

EFFECT OF PATTERN OF SETTLEMENT OF NOMADIC FULANI'S ON THE EDUCATION OF THEIR CHILDREN IN NIGER STATE

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ABSTRACT

The study was conducted in Niger State, two local governments areas were purposively selected from agricultural Zone A and B and three from Zone C, the study investigated the effect of pattern of settlement of Nomadic Fulani's on their children education. Seventy respondents were randomly selected for the study. A well structure interview schedule was used for eliciting information from the respondents. The result shows that majority of the respondents (82.9%) were still in their active age and about 64.3% were male. The study also reveals that 42.9% of the respondents attended Quranic school and majority (84.3%) had been in the profession of Nomadism for 10-49 years, 94.3% of them lived in temporal settlements and Majority (74.3%) lived between 1-2 months in such temporal settlements. Majority (84.3%) of the respondents preferred mobile schools for their children and majority agreed that Nomadic education has improved their social interaction and increase their access to livestock services with mean scores of 2.94 and 2.83 respectively. Also majority (98%) of the Nomadic teachers agreed that the pattern of settlement of Nomadic Fulani's significantly affect the education of their children. It is recommended that the pattern of Nomadic Fulani's settlements should be modified and the whole nomadic education system should be reorganized to suit the mobile nature of the Nomads and their children.

Key wards: settlement, Nomadic Fulani's, Children, Education.

Considering the fact that the Nomads make up an essential part of the Nigerian society, the relevance of Nomadic education to the nation's development remains an essential part of the nation's stride towards development. (National Commission for Nomadic Education ((NCNE), 2011 and UNESCO 2003). The uncertainty of the movement of the Fulani makes educational planning and student monitoring difficult. Unscheduled out-migration due to environmental failures or conflicts between the farmers and the pastoral Fulani disrupts school operations and classroom composition. According to Iro, (2006) In most cases about half of the pupils who have attended the school in the previous season have moved. Many Fulani ascribe erratic attendance and low enrolment in school to habitual movement. As a result of the movement, the teachers face the extra task of adjusting their teaching to fit the dynamics of the transient population. Although the government has spent millions of naira in nomadic education program, the measure of educational attainment among the Fulani remains low. The quality of education among them is mediocre at best (Ademosun, 1992 and Lermorde and Tesch, 1999). The nomadic education is, therefore, yet to lift the literacy and standard of living of the Fulani. Many Fulanis are taking advantage of the educational facilities provided by the government (NCNE, 2011, Abdulkareem 1992, Lar, 1997, Moris, 2002 and Kratli, 1992).

According to FME (1987) Nomadic education in Nigeria is affected by defective policy, inadequate finance, faulty school placement, incessant migration of students,

unreliable and obsolete data, and cultural and religious taboos. While some of these problems are solved by policy and infrastructure interventions, most of the problem are complex and difficult to solve. The persistence of these problems is causing the roaming Fulani to remain educationally backward. Therefore, the relevance of nomadic education to the development of the nation cannot be overlooked (Godfrey, 2011, Kratli, 2000, and Iro, 2006). Dyer and Choksi, (1997) and Anderson,(1999) emphasized that educational programmes that have perform with some degree of success are characterized by : i. Delivered with a non-antagonistic environment and relying on a human interface strongly sympathetic to Nomadic culture, ii. supported by effective law enforcement, iii. Free of charge, iv. Matched by pastoral development policy, provided within an existing education structure, v. planted in an existing pastoral ideology.

Base on the fore going Rao, (1997) and Lenhart, (2000) maintained that there is need to link more successfully, the practice of education and issues of Nomadic pastora,l culture and society, particularly the relationship between culture , local knowledge, social institutions and poverty. More effective schooling in this respect means teaching and learning which recognises that the knowledge, skill and attitude needed for effective herding under pastoral conditions are likely to value pastoral livelihood systems as appropriate and technically adaptable to there environment to provide a competitive and conducive environment to reduced the educational gap between Nomadic Fulani children and non-Fulani's children.

The objectives of the study includes: to examine the socio-economic characteristics of the respondents, ascertain the pattern of settlement of Nomadic Fulani's and duration of their stay in such settlements, determine their perception of the effect of Nomadic education on their farming families and to evaluate the effect of their pattern of settlement on their children education.

METHODOLOGY

Niger state falls in the guinea savannah zone and has a climate and ecological condition that favored agricultural production, particularly rearing of animals like cattle, goat and sheep. It has an annual rainfall of between 1100mm – 1600mm and has an average temperature of 35°C (shaib,*et al*). Multistage sampling technique was adopted for the selection of the respondents. The first stage involved the purposive selection of two Local Governments from agricultural Zone 1 and 2 and 3 local Governments from zone 3 owing to the high concentration of Nomadic Fulanis in the Zone. Second stage involved random selection of 10 household heads from each local Government areas given a total number of 70 respondents in all. Data were collected using a well structured interview schedule through the help of National commission for Nomadic Education officials/representative in the Local Government Areas. Data collected were analysed using frequency distribution tables, percentages, mean (averages).

Table 1. D
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Socio-Econo	
Age	
Less than 20	
20 - 29	
30 - 39	
40 - 49	
50 - 59	
60 years and	
Total	
Sex	
Male	
Female	
Total	
Level of Edu	
Primary	
Secondary	
Tertiary educ	
Quranic Edu	
No formal E	
Total	
Years of Ex	
Less than 10	
10 - 19	
20 - 29	
30 - 39	
40 - 49	
50 years and	
Total	

Source: Field

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Table 1. Distribution of the Respondents According to their Socio-Economic Characteristics

Socio-Economic variables	Frequency	Percentage
Age		
Less than 20 Years	8	11.4
20 - 29	21	30
30 - 39	16	22.9
40 - 49	16	22.9
50 - 59	5	7.1
60 years and above	4	5.7
Total	70	100
Sex		
Male	45	64.3
Female	45	35.7
Total	70	100
Level of Education		
Primary	10	14.3
Secondary	9	12.9
Tertiary education	6	8.5
Quranic Education	30	42.9
No formal Education	15	21.4
Total	70	100
Years of Experience in Nomadism		
Less than 10 years	5	7.2
10 - 19	19	27.1
20 - 29	14	20
30 - 39	18	25.7
40 - 49	8	11.4
50 years and above	6	8.4
Total	70	100

Source: Field Survey, 2012.

The age distribution in table 1 shows that majority (82.9%) of the respondents were within the ages of between 20-59 years and only 11.4% and 5.7% were less than 20 years and above 59 years respectively. This implies that majority of the nomads were still in their active age which makes them highly mobile along with their households, this directly or indirectly will affect their children access to education on continuous bases. This finding is in agreement with that of Iro (2006) who pointed out that some teachers could not endure the rigorous movement of the Fulani, which directly affect the education their children.

The sex distribution in table 1 also reveals that majority (64.3%) of the respondents were male, while only 35.7% were females. The male are very mobile in search for greener pastures for their animals and the female counterparts who are usually the wife(s) had no choice than to move along with their spouses, this also affect the education of their wards. Table 1 also indicated that 42.9% of the Nomads had Quranic education, 14.3% and 12.9% had primary and secondary education respectively, while only 8.5% had tertiary education, and about 21.4% had no access to formal education at all. This implies that the nomads usually have access to formal education but mainly at the elementary level, this may be due to the fact that they are always on the move. This confirms the findings of Iro (2006) and

SEF (2000) who opined that the major hindrance to school attendance are the daily grazing movement of the Fulani

It is evident in table 1 that majority (84.3%) of the respondents had been rearing animals between 10-49 years while only 7.2% and 8.6% had Nomadism experience of less than 10 years and above 50 years respectively. This implies that, majority of the respondent had acquired a lot of experience in the field of Nomadism.

Table 2: Distribution of the Respondent Based on their Pattern of Settlement.

Pattern of Settlement	Frequency	Percentage
Lived in Permanent settlement	4	5.17
Lived in Temporal settlement	66	94.3
Total	70	100

Source: Field Survey, 2012.

Table 2 shows that majority (94.3%) of the respondent usually lived in temporal settlement, this implies that they are always on the move with the herds and their families; this temporal settlement pattern has a negative effect on their children education.

The Table 3 Indicated that larger proportion (74.3%) of the respondents usually stayed in their temporal settlement for between 1-2 months and 19.7% for between 3-4 months and only 6.0% stays up to between 5-6 months. This duration of stay in temporal settlements usually have negative effect on their children education. This finding is in agreement with the NCNE (2011) reported that the constant migration/movement in search of water and pasture was the major reason why the Nomad always preferred or lived in temporal settlements

Table .3: Distribution of the Respondents on how long they stay on the Temporal Settlements.

Duration of stay on Temporal Settlement	Frequency	Percentage
1 - 2	49	74.3
3 - 4	13	19.7
5 - 6	4	6.0
Total	66	100

Source: Field Survey, 2012.

Table 4: Distribution of the Respondents Based on the Nature of Nomadic Education Preferred

Nomadic Education preferred	Frequency	Percentage
Boarding Schools	4	5.7
Mobile Schools	59	84.3
Distance Education (Radio Broadcast)	7	10
Total	70	100

Source: Field Survey, 2012.

Table 4 reveals that majority (84.3%) of the respondents preferred mobile schools for their children, mobiles schools can be moved along with the nomads and their family as they migrate from on locality to another, the will help to ensure that their children continue with their education as they moved from one point to another. NCNE (2011) however stated that progress of mobile schools has been curtailed by shortage of road Vans in the study area.

Only 10% and 5.7% of the respondent claimed they preferred distance education in form of radio broadcast and boarding schools for their children respectively.

Table 5: Respondents Perception about the Effect of Nomadic Education on their Farming Families.

Effect	Perception						
	S.A	A	U.D	D	Sum	Mean	Remark
Improves Social Interaction	30	15	16	9	206	2.95	Agreed
Improve their access to Social Services	8	14	21	27	143	2.04	Disagreed
Increase their access to Livestock services	28	16	12	14	198	2.83	Agreed
Increase their access to Marketing Facilities	32	14	9	15	203	2.9	Agreed
Increase their access to Banking Services	12	6	7	45	125	1.79	Disagreed
Improve their Economic Development	15	4	8	43	131	1.87	Disagreed
Improve their Standard of Living	11	5	6	48	119	1.7	Disagreed

Source: Field Survey, 2012.

Table 5 reveals that the respondents perceived and agreed that nomadic education had a positive effect in the following areas: Improvement in social interaction (2.94); increase access to livestock services (2.83) and increased their access to marketing facilities (2.9). On the other hand the respondents claimed that nomadic education has not impacted their lives positively in the following areas: access to improve social services (2.04); increase access to banking services (1.79); improvement in economic development (1.87) and improved standard of living (1.7). From the above it can be concluded that Nomadic education has impacted the nomadic farming families significantly and positively. This implies that Nomadic education has the potential of improving the general well being of the Nomads if given proper attention. Kratli (1992), however pointed out to achieve this education for the Nomads should be flexible, multifaceted and focused

Table 6. Nomadic Teacher's Perception of the Effect of Settlement Pattern on Fulani Children Education.

Degree of effect of Pattern of Settlement education children	Frequency	Percentage
Significantly affect children education	9	90
Slightly affect children education	1	10
Rarely affect children education	-	-
No effect on children education	-	-

Source: Field Survey, 2012.

The result in table 6 shows the opinion of Nomadic teacher's perception of the effect of pattern of settlement on their children education. The result reveals that there was significant influence of Fulani's pattern of settlement on their children education. This is also in line with the findings of Sinha, (2000) and NCNE (2011) who pointed out that the major hindrance to school attendance are the daily grazing movement and lack of labour substitutes, unlike crop farmers who used child labour marginally. This also brought to fore the centrality of child labour in their production system, thus making it extremely difficult to allow their children participate in formal schooling continuously.

CONCLUSION AND RECOMMENDATIONS

The study reveals that majority of the respondents were still in their active age and majority of them are males. Majority of the respondents had been on Nomadism for a long time and they lived in temporal settlements for between 1-2 months before moving to another destination. The Nomads also claimed they preferred mobile schools for their children than other forms of schooling, they also claimed that nomadic education had improve their social interaction and their access to livestock services. The major problems identified were problems of mobility and lack access to social amenities. Finally, the result of the study reveals that pattern of settlement significantly affect Fulani's children education. It is recommended that Nomadic education should be matched by pastoral development policies to address peculiar problems and Nomads should be settled and provided with extensive natural resources to reduce their mobility, or alternatively mobile schools should be revitalised to suit the mobile nature of the Nomads.

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