

Government Expenditure on Nomadic Education in Nigeria: Implications for Achieving the Millennium Development Goals

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ABSTRACT

The paper examines government expenditure on nomadic education in Nigeria and the implications for achieving the MDGs. Secondary data were used and the data were analyzed with the aid of descriptive statistics. The study revealed that government expenditure on nomadic education in Nigeria over time has been on the increase which has necessitated the increase in the number of nomadic schools and teachers in the country. The study further found out that there is a wide gap between male and female enrolments in nomadic schools in Nigeria; factors such as early marriages and teenage pregnancies, cultural and religious biases as well as economic issues were believed to be responsible for the gap. Also, it was discovered that the total increase in nomads' enrolments in nomadic schools in the country is not proportionate with the increase in government expenditure on nomadic education. The study attributed this low school attendance by the nomads to the problems of under-funding, dearth of teachers, constant migration of nomads, the involvement of the children of nomads in the productive system, corruption, among others. The study concluded that the present form of implementation of the nomadic education would make it difficult for it to be a panacea for achieving the MDGs in the country. Recommendations were made on how to improve on the nomadic education system in the country.

KEYWORDS

Education, Government Expenditure, Millennium Development Goals, Nomads, Nigeria.

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Introduction

Education is the spring board for social and economic change. It plays a major role in the socio-economic development of a nation. Education occupies an important place in most plans for economic and social development. It is important in the human development as a supplier of the trained man power as well as a requisite for the accomplishment of other development goals (Adebiye,2004). These roles played by the educational sector stimulate economic growth and development of a country. This explains why countries of the world expend so much on this vital sector in order to enhance the level of literacy of their citizenry. Inequality of access to education and educational marginalization have deleterious effects on the national development of a country. In Nigeria, however, available records have shown that expenditure on education is below the internationally acceptable standard. According to the UNDP Human Development Report (2008), Nigeria spends almost an insignificant proportion of its financial resources on education, the expenditure on education in Nigeria as a proportion of GDP averaged 5.84 percent, which falls below the UNESCO's benchmark of 26 percent of the budgets of developing countries. This accounts for the sluggish educational growth rate of 0.59 in the country. The poor funding of education in Nigeria has over time deprived a lot of Nigerians access to education. According to Nafisatu and Abdu (2010), out of the estimated population of 9.4 million nomads in Nigeria,3.3 million are children of school age, but the participation of the nomads in the existing formal and non-formal education programs is abysmally low, with a literacy rate ranging between 0.2% and 2.9%. The Nigerian nomadic pastoralists are made up of the Fulani (5.3m), Shuwa (1.01m), Koyam (32,000), Badai (20,000), Dark Buzzu (15,000) and the Buduma (10,000). The Fulani are found in 31 out of the 36 states of Nigeria, while others reside mainly on the Borno plains and shores of Lake Chad. The migrant fishing groups account for about 2.8 million, comprising numerous tribes. They are found in the Atlantic coastline, the riverside areas and river basins of the country. These groups of people amongst others do not have access to functional education in the country over time. In the quest to remove the chronic illiteracy among this mobile population of Nigeria, the federal government of Nigeria introduced Nomadic Education Program (NEP) in 1986. NEP was designed to provide the nomads with the relevant and fundamental basic education that would improve their survival skills. This was expected to provide them with the knowledge and the skills that would enable them raise their productivity and income; as well as empower them to participate effectively in the socio-economic and political affairs of the country. In a bid to achieving these goals,

the National Commission for Nomadic Education (NCNE) was established in 1989 with the mandate to: a) formulate policies and guidelines on all matters relating to nomadic education in Nigeria; b) provide funds for research and personnel development for the improvement of nomadic education; and develop programs on nomadic education and provide equipment, instructional materials, construction of classrooms and other facilities for nomadic education (Nafisatu and Bashir,2010).

Over the years, the government has been spending money on the nomadic education program so as to provide an unfettered access to quality basic education for the nomads. The aim is to equip them with the skills and competencies that will enhance their well-being and participation in the nation-building process. The Nigerian government considers nomadic education as a veritable measure for the development of the universal basic education with a view to achieving the Education for All (EFA) goals and the Millennium Development Goals (National Commission for Nomadic Education,2002). An assessment of the results of the program against its objectives thus far is imperative. Government expenditure on education in Nigeria has been widely studied. However, attention has not been paid specifically on assessing the impact of government expenditure on nomadic education as a measure aimed at achieving the MDGs of universal basic education in Nigeria. At best, available literature presents partial analyses of this issue. Thus, to be area specific, this paper seeks to evaluate the impact of government expenditure on nomadic education in Nigeria with a view to ascertaining whether or not, it will be the key for achieving the universal basic education of MDGs in Nigeria. Following the introduction, the paper is structured as follows: Section two deals with the review of government expenditure on education in Nigeria and the outline of the MDGs. Section three considers the evolution and strategies of nomadic in Nigeria; while section four presents the problems of nomadic education in Nigeria. Section five is the method of the study; section six presents and analyses the data. Section seven uncovers the findings of the study; and section eight contains the recommendations and conclusion of the paper.

Government Expenditure on Education in Nigeria

Government funding of education in Nigeria comes from different sources. The major one for all levels of government is the public revenue from taxation and oil (Savadrea, 2003). Education funds are reported to be distributed among the primary, secondary and tertiary education levels in the proportion of 30%, 30% and 40%, respectively (Balami ,2003). According to Hincliffe (2003) (as cited in Adewale,

Ajaji and Enikanoselu, 2005), Government expenditure on education includes direct government expenditure (for teachers' salaries and instructional materials) as well as indirect expenditure in the form of subsidies to households such as tax reductions, scholarships, loans and grants. It also includes payment from Education Tax Fund (ETF), mainly for capital expenditure. The main sources of funds that the Nigerian government has are federal taxes and duties on petroleum, profits, imports and exports, which form the revenue of the Federation Account, and the centrally collected Value Added Tax (VAT) introduced in 1996. The federal government allocations to the educational sector from 1995 to 2011 is presented in Table 1.

Table1. Federal Government Allocation to Education between 1995-2011

Years	Capital (N)	Recurrent (N)	Total (N)
1995	3,017,900,000	9,798,600,000	12,816,400,000
1996	3,215,800,000	12,135,900,000	15,351,700,000
1997	3,807,900,000	13,033,200,000	16,841,200,000
1998	9,739,600,000	13,828,300,000	23,666,100,000
1999	8,291,800,000	19,421,700,000	27,713,500,000
2000	35,000,000,000	29,514,932,711	64,514,932,711
2001	35,183,789,000	37,676,055,443	72,950,836,443
2002	22,100,000,000	59,994,441,815	82,094,441,815
2003	15,723,260,401	63,228,742,652	78,952,003,053
2004	21,550,000,000	72,217,886,839	93,767,886,839
2008	50,540,287,898	145,219,839,130	195,760,127,029
2009	40,005,096,425	196,218,973,905	236,224,070,330
2010	53,667,933,553	192,594,871,801	246,262,805,354
2011	304,670,538,799	518,251,289,348	356,495,828,145

Source: Budget Office of the Federation, Federal Ministry of Finance, 2011.

The table above shows that government expenditure on education consists of recurrent and capital expenditure. In nominal terms, it can be seen from the table that the budgetary allocations to the education sector are on the increase but the growth rate is not impressive. For instance, in 2008 the allocation to the capital expenditure on education was 6.4% of the total budget and it was 3.9% in 2009, and 3.9% in 2010 representing 0.0% increase between 2009 and 2010; while the educational allocation to the recurrent expenditure was 15.1% in 2008, 15.0% in 2009, and 14.4% of the total budget in 2010. This represents a decline of -0.6% in the allocations between 2009 and 2010. These allocations have grossly failed to meet the UNESCO's

conventional benchmark of 26% for the budgets of developing countries. Given the importance of this sector to human and economic development, it would be important to push the education allocations up to at least half of the international benchmark requirement so as to attain the universal basic education as described in the goal two of the Millennium Development Goals (MDGs).

Outline of the Millennium Development Goals(MDGs)

At the Millennium Summit held in September 2000, in New York, United States of America, members of the United Nations (UN) made the following declaration: We will spare no effort to free our fellow men, women and children from the abject and dehumanizing conditions of extreme poverty, to which more than a billion of them are currently subjected to". This led to the acceptance and the formulation of the Millennium Development Goals which are expected to be fully achievable in the year 2015. These goals are:

Goal 1: Eradication of extreme poverty and hunger by half in 2015;

Goal 2: Achievement of the universal primary education by 2015;

Goal 3: Promotion of gender equality and empowerment of women by 2015;

Goal 4: Reduction of child mortality rate especially the under 5 by two-third in 2015,

Goal 5: Improvement of the maternal health;

Goal 6: Combat HIV/AIDS, malaria and other diseases;

Goal 7: Ensure environmental sustainability; and

Goal 8: Development of a global partnership for development (National Planning Commission,2004).

The quest to achieve the universal basic education as described by goal two of the MDGs, the Nigerian government gave a rekindling interest to the Nomadic Education Program as one of the measures of achieving the MDGs in the country by 2015.

Evolution and Strategies of Nomadic Education in Nigeria.

The Nomadic Education program (NEP) started officially in November 1986, after The Yola National Workshop on Nomadic Education. The workshop resolved that : "... The nomads needed a fair deal through the provision of education and other social amenities to reciprocate their contribution to the nation-building" (Ismail, 2000). Consequently, the Federal Government promulgated the Decree No. 41 of

December 1989 (now CAP 243 LFN), which established the National commission for Nomadic Education (NCNE) with the responsibility to implement the National Nomadic Education Program. The NCNE was mandated to formulate policy and issue guidelines in all matters relating to nomadic education in Nigeria. These mandates include: providing funds for research and personnel development of nomadic education in Nigeria; the development of programs on nomadic education; the provision of equipment and other instructional materials, construction of classrooms and other facilities relating to nomadic education. Secondly, to establish, manage and maintain primary schools in the settlements and grazing reserves carved out for nomadic people. Thirdly, to determine standard of skills to be attained in the nomadic schools. Also, to arrange for effective monitoring and evaluation of activities of agencies concerned with nomadic education. It was mandated to liaise and cooperate with other relevant ministries and agencies. Furthermore, NCNE was to receive block grants and funds from the Federal Government or any agency authorized and allocate same to the nomadic schools based on any format approved by the Federal Executive Council; act as agency for channeling all external aid to the nomadic schools in Nigeria; ensure effective inspection of nomadic education activities in Nigeria through the sections in the Federal and State Ministries of Education performing duties relating to nomadic education. Finally, it was mandated to collate, analyze and publish information relating to nomadic education in Nigeria; and undertake any other action desirable for the promotion of nomadic education in Nigeria (National Commission for Nomadic Education, 1989).

The commission has four departments, namely, Program Development and Extension; Monitoring, Evaluation and Statistics; Administration and Supplies and Finance and Accounts. It has six Zonal offices located in Bauchi for the North-East, Kano for the North-West, Minna for the North-Central, Ibadan for South-West, Enugu of the South-East and Benin for the South-South. Furthermore, it has four university-based nomadic education centers located in the University of Port Harcourt for migrant fishermen education, University of Maiduguri for teacher-training, University of Sokoto for curriculum development, and University of Jos for research and evaluation to cater for pastoral nomads (National Commission Nomadic Education, 2000). The Organogram of the Commission is shown in Appendix I.

Nomadic Education Program Strategies

In pursuance of its functions, the National Commission for Nomadic Education has between 1990 and 2006 evolved four distinct programs for the effective implemen-

tation of the nomadic education program. The programs briefly highlighted are: *Provision of primary education* – this program is implemented in collaboration with States and Local governments, as well as local communities, Non-Governmental Organizations (NGOs) and Collaborative Body Organizations (CBOs). So far, all the 36 States and Abuja are participating in the program. However, their level of commitments to the program varies.

Provision of academic support services through the University based centers. The centre at Jos is responsible for research and evaluation, the University of Maiduguri for teachers training and outreach programs, Usmanu Dan Fodiyo University for the development of curricula and textual materials and the University of Port Harcourt for research, curricula development and teachers training for the education of migrant fishing communities. The Commission has been working closely with the Centers for the development of curricula materials and pupils' texts, conduct of research projects and the organization of teachers training workshops;

Provision of infrastructural facilities – faced with the problem of inadequate infrastructure that has necessitated teaching and learning under trees, the Commission has adopted the following strategies for addressing the peculiar needs of all the groups: provision of permanent and semi-permanent structures, provision of mobile collapsible classroom structures, provision of boat schools and dug-out canoes.

Provision of extension services: Actual intervention by the Commission in the provision of educational extension services to the nomads only began in 1996/97. The major driving force behind the NCNE's intervention in this aspect of education was the realization that, the adoption of an integrated approach to education provision engender nomads participation in support for the program. However, the mandate of the Commission specifically restricted its operation to the provision of primary education to the children of the nomads. The dilemma necessitated the convening of an Experts Meeting on viable strategies for implementing Nomadic Education in Nigeria in 1995. Having examined the condition of nomadic education in Nigeria, the meeting came out with recommendations to further strengthen, expand and sustain the program. Some of the recommendations were that, the provision of education should be for the children as well as the adults, and that tremendous efforts be made to positively alter the behaviour of nomads towards modern education.

Current Program Implementation

To support effective teaching and learning, the Commission also collaborates with Nomadic communities, CBOs, NGOs, at all levels, development partners and other

international support organizations. Over the years, the Commission has embarked on a number of activities and recorded modest achievements in the following areas, namely: Broadening access to basic education – providing access to basic education, the NEP has facilitated 2,354 schools in 36 States and FCT for pastoralist children (432,411), 451 for fisher folk children (88,288) in 9 states, 260 schools for migrant farmers in 8 states with 33,164 pupils; The Commission has facilitated the increase in the number of nomadic schools. The number of Nomadic schools increased from 2,094 in 2005 to 2,294 in 2006 and to 2,526 in 2007. There was progressive teachers recruitment and retention in nomadic schools, there was an increase in the number of nomadic schools teachers from 6,918 in 2005, to 7,989 in 2006 and 8,665 by 2007; there was an increase in Nomadic girl-child education initiative of the Commission which has increased female enrolment, progression, and transition in Nomadic schools. The female enrolment has increased from 153,489 in 2006 to 164,769 in 2007 representing 28% increase rate (Nafisatu and Abdu, 2010).

Problems of Nomadic Education in Nigeria

According to Nafisatu and Abdu (2010), the following are the problems militating against the smooth operation of the NEP in Nigeria: constant migration of the nomads, the involvement of children in the productive systems, unsuitability of the formal school curriculum, physical isolation and restriction of the nomads from social interaction with the larger society, unfavorable land tenure system, under-funding of nomadic education and late release of approved funds, unwillingness of State and Local Governments to make budgetary allocations for Nomadic Education Program, indiscriminate transfers of the teachers by LGEAs from the Nomadic primary schools to conventional primary schools without replacements, the dearth of teachers in terms of quantity and quality, relatively low level of enrolments in Nomadic schools, general lack of supervision and monitoring of nomadic schools by the local and state governments, relative exclusion of Nomadic schools from UBE and other intervention funds accruing to the States, Non-provision of funds for the Commission's extension service programs, constant clashes and conflicts between farmers and herders and amongst fisher folks over fishing rights resulting in displacements. According to Ismail (2000), the under-funding of nomadic education is partly blamed on inaccurate demographic data. Lack of reliable statistics on the nomads leads to planning based on guessing; there was much confusion as to the actual number of the nomadic schools, types of school facilities and the

number of teachers in various locations. Lack of authentic data in these areas has made planning for nomadic education very difficult. Schools are stationed inappropriately; few in densely populated areas, and many in sparsely populated areas. Malinga (2009), observed that, the major hindrances to school attendance are the daily grazing movements and the lack of labor substitutes. Unlike farmers who use child labor marginally, the Fulani rely heavily and continuously on the children for labor. A Fulani man will not send his child to school even if an adult is available to attend to the animals because the child needs to learn the herding skills. The reliance on juveniles for shepherding task, explains the poor participation of the pastoralists in formal education.

From the foregoing, it is apparent that Nafisatu and Abdu, Ismail, and Malinga have identified various problems of nomadic education in Nigeria. However, in this study, the problem of underfunding of nomadic education, dearth of teachers in terms of quantity and quality, corruption, constant migration of the nomads, and active involvement of the school-going age children of the nomads in the productive system were ranked as the most important problems. Thus, these problems were critically engaged in the section of data analysis.

Method of the Study

The study used mainly secondary data that were obtained from the National Commission on Nomadic Education (NCNE) and the Federal Ministry of Finance as well as journals. The data collected were on the number of pupils enrolment, number of nomadic primary schools, number of teachers in nomadic schools and government expenditure on nomadic education in Nigeria from 1990 to 2008 as well as the corruption perceptions indices in Nigeria. The data were analyzed using tables, percentages, trend graphs, bar charts and rates.

Data presentation and Analysis

In order to evaluate the impact of government expenditure on nomadic education in Nigeria, data were collected on the number of schools, teachers and the pupils' enrolments in nomadic schools from 1990 to 2008 as presented in table 2.

Table 2. Distribution of the of nomadic schools, Teachers and Pupils enrolment from 1990 to 2008

Years	No of schools	No of teachers	Pupils enrolment			Total
			Male	Female		
1990	329	878	13,763	5,068		18,831
1991	473	1,489	25,942	10,559		65,019
1992	626	2,491	33,463	16,689		50,152
1993	656	2,365	38,335	15,253		53,588
1994	754	2,822	42,738	19,094		61,832
1995	860	2,788	56,759	35,751		92,510
1996	940	2,915	63,638	40,938		104,576
1997	1,103	3,265	71,695	47,081		118,776
1998	1,022	3,265	69,578	47,366		116,944
1999	1,068	3,365	75,601	46,934		122,535
2000	1,494	4,748	112,958	80,291		193,243
2001	1,574	4,907	118,905	84,939		203,844
2002	1,680	5,290	134,930	92,014		226,944
2003	1,820	6,306	175,962	127,556		303,518
2004	1,981	6,861	211,931	151,622		363,553
2005	2,034	6,918	222,061	153,489		375,550
2006	2,354	7,989	224,304	164,769		389,073
2007	2,354	7,989	224,304	164,769		389,073
2008	2,526	8,665	235,064	197,347		432,411

Source: NCNE, 2008

The table reveals that the number of nomadic schools in the country has increased from 329 in 1990 to 2,526 in 2008 representing a cumulative increase of 87% in the number of nomadic schools. It further shows that, the number of teachers employed to handle teaching and learning in the nomadic schools has increased from 878 in 1990 to 8,665 in 2008 representing 90% increment in the number of teachers employed during the period. The table also depicts that the number of pupils' enrolment in nomadic schools rose from 18,831 in 1990 to 432,411 in 2008, representing a cumulative increase of 96% in the total pupils' enrolment over the period. To show clearly these increasing trends, data from table 2 were used to construct trend graphs as shown in Figures 1 and 2.

The trends show clearly that both the number of nomadic schools and teachers have increased over time in Nigeria. The main reason for the trend may be the government's continued grant-in-aid to the nomadic education.

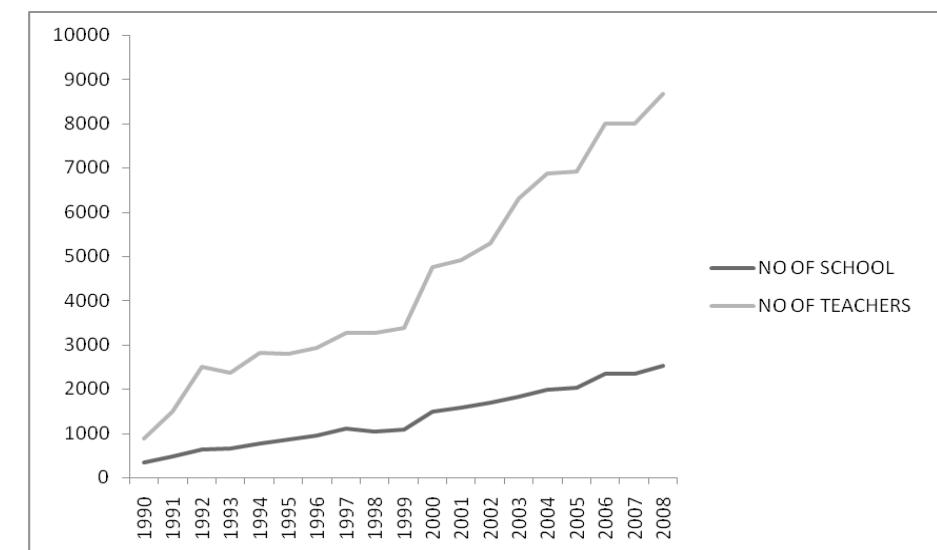
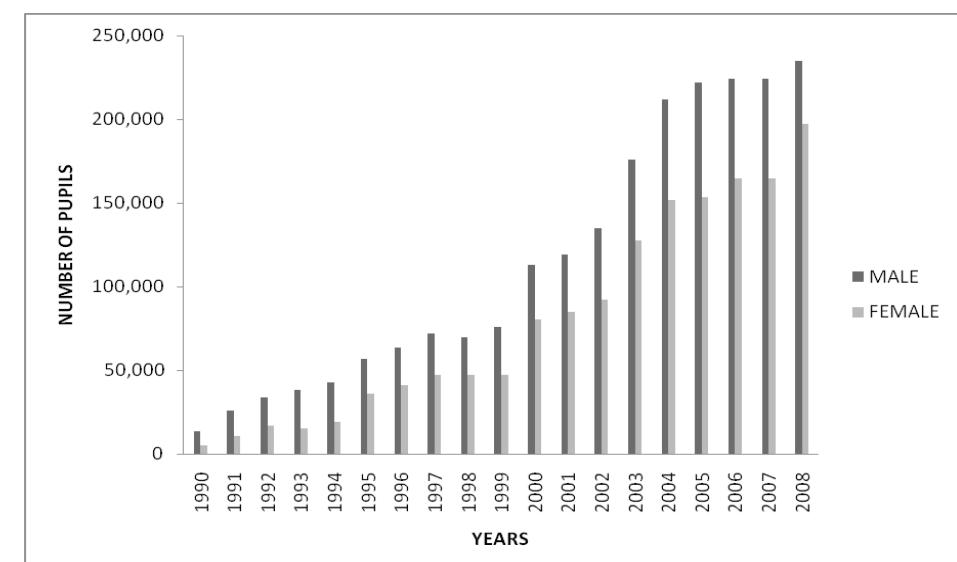


Figure 1 Trends of the number of Nomadic schools and the number of Teachers employed over time

The chart in Figure 2 further shows that the number of pupils' enrolment by gender in nomadic education in Nigeria is on the increase.



Source: Constructed from the data in table 2

Figure 2. Pupils' enrolments in Nomadic school by gender

A close examination of the chart reveals that there is a wide gap between male and female enrolments over the years. In a bid to explain the gender gap in nomadic education in Nigeria, we considered the general causes of low female school enrolments in Nigeria. Some of the factors are early marriages and teenage pregnancies. These are common experiences in the country, especially in the northern part of the country where the nomads are dominant. In that part of the country, many school-age girls often drop out of school because of pregnancies to marry. Secondly, cultural and religious biases adversely affect girl-child education in Nigeria. Many Nigerian parents, especially in large families with limited resources, tend to enroll boys in school instead or before girls. Some parents also keep their daughters out of schools due to misinterpretation of the tenets of the Islamic religion. This practice is typical of illiterate Muslims of which the nomads are part of. They generally believe that their female children will face sexual harassment in schools. Nonetheless, poverty and economic issues are equally contributory factors to this gap. Given the high level of poverty in Nigeria, many parents, including the nomads, often send their daughters to sell wares in the market or on the street in order to generate additional incomes for the families. For the Fulani nomads, their school-age daughters are commonly involved in the hawking of extracted cow milk. These factors are responsible for the disproportionate male-female enrolments in Nigerian schools, especially at the primary school level. Thus, it may be said that nomadic education in the country also faces these general problems.

This male-female gap in school enrolments has a very serious implication for attaining the two educational Millennium Development Goals of Universal Primary Education(UPE) and the elimination of gender disparities in the primary and secondary schools in 2015. This is so because, the EFA goals and MDGs in Nigeria aimed at raising the gender parity rate to 80% in primary 1-6 and 50% in JS1-3 by 2015, using nomadic education as a potent tool.

Furthermore, the growth rate of government expenditure on nomadic education in Nigeria was compared with that of pupils' enrolments in nomadic schools. The results are presented in table 3.

Table 3. Government Expenditure on Nomadic Education and Pupils Enrollment in Nigeria

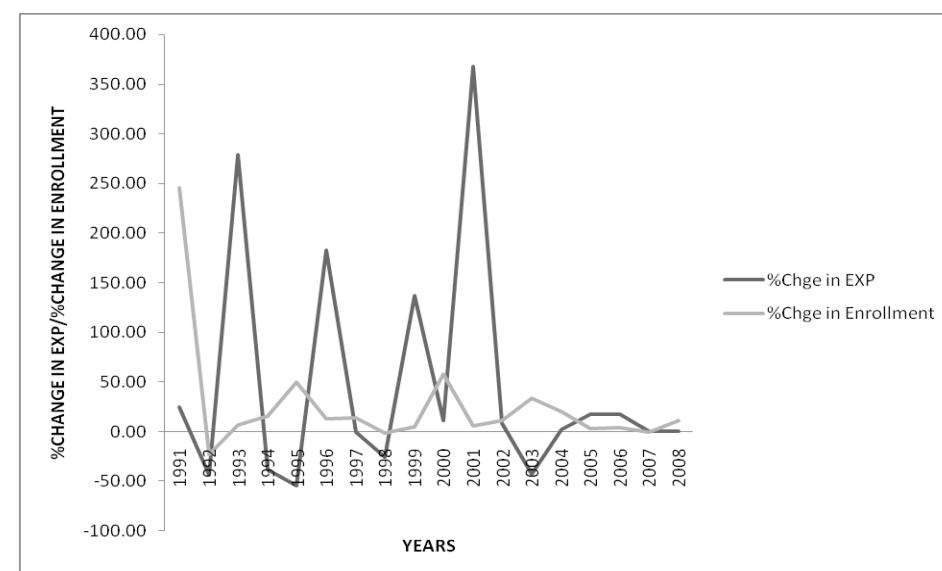
YEAR	EXP(N)	% Δ in EXP	ENROLLMENT	% Δ in Enrollment
1990	4227139.00		18831.00	
1991	5284802.00	25.02	65019.00	245.28
1992	2958582.00	-44.02	50152.00	-22.87
1993	11225544.00	279.42	53588.00	6.85
1994	6930438.00	-38.26	61832.00	15.38
1995	3153896.00	-54.49	92510.00	49.62
1996	8929536.00	183.13	104576.00	13.04
1997	8876172.00	-0.60	118776.00	13.58
1998	6613698.00	-25.49	116944.00	-1.54
1999	15676272.00	137.03	122535.00	4.78
2000	17382572.00	10.88	193243.00	57.70
2001	81352364.00	368.01	203844.00	5.49
2002	87872301.13	8.01	226944.00	11.33
2003	50000000.00	-43.10	303518.00	33.74
2004	51163143.22	2.33	363553.00	19.78
2005	59890663.01	17.06	375550.00	3.30
2006	70162576.31	17.15	389073.00	3.60
2007	70373063.00	0.30	389073.00	0.00
2008	70584183.00	0.30	432411.00	11.14

Source :NCNE, Annual Report,2000.

The table shows that government expenditure on nomadic education has been on the increase over the years, even though the increase has not been consistent. As it can be seen from the table, in nominal terms, the expenditure has increased over time from N4,227,139.00 in 1990 to N70,548,183.00 in 2008. However, in terms of the growth rate, the trend of the expenditure on nomadic education has not demonstrated any definite trend. For instance, in 1991, the expenditure increased by

25.05% and declined by 44.02% in 1992, it then rose tremendously by 279.42% in 1993 and thereafter, decreased by 38.26% in 1994. The declining trend continued and again, appreciated by 183.13% in 1996 and peaked in 2001 by 368.01%. The Expenditure dropped by 43% in 2003 and afterwards, increased moderately. Pupils' enrolments as depicted in the table increased continuously during the review period except in 1992 and 1998 when a decline was recorded. The enrolments increased from 18,831 pupils in 1990 to 43,244 pupils in 2008 representing a cumulative increase of 56.45% in the number of pupils enrolled.

In order to clearly see whether the increases in the government expenditure are commensurate with the changes in the enrolments, percentage rates for the expenditure and enrolments over time as contained in the table 3 were used to construct a trend graph as shown in Figure 3.



Source: Constructed from the data in Table 3.

Figure 3. Trends in Percentage change in Expenditure on Nomadic Education and School Enrollment in Nomadic school in Nigeria

A close examination of the trends reveals that the percentage increases in school enrolments by the nomads are not proportionate with the increases in government expenditure on nomadic education over time. Having discovered this, we tried to ascertain the possible causes for the disproportionate relationship between government expenditure on nomadic education and nomadic school enrolment in Nigeria. In doing this, we have engaged some variables critically to see whether they are

responsible for this relationship . First, we considered the problem of underfunding of nomadic education in the country. We used the ratio of government allocations to nomadic education as the proportion of the total education allocations in the country over the years as a proxy for underfunding problem as shown in the table 5. Table 5. The ratio of Government Allocations to nomadic Education as a proportion of the total allocation to the Education sector in Nigeria.

Year	Government allocation to Education (N)	Government allocation to Nomadic Education (N)	Ratio of Government allocation to Nomadic Education as a percentage of Total allocation to Education (%)
1995	12,816,400,000	3,153,896.00	0.02
1996	15,351,900,000	8,929,536.00	0.06
1997	16,841,200,000	8,876,172.00	0.05
1998	23,666,100,000	6,613,698.00	0.06
1999	27,713,500,000	15,678,272.00	0.03
2000	64,514,932,711	17,382,572.00	0.03
2001	72,950,836,443	81,352,364.00	0.11
2002	82,094,441,815	87,872,301.13	0.06
2003	78,952,003,053	50,000,000.00	0.06
2004	93,767,886,839	51,163,145.22	0.05
2005	195,760,127,029	59,890,663.01	0.03
2006	236,224,070,330	70,162,576.31	0.03
2007	246,262,805,535	70,373,063.00	0.03
2008	356,495,828,145	70,584,183.00	0.02

Source: Computed from Tables 1 and 4

The table shows that government expenditure on nomadic education as a percentage of the total allocations to the education sector averaged 0.05%. This proportion is indeed ,too meager to exert any meaningful impact on nomadic education as per increased enrolment rates. Secondly, we considered the teacher-student ratio as a proxy for the problem of inadequacy of teachers in nomadic schools over the years as shown in the table 6.

Table 6. Teacher-Student Ratio in nomadic Education Schools in Nigeria

Year	Number of Teachers	Number of Pupils	Teacher-Student ratio
1990	875	18,831	25
1991	1489	65,019	44
1992	2491	50,152	20
1993	2365	53,588	23
1994	2822	61,832	22
1995	2788	92,510	33
1996	2915	104,576	36
1997	3265	118,776	37
1998	3265	116,944	36
1999	3365	122,535	36
2000	4748	193,243	41
2001	4907	203,844	42
2002	5290	226,944	42
2003	6306	303,518	48
2004	6861	363,553	53
2005	6918	375,550	55
2006	7989	389,073	49
2007	7989	389,073	49
2008	8665	432,411	50

Source: Computed from Table 2

By taking the average of the teacher-student ratio over the years as contained in the table 6, it was discovered that the ratio is 1:40, implying that there are 40 students to a teacher. These number of students to a teacher is relatively high since such a teacher may find it difficult to discharge responsibilities effectively as required. The net effect may be abstention by the students due to ineffective control over them which could degenerate into subsequent drop-out of many nomads of school-age from school. Furthermore, we examined the menace of corruption, where we used the Corruption Perceptions Indices with a view to demonstrating how corrupt practices affect public funds in Nigeria, of which nomadic education is no exception. Transparency International introduced the corruption perceptions Index in 1995 to measure the level of corruption in countries. The CPI scores relate to the perceptions of degree of corruption as seen by business people and country analysts. The scores range between 10 (highly clean) and 0 (highly corrupt). The CPI scores for Nigeria from 2003 to 2010 are shown in the table 7.

Table 7. The Corruption Perception Indices for Nigeria

Year	2003	2004	2005	2006	2007	2008	2009	2010
CPI	1.6	1.4	1.6	1.9	2.2	2.2	2.7	2.8

Source: Transparency International, 2011

From the above table, Nigeria has an average of 2.0. This implies that Nigeria is hyper-corrupt. The implication is that, even with the meager allocations to nomadic education, corrupt practices may have weakened the supposedly positive impact. Thirdly, we looked at the constant migration of the nomads as a factor that may have caused low school attendance of the nomads. The nomads are typically people that travel from one place to another due to the nature of their occupations. These constant migrations have deleterious impact on school attendance of their children. Once they relocate from a given place, they abandon the schools their children were attending. Thus, it normally takes the children some time to settle down and start school in the new settlement. Lastly, we took cognizance of the factor of active involvement of the children of the nomads in the productive system. The mentality of nomads is such that they believe in training their young ones who are of school-age in their trades. This practice has made them to place more preference for their productive system than the education of their children. Consequent upon these analyzed factors, we submit that low school attendance of the nomads may be as a result of the synergy of these factors. Generally, the growth rates in school enrolments of the nomads in Nigeria is not encouraging because, of the estimated 3.3 million nomads of school going age, the available statistics show that only 432,411 nomads were enrolled for nomadic education as at 2008. This implies that, about 2,867,589 nomads representing 86.9% of the school-age nomads were not going to school. The implication is that, with all the efforts made by the government over time to ensure equal access to education among the various groups in the country with a view to achieving the MDGs in the country by 2015; only 13.1% of the total nomads of school-age were going to nomadic school as at 2008. This school enrolment rate of the nomads is too low to make any meaningful contribution to the overall achievement of the universal basic education as described in the Millennium Development Goal two.

In Nigeria generally, the Millennium Development Goals are influenced by some of these socio-economic and political factors: First, there is a disconnection between the tiers of government in the implementation of the MDGs. However, the constitutional responsibility for the implementation of almost all the goals rest with the States and Local governments in Nigeria's Federal structure; but in spite of remarkable strides at Federal level, appreciation of the requirements for meeting these goals, as well as institutional capacity remain relatively low at these levels of government. Poor governance and integration of the MDGs into national development strategies have also been a challenge. This is aggravated by policy inconsistencies, for instance, Obasanjo regime introduced NEEDS I and II, Yar'adua's administration instituted Seven-point Agenda and Vision 20:20:20 and President Goodluck has now introduced Transformation Agenda.

All these policies are at variance in principle but targeted at achieving the MDGs in the country. Other challenges include, lack of transparency and accountability in ministries, lack of the political will; a weak monitoring mechanism for the MDGs and low stakeholders involvement(private sector and civil society organizations). Lastly is the unavailability of up to date data on most of the indicators. This is compounded by the limited funding available for data generation and management in the country.

Findings of the Study

Emergent from the above discussion, it was found out that the government over the years has demonstrated concern to ensure equality in the literacy level among the various groups in the country by initiating nomadic education in order to boost the literacy rate among the nomads who are educationally disadvantaged. This concern can be seen from the perspective of continued and sustained expenditure on nomadic education over the years. It was discovered that increases in government expenditure on nomadic education have precipitated increases in the number of nomadic schools in the country across the states vis-à-vis the number of teachers employed by the government to ensure smooth teaching and learning in nomadic schools in the country. The study revealed that enrolments by the nomads in the schools have also increased over time but not proportionate with the increases in the government expenditure. Factors such as underfunding, dearth of teachers, corruption, constant migration of the nomads and active involvement of the children in the productive system by the nomads may have been responsible for this gap. It was also found out that, there is wide gap between male and female enrollments in nomadic schools over the years. Factors such as early marriages and teenage pregnancies, cultural and religious biases as well as poverty and economic issues may have been responsible for gender gap in the enrolments in nomadic schools in the country.

Conclusion and Recommendations

Based on the above findings, it is concluded that the present implementation of the nomadic education in the country may make it difficult for it to be a panacea for achieving Millennium Development Goals(MDGs) in terms of universal basic education attainment by 2015. This is so because, the growth focus of the Millennium Development Goals(MDGs) is more concentrated at the importance of achieving clear and real progress in human capital development measured through educational

foundation. Consequent upon the foregoing, the following recommendations are submitted:

First, there should be continuous mobilization and sensitization of the nomads to send their children to these schools especially the female children so as to bridge the gap between the male- female enrolments in nomadic schools.

Second, the states and local governments should be made to supplement the federal government funding of the nomadic education, as this will go along way boosting the achievements in nomadic education in the country.

Third, nomadic educational development initiatives should be planned and aligned with other community improvement and development programs such as agricultural extension, rural development and social welfare services. This approach will attract the interest and involvement of more stakeholders as this will encourage the stakeholders to support the program.

Fourthly, there should be selection of more individuals from nomadic communities for training as teachers, this is because they are more acquainted with the cultural values of the nomads. Thus, they will be better placed to inculcate the necessary knowledge in the targeted nomads.

Fifthly, the government should provide support to animal health issues especially on major diseases and vaccines as well as provision of support in the area of water development for improvement of livestock production and reduction of incident of conflicts between the nomads and the hosting communities. This practice will make the nomads more stable in a place to receive nomadic education.

Sixthly, government should seek more new partnerships and greater collaboration with development partners and other stakeholders in other to boost the financing of nomadic education for higher results.

Seventhly, NCNE should adopt a flexible timetable that adjusts itself to seasons favorable to nomads, as this would enhance their enrollments.

Finally, the government should actively consider the issue of language barrier to communication, and find contextually appropriate language policies.

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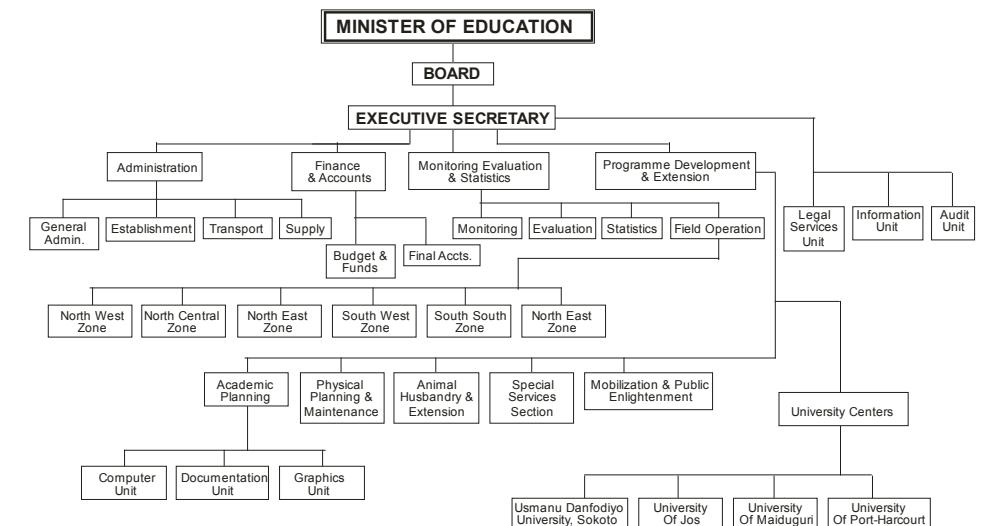
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Appendix I

Figure1. An Organogram showing the organizational Chart of National Commission for Nomadic Education

ORGANISATIONAL CHART OF NATIONAL COMMISSION FOR NOMADIC EDUCATION



Source: NCNE, 2000