

## **ANALYSIS OF SUCCESS RATE OF NOMADIC EDUCATION IN THE NORTH-EAST NIGERIA USING A MIXED APPROACH**

By

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### **Abstract**

This study examine the extent to which children of nomads have access to basic education in the North East Nigeria. The study adopted descriptive survey research design using Discrepancy Evaluation Model. The population of this study comprised all the pastoral nomadic Pupils and their stakeholders estimated at 196,254. Multi-stage sampling technique was used to select 900 pupils (20 pupils each from 45 schools), 225 teachers, five teacher each from the selected nomadic primary schools, 45 head teachers were involved from the 45 selected schools, 45 Nomadic Heads (jauros) i.e. 15 each from three States' pastoral nomadic schools, 30 state Nomadic officials (10 from each States) and five (5) Directors from the National Commission for Nomadic Education Kaduna for the study In all, a total of 1,205 respondents was involved in the study. The instruments used for the study are Nomadic Community Heads Questionnaire (NCHQ), Nomadic Teachers questionnaires (NTQ) and Pupils Focus Group and Nomadic Officials Interview (PFGNOI). Based on the findings obtained from this study, it was concluded that to a great extent, nomads' children have access to basic education in the North-East, Nigeria. Education is open to both male and female nomad children. It was recommended that the stakeholders of nomadic education should do all things possible to maintain the status of access as well as increasing rate of admission opportunities for both male and female pupils to nomadic basic education in the North east Nigeria.

### **Introduction**

Education is a metric that determines population creation, social mobility, and greater opportunities; as such education is regarded as the most important tool for national, scientific, and technical advancements.

Self-sufficiency, social adjustment, and economic development are all expected outcomes in any civilized and educated society. Previous studies such as that of United Nation Development Programme (2019) have demonstrated that education increases human production and empowerment while also lowering poverty, child abuse, and moral degradation. This is why the United Nations Children's Educational Fund (UNICEF) has placed a strong emphasis on pastoral nomadic basic education around the world over the years (UNICEF, 2021).

Nomads are socially excluded from mainstream life, educationally disadvantaged, and an ethnic minority that migrates in large numbers within communities or across international borders in pursuit of pastures (UIS, 2019). Because of their nature, culture, and vocation, nomads are considered as a group of people who do not have a regular place of residence in pursuit of green pastures for their cattle (Ekwe, 2012). Nomadic education in Nigeria is primarily focused on basic and adult education programs aimed at eliminating illiteracy, increasing youth productivity, promoting social justice, and informing nomads about their constitutional rights as citizens of Nigeria. The Federal Government established nomadic education in 1987 with the goal of ensuring that nomads have access to basic education. Nigeria, as a multi-ethnic country, necessitates a variety of approaches to citizen education. Groups such as the nomads, who have 10.5 million school-aged children, require specific attention to meet their educational demands, with the ultimate goal of molding their socio-cultural life styles and bolstering their economic activities (UNESCO Institute of Statistics, 2020).

Nigerian nomadic education has built a strong foundation throughout the years, resulting in a number of accomplishments. According to the NCNE (2020) monitoring report, there has been significant growth in enrollment in the North-Eastern area in the last decade. The following are the specifics of the students' enrollment over time.

Given the Federal Government of Nigeria's strategic intentions for nomads in eradicating illiteracy, poverty, hunger, combating diseases, reducing crime, and ensuring environmental sustainability, it becomes critical to improve nomads' access to basic education. It's also important to evaluate the consequences of instability and economic collapse in various countries around the world, particularly Nigeria, as documented by Sa'adu

and Aminu (2019). Banditry, inter-tribal wars, herders, and farmers have all posed long-term threats to general education, particularly Nomadic Basic Education, in Nigeria's North East and elsewhere.

Numerous research on nomadic education have been undertaken in and outside of Nigeria over time, but little or no attention has been paid to the evaluation of nomadic education using Discrepancy Evaluation Model (DEM) to evaluate variations in compliance of programme objectives, adequacy of instructional and infrastructural resources, gender differences and other indicators of access and equity in terms of location of nomads' pastoralists. This motivated the researcher to embark on the study to bridge these gaps which previous researches could not address.

The general purpose of this study is to Evaluate Access to and Equity in Nomadic Basic Education in the North-east, Nigeria. These research questions guided the study.

- i. What is the extent to which children of nomads have access to basic education in the North East Nigeria?
- ii. What is the dropout and completion rates of nomads who have access to basic education?
- iii. what is the enrolment rate between male and female nomads' access to basic education in the North- East Nigeria?

## **Methods**

The study adopted descriptive survey research design of the mixed method. The population of this study comprised all the pastoral nomadic Pupils, Teachers, Fulani Heads, Head teachers and Nomadic administrators of the 535 Nomadic primary schools in the North East Nigeria which is estimated at 196,254. Multi-stage sampling technique was used to select 900 pupils (20 pupils each from 45 schools), 225 teachers, five teacher each from the selected nomadic primary schools, 45 head teachers were involved from the 45 selected schools, 45 Nomadic Heads (jauros) i.e. 15 each from three States' pastoral nomadic schools, 30 state Nomadic officials (10 from each States) and five (5) Directors from the National Commission for Nomadic Education Kaduna for the study In all, a total of 1,205 respondents was involved in the study. The instruments used for the study are Nomadic Community Heads Questionnaire (NCHQ), Nomadic Teachers questionnaires (NTQ) and Pupils Focus Group and Nomadic Officials Interview (PFGNOI). The

NCHQ consists of 40 items covering issues such as access, equity, influence of mother tongue on learning and effects of covid-19 introduction of school grown feeding was used to compare on nomadic pupils While 3 years’ pupil’s enrolment before and 3 years enrolment after the whether there was difference on the enrolment rates as reported by the National Commission for Nomadic Education (2020). The Head Teachers and Teachers Questionnaire consisted of 21 items on adequacies of infrastructural and instructional resources. The Pupils of Nomadic Focus Group Interview consisted of 15 items covering issues on pupils’ enrolment, gender participation, effects of covid-19, availability of resources, influence of mother tongue on learning, impact of current innovations and lastly, impact of National Social Investment Programme on access and equity of nomadic education. In addition, data on pupils’ enrolment, graduation and transition to secondary school was extracted from the records of National Commission for Nomadic Education (NCNE) 2020 Annual monitoring reports.

## **Results**

**Research Question One:** What is the extent to which children of nomads have access to basic education in the North East Nigeria?

To answer the research question, data obtained were computed using frequency counts and percentages and the results are presented in Table 1.

**Table 1: Access to Basic Education in the North East Nigeria**

S/N	Access to Basic Education	VHE		HE		LE		LE	
		F	%	F	%	F	%	F	%
1	Nomadic Basic Education is open to both male and female in your location	159	58.9	40	14.8	59	21.9	12	4.4
2	Admission to Nomadic Education is open to those in the bush and those in town in my area	112	41.5	52	19.3	83	30.7	23	8.5
3	The Nomadic school is located close to								

	residential area	66	24.4	35	13	24	8.9	145	<b>53.7</b>
4	Nomadic education has helped nomads to improve their living conditions	163	<b>60.4</b>	95	35.2	12	4.4	0	0.0
5	Parents do not have to pay school fees, because government is taking care of it	66	24.4	94	34.8	92	34.1	18	6.7
6	Nomadic education gives nomads children opportunity to read and write in English as well as Fulfulde.	148	<b>54.8</b>	30	11.1	87	32.2	5	1.9
7	Nomadic education has helped children to appreciate moral and religious practices	177	<b>65.6</b>	82	30.4	11	4.1	0	0.0
8	Gaining access to nomadic basic education is irrespective of family background	47	17.4	64	23.7	100	37	59	21.9
9	Pupils can reach school within 30 minutes using any means of transportation including walking	154	<b>57.0</b>	23	8.5	87	32.2	6	2.2
10	Nomadic education has helped nomadic children to develop initiatives	177	<b>65.6</b>	70	25.9	23	8.5	23	8.5
11	Introduction of nomadic education has helped nomadic children to modernize techniques of herds man ship and animal management	125	46.3	111	41.1	28	10.4	6	2.2
12	Nomadic education has exposed many nomadic children to formal education	171	<b>63.3</b>	77	28.5	22	8.1	0	0.0
13	Nomadic education has really eliminated hardship and constraints among nomadic children	77	28.5	95	35.2	98	36.3	0	0.0

14	Formal education has helped nomadic children to develop physically and intellectually to cope with life	124	45.9	107	39.6	34	12.6	5	1.9
15	Nomadic children have full calendar days of schooling	78	28.9	87	32.2	11	4.1	94	34.8
16	My school do has nine hours of school per day	88	32.6	42	15.6	41	15.2	99	36.7
17	My school has enough teachers	48	17.8	30	11.1	35	13	157	<b>58.1</b>
18	My school is free from violence	100	37.0	18	6.7	54	20	98	36.3

**VHE→Very high extent, HE→High extent, LE→Low extent, VLE→Very low extent**

Results from Table 15 revealed that 58.9% of those who responded Very high extent that Nomadic Basic Education was open to both male and female nomadic children in the North East Nigeria, 52.6% Very high extent that the Nomadic school is located close to residential areas, 60.4% Very high extent that Nomadic education has helped nomads to improve their living conditions, 54.8% Very high extent that Nomadic education gives nomads children an opportunity to read and write in English as well as in Fulfulde, 65.6% strongly agreed that Nomadic education has helped children to appreciate moral and religious practices, 57% Very high extent that pupils can reach school within 30 minutes using any means of transportation including walking, 65.6% Very high extent that Nomadic education has helped nomadic children to develop initiatives, 63.3% Very high extent that Nomadic education has exposed many nomadic children to formal education. On the contrary, 53.7% of those that responded Very low extent that the Nomadic school is not located close to residential areas and 58.1% Very low extent that nomadic schools have enough teachers. Further results were obtained from qualitative analysis that revealed stakeholders' perceptions about the extent to which children of nomads have access to basic education in the North East Nigeria.

**Research question Two:** What is the dropout and completion rates of nomads who have access to basic education?

To answer the research question, data obtained were computed using frequency counts and percentages and the results are presented in Table 2.

**Table 2: Enrolment and Dropout Rates of Nomadic Pupils in Basic Education in the North East between 2017 and 2018**

S/N	State	2017						2018					
		ADM		DRO		%DRO		ADM		DRO		%DRO	
		M	F	M	F	M	F	M	F	M	F	M	F
1	Bauchi	37321	31585	12090	13134	72.89	71.97	37524	34825	17193	19688	82.94	75.84
2	Gombe	9101	7013	2985	2852	17.99	15.62	9157	7138	3536	3995	17.05	15.39
3	Taraba	6335	5012	1537	2261	9.26	12.39	6425	5146	1665	2275	8.03	8.53
<b>Total</b>		<b>52757</b>	<b>43610</b>	<b>16585</b>	<b>18247</b>			<b>53106</b>	<b>47109</b>	<b>20729</b>	<b>25958</b>		
<b>%</b>		<b>54.75</b>	<b>45.25</b>	<b>47.60</b>	<b>52.37</b>			<b>52.99</b>	<b>47.01</b>	<b>44.40</b>	<b>55.60</b>		

Result from Table 2 indicated the percentage of nomadic pupils in the North East that dropped out from nomadic education between years 2017 and 2018. The table indicated that Bauchi State recorded the dropout rate of male pupils 72.89% in 2017 and 71.97% for females. In 2018, the dropout rate in Bauchi State was 82.94% for male pupils as against 75.84% females. Gombe State recorded the dropout rate of male pupils 17.99% in 2017 and 15.62% for females. In 2018, the dropout rate in Gombe State was 17.05% for male pupils as against 15.39% females. Taraba State recorded the dropout rate of male pupils 9.26% in 2017 and 12.39% for females. In 2018, the dropout rate in Taraba State was 8.03% for male pupils as against 8.53% females.

**Table 3: Enrolment and Dropout Rates of Nomadic Pupils in Basic Education in the North East between 2019 and 2020**

S/N	State	2019						2020					
		ADM		DRO		%DRO		ADM		DRO		%DRO	
		M	F	M	F	M	F	M	F	M	F	M	F
1	Bauchi	39258	37524	10000	20001	61.99	65.43	39258	37526	11744	21115	68.45	67.55
2	Gombe	9758	8925	3646	5755	22.60	18.82	9758	8925	2642	5412	15.59	17.31
3	Taraba	7145	6925	2484	4808	15.39	15.73	9145	8925	2771	4729	16.15	15.12
<b>Total</b>		<b>56161</b>	<b>53374</b>	<b>16130</b>	<b>30564</b>			<b>58161</b>	<b>55376</b>	<b>17157</b>	<b>31256</b>		
<b>%</b>		<b>51.27</b>	<b>48.73</b>	<b>34.54</b>	<b>65.46</b>			<b>51.23</b>	<b>48.77</b>	<b>35.44</b>	<b>64.56</b>		

Result from Table 3 indicated the percentage of nomadic pupils in the North East that dropped out from nomadic education between years 2019 and 2020. The table indicated that Bauchi State recorded the dropout rate of male pupils 61.99% in 2019 and 65.43% for female. In 2020, the dropout rate in Bauchi State was 68.45% for male pupils as against 67.55% female. Gombe State recorded the dropout rate of male pupils 22.60% in 2019 and 18.82% for female. In 2020, the dropout rate in Gombe State was 15.59% for male pupils as against 17.31% female. Taraba State recorded the dropout rate of male pupils 15.39% in 2019 and 15.73% for female. In 2020, the dropout rate in Taraba State was 16.15% for male pupils as against 15.12% female.

**Table 4: Completion and Transition Rates of Nomadic Pupils in Basic Education in the North-East 2017 - 2018**

S/N	State	2017						2018					
		ADM		GRA		%TRA		ADM		GRA		%TRA	
		M	F	M	F	M	F	M	F	M	F	M	F
1	Bauchi	37321	31585	25231	18451	69.8	72.74	37524	34825	20331	15137	61.19	71.56
2	Gombe	9101	7013	6116	4161	16.92	16.41	9157	7138	5621	3144	18.29	14.86
3	Taraba	6335	5012	4798	2751	13.27	10.85	6425	5146	4764	2871	15.51	13.57
<b>Total</b>		<b>52757</b>	<b>43610</b>	<b>2228</b>	<b>1663</b>			<b>53106</b>	<b>47109</b>	<b>30716</b>	<b>21152</b>		
<b>%</b>		<b>54.75</b>	<b>45.25</b>	<b>58.76</b>	<b>41.24</b>			<b>52.99</b>	<b>47.01</b>	<b>59.23</b>	<b>40.78</b>		

Result from Table 4 indicated the completion and transition rates of nomadic pupils from nomadic education in the North East between years 2017 and 2018. The table indicated that Bauchi State recorded the completion and transition rate of male pupils 69.8% in 2017 and 72.74% for female. In 2018, the completion and transition rate in Bauchi State was 61.19% for male pupils as against 71.56% female. Gombe State recorded the completion and transition rate of male pupils 16.92% in 2017 and 16.41% for female. In 2018, the completion and transition rate in Gombe State was 18.29% for male pupils as against 14.86% female. Taraba State recorded the completion and transition rate of male pupils 13.27% in 2017 and 10.85% for female. In 2018, the completion and transition rate in Taraba State was 15.51% for male pupils as against 13.57% female.

**Table 5: Completion and Transition Rates of Nomadic Pupils in Basic Education in the North-East 2019 - 2020**

S/N	State	2019						2020					
		ADM		GRA		%TRA		ADM		GRA		%TRA	
		M	F	M	F	M	F	M	F	M	F	M	F
1	Bauchi	39258	37524	29258	17523	73.09	76.82	39258	37526	27514	16411	67.10	68.03
2	Gombe	9758	8925	6112	3170	15.27	13.89	9758	8925	7116	3513	17.35	14.56
3	Taraba	7145	6925	4661	2117	11.64	9.28	9145	8925	6374	4196	15.54	17.28
<b>Total</b>		<b>56161</b>	<b>53374</b>	<b>40031</b>	<b>22810</b>			<b>58161</b>	<b>55376</b>	<b>41004</b>	<b>24120</b>		
<b>%</b>		<b>51.27</b>	<b>48.73</b>	<b>63.7</b>	<b>36.29</b>			<b>51.23</b>	<b>48.77</b>	<b>62.96</b>	<b>37.03</b>		

Result from Table 5 indicated the completion and transition rates of nomadic pupils from nomadic education in the North East between years 2019 and 2020. The table indicated that Bauchi State recorded the completion and transition rate of male pupils 73.09% in 2019 and 76.82% for female. In 2020, the completion and transition rate in Bauchi State was 67.10% for male pupils as against 68.03% female. Gombe State recorded the completion and transition rate of male pupils 15.27% in 2019 and 13.89% for female. In 2020, the completion and transition rate in Gombe State was 17.35% for male pupils as against 14.56% female. Taraba State recorded the completion and transition rate of male pupils 11.64% in 2019 and 9.28% for female. In 2020, the completion and transition rate in Taraba State was 15.54% for male pupils as against 17.28% female.

**Research Question Three:** what is the enrolment rate between male and female nomads’ access to basic education in the North- East Nigeria?

To answer the research question, data obtained were computed using frequency counts and percentages and the results are presented in Table 6.

**Table 6: Enrolment Rates of Nomadic Pupils in Basic Education in the North-East**

S/N	State	2017			2018			2019			2020		
		M	F	Diff.	M	F	Diff.	M	F	Diff.	M	F	Diff.
1	Bauchi	37321	31585	5736	37524	34825	2699	39258	37524	1734	39258	37526	1732
2	Gombe	9101	7013	2088	9157	7138	2019	9758	8925	833	9758	8925	833
3	Taraba	6335	5012	1323	6425	5146	1279	7145	6925	220	9145	8925	220
<b>Total</b>		<b>62378</b>	<b>51430</b>		<b>63831</b>	<b>55544</b>		<b>67982</b>	<b>62900</b>		<b>70282</b>	<b>65902</b>	

Result from Table 6 indicated the difference between male and female nomadic pupils access to basic education in the North- East Nigeria. This is predicated on the differences in enrolment between years

2017 – 2020 across the three states. The table indicated that male enrolment rate across the states was 62,378 in 2017 and female enrolment rate was 51,430. In 2018, male enrolment rate across the states was 63,831 and female enrolment rate was 55,544. In 2019, male enrolment rate across the states was 67,982 and female enrolment rate was 62,900. In 2020, male enrolment rate across the states was 70282 and female enrolment rate was 65902 respectively.

## **Discussion**

This study evaluated children's access and equity to nomadic basic education in North-East, Nigeria. Finding from this study revealed that to a large extent nomadic children have access to basic education in the North-East, Nigeria. This implies that majority of nomadic children have access to basic education capable of bringing them out of the darkness of ignorance to the domain of light and knowledge. This result is also possible where nomadic basic education is open to both male and female irrespective of their family background. It is also possible when access to nomadic basic education is irrespective of their location that will enable nomadic pupils to reach school within 30 minutes using any means of transportation including walking. This study revealed that parents of nomadic children release their wards to attend school so as not to be left out in the process of inculcating the right types of values and attitudes for the survival of the individual and the Nigerian society as stipulated by Government (FGN, 2004). The findings is in line with earlier study carried out by NCNE (2020) who reported that nomadic education has allowed opportunity for nomads to be exposed to conventional formal education.

Another finding of this study revealed that, the dropout rate of nomads who have access to basic education was observed to be low while the completion rate of nomads who have access to basic education was high. This means that great number of those enrolled for nomadic education completed their programme successfully. This result is possible where the nomadic pupils perceived the contents of instruction been exposed to as meaningful and holds value thereby trying all things possible to complete their education. This result is also possible where nomadic pupils see their ability to read, write and comprehend would be guaranteed through nomadic education. This study is also in support with the study conducted by NCNE (2017) which specified short-term goals of

nomadic education which serves as an acquisition of functional basic literacy skills. However, UNESCO (2000) has a different finding when they concluded that the level of children opting out of the nomadic programme was increasing.

The finding of this study also revealed that differences between male and female nomadic children who have access to basic education in the North-East, Nigeria were high with 55% in favour of male nomadic children. This means that male children have access to basic education more than their female nomadic counterparts. This finding is also possible where gender discrimination was noticeable as to the type of nomadic children that should be given formal education. Some people believed that only male nomadic children should be given formal education while their female counterparts should be given only informal education. However, both male and female nomads' children have access to basic education. It is just that male nomadic children that accessed nomadic educations were more than that of female. This study is in line with the findings of Abdulrahman (2016), who found that basic education programme is meant for all phases of the society including the rich and the poor, the physically fit and physically challenged as well as every individual who is ready to acquire knowledge.

This study further revealed that, instructional resources and infrastructural facilities available for teaching and learning of nomadic education in the North-East, Nigeria were not adequate. This result is possible where most of the nomadic schools are lacking the basic instructional resources and infrastructural facilities needed for teaching and learning. When necessary instructional facilities are not provided, teaching and learning activities will not be found easy. This result is in line with the work of NCNE (2016) who reported that pictures and charts, textbooks, water supply, and toilet facilities were not adequately available in nomadic schools in the North-East, Nigeria.

The study revealed that the use of mother tongue in teaching nomadic pupils has increased access and equity of nomadic pupils to basic education in the North East Nigeria. The result indicated that nomadic pupils learn better and faster with Fulfulde than English. Many of them enjoyed school more and feel at home when Fulfulde is used because they believed that teaching them with Fulfulde will develop their social skills. There is also the belief that they cannot fail or repeat class if Fulfulde is

used for teaching and that teaching them with Fulfulde will develop their cultural identity. It is clear from the foregoing that mother tongue to a large extent have increased access and equity to Nomadic Education. Those who responded insisted that mother tongues should be introduced into teaching of the pastoral nomads. Pupils should be taught in their mother tongue because it enhance understanding and makes learning easier.

There is lack of teachers who are qualified to teach in mother tongue of the pastoral nomads because it is hard to get Fulani teachers to teach in their mother tongue. This result confirmed the position of the Federal Government of Nigeria (FGN, 2013) as contained in the national policy on Education on the use of mother tongue. In the same vein, OECD (2021) opined that the use of mother tongue goes a long way in promoting access and effective learning among the nomad populace.

The finding of the study could not clearly establish the extent to which National Social Investment Programme promoted access and equity of nomads to basic education in the North East Nigeria. From the perspectives of the stakeholders on the impact of National Social Investment Programme on access to nomadic education by nomadic children, stakeholders were not so sure of the extent to which the National Social Investment Programme promotes access and equity of nomadic children to basic education in the North East Nigeria.

### **Conclusions and Policy Recommendations**

This study evaluated access to and equity in nomadic basic education in the North-East, Nigeria. Based on the findings obtained from this study, it was concluded that to a great extent, nomads' children have access to basic education in the North-East, Nigeria. Education is open to both male and female nomad children. The researcher therefore recommended among others that:the stakeholders of nomadic education should do all things possible to maintain the status of access as well as increasing rate of admission opportunities for both male and female pupils to nomadic basic education in the North east Nigeria; the nomadic children should be encouraged to enroll as well as completing their basic education so as to further increase the completion rate and reduce the dropout rate of those that have access to nomadic basic education; effort should be made by the government and community heads toward ensuring

equal access of male and female nomadic children to nomadic basic education.

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