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**AN ASSESEMENT OF THE EDUCATIONAL PROVISION
FOR THE CHILDREN OF NAMADS IN SOKOTO STATE- NIGERIA
ОЦЕНКА ОБРАЗОВАТЕЛЬНОГО ОБЕСПЕЧЕНИЯ
ДЛЯ ДЕТЕЙ КОЧЕВНИКОВ В ШТАТЕ СОКОТО, НИГЕРИЯ**

Abstract. Nomadic pastoralism is a centuries-old livelihood system characterized by the seasonal movement of people and livestock in search of pasture and water. In Sokoto State, Nigeria, nomadic communities often Fulani pastoralist play a central role in rural economies but face disparities in educational access. Traditional formal schooling, defined by static classroom attendance, often fails to accommodate children who migrate with their herds. This peculiar misrepresentation has created a gap in the nomads' children making education inaccessible. This paper examines educational provision for the children of pastoral nomads in Sokoto State, identifying the challenges and inclusion opportunities that shape access, participation, and learning outcomes. The paper recommends context-responsive education policies that will respond positively to the lifestyle of the pastoral nomads in Sokoto State. This includes provision of teacher training in nomadic pedagogy, use of community engagement, and access to improved funding to enhance educational inclusion.

Introduction

Nomadic pastoralism is a centuries-old livelihood system characterized by the seasonal movement of people and livestock in search of pasture and water. In Sokoto State, Nigeria, nomadic communities often Fulani pastoralist play a central role in rural economies but face disparities in educational access. Traditional formal schooling, defined by static classroom attendance, often fails to accommodate children who migrate with their herds. This peculiar misrepresentation has created a gap to the nomads' children making education inaccessible to them, mainly due to their cultural lifestyle and engagement with the animals.

Despite federal and state Governments educational policies intended to promote Universal Basic Education (UBE), enrollment access and completion rates among nomadic children remain low in Sokoto State. This has implications for social inclusion, economic participation, and human development. Nomadic pastoralist communities in Sokoto State remain marginalized in access to formal education due to mobility, poverty, socio-cultural norms, and policy weaknesses. This paper examines educational provision for the children of pastoral nomads in Sokoto State, identifying the challenges and inclusion opportunities that shape access, participation, and learning outcomes. The paper suggests that although mobile schools and boarding facilities have not been

provided by the Sokoto State Government, critical gaps persist in infrastructure, teacher preparedness, curriculum relevance, and policy implementation.

Literature Review

This section reviews existing literature on educational provision for nomadic populations, with specific focus on nomadic pastoralist in Northern Nigeria and Sokoto State respectively. The review examines conceptual clarifications, nomadic education policy frameworks in Nigeria, socio-cultural dynamics affecting school participation, and empirical studies relevant to the study. The purpose is to situate the present research within existing scholarship, identify knowledge gaps, and provide a foundation for analysis which will influence effective decision that will support Sokoto State Government to review current nomadic policies to suit the nomadic pastoral cultural life style by having access to formal education in order to participate in National development.

Nomadic Education in Africa

Nomadic education in Africa, particularly in Nigeria, provides tailored, flexible basic education opportunity to nomadic pastoralist, migrant fisher-folk, and farmers to improve literacy and livelihoods. Programs such as the use of mobile schools, radio, and flexible calendars to accommodate seasonal migration has proven effective although the efforts have been bedeviled with certain challenges such as funding, lack of teachers, and cultural resistance, distance and insecurity in some cases.

Nomadic education in Africa, particularly prominent in Nigeria, Kenya, and Somalia, is a specialized system designed to provide basic education to communities whose livelihoods such as pastoralism, fishing, or seasonal farming require frequent migration. This situation and its attendant cultural practices for the nomads had excluded them from active participation in formal education. It is important to stress that, as of 2026, Nigeria remains a focal point for these efforts, aiming to integrate 50% of nomadic children into formal schools by 2027. National Commission for Nomadic Education in Nigeria (NCNE,2026).

In Kenya, nomad continuous resistance to conventional education, especially for girls mainly due to cultural belief have contributed to their low turnout in formal schooling hence grossly low enrolment. Nguigi (2017) noted that, the nomadic pastoralist community is one such a group that has remained out of school due to its palpetic lifestyle. Generally, formal education is appropriate for people leading a sedentary lifestyle, thereby making nomadic pastoralist community be persistently excluded from accessing formal education. Nevertheless, in efforts to promote access to education among communities that are mainly nomadic pastoralist, the Government of Kenya has established mobile schools in Turkana County.

Nguigi (2017) further stressed that several studies have been conducted on factors contributing to low participation of nomadic pastoralists in education, but very little research has been done on mobile schools. Using mixed methods research design, various County Government documents and official documents found in schools were reviewed to obtain information concerning Mobile

schools in study. His study found out that although mobile schools have promoted access to education among Turkana nomadic pastoralist, their level of participation in education is still significantly low.

Study of Nguidi (2017). established that some of the conditions that enhance participation in education through mobile schools include awareness and sensitization, community involvement and multi grade and multi shift approaches in education provision. Also importantly is adopting a multifaceted approach whereby there is both provision of education, food and security.

In Somalia, although available literature was inaccessible, the situation is similar although the pastoral nomads of Somalia have agreed to contribute 26% of their income to educate the children in formal school.

Nomadic Education in Nigeria

Nomadic education in Nigeria is a specialized, government-run program designed and echoed by the National Commission for Nomadic Education (NCNE) (established 2004) to provide functional, basic literacy to nomadic pastoralist, migrant fisher-folk, and farmers. It utilizes mobile schools, on-site schools, and distance learning programs to accommodate the nomadic lifestyle, aiming for social integration and skill development, but faces challenges like insecurity and funding. The National Commission of Nomadic Education (NCNE) was established via an Act Cap N 20 Laws of the Federation of Nigeria (LFN) of 2004 with the mandate of providing qualitative and functional basic education to the educationally disadvantaged nomadic groups in the Country. The National Policy on Education recognizes the need for special educational provisions for marginalized groups, including nomads. It emphasizes equity, inclusiveness, and curriculum relevance.

The neglect of any segment of the population of a country can be a potential time bomb, especially if that population contributes significantly to the nation's economy just as the nomads' deed (Idris, 2025). He further stress that, education is the birth right of any Nigerian child and this right has been enshrined in the nation's constitution.

Some studies conducted by UNICEF report modest success in areas where:

- Community leaders participate in school management.
- Flexible school hours are adopted.
- Incentive programmes (e.g., feeding schemes) are implemented.

Peculiarity of the Nomads

High Dropout Rate: Many nomadic children drop out of school before proceeding to the junior secondary school level. The few that gained admission continue to disappear from school. This was contained in the report of. (Sokoto state Agency for Nomadic Education, 1999) in Sokoto State in 1998 about 98 pupils gained admission but at the end of first term only about 509% of them were in secondary schools. This shows that only small percentage of the children could probably complete secondary schools.

(i) Socio-Cultural Factors Affecting Education of Nomadic Children

Mobility: Frequent movement disrupts school attendance and continuity of learning. Traditional school calendars rarely align with migration cycles.

Economic Considerations: Children often contribute to livestock management. Parents may perceive formal education as competing with economic responsibilities.

Cultural and Religious Perceptions: Some nomadic families prioritize Islamic education over Western-style formal education. Integration of Qur'anic studies with formal curricula has been proposed as a strategy to enhance acceptance.

Gender Norms: Girls' education faces additional challenges due to cultural expectations and early marriage practices. Research suggests that community sensitization improves female enrollment.

Teacher-Related Challenges

Teacher availability and preparedness significantly influence educational outcomes.

- Teachers are often unwilling to serve in remote areas.
- Limited incentives reduce retention.
- Few teachers are trained specifically in nomadic pedagogy.
- Language differences may affect classroom interaction.

Infrastructure and Funding Constraints

Nomadic schools often operate with:

- Temporary structures
- Limited furniture
- Insufficient textbooks
- Lack of sanitation facilities
- Funding inconsistency

Nomadic Education in Sokoto State

Nomadic pastoralist communities in Sokoto State remain marginalized in access to formal education due to mobility, poverty, socio-cultural norms, and policy weaknesses. This study examines educational provision for the children of nomads in Sokoto State, identifying the challenges and opportunities that shape access, participation, and learning outcomes. The National Policy on Education document spelt out clearly government's commitment to ensure that Education is not only a birthright but must be brought and made accessible within affordable reach to all children, irrespective of their geographical influences like the children of displaced persons.

State-Level Implementation in Sokoto

• Sokoto State Agency for Nomadic Education (SANE): This dedicated body manages approximately 80 nomadic schools in the state, ensuring they adhere to NCNE-approved programmatic approaches.

• Sokoto State Education Strategic Plans: Outlines long-term goals to enhance the participation of pastoral nomads in formal development programs.

• Free Basic Education Policy (2025/2026): Under Governor Ahmad Aliyu Sokoto, the State has Abolished School levies and prioritized the recruitment of qualified teachers to reduce the out-of-school population, which includes nomadic children.

3. Specialized Educational Strategies

- Curriculum Development: The Nomadic Education Centre at Usmanu Danfodiyo University, Sokoto is legally mandated to develop tailored curricula, teacher training programs, and outreach materials to suit and address the peculiarity of the nomadic context, and appeal to their cultural lifestyle.

- Flexible Schooling Models:

- o Mobile Schools: Use of collapsible classrooms and mobile teachers who travel with moving communities were introduced to respond to the needs of the nomadic lifestyle.

- o Distance Learning: Implementation of Interactive Radio Instruction (IRI) to reach out to remote herding areas where nomadic herds could be found.

- o Targeted Interventions: Collaborations with UNICEF and the EU to strengthen Early Child Care and Education (ECCE) focusing on the most vulnerable 25% of out-of-school children identified through state mapping have been quite appealing to the needs of the nomads in Sokoto State.

Key Challenges in Educational Provision for the Nomads in Sokoto State

- Migratory Lifestyle and Isolation: Constant movement in search of pasture and water makes it difficult to maintain consistent attendance in formal schools. Many nomadic communities are in isolated, inaccessible areas.

- Poor Infrastructure and Inadequate Facilities: Many nomadic schools in Sokoto are in dilapidated conditions, lacking proper classrooms and learning materials, which makes them non-conducive to learning.

- Shortage of Qualified Teachers: There is a scarcity of teachers willing to work in remote, underserved nomadic areas.

- Cultural and Economic Factors: Parents often prioritize child labor (cattle rearing) over formal education, viewing schooling as less relevant to their way of life.

- Inadequate Funding: The nomadic education program suffers from insufficient government funding, leading to unpaid staff and lack of school repairs.

- Gender Disparity: Nomadic girls face additional barriers, including cultural norms and, in some cases, early marriage.

- Irrelevant Curriculum: The current curriculum is sometimes viewed as not tailored to the specific needs of nomadic communities.

Proposed Recommendations and Future Directions

- Improved Infrastructure: Upgrading school structures to make them more inviting and functional.

- Incentives for Teachers: Providing better incentives to encourage qualified teachers to work in rural areas.

- Culturally Relevant Curriculum: Developing educational content that blends with the pastoral lifestyle.

- Community Involvement: Engaging nomadic parents in school management to foster ownership.

- Use of Mobile Schools: Implementing flexible, mobile, or distance learning solutions to match the migratory lifestyle. Provision of Education and

Handcraft for classes I -6. This giant stride was followed by a critique workshop held in Sokoto between March 4 -7 1992; this exercise was preceded by primary school curriculum adaptation undertaken by the Sokoto Centre approved by the National Council on Education.

- Mobilization using FRCN Kaduna, in order to provide necessary enlightenment for men and women as well provide basic information on veterinary health services.

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ИСПОЛЬЗОВАНИЕ ПОТЕНЦИАЛА ПРИКЛАДНЫХ НАУК ДЛЯ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ПРЕДПРИЯТИЙ АГРОПРОМЫШЛЕННОГО КОМПЛЕКСА

Аннотация: в статье проводится анализ математического аппарата используемого в гидрогазодинамике. Целью исследования является аналитический обзор