii. Development, publication and distribution of hundreds of thousands of textbooks and supplemental materials for the delivery of nomadic education in the country
- iv. Recruitment, deployment, training and capacity development of teachers at nomadic schools nationwide
- v. Development, production, distribution and utilization of customized teaching and learning materials to nomadic schools across the country.
- vi. Linkage with development partners, civil society, non-governmental organizations and other stakeholders.

4.3 General Challenges of Nomadic Children's Education

Numerous obstacles have hindered the successful implementation of nomadic education policies in Nigeria, reducing the impact of such programmes, including in Niger State. Lack of sufficient funding is a major obstacle (Maduewesi and Ofejobe, 2022). The budget for education in Nigeria has consistently been below the 26% suggested by the United Nations Educational, Scientific and Cultural Organization (UNESCO), with nomadic education facing the most severe lack of funding. A lack of adequate funding has resulted in a shortage of infrastructure, including classrooms and educational materials, and has hindered the training and retention of qualified teachers for nomadic schools (Afolabi and Yusuf, 2018).

Another critical challenge is the unsuitable curriculum. The current curriculum often fails to meet the specific needs of nomadic children, focusing on content that is not directly relevant to their way of life

(Ajah and Nmamchi, 2021). This has resulted in low enrolment and high dropout rates, as nomadic families see little value in an education that does not align with their cultural and economic realities. Additionally, the constant migration of nomadic communities poses logistical difficulties, making it challenging to maintain consistent educational programmes. The physical isolation of these communities, often in remote and inaccessible areas, further exacerbates these challenges, limiting access to both formal and non-formal education (Ajah and Nmamchi, 2021).

Moreover, there is a shortage of trained teachers who are equipped to handle the unique needs of nomadic students (Adeyemi et al., 2021). Many teachers are

unwilling to work in the harsh and insecure environments where nomads live, leading to high turnover rates and a reliance on unqualified or poorly trained staff. Cultural barriers also play a role, with some nomadic communities prioritizing traditional livelihoods over formal education, particularly for girls. Insecurity in certain regions, due to communal conflicts and clashes, further disrupts educational activities, making it challenging to implement and sustain nomadic education programmes effectively (George and Adelaja, 2022).

Other barriers consist of economic challenges (such as poverty and the requirement for child labour), socio-cultural challenges (traditional beliefs that fa-



vor herding over formal schooling), infrastructure challenges (missing school resources), and security concerns (Ohanu et al., 2020). In Nigeria, areas with nomadic populations, including pastoralists, migrant fishermen, and migrant farmers, typically exhibit significantly lower enrolment rates than the country's overall average (Maxwell et al., 2018). The NCNE has emphasised that nomadic communities encounter major obstacles when accessing education, leading to these discrepancies. Despite the advancements in

educational policies and programmes in Nigeria, the nomadic regions still have a lower Gross Enrolment Ratio (GER) than the national average (Ohanu et al., 2020). For instance, the GER is much lower in the northern areas of Nigeria, where numerous nomadic groups live. This holds incredibly accurate in regions such as Borno, Yobe, and Adamawa, where the convergence of insecurity and the nomadic way of life has significantly affected school attendance and enrolment rates.

The NCNE is working to reduce these differences through initiatives like mobile schools and tailored curricula, yet the disparity remains substantial. Just like in Kenya and other African nations, this case highlights the importance of specific actions to ensure that nomadic communities in Nigeria are not excluded from reaching education objectives. African policymakers face a significant hurdle in educating nomadic communities. The communities' nomadic lifestyle prevents them from attending or utilising conventional, fixed schools. The constant nomadic lifestyle, along with their involvement in labour-intensive work, makes it difficult for children to attend school regularly.

Furthermore, nomadic children may require education that is flexible and culturally relevant to their way of life, as traditional school curricula in the country may not be suitable for them. Physical isolation and social exclusion exacerbate the difficulties faced by nomadic groups, as they have minimal interaction with society, resulting in restricted availability of vital educational resources. Furthermore, the shortage of qualified teachers who are willing to teach in these remote, occasionally dangerous areas also diminishes the available education quality. The absence of a policy framework that supports the unique needs and circumstances of nomadic communities worsens these difficulties.



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5

NOMADIC EDUCATION IN NIGER STATE



5.1 Niger State

The study was conducted in Niger State as part of the TENS II Programme. Niger State is located in the Southern Guinea savannah zone of Nigeria, between latitudes 8° 20' N and 11° 30' N and longitudes 3° 30' E and 7° 20' E. It is the largest and one of the 36 states of Nigeria. The State provides transit routes for pastoral nomads during seasonal migrations from the northern parts to the southern areas of the country.

Niger State can be divided into three Agro-geographical zones, with variable climatic conditions suitable to the way of life of the nomadic community. These are: Agro-geographical zone A (Southern zone), with many rivers, streams and ponds, fadamas for rice farming, Jebba hydro-electric dam and large grazing lands; Agro-geographical zone B (Eastern zone), with many mountains, trees, and few rivers and streams, Shiroro hydro-electric dam, arable and grazing lands; and Agro-geographical zone C (Northern zone), with few rivers and streams, Kainji hydro-electric dam, Kainji National Game Reserve, arable and large grazing areas, and many stock routes.

The State experiences two distinct seasons: the rainy season that spans between April and October and the dry season between November and March, with a mean annual rainfall of about 150 cm and for a period of about 180 days. It has an average relative humidity of about 58.6% and a temperature of 22 °C to 39 °C. Niger State has an estimated cattle population of 3.5 million cattle, which are mostly in the custody of pastoralists. However, this is a conservative figure due to the absence of more up-to-date data.

5.2 Background

Niger State like many other States in the country has its own share of nomadic population as pointed out earlier. This population to this day comprises of the predominantly pastoral Fulani, the migratory migrant

farmers of diverse ethnic groups and the fishermen that move as dictated by fishing seasons. Though, it is difficult to project the actual population of the nomadic groups, they are in sufficient number and spread across multiple local governments to attract attention and warrant special considerations. It is because of their demographic position and vital role in the economic activities of the State that the current government found it necessary to establish a Ministry of Pastoral and Nomadic Affairs. The insecurity situation in the State that has drawn in the Fulani nomads and negatively impacted on their livelihoods as well as the need for restoration of peace and security in the State have all the more generated serious concern for the government to pay special attention to the plight and development of the nomadic population in the State.

5.3 Mainstreaming the Nomadic Population

The current New Niger Development initiative with its emphasis on the unity of purpose for the improvement of the well-being of all Nigerlites has brought to the fore the responsibility of government to equip, without discrimination of any sort, its people with the knowledge and competencies to effectively participate in the State's development. In this regard, the government considers the application of the principle of inclusiveness to be paramount for the unity, peace, security and development of the State. While taking cognizance of the need to respect, protect and encourage the values, customs and cultural peculiarities of every population subset in the State, the New Niger Development initiative requires that nomadic population for their own interest and that of the State should not be at the fringes of the larger society. Rather, as a matter of urgency and priority, the nomadic population ought to be mainstreamed into the larger society to enable them not only be contributors but also beneficiaries of the development outcomes of the State.

In the concerted efforts of the government to mainstream the nomadic population into the larger society, education has in the past served as a key driver. Here lies the justification of the attention the government intends to give the sustained and targeted provision of education to the nomadic population in the State. The government is taking a cue from the efforts of the past governments which for various reasons has not been sustained. The failure of the previous efforts does not take away the proven efficacy of education as a key facilitator of successful irreversible mainstreaming of fringe populations into the larger society as preceding sections of this report have evidenced.

It is important to stress that nomadic population in Niger State, like their counterparts elsewhere, have always had access to education in the traditional sense of the word. The traditional form of education which focused on the transmission of their values, religious beliefs and practices and cultural system as well as skills in areas like herding, handcrafts among others have always been available to them. What had not been readily available to them is western education which was a product of the colonization of their various nations. Getting this type of education to them have proved difficult because of their unwillingness to accept it on the one hand and the difficulty of getting it to them on another hand.

5.4 Nomadic Education in the State

The unwillingness and difficulty cited above notwithstanding; the idea of education as to the growth and development of nomadic population started taking root during the colonial period and proceeded with varying level of impetus to the present day. Niger State was an active participant as developments in nomadic education unfolded.

Thus, Nomadic Education in Niger State is an integral part of Nigeria's broader educational strategy aimed at providing basic education to children from margin-

alized and itinerant communities. The National Policy on Education in Nigeria recognises the unique challenges faced by nomadic populations, emphasising the need for tailored educational programs that address their specific lifestyle and needs. In 1986, as part of the nationwide implementation of the Nomadic Education Programme (NEP), Niger State commissioned its Nomadic Education initiative. This initiative responded to the federal government's directive to ensure that nomadic children, who traditionally had limited access to formal education, could receive basic educational services. The primary objectives of the Nomadic Education Programme in Niger State include introducing nomadic children to the fundamental concepts of formal schooling, granting them access to primary education, and enhancing their capacity to contribute to their immediate environments and the broader national context. Furthermore, the program aims to improve the overall living conditions of nomadic communities by fostering self-reliance and addressing the socio-economic challenges they face.

The scope of nomadic education in the State extends beyond traditional academic subjects. It encompasses education that is relevant to the nomadic lifestyle, including land acquisition and improvement, human and animal health, commercialization of animal products, and livestock breeding enhancement. This comprehensive approach is designed to equip nomadic children with the skills and knowledge necessary to thrive in their communities while also contributing to the nation's economic development.

National Commission for Nomadic Education (NCNE) was established in 1989. Its efforts in Niger State have been instrumental in providing access to education for nomadic populations, thereby helping to bridge the educational gap for this marginalized group. The program's success is evident in the increased enrolment rates among nomadic children



and the positive impact on their communities' social and economic well-being. By addressing the unique challenges faced by nomadic populations, the Nomadic Education Programme in Niger State serves as a model for inclusive education, ensuring that no child is left behind, regardless of their lifestyle or socio-economic status (Olaniran, 2018).

5.5 Current Status of Nomadic Education in Niger State

Initially, the delivery of nomadic education was within the purview of Niger State Agency for Mass Education with support provided by National Commission for Nomadic Education and other development partners or donor agencies. However, with the lowering of the tempo of activities NCNE and the establishment of Universal basic Education Commission (UBEC), the responsibility became that of the State Universal Basic Education Board (SUBEB) which currently has the mandate of delivering Basic Education.

While modest progress was recorded, the provision of nomadic education has suffered some drawbacks and serious challenges. These include underfunding, inadequate physical infrastructure, lack of adequate and appropriate teaching and learning materials and difficulty in getting teachers with the facility to use Fulfulde as a language of instruction.

In reality, the current status of nomadic education cannot further the ambitious objectives of the New Niger Development initiative, which is committed to inclusive and qualitative participation by subpopulations in the growth and development of the State as a 21st-century sub nationality within federated Nigeria. There is no doubt that nomadic education needs to be mainstreamed and reordered within the framework of the Transformation of Education in Niger State Phase (TENS II). This study's outcomes should light on how to make this a reality.

6

NOMADIC FIELD RESEARCH AND DATA ANALYSIS



6.1 Survey Design and Objectives

The survey focusing on nomadic schools was conducted as part of the Education Census aspect of the TENS II Programmes. The prime objective is to generate baseline educational statistics from all nomadic schools in Niger State. The primary objective of the data was to elicit sufficient information about the pupil population, number of teachers, and general condition of the nomadic schools (including other parameters) to enable the state government to effectively engage in strategic educational planning and resource allocation.

6.2 Survey Instruments

The survey was conducted using a structured questionnaire that covered various aspects of nomadic schools. The questionnaire was divided into multiple sections, each focusing on specific areas such as identification of the school, demographics, infrastructure, student and teacher information, and funding sources. The questionnaire used for the survey has been attached to this report in Appendix A. To gather the data, trained enumerators were deployed

to nomadic schools across the twenty-five Local Government Areas (LGAs). The enumerators were responsible for administering the questionnaires directly to school administrators, teachers, or other relevant stakeholders (in cases where the school administrator could not be reached). The data collection process involved face-to-face interviews and direct observation to ensure the accuracy and reliability of the information gathered. This hands-on approach allowed the enumerators to clarify any questions the respondents might have had, thereby ensuring comprehensive data collection across the surveyed schools.

6.3 Sampling and Data Collection

All personal data were anonymised to ensure the secrecy and privacy of the data gathered. No private details were shared beyond the TENS II Programme. Enumerators carefully documented data and recorded any anomalies or significant observations during the data collection process. Data was collected from these schools by enumerators to guarantee that the specific situations of each school were accurately documented.



The survey contained inquiries about the school's location, founding date, school category (e.g., nomadic, private or public), and the range of educational programmes available and subjects taught. Enumerators also performed observations to confirm the school infrastructure's physical state, resource availability, and overall learning environment. Special focus was given to determining the quantity of classrooms, student numbers, and teacher credentials.

6.4 Limitations

The survey faced several challenges, particularly related to insecurity and banditry attacks in certain Local Government Areas (LGAs), which hindered access to some schools. Due to the safety risks posed to the enumerators, visits to certain nomadic schools in highly affected LGAs could not be conducted, re-



sulting in incomplete data for these regions. The outcome of the survey was also affected by the timing of the survey. Some schools had already proceeded on vacation at the time the survey commenced in the final week of school in the 2023/24 academic session. Consequently, enumerators were unable to visit these schools and could not administer the survey.

In addition, while data was collected from a large number of schools, not all the data was used in the final analysis. We engaged in a thorough data-cleaning process to ensure the integrity of the data, and therefore, only the most representative and accurate

information was selected. This was to ensure the reliability of the data sets collected. As such, the scope of the results is limited to the schools and LGAs that were accessible and for which high-quality data could be obtained.

SURVEY RESULTS



7.1 Introduction

This section presents the results of the survey conducted on nomadic schools across Niger State. These findings provide the basis for the recommendations made in this report. While there are limitations associated with the study, such as incomplete data from certain LGAs due to insecurity, the data utilised has been carefully selected and cleaned to ensure its accuracy and representativeness. Survey planning and fieldwork was guided by a list of 126 nomadic schools that was provided by the Niger State Universal Basic Education Board before the survey commenced. Another list that identified 260 nomadic schools was later obtained from the Niger State Ministry of Nomadic and Pastoral Affairs. However, the timing of its provision meant that it could not be effectively utilised for fieldwork activities but has been referenced in this report. For the purposes of this report, the analysis is based on data collected from ninety-six (96) schools, which were deemed the most reliable for drawing meaningful conclusions.

A triangulated approach was adopted to ensure a comprehensive understanding of the issues sur-

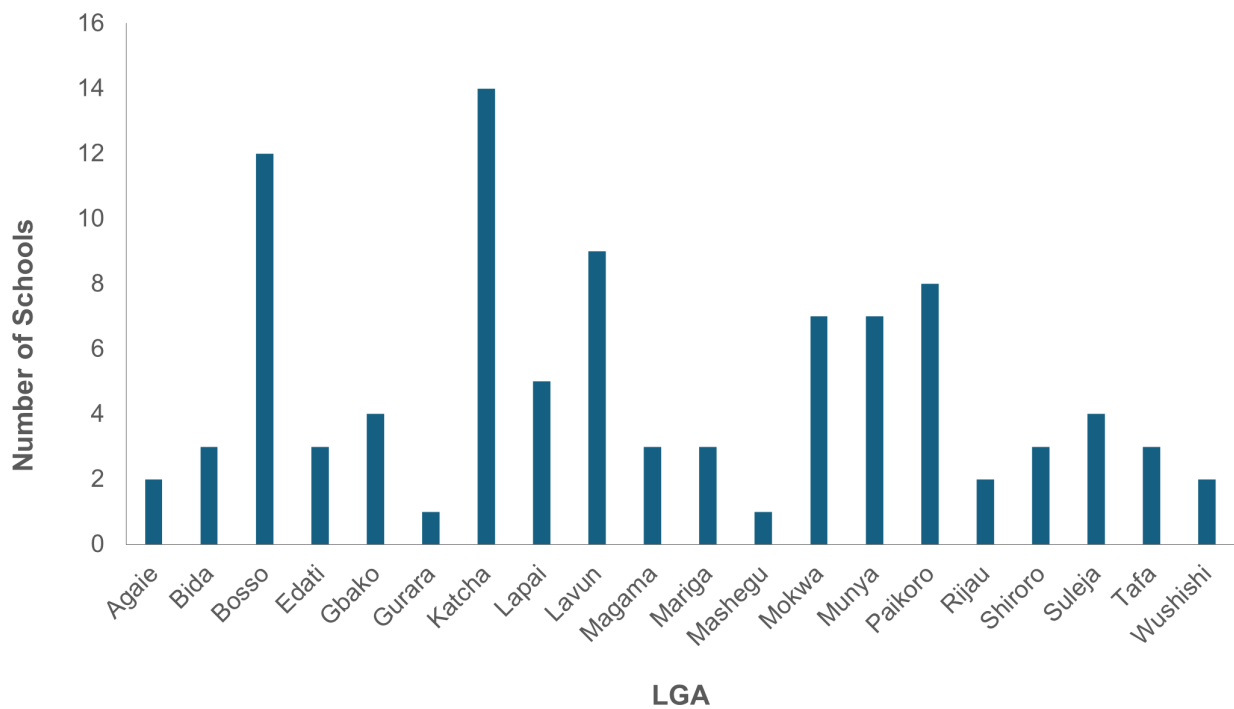
rounding nomadic education in Niger State. The primary method of data collection was a structured survey, which gathered quantitative data on school infrastructure, student enrolment, and teacher numbers. In addition to the survey, direct observation was employed by enumerators who visited the schools, assessing the physical conditions, availability of resources, and the overall learning environment. Qualitative insights were gained through focus group discussions, which provided deeper context to the quantitative findings. These focus groups, as part of the TENS II Programme, involved key stakeholders, including education officials, and community leaders. The discussions explored the barriers to nomadic children's education, the effectiveness of existing efforts, and potential solutions. Participants shared their thoughts on socio-economic, religious, and cultural factors influencing school attendance, with special attention to the unique challenges faced by girls. This triangulation of survey, observation, and focus group data enabled a more holistic interpretation of the findings, offering a well-rounded basis for the recommendations in this report.

7.2 Distribution of Nomadic Schools in Niger State

This study undertook a physical census of nomadic schools in comparison with the number that was given by Ministry for Pastoral and Nomadic Affairs. To the Ministry, there were 262 functional and 12 non-functional Nomadic Schools giving a total of 274 across the 25 Local Government Areas. These figures were based on SUBEB 2022 data. Physically, however, only 96 Nomadic Schools were accounted for by TENS II exercise carried out in 20 Local Government Areas excluding the five Local Government

Areas of Agwara, Borgu, New Bussa, Munya, and Rafi. This study undertook a physical census of nomadic schools in comparison with the number that was given by Ministry for Pastoral and Nomadic Affairs. To the Ministry, there were 262 functional and 12 non-functional Nomadic Schools giving a total of 274 across the 25 Local Government Areas. These figures were based on SUBEB 2022 data. Physically, however, only 96 Nomadic Schools were accounted for by TENS II exercise carried out in 20 Local Government Areas excluding the five Local Government Areas of Agwara, Borgu, New Bussa, Munya, and Rafi.

Figure 2: Distribution of Nomadic Schools across LGAs in Niger State



Source: TENS II Programme Field Work, August 2024

Figure 2 presents the number of nomadic schools across different Local Government Areas (LGAs) in Niger State. Each bar represents the total count of schools in a given LGA, with LGAs like Bosso, Katcha and Lavun showing the highest concentration of nomadic schools, while areas like Gurara, Mashegu, and Agaie have notably fewer schools. This distribution indicates variations in the availability of educational facilities across the region.

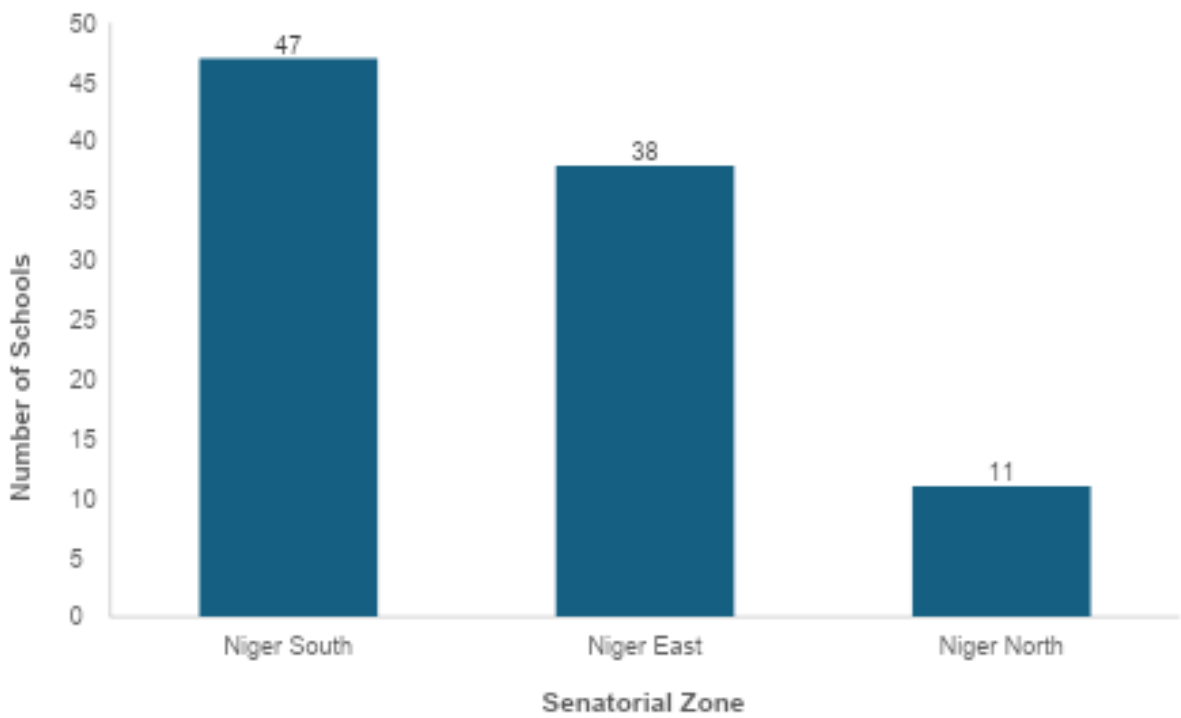
Further analysis of the results by Senatorial Districts reveals a glaring picture when compared to that of the Ministry which indicated that Niger South (Zone A) had 85 schools representing 32.44%, Niger East (Zone B) had 100 schools representing 38.17% while Niger North (Zone C) had 77 schools representing 29.38% of the total number of nomadic schools in the State. The 2022 data shows that Niger East has the highest number of nomadic schools followed by

Niger South with Niger North having marginally the least number of nomadic schools in the State.

A similar chart has also been created to highlight the distribution of schools across the three senatorial zones in the state (senatorial zones are comprised of an aggregation of local government areas). Figure 3 presents the distribution of nomadic schools that

were physically captured by TENS II along Senatorial Districts with Niger South (Zone A) having the highest number of 47 nomadic schools representing 48.95%, Niger East (Zone B) having 38 nomadic schools representing 39.58%, and Niger North (Zone C) having the least number of 11 nomadic schools representing 11.45% of the captured nomadic schools in the State.

Figure 3: Distribution of Nomadic Schools across Senatorial Zones in Niger State

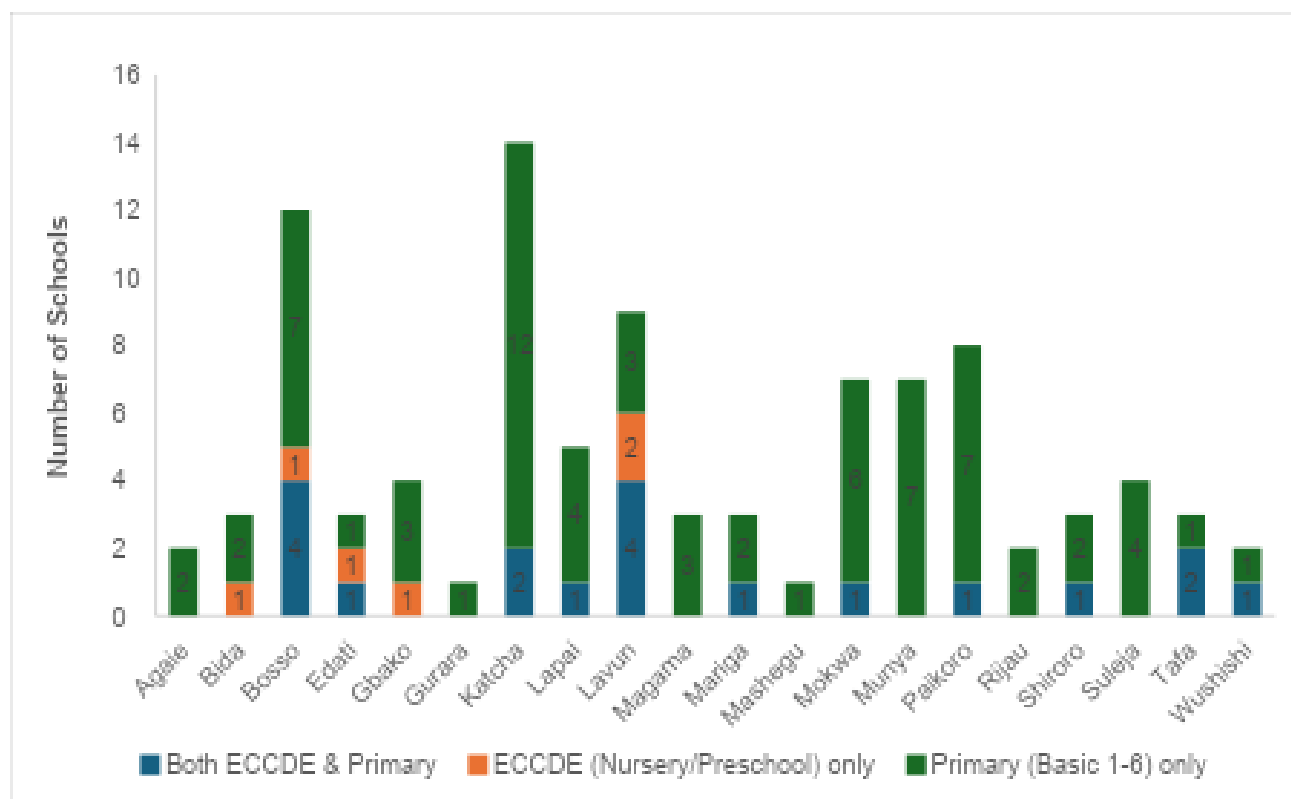


Source: TENS II Programme Field Work, August 2024

The results which clearly indicate that Niger South has the highest number of nomadic schools followed by Niger East and Niger North having significantly lower number of nomadic schools is obviously a reflection of the current insecurity pervading the State which accounted for the exclusion of five Local Government Areas during the exercise. With Niger South much at peace, this finding is not surprising; more so, with Katcha and Lavun LGAs posting the highest and third highest number of nomadic schools in the State. A breakdown of schools in the LGAs in each zone has been provided in the appendix of this report.

TENS II also found it necessary to look at the results from the point of view of the different levels of Basic Education. This is what figure ... provides as shown below. The classifications under consideration are ECCDE (Nursery/Preschool) classes only, ECCDE and Primary Schools and Primary 1 – 6 only. The breakdown of the types of nomadic schools reveals the absence of upper level of Basic Education which is Junior Secondary School. Figure 4 provides the graphic view of the number of the three main types of nomadic schools in the State.

Figure 4: Distribution of Nomadic Schools Across LGAs in Niger State by Education Level



Source: TENS II Programme Field Work, August 2024

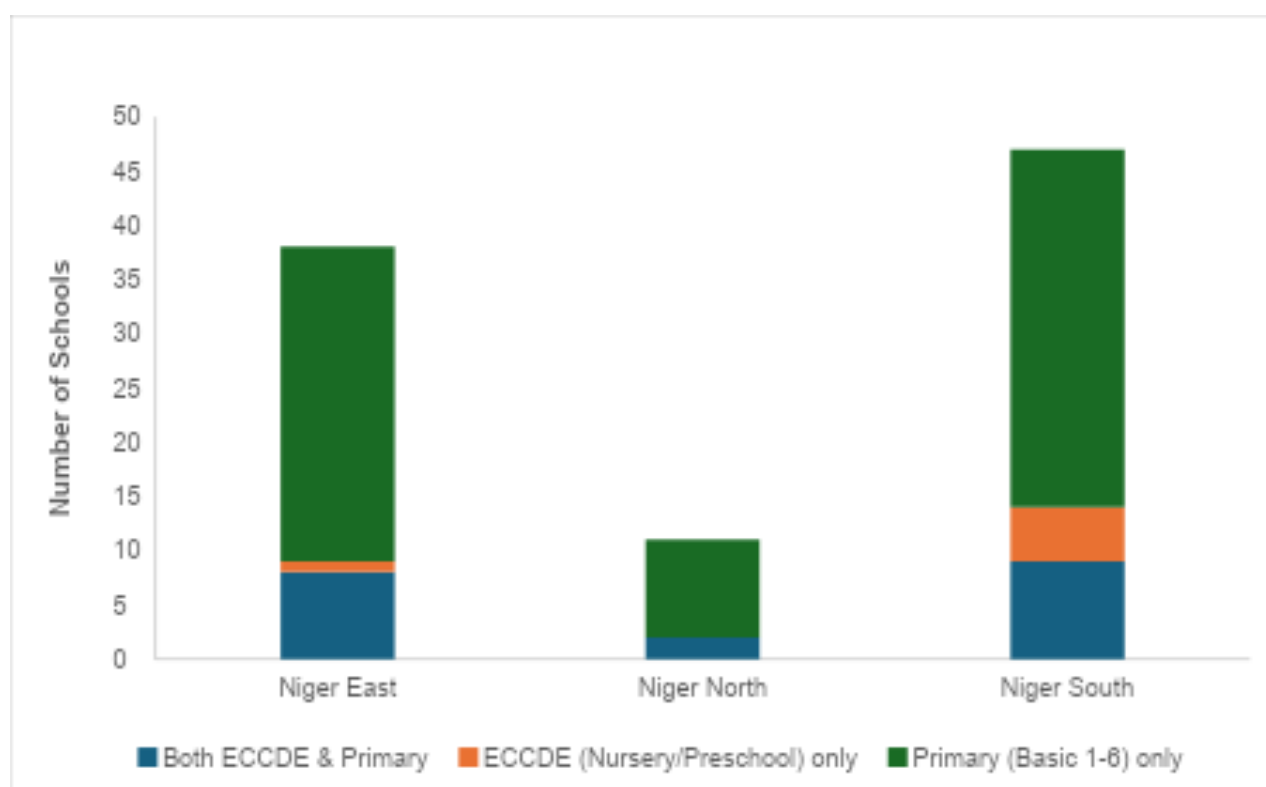
Katcha LGA has the highest number of schools offering Basic 1-6 education, with 12 schools accounting for approximately 13% of the total schools surveyed. LGAs with the next highest concentration of Basic 1-6 schools include Bosso, Munya and Paikoro with seven schools each, representing 7% of the total. Bosso and Lavun have multiple schools offering both ECCDE and primary education, with four schools each (4% of the total) while Lavun also has the high-

est concentration of schools that offer only ECCDE education (2). On the other hand, certain LGAs like Edati, Gurara and Mashegu have minimal offerings, with each having only 1 school providing Basic education, making up approximately 1% of the total.

Further aggregation of the results across the three Senatorial Districts is reflection in figure 5 below.



Figure 5: Distribution of Nomadic Schools Across Senatorial Zones in Niger State by Education Level



Source: TENS II Programme Field Work, August 2024

From the above figure, Niger South has the highest concentration of schools in all three categories while Niger North has the least concentration in any category with no schools in the ECCDE only category (Figure 5). These charts emphasize the need for targeted educational interventions in regions with fewer educational options, particularly for nomadic populations requiring specialized education access.

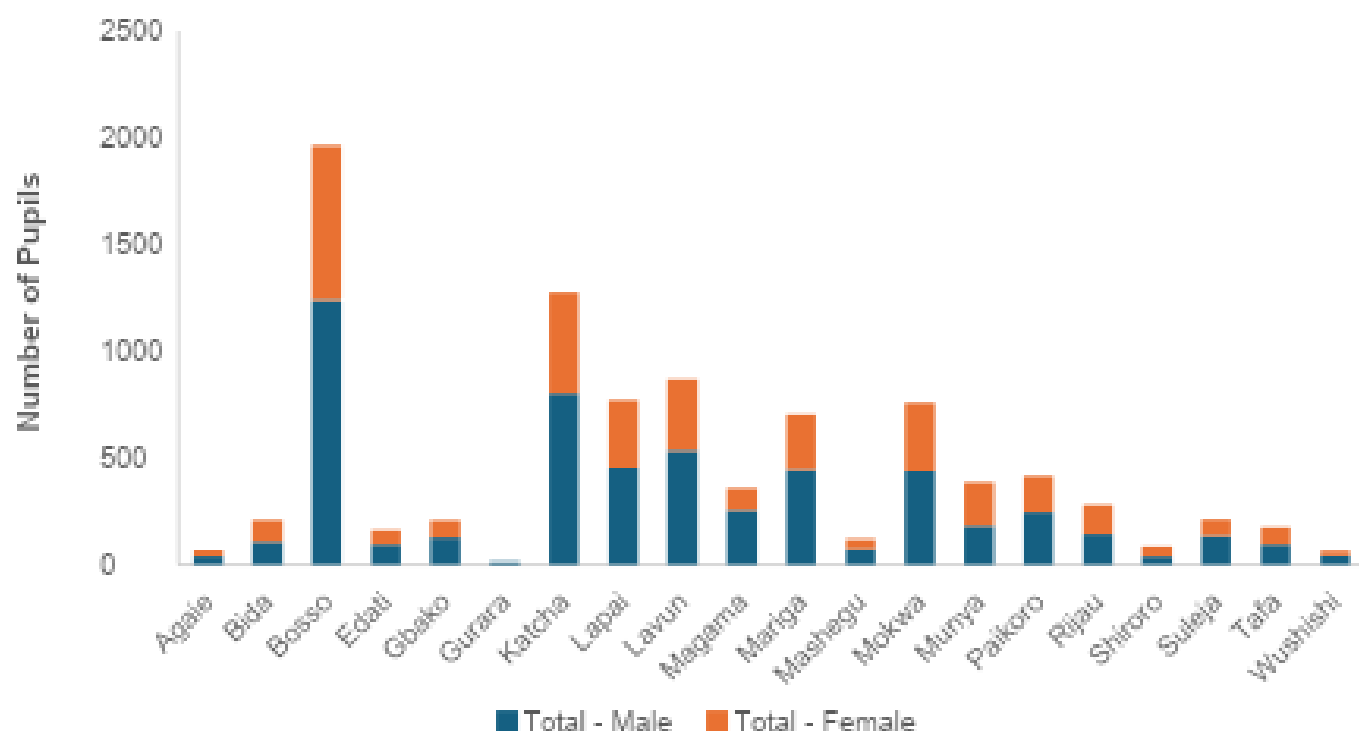
7.3 Pupil Enrolment Across LGAs

The analysis of student enrolment in Nomadic schools across the various Local Government Areas of Niger State highlights significant disparities in access to nomadic education across the State. The total number of students enrolled in the nursery, and primary Nomadic education across the surveyed LGAs accounts for 9,078 pupils, with a higher concentration in certain LGAs as compared to others. Male enrolment of 5,467 accounts for 60.22% of the total enrolment as against the female enrolment of 3,609 representing 39.76% of the total enrolment.

Bosso LGA boasts the most significant number of enrolled pupils, with 1,964 pupils, indicating its ability to cater to a substantial nomadic Basic Educate age population. Following Bosso is Katcha LGA, which has 1,274 students, while Lavun LGA has 867 students. These LGAs appear to have stronger nomadic education infrastructure that encourages more students to enrol, as will be highlighted in subsequent sections.

On the other hand, Gurara LGA has the least number of pupils enrolled, with just 12 pupils, showing either a significant shortage of education resources or potentially a smaller population of school-aged children. Enrolment numbers are also low in Agaie, Shiroro and Wushishi LGAs with 67, 84 and 64 pupils respectively.

Figure 6: Distribution of Student Enrolment in Nursery and Primary Nomadic Schools Across Various LGAs by Gender.



Source: TENS II Programme Field Work, August 2024

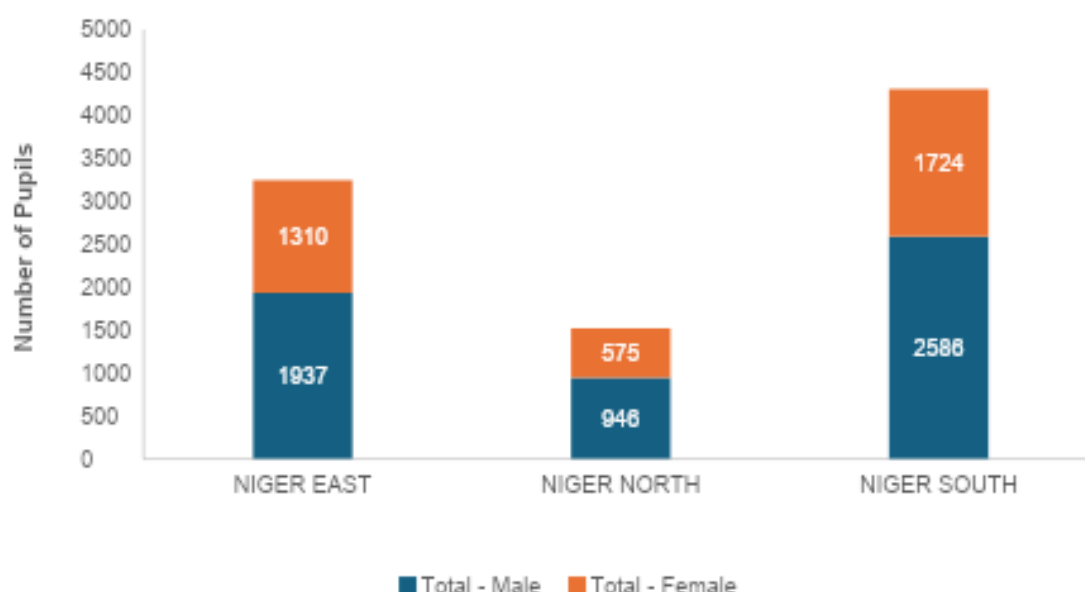
The figures also illustrate the distribution of pupils' enrolment by gender, highlighting the number of male and female pupils in both nursery and primary levels. Bosso, Katcha and Lavun LGAs boast of the highest number of females enrolled with 725, 472 and 333 female pupils respectively.

On the other hand, there are no female pupils enrolled in nomadic schools in Gurara LGA while Agaie, Shiroro and Wushishi LGAs have only 30, 48 and 24 pupils enrolled respectively. This notwithstanding, a noteworthy trend can be observed in Munya and Shiroro LGAs where the number of enrolled females is greater than the number of enrolled males. This is not only against the conventional grain when often male pupils are found to be greater in number than female

pupils but also may be an indicator of a deliberate effort to get the nomadic girl child into schools and protect the boys who are responsible for taking the cows 9or even sheep and goats) for grazing.

When we aggregate the enrolment of nomadic pupils across the LGAs into the three Senatorial Districts, the results are presented in figure 7 below. Niger East has a total of 3,247 combined enrolment (Male = 1,937 as against Female = 1,310) representing 35.77% of the total enrolment, Niger North has a combined enrolment of 1,521 (Male = 946 as against Female = 575) representing 16.76% of the total enrolment while Niger South has a combined enrolment of 4,310 (Male = 2,586 as against Female = 1,724) representing 44.48% of the total enrolment.

Figure 7: Distribution of Student Enrolment in Nursery and Primary Nomadic Schools Across Senatorial Zones by Gender



Source: TENS II Programme Field Work, August 2024

Aggregating the data by senatorial zones illustrates that the Niger South zone has the highest number of enrolled pupils while Niger North has the least. Additionally, the number of males enrolled is greater than the number of females enrolled in all zones. This data provides insight into the pupils' demographics across the senatorial districts, which is crucial for vital decision making especially in terms of siting of schools and resource allocations.

Generally, speaking the enrolment of nomadic schools surveyed indicate poor access considering the size of nomadic population and its contribution in terms of the State population of out of school children.

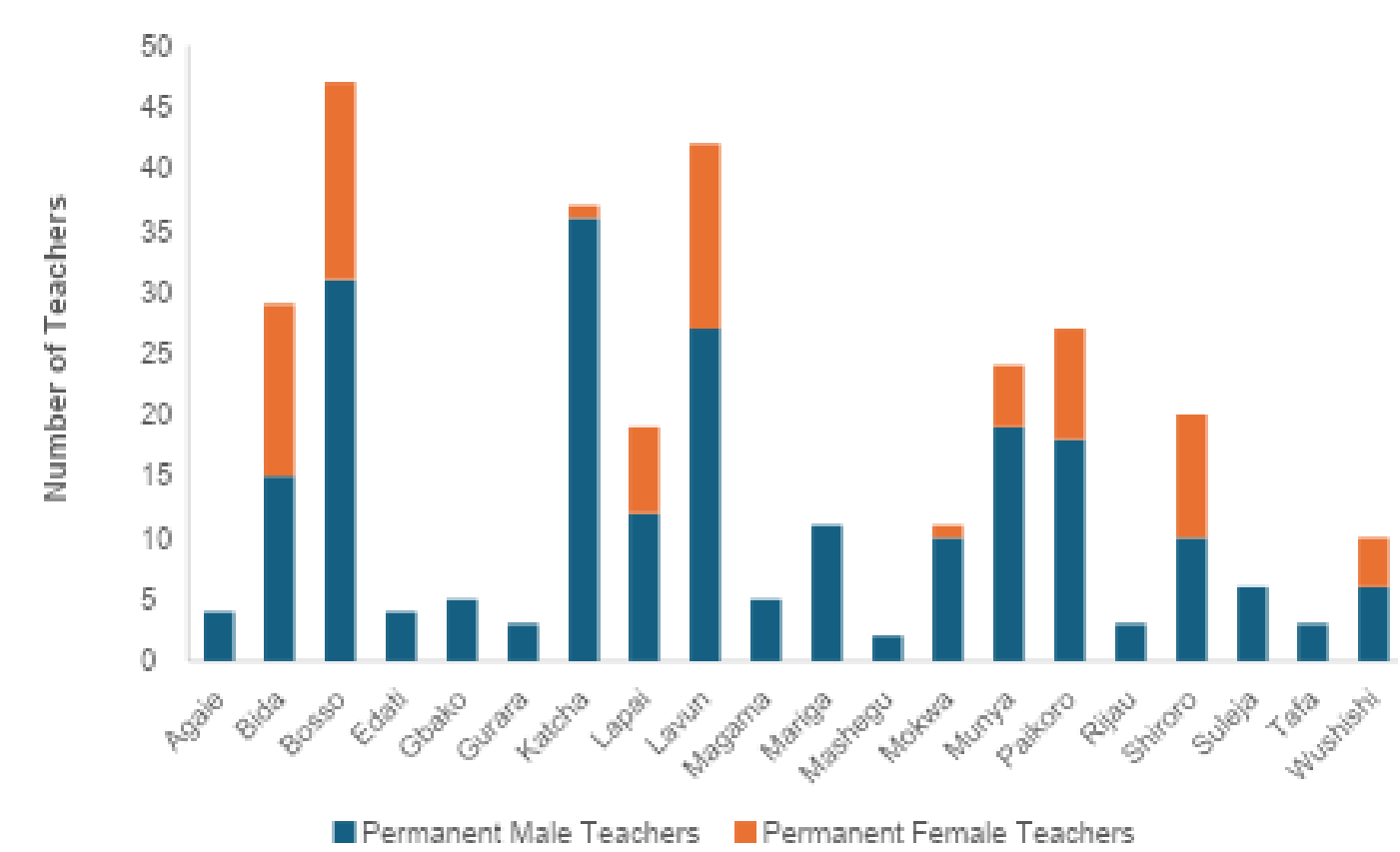
7.4 Pupils – to – Teacher Ratio

The National Policy on Education sets a pupils or students-teacher ratio of 25:1 for pre-primary classes, 35:1 for primary schools, and 40:1 for secondary schools. All educational institutions in the country are expected to follow the policy, but regrettably, classrooms in both public and private schools are overcrowded (Federal Government of Nigeria, 2013).



There are 312 teachers comprising of 230 male teachers representing 73.72% as against 82 female nomadic teachers representing 26.28% of the total 312 teachers in the State. Below is the picture captured by the survey in respect of teacher availability (figure 8).

Figure 8: Distribution of Permanent Teachers in Nomadic School Across LGAs in Niger State



Source: TENS II Programme Field Work, August 2024

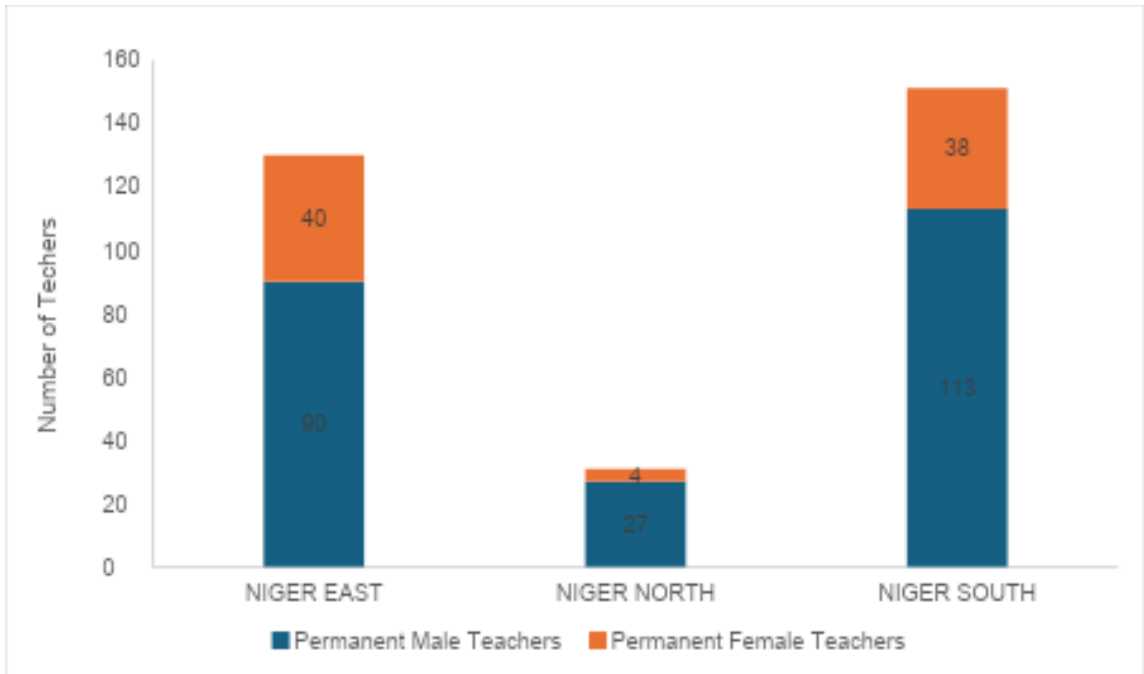


The survey collected data on the number of permanent teachers in nomadic schools LGAs to highlight disparities across the various LGAs and to assess the level of provision and compliance with standards set by the National Policy on Education. The results indicated that there are a total of 312 teachers in nomadic schools across all LGAs. Bosso, Lavun, and Katcha LGAs have the highest number of teachers with 47, 42 and 37 respectively. This is indicative of the fact that these LGAs have the top highest number of nomadic schools in the state. On the other hand, several LGAs have less than 5 permanent teachers

including Agaie (4), Edati (4), Gurara (3), Mashegu (2), Rijau (3) and Tafa (3).

Across the board, and with a total enrolment figure of 9,078 and available 312 teachers, the survey reveals the pupils – teacher – ratio for the nomadic schools in the State to be 29 pupils per teacher. This figure is within the recommended pupils to teacher ratio of 25 for ECCDE and 35 for primary schools. When we compute the same across the Senatorial Districts, there may be a little variation using figure 9 below.

Figure 9: Distribution of Permanent Teachers in Nomadic School Across Senatorial Zones in Niger State



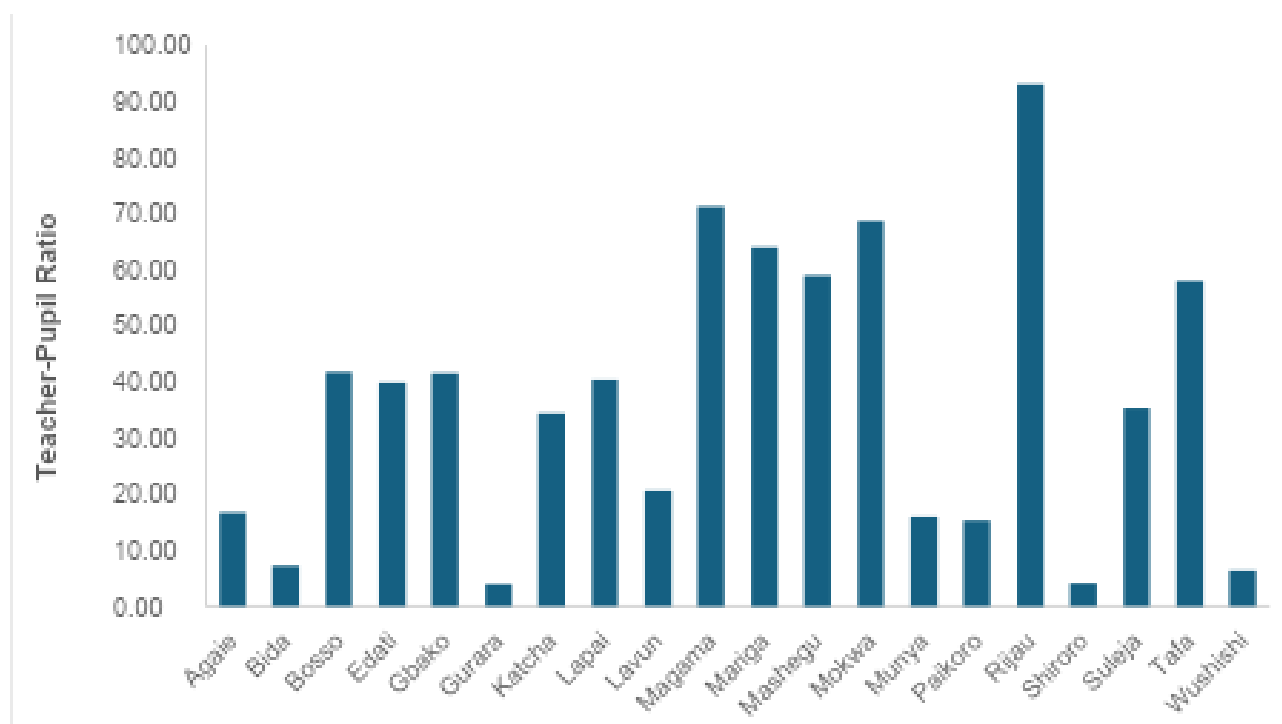
Source: TENS II Programme Field Work, August 2024

Niger South has the highest population of teachers (151) when the distribution is aggregated by senatorial zones. This is in contrast with Niger East’s figure of 130 and Niger North’s figure of 31. A review of the gender balance indicates that there are more male than female teachers in all senatorial zones and LGAs, except in Shiroro LGA where there are equal number of male (10) and female (10) teachers.

The scope of the pupil to teacher ratio analyses was expanded to cover a comparison of ratios for each

Local Government Area with the nationally recommended figures. The objective of extending the scope is meant to allow for the determination of how well the State is performing in its effort to meet recommended national standards. The comparisons are done across the Local Government Areas and Senatorial Districts across the State. The results are captured and discussed subsequently with figures 10 and 11 providing the visual evidence as presented below.

Figure 10: Comparison of Teacher-Pupil Ratios in Nomadic Schools across Different LGAs



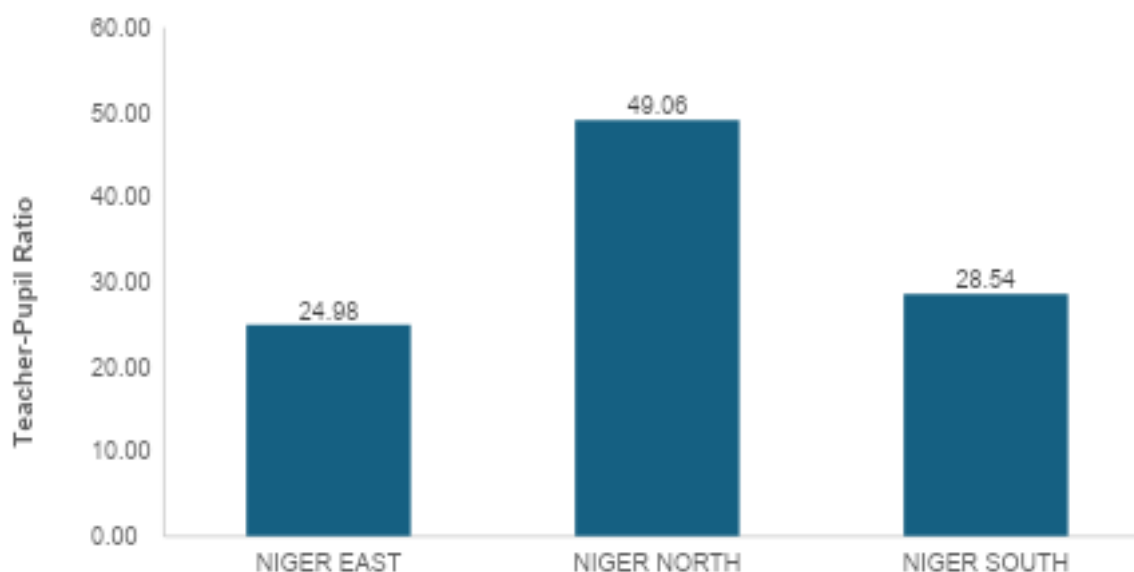
Source: TENS II Programme Field Work, August 2024

Comparing teacher-pupil ratios in different LGAs in Niger State to the National Policy on Education's recommended ratio of 35:1 shows notable variations. Despite LGAs like Bida, Gurara and Shiroro have very low ratios, suggesting a well-staffed educational setting that could improve education quality. Other LGAs like Katcha and Suleja are closer to the national standard. Nevertheless, some LGAs, such as Magama (1:71), Mariga (1:64), Mashegu (1:59), and Mokwa (1:69), have significantly higher ratios, indicating possible increased burden on teachers and pressure on educational resources. Of particular concern is Ri-

jau (1:93) where significant understaffing is probably affecting the quality of education. Aggregated ratios for senatorial zones indicated well-staffed educational settings in both Niger East (1:25) and Niger South (1:29) while the ratio for Niger North (1:49) notably outstrips national standards, highlighting pressures on teaching resources in the zone. These differences highlight the pressing necessity for focused actions to evenly distribute teaching resources throughout the state to guarantee that every student gets the necessary attention and instruction.



Figure 11: Comparison of Teacher-Pupil Ratios in Nomadic Schools across Senatorial Zones.



Source: TENS II Programme Field Work, August 2024

The above chart which depicts the Niger East pupil to teacher ratio of 25, Niger North's pupil to teacher ratio of 49 and Niger South' pupil to teacher ratio of 29 visualizes how each of the Senatorial District stands as explained in the preceding explanation. Obviously, Niger North requires urgent attention in ensuring the creation of an enabling environment for effectiveness.

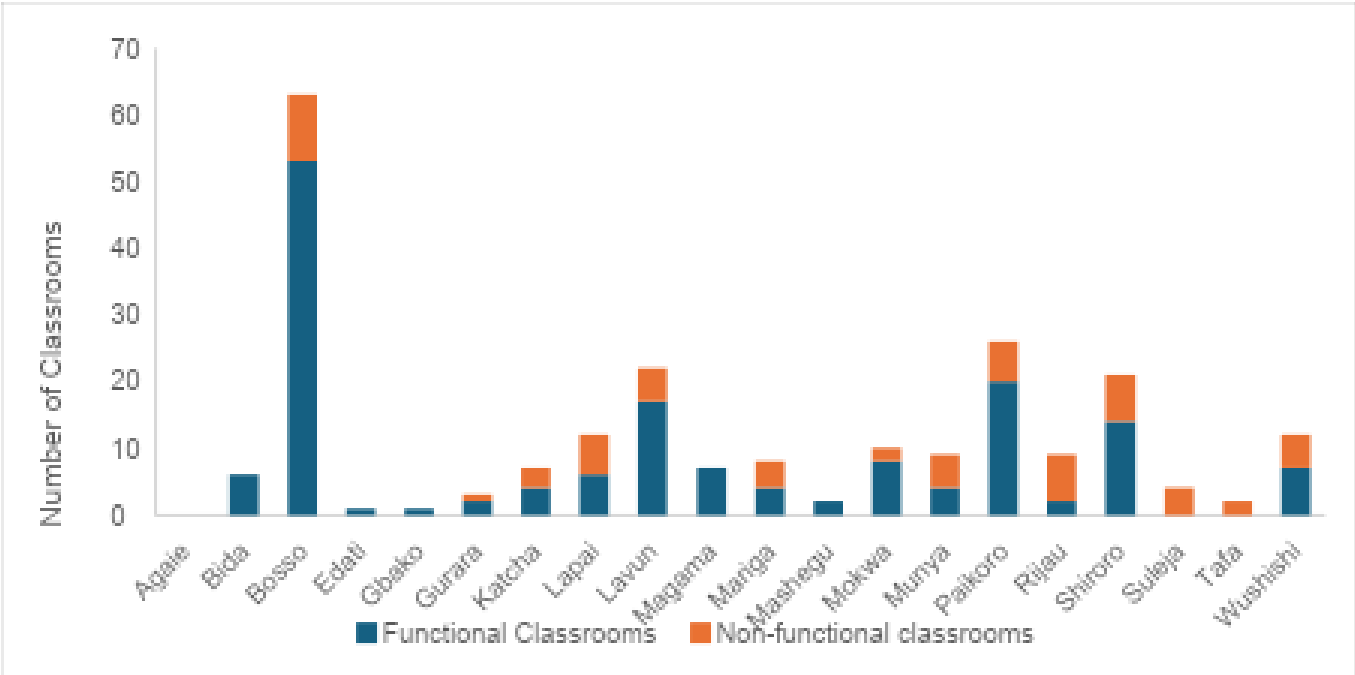
7.5 Classroom Availability

Bosso LGA has the highest number of classrooms among nomadic schools (63) as well the highest number of functional classrooms (53). This is significantly greater than classroom provision in other LGAs with Paikoro and Lavun LGAs possessing the next highest total number of classrooms with 26 and 22 respectively. These two LGAs also have the next highest number of functional classrooms with 20 and 17 classrooms respectively. However, for Bosso LGA having 1,964 students enrolled in the schools, it is essential to have a sufficient number of functional classrooms. Yet, the presence of 10 non-operational classrooms suggests that the facilities might be inadequate or in need of maintenance. Meanwhile, there

are no classrooms in nomadic schools in Agaie, Edati and Gbako LGAs have one classroom each, while Mashegu LGA and Tafa LGA have two classrooms apiece. These results are depicted in figure 12 below.



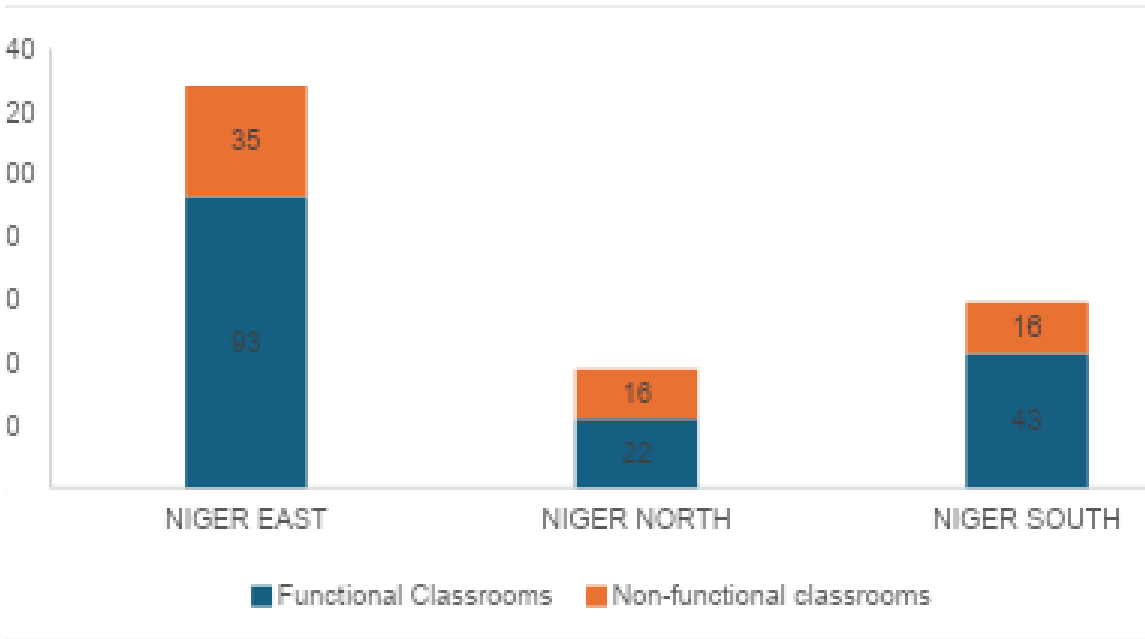
Figure 12: Distribution of Functional and Non-functional Classrooms in LGAs in Niger State.



Source: TENS II Programme Field Work, August 2024

Further juxtaposition of the number of classrooms against the number of schools produces a radically different picture. Bosso LGA retains its notably enhanced classroom provision (five per school) while LGAs like Rijau (five per school, Shiroro (7 per school)) and Wushishi (six per school) also highlight improvements in overall provision. This ratio declines considerably to one per school for Rijau when only functional classrooms are considered. Figure 13 gives the analyses of classroom availability based on Senatorial Districts.

Figure 13: Distribution of Functional and Non-functional Classrooms Across Senatorial Zones.

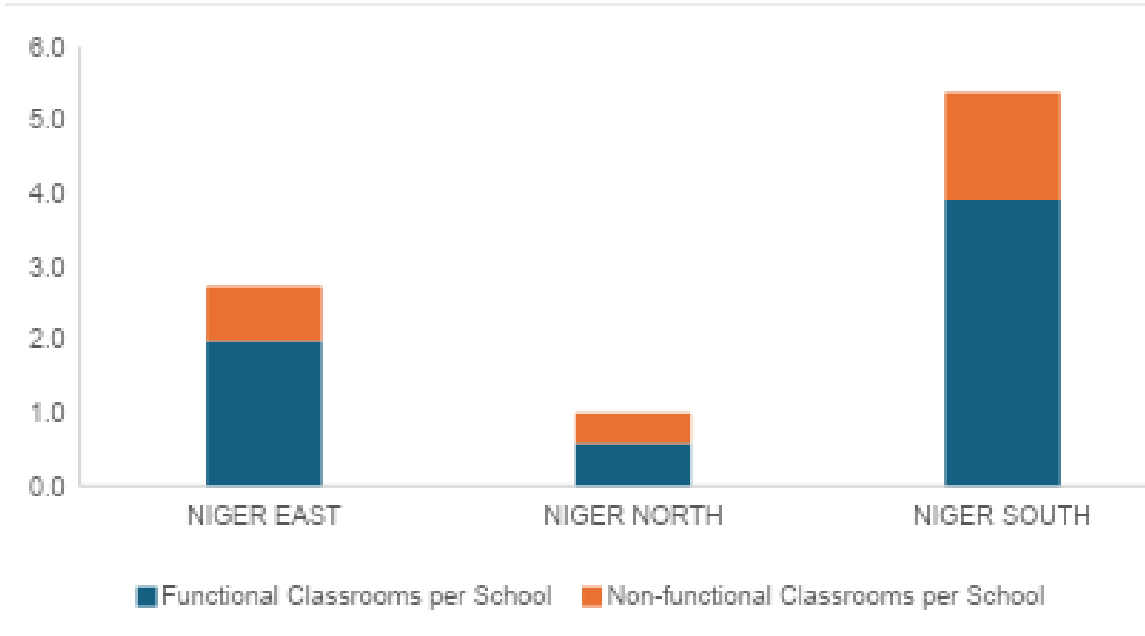


Source: TENS II Programme Field Work, August 2024

Comparing classroom provision among senatorial zones results in interesting outcomes. Niger East zone has the highest number of classrooms (128) with more than half of these categorised as functional (93). This indicates an overall classroom-to-pupil ratio of 1:25 and a functional classroom-to-pupil ratio of 1:35, which aligns with policy recommendations. However, the likelihood of inadequate learning conditions remains high in the zone as most of the provision is concentrated in only two LGAs (Bosso and Paikoro). Niger South zone with fewer classroom presents an even greater challenge for the quality

of learning conditions, given its considerably higher enrolment numbers. There are 43 functional classrooms for 4,310 students in the zone resulting in an effective classroom-to-student-ratio of 1:100. These conditions seem particularly severe in LGAs like Agaie, Edati and Gbako where classroom provision is virtually non-existent while conditions in Lavun LGA appear to be much more positive and conducive for learning. Among senatorial zones, Niger South presents the best overall classroom per school ratio of five per school which declines to 4 per school when only functional classrooms are considered.

Figure 14: Distribution of Functional Classrooms per School Across Senatorial Zones



Source: TENS II Programme Field Work, August 2024

As for Niger North with an enrolment of 1,521 pupils and 38 classrooms, the pupils to classroom ratio for all available classrooms is one class to thirty-eight pupils (1:38) while the classroom to pupil’s ratio for functional classrooms is one class to sixty-nine pupils (1:69). Obviously, Niger East has the best classroom to pupils ratio for both all classrooms and functional classrooms.

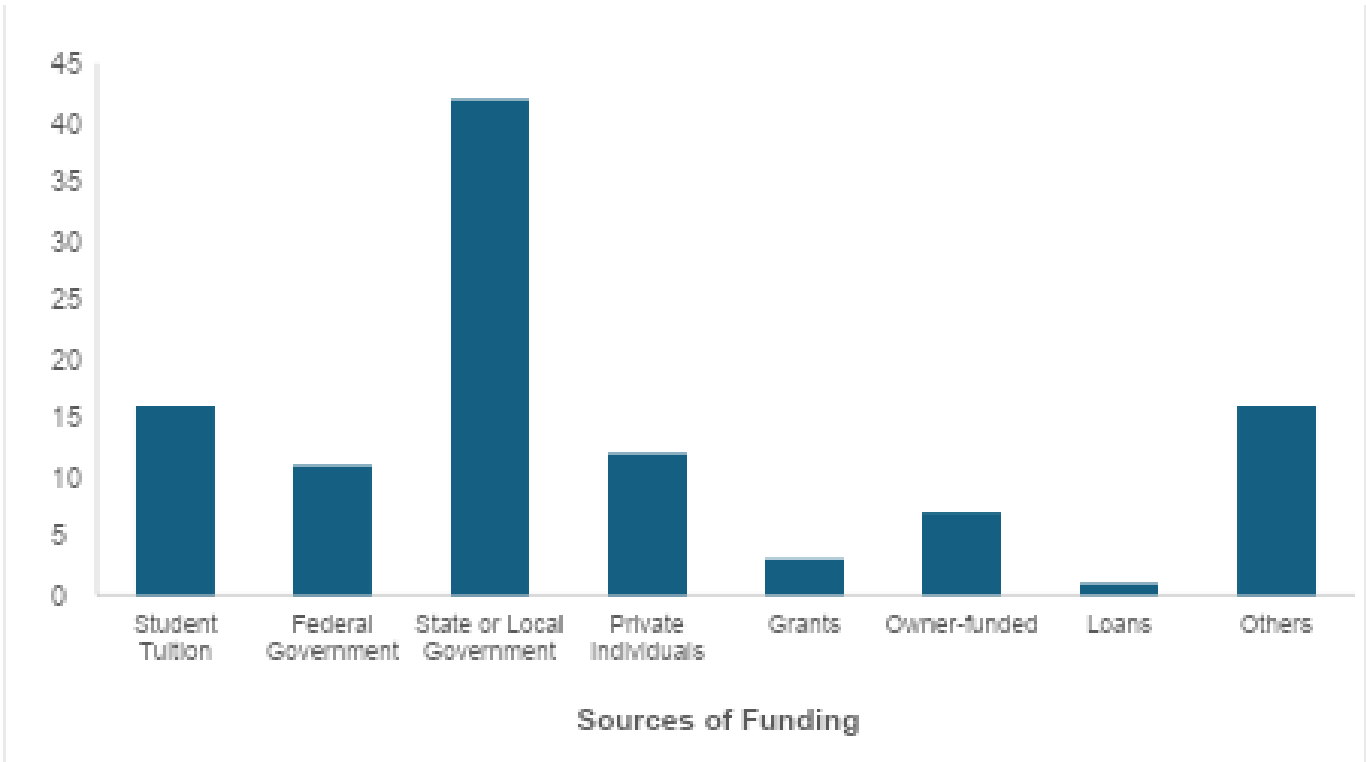
7.6 Primary Sources of Funding

The primary funding sources for nomadic schools differ between Local Government Areas. Nomadic schools generally rely on tuition fees and government funding, especially funding of the State or Local Government. Schools are more vulnerable to budget cuts and funding uncertainties in areas where government

funding is the primary source. Schools supplement their primary funding sources with additional funds from private donations, grants from non-profit organisations, nomadic associations and in, some cases, loans from lending institutions. The data indicated that up to 23 schools in 11 LGAs relied on these alter-

native sources of funds in order to meet up with their obligations. This shows that although government funding is available, it is largely insufficient, creating gaps that can only be addressed through other funding sources which include tuition fees that is against the free basic Education policy.

Figure 15: Sources of Funding for Nomadic Schools in Niger State.



Source: TENS II Programme Field Work, August 2024

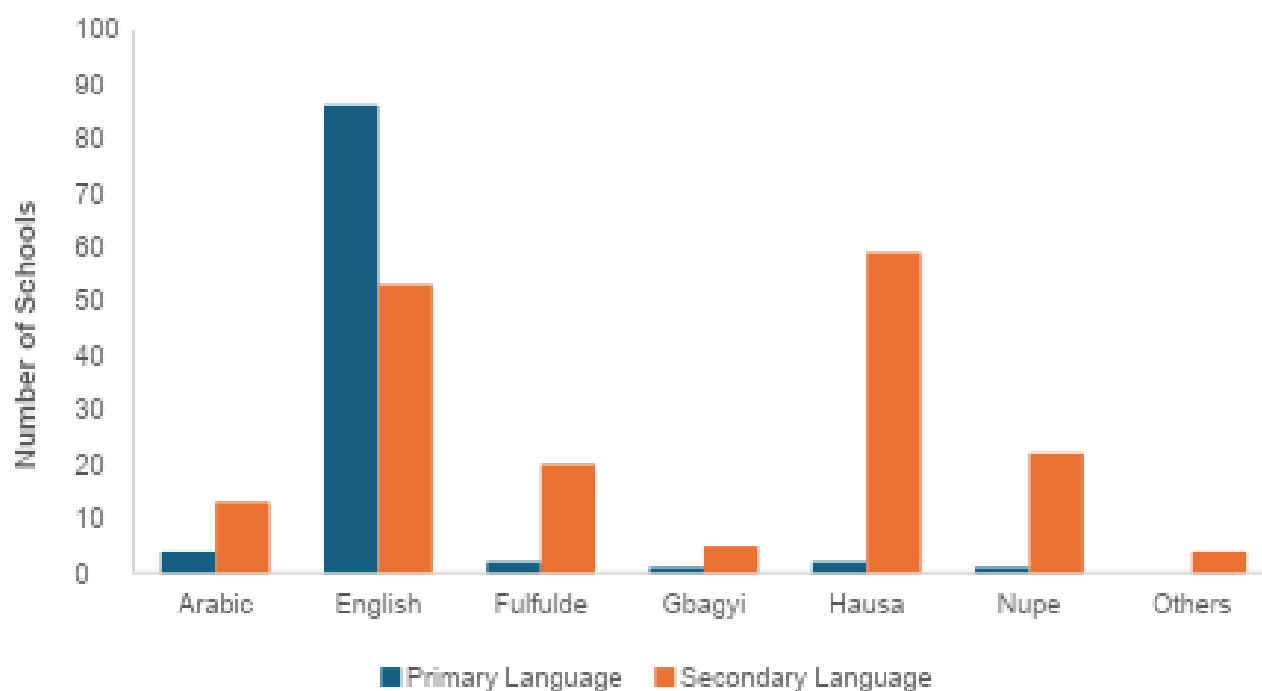
Most expenditures for running nomadic education are incurred to provide classroom supplies, carry out facilities maintenance, and execute various operations. These include provision of enough funds to maintain facilities, improve infrastructure, and provide instructional materials as in places like Lavun and Mokwa LGAs.

7.7 Language of Instruction

Most schools utilise English as the primary language for teaching. This indicates a level of uniformity in the language used for teaching even though it is in tune with current policy that supports the use of native lan-

guage for teaching especially at the foundation education levels. It is also against established norms and expectations for educational instruction for culturally communities. Pupils in nomadic schools should primarily be taught in the native language, Fulfulde, with English as a taught language. Figure 16 reflects the status of other languages used for instruction in nomadic schools. From the figure English is clearly indicated as the primary language while the language of the nomads and those of the immediate community are considered secondary language by the results of the survey.

Figure 16: Primary and Secondary Languages of Instruction in Nomadic Schools in Niger State.



Source: TENS II Programme Field Work, August 2024

It was observed that a much wider variety of languages are utilised in a secondary capacity for instruction. In this regard, Hausa emerges as the most often utilised language for secondary instruction (59) followed by English Language (53) and Nupe (22). These findings highlight the significant role of subnational influences in moderating classroom communication in nomadic schools. However, it further emphasizes the marginalisation of Fulfulde as the prescribed language of instruction for nomadic education.

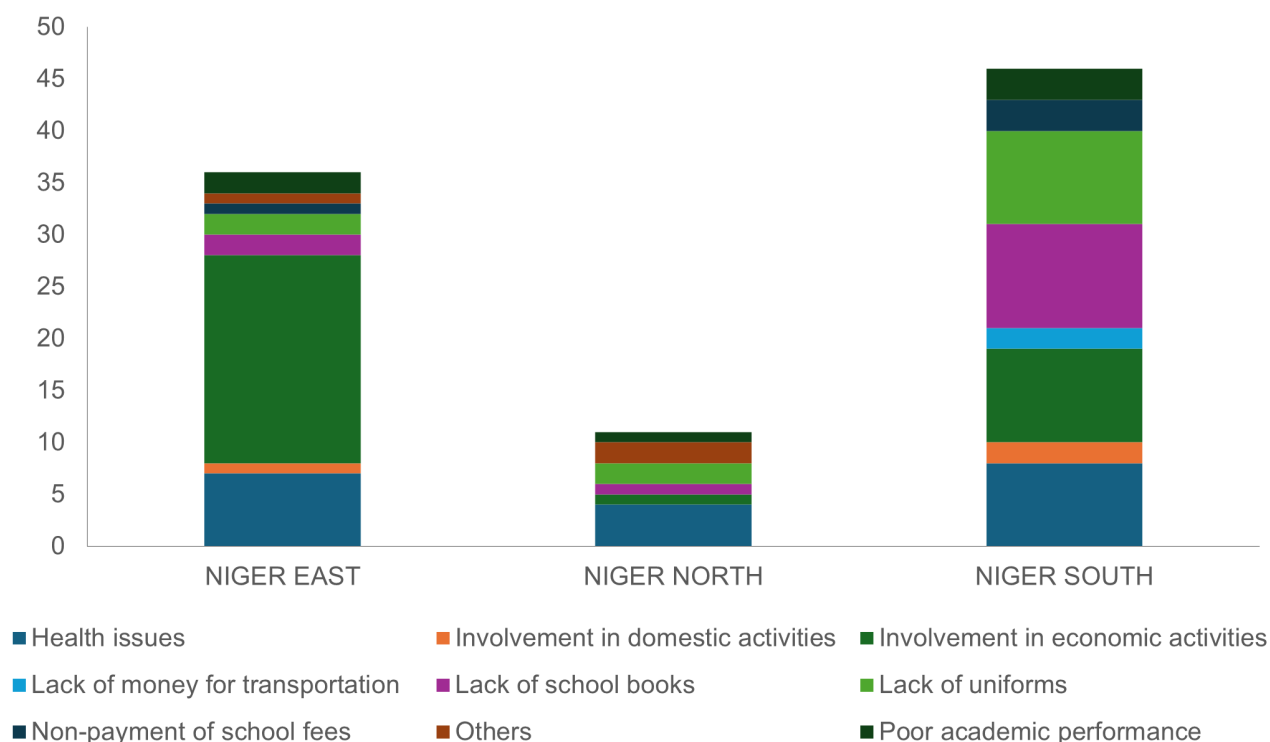
This notwithstanding, using bilingual and multilingual methods can help students from diverse ethnic backgrounds access learning more easily due to their varied linguistic skills. Using several languages in the classroom may improve understanding and education in areas with significant cultural and linguistic diversity. Local Government Areas such as Bida, Bosso, and Katcha exhibit a greater level of linguistic variation, as schools teach in multiple languages. Ensuring inclusivity is crucial to prevent students speaking various native languages from being disadvantaged in the education system.

On the other hand, certain LGAs exhibit limited linguistic variation, providing fewer alternative languages besides the main instructional language. This implies the necessity for implementing the national reading framework that blends the mother tongue with other substitute indigenous instructional languages while English remains a taught language.

7.8 Factors Contributing to Pupil Absenteeism

The literature review has shown that after the initial enthusiasm that accompanies the opening of nomadic schools, pupil absenteeism gradually becomes a challenge. This survey tried to determine the factors that account for pupil absenteeism in nomadic schools. The results of the survey, in this case, are presented in Figure 17. Though the survey addressed the issue on an LGA basis, the final visualisation is based on Senatorial Districts to allow for a compact and comprehensive overview to ease the interpretation of the results.

Figure 17: Factors Contributing to Student Absenteeism in Nomadic Schools Across Senatorial Zones.



Source: TENS II Programme Field Work, August 2024

Participation in economic activities at home, such as farming and livestock rearing, is the most commonly reported reason for absenteeism in nomadic schools across the LGAs, with 30 instances representing 32% of the total reported reasons for absenteeism. This suggests that many pupils are required to contribute to family income, which detracts from their ability to attend school regularly. Paikoro and Munya LGAs show the highest involvement in such activities, with 5 cases each, accounting for 17% of the total economic activity-related absenteeism. At the regional level, Niger East senatorial zone has the highest incidence of pupils participating in economic activities, with 30 schools (67%) reporting involvement. Meanwhile, only 3% of schools in the Niger North zone reported pupil participation in economic activities.

Health-related absenteeism is the second most reported reason, accounting for 19 instances, which represents 20% of the total absenteeism factors. Mariga reports the highest health-related absenteeism (3), with Bosso, Shiroro, Suleja, Agaie and Lapai

reporting 2 cases. These represent 16 per cent and 11 per cent of the incidence of this specific issue. Analyses of results indicate that health-related issues are most prevalent in the Niger South zone (42%). These highlight the need for improved healthcare access or health education programs in these areas. The lack of schoolbooks and uniforms is another major factor contributing to absenteeism, with 13 instances each, representing 14% of the total. Niger South zone also stands out in this category, with 10 and 9 cases respectively (77% and 69% respectively), suggesting a potential shortage of educational resources in the region.

Interventions may need to be tailored to address these specific challenges, such as providing financial assistance, ensuring access to school materials, and enhancing healthcare services to reduce absenteeism rates. Additionally, programs that focus on reducing the need for children to engage in economic activities could help improve school attendance in the affected LGAs.

7.9 Adequacy of School Facilities

The status of facilities available in nomad schools is crucial to the effective delivery of Basic Education to nomadic children. Consequently, the survey reviewed the status of the provision of electricity, water supply and toilets to nomad schools. The results are presented subsequently.

7.9.1 Electricity

A significant observation from the data is that almost all the schools across the LGAs lack an electricity supply, with the only exception being a school in Paikoro LGA. This absence of electricity hampers both the learning environment and the implementation of technological and multimedia resources in education.

7.9.2 Water supply

The main sources of drinking water vary considerably among the LGAs. Boreholes (both with hand pumps and electric power), river or stream water, rainwater, and protected wells are the common sources. However, a concerning number of schools rely on unprotected sources such as rivers and streams, which may pose health risks. Schools in LGAs like Paikoro and Lavun have access to pipe-borne water, but these are exceptions rather than the norm.

7.9.3 Toilet Facilities

Toilet facilities are sparse across the LGAs. Many schools do not have any toilets, and where toilets are available, they are mostly basic pit latrines. The presence of flush toilets is minimal, observed only in a few LGAs like Bida, Magama, and Wushishi. The lack of sanitation facilities indicates a significant gap in the infrastructure necessary to support a healthy and conducive learning environment.

7.10 Summary of Results

The status of facilities available in nomad schools is crucial to the effective delivery of Basic Education to nomadic children. Consequently, the survey reviewed the status of the provision of electricity, water supply and toilets to nomad schools. The results are presented subsequently.

This survey has produced significant results that are expectedly required to make recommendations for transforming and mainstreaming nomadic education into the overall state education system in line with the imperatives of New Niger Development. It also needs to be noted that security-prone LGAs could not be accessed during survey. This had reasonably influenced the results of the survey but has not discounted them. For brevity and focus, the summary of the findings is presented as follows:

- i. There is no comprehensive database for nomadic schools and their teachers. Existing data about the number of nomadic schools and their teachers could not be verified. However, despite the skipping of five LGAs during the exercise, the current ascertained the existence of 96 nomad schools with Niger South having the highest number followed by Niger East with Niger North with the least number which might have been accounted for by the current level of insecurity. It is probable that the nomad schools in the security-prone LGAs that could not be accessed are either destroyed or practically unusable for academic purposes.
- ii. The total enrolment of nomadic schools surveyed in the State is 9,078 comprising of 5,467 male pupils (60%) and 3,609 female pupils (40%). The



highest recorded enrolment figures are in Bosso LGA followed by Katcha and Lavun LGAs. Niger South has the highest enrolment (4,310) followed by Niger East (3,247) with Niger North with lowest enrolment figure of 1,521 pupils only. The poor enrolment figure for the schools survey is indicative of limited access to education and the likely high level contribution of nomadic communities to the State's out of school children population.

- iii. There are 312 nomadic school teachers comprising of 230 male teachers (74%) and 82 female teachers (36%). Bosso, Lavun and Katcha LGAs have the highest number of teachers namely 47, 42 and 37 respectively. Many LGAs have less 5 teachers. The general teacher pupils' ratio is 29 within the range of nationally recommended figure. Across the Senatorial Districts, Niger South and Niger East have reasonable ratios except Niger North that has 1:49 teacher pupils' ratio which is very much above the nationally recommended figure for Basic Education. Local Governments with very poor ratios are Magama, Mariga, Mashegu and Mokwa.
- iv. There are 225 classrooms spread across the 96 nomadic schools with 158 (70%) in functional conditions while 67 (30%) require major or reasonable repairs to become functional. The distribution of classrooms across the Senatorial Districts has 128 (with 93 functional) for Niger East, 59 classrooms (with 43 functional) for Niger South and 38 classrooms (with 22 functional) for Niger North. The overall classroom to pupils' ratio is one class to 40 pupils but varies across the LGAs and Senatorial Districts. In this context, the classroom to pupils' ratio is good for Niger East but very poor for both Niger North and Niger South.
- v. The main source of funding for nomadic education in the State covering construction of physical infrastructure, provision of teaching and learning materials among other things is the public sector. Government is the sole driver of the provision of nomadic education in the State. No evidence was made available for contribution to the development of nomadic education by other stakeholders.
- vi. By virtue of the current National Reading Framework (NRF), the mother tongue or language of the immediate community should be the language of instruction. This survey reveals that English is being used as language of instruction rather a taught language for nomadic schools in the State. This is in contrast to the policy requirement that sets Fulfulde as the language of instruction in nomadic schools where Fulanis predominate and language of immediate community were other non-Fulani nomadic community exist.
- vii. Accessing Basic Education by nomads has been constrained by insecurity, cultural challenges and inadequacies in facilities including functional add-ons like opportunity for acquiring skills in husbandry, trade, crafts etc.
- viii. Current educational provision of nomadic education stops at the primary school level. There is no upper-level Basic Education provision for nomadic education. Nomadic education terminates at the primary level because survey could not establish the existence of nomadic Junior Secondary School in the State. There are also very few (5 No.) stand-alone ECCDE nomadic classes in the State.
- ix. Economic activities to increase family income, health issues and lack of Teaching and Learning materials (TLMs) are the top three reasons accounting for absenteeism. Particularly, the influence of economic activities drawing pupils away from schools was more predominant in Niger North than in other senatorial Districts.

RECOMMENDATIONS



8.1 Introduction

Following the desk-based research, focus groups, and the Education Census focusing on Nomadic schools, this is an area where priority should be given within the education sector. It is evident that there are immense problems that need to be given priority for this specific community. Notwithstanding, the general state of education is alarming, and the education of nomadic children heightens these challenges.

A major recommendation made following the Education Census is the need for the Niger State Government to declare a 'state of emergency' urgently in the education sector. Declaring a state of emergency will no doubt put much-needed attention and focus on the education sector to bring about the necessary transformation in the sector. As it is a multi-faceted problem, by declaring a 'State of Emergency' several connected priorities will be addressed, such as the education of the nomadic child.





8.2 Recommendations

Further to the analyses of the findings of the survey, the following recommendations are made for repositioning of nomadic education in the State.

1. **Infrastructure:** It is essential to improve the infrastructure in nomadic schools, especially in areas with inadequate or no classroom structures. The government should prioritise constructing durable and permanent classrooms, particularly in regions where temporary structures are prevalent, to provide a more conducive learning environment.
2. **Building of 'Mega' Nomadic Schools:** The Niger State Government should consider building six mega-nomadic schools, two to be cited in each of the Geo-political zones taking into account the routes often used by these communities. The schools should be designed around their way of life and in close proximity or within their communities to protect their culture and way of life.
3. **Enhanced Funding and Diversified Financial Flows:** Schools should undertake more research on diversified and long-term financial flows, such as partnerships with the private sector or local commerce, to reduce dependency on government funding and mitigate risks associated with fluctuating financial resources. Advocating for steady and increased government funding is crucial, especially in LGAs such as Bida, Lavun, and Mokwa, where financial situations are particularly challenging. The government should also introduce new targeted programmes to help reduce operating expenses for schools by providing subsidies for utilities or materials, which would alleviate the financial burden they face.
4. **Teacher Training and Recruitment:** Invest in specialized training programmes for teachers, particularly in nomadic education. This includes encouraging more teachers to work in remote and underserved areas and providing them with the necessary tools and support to meet the unique challenges of teaching nomadic children. Teachers should revise the curriculum to better align with the cultural and economic realities of nomadic communities. This could involve integrating more practical skills and knowledge that directly relate to the lifestyle of these populations.

- 5. Optimal Subject Offerings:** Subject offerings in nomadic schools should go beyond literacy, numeracy and civic education. The offerings should be increased to include entrepreneurial subject content, practical science and other areas of direct relevance to the welfare of the nomadic people. This may include health education, elements of geography, and 21st century skills delivered at elementary but utilitarian level. Exposing them to visual and digital world of learning may represent a very means of connecting the nomadic population with the outside world and that of science and technology especially as applied to herding and related productive activities their herds.
- 6. Community Engagement and Fundraising:** Promote community involvement in fundraising and school management to help bridge funding gaps, particularly in areas with limited financial resources. Stronger partnerships between schools and nomadic communities will ensure that educational programmes are culturally relevant and widely accepted while also providing much-needed financial support. Fulani Associations like Miyetti Allah and other non-Fulani nomadic associations and those representing other nomadic population should be looped into activities geared towards the development of nomadic education.
- 7. Expand, Deepen and Accelerate Access and Completion:** With the limited time available for nomadic families to move on, it is necessary to adapt innovative but productive means of increasing the enrolment and completion opportunities available to nomadic children to attend and complete their Basic Education. Mechanism should be created for them to attend schools in nearby settled communities, towns and cities. Similarly, providing health facilities in the schools and extending conditional cash transfers and other incentives like sanitary or other appropriate kits, nomadic children can be retained to complete their schooling. New methodologies like Accelerated Learning Programme and Educational Radio broadcast could help in generating and retaining the interest of nomadic population in attending and completing school.



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- 8. Establishment of Partner or Catchment Schools:** Catchment Schools with defined feeder primary or ECCDE classes should be established to address the absence of purpose built nomadic junior and senior secondary as means of guaranteeing the continuity of their education. It would also help in facilitating the seamless mainstreaming of nomadic children/families into the conventional education system and the larger society with little or no friction at all. The social interactions would have very impact on the psyche of the nomadic children and may encourage the gradual movement of nomadic populations at the fringes of larger communities to move in.
- 9. Strategic Plan for Development of Nomadic Education:** A sustained investment in the growth and development of nomadic education requires the development of a strategic plan. This plan should be realistic and properly funded with committed nomadic educators or champions on the driving seat. The plan should undergo continuous monitoring and evaluation with opportunities for periodic review and updating to capture unfolding realities and emergent issues.
- 10. Need for a Comprehensive Census of Nomadic Schools:** This survey was executed to enable the generation of data for the purpose of knowing extant situation of the Nomadic Education delivery in the State especially in the absence of any reasonable data on the status of its development. While the outcomes of the survey has serve this immediate purpose, it is important for a comprehensive census of nomadic education provision to be carried out for objective decision making and evidence based short term and long term planning of the growth and development of nomadic education in the State in tune with the TENS II and New Niger Development aspirations.

8.3 Implications for Policy and Planning

The data indicates that educational planning in Niger State should consider the specific needs of each Local Government Area. Hence, regions with a limited number of schools need to implement targeted measures to guarantee quality education for all nomadic children. Moreover, the focus on early childhood care and development education (ECCDE) in specific LGAs indicates a rising recognition of its importance and could expand to areas lacking similar resources. Even though Chanchaga and Bosso have a significant population (data from the National Population Commission of Nigeria and the National Bureau of Statistics 2022), the schools in these LGAs are fewer than required based on the data, leading to a possible deficiency in educational services. Increasing the number of schools or providing adequate resources could help these areas receive support for their population's needs.

Furthermore, it is crucial to customise interventions according to the specific infrastructural shortcomings observed in different Local Government Areas (LGAs). For example, the extensive absence of electricity and fundamental sanitation facilities in schools indicates that any changes in education must include infrastructure improvement as a crucial element. The focus on LGAs like Mokwa and Lavun, with significant deficiencies in basic educational infrastructure, in state-level planning is crucial to prevent these issues from continuing to impact educational outcomes. Moreover, the different levels of access to teacher training, especially in nomadic education, underscore the significance of specialized professional development initiatives. Policy measures need to guarantee that teachers in underserved LGAs are adequately trained to effectively connect with nomadic children, integrating cultural awareness and practical skills that align with the student's way of life.





CONCLUSION



In summary, although there have been visible advancements in educating nomadic communities in Niger State, significant challenges remain that hinder the realisation of a fully inclusive and effective educational system for these populations. The analysis highlights critical issues such as inadequate infrastructure, limited funding, and the need for culturally relevant curricula that align with the nomadic lifestyle. Addressing these challenges is essential to ensuring that nomadic children receive a quality education, which is crucial for their personal development and the broader socio-economic growth of Niger State.

To overcome these obstacles, a concerted effort must be made to invest in the construction and maintenance of durable and permanent classroom structures, particularly in LGAs where temporary or non-existent facilities are prevalent. Additionally, diversifying funding sources by fostering partnerships

with the private sector and local communities will help reduce the financial instability that many schools currently face. Equally important is the need for targeted teacher training programs that equip educators with the skills and knowledge to effectively engage with nomadic students, incorporating cultural awareness and practical, relevant content.

By addressing these key issues, Niger State has the potential to make significant strides in reducing educational disparities and improving the overall well-being of its nomadic populations. The successful implementation of these strategies will not only benefit the nomadic communities but will also contribute to the state's broader educational transformation goals, ensuring that every child has access to quality education and the chance to reach their full potential.

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APPENDIX A

FOCUS GROUP QUESTIONNAIRE TEMPLATE

Niger State Ministry of Basic and Secondary Education Transforming Education in Niger State (TENS II) Programme Protocol for Nomadic Education Focus Groups

Topic: Addressing education of nomadic children for effective government planning

Participants

Ministry of Education	Nomadic Ministry
Deputy Director, Education Management Information Systems (EMIS)	Commissioner for Nomadic and Pastoral Affairs
Permanent Secretary (Basic and Secondary Education)	Permanent Secretary
Education Secretaries	Education Officers
Community leaders (Emirs)	Nomadic Children
LGA Chairmen	Parents

Please Introduce Yourself

Greetings (Sannu)! Thank you for agreeing to participate in the Transforming Education in Niger State (TENS II) Programme Focus Group.

Please note the focus group interview will be recorded as stated in the consent letter.

The primary purpose of the focus group is to explore the problems regarding school children (nomadic) in Niger State and to identify possible solutions as part of the TENS II Programme. More specifically, your views and thoughts on how to improve the education system and make it globally competitive for your generation would be appreciated.

Please note that there is no right or wrong answer, and the questions are not aimed at testing your knowledge. Please feel free to express yourself in your local language, if this is preferred, to make you feel comfortable.

The focus group is an open discussion. All opinions are important. The discussion is confidential, and all participants will be kept anonymous.

Interviewer:

Please let me know when you are ready, so I can start the recording and ask the questions. Before we commence, if you have any questions, please let me know.

Primary Reasons for Nomadic Children not attending or staying in School

1. What are the main reasons children in your community are not attending school?
2. How do economic, social, religious, and cultural factors contribute to the issue of children being out of school? (The interviewer may highlight each factor specifically)

Efforts to Address the Problem

3. What efforts have been made to address the school problem of these children?
4. How effective have these efforts been?
5. In principle, how many nomadic children are in this community?

Barriers and Challenges

6. What are the main barriers and challenges in encouraging nomadic children to go to school?
7. Are these barriers more peculiar to girls than boys?
8. How can these barriers be overcome?

Suggestions for Improvement

9. What additional measures do you think are necessary to bring out-of-school children back to the classroom?
10. How can the community and government collaborate to solve this issue?

Conclusion

Summarise key points discussed and thank participants for their time and contributions.

Closing Remarks

Thank you for your time and insights.

Notes



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