Integrating Mobile Learning into Nomadic Education Programme in Nigeria: Issues and perspectives

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The establishment of the National Commission for Nomadic Education (NCNE) in Nigeria in 1989 created a wider opportunity for the estimated population of 9.3 million nomads in Nigeria to acquire literacy skills. The coming of the Commission arose due to the massive illiteracy figure of the pastoral nomads and migrant fishermen put at 0.02% and 2.0% (Federal Ministry of Education, 2003; UNESCO, 1998) respectively. To improve the literacy rate of the nomads, the NCNE employed various approaches such as on-site schools, the shift system, schools with alternative intake and Islamiyya schools to provide literacy education to the nomads. However, a critical appraisal of these approaches by the Commission shows that very few of the schools were viable. This portrays the fact that these approaches have not actually helped to improve the literacy rate among nomads in Nigeria. There is, therefore, the need for alternative approach to be adopted. With the revolutionary trend of ICT in Nigeria, there is the need to bring in mobile learning through the use of mobile technologies (such as handset, simple text message etc. which is predominantly in many parts of Nigeria) to enhance the literacy learning process in the Nomadic Education Programme of Nigeria. This paper, therefore, explores the need and advantages of integrating mobile learning into Nomadic Education programme in Nigeria so as to ensure a successful implementation and achievement of the goals of the programme.


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