



## Assessment of the Management of Nomadic Education Extension Programme Between 2020-2024 in Adamawa State, Nigeria

**Dr. Ibrahim Umar Danburam<sup>1</sup>, Sa'ad Mohammed<sup>2</sup>**

<sup>1</sup>Department of Arts Education, Faculty of Education, Taraba State University, Jalingo [danburamibrahim78@gmail.com](mailto:danburamibrahim78@gmail.com)

<sup>2</sup>Department of Curriculum and Instruction, School of General Education, Federal College of Education, Yola, Adamawa State  
[mohammed.saad@fceyola.edu.ng](mailto:mohammed.saad@fceyola.edu.ng)

### ABSTRACT

*The main thrust of this study is to assess the Management of nomadic education extension program from 2020 to 2024 in Adamawa State, Nigeria. Two objectives and two research questions were raised to guide the study. The study employed a Descriptive Survey research design for the study which was carried out in Adamawa State, Nigeria with a target population of 2949, which consisted of 205 staff of Adamawa State Universal Basic Education Board (ADSUBEB), Yola, all the 2,197 Staff of Local Government Education Authorities (LEAs) in Adamawa State and all the 547 Teachers in the 116 Nomadic Schools in Adamawa State. The sample size of this study was 804 respondents. This comprises of 231 teachers of nomadic primary schools in the three senatorial districts of Adamawa State, 135 staff of ADSUBEB, Yola and 338 staff of Local Government Education Authorities in Adamawa State. The sample was determined using Taro Yamane method of determining research sample. The Questionnaire method of data collection was used for data collection in this study. Data collected were coded by converting responses into figures ranging from 1 to 4 and depending on the strength of the option. The most positive response was scored 4 followed by 3 and down to the most negative which was scored 1. Mean score method of data analysis was used to answer the research questions. A benchmark mean of 2.50 which served as the test value and represented the weighted mean of the 4 responses. Based on the findings of the study, it can be concluded that nomadic education extension programme between 2020-2024 in Adamawa State, Nigeria is moderately managed but while the Nomadic Education Extension Programme between 2020-2024 in Adamawa State, Nigeria is moderately managed, significant challenges remain that need to be addressed. Based on the findings of the study, recommendations were proffered as follows: the effectiveness of the program can be enhanced by reinforcing the organizations responsible for its oversight and initiatives must be made to attract more international donors and non-governmental organizations to support the program.*

**KEYWORDS:** assessment, Management, Financing, Nomadic Education and nomadic education extension program

### INTRODUCTION

The Federal Government of Nigeria, acknowledging the significance of education, mandates through the National Policy on Education (FRN, 2012) that every Nigerian child must have complete access to quality education at the basic education level. Education is particularly important for nomadic communities, as it enables them to engage in societal development and enhance their living standards that is why the government prioritised it by setting up the National Commission for Nomadic Education (NCNE).

Nomadic education introduces children to fundamental aspects of modern education, promoting their involvement in societal progress and improving their overall quality of life. By providing educational opportunities for nomadic children, we can help close the divide between nomadic communities and mainstream society. Achieving this commendable goal has led to the implementation of various programs and policies within the country's educational framework, including the Universal Basic Education (UBE) (Lawson, 2022) and the National Commission for Nomadic Education (Abdulrazak, et al, 2023), among others. The National Commission for Nomadic Education (NCNE, 2012) states that the movement of these nomads is driven by their economic pursuits, whether it be cattle rearing, fishing, hunting, or craft work.

The term 'nomad' refers to any ethnic, social, or professional group that migrates from one location to another in search of survival means, their movements are influenced by seasonal changes and tides that dictate their migratory patterns (Kratli, 2011). Nomadism is the quintessential category applied to those on the move. Although the category has been met with intense criticism, it has had, and continues to have, a dynamic social and political life (Howarth 2022). According to the National Commission for Nomadic Education (NCNE, 2019), the population of nomadic pastoralists is estimated to exceed 6.5 million, while that of migrant fishermen is approximately 2.8 million.

Since its establishment, the National Commission for Nomadic Education (NCNE) has endeavored to develop several unique programs aimed at addressing the fundamental educational needs of migrant communities in Nigeria (Commonwealth Education Partnerships 2011). These programs include the provision of basic education for nomadic pastoralists and the children of fishermen; academic support services; and adult extension education. One

of the key operational strategies of the nomadic education extension program is the provision of a functional adult education program for both men and women, which incorporates income-generating activities designed to alleviate poverty among nomads (Muhammad & Ardo, 2010). It is within this context that this study aims to assess the Management of nomadic education extension program from 2020 to 2024 in Adamawa State, Nigeria.

## PURPOSE OF THE STUDY

The purpose of the study is to assess the management of nomadic education extension programme between 2020-2024 in Adamawa State, Nigeria. Specifically, the study seeks to assess the:

1. level of the management of Nomadic Education Extension Programme between 2020-2024 in Adamawa State, Nigeria
2. level of the financing of the Nomadic Education Extension Programme between 2020-2024 in Adamawa State, Nigeria.

## RESEARCH QUESTIONS

The following research questions were raised to guide the conduct of the study:

1. What is the level of the management of the Nomadic Education Extension Programme between 2020-2024 in Adamawa State, Nigeria?
2. What is the availability of financing for the management of Nomadic Education Extension Programme between 2020-2024 in Adamawa State, Nigeria?

## REVIEW OF RELATED LITERATURE

### Concept and Objectives of Nomadic Education

The word 'nomad' is derived from the Greek term 'nomos' (Kradin, 2004), which means 'pasture'. Pastures are described as areas of grass or scrubland that are used by people to rear livestock, such as cattle, sheep, goats, and other ruminants (Goldstein & Beall, 1989).

According to Ma'aruf (2017), the primary objective of Nomadic education is to furnish Nomads with relevant and practical basic education; additionally, it seeks to enhance the survival skills of Nomads by imparting knowledge and skills that will enable them to increase their productivity and income levels, as well as to engage effectively in the socioeconomic and political affairs of the nation. Specifically, the goals of nomadic education, as outlined in the National Policy on Education, include the promotion of national unity, the cultivation of appropriate attitudes and values essential for the survival of both the individual and Nigerian society, the training of the mind to comprehend the surrounding world, and the acquisition of suitable skills, abilities, and competencies—mental, social, and physical. The Nomadic Education Programme is an educational initiative launched by the Federal Government of Nigeria, aimed at providing equal educational opportunities to the children of nomads (NCNE, 2019).

### Management of the Nomadic Education Extension Programme

The management of the Nomadic Education Programme has seen the terms management and administration used interchangeably by experts in the field. Management specifically focuses on the effective use of human capital and material resources, while administration is responsible for the preservation and prudent utilization of limited resources. In this context, management refers to a manager's capability to employ managerial skills to fulfill organizational objectives. Management can be described as the careful allocation of resources to meet an organization's goals. According to Bateman, & Snell, (2019), management is defined as the intelligent use of scarce resources to achieve organizational objectives while minimizing waste. Farrant (1980) posited that management pertains to the oversight of resources and processes within a production operation. He further asserted that effective management necessitates the optimal use of resources to ensure the production of high-quality products. For organizations such as schools, maintaining equilibrium requires the implementation of effective managerial functions that lead to success. To enhance success and the realization of goals, numerous theories exist to guide organizational management, as every organization must navigate both human and material resources. It is believed that human beings are inherently dynamic, making their behavior unpredictable due to their complex nature. Additionally, resources are essential components that drive an organization toward success. Therefore, various theories assist in achieving organizational goals.

The Nomadic Education Extension Programme (NEEP) plays a significant role in positively influencing nomadic pastoralists and their traditional livestock production systems. The management of NEEP encompasses various elements that enhance its effectiveness in aiding pastoralist communities. Below are the essential components involved in the management of the Nomadic Education Extension Programme:

1. **Program Implementation:** The management of NEEP entails the planning and execution of diverse initiatives aimed at improving the livelihoods of nomadic pastoralists. This includes organizing vaccination campaigns, offering training on modern livestock management practices, promoting cooperative societies, and facilitating access to educational resources.
2. **Stakeholder Engagement:** The effective management of NEEP necessitates close collaboration with various stakeholders, including government agencies, non-governmental organizations, community leaders, and pastoralist groups. Engaging stakeholders ensures that the program addresses the specific needs of nomadic communities and promotes sustainable development (Oduolowu, 2010).

3. **Monitoring and Evaluation:** Regular monitoring and evaluation are crucial components of NEEP's management to assess the impact of interventions on nomadic pastoralists and their livestock production systems. By collecting data, analyzing outcomes, and measuring progress, program managers can make informed decisions to improve program effectiveness (Babalola & Ojo, 2021).
4. **Capacity Building:** Another vital aspect of managing NEEP is enhancing the capacity of pastoralists to take ownership of their development process. This involves providing training on entrepreneurship, financial management, cooperative governance, and other skills essential for sustainable livelihoods (Usman et al., 2018).
5. **Resource Mobilization:** Securing adequate resources is vital for the successful implementation of NEEP. Program managers need to mobilize funding, technical assistance, and other resources to support activities such as infrastructure development, training programs, and outreach initiatives (Mbah & Okeke, 2020).

### Financing of Nomadic Education Extension Programme

The challenges associated with the current findings on nomadic education are particularly pronounced in light of the ongoing economic recession. Prior to the economic downturn in early 2016, the government faced minimal challenges in fulfilling its financial commitments to nomadic education. During that time, oil revenues were sufficient to support the majority of government development initiatives and social programs (Usman, 2018). However, the significant decline in oil revenues has rendered it increasingly difficult for the government to execute numerous planned projects. Additionally, the nation's growing indebtedness to international financial institutions has intensified competition among public services for limited resources. The underfunding of nomadic education is evident not only in the scarcity of available school places but also in the severe lack of qualified teachers.

As noted by Muhammed and Yamata (2011), the commendable goals of the nomadic education program in Nigeria have not progressed as intended due to several constraints. These constraints include political challenges, financial limitations, inadequate facilities, and the unpreparedness of the nomadic population. In light of the issues outlined, the following strategies are proposed to enhance the financing of the nomadic education program in North Central Nigeria. The Nomadic Education Extension Programme (NEEP) represents a government initiative designed to deliver education to nomadic communities across Nigeria. The funding for this program encompasses a variety of sources and mechanisms aimed at ensuring its sustainability and effectiveness.

1. **Government Funding:** A primary source of financing for the Nomadic Education Extension Programme is government funding. The Nigerian government designates a budget for education, which includes specific allocations for programs aimed at marginalized groups, such as nomadic communities. This funding is vital for executing NEEP activities, which encompass teacher training, curriculum development, infrastructure enhancement, and outreach initiatives (Aderinoye et al. (2007).
2. **International Aid and Donor Support:** Besides government funding, international aid and donor support significantly contribute to the financing of the Nomadic Education Extension Programme. Numerous international organizations, non-governmental organizations (NGOs), and donor agencies offer financial assistance to bolster educational initiatives in Nigeria, particularly those aimed at nomadic populations. These funds are essential for broadening the program's reach, enhancing educational quality, and tackling the distinct challenges encountered by nomadic communities (Usman, 2018).
3. **Public-Private Partnerships:** Public-private partnerships can also play a role in financing the Nomadic Education Extension Programme. Cooperation between government bodies, private enterprises, foundations, and civil society organizations can provide additional resources and expertise to support educational initiatives for nomadic populations. These partnerships may include financial contributions, in-kind donations, or technical support to improve the effectiveness and sustainability of NEEP (Ibrahim et al., 2022).
4. **Community Contributions:** Involving nomadic communities in financing their own education can cultivate a sense of ownership and sustainability. Contributions from the community, whether in the form of labor, materials, or financial resources, can enhance external funding sources and ensure that the program aligns with the specific needs and priorities of the target population. Enabling communities to invest in their children's education can result in long-term advantages and greater participation in NEEP activities (Usman, 2018).
5. **Monitoring and Evaluation for Financial Accountability:** To guarantee transparency and accountability in the financing of the Nomadic Education Extension Programme, it is crucial to implement robust monitoring and evaluation mechanisms. Regular audits, financial reports, impact assessments, and stakeholder consultations are vital for tracking the allocation and utilization of funds within the program. By upholding financial accountability, stakeholders can evaluate the efficiency and effectiveness of resource allocation in achieving educational outcomes for nomadic community activities (Usman, 2018).

### RESEARCH METHODOLOGY

The study employed a Descriptive Survey research design. This design enables researchers to discern patterns and trends within a population or phenomenon. This research was carried out in Adamawa State, Nigeria. Adamawa State was chosen as the focus of this study due to its rich diversity of nomadic communities, which include the Fulani, Shuwa Arab, Waja, and Bata.

The population of this study was 2949, which consisted of 205 staff of Adamawa State Universal Basic Education Board (ADSUBEB), Yola, all the 2,197 Staff of Local Government Education Authorities (LEAs) in Adamawa State and all the 547 Teachers in the 116 Nomadic Schools in Adamawa State (ADSUBEB Staff Statistics, 2024).

The sample size of this study was 804 respondents. This comprises of 231 teachers of nomadic primary schools in the three senatorial districts of Adamawa State, 135 staff of ADSUBEB, Yola and 338 staff of Local Government Education Authorities in Adamawa State. The sample was determined using Taro Yamane method of determining research sample.

The Questionnaire was used for data collection in this study. A questionnaire tagged: "Nomadic Education Extension Programmes Questionnaire" (NEEPQ) was designed by the researcher. Nomadic Education Extension Programmes Questionnaire" (NEEPQ) is a 10-item questionnaire which was subdivided into 2 sections labelled Section 'A' and 'B'. Section 'A' sought information about respondents' bio-data. Sections B solicit for information to answer the research questions. The researcher administered the questionnaire to the respondents, using face to face method of data collection.

Data collected were coded by converting responses into figures ranging from 1 to 4 and depending on the strength of the option. The most positive response were scored 4 followed by 3 and down to the most negative which was scored 1. Mean score method of data analysis was used to answer the research questions. A benchmark mean of 2.50 which served as the test value and represented the weighted mean of the 4 responses;  $(4+3+2+1)/4$  was used as the decision to answer the research questions. Responses greater or equal to 2.50 were considered to draw positive responses while those less than the 2.50 were considered to attract negative responses.

## RESULTS AND DISCUSSION

**Research Question 1:** What is the level of the management of the Nomadic Education Extension Programme between 2020-2024 in Adamawa State, Nigeria?

Descriptive statistics of mean was used to analyze the responses on the level of the management of the Nomadic Education Extension Programme

**Table 1: Summary of Mean of respondents on the level of the management of the Nomadic Education Extension Programme between 2020-2024 in Adamawa State, Nigeria**

S/N	ITEMS	Mean	Decision
1	Program Implementation	3.25	Moderate Level
2	Stakeholder Engagement	3.13	Moderate Level
3	Monitoring and Evaluation	3.11	Moderate Level
4	Capacity Building	3.03	Moderate Level
5	Resource Mobilization	3.19	Moderate Level
<b>TOTAL</b>		<b>3.14</b>	<b>Moderate Level</b>

**Source:** Survey 2024

Table 1 displays data for the mean scores of respondents on the management of the Nomadic Education Extension Programme in Adamawa State for items 1 to 5. The mean scores fall in the range of 3.03 to 3.25, denoting a moderate level of the management of the Nomadic Education Extension Programme in Adamawa State. On average, the management of the Nomadic Education Extension Programme in Adamawa State received a moderate rating from the respondents, as indicated by the grand mean of 3.14 across all items.

**4.2.2 Research Question 2:** What is the level of financing for the Nomadic Education Extension Programme between 2020-2024 in Adamawa State, Nigeria?

Descriptive statistics of mean was used to analyze the responses on the availability of financing for the Nomadic Education Extension Programme in Adamawa State

**Table 2: Summary of Mean of respondents on the level of the financing of Nomadic Education Extension Programme between 2020-2024 in Adamawa State, Nigeria.**

S/N	ITEMS	Mean	Decision
1	Government Funding	3.06	Moderate Level
2	International Aid and Donor Support	3.09	Moderate Level
3	Public-Private Partnerships	3.21	Moderate Level
4	Community Contributions	3.08	Moderate Level
5	Monitoring and Evaluation for Financial Accountability	3.29	Moderate Level
<b>TOTAL</b>		<b>3.15</b>	<b>Moderate Level</b>

Source: Survey 2024

Table 2 displays data for the mean scores of respondents on the level of financing of the Nomadic Education Extension Programme in Adamawa State for items 1 to 5. The mean scores fall in the range of 3.06 to 3.29, denoting a moderate level of financing of the Nomadic Education Extension Programme in Adamawa State. On average, level of financing of the Nomadic Education Extension Programme in Adamawa State received a moderate rating from the respondents, as indicated by the grand mean of 3.15 across all items.

#### 4.3 Summary of Major Findings

The following are the findings of the study. The result revealed that:

1. The respondents rated the management of the Nomadic Education Extension Programme between 2020-2024 in Adamawa State, Nigeria as moderate as indicated by the grand mean of 3.14
2. The respondents rated the level of financing of the Nomadic Education Extension Programme between 2020-2024 in Adamawa State, Nigeria as moderate, as indicated by the grand mean of 3.15

#### Discussions of Findings

The study assess nomadic education extension programme between 2020-2024 in Adamawa State, Nigeria. The findings of the study are discussed below.

The finding in table 1 reveals that the management of the Nomadic Education Extension Programme between 2020-2024 in Adamawa State, Nigeria which include: Program Implementation, Stakeholder Engagement, Monitoring and Evaluation, Capacity Building and Resource Mobilization s moderate. The recent study resonates with various prior research endeavors. The finding agreed with the findings of Oduolowu, 2010), Babalola & Ojo, 2021), Usman et al. (2018) and Mbah & Okeke, 2020)

The finding in table 2 reveals that the level of financing of the Nomadic Education Extension Programme between 2020-2024 in Adamawa State, Nigeria which include: Government Funding, International Aid and Donor Support, Public-Private Partnerships, Community Contributions and Monitoring and Evaluation for Financial Accountability is moderate. The recent study resonates with various prior research endeavors. This finding agrees with the findings of Muhammed and Yamata (2011), and Usman, 2018) and Ibrahim et al., 2022)

#### Conclusion

Based on the findings of the study, it can be concluded that the financing and management of nomadic education extension programme in Adamawa State, Nigeria between 2020-2024 is moderate but while; the Nomadic Education Extension Programme between 2020-2024 in Adamawa State, Nigeria is moderately managed, there are however significant challenges remain that need to be addressed.

#### Recommendations

Based on the findings of the study, recommendations were proffered as follows:

1. The effectiveness of the program can be enhanced by reinforcing the organizations responsible for its oversight. This can be achieved by equipping program personnel with necessary resources and training.
2. Initiatives must be made to attract more international donors and non-governmental organizations to support the program.

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