

Assessment of challenges facing the implementation of the nomadic education programme in Kwara State, Nigeria

Sadiq Toyin Kayode

¹Department of Adult & Primary Education University of Ilorin, Ilorin, Nigeria

Abstract

This paper examined the Challenges facing the implementation of nomadic education programme in Kwara State, Nigeria. A qualitative research approach was employed with 378 of the 1680 selected respondents participating in the study. Data was collected using a self designed questionnaire. Descriptive statistic (mean score and standard deviation) were used to answer research question. One mean hypothesis was tested using pearson product-moment Correlation at a 0.05 significant level. The study find out that the constraints to the implementation of nomadic education programme in Kwara State was severe ($\bar{x} = 2.73 \pm 0.76$) across the education centres. Furthermore, availability of educational infrastructure stands at ($F = 87.325$; $p = 0.000$), curricula implementation ($F = 36.900$; $p = 0.000$), availability of trained facilitators ($F = 26.822$; $p = 0.000$), and constraints to nomadic education ($F = 83.212$; $p = 0.000$) significantly influenced nomads' participation in nomadic education programmes in the study area.

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INTRODUCTION

The Nomadic Education Programme has been designed to address these challenges by offering flexible, culturally relevant and context-sensitive educational services. The programme's main objectives are to enhance literacy levels, improve livelihood opportunities and promote social integration, while respecting the traditions and lifestyles of nomadic groups. However, the programme's success is hindered by several challenges, including inadequate funding, poor infrastructure, a shortage of qualified teachers, and resistance to formal education due to cultural and economic factors (Mbayuav, 2023). Implementing nomadic education in Kwara State is further complicated by the diverse composition of nomadic groups, geographic barriers, and limited government support.

Afolabi and Yusuf (2018), as cited in Aelakun Iyanuoluwa (2023), identified factors such as inadequate facilitators, poor supervision, insufficient funding, unclear responsibilities, land use issues, lack of facilities, language barriers, limited library resources, and the unpreparedness of nomads as constraints to the proper implementation of nomadic education policies. Similarly, Ajah and Nnamchi (2021), as cited in Aleke (2014), highlighted several challenges, including an inappropriate curriculum, cultural issues, negative attitudes and values, low population density, unconducive learning environments, improper supervision of facilitators, insecurity, and community clashes or conflicts.

Furthermore, Osokoya, Atinmo, Ajayi, and Sarumi (2010) reported that major constraints identified by stakeholders include climate change, inadequate funding, poor infrastructural facilities, haphazard transfer of facilitators, and lack of incentives for facilitators and supervisors.

✉ Corresponding author: kayoed.st@unilorin.edu.ng

According to Adeyemi, Oribabor, and Adeyemi (2021), despite the laudable objectives of the Nomadic Education Programme in Nigeria, its progress has been hindered by challenges such as shortage of manpower and educational resources, poor supervisory practices, unwillingness of nomadic children to access nomadic centres, the impact of communal and ethnic crises, and the programme's inability to improve the socio-economic conditions of nomads.

From these submissions, the following key challenges to implementing nomadic education policies can be deduced.

First, inadequate funding. Inadequate funding remains one of the most critical challenges hindering the effective implementation of nomadic education policies. The lack of financial resources has led to shortages of instructional materials and infrastructural facilities essential for the programme. This funding gap limits the provision of classrooms, learning resources, and timely payment of facilitators' salaries, thereby undermining the overall effectiveness and sustainability of the initiative (Osokoya, Atinmo, Ajayi, & Sarumi, 2010). Without sufficient financial support, the programme cannot meet its objectives of improving literacy and social inclusion among nomadic populations.

Moreover, inadequate funding affects long-term planning and monitoring of the programme. When resources are scarce, government agencies struggle to maintain existing facilities, let alone expand access to underserved areas. This financial constraint also impacts teacher recruitment and training, as facilitators often lack incentives to work in remote and challenging environments. Consequently, the programme becomes vulnerable to inefficiencies and stagnation, making it difficult to achieve the goals outlined in national education policies (Adeyemi, Oribabor, & Adeyemi, 2021).

Second, poor infrastructure. Many nomadic centres/ schools lack basic infrastructure, such as classrooms, furniture, and sanitation facilities. In some cases, centres/schools are located in remote areas with limited access to electricity and potable water. Nomadic communities often lack basic infrastructure, such as schools, classrooms, and learning materials. This makes it difficult to provide quality education to nomadic children. The availability, adequacy, accessibility, and utilisation of school facilities are highly pertinent to the implementation of policies on nomadic education in Nigeria. Owoeye (2021) noted that the availability and adequacy of school facilities are key variables for achieving quality nomadic education in Nigeria.

Kana (2022), in a progress report on the nomadic education programme in the Northeast States in Nigeria, submits that inadequate classrooms, inadequate furniture, a shortage of instructional materials such as chalk, chalkboards, primers, textbooks, audio-visual, visual, and audio aids are the most acute problems of the nomadic education programme. Thus, it may be very difficult to fully implement the policies for nomadic education in this region of the country. Infrastructural facilities are grossly inadequate to support the implementation of policies on nomadic education in Nigeria (Okoli & Attah, 2014). Drawing inference from the above, one can then assert that the implementation of policies on nomadic education in Nigeria may not be possible if there is a continuous state of inadequate school infrastructure.

Third, shortage of qualified facilitators. As noted by Tahir, Muhammad, and Mohammed (2018), inadequate manpower has long hindered the success of nomadic education policies, with many teachers lacking the necessary expertise for this specialized field. Nomadic education programs face a critical shortage of trained facilitators and teachers who understand the cultural context and unique needs of nomadic communities. This lack of qualified personnel undermines effective implementation. Even when educators receive specialized training, frequent transfers to conventional schools leave nomadic centers understaffed, disrupting continuity and diminishing educational quality.

The programme entails substantial commitments and exposes facilitators to security risks and adverse living conditions. Teachers frequently express concerns about remote lifestyles and hazardous environments, which deter them from undertaking further training for roles in nomadic education. Maduewesi and Ofejobe (2022) observe that nomadic teachers encounter signifi-

cant dangers in the field and receive insufficient governmental support. Inadequate remuneration and the absence of incentives render the profession unattractive, prompting many educators to seek transfers to conventional schools in urban areas where working conditions are more favorable. This persistent trend exacerbates existing challenges, as governments allocate considerable resources to retrain teachers for nomadic schools, only for these efforts to be undermined when trained facilitators migrate to mainstream institutions.

Adeyemi et al. (2021) note that despite substantial investment by the National Commission for Nomadic Education (NCNE) in training and retraining teachers for nomadic schools, many are indiscriminately transferred to conventional schools after experiencing the realities of the job. This practice significantly reduces the pool of specialized educators in nomadic schools and undermines the quality of education provided to nomadic children. Consequently, the implementation of nomadic education in Nigeria becomes increasingly challenging due to inadequate human capital. Without a stable and well-trained workforce, the programme's objectives—enhancing literacy, fostering social inclusion, and supporting national development—remain largely unattainable.

Fourth, unsuitable curriculum. The nomadic education curriculum is considered unsuitable because it focuses primarily on societal history and culture rather than providing practical pastoral knowledge to improve learners' livelihoods. The content does not reflect the realities faced by nomadic children, and using English as the medium of instruction at the elementary level fails to address the linguistic and cultural peculiarities of nomadic communities (Mbayuav, 2023). Consequently, nomads often adopt specific attitudes towards education: while they value government initiatives, they tend to reject programmes that they perceive as incompatible with their lifestyle. This is partly due to their limited participation in decision-making processes regarding policies that affect them. This complicates the implementation of nomadic education policies. Furthermore, high levels of adult illiteracy render schooling meaningless to many nomads, thereby reducing their motivation to encourage their children to pursue formal education (Lawani, 2015). Consequently, children are often engaged in herding and fishing rather than attending school, which further undermines government efforts to implement effective nomadic education programmes.

Fifth, limited access and mobility constraints. Nomadic communities are predominantly situated in remote regions, which poses significant challenges to children's access to educational facilities. Factors such as inadequate transportation, inaccessible roads, difficult terrain, and considerable distances to schools exacerbate these difficulties (Adelakun et al., 2024; Jekayinfa et al., 2023). The Federal Republic of Nigeria (1999) identified key constraints to nomads' participation in both formal and non-formal education, notably the centrality of child labour within their production systems and their physical isolation, as they operate in largely inaccessible environments (Ishaku et al., 2024). Furthermore, insecurity remains a pervasive issue in certain areas inhabited by nomadic groups; many of these communities reside in conflict-prone regions, where insecurity disrupts educational activities and presents substantial risks to learners and facilitators (Surakat, 2025; Kenechi, 2025).

Sixth, socio-cultural barriers and high dropout rates. Socio-cultural factors continue to pose a significant obstacle to the successful implementation of nomadic education programmes, as many nomadic communities perceive Western education as incompatible with their traditional values and way of life (NCNE, 2022; Emenike, 2022). This perception creates resistance to formal schooling, as parents fear that education may erode their cultural identity and disrupt established norms. Economic priorities further compound these challenges, as children play a crucial role in sustaining household livelihoods through herding, fishing, and other pastoral activities, which often take precedence over formal schooling (Adelakun et al., 2024). Consequently, enrolment rates remain low, attendance is irregular, and dropout rates are high, particularly during migration seasons, when families relocate in search of grazing land and water (Jekayinfa et al., 2024). Even when government and non-governmental organisations provide access to schooling, participation remains limited unless programmes are adapted to the socio-economic realities of nomadic

life through strategies such as flexible school schedules, mobile classrooms, and culturally responsive curricula (NCNE, 2022; Emenike, 2022).

Understanding these dynamics is essential for developing effective strategies to improve educational outcomes in nomadic communities. This study, therefore, aims to evaluate the current state of the Nomadic Education Programme in Kwara State, identify the key challenges preventing its implementation, and propose practical solutions to improve access to and the quality of education. By focusing on Kwara State's unique socio-cultural and geographical context, the research will contribute to the broader discourse on inclusive education, supporting Nigeria's commitment to Sustainable Development Goal (SDG) 4, which advocates equitable, quality education for all, regardless of their socioeconomic or cultural background.

LITERATURE REVIEW

Nomadism is a socio-economic and cultural system characterized by mobility and the absence of a permanent domicile. It is often associated with pastoralism, fishing, and other subsistence activities that require seasonal migration in search of grazing land, water, and food resources (Carr-Hill & Peart, 2021; Umeh, 2020). This lifestyle is not merely a choice but a survival strategy shaped by environmental conditions and economic imperatives. Nomads typically organize their lives around livestock management and resource availability, which makes fixed schooling systems incompatible with their way of life.

Scholars have offered varying interpretations of nomadism. While some emphasize its cultural richness and adaptability, others describe nomads in negative terms, portraying them as marginalized, disadvantaged, and educationally excluded (Ngwu, 2019; Tahir & Umar, 2020). These stereotypes have historically influenced policy responses, often resulting in interventions that fail to address the structural and cultural realities of nomadic communities.

The synthesis of these definitions reveals two dominant perspectives: one that views nomadism as a culturally rich and adaptive lifestyle, and another that frames it as a barrier to modernization and formal education. The former perspective emphasizes the importance of designing educational programs that respect cultural identity and mobility, while the latter often leads to policies that aim to assimilate nomads into sedentary societies. This tension between cultural preservation and educational inclusion is central to the discourse on nomadic education and informs the challenges faced in policy implementation.

The exclusion of nomadic groups from formal education became evident during the implementation of Nigeria's Universal Primary Education programme in 1976, which largely ignored their unique lifestyle. This gap prompted the Federal Government to incorporate nomadic education into the National Policy on Education (1977), which was later revised in 1981, 2004, and 2013, to ensure equal educational opportunities for all children (Federal Republic of Nigeria, 2004). These policies acknowledged the need for flexible arrangements, such as evening classes and mobile schools, to accommodate nomadic mobility.

A major milestone occurred in 1987 when the government developed a blueprint for nomadic education, followed by the official launch of the Nomadic Education Programme in Yola, Adamawa State, in 1989 (NCNE, 1994). This initiative aimed to integrate nomads into national development while preserving their cultural identity. Despite these efforts, early implementation faced logistical and financial challenges, highlighting the complexity of delivering education to highly mobile populations.

The Nomadic Education Programme was designed to provide culturally relevant and context-sensitive learning opportunities. Its objectives include improving literacy, promoting social inclusion, and enhancing livelihood skills. Policies emphasized mobile classrooms, flexible schedules, and incentives for teachers willing to work in remote areas. International organizations, such as UNESCO and the World Bank, supported these efforts by providing technical as-

sistance, funding, and baseline data for program design (Federal Ministry of Education, 1987).

However, policy implementation has been inconsistent. Weak monitoring systems, inadequate community participation, and limited government commitment have hindered progress. Comparative experiences from East African countries, where mobile schools and radio-based learning have been successfully integrated, suggest that Nigeria could adopt similar innovations to strengthen its approach. These insights underscore the importance of aligning policy frameworks with practical strategies that reflect the realities of nomadic life.

Despite its laudable objectives, the Nomadic Education Programme faces persistent challenges. Inadequate funding remains a critical barrier, limiting the provision of infrastructure, instructional materials, and teacher incentives (Osokoya et al., 2010; Adeyemi et al., 2021). Shortages of trained facilitators, unsuitable curricula that fail to reflect nomadic realities, and language barriers further undermine effectiveness (Mbayuav, 2023; Lawani, 2015). Socio-cultural resistance to Western education, coupled with economic priorities such as child labor in herding, contributes to low enrolment and high dropout rates.

Mobility constraints and insecurity in conflict-prone regions exacerbate these difficulties, restricting access and continuity of learning (Adelakun et al., 2024; Surakat, 2025). Although mobile classrooms and flexible schedules have been introduced, these measures remain insufficient to address systemic gaps. The gap between policy intent and practical outcomes underscores the need for empirical studies to identify context-specific solutions for Kwara State. Addressing these challenges requires a holistic approach that combines increased funding, community engagement, and innovative delivery models tailored to nomadic lifestyles.

METHOD

This study employed a descriptive survey research design, deemed appropriate for generating an accurate and objective account of existing conditions without manipulating the variables under investigation. Such a design is particularly suitable for examining educational issues as they occur in real-world contexts. The research was conducted in selected nomadic education centres located across the three senatorial districts of Kwara State, Nigeria. The study population comprised all nomadic education learners and facilitators within these centres, totalling 1,687 learners, from which a sample of 368 learners was drawn using appropriate sampling procedures.

Data collection was conducted using a structured questionnaire titled "Challenges Facing the Implementation of Nomadic Education Programme in Kwara State, Nigeria: Assessment Study" (CFNEPQ). The instrument consisted of 15 items measured on a four-point Likert scale, designed to elicit information on constraints affecting the implementation of the nomadic education programme. One research objective, one research question, and one hypothesis were formulated to guide the study. The research question was analysed using descriptive statistics, specifically the mean and standard deviation, while the hypothesis was tested using Analysis of Variance (ANOVA) at a 0.05 level of significance.

The overarching aim of the study was to examine the implementation of the Nomadic Education Programme with the goal of determining its sustainability in Kwara State. In particular, the study sought to identify the constraints confronting the programme. Accordingly, the research question addressed the nature of the constraints hindering effective implementation of nomadic education in the state, while the corresponding null hypothesis posited that these constraints have no significant influence on programme implementation.

RESULT AND DISCUSSION

This section presents and explains the findings on the constraints affecting the implementation of the Nomadic Education Programme in Kwara State, Nigeria. The analysis is shaped by

the study's aim of understanding the challenges faced by nomadic learners, the severity of these challenges, and their impact on the learners' ability to participate in education. Gaining this understanding matters because the success of nomadic education depends on reducing the structural, socio-cultural, and policy barriers that continue to limit access and long-term engagement.

The results are discussed in two parts. The first is a descriptive analysis, which illustrates the severity of each constraint based on mean scores and standard deviations. The second is an inferential analysis, which tests whether these constraints have a significant effect on programme implementation using ANOVA and post-hoc comparisons. Together, these approaches provide a clear and balanced understanding of both the magnitude of the challenges and their implications for the educational experiences of nomadic communities. The following table and paragraph explain the extent to which the constraints of the nomadic education programmes in Kwara State, Nigeria.

Table 1 Constraints to Implementation of Nomadic Educational Programmes in Kwara State

	N	Sum	$\bar{x}$	SD	Remark
Lack of facilitators that teach with Fulfulde language	378	994	2.63	2.40	Severe Constraint
Migration pattern of the nomads and other pastoralists	378	1005	2.66	1.15	Severe Constraint
Fears of western education as taboo	378	958	2.53	1.19	Severe Constraint
Poorly formulated and implemented nomadic education curricula	378	955	2.53	1.08	Severe Constraint
Lack of mobile classroom structures for learning at nomadic educational centres	378	1151	3.05	1.08	Very Severe Constraint
Poor funding of nomadic education	378	1139	3.01	1.14	Very Severe Constraint
Lack of appropriate incentives to motivate nomads to participate in modern educational learning	378	1141	3.02	0.86	Very Severe Constraint
Cultural disparities that create biases and societal distrusts	378	979	2.59	1.15	Severe Constraint
Farmers-nomads clashes due to land tenure system and migratory pattern of nomads	378	914	2.42	1.00	Mild Constraint
Poorly formulated policies that do not involve nomads on decision making regarding matters that affect their lives	378	1056	2.79	0.87	Severe Constraint
Weighted mean		1029.2	2.73	0.76	Severe Constraint

Key: $\bar{x}$ = Mean; SD= Standard Deviation

Thresholds: Mean value ≤ 2.49 = Mild Constraint; 2.50-2.99= Severe Constraint; ≥ 3.00 = Very Severe Constraint

Teachers' The table presents the constraints affecting nomadic education programmes in Kwara State. The level of constraint was measured using ten items, and each item's mean score was compared with the criterion mean of 2.50. The results show that three items were classified as very severe constraints. These include the lack of mobile classroom structures for learning at nomadic education centres ($\bar{x} = 3.05 \pm 1.08$), poor funding of nomadic education ($\bar{x} = 3.01 \pm 1.14$), and the lack of appropriate incentives to motivate nomads to participate in modern education

($\bar{x} = 3.02 \pm 0.86$).

Six items were identified as severe constraints. These relate to the lack of facilitators who teach using the Fulfulde language ($\bar{x} = 2.63 \pm 2.40$), the migration patterns of nomads and other pastoralists ($\bar{x} = 2.66 \pm 1.15$), the perception of western education as a taboo ($\bar{x} = 2.53 \pm 1.19$), poorly formulated and implemented nomadic education curricula ($\bar{x} = 2.53 \pm 1.08$), cultural disparities that lead to biases and societal distrust ($\bar{x} = 2.59 \pm 1.15$), and weak policy frameworks that exclude nomads from decision-making on issues affecting their lives ($\bar{x} = 2.79 \pm 0.87$). Only one item was reported as a mild constraint: conflicts between farmers and nomads arising from land tenure systems and migratory patterns ($\bar{x} = 2.53 \pm 1.19$). Overall, the weighted mean indicates that the constraints to nomadic education programmes in Kwara State are generally severe.

Hypothesis: Constraints to nomadic education programmes has no significant influence on nomad participation in nomadic educational programme in Kwara State.

Table 2. ANOVA on influence of constraints to nomadic education on nomad programme implementation in Kwara State.

	Sum of Squares	Df	Mean Square	F	p-value	Decision
Between Groups	94.557	2	47.278	83.212	0.000	Significant
Within Groups	213.062	375	0.568			
Total	307.619	377				

Table 2. Presented the summary of the Analysis of Variance (ANOVA) on the influence of constraints on the implementation of the nomadic education programme in Kwara State. The results, as presented in the Table, show that constraints to the nomadic education programme have a significant influence ($F = 83.212$; $p = 0.000$) on nomadic participation in the programme in Kwara State. Therefore, the null hypothesis was rejected at the 0.05 alpha level of significance. Additionally, several teachers stated that they understand the Kampus Mengajar program as an initiative to introduce learning innovations and enhance the quality of education through collaboration between students, teachers, and schools. This indicates that communication and socialization between teachers and students have been effective, as teachers share a common understanding of the program's goals and objectives. Consequently, this supports the school's smooth implementation of the Kampus Mengajar program.

Table 2: Least Significant Difference (LSD) Post-hoc Multiple Comparisons Test

Level of Constraints		Mean Diff	Std. Error	p-value	95% Confidence Interval	
					Lower Bound	Upper Bound
Minor constraint	Severe constraint	0.88218*	0.10191	0.000	0.6818	1.0826
	Very severe constraint	1.10056*	0.08869	0.000	0.9262	1.2750
Severe constraint	Minor constraint	-0.88218*	0.10191	0.000	-1.0826	-0.6818
	Very severe constraint	0.21837*	0.10124	0.032	0.0193	0.4174
Very severe constraint	Minor constraint	-1.10056*	0.08869	0.000	-1.2750	-0.9262
	Severe constraint	-0.21837*	0.10124	0.032	-0.4174	-0.0193

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

Table: 2 presented the summary of post hoc test of multiple comparisons on influence of constraints to nomadic education on the implementation of nomadic education programme in Kwara State. The result as presented on the Table showed that with very severe constraints, nomads were 1.100 times (mean difference= -1.10056; $p= 0.000$) less likely to participate in nomadic education programme when compared with constraints that were mild; also, nomads were 0.218 times (mean difference= -0.21837; $p= 0.032$) less likely to participate in nomadic education programme when compared with constraints that were severe. In addition, it was further observed that with severe constraints, nomads were 0.882 times (mean difference= 0.88218; $p= 0.000$) less likely to participate in nomadic educational programme when compared with when the constraints were mild. This implied that the more severe the constraints experienced by nomads at their educational centres, the less likely the nomads would participate in nomadic educational programmes.

DISCUSSION OF FINDINGS

Findings on constraints revealed criticality or severity of barriers to the full delivery of nomadic education programmes, and among the very severe constraints were lack of classroom structures at nomadic education centres, poor funding of nomadic education, and absent of appropriate incentives to motivate nomads to participate in modern education programme; these factors presented significant barriers to accessibility and effective delivery of education for nomadic community. Factors like shortage of facilitators that are proficient in Fulfulde, the language spoken by many nomads, migratory pattern of nomads and other pastoralists, and cultural perception of western education as taboo were found to be severe constraints to efficient delivery of nomadic education curriculum. In addition, lack of policies that involve nomads in decision-making, poorly formulated and implemented curricula for nomadic education, and cultural disparities that create societal biases and distrust were observed to have severely complicated delivery of nomadic education programmes. Interestingly, farmers-nomads clashes due to land tenure system and migratory pattern of nomads were found to have minor or negligible effect on implementation and effectiveness of nomadic education. In general, the constraints to nomadic education programme for education for All was severe in Kwara State. Also, inferential analysis further established that constraints to nomadic education curriculum significantly influenced on nomads participation in nomadic education programme, with the likelihood of participation decreasing with increasing severity of the constraints. The finding was in tandem with Bello et al., (2022) who reported that nomadic education in Nigeria is constrained by myriads of challenges like inadequate teachers, poor funding, and poor monitoring and supervision. Similarly, Adela-kun et al., (2023) averred that inadequate funding; poor educational infrastructure, unsuitable curriculum, and lack of trained teachers were among the major constraints militating against efficient delivery of nomadic education programme in Nigeria.

CONCLUSION

Findings The study has revealed that the implementation of Nomadic Education programme in Kwara State continues to face numerous challenges that undermine its effectiveness and sustainability. Key among these challenges and inadequate funding, shortage of qualified teachers/facilitators, poor infrastructural facilities, insufficient instructional materials, and persistent mobility of nomadic population. Furthermore, socio-cultural factors, weak government monitoring, and low community participation further hinder the attainment of the programme's objectives

However, to ensure the sustainability and success of the programme, there is a pressing need for government commitment through increased budgetary allocation, teacher training, provision of mobile and flexible learning facilities, and stronger collaboration with traditional and community leaders. In addressing these challenges holistically, the Nomadic Education Programme in Kwara State can better achieve its goal of providing equitable and quality education for all

segments of the population, thereby promoting literacy, social inclusion, and national development.

RECOMMENDATIONS

Based on the assessment of the challenges facing the implementation of Nomadic Education Programme in Kwara State, the study therefore recommended that the state and federal Government should allocate more funds to the programme to improve infrastructure, provide adequate learning materials, and ensure the regular payment and motivation of facilitators.

It also recommends that special attention should be given to recruiting and training facilitators who understand the nomadic lifestyle and culture, incentives such as hardship allowances and housing should be provided to encourage them to work in remote areas.

Also, provision of mobile and flexible learning facilities should be encouraged since nomads are constantly on the move, mobile classrooms and adaptable learning systems should also be introduced to ensure continuity of education wherever they go.

It is also recommended that nomadic communities should also involve in the activities of nomadic programme. The success of the programme depends largely on the cooperation of the nomadic communities. Therefore, community leaders should be engaged in planning, implementing, and monitoring educational activities to promote ownership and sustainability.

Furthermore, partnership with non-governmental organisations and development agencies should be encouraged; collaboration with NGOs and international partners can provide technical and financial support to enhance the reach and quality of nomadic education in Kwara State.

Finally, by implementing these recommendations, the Nomadic Education Programme in Kwara State may overcome its current challenges and fulfil its mandate of providing inclusive and quality education to nomadic populations.

By implementing these strategies, the Nomadic Education Programme can become more effective, ensuring greater participation, improved literacy, and enhanced socioeconomic outcomes for nomadic communities in Kwara State.

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