

## Nomadic Education: A Panacea for Herdsmen and Farmers Conflicts in North Eastern Nigeria

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### Abstract

This study is designed to examine Nomadic Education as a panacea for Herdsmen and Farmers conflicts in North-Eastern Nigeria. Six research questions were formulated to guide the conduct of the study. The study adopted a survey research design where the target population for the study consist of the total number of Government officials and cattle herders and farmers in the North Eastern regions. Due to the large number of states in the North-Eastern Nigeria, the researchers sampled three states of Adamawa, Bauchi and Taraba as the sample states for the study. The researchers selected a sample of 1200 respondents from the three state using cluster sampling technique. Primary data for this study were collected using questionnaire to be developed by the researchers. The findings in the analysis shows that nomadic education has a role to play in tackling herdsmen and farmers clashes but despite the roles Nomadic education is playing in tackling the clashes between herdsmen and farmers, it is obvious that there are some factors militating against these efforts. It is based on this that that the following recommendations were put forward: Permanent and good school structure should be built for the children of the sedentary nomads having permanent settlement and the government should create an avenue for feedback from the people as regards any development on the programme as public opinion goes a long way in reporting daily events to the government who incidentally can make amend where necessary.

**Keywords:** Nomads, Nomadic Education, Panacea, Herdsmen and Farmers Conflict

### Introduction

Nigeria's security situation in the recent time has become very destructive, acute and devastating as characterised by incidents of incessant bloody clashes between the Fulani herdsmen and local farmers. Specifically, insecurity is plaguing North-Eastern Nigeria, due to persistent herder-farmertensions. This development has become a subject of security concern and public debate. The federal government of Nigeria has responded by deploying security operatives to search and neutralize the forces of the armed Fulani herdsmen (Opejobi, 2016). The Herdsmen-Farmer Conflict has claimed 3,641 lives between January 2016, October 2018; 57 percent in 2018 alone (Amnesty International, 2018) and **more than 1,531 people** in 2020 (Amnesty International, 2021). Most Herdsmen-Farmer Conflicts are caused by competition over access to, and control of scarce natural resources including; water and pasture".As Nigeria battles the increasing spate

of insecurity, the Bauchi State Commissioner for Education, Dr Aliyu Tilde, has suggested improving the nomadic education system as a panacea to ending banditry and herdsmen / farmers conflicts in the country (Hassan Wuyo, June 2022). This is because one of the most important benefits of education in a society is that it improves the standard of living and assist individuals to contribute to the development of the society (Adam, 2016).Education is a very important key that can be used to unlock many closed doors in a country and can be used to tackle various shades of insecurity. It is against this background that this study is designed to assess Nomadic education as a panacea for tackling herdsmen/farmers conflict in Nigeria.

### Statement to the Problem

Herdsmen-farmers' conflict has remained the most preponderant resource-use conflict in Nigeria (Fasona & Omojola, 2005). The necessity to provide food of crop and animal origin, as well as raw materials for industries

and export in order to meet ever-growing demands, has led to both “intensification” of land use (Nyong & Fiki, 2005). The competition between these two agricultural land users and groups (herdsmen and Farmers) however, has most often turned into serious hostilities and social and economic frictions in many parts of Nigeria (Adisa, 2012). The herdsmen / farmers conflicts have demonstrated high potential to exacerbate the insecurity and food crisis particularly in rural communities where most of the conflicts are localized, with reverberating consequences nationwide.

As Nigeria is re-strategizing on ways to control the menace of Herdsmen-farmers conflict which has crippled its socio-economic development, it is important to note that using education in general and nomadic education in particular is one of the best options to be tried out. This is because, as long as ignorance becomes the norm, insecurity, instability, lawlessness, and all sorts of violence will continue to erode, escalate, and nibble in every nook and cranny of Nigeria. Hence, the need for this study is to assess Nomadic education as a panacea for tackling herdsmen/farmers conflict in Nigeria.

### **Objectives of the Study**

The main objective of the study is to examine the roles of Nomadic education in tackling herdsmen / farmers conflict in Nigeria. Specifically, the study is designed to:

1. Identify the causes of herdsmen / farmers conflict in North-Eastern Nigeria
2. Assess the general impacts of herdsmen / farmers conflict in North-Eastern Nigeria
3. Find out the objectives of nomadic education in North-Eastern Nigeria.
4. Examine the envisage roles of Nomadic education in tackling herdsmen / farmers conflict in North-Eastern Nigeria.
5. Determine the challenges facing Nomadic education in tackling herdsmen / farmers conflict in North-Eastern Nigeria
6. Proffer solutions to the challenges facing Nomadic education in tackling herdsmen / farmers conflict in North-Eastern Nigeria

### **Research Questions**

The following research questions will guide this study.

1. What are the causes of herdsmen / farmers conflict in North-Eastern Nigeria?
2. What are the general impacts of herdsmen / farmers conflict in North-Eastern Nigeria?
3. What are the objectives of nomadic education in North-Eastern Nigeria?
4. What are the envisage roles of Nomadic education in tackling herdsmen / farmers conflict in North-Eastern Nigeria?
5. What are the challenges facing Nomadic education in tackling herdsmen / farmers conflict in North-Eastern Nigeria?
6. What are solutions to the challenges facing Nomadic education in tackling herdsmen / farmers conflict in North-Eastern Nigeria?

### **Literature Review**

#### **Major Causes of Herdsmen/Farmers Conflict**

The herdsmen / farmers conflict is associated with conflict of land resource use exacerbated by dwindling resources (Blench, 2004). According to Omowumi, (2018), herdsmen/farmers conflict began because of farming, grazing land and water. The farmers accused the herdsmen of destroying their crops by failing to control their animals at the same time the herdsmen began to alleged that the farming communities were stealing their cattle. Odoh and Chigozie (2012) attributed the causes of conflict to the climate change and the contending desertification which has reduced arable and grazing lands. Other causes according to Adisa (2012) are changing resource access rights, inadequacy of grazing resources, and decline in internal discipline and social cohesion.

#### **Effects of Herdsmen/Farmers Conflict**

Factually, the two parties in conflict contribute significant percentage to the economic activities in the Nigerian states, but the hazardous conflict between the farmers and herders is causing serious damages and continuous destruction of lives and properties, a lot of economic activities were also hindered as a result of human Insecurity Olayoku (2012), loss of Cattle and Farm Crops, threat to National Unity and Displacement (Ovuakporie & Agbakwuru, 2016).

### **Government response in Tackling the Menace of Banditry in Northwest**

In a bid to stop herdsmen and farmers' conflicts in Nigeria, the Federal Government has responded in many ways which include: creation of National Grazing Reserve (Egbas, 2018), the introduction of National live-stock Transformation Plan, introduction of cattle colonies (Yusuf & Safina, 2018). While Egbas (2018) identified the following: identifying and punishing killers: Anti- open grazing laws: Educate Herdsmen and Disarm Herdsmen. Other strategies include: Strengthen Security for Farmers and Herdsmen (Crisis Group, 2017), Support Community-based Conflict Resolution, Bridge the Indigenes–Settler differences, creation of Ranching Zone and Strengthening Regional Cooperation.

### **The Concept and Objective of Nomadic Education Programme**

National Commission for Nomadic Education (2017) sees Nomadic Education as the qualitative functional inclusive basic education for the children of pastoral nomads, migrant fisher-folk and migrant farmers outside the regular formal education systems in a bid to ensure education for all. According to Ma'aruf (2017) the main aim of Nomadic education is to provide Nomads with relevant and functional basic Education; and improve the survival skills of the Nomads by providing them with the knowledge and skills that will enable them raise their productivity and levels of income and also participate effectively in the nation's socio-economic and political affairs. Specifically the objectives of nomadic education as derived from the National Policy on Education are: The inculcation of national unity, the development of the right type of attitude and values for the survival of the individual and the Nigerian society, the training of the mind in the understanding of the world around him and the acquisition of appropriate skills, abilities and competences, both mental, social and physical.

### **Nomadic Education as a Panacea for Herdsmen/Farmers Conflict in Nigeria**

One of the key interventions in promoting sustainable peace through inclusive education is development of conflict-sensitive education policies and plans and Nomadic education is

one of this plans. Nomadic Education is a panacea for herdsmen/farmers conflicts through the following

1. Nomadic Education is a panacea for herdsmen/farmers conflict because it can be used to re-orient and re-socialised the nomads there by reducing the impact of indoctrinations. According to Luzi and Gulbrandson (2010), certain kinds of education such as indoctrination is also been known to instigate conflicts and other negative issues and trigger violent conflicts in some societies.
2. Nomadic Education is a panacea for herdsmen/farmers' conflict by instilling in the nomads occupational skills which is generally achieved through inclusive education for self-reliance and Nomadic education is an aspect of inclusive education.
3. Nomadic Education is a panacea for herdsmen/farmers conflict because the World Bank's World Development Report (WDR) (2011) and the Global Monitoring Report (GMR) cited in Babalola (2013) both recognized the important contributions of the education sector (Nomadic education inclusive) to sustainable peace in Africa.
4. Adeola, (2009) fully pointed out that education has both a quantitative and qualitative side, the quantitative side of education refers to the economic dividends that ultimately accrue from it to both individuals and their country as a result of increased earnings, while the qualitative aspect has to do with "values, culture and the needs". Education is seen as a means through which many and valid problems of the society can be solved, it is considered in many societies as a very important factor and tool through which development and growth can be achieved (Indya, 2013).
5. Nomadic Education is a panacea for herdsmen/farmers conflict because Nomadic Education is both a right for the nomads and a foundation for sustainable social and political economic transformation of any society. Education focus on human activities geared towards preparing a person into a well matured, fully-functioning human being in his/her society, which leads to full development of

personality, intellectually, physically, socially, economically and spiritually.

### **Problems Facing Nomadic Education in Nigeria**

Iro, (2006), Abdi (2010) and Ibanga (2016) identified among others the following shortcomings of pastoral Nomadism in Nigeria: i) their constant migration/movements in search of water and pasture; ii) the critical role of children in their production system which makes parents and guardians reluctant to release children to participate in the formal school system; iii) the irrelevance of the formal school curriculum which is tailored to meet the needs of the mainstream sedentary groups and ignores the special educational needs of nomads; iv) physical isolation, as they live and operate in mostly inaccessible terrains, v) Land tenure system that makes it difficult for the nomads to acquire land and have permanent settlements and vi) Difficulty in recruiting teachers, vii) Difficulty in monitoring nomadic students.

### **Solutions to the Challenges Facing Nomadic Education**

Usman (2022) revealed that the main solutions to challenges facing nomadic education in Nigeria are: An effective supervisory body should be set up by NCNE to oversee the Nomadic Education Programme, Government should make fund available for the programme since it is capital intensive and good salary should be paid to mobile teachers and There is the need for inclusion of the Nomads in the National planning and decision making policies on issues that concern. Abubakar (2014) noted that Nomads should be enlightened through extension contact on the importance of cooperative membership on the livelihood of the nomads in the study areas, collaborate efforts involving the nomads communities and the three tiers of government, to take bold steps towards agro-infrastructure development and maintenance of the existing ones across the grazing reserves nomadic education centers located within the study areas, there should be periodic dredging of Nomadic Education Programme earth dams, rehabilitation of feeder roads and grazing resource development as well as construction of more bore- holes to facilitate nomads sedenterization in the grazing reserves

nomadic education centres so as to benefit from the nomadic education programme package in the study areas

### **Theoretical Framework**

Structural Functionalism was used as the theoretical framework for the study. Functionalism as a theory maintains that the society is a structure that has inter-related faculties like the human body. These grafted interrelated parts are designed to work together to achieve the societal and biological necessities of the individuals existing society (Merton, 1969). This position consolidation with Odunga, (2013), who opines that structural functionalism, is a system theory. The adoption and usage of this theory is necessary on this work since the theory of functionalism sees the society to be a complex setting or system having every part of it working together for the promotion of stability, solidarity and even security. When applied to this study, the functionalists are of the view that the education subsector has a function to perform in keeping the society intact and going and one this function is to serve as a panacea for tackling herdsmen and farmer's conflict.

### **Materials and Methods**

#### **Design of the Study**

A descriptive survey research design was adopted for the conduct of this study where a sample of the population was used to represent the whole target population and the findings from the sample was used to make generalizations on the target population. This design was adopted because it allows for the collection of information, peoples opinion and attitudes about a phenomenon, object or an event at a particular time and place.

#### **Study Population, Sample and Sampling Techniques**

The target population for the study was the total number of Government officials' parents, teachers and students of nomadic education in the North Eastern regions. The researchers used three states of Adamawa, Bauchi and Taraba as the sample states for the study, where a sample of 1200 respondents was selected using convenient sampling technique.

**Instruments for Data Collection**

The primary data for the study were collected using a questionnaire to be developed by the researchers. The questionnaire consists of 30 well-structured closed ended items.

**Methods of Data Analysis**

The mean and Standard Deviation methods of data analysis were used to answer the research questions that were raised in the study while Chi square method of data analysis was used to test the five hypotheses formulated for the study.

**Result and Discussion**

**Answering the Research Questions**

**Research Question one:** What are the causes of herdsmen / farmers conflict in North-Eastern Nigeria?

The data for answering the research question one was analysed using mean score and standard deviation and the summary is presented in table one below;

**Table 1:** Causes of Herdsmen/Farmers Conflict in North-Eastern Nigeria

S/N	ITEM	Mean	Remark
1	Shortage of land	2.68	Accepted
2	Farmers intrusion into grazing routes	2.62	Accepted
3	Herders intrusion into farmlands	2.77	Accepted
4	Stealing of animals	2.81	Accepted
5	contending desertification	2.98	Accepted

From the above analysis it is clear that the major causes of herdsmen/farmers clashes are Shortage of land, Farmers intrusion into grazing routes, Herders intrusion into farmlands, Stealing of animals and contending desertification. This assertion is supported with calculated mean score of 2.68, 2.62, 2.77, 2.81 and 2.98 respectively. This finding agreed with the findings of Odoh and Chigozie (2012) and Omowumi, (2018) that the major causes of herdsmen / farmers clashes are Shortage of

land, Farmers intrusion into grazing routes, Herders intrusion into farmlands, Stealing of animals and contending desertification.

**Research Question Two:** What are the general impacts of herdsmen / farmers conflict in North-Eastern Nigeria?

The data for answering the research question two was analysed using mean score and standard deviation and the summary is presented in table two below:

**Table 2:** The General Impacts of Herdsmen/Farmers Conflict in North-Eastern Nigeria

S/N	ITEM	Mean	Remark
1	continuous destruction of lives and properties	2.73	Accepted
2	herdsmen/farmers conflict leads to deaths	2.51	Accepted
3	herdsmen/farmers conflict leads to destruction Private and public	3.01	Accepted
4	properties,	2.76	Accepted
5	herdsmen/farmers conflict hinders a lot of economic activities and Targeted attacks on farmers throughout the year have made cultivation and harvest impossible.	2.99	Accepted

From the analysis in table two it is clear that the general impacts of herdsmen/farmers conflict in North-Eastern Nigeria are: continuous destruction of lives and properties, herdsmen / farmers conflict leads to deaths, herdsmen / farmers conflict leads to destruction Private and public properties, herdsmen / farmers conflict hinders a lot of economic activities and Targeted attacks on farmers throughout the year have made cultivation and harvest impossible. This is supported with calculated mean score of 2.73, 2.51, 3.01, 2.76 and 2.99. This finding agreed

with the findings of Olayoku (2012) and Ovuakporie and Agbakwuru (2016) that the general impacts of herdsmen/farmers conflict in North-Eastern Nigeria are: continuous destruction of lives and properties, herdsmen/farmers conflict leads to deaths, herdsmen/farmers conflict leads to destruction Private and public properties, herdsmen / farmers conflict hinders a lot of economic activities and Targeted attacks on farmers throughout the year have made cultivation and harvest impossible.

**Research Question Three:** What are the objectives of nomadic education in North-Eastern Nigeria?

The data for answering the research question

three was analysed using mean score and standard deviation and the summary is presented in table three below:

**Table 3:**The Objectives of Nomadic Education in North-Eastern Nigeria

S/N	ITEM	Mean	Decision
1	inculcation of national unity	2.66	Accepted
2	the development of the right type of altitude and values for the survival of the individual	2.92	Accepted
3	the training of the mind in the understanding of the word around him	2.90	Accepted
4	acquisition of appropriate skills, abilities and competences, both mental, social and physical	2.83	Accepted

The analysis in table three above revealed that: inculcation of national unity, the development of the right type of altitude and values for the survival of the individual, the training of the mind in the understanding of the word around him and acquisition of appropriate skills, abilities and competences, mental, social and physical are the objectives of nomadic education. This finding is supported with calculate mean sores of 2.66, 2.92, 2.90 and 2.83 respectively. The finding agreed with the assertions of Ma'aruf (2017) and National Commission for Nomadic Education (2017) that: inculcation of national unity, the development of the right type of altitude and

values for the survival of the individual, the training of the mind in the understanding of the word around him and acquisition of appropriate skills, abilities and competences, mental, social and physical are the objectives of nomadic education.

**Research Question Four** What are the envisage roles of Nomadic education in tackling herdsmen/farmers conflict in North-Eastern Nigeria?

The data for answering the research question four was analysed using mean score and standard deviation and the summary is presented in table four below:

**Table 4:** The Envisage Roles of Nomadic Education in Tackling Herdsmen / Farmers Conflict in North-Eastern Nigeria

S/N	ITEM	Mean	Decision
1	it can be used to re -orient and re -socialised the nomads there by reducing the impact of indoctrinations	3.17	Accepted
2	Nomadic Education is a panacea for herdsmen / farmers' conflict by instilling in the nomads occupational skills which is generally achieved through inclusive education for self-reliance and Nomadic education is an aspect of inclusive education	3.06	Accepted
3	Nomadic education contributes to sustainable peace in Africa	2.96	Accepted
4	Nomadic Education is both a right for t he nomads and a foundation for sustainable social and political economic transformation of any society.	2.98	Accepted

The analysis in table four above shows that: Nomadic education can be used to re-orient and re-socialised the nomads there by reducing the impact of indoctrinations, Nomadic Education is a panacea for herdsmen / farmers' conflict by instilling in the nomads occupational skills which is generally achieved through inclusive education for self-reliance and Nomadic education is an aspect of inclusive education, Nomadic education contributes to sustainable peace in Africa, Nomadic Education is both a right for the nomads and a foundation for sustainable social and political economic

transformation of any society are the envisage roles of Nomadic education in tackling herdsmen/farmers conflict in North-Eastern Nigeria. This assertion is supported with calculated mean scores of 3.17, 3.06, 2.96 and 2.98. The finding agreed with the findings of Luzi and Gulbrandson (2010), Adeola, (2009) and Indya (2013) that: Nomadic education can be used to re-orient and re-socialised the nomads there by reducing the impact of indoctrinations, Nomadic Education is a panacea for herdsmen/farmers' conflict by instilling in the nomads occupational skills

which is generally achieved through inclusive education for self-reliance and Nomadic education is an aspect of inclusive education, Nomadic education contributes to sustainable peace in Africa, Nomadic Education is both a right for the nomads and a foundation for sustainable social and political economic transformation of any society are the envisage roles of Nomadic education in tackling herdsmen/farmers conflict in North-Eastern

Nigeria.

**Research Question Five:** what are the challenges facing Nomadic education in tackling herdsmen/farmers conflict in North-Eastern Nigeria?

The data for answering the research question three was analysed using mean score and standard deviation and the summary is presented in table three below:

**Table 5:** The Challenges Facing Nomadic Education in Tackling Herdsmen/Farmers Conflict in North-Eastern Nigeria

S/N	ITEM	Mean	Remarks
1	their constant migration/movements in search of water and pasture	2.98	Accepted
2	the critical role of children in their production system which makes parents and guardians reluctant to release children to participate in the formal school system	2.92	Accepted
3	the irrelevance of the formal school curriculum which is tailored to meet the needs of the mainstream sedentary groups and ignores the special educational needs of nomads;	2.90	Accepted
4	Difficulty in recruiting teachers	2.93	Accepted
5	Difficulty in monitoring nomadic students	3.03	

The analysis in table three above revealed that the challenges facing Nomadic education in tackling herdsmen/farmers conflict in North-Eastern Nigeria are: their constant migration / movements in search of water and pasture, the critical role of children in their production system which makes parents and guardians reluctant to release children to participate in the formal school system, the irrelevance of the formal school curriculum which is tailored to meet the needs of the mainstream sedentary groups and ignores the special educational needs of nomads; Difficulty in recruiting teachers and difficulty in monitoring nomadic students. This finding is supported with calculate mean sores of 2.98, 2.92, 2.90, 2.93 and 3.03. The finding agreed with the findings of Iro, (2006), Abdi (2010) and Ibanga (2016) that the challenges facing Nomadic education in tackling herdsmen / farmers conflict in North-

Eastern Nigeria are: their constant migration / movements in search of water and pasture, the critical role of children in their production system which makes parents and guardians reluctant to release children to participate in the formal school system, the irrelevance of the formal school curriculum which is tailored to meet the needs of the mainstream sedentary groups and ignores the special educational needs of nomads; Difficulty in recruiting teachers and difficulty in monitoring nomadic students.

**Research Question 6:**What are the solutions to the challenges facing Nomadic education in tackling herdsmen/farmers conflict in Nigeria?

The data for answering the research question four was analysed using mean score and standard deviation and the summary is presented in table four below:

**Table 6:** Solutions to the Challenges Facing Nomadic Education in Tackling Herdsmen/Farmers Conflict in Nigeria

S/N	ITEM	Mean	Decision
1	There is the need for effective supervisory body should be set up by NCNE to oversee the Nomadic Education Programme,	2.67	Accepted
2	Government should make fund available for the programme since it is capital intensive and good salary should be paid to mobile teachers	2.69	Accepted
3	There is the need for inclusion of the Nomads in the National planning and decision making policies on issues that concern.	2.90	Accepted
4	Nomads should be enlightened through extension contact on the importance of cooperative membership on the livelihood of the nomads in the study areas.	2.62	Accepted

The analysis in table four above shows that: There is the need for effective supervisory body should be set up by NCNE to oversee the Nomadic Education Programme, Government should make fund available for the programme since it is capital intensive and good salary should be paid to mobile teachers, There is the need for inclusion of the Nomads in the National planning and decision making policies on issues that concern and Nomads should be enlightened through extension contact on the importance of cooperative membership on the livelihood of the nomads in the study areas are the solutions to the challenges facing Nomadic education in tackling herdsmen / farmers conflict in Nigeria. This assertion is supported with calculated mean scores of 2.67, 2.69, 2.90 and 2.62 respectively. The finding agreed with the findings of Abubakar (2014) and Usman (2022) that: There is the need for effective supervisory body should be set up by NCNE to oversee the Nomadic Education Programme, Government should make fund available for the programme since it is capital intensive and good salary should be paid to mobile teachers, There is the need for inclusion of the Nomads in the National planning and decision making policies on issues that concern and Nomads should be enlightened through extension contact on the importance of cooperative membership on the livelihood of the nomads in the study areas are the solutions to the challenges facing Nomadic education in tackling herdsmen / farmers conflict in Nigeria.

### Conclusion and Recommendations

This paper has discussed conflict between the herdsmen and farmers in North-Eastern Nigeria. The paper highlighted the major causes of herdsmen / farmers clashes. The high point of the paper focuses on an examination of the roles of nomadic education in tackling the conflict between herdsmen and farmers. The findings in the analysis shows that despite the roles Nomadic education is playing in tackling the clashes between herdsmen and farmers, it is obvious that there are some factors militating against these efforts. It is based on this that the following recommendations were put forward:

1. Permanent and good school structure should be built for the children of the sedentary nomads having permanent settlement.

2. The government should create an avenue for feedback from the people as regards any development on the programme as public opinion goes a long way in reporting daily events to the government who incidentally can make amend where necessary.
3. The National Commission for Nomadic Education should train and recruit more teachers and deploy them to all nooks and craning of the nation where Nomadic education is being practice with good incentive to boost their moral and effectiveness.
4. The NCNE should engage the services of experts at all levels of its operation.
5. Nomadic Education Programme should be highly de-politicized to avoid failure like in the preceding programmes.

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