

DETERMINATION OF EXTENT OF VIABILITY OF NOMADIC EDUCATION PROGRAMME IN GARKI-HAUSA SETTLEMENT IN AGBOR, DELTA STATE

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Abstract

This study is aimed at investigating the viability of Nomadic Education Programme in Garki-Hausa Settlement in Aghor. Three Research Questions were structured for the study. A randomly sampled population of one hundred (100) respondents was used by the researcher. The information derived from the semi-structured interview schedule and Nomadic Education Programme Questionnaire, constituted the data used. The data was analysed using the Mean Rating of the Respondents. The findings revealed that the Nomadic Education Programme is practiced in the settlement, but it is not effective and has no substantial benefit to the Nomads who have not yet improved in their occupation. Many children have not read up to primary six as the government neither provided human and material resources for meaningful teaching-learning process nor visited to monitor the effective implementation of the programme. It was therefore, recommended that government should sit up to their responsibility by releasing enough fund and through (he National Commission for Nomadic Education (NCNE), provide all the necessary infrastructural facilities, train and recruit more teachers giving them good incentives and supervise the programme-effectively for an efficient and successful result.

Introduction

Education is recognized to be living and beneficial to humanity as it has the growing qualities of a living organism and it is constantly changing in emphasis and sensitive to place and time (Igwe, 1990). Gbamanja (1989), sees it as a process of changing the behavioural patterns of individuals in the desired direction, it is also seen as a systematic training and instruction designed to transmit knowledge and develop skills in the individuals. The behavioural changes expected are in respect of the learner's mode of thinking, feeling, valuing, judging and overt actions.

In bid to accomplish all these in the learner, the Nigerian government has established good educational programmes like the Universal Primary Education Scheme (UPE) of 1976, aimed at the integration of the individual into a sound and effective citizen with equal educational opportunities for all citizens of the nation. This is to say as contained in the National Policy on Education (NPE) 4th edition (2004), that every Nigerian child will have full access to quality education. It is pertinent to note that nomads, who are also citizens of Nigeria and have contributed immensely to the economic development of this nation, are greatly deprived of receiving this functional formal education like their fellow citizens.

This education which is regarded as a natural right as contained in the United Nations charter on human right article (13) as well as a national need as enshrined in the National Policy on Education (NPE) (Onyegwe, E.E., Oputa-Imala, F.N., Eluowa, S.C.', 2000), has necessitated the introduction of National Nomadic Education Scheme (NNES) for the nomads in 1987 by the Federal Government of Nigeria as initiated by Jubril Aminu the then Minister of Education. The scheme thus, was principally aimed to make all pastoral nomadic children acquire basic functional literacy and numeracy, and improve in (their method of pastoralism for more productivity. It is also aimed at bridging the wide

educational gap between the other groups and the pastoral nomadic communities who are educationally disadvantaged due to their natural way of life as cattle rearers. The other specific objectives of the nomadic education as drawn from the National Policy of Primary Education (NPPE) (2004), are as follows:

- i. To expose the nomadic child to the elementary forms of-modern education;
- ii. To inculcate the spirit of humanity in the nomadic child to realize himself as a member of the Nigerian society;
- iii. To enable the nomadic child to take part in the development of his immediate environment and

the country in general;

- iv. To make the nomadic child able to improve his living conditions, thus eliminating the hardships and constraints in this life. To help him modernize his techniques of hardships or constraints in this life. To help him modernize his techniques of hardship or animal management;
- v. To help the nomadic child to appreciate moral and religious practices.
- vi. To assist the nomadic child to develop himself rapidly and fully both physically and intellectually to cope with the demands of the contemporary world;
- vii. To develop the initiative of the nomadic child and stimulate in him scientific and analytical modes of thinking.

In Nigeria according to Imonivwerha and Enaibe (2007), nomads can be classified into cattle' nomads, the migrant fishermen and the farming nomads. They also said quoting Ezeonia (1983) that the pastoralists have been conservative in their method of animal husbandry. They have not attempted to provide water and grazing for their herds through scientific method, but have depended on natural provisions.

The cattle or pastoral nomads according to Gbamanja (1997), can be classified into three groups viz - the total nomads who move from place to place with their animals and families and no permanent homes, the semi-nomads who leave their homes temporarily in search of pasture and water; for (heir herds and only return as the seasonal rhythm dictates and cultivate crops within their vicinity and lastly the sedentary pastoralists who have permanent homes, they settle down with their animals in ranches organized in accordance with commercial principles in which scientific flock-tending and management practices are employed. (Imonivwerha and Enaibe 2007) p. 4.

In Agbor, Boji Boji urban in Ika South Local Government Area, there exist a sedentary pastoral centre popularly known as Garki-Hausa Settlement where the Hausa nomads are involved in ranching and semi-nomadism also practiced. These herdsmen have their permanent homes in this Hausa quarter and it is expected that the Nomadic Education Programme would have been striving there even with permanent nomadic school structures for their children and adult education. It was noted through interview schedule that the elites among them are actually rendering selfless educational services with the appointment of few teachers for teaching. A few number of their children are also attending the nearby conventional primary schools as an indication of their good desire for education having realized its importance for life improvement. Many of them spoke to the researcher saying we want the government to come and build school for our children, we are tired of personal efforts after all we are all Nigerians.

The main purpose of this study is to ascertain whether nomadic education is being practiced in this nomadic settlement, the viability of the programme, the level of implementation, its benefits or influence in the life of the recipients (if any) and its attending constraints with a view to proffer some solutions that may help to bring more life to this laudable programme.

Statement of Problem

The problem of the nomads' inability to improve (heir occupation, read, write and even communicate verbally without an interpreter is of great concern to this study. In a country where English Language is the lingua franca and in this present dispensation of technological advancement, the nomads are still found wanting in good self-expression, in understanding and in the manipulation of their immediate environment and are still depending on (heir crude old method of pasturing. The problem of this study therefore, is how to determine the extent of viability of nomadic education programme in Garki-Hausa settlement in Agbor area of Delta State.

Research Questions

The following research questions were structured to guide the study,

1. To what extent has the Government Policy on Nomadic education been implemented in this settlement?
2. Is there any observable benefit or influence of Nomadic education in the life of the herdsmen in the settlement?
3. Does the inability of government to supply human and material resources lead to the ineffectiveness of the programme in the settlement?

Research Method and Procedure

With a view of seeking answer to the viability of the Nomadic education Programme in some nomadic settlements, the researcher adopted a cross-sectional explanatory survey design to ascertain whether nomadic education is being practiced and the extent of its implementation in the Garki-Hausa Quarter; its benefits so far (if any) and its attending constraints. The Garki-Hausa Quarter Agbor, has a population of over 1000 Hausas - male, female and children inclusive with less than 10% of elites who incidentally are their leaders. For effective generalization of facts, the simple random sampling technique was adopted to select a sample population of 100 respondents which is used for the study.'

Instrumentation

To obtain-the required data for the study, a semi-structured interview schedule and Nomadic education programme Questionnaire (NBPQ) developed by the researcher, were used to elicit information on the viability of Nomadic Education Programme. The instrument was validated as reliable by some Readers in the School of Education, College of Education Agbor. Responding to the instrument with options on a live-point likert type scale (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree), the researcher was able to gel the feelings, reactions and opinion of the cross-section of the nomads. The mean (N) Scores and Standard Deviation (SD) were computed for the respective items to give answers to the three research questions.

Data Analysis and Results

The data collected was analyzed using the mean rating of the respondents. A bench mark with cut of point was adopted using the mean and media of the five points rating scale

SA	=	5
A	=	4
U	=	3
D	=	2
SD	=	1

$$\text{Mean} = \frac{5+4+3+1}{5} = \frac{15}{5} = 3$$

The mean rating of 0 - 2.99 equals Rejected while a mean score of 3.00 - 5.00 equals accepted.

From the investigations, the result of the study is presented in tables. Answers to Research Question 1 are contained in Table 1.

Table I: Mean Rating of Respondent on the Extent to which Government Policy on Nomadic has been Implemented[^]

S/N	Item	Mean	Standard Deviation	Remark
1	Nomadic education is practiced in Garki-Hausa settlement	3.62	1.17	Accepted
2	Under nomadic education not many children and herdsmen have read up to primary six and above in the settlement.	3.23	1.34	Accepted
3	Government has been visiting the settlement to monitor the effective implementation of nomadic education	2.99	1.41	Rejected

Table 1 shows the mean rating of the respondents on the 3 items that measured research question No. 1. From the benchmark earlier set, item 1 reveals that nomadic education is practiced in the settlement. Item 2 indicates that children have not read up primary six, while item 3 reveals that Government officials have not been visiting the settlement to monitor the effective implementation of the Nomadic education Programme. Answers to Research Question 2 are contained in table 2

Table 2: Response on the Observable Benefit or Influence of the Government Policy on Nomadic Education among the Herdsmen in the Settlement

S/N	Item	Mean	Standard Deviation	Remark
1	Government Policy on Nomadic education is not beneficial to the people in this settlement.	3.13	1.146	Accepted
2	Nomadic education acquired by the herdsmen has not helped them to improve their occupation.	3.19	1.29	Accepted
3	There is no substantial influence of the policy on herdsmen in this settlement	3.21	1.29	Accepted

Table 2 shows the mean rating of respondents on the three items that measured the research question No. 2. Item No. 1 with mean of 3.13 indicates that Government Policy on Nomadic Education is not quite beneficial to the nomads. Item No. 2 with mean of 3.19 reveals that the nomadic education has not helped to improve their occupation while item No. 3 with mean of 3.21 shows no substantial influence of the policy on the herdsmen.

Answer to Research Question 3 are contained in Table 3.

Table 3: Mean Rating on Government inability to supply human and material resources as related to The ineffectiveness of the programme.

S/N	Item	Mean	Standard Deviation	Remark
1	The government only built a good accommodation for the running of nomadic education programme.	2.96	1.53	Rejected
2	The government did not employ enough teachers for the nomadic education programme	3.08	1.38	Accepted
3	The government actually provided instructional materials for effective leaching.	2.68	1.23	Rejected

Table 3, shows the mean rating of (he respondents on the three items that measured the research question 3. Item 1, with mean of 2.96 shows that no good accommodation was built by the government. Item 2, with mean of 3.08 accepted the fact that government did not supply enough teachers for the programme while Item 3 with mean of 2.68 indicates that government did not provide instructional materials for effective teaching.

Findings of the Study

From the above analysis and interview conducted, the findings of the study show that:

- (1) Nomadic Education is practiced in Garki-Hausa Quarter but with no government much input rather the elites among them offer selfless service in the teaching and employ teachers with their money.
- (2) Due to the non-effectiveness of Nomadic education Programme, not many children have read up to primary six.
- (3) There is no supervision of the programme as government has not been visiting to monitor its

- implementation.
- (4) The nomads have not quite, benefited from this Government Policy on Nomadic education which is specifically designed for their good,
 - (5) There are no infrastructural facilities put in place by the government.
 - (6) There are no supply of instructional materials and even teachers for any meaningful teaching-learning process
 - (7) The Nomadic education programme has not helped the nomads to improve their occupation.
 - (8) The nomads on a very serious note desire the Nomadic education for their good and that of their children.

Recommendations and Conclusion

With the findings of (he study showing no substantial influence of the Policy on the Nomadic education Programme on the nomads in this Garki-Hausa Settlement, it means that the nomadic education programme is not effectively implemented in the settlement. To what extent then will government claim the viability of the programme when in such a large settlement of the nomads, there are no educational infrastructural facilitates, no instructional materials and even the human resources - teachers and other personnel to carry out a good educational programme.

The government to some extent either has not recognized their existence in this settlement, has not appreciated their essence here, or has bluntly neglected and abandoned the programme thus denying them of the basic functional formal education which by birth is their right as citizens of Nigeria. The researcher therefore recommends (hat (he-government should as a matter of urgency through the National Commission for Nomadic Education (NCNE) sit up to their responsibilities of effective implementation of her wonderful and valuable Policy on Nomadic Education as follows:

1. Training and recruiting teachers for the nomadic education programme. Some of the early secondary school leavers trained by the NCNE up to National Diploma and Higher National Diploma level, should not only be employed and deployed as instructors to the northern states but across the country to various nomadic settlements for a continuous implementation of the programme.
2. Building nomadic schools at permanent settlements where there are sedentary nomads such as the Garki-Kausa Settlement and providing the necessary educational facilities thus creating good and conducive environment to enhance effective teaching-learning process.
3. Putting in place good and formidable supervision teams to monitor the effective implementation of the programme.
4. Providing enough fund to NCNE to carry out the above stated points, provide adult education for the nomads through the establishment of literacy centres across the nation.

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