

CURRICULUM INNOVATION ON NOMADIC EDUCATION TO ENSURE ECONOMIC REHABILITATION AND SELF RELIANCE: A SPECIAL FOCUS ON ILORIN-FULANI NOMADS

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Abstract

The main theme of this paper focused on the need to embark on a thorough curriculum innovation of nomadic education, which will ensure economic rehabilitation and self-reliance of the nomads. It also examines the aims and objective of nomadic. Its present curriculum content and the strategies of curriculum innovation on the present nomadic education programme in Nigeria. Finally, appropriate suggestions and recommendations that will transform the relevance of nomadic education to the needs of the nomads were intellectually incorporated in the write-up.

Introduction

The National Policy on Education (1995) stressed the need for qualitative education for Nigerian citizens, including the Fulani nomads. In order to give them the privilege of equal educational opportunity to achieve self realization in terms of development of potentials inherent in them. It will equally enable them to attain the status of economic self reliance in the contemporary Nigerian society.

Consequently, in order to achieved the above slated level of mass-literacy among the nomads in different locations in Nigeria, the federal government inaugurated the national commission for nomadic education (NCNE) on the 13th of January 1987 the commission was set up under the primary school section of the federal ministry of education, for implementing and monitoring nomadic education programme throughout Nigeria, It was offices in the thirty six (36) states capitals and their respective local government authority headquarters to facilitate grassroots spread of nomadic education programme in Nigeria.

However, it is pertinent to state categorically that this paper limits the scope of its contents mainly on the need for curriculum innovation on nomadic education to ensure economic rehabilitation and self-reliance with a specific focus on the Ilorin-Fulani nomads that resides within Asa, Moro, Ilorin-east, Ilorin-west and Ilorin -south local government areas of Kwara state as chosen localities of nomadic education programme under review.

Definition of Concepts

With specific reference to the title of this project, there are four main concepts that require precise -definitions, these include: Curriculum, Innovation, Nomadic Education, Economic Rehabilitation, and Self-Reliance. Therefore these terms will be define in the following ways:

Nisbet (1998) describe curriculum-innovation as 'a new educational policy, a new syllabus, a modern institutional pedagogy, a new curriculum content, or a new structural adjustment or an organizational change in an educational programme that are meant to improve teaching and learning activities in the school.

In another related perspective, Ivowi defines curriculum-innovation as 'those positive improvements, amendments, adjustments, includesiveness, substitutes, additions to different aspects of educational programmes which are meant to improve its quality, standards and approaches to instruction in educational institution.

According to the blue-print on nomadic education, revised edition (2003), it defined nomadic education as an aspect of special education with specific target on the migrants, fishermen, cattle rearers, shifting farmers, and domestic pastoralists, etc. that moves continuously from one settlement to another settlement as dictated by the weather and availability of rivers, green grass land as feed for their animals survival. The above listed groups of people can only benefit from mobile schools, distance education through radio, television, films and videocassettes in their local dialects or indigenous languages as medium of instruction. These are the basic features of nomadic education in Nigeria (Tabire, 2002).

Soludo (2004) defined Economic rehabilitation as a process of providing relevant vocational training, granting of financial loans and creating conducive business environment for the employed masses and aspiring entrepreneurs to be able to be self-employed and to generate revenue for the substance of themselves and their respective families.

Similarly, Gana (2004) described self-reliance as an economic level of attainment which there will be no much dependence on importation of foreign goods, no much depend on government white-collar jobs, no much dependence on financial support from parents, relative husband/wife, rather it is an attainment of economic empowerment through self-employment, creativity, resourcefulness and creation of job opportunities and becoming entrepreneur.

Aims and Objectives of Nomadic Education Programme in Nigeria

The Blueprint on nomadic education (2003) reversed edition slates the specific aims and objectives of nomadic education programmes in Nigeria, thus:

- i. To provide permanent literacy and numeracy to ensure that the nomadic child becomes a better producer of domestic animals reared by their parents.
- ii. To produce sound basic of scientific and reflective thinking for the nomadic children.
- iii. To provide citizenship education for participating and contributing effectively to economic development of the society.
- iv. To provide sound and moral training for the nomadic children,
- v. To provide ability to adapt to the changing society and nomad child's environmental.
- vi. To provide appropriate special education that will enhance physical, emotional, psychological and intellectual development of the nomad child,
- vii. To identify with humanity and the world around the nomad children.
- viii. To enhance the nomad child sense of creativity and innovations,
- ix. To enhance the nomad child ability of communication effectively.
- x. To encourage and instill self discipline in nomadic children.

The Curriculum of Nomadic Education

According to the content of the federal government of Nigeria blue-print on nomadic education in the country, there are no significance difference between the curriculum-contents of conventional primary schools and that of nomadic education programme in Nigeria.

The above situation reflected prominent in the emphasis on almost similar subjects such as English language, mathematics, elementary science, social studies, religious studies, Nigeria languages, handwriting, drawing, arts and crafts, etc that were taught in the conventional primary schools as been the main areas of knowledge to be imparted under the nomadic education programme in Nigeria.

Consequently, Abdulkareem (1998) Benyunus (2000) and Aleazi (2000) criticized the present curriculum contents of the nomadic education as not seen relevant is the needs of the nomadic in the_____

aspect of their vocational specialization on agricultural science and domestic animal husbandry. They recommended that more emphasis and attention should be place on the better nutritional feeds of cattle's production of cow-milk, high-breed cattle's and veterinary medicines.

The Need for Curriculum Innovation on Nomadic Education

Within the context of this paper, there are seven main cardinal justification and rationale of the nomadic education programme in Nigerian content nomadic education to be more relevant to the needs, aspirations and interest of the nomads.

Furthermore, there is a genuine need for curriculum innovation on the present nomadic education programme in Nigerians in order to make it more functional and appropriate to the peculiar nature of the nomads and their immediate environment, which is quite different lo that of other group of people that attends conventional schools in the country.

In additional, the desire to increase the usefulness of the nomadic education programme to the nomadic is another justification for the proposed curriculum innovation of its present contents to

make it more useful quite adequate for the target population group their will benefit from the nomadic education programme in Nigeria.

Similarly, curriculum, innovation on the nomadic education programme in Nigeria becomes imperative in order to ensure the validity, reality, goals-oriented of its curriculum-content in relation to the norms and values of their nomadic, their unit culture, religious beliefs and vocational interest on cattle-rearing, food production, cow-milk production e.g.

Nomadic Education for Economic Rehabilitation and Self Reliance

Nkpa (2003) stressed that, for nomadic education to empowered the reliance and prepares them adequately for economic rehabilitation and say-reliance in their vocational specialization in domestic animal -rearing, its present curriculum-contents need to be innovated and place more emphasis on the production of high nutritional feeds for their animals, production of high bread cattle, production of high quality cow-milk and animal skin for industrial resources.

More-over, since the source of the curriculum revolves mainly on their needs of the society interest of the learners, the subject-matter, the aims and objectives of education extracted from the philosophy and the psychology of learning theories was the basis Shehu (2000) agitation that the above variables of nomadic education should be tailored towards the unique style of life of the nomad in their constant migration from one settlement to another for their cadle. Therefore, it is only purposeful nomadic education programme through mobile schools, broadcast, television, film shows and video-cassettes that will bring about economics rehabilitation and self-reliance for the Fulani-nomads.

Suggestion and Recommendations

In order to effectively use nomadic education as a positive means of economic rehabilitation and self-reliance for the Ilorin-Fulani nomads the following relevant suggestions and recommendation are whereby preferred:

- 1 . That the present curriculum contents of nomad's education should be innovated, up-dated of the Fulani-nomads.
2. That more relevant subject sue]] as agricultural science, animal husbandry, centenary medicine etc should be introduced and that the medicine of instruction should be in Fulfilled.
3. That the interest of the Fulani nomads should be given prominent attention in the process of designing appropriate nomadic education for them and should be adequately motivated to appreciate the programme.

Summary and Conclusion

Conclusively, base on the exposition in this intellectual analysis on the present curriculum contents of the nomadic education programme in Nigeria, it is not over-statement to assert that there are glaring justifications and urgent need to advocate for curriculum innovation on the contents of nomadic education to make it capable empowering the Fulani nomads for Economic rehabilitation and self-reliance in the contemporary Nigerian society.

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