

GOVERNMENT OF THE FEDERAL
REPUBLIC OF NIGERIA

**Ensuring Access and Equity in
Basic Education for Nomads in
Nigeria**

**A PRESENTATION TO
THE ASSOCIATION FOR THE
DEVELOPMENT
OF EDUCATION IN AFRICA (ADEA)**

TABLE OF CONTENTS

			Page
1.0	Background	::: ::: :::	2 - 3
1.1	Structure of the Education System	::: ::: :::	2
1.2	Enrolment at Various Levels	::: ::: :::	2
1.3	Literacy Rate	::: ::: :::	3
1.4	Key Challenges to the Education System	::: ::: :::	3
2.0	Introduction	::: ::: :::	3 - 6
2.1	Nomads in Nigeria	::: ::: :::	3
2.2	The Statement of the Problem	::: ::: :::	4
2.3	Key Achievements/Breakthroughs in the Implementation of Nomadic Education	::: ::: :::	5
3.0	Evidence of Achievement	::: ::: :::	7 - 15
3.1	Capacity Building for the sustainability of the Nomadic Education Program	::: ::: :::	7
3.2	Research, Curriculum Development and Teacher Training	::: ::: :::	8
3.3	New monitoring strategies	::: ::: :::	12
3.4	Collaboration and partnership	::: ::: :::	15
4.0	Explaining the Successes/Breakthroughs	::: ::: :::	16 - 17
4.1	Design and Delivery of Nomadic Education	::: ::: :::	16
4.2	Mobilization and Sensitization of the Nomadic Communities	::: ::: :::	17
4.3	Decentralized Decision making	::: ::: :::	17
4.4	Effective Coordination	::: ::: :::	17
5.0	Problems	::: ::: :::	18 - 19
5.1	Teacher quality, quantity and retention	::: ::: :::	18
5.2	Inadequate Funding	::: ::: :::	18
5.3	Inadequate Instructional materials	::: ::: :::	18
5.4	Unconducive Political Climate	::: ::: :::	19
6.0	Valuable Lessons and Applicable Practices	::: ::: :::	19 – 20
6.1	Diagnostic study of the target group	::: ::: :::	20
6.2	Mobilisation and sensitization	::: ::: :::	20
6.3	Opportunities for participating in decision making	::: ::: :::	20
6.4	Political will and institution building	::: ::: :::	20
7.0	Insurmountable Challenges	::: ::: :::	20 – 21
7.1	Unconducive Political atmosphere	::: ::: :::	20
7.2	Unwillingness of local and state governments to play their mandatory roles	::: ::: :::	21
7.3	Teacher Retention	::: ::: :::	21

1.0 BACKGROUND

Nigeria occupies 923,768 km² and has a population of about 110m people, which makes it the most populous country in Africa. The country has over 350 languages of which nine viz Hausa, Yoruba, Ibo, Efik, Fulfulde, Nupe, Kanuri Ijaw and Tiv are written and spoken languages. Nigeria's climate is determined largely by the seasonal movement of the Inter-Tropical Convergence Zone (ITCZ) which leads to contrasting dry and wet seasons and a marked north-south rainfall gradient. Northern areas have a mean annual rainfall of less than 500mm with the mean annual rainfall exceeding 4,000mm in the south. The country's natural vegetation reflects the climatic and topographic diversity. Paramount influences are the rainfall gradient, the minimum relative humidity, and the length of the dry season. Dominant vegetation types range from the dense mangrove forests of the Niger Delta and the rain forest of the south, to the dry Guinea, Sudan and Sahel Savannah of the north, including the montane grassland on the Jos and Mambilla Plateau. Nomadic pastoralism is a major economic activity in the Savannah grasslands of the north, while fishing dominates in the coastal and riverine areas.

The country operates a Federal System of government and the 1999 Federal Constitution places Education on the concurrent legislative list, thus making it possible for each of the federating units – i.e. the states, to enact laws that address their unique educational needs and problems.

1.1 Structure of the Education System

The present structure of the education system was derived from the National Policy on Education which came into effect in 1976. The policy prescribed a 6-3-3-4 system of education. Under the system, primary education lasts six years. Secondary education also lasts six years and is made up of three years of Junior Secondary and three years of Senior Secondary education. At the junior secondary level, students are exposed to a wide variety of academic, pre-vocational and technical subjects. At the Senior Secondary level, students are streamed into Arts, Science and vocational courses, although there are certain core courses that are compulsory. The aim is to prepare the students both for further education and for work. University education, leading to the award of various bachelor degrees lasts four years, but courses such as Medicine, Agriculture, Architecture and Engineering last longer than four years. Polytechnics and Monotechnics offer two-year National Diploma and two-year Higher National Diploma programs; while Colleges of Education offer three-year courses that lead to the award of the Nigeria Certificate in Education (NCE).

The National Policy on Education has universalized primary education and indeed made it tuition-free at all levels. The aim is to provide equal educational opportunities for all Nigerians irrespective of their social class, ethnic or geographical origins, occupation, religion and gender.

1.2 Enrolment at Various Levels

There are 15.7 million pupils enrolled in 41,596 Primary Schools; 5.6 million students in Secondary Schools; 88,756 students in 68 Colleges of Education; 95,052 in Polytechnics and 332,482 students in 41 Universities as at 1996/97 respectively.

1.3 Literacy Rate

Out of a total population of 110 million, 50.1% are male while 49.69% are female. The current national literacy rate is 51% made up of 62% for males and 39% for females. The eradication of illiteracy has been one of the most important concerns of all tiers of government and there is a national commitment to that effect.

1.4 Key Challenges to the Education System

The eradication of illiteracy is one of the key challenges being faced by the education system. Others include: making basic education more accessible to educationally disadvantaged groups such as nomads who are the main focus of this report, out-of-school-children, the girl-child and all those who for various reasons could not enroll in school; reducing the high drop-out rates; and raising the levels of enrolment and completion among girls in some of the northern states; and boys in the south eastern parts of the country.

2.0 INTRODUCTION

2.1 Nomads in Nigeria

Since this report focuses on innovative approaches to the provision of education to the nomadic groups in the country, it is pertinent at this stage to briefly state who the nomads are, what they do and their educational profile.

There are two major categories of nomads in Nigeria: the pastoralists and the artisanal migrant fishermen. The pastoralists are made up of the Fulbe or Fula (5.3m), the Shuwa (1.01m), the Koyam (32,000), the Badawi (20,000), the Buduma (10,000) and the Dark buzzu (15,000). The Fulbe are found in 31 out of 36 states of the Federation, while the other pastoralists are mainly found in the Borno plains and shores of Lake Chad. The migrant fishermen number about 2.8 million and are found in the Atlantic Coastline, the riverine areas and the river basins in the country.

Out of the estimated population of 9.3 million nomads in Nigeria, 3.1 million are children of school age. The participation of the nomads in existing formal and non-formal education programs is abysmally low, with a literacy rate ranging between 0.2% to 2%.

The major constraints to their participation in formal and non-formal education are:

- i) their constant migration/movements in search of water and pasture in the case of the pastoralists, and fish in the case of the migrant fishermen;
- ii) the centrality of child labour in their production system, thus making it extremely difficult to allow their children to participate in formal schooling;
- iii) the irrelevance of the school curriculum which is tailored to meet the needs of sedentary groups and thus ignores the educational needs of nomadic people;

- iv) their physical isolation, since they operate in mostly inaccessible physical environments; and
- v) a land tenure system that makes it difficult for the nomads to acquire land and settle in one place.

Thus unless a special educational provision is made for the nomads, they will have little or no access to formal and non-formal education. In consonance with the provisions of the National Policy on Education which urges governments to provide equal educational opportunities to all Nigerians; and in order to ensure that nomads have an unfettered access to basic education, the Federal Government promulgated Decree 41 of 1989 which established the National Commission for Nomadic Education (NCNE).

The NCNE is charged with the responsibility of implementing the Nomadic Education Program. The broad goals of the program are:

- i) to provide the nomads with a relevant and functional basic education; and
- ii) to improve the survival skills of the nomads by providing them with knowledge and skills that will enable them raise their productivity and levels of income and also participate effectively in the nation's socio-economic and political affairs.

In order to attain the goals of the program, the NCNE has focussed on three key activities viz:

- i) the provision of primary education to children of nomadic pastoralists and migrant fishing communities;
- ii) the provision of extension education to adults in nomadic pastoralists' communities; and
- iii) the establishment of linkages with state and local governments, national and international NGOs and donor agencies, for collaboration and partnership in the implementation of the Nomadic Education program.

2.2 The Statement of the Problem

Previous sections of this report have provided the contextual background that will facilitate an easier comprehension of the Nomadic Education program, particularly its achievements, breakthroughs and challenges.

The major concerns of this report are to:

- i) briefly discuss the achievements/breakthroughs recorded in the implementation of the nomadic education program;
- ii) present concrete evidence on the achievements/breakthroughs highlighted in (i) above;
- iii) identify and discuss the strategies that facilitated the achievements/breakthroughs, including the set-backs recorded and the problems encountered;
- iv) highlight the valuable lessons learned and their implications for other African countries which have or plan to set up similar educational programs for their migrant groups; and

- v) briefly discuss the insurmountable challenges/intractable problems being faced in program-implementation.

2.3 Key Achievements/Breakthroughs in the Implementation of Nomadic Education

2.3.1 The title of the achievements/breakthroughs is: “Innovative Approaches to the delivery of Nomadic Education”.

The key components of the breakthroughs are:

(a) Capacity building for sustainability of the nomadic education program.

The components of this are:

- i) sensitization, mobilization and enlightenment of the nomadic communities on the need to build, manage and fund their own schools in order to ensure the continuity and survival of the program. These involve the use of radio, posters, extension agents and convening regular meetings with active community leaders;
- ii) the provision of adult education and extension services that are geared to community improvement including the raising of the levels of income of members of the community.

The capacity-building project was initiated in 1996 in response to the perceived likelihood that the Federal Government would scrap the Nomadic Education Program. In the light of this, the NCNE thought that communities should be mobilized and sensitized on the need for them to mobilize and utilize their local resources in order to guarantee the sustainability of the program. Similarly it is thought that unless the nomadic communities’ production systems are strengthened and their incomes improved through the dissemination of relevant knowledge and skills, they may be less receptive to the program and are unlikely to support it; hence the provision of adult extension education. Prior to 1996 there was very little community involvement in the building of schools but by 1998, 170 community schools have been established. It is important to note that the community schools are better managed and funded than the government-owned schools. (See also data on the Adult extension program in section 3.0).

(b) Research, Curriculum and Teacher Training

The components of this breakthrough are:

- i) research on the lifestyles and educational needs of the nomads;
- ii) the development of relevant curricular by using the data generated from research in order to adapt the national primary education curriculum to suit the needs and realities of the nomads;
- iii) the training of teachers on how to implement the curriculum and on the use of the most effective pedagogical and school management techniques that suit the lifestyle of the nomadic children; and
- iv) the use of suitable delivery mechanisms such as the mobile schools and boat schools.

All the components above have been an integral part of the program implementation process from 1991 to date, except for the boat school, which is being

introduced this year. Prior to the establishment of the NCNE the efforts of some state governments notably, Bauchi, Plateau, Borno, Gongola, Niger and Kaduna States, to educate the nomads was not based on systematic data derived from research such that issues of relevance, functionality and suitability could not be addressed empirically. Thus the generation of data for planning and curriculum development is an important landmark in the implementation of the Nomadic Education Program.

(c) Monitoring

This goes beyond the routine supervision and inspection of schools, in that it is more systematic and is broader in scope. It involves:

- i) the development of performance indicators which are used to generate relevant data on program implementation. The indicators focus on the context, inputs, process and output of the nomadic education program;
- ii) drawing up annual plans for the conduct of the monitoring exercise;
- iii) the involvement of other bodies in the monitoring exercise, notably the Inspectorate Services Department of the Federal Ministry of Education, which has branches in all states of the Federation, the Nomadic Education Units in the states and leaders of the nomadic communities.

Prior to 1998, program monitoring was not properly planned. It was done in a haphazard manner, lacked depth and reliability in terms of data gathering and totally relied on reports submitted by the Coordinators of Nomadic Education in the various states. Since 1998, reliable, in-depth data have been generated on different aspects of the Nomadic Education Program.

(d) Distance Learning Scheme

This is an interactive distance learning system that involves an integrated use of radio broadcasts, print and other audio visual media. The aim is to use cost effective approaches for making basic education more accessible to the nomadic pastoralists and also improving the quality of tuition in nomadic schools. It has two components:

- i) interactive radio for schools; and
- ii) interactive radio for adult education.

Some of the objectives of the scheme include: raising school enrolments from the current enrolment rate of 162,002 to 400,000; improving instructional quality; providing basic education to nomadic out-of-school children and youths; improving the knowledge and skills of teachers; providing adults with relevant knowledge and skills and mobilizing them to take collective action in order to solve their socio-economic, political and educational problems.

Arrangements are being completed for the take-off of the pilot phase of the adult education component of the scheme in Kaduna State, in September 1999. So far the communities have been mobilized and sensitized; radio-listening groups have been formed; radio curriculum developed, and the instructional materials and radio broadcasts are being produced. An arrangement has been reached with the Kaduna State Media Corporation to broadcast the program twice a week.

The scheme was initiated because of the realization of the fact that distance education strategies would be more cost-effective in the provision of basic education to the nomads. They are also more likely to make basic education more accessible to the nomads and facilitate the attainment of the goals of Education For All as compared with conventional schools.

(e) Collaboration and Partnership

The key components of this are:

- i) collaborating with government agencies, and establishing linkages with national NGOs and CBOs in program delivery;
- ii) the development of linkages and partnerships with donor agencies, multilateral agencies, and international organizations for collaborative programming and delivery.

The rationale is to broaden the NCNE's revenue base, obtain assistance from various national and international donor agencies, NGOs and CBOs and promote inter-agency and international cooperation in the implementation of Nomadic Education. Collaboration and partnerships in program delivery were hitherto restricted to some few UN agencies such as UNESCO and UNICEF; but has since 1996 been broadened to include more donor agencies, NGOs and CBOs.

3.0 EVIDENCE OF ACHIEVEMENT

In this section, qualitative and quantitative data on each of the breakthroughs are presented in turn. The aim is to provide clear evidence of the successes recorded.

3.1 Capacity Building for the Sustainability of the Nomadic Education Program:

The capacity building project was initiated as a result of lack of adequate funding, and involvement of the stake-holders in the implementation of the nomadic education program, and above all the fear that the Federal Government might discontinue the program.

The project's rationale is articulated in the NCNE's Action Plan (1996 – 2000), thus:

"Dwindling financial resources from the government necessitates the need to develop people's capacity to build, fund and manage their own schools in order to engender the sustainability of the program (NCNE, 1995)".

It is thus aimed at sensitization of the local communities on the need to build, manage and fund their own schools for the continuity and survival of the program. The components of the capacity building project have already stated in section 2.4.1 of this report.

As a result of the implementation of the Capacity Building project through the use of radio broadcasting, extension meetings, meeting with community leaders and formation of a joint National Commission for Nomadic Education -Non-Governmental

Organization Consultative forum, positive initiatives by communities have begun to emerge. Even though, the program is fairly new, it recorded some major breakthroughs from January 1997 to June 1999 as follows:

- i) formation of 95 nomadic cooperative societies with 17 of them benefiting from the Family Economic Advancement Program's (FEAP) loan scheme worth N3,395,000 naira;
- ii) the treatment and vaccination of 1,375,454 and 1,167,865 animals respectively;
- iii) a total number of 724 nomadic communities were visited and 60,890 pastoralists benefited;
- iv) the establishment of 54 adult literacy classes in 12 northern states with an enrollment of 925 males and 1060 females;
- v) the formation of 62 radio listening groups in order to increase listenership of the Commission's sponsored radio program "*Don Makiyaya a Ruga*" (for the pastoralists in the homestead) and also to attract a large audience for the multi-media distance learning scheme for adults;
- vi) increase in awareness and support for the Commission's activities by the nomads generally;
- vii) the establishment of 170 community schools, which are built and being maintained by the nomads. The schools are better managed and funded than the government-owned schools; and
- viii) the establishment of a Community Initiated Education Projects Committee, which in 1997 scrutinized requests for the construction, renovation and rehabilitation of classrooms or school buildings, provision of furniture and construction of wells, and disbursed N3,555,869.00 to 60 communities from 39 LGAs in 15 states (see the appendices).

However, a number of problems were encountered in the process of implementing the capacity building project. The problems range from unsuitable radio transmission times, unwillingness of some agencies to play their counterpart roles, under-funding, to government's perception of the Commission's extension services program as secondary.

3.2 Research, Curriculum Development and Teacher Training

The desire to provide education to the nomads dates back to the early 70s when the various state governments in northern Nigeria viz: the defunct Gongola, Borno, Bauchi, Kano, Kaduna and Plateau states initiated different kinds of educational experiments for the nomads in their respective states. Some of these experiments include: the one-teacher mobile scheme in Borno State, integration of nomadic education with education of sedentary population in Kano State, establishment of a nomadic education division in the Ministry of Education in Plateau State, etc.

Unfortunately these experiments despite the good intentions of the various state governments failed to achieve the desired results. The constraints to the effective provision of education included: lack of man-power and expert knowledge to tackle the problem; lack of a clear government policy to guide the development of nomadic education; lack of effective administration and coordination; lack of relevant curriculum; inadequate research findings to guide educational planning; unsuitable

delivery mechanisms; and the use of teachers with little or no understanding of the nomads' way of life.

Realizing the need to educate the nomads and the states' incapacity to solely handle the nomadic education program, the Federal Government intervened in the program in 1986. In doing this cognisance was taken of the constraints experienced by the states, the peculiarities of the program and the challenges of implementing it effectively. Thus four university-based Nomadic Education Centres were established to provide academic support services to the program.

The Centres, which are statutorily assigned specific functions, include:

- i) University of Jos for Research and Evaluation;
- ii) Usmanu Danfodiyo University Sokoto, for Curriculum and Materials Development;
- iii) University of Maiduguri for Teacher Training and Outreach; and
- iv) University of Port-Harcourt for Research, Training and Curriculum Development for Migrant Fishermen.

The location of these Centres in the Universities was informed by the availability of the institutional capacity to carry out those specified functions. The centres relate closely with one another in carrying out their functions which are interdependent in nature. For proper coordination of the activities of the centres, the Commission constituted an Academic and Professional Committee which receives and considers proposals from the centres and recommends accordingly to the Commission for funding. It is worthy of note that the Nomadic Education Programme is the only educational program that has University-based centres set up by law to facilitate program implementation.

a) Research

The planning of education for any group of people cannot be successful in the absence of an accurate base line data. It is in recognition of this that several studies aimed at determining the population, lifestyles, occupational roles, locations, duration of stay in the locations, prevailing migratory and camping practices, availability of educational provisions and their related successes and problems were conducted on the various groups of nomads by the Centre at the University of Jos. The studies were conducted at different times through the financial and technical support provided by the Federal Government of Nigeria and some international agencies, viz UNDP, UNESCO, and the World Bank in the case of the first study conducted in 1988. However, when NCNE was established in 1990, all financial and technical support provided by government to the centre came through the Commission. These studies served as a major precursor to the design of an appropriate educational program. The studies were:

- i) A Statistical Survey of Pastoral Nomads in the Ten Northern States of Nigeria (1988);
- ii) A Statistical Survey of Pastoral Nomads in the Southern States of Nigeria (1991); and
- iii) A Statistical Survey of Pastoral Nomads in the Lake Chad Basin of Nigeria (1996).

Similarly studies were also conducted on the lifestyle, migratory patterns and educational needs of migrant fishing communities in Edo, Delta, Ogun, Ondo, Lagos, Rivers, Bayelsa, Akwa Ibom and Cross River States by some universities in these states through the support of the respective state governments.

The data generated from these studies revealed the nomads' peculiar cultural traits, lifestyles, socio-economic factors, psychology of the nomadic child, migratory patterns, etc, which guided the development of a relevant curriculum and implementation strategies for nomadic education.

With the conclusion of the base-line surveys and the institutionalization of appropriate educational program for the nomads between 1990 and 1998, the Commission through the Centre at University of Jos has embarked upon an evaluative study of the program. The study is aimed at evaluating the utilization of the curriculum and instructional inputs as well as the output and quality of delivery in the nomadic primary schools nationwide. It is hoped that the findings of the study will bring to light the achievements and lapses in the implementation strategies and provide an opportunity for the Commission to rectify the problems with the view to evolving more viable strategies for the implementation of Nomadic Education Program in Nigeria.

b) Curriculum Development and the Development of Pupils Texts

Previous efforts to provide nomads with education in the 1950s did not make any special arrangement regarding the type of curriculum and instructional texts and materials to be used. They made use of the existing national curriculum and textbooks that were designed for conventional schools without any adaptation. The findings of the studies mentioned earlier, led to the development of a specific educational program for the nomads based on an adapted national curriculum.

In pursuance of the objective of providing relevant education to the nomads, a University-based Centre devoted exclusively to the development of curriculum and texts was established. The Centre, which is located in Usmanu Danfodiyo University, Sokoto, commenced the development/adaptation of curricula materials in eight subjects viz: English, Mathematics, Social Studies, Islamic Religious Knowledge, Primary Science, Fulfulde, Handicraft and Health Education in 1990. The exercise was completed and approved in 1994 by the National Council on Education, the highest educational policy-making body in the country, in 1994. Similarly, the Centre has completed the development of pupils' texts in eight subjects, for the children of nomadic pastoralists.

Furthermore, curricula guides have been also developed for the migrant fishing populations along the coastal areas. In doing this, five core subjects offered at primary school level namely English, Mathematics, Primary Science, Health Education and Social Studies were selected. The choice of these subjects was guided by their potential to facilitate greater participation and transfer of knowledge of life skills that informed the special program for migrant fishing families.

The development of texts involved the use of subjects specialists and curriculum experts with sufficient knowledge of the culture, educational needs and problems of the nomads. In consonance with the government's policy on the use of the mother tongue as the language of instruction in the first four years of schooling,

pupils' texts in primary science, mathematics and social studies for levels 1 – 3 were produced and distributed to nomadic pastoralists' schools. Materials developed by the Commission's experts are critiqued at a workshop organized by the University-based Centre in Sokoto. All materials are finally submitted to the Commission, where another critique workshop is held involving experts other than those who participated in the initial draft. All these processes are meant to ensure that the texts conform to national standards and are suitable for the provision of a relevant education to the nomads.

c) Teacher Training:

The success in the implementation of the Curriculum depends on the classroom teacher. The Nomadic Education Curriculum makes enormous demands on the teacher. In realization of this, the Commission considers teacher training on the implementation of the curriculum as very fundamental. This is done annually by the Nomadic Education Centre, University of Maiduguri for serving teachers in the nomadic schools in the various zones.

So far 2,575 teachers have been trained out of the total number of 4,218 teachers in 1,350 Nomadic schools in the country. The Commission had intended to organize the training workshops more than once annually in each zone, but due to financial constraints, it has only been able to do so once a year in one zone. However, some state governments with the support of UNICEF have also conducted training workshops for the teachers in their schools.

In addition to the training workshops, and in recognition of the need to address the problem of inadequate teachers both in quantity and quality, the NCNE collaborates with the Federal College of Education, Yola in the pre-service and in-service training of teachers at Nigeria Certificate in Education (NCE) level in Primary Education Studies (Nomadic) and Fulfulde. The Nigeria Certificate in Education is the nationally prescribed minimum qualification for teachers in Nigeria.

Furthermore, in recognition of the problem of recruiting teachers who are willing to live and work for long with the nomads, the Department For International Development (DFID) of the British Government is currently sponsoring an innovative teacher education project at the Federal College of Education Yola. It recruits young people aged between twelve and eighteen from the nomadic communities and trains them as teachers. It is intended that they will remain in their communities and provide continuous service even when their families move. So far 60 students drawn from Taraba and Adamawa States are currently undergoing the training.

d) Development and Installation of Suitable Delivery Systems

As earlier mentioned, it is interesting to note that all previous attempts to provide education to nomads failed because conventional approaches were used. The planning did not take into consideration the migratory patterns of the nomads and their time budgets in relation to their productive activities. The nomadic populations engage in different occupational activities and are at different stages of settlement. To conform to the work rhythm of the children and their migratory patterns, suitable delivery strategies have been adopted for program implementation.

Flexible time tables and shift system are being used in the operation of the school system. This has become necessary in the light of the central role child labour plays in the nomadic pastoralists production system. These strategies have engendered increased enrolment and effective teaching and learning in the schools.

To ensure an unbroken learning process due to the frequent migrations of the nomads, mobile collapsible classrooms and motorized purpose-built boat schools for the pastoral nomads and migrant fishermen in the northern and southern parts of the country respectively, have been developed.

The mobile collapsible classrooms are made up of canvass and light aluminium props. They can be dismantled, carried on animal backs and assembled by the nomads themselves. A mobile collapsible classroom accommodates a maximum of fifteen pupils and 119 mobile collapsible classrooms for pastoral nomads was provided to many nomadic primary schools in the Sahel and Savannah zones of the country in 1991.

The purpose-built boat schools are motorized. Each motorized boat school has three classroom compartments. The boat schools traverse the camps along the coastal and riverine areas of the fishing communities and pick children for learning and return them to their camps when the schools close for the day. The camps' location are dependent on the fishing seasons and the types of fish being caught. To date there are six motorized boat schools for migrant fishermen in the southern part of the country.

3.3 New Monitoring Strategies

i) Atecedents

Previously, monitoring activities were conducted irregularly and in a skeletal form without using standardized instruments. The emphasis then was mainly to collect data on the number of schools, number of teachers, pupils' enrolment by gender, year of establishing the school and the funding patterns as well as the type of classroom structures available in the schools. The teaching-learning process was completely ignored. The data generated were inadequate and unreliable.

To address these lapses, the Commission conducted series of workshops to develop suitable monitoring instruments. The outcome of these workshops was the development of Performance Indicators and Monitoring Instruments that enabled the Commission to collect reliable base-line data for planning and evaluation purposes.

The developed instruments focused on: the Context, Inputs, Process and Outputs, of nomadic education. They are used to generate statistical data aimed at determining the status of some key variables. Examples of such variables include targets set in the National Policy on Education as explicated on the Guidelines for the Operation of Nomadic Education, or other official circulars in respect of number of schools, class size, gross enrolment ratio, teacher/pupil ratio, etc.

ii) New Approaches

As a result of increasing demands for education and the greater awareness of its importance, there was an indiscriminate establishment of schools by local

authorities and the nomadic communities. The number of schools increased dramatically. This development created numerous administrative and management problems for the Commission. In order to streamline these schools and reduce them to a manageable number and thereby make the provision of education more effective, the Commission classified schools as either viable or non-viable based on certain criteria.

The criteria used in the classification of schools are:

- (i) adequate levels of pupils' enrolment and attendance;
- (ii) teacher availability and output;
- (iii) visible community participation in the development and management of schools;
- (iv) evidence of class work in pupils' notebooks;
- (v) record of steady progression in the classes;
- (vi) up-to-date teachers' lesson notes and scheme of work in the school;
- (vii) proper keeping of school records;
- (viii) availability of instructional materials and furniture for pupils.

In addition, the planning and conduct of the monitoring exercise were enhanced, as a result of the following:

- i) adequate planning in advance, at the beginning of each year on the nature and scope of the monitoring exercise to be embarked upon;
- ii) proper scheduling of activities and the provision of adequate funds;
- iii) early dissemination of information on schedule monitoring activities to the schools, nomadic communities, local education authorities and the Federal Inspectorate Services; and
- iv) the provision of means of mobility such as 4-wheel drive vehicles for all monitoring activities.

Modest changes have also been made in the manner schools are now monitored. For instance, the monitoring officers from the Commission's headquarters along with those at the Zonal level jointly conduct the monitoring of schools together with the Federal, State and Local Government officials. At the state level, the Federal Inspectorate Services based in the state, along with the State Coordinators of Nomadic Education Program participate in the monitoring exercise. At the Local government level, Local Education Authority (LEA) Supervisors are involved, while at the Community level, the active community leaders as well as officials of Parent Teachers' Association (PTA) join the monitoring team to take part in the exercise.

iii) Impact of the New Approach

By and large, the data obtained so far are reliable and comprehensive enough to serve as a good basis for the proper assessment of the implementation of the program, and facilitate adequate planning. For instance in 1998, when the use of improved monitoring instruments began, it was discovered that a state in the North Central zone which claimed to have 116 schools, has in reality, only 22 viable schools. Similarly, enrolment figures given by the same state was 5,328 but after verification it was discovered that the actual enrollment figure was only 1163.

Another example was a State in the North-West Zone, which claimed it had 62 schools but after the verification, it was discovered that only 18 schools were considered as viable, with a total enrolment figure of 2,681, as compared with the figure of 9,935 pupils earlier on claimed by the state. States tended to inflate school statistics in order to attract more funds from the Federal Government. The classification of schools into viable and non-viable was intended to make school proprietors and other stake holders intensify efforts to improve the quality of those schools identified as non-viable in order to qualify for additional federal funding.

It is worthy of note that when these innovations were introduced, there has been a considerable improvement in the entire conduct of the monitoring exercise, which in turn has led to greater improvement in the quality and scope of the data generated particularly data on school variables. Therefore an important positive impact of the monitoring exercise is that it generated longitudinal data on relevant school variables and adequately highlights the successes recorded and some of the problems being faced. Such variables included: total pupil enrolment, enrolment by gender, transition rate to junior secondary schools, number of graduands and teacher quality and quantity. As indicated in appendix "B" the NCNE's mobilisation and sensitisation campaigns have made a great impact as evidenced by the higher increases in enrolment. Total enrolments rose from 18,831 in 1990 to 92,510 in 1995 and 155,786 in 1998. (see table 1). Similarly female enrolment in nomadic schools has increased consistently from 5,068 in 1990 to 15,253 in 1993 to 65,855 in 1998. Thus as shown in table 2, the difference between male and female enrolment has been narrowed by 85% such that girls constitute 42.27% of total enrolments in nomadic schools.

The transition rate into junior secondary schools has also recorded a significant increase (see table 3). It increased from 45% in 1992 to 53% in 1998, which is more than the national average of 47%. Similarly the total number of graduands increased and indeed more than trebled from 2077 in 1994 to 7,632 in 1998. The total number of graduands for the period 1994 – 1998, is now 26,054, (see table 4).

There has been a dramatic expansion of the nomadic school system in terms of number of schools and teachers as efforts to make education more accessible to the nomads intensified. As at 1990 there were 329 schools with 886 teachers, but by 1997 the number of schools had risen to 1098 i.e an increase of more than 300%. Similarly a 300% increase in teacher supply was also recorded between 1990 and 1997. The supply of teachers increased from 886 in 1990 to 3,355 in 1997. However, there has been a slight decline in teacher quality as the percentage of teachers with the minimum teaching qualification decreased from 54.8% in 1990 to 46.6% in 1997. This is understandable considering the higher rate of increase in enrolment and number of schools, which necessitated the recruitment of more teachers many of whom do not possess the minimum teaching qualification.

Another positive impact of the monitoring exercise is that parents, local communities, local government and state officials are becoming increasingly aware of the important roles they are expected to play in the effective implementation of the program. The improved monitoring strategies also engender skills development among the participants especially the parents and community leaders, who now use these skills to influence the improvement of their schools.

The involvement of these external bodies in the monitoring activities of the Commission appeared to have enriched the Commission's experiences and general understanding of the school system, particularly the rigours and complexities of monitoring a national educational program.

3.4 Collaboration and Partnership

In view of the Commission's limited institutional capacity and limited funds, it has since inception, been making some efforts in creating linkage relationships with sister parastatals, NGOs, CBOs, national and international agencies with interest in basic education. These include the National Primary Education Commission (NPEC), National Teachers Institute (NTI), the National Educational Technology Centre (NETC), National Veterinary Research Institute (NVRI) National Commission for Mass Literacy Adult and Non-formal Education (NMEC), AFRICARE, UNESCO, UNFPA, UNICEF and DFID.

As a result of the linkages, some collaborative programming and delivery mechanisms were put in place for the improvement of the nomadic education program. Some of the achievements recorded include:

- i) the setting up of adult literacy classes for pastoral nomadic women jointly with AFRICARE, which enrolled 105 women at Rafin Guza, in Kaduna state, between December, 1996 and April, 1997;
- ii) establishment of 54 literacy classes for adult pastoral nomads, in conjunction with NMEC, in 12 northern states;
- iii) training of 12 staff of NCNE on radio production and scripting by the NETC in 1998;
- iv) the sponsorship of a five-day Regional Seminar by UNESCO/BREDA, the British Council and the NCNE on the education of nomadic populations in Africa, held in Kaduna in December, 1995;
- v) the co-sponsorship of a workshop with the UNESCO Office, Lagos which developed Curriculum Guide in English, Mathematics, Primary Science and Social Studies, for the education of children of migrant fishermen in October, 1997;
- vi) the training of 60 headteachers/supervisors and 100 teachers of nomadic schools in supervisory techniques and curriculum implementation by DFID;
- vii) sponsoring the pre-service training of 60 would-be nomadic school teachers who are of nomadic pastoralists background at the Federal College of Education (FCE), Yola by DFID as from October 1997;
- viii) five staff of the Nomadic Education Centre, University of Maiduguri, and two staff each of the Federal College of Education, Yola and the NCNE were sponsored by DFID for training in the United Kingdom;
- ix) a female staff of the NCNE was sponsored for a nine months diploma course in India by UNFPA.

- x) in 1998 an NGO, the Association for the Promotion of Livestock Development in the Sahel and Savannah (APESS) Eastern Zone located in Garoua, Cameroun, trained two senior officers and six extension agents of the NCNE and 12 nomadic pastoralists from Adamawa, Gombe, Taraba and Bauchi States under its Fodder Bank Development Program;
- xi) the NVRI, Vom has trained a total of 144 secondary school leavers of nomadic pastoral background who now serve as the NCNE's extension agents and working in their communities;
- xii) the co-sponsorship with UNICEF Zone C and nine State Primary Education Boards of the zone, of a train-the-trainers workshop for Non-Formal Education, Arabic and Islamic Teachers of nomadic primary schools from 28th - 30th July, 1997;
- xiii) acceptance by UNICEF in 1998 to incorporate nomads into its basic education programme to be implemented by NMEC and NPEC for a period of five years (1998 – 2000);
- xiv) twenty-two staff of the NCNE benefited from a workshop on Distance Education organised by UNESCO in collaboration with the NCNE held from 8th - 10th June 1999; and
- xv) the co-sponsorship of a workshop with UNICEF and the Home Economics Association of Nigeria (HEAN) for nomadic women on vitamin "A" deficiency, exclusive breast feeding and vegetable gardening in 1997.

4.0 EXPLAINING THE SUCCESSES/BREAKTHROUGHS

The achievements and breakthroughs recorded are attributable to certain factors such as: the design and delivery strategies; the mobilization and sensitization of the nomadic communities; the decentralization of the decision-making processes; and effective coordination of activities of the various agencies and communities involved in program implementation. Each of these factors is discussed in turn.

4.1 Design and Delivery of Nomadic Education

A key contributory factor to the successes so far recorded is the involvement of all stakeholders in the design and implementation of the nomadic education program. The nomadic communities, the three tiers of government, government agencies and non-governmental ones whose activities are of relevance to the improvement of the lives of the nomads etc, were all required to contribute ideas to the design of the nomadic education program. Workshops and seminars constituted the fora for garnering such ideas; the most important one being the workshop held in Yola in 1986 which articulated the then current strategy-in-use and engendered the development and production of the Blue Print on Nomadic Education.

In addition, the following strategies were effectively employed in program implementation:

- i) diagnosis of the nomads' educational problems, needs and lifestyles which generated the requisite data for program planning, particularly curriculum development, including the identification of the most suitable educational delivery methods;
- ii) the development of relevant and functional curricular for nomadic schools based on research findings on the nomads' lifestyles, educational needs and problems;
- iii) the development of pupils' texts for all levels of primary schooling for children of nomadic pastoralists and curricular guides for all the core subjects for schools for children of migrant fishermen;
- iv) the adoption of flexible strategies for teaching and learning based on the concrete realities and lifestyle of the nomads; notably the use of collapsible mobile classroom structures and boat schools for the more mobile groups and permanent and semi permanent structures for the semi-sedentary groups. There was in addition, flexible time-tabling which means that teaching and learning take place at any time of the day as agreed to between teachers and parents;
- v) the adoption/utilization of innovative methods of delivery, particularly the use of radio in conjunction with other media; and
- vi) developing the capacity of the personnel managing the program at the Federal, State, Local and Community levels and the University Centres, through the acquisition of requisite knowledge and skills.

4.2 Mobilization and Sensitization of the Nomadic Communities

Mobilizing and sensitizing the nomads on the need to support the program and assist in sustaining and institutionalizing it contributed a lot to the attainment of the breakthroughs, particularly if viewed in the context of the nomads' initial resistance to and skepticism about the program. Mobilization and sensitization are done on a continuous basis, from the inception of the program to date. The process includes the use of radio, face-to-face interaction with extension agents, regular meetings with community leaders and the use of posters.

4.3 Decentralized Decision-making

The regular involvement of the University Centres, the Commission's six Zonal Offices and the states Nomadic Education Units located 35 States in the decision-making processes, particularly decisions relating to program implementation is a major factor in the achievements recorded so far. Relative autonomy is granted the University Centres, Zonal Offices and the Units in the way they conduct their activities. This in turn has engendered greater loyalty and a deep sense of commitment to the program among them.

4.4 Effective Coordination

The Nomadic Education Program is a collaborative enterprise between the Federal Government as represented by the Commission on the one hand and States, Local Governments, the nomadic communities and local and international organizations on the other. The activities of these various participants in program implementation are effectively coordinated by the Commission's headquarters and provided the whole endeavour a sense of focus and direction which in turn led to the success/breakthroughs recorded so far. Apart from coordination through the use of

administrative measures as provided for in the decree establishing it, the Commission holds bi-annual meetings with state coordinators and Directors of Nomadic Education as well as Directors of University Centres. The meetings facilitated the exchange of ideas and effective program coordination.

5.0 PROBLEMS

5.1 Teacher Quality, Quantity and Retention

The number of teachers in nomadic schools is grossly inadequate. This inadequacy is most glaring if viewed in the context of the poor quality of the teachers i.e. up to 53.4% of teachers in nomadic schools lack the nationally prescribed minimum teaching qualification as at 1998. Added to this is the indiscriminate transfer of teachers from nomadic to conventional schools without replacement by Local Education Authorities and the difficulty of retaining teachers posted to facilitate their work and nomadic schools.

In order to enhance teacher-quality, the Commission organizes refresher courses for teachers on an annual basis. The courses are intended to raise their knowledge and update their teaching skills. In addition the pre-service and in-service courses for the Nomadic Education Program, which are being organized by some Colleges of Education, notably Federal College of Education Yola, will in the long run enhance teacher-quality and quantity. Similarly some incentives such as motorcycles and bicycles are being provided to teachers in order to improve teacher retention levels.

5.2 Inadequate Funding

The funds released to the Commission are very inadequate vis-à-vis the range of tasks it is expected to accomplish. There is a discernible trend of inconsistency in the pattern of funding nomadic education which is at variance with the Commission's plans and budgets. It receives less than 30% of its budget request and has been compelled to spread its lean resources too thinly.

To overcome this problem plans are almost completed for the launching of an Endowment Fund for Nomadic Education. The nomadic communities have also been mobilized to contribute materially to the implementation of the program by setting up schools, building classrooms, providing teaching-learning materials etc. Assistance has also been sought and received from some agencies such as UNICEF and UNESCO in the funding of some activities.

5.3 Inadequate Instructional Materials

There is a general lack of adequate instructional materials particularly pupils' texts in the nomadic school system. Although the Commission has completed the development of pupils texts for all levels of primary schooling, it lacks the funds for the production of the texts. Similarly a specially designed functional literacy primer for adults has been developed but could not be produced due to lack of funds.

Other instructional materials such as exercise books and drawing books are also in short supply mainly because state and local governments have been unwilling to provide such materials to nomadic schools as required by law. Thus the

NCNE alone provides instructional materials to most nomadic primary schools in the states, which it cannot do adequately due to its weak revenue base.

In order to deal with the problem of lack of the specially developed pupils' texts, the nomadic schools now use the textbooks produced for conventional schools and the adult literacy primers designed for sedentary people. To ensure that states and local governments do carry out their responsibilities in the provision of instructional materials, the NCNE persuaded the National Council on Education at its last meeting in March 1999, to compel state governments to make special financial allocation to nomadic education in their annual budgets.

5.4 Unconducive Political Climate

Nomadic education like every other endeavour requires peace and order if it is to be effective. The incessant violent clashes between nomads and farmers is adversely affecting the program since the nomadic adults and children find it difficult to participate in it.

To overcome this problem the Commission uses radio and television to sensitize the nomads and farmers on the need for peaceful coexistence. It also set up peace committees for conflict resolution and requests community leaders to assist it.

6.0 VALUABLE LESSONS AND APPLICABLE PRACTICES

Nomadic Education is now an important component of the education systems of several African countries. It is therefore pertinent to identify the lessons that can be drawn from Nigeria's experiences for the benefit of other African countries that have similar programs. Some of the lessons are:

- i) the importance of clear diagnosis of the problems, culture and educational needs of the target group;
- ii) the need for continuous mobilization and sensitization of the clientele;
- iii) the provision of opportunities for participating in decision making processes by all stakeholders.
- iv) Political will and institution building.

6.1 Diagnostic study of the target group

The detailed analysis of the problems, educational needs and culture of the nomads prior to the development of curricular and delivery systems was perhaps the most important guarantor of success in the Nigerian case. The various studies of the nomads that were undertaken at the planning stages of the nomadic education program facilitated, not only the identification of the nomads' needs and problems but more importantly the cultural filters to be used in developing functional and relevant curricula and the educational delivery systems that suit the production rhythms and time budgets of the nomads. Though, the importance of analysing the target groups' needs, problems etc is recognized in the literature, it has not been vigorously undertaken in most educational programs leading to the development of well intentioned but irrelevant programs. The educational programs implemented for nomads in Nigeria by some state governments in the late seventies and early

eighties constitute a good example of programs that underestimated the importance of a detailed analysis of the clientele for effective program implementation.

6.2 Mobilization and Sensitization

Continuous mobilization and sensitization of the target group enabled the Commission to overcome initial prejudices and skepticism about the program and engendered the development of continuous support for it among the nomads. It also facilitated the achievement of program goals and convinced the nomads to provide material support for the sustainability and institutionalization of the program. Thus countries contemplating the setting up of a similar program need to reckon with initial resistance from the target group and will have to set up mechanisms for the continuous mobilization and sensitization of the clientele in order to generate sufficient support and acceptability for the program and also enhance its sustainability.

6.3 Opportunities for Participating in Decision Making

The achievements recorded in the Nigerian case were not unconnected with the concrete steps that were taken to involve all stakeholders in program design and execution. Therefore, the Nigerian experience shows that given the number of agencies involved in the implementation of the nomadic education program, there must be a decentralized decision making process that engenders not only the stakeholders' involvement and participation in program design and implementation but also provides opportunities for effective participation in decision making. Once goals and objectives have been identified, the various agencies implementing the program should be granted a reasonable degree of autonomy to enable them carry out the tasks assigned to them effectively.

6.4 Political Will and Institution Building

It should be noted that a critical success factor in the breakthroughs recorded so far is the existence of adequate political will on the part of government. This is reflected in the enunciation of the national nomadic education policy and the establishment of a specialised agency, the NCNE, for the purpose of implementing the policy. This singular act goes along way in broadening access to basic education and thus promoting educational equity and justice as stipulated in the National Policy on Education.

7.0 INSURMOUNTABLE CHALLENGES

Despite the tremendous progress made so far in the implementation of the nomadic education program, there are certain seemingly insurmountable challenges for which no promising solutions have been worked out. These challenges are: the unconducive political environment; the unwillingness of states and local governments to play their mandatory roles in program implementation; and the problem of teacher retention. Each of them will be briefly discussed in turn.

7.1 Unconducive Political Atmosphere

As a result of population explosion, land that is available for farming and grazing has shrunk by 33.2% and 43.3% respectively. This in turn has given rise to

an unhealthy competition for land and violent clashes between farmers and nomadic pastoralists. In the same vein the violent clashes in the Niger-Delta area of Nigeria, whose antecedents are closely associated with environmental-economic predicaments of the inhabitants of this zone and majority of whom are fishermen, have seriously affected fishing activities. This of course is in addition to certain existing stringent fishing rights that hardly favor the artisanal fishermen. These clashes have sapped their energies and diverted the attention of the nomads from ensuring that they adequately participate in educational programs. In the absence of peace and harmony, it is becoming increasingly difficult for the NCNE to implement its programs effectively. It should be noted that this is a structural problem and not an educational one. The NCNE lacks the capacity to solve it, nor does the law establishing it expects it to do so. Perhaps the only viable solution to this intractable problem is good governance, i.e a democratic government that ensures fairness, justice and equity in matters affecting the nomadic populations of Nigeria. However, this may take quite a while to realize.

7.2 Unwillingness of Local and State Governments to Play their Mandatory Roles.

By law the implementation of the nomadic education program is a collaborative endeavour between the NCNE on the one hand and state and local governments on the other. States and local governments are required to among other things allocate funds specifically for the program, provide instructional materials, build classrooms and supervise and inspect the schools in their domains. The Federal Government on its part supplements these efforts in the form of “grants-in-aids” and technical support. Unfortunately states and local governments are not doing so as expected and tended to view the program as an exclusively federal responsibility, with no regard to the provisions of the law. A case has been made to the National Council on Education on this matter and it has urged states and local governments to live up to their responsibilities. It is doubtful if the Council's intervention will lead to significant changes in their attitudes and practices, especially in the context of federal structure operating under the new democratic dispensation.

7.3 Teacher Retention

The conditions of service for teachers are very unattractive as a result of which there is a high rate of attrition, as more and more teachers seek and obtain more lucrative jobs outside the education system. This is a national problem but is worse in nomadic education, given the harsher physical conditions in which teachers posted to nomadic schools work. Even though the NCNE provides incentives to some of its teachers in the form of distributing bicycles, it lacks the funds that would enable it address the transportation problems of all the teachers. Moreover, it is in no way certain that solving the teachers' transportation problem alone, will significantly reduce the current rates of attrition. In any case a new incentive package is being worked out under the auspices of the newly established Teachers Registration Council. Until this is done and implemented the plight of teachers in nomadic primary schools shall continue to be a great source of concern.

APPENDIX 'A'

SYNTHESIS OF RESULTS

ADEA PROSPECTIVE STOCKTAKING REVIEW OF EDUCATION IN AFRICA
NIGERIA CASE STUDY
SYNTHESIS OF RESULTS: ACCESS TO BASIC EDUCATION FOR NOMADIC GROUPS

Achievement or Breakthrough (Identify each achievement or breakthrough your study addresses)	Results (The results attained in very few words)	Evidence (The evidence you have for those results. How can you prove what you claim)	Analysis: major reasons for having attained these results (How did all this happen? Identify the major factors that contributed to producing the results. Also, mention the insurmountable challenges)	Lessons (On the basis of your experience, a few words of advise to other countries)
Building the Capacity of the Nomadic Communities to Sustain the Nomadic Education Program.	Greater community enthusiasm and participation by establishing, maintaining and managing of schools; the formation of cooperative societies and radio listening groups; and initial enrollment into adult literacy classes	170 community schools were established; disbursement of N3,555,869.00 to 60 communities in form of support; formation of 95 cooperative societies, 62 radio listening groups, and 54 adult literacy classes; 1,375,454 and 1,167,865 animals were treated and vaccinated respectively.	As a result of the strategies evolved such as open broadcasting, extension meetings, meeting with community leaders etc, thereby creating an enabling environment for negotiation, consensus, trust and confidence.	If you reach out to communities and involve them in the execution of government projects, they are likely to cooperate, support and even sustain the program.
Research to Generate Baseline Data Curriculum Development and the Development of Textual Materials	Baseline data to enable effective planning and implementation of the program. Development, publication and distribution of curriculum to schools; Development of pupils texts in eight subject areas; Translation, publication and distribution of pupils texts in Social Studies, Mathematics and Primary Science for levels 1-3 into Fulfulde.	Seven research reports were produced. Printed curricula and pupils texts	A well thought out research design and capable research team; adequate funding and political will of Government. Political commitment of Government Institutional capacity of the Centre and Commission; Availability of funds.	Development of relevant education programmes should be based on research findings. Relevant curriculum should be developed for acceptability of special educational programmes for target groups; Education should be embedded into peoples socio-cultural life.

<p>Teacher Training</p>	<p>Improved knowledge and competencies of teachers</p>	<p>2,275 teachers have been trained, 60 supervisors and 100 headteachers were also trained. 60 students undergoing pre-service training.</p>	<p>Identification and utilization of suitable qualified resource persons; Training of the teachers; Collaboration with relevant agencies; Participatory funding with states and local government.</p>	<p>The need to continually improve teachers capacity to perform; Explore collaborations with relevant agencies</p>
<p>The Development and Installation of suitable Delivery Systems</p>	<p>Increased enrollments in nomadic schools; Support from target beneficiaries for the program; A sustained school system.</p>	<p>Flexible time-tables; The use of shift-system in the schools; Provision of 119 collapsible classrooms in 1991; Provision of 5 motorized boats and a purpose-build boat schools.</p>	<p>Availability of research findings which informed the initiatives; Improved capacity of personnel to support the system; The cooperative attitude of the nomads; Availability of funds for the procurement of equipment and materials; The political commitment of the government.</p>	<p>All educational programs should identify suitable and cost effective delivery systems which should conform to productive activities and time-budget of target groups during implementation.</p>
<p>New Monitoring Strategies</p>	<p>Generation of reliable data based on monitoring exercises and reports</p>	<p>Development of data base, monitoring reports, statistical tables and charts; Number of schools has risen from 329 in 1990 to 1098 in 1997; Enrolment increased from 18,831 in 1990 to 155,786 in 1998; Female enrolment increased from 5068 in 1990 to 65,855 in 1998; Teacher supply increased from 886 in 1990 to 3,355 in 1997; Teacher-quality slightly declined from 54.8% in 1990 to 46.6% in 1997.</p>	<p>Improved data gathering instruments; enriched capacity of monitoring and planning personnel; involvement of other stake-holders; improved funding and provision of means of mobility.</p>	<p>Need to involve all stake-holders in the monitoring exercises particularly the communities affected. Furthermore there is the need to develop relevant and suitable monitoring instruments.</p>

<p>Collaboration and Partnership to Strengthen Institutional Capacity.</p>	<p>Capacity building for head-quarters staff, teachers, community leaders, and extension agents of the NCNE.</p>	<p>Initial enrollment of 105 nomadic women into basic literacy classes in 1996, now it has risen to 2,674; Establishment of 54 literacy classes in 12 states; Training of: (i) 12 staff on radio production and scripting; (ii) 60 head-teachers; 100 in-service teachers of nomadic schools and 60 nomadic children at F.C.E, Yola by DFID as pre-service teacher trainees; and (iii) 144 youth of nomadic background on animal health and husbandry by NVRI, Vom.</p>	<p>The NCNE has been able to overcome initial prejudices and skepticism held by the stakeholders as well as national and international organisations, due largely to its outreach programs and its far reaching impact on life of the nomads.</p>	<p>National and international organisations are willing to collaborate if there is a well thought out proposal that has the capacity to positively transform the lives of the recipient communities i.e poverty alleviation through skills training and development.</p>
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APPENDIX 'B'

TABLES

TABLE 1

RATE OF INCREASE IN ENROLMENT IN NOMADIC PRIMARY SCHOOLS 1990-1998

YEAR	TOTAL	INCREASED BY	INCREASE RATE
1990	18,831	-	
1991	36,501	17,670	94%
1992	51,152	13,651	37%
1993	53,588	3,436	08%
1994	61,832	8,244	15%
1995	92,510	30,678	50%
1996	104,576	12,066	12%
1997	118,776	14,200	12%
1998	155,786	37,010	24%

Enrolment in Nomadic Primary Schools increased by 17,670 in 1991 and 37,010 in 1998

Source: Monitoring, Evaluation & Statistics Department (NCNE) Kaduna

TABLE 2

ENROLMENT OF NOMADIC PRIMARY SCHOOL PUPILS IN NIGERIA BY GENDER 1990 - 1998

YEAR	MALE	FEMALE	DIFFERENCE	PARITY RATE
1990	13,763	5,068	8,695	54%
1991	25,942	10,559	15,383	58%
1992	33,463	16,689	16,774	67%
1993	38,335	15,253	23,082	57%
1994	42,738	19,094	23,644	62%
1995	56,759	35,751	21,008	77%
1996	63,638	40,938	22,700	78%
1997	71,695	47,081	24,614	79%
1998	89,931	65,855	24,076	85%

The parity rate increased from 54% in 1990 to 85% in 1998.

Source: *Monitoring, Evaluation & Statistics Department (NCNE) Kaduna*

Table 3

RATE OF TRANSITION OF GRADUANDS OF NOMADIC PRIMARY SCHOOLS TO JUNIOR SECONDARY SCHOOL/UNITY SCHOOL, 1992 - 1998

YEAR	Total Graduate	Admitted	%	Not Admitted	%
1992	1,174	524	45%	650	55%
1993	1,541	742	48%	799	52%
1994	2,079	1050	51%	1029	49%
1995	4,430	2,363	53%	2067	47%
1996	5,609	3090	55%	2519	45%
1997	6,304	3,588	57%	2716	43%
1998	7,632	4072	53%	3560	47%
Total	28,769	15,429	54%	13,340	46%

In the period 1992 – 1998, 28,769 pupils graduated from Nomadic Primary Schools in Nigeria 15,429 (54%) gained admission into JSS/Unity Schools.

Source: Monitoring, Evaluation & Statistics Department (NCNE) Kaduna

TABLE 4
GRADUANDS OF NOMADIC PRIMARY SCHOOLS BY GENDER, 1994 – 1998.

	GRADUANDS		TOTAL
	MALE	FEMALE	
1994	1,435	644	2,079
1995	2,972	1,458	4,430
1996	3,782	1,827	5,609
1997	4,211	2,093	6,304
1998	5,050	2,582	7,632
Total	19,351	9,418	28,769

Source: Monitoring, Evaluation & Statistics Department (NCNE) Kaduna

TABLE 5

STATISTICS OF TEACHERS, BY QUALIFICATION AND GROWTH RATE 1990 - 1997

Year	No. of Schools	Pupils Enrolment	No. of Teachers	Growth Rate (%)	QUALIFIED				UNQUALIFIED				
					NCE & Above	GR II Pass	H.L.S	Total	%	GR II Referred	Others	Total	%
1990	329	18,837	886	-	57	359	70	486	54.8	243	157	400	45.2
1991	473	36,501	1,489	69	39	439	136	613	41.2	310	566	876	58.8
1992	649	50,152	2,491	67	50	609	213	872	35	425	1,194	1,619	65
1993	676	53,981	2,362	05	65	434	124	623	26.4	293	1,446	1,739	73.6
1994	778	61,862	2,919	23.6	107	584	143	834	28.6	450	1,635	2,085	71.4
1995	860	91,508	3,170	08.6	192	1,068	161	1,421	44.8	712	1,037	1,749	55.2
1996	940	104,577	2,919	-08	216	1,045	139	1,390	47.6	695	834	2,224	52.4
1997	1098	135,021	3,355	14.9	296	1,089	178	1,563	46.6	750	1,042	1,792	53.4

TABLE 6

DRIVE TO ESTABLISH NOMADIC ADULT LITERACY CLASSES, 1996/1997

S/N	State	LGA	No. of Adult Lit. Classes	ENROLMENT FIGURE		Total
				Male	Female	
1.	Abuja	FCT	2	-	43	43
2.	Adamawa	Song	3	81	5	86
3.	Bauchi	Ningi	3	-	109	103
4.	Gombe	Gombe	4	67	-	67
5.	Jigawa	a. Babura	1	20	-	55
		b. Roni	1	35	-	
6.	Kaduna	a. S/Gari	1	-	20	236
		b. K/north	3	-	80	
		c. K/South/Igabi	3	58	29	
		d. Kachia	2	49	-	
7.	Kano	a. Wudil	1	30	-	111
		b. Kura	1	36	-	
		c. Nasarawa	2	30	15	
8.	Kogi	Lokoja	2	48	25	72
9.	Kwara	a. Kaiama	1	76	-	76
		b. Baruten	3	-	-	
10.	Niger	a. Mokwa	1	41	-	169
		b. Paiko	2	25	42	
		c. Gurara	1	-	61	
11.	Plateau	a. B/Ladi	6	45	143	815
		b. Bassa	2	72	359	
		c. Mangu	3	70	81	
		d. Bokkos	1	45	-	
12.	Taraba	a. Lau	1	26	20	90
		b. Sardauna	2	36	8	
13.	Yobe	Fune	2	35	20	55

				54	925	1,060	1,978
	Grand Total						

TABLE 7

PROVISION OF VARIOUS TYPES OF EXTENSION SERVICES FROM JANUARY 1997 TO JUNE 1999

S/N	State	No. of NCNE focus LGAs'	No. of NCNE Ext. Agent	No. of community visited	No of benefited Pastoralist	No. of animals vaccinated	No. of animals treated	No.of Co-ops formed	No. of Co-ops Reg.	FEAP Cert.
1	Adamawa	1	3	54	1132	70341	32034	12	12	-
2	Bauchi	1	1	41	2861	24217	21475	1	1	1
3	Gombe	1	1	45	880	37006	30985	4	4	1
4	Jigawa	5	5	73	1481	76577	65708	6	6	1
5	Kaduna	7	8	119	6598	147376	162939	21	21	5
6	Kano	3	5	54	2348	77758	138916	4	4	1
7	Kogi	1	1	33	31632	26060	42609	2	2	-
8	Kwara	2	2	46	1102	29595	201115	6	6	2
9	Niger	2	2	58	2198	132539	111824	5	5	5
10	Plateau	6	7	135	8921	231658	279288	25	25	15
11	Taraba	2	3	44	1150	176566	72198	8	8	5
12	Yobe	1	1	22	587	138172	216363	1	1	-
	TOTAL	32	39	724	60,890	1,167,865	1,375,454	95	95	36

TABLE 8

LIST OF NOMADIC COOPERATIVE SOCIETIES THAT BENEFITTED FROM FAMILY ECONOMIC ADVANCEMENT PROGRAM [FEAP] LOAN SCHEME IN 1998

S/N.	NAME	STATE	LGA	AMOUNT (₦)
1.	Fadama Users M.P.C.S.	Plateau	Bassa	150,000.00
2.	Mazat Cattle Rearers M.P.C.S	"	B/Ladi	100,000.00
3.	Leka'e Women M.P.C.S	"	B/Ladi	75,000.00
4.	Rafin Karfe Women M.P.C.S	"	B/Ladi	100,000.00
5.	R/Mazat Women M.P.C.S.	"	B/Ladi	100,000.00
6.	Wainabe Dairy M.P.C.S	"	Jos North	300,000.00
7.	Lamingo Women M.P.C.S	"	Jos North	270,000.00
8.	Joda Jam M.P.C.S	"	Jos North	300,000.00
9.	Dung Tangur M.P.C.S	"	Bokkos	200,000.00
10.	Danhausen Men M.P.C.S	"	Mangu	200,000.00
11.	Danhausen Women M.P.C.S.	"	"	200,000.00
12.	Tyop-tam Fadama Users M.P.C.S	"	"	350,000.00
13.	Wainabe Durobe M.P.C.S	"	"	500,000.00
14.	Tungan Maku Nasara M.P.C.S	Niger	Paikoro	100,000.00
15.	Miyetti Allah Makiyaya M.P.C.S	"	"	100,000.00
16.	Hadin Kan Mata (Women) M.P.C.S	Kaduna	K/North	200,000.00
17.	Rafin Guza Women M.P.C.S	"	"	150,000.00
	GRAND TOTAL			3,395,000.00

TABLE 9

IMPACT OF THE NCNE COMMUNITY DEVELOPMENT PROJECTS IN THE NOMADIC COMMUNITIES BY ZONES, 1995 - 1997

Zone	States	Local Governments	School Impacted	Nature of NCNE Financial Support to Community Efforts			Amount Expended (₦)
				Construction/ Renovation/ Rehabilitation.	Sets of Classroom Furniture per School	Well in Community	
North-East	8	23	38	35	2	1	2,481,332.00
North-West	3	7	11	10	-	1	612,783.00
South-East	2	4	6	5	1	-	264,685.00
South-West	2	5	5	4	1	-	197,069.00
Total	15	39	60	54	4	2	3,555,869.00