



NATIONAL COMMISSION FOR NOMADIC EDUCATION (NCNE), KADUNA

**SOME OF THE MODEL ACHIEVEMENTS BY THE COMMISSION FROM
2016 TO DATE INCLUDE AMONG OTHERS**

ACHIEVEMENTS

1. Infrastructural Development through acquisition of a Permanent Head Office Complex for the Commission
2. In 2017, the government approved a permanent and befitting Head office accommodation complex for the Commission
3. The Commission was equally allocated twenty-one (21) units of houses at the National Open University Kaduna Study Centre, at the same location.
4. Remodelled and rehabilitated the three (3) blocks of Office Complex at the Commission's Headquarters.
5. Procured and installed exquisite office equipment and furniture at the Headquarters Office Complex, Liaison office and zonal offices of the Commission
6. Constructed a perimeter fence around the Commission Headquarters
7. Rehabilitated the industrial borehole water system, access roads and befitting landscaping as well as electricity

NOMADIC SCHOOL INFRASTRUCTURE DEVELOPMENT

- 43 Hand Pump Boreholes drilled
- Skills Acquisition and Youth Empowerment Training for sustainable livelihoods for the Nomads
- Constructed and furnished a state-of-the-art Nomadic Skills Acquisition Centre at the Commission's Head Office Complex
- Constructed and equipped 3 Model Skills Acquisition Centres located at the Head Office, Kachia Grazing Reserve and Km 26 along Kaduna – Abuja Express way, Kaduna.
- Construction of Technical, Vocational Education and Training (TVET) Hostel at the NCNE Headquarters Kaduna (Ongoing)
- 252 Water Pumping Machines were procured and distributed
- 250 Sewing Machine were procured and distributed
- 150 Hair Dressing Machines were procured and distributed
- Provided Solar Powered Energy for the entire NCNE Head Office Complex
- Rehabilitated and equipped state-of-the-art Recording and Transmission Radio Studios

- 200 laptops procured and distributed to staff to strengthen ICT
- penetration and deployment
- 100 laptops procured for the Computer Based Test (CBT) centre at the NCNE Headquarters
- Established A.M Radio tagged **Radio Zamanu International** (on going)
- A Radio Programme on session at the NCNE Radio Studio
- Procured a 50KW AM Radio Antennae (on going) at NCNE Headquarters Kaduna
- Procured and Installed 2 set of 200KVA Power Generator Set at NCNE HQ Kaduna
- 48 Motorcycles were procured and distributed to teachers, supervisors and extension agents.
- Procured a Project Monitoring Vehicle (15 Seater Bus) at the NCNE Headquarters Kaduna
- 12 project/utility vehicles procured

RESEARCH, INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) DEPLOYMENT

- 80 NCNE Personnel trained on Geo-Referenced Infrastructure and Demographic Data for Development (GRID3) Technology and KoboCollect Software.
- Generated-evidenced based data from 12 Grazing Reserves on Farmer- Herder Relations and developed training manual on Peace and Conflict Resolution.
- Conducted Impact Assessment on effects of Farmer- Herder conflicts in the implementation of NEP in three selected states namely; Nasarawa, Niger and Plateau.

PLANNING, RESEARCH AND STATISTICS ACTIVITIES

- Reviewed, Adapted and developed curriculum guides and pupil's texts in four subject areas namely: Islamic Religious Studies (IRS), Christian Religious Studies (CRS), History and National Values for pastoralists, migrant fisher folk and migrant farmers.
- Produced 179,478 the curriculum guides, pupil's texts and teacher's guides (English Studies, Mathematics, Islamic Religious Studies, Christian Religious Studies, Basic Science and Technology, Pre-vocational Studies and National Values).
- Conducted Capacity Development Workshop for **270** Nomadic School Teachers, supervisors, coordinators in the South East, North East and South-South Geo-Political Zones on the use of Curriculum Guides, Record Keeping, Multi-Grade Teaching

Methodology, Guidance and Counselling and Improving Illustrations for effective teaching and learning in Nomadic Schools.

- Conducted tracer study in six Geo-Political Zones in order to determine the progress made in the implementation of NEP since inception as well as the number of graduands among the various nomadic groups.
- Conducted critique Workshop on developed pupils' texts in three (3) subject areas; Islamic Studies, Christian Religious Studies and History for the education of nomadic pastoralists.
- Development of Teachers Guides across the levels (1-6) in in three (3) subject areas; Islamic Studies, Christian Religious Studies and History for the education of nomadic pastoralists.
- Conducted the review and development of textual materials in Social Studies, National Values and security and History for the education of migrant fisher folk and migrant farmers.

SOCIAL MOBILIZATION AND WOMEN DEVELOPMENT ACTIVITIES

- Developed the Capacity of 364 Heads of Nomadic School Based Management Committees.
- Formed and Trained 82 Women Groups on Sensitisation and Mobilisation Campaign for the Promotion of Girl Child Education.
- Scaled up advocacy, mobilisation and sensitisation of key stakeholders on various aspects of NEP including peace and conflict resolution mechanisms;
- Conducted Advocacy, Mobilization and Sensitization campaign of pastoralists' communities on conversion of Grazing Reserves into Ranches in FCT, Abuja and Kogi, Kwara, Nasarawa, Niger, Plateau in North-Central in thirty (30) cluster communities and 1,965 participants were sensitized.
- Improved women development activities among nomads;
- Produced scope and sequence and master plan of IRI lessons for the six classes of primary school and completed the production of 30 episodes of Interactive Radio Instruction (IRI) lessons for primary one.
- Produced 1,941 episodes of radio programmes "Don Makiyaya A Ruga" meaning for the nomads in their homestead - a radio magazine programme aimed at civic and health education, community mobilization for enrolment, retention and progression of nomadic pupils.

- Establishment of 4,375 School Based Management Committees (SBMCs) and Mother Associations (MAs).
- Conducted advocacy, mobilization and sensitization on nomadic girl child low enrolment in schools in the South West zone. The exercise was successfully conducted in four of the six states in the zone covering 140 nomadic schools selected in Ekiti, Ondo, Oyo and Osun states.

PROVISION OF EXTENSION EDUCATION AND SKILLS DEVELOPMENT

- 191 number of nomadic youths, women and adults across the country trained on Skills Acquisition at the 2 model skills acquisition centres.
- Trained and retrained 140 Nomadic Education Extension Agents and Community Development Staff on extension education and services
- Developed the Capacity of 420 selected nomadic pastoralists on various Skills along the Livestock Value Chain.
- Strengthened the provision of extension education and services to nomads;
- Conducted training Workshop on Identification, Mapping and Clustering of Pastoralists Communities in Selected Grazing Reserves in Zaria (Kaduna) for 108 participants;
- Conducted Identification, Mapping and clustering of Pastoralists in 11 Grazing Reserves in 10 frontline States in 156 communities.
- Stepped down training on remodelling of Grazing Reserves into Ranches in six selected Grazing Reserves where 18 Communities visited and 1,403 participants Sensitized
- Trained and retrained 163 staff on Grazing Reserves Development, Ranching, Livestock Transformation Plan and Re-modelling of Grazing Reserves.
- Provided Extension Education and Skills Acquisition Services in 25 states and FCT.
- Developed skill acquisition and entrepreneurship training manuals for nomadic youths and women.
- Conducted need-based identification, clustering and mapping of nomadic youths and women, in 21 States and FCT.
- Conduct of a 3-day training workshop. 160 nomadic youths and women from five States and FCT which included; Anambra, Delta, Katsina, Osun, Yobe and FCT participated in the training.

QUALITY ASSURANCE MECHANISM

- Maintained quality assurance in nomadic schools through periodic schools' monitoring and evaluation as well as conducting assessment of learning achievements.
- Increased number of Nomadic Schools (pastoralists, migrant fisher folk and migrant farmers' schools) from 3,611 in 2016 to 7,314 in 2022 through establishment, constructions and rehabilitation;
- Increased pupils' enrolment from 590,511 in 2016 to 1,570,983 in 2022. similarly, as at 2022, males' enrolment stood at 876,505 while females were 694,478 indicating an improved gender parity;
- Strengthened the number of teachers from 14,936 in 2016 to 26,660 teachers in 2022 across the country. The number of qualified teachers rose from 10,879 in 2016 to 19,728 in 2022. Currently, males stood at 12,823 while female teachers stood at 6,905.
- Conduct of Monitoring of Learning Achievement (MLA) in the South-South Zone. The exercise was carried out successfully across the zone, from 15th to 22nd October, 2023. Accordingly, the exercise assessed the level of learning competencies of pupils of primary five on Numeracy, Literacy and Life Skills; assessed the likely variables that might be used to explain the factors that can be responsible for the level of competency acquired in various skills areas; and garnered evidence-based feedback for planning purposes and assist the Commission in planning for the future.