DOI: https://doi.org/10.67203/jerd.2026.9021rhb6

EVALUATION OF THE IMPLEMENTATION OF NOMADIC EDUCATION PROGRAMME IN NORTH-WEST ZONE, NIGERIA

*Aliyu A DADA, Muhammad SULEIMAN and Abdullahi Tatabu MOHAMMED

Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria.
*Corresponding Author: Dadaabdullahialiyu@gmail.com; 08036155035

Abstract

The study was carried out to evaluate the Implementation of the Nomadic Education Programme in the North-west Zone, Nigeria. The objectives of the study, among which were to determine the Provision of Infrastructural Facilities for the implementation of the Nomadic Education Programme in North-West Zone, Nigeria and assess the Provision of instructional materials in the implementation of the Nomadic Education Programme in North-West Zone, Nigeria. Corresponding research questions and hypotheses were formulated, answered and tested in line with the objectives. A descriptive-survey design was used for the study. The population of the study consisted of 6280, which comprised 1720 head teachers and 4560 teachers. The total sample size for the study consists of 357, comprised of 103 head teachers and 254 teachers drawn through a simple random sampling technique. A self-structured questionnaire was used for data collection. Mean and standard deviation were used to answer the research questions. While the Mann-Whitney (U test) was employed to test the null hypotheses at a 0.05 level of significance. The findings revealed that the extent to which infrastructural Facilities were provided was low, where the p-value was (p-value= .312. The extent to which instructional materials were provided was also low, where was (p-value= .899. The study concluded that infrastructural Facilities and Instructional materials were not adequately provided for the implementation of the Nomadic Education Programme in the study area. It was recommended that adequate infrastructural facilities should be provided by federal, state and local governments, individuals, non-governmental organisations (NGOs), and philanthropists to motivate the direction of teaching and learning in nomadic schools in the North-West Zone, Nigeria. The government at all levels and the community should make sure that enough instructional materials are provided in all nomadic schools for the implementation of the Nomadic Education Programme.

Keywords: Evaluation, Implementation, Nomadic Education, Programme, North West Nigeria

Introduction

Nomadic education is a programme designed by the Federal Government of Nigeria for the children of nomads. The programme's objectives included improving the children's living circumstances and removing obstacles from their lives, in addition to giving them the knowledge, skills, and experience necessary to contribute to the development of their local community and the nation as a whole.

The Nomadic Education Programme (NEP) was established in Nigeria in 1989 as a federal government initiative to provide basic education to the country's nomadic populations. These groups, primarily comprising the Fulani pastoralists, Shuwa Arabs, and other migratory communities, have traditionally lived a transhuman lifestyle, moving seasonally in search of pasture and water for their livestock. Recognising the unique challenges faced by these populations, the Nigerian government, through the National Policy on Education in 1989, introduced the Nomadic Education Programme to ensure that nomadic children were not left behind in the country's educational development. The programme was designed to bridge the gap between formal education and the mobile nature of these communities, promoting literacy and numeracy while respecting their cultural and economic practices (Shuaib et al., 2023; NCNE, 2020). Nomads are individuals belonging to groups without a permanent home, travelling with livestock like sheep or cattle. This, therefore, implies that other people or groups of people with these characteristics can also be referred to as nomads (Kenerman, 2022).

Historically, nomadic communities in Nigeria have faced significant barriers in accessing formal education due to their migratory patterns, socio-cultural beliefs, and economic priorities. Many pastoralist families prioritise cattle-rearing over schooling, viewing formal education as irrelevant to their way of life (NCNE, 2020). Additionally, the lack of permanent settlements makes it difficult to establish conventional schools, leading to low enrolment and high dropout rates among nomadic children. Cultural resistance, particularly regarding

Western education for girls, further compounds the problem. The Federal Republic of Nigeria, in 1989, acknowledged these challenges, prompting the creation of the Nomadic Education Programme (NEP) as an intervention to deliver education in a manner compatible with the nomads' mobile lifestyle (NCNE, 2022).

Despite concerted efforts by the Federal Government since its inception in 1989, the Nomadic Education Programme (NEP) continues to face significant implementation hurdles. Multiple studies have documented systemic challenges, including chronic underfunding, logistical constraints, and poor program coordination across different tiers of government (Abdulkareem, 2015). These structural deficiencies have resulted in widespread inadequacies that undermine the program's effectiveness, particularly in remote areas where nomadic communities predominantly reside. The gap between policy objectives and on-ground realities remains substantial, raising questions about the program's capacity to deliver meaningful educational outcomes.

One of the most glaring challenges is the severe shortage of adequate infrastructure in nomadic schools. Field reports from the North-West Zone reveal that many learning centres operate in makeshift structures - often under trees or in temporary shelters - that offer no protection from harsh weather conditions (Junaid, 2018). Permanent classroom structures, where they exist, are frequently dilapidated and lack basic amenities such as furniture, electricity, and sanitation facilities. This physical environment is not conducive to effective teaching and learning, contributing to low student retention rates and poor academic performance among nomadic pupils (Fatai et al., 2021). Compounding the infrastructure problems is the acute scarcity of instructional materials.

The Nomadic Education Programme (NEP) was established to address the educational needs of Nigeria's nomadic populations, particularly pastoralist communities who face significant barriers to accessing formal schooling. However, in the North-West Zone, where a large proportion of Nigeria's nomadic communities reside, the successful implementation of the NEP has been hindered by several critical challenges. These challenges undermine the programme's objectives and limit its ability to provide equitable and quality education to nomadic children.

It has been observed as a pertinent stakeholder that there is an inadequate provision of infrastructural facilities in nomadic schools. Many schools lack proper classrooms, furniture, water supply, and sanitation facilities, creating an unconducive learning environment. In some cases, schools operate under trees or in makeshift structures, exposing students and teachers to harsh weather conditions.

Objectives of the study

The objectives of the study are to:

1. determine the provision of Infrastructural Facilities for the implementation of the Nomadic Education Programme in the North-West Zone, Nigeria;
2. Assess the provision of instructional materials in the implementation of the Nomadic Education Programme in the North-West Zone, Nigeria.

Research Questions

1. What is the extent of provision of Infrastructural Facilities for the implementation of the Nomadic Education Programme in the North-West Zone, Nigeria?
2. What is the extent of provision of instructional materials for the implementation of the Nomadic Education Programme in the North-West Zone, Nigeria?

Hypotheses

The study tested the following hypotheses at the 0.05 level of significance:

HO_1: There is no significant difference in the Provision of Infrastructural Facilities for the implementation of the Nomadic Education Programme in North-West, Nigeria.

HO_2: There is no significant difference in the provision of instructional materials for the implementation of the Nomadic Education Programme in North-West, Nigeria.

Literature Review

Concept of Implementation

The concept of implementation refers to establishing the necessary framework conditions that make it possible to execute effective instruction, particularly in inclusive settings (Gil, 2024). To implement is to put a plan, system, or policy into action or operation. In educational contexts, implementation has been described as the translation of theory into practice or the process of transforming proposals into actionable steps that achieve desired learning outcomes (Setyowati, 2025). This modern perspective emphasises that successful implementation requires not only planning but also adaptation, monitoring, and evaluation to ensure that strategies align with learners' needs and the broader goals of inclusive education. Curriculum implementation is a stage of putting into practice all that has been documented as curriculum in the classroom through the combined effort of the teachers, learners, school administrator, parent as well as interaction with the physical facilities, instructional materials, psychological and social environment of the school Implementation is the carrying out, execution, or practice of a plan, a method, or any design, idea, model, specification, standard or policy for doing something. As such, implementation is the action that must follow any preliminary thinking for something to actually happen (Rouse, 2016).

To implement is to put into action or operation a plan or a system; he also sees implementation as the translation of theory into practice or a proposal into action. Curriculum implementation is a stage of putting into practice all that has been documented as curriculum in the classroom through the combined effort of the teachers, learners, school administrator, parent, as well as interaction with the physical facilities, instructional materials, psychological and social environment of the school (Akorede et al., 2021; Kolawole, 2013).

Concept of Nomad

The term nomad originates from the Greek word nomos, meaning "pasture," reflecting a lifestyle characterised by mobility in search of grazing land for livestock such as cattle, sheep, goats, and other ruminants. Traditionally, nomadism has been associated with pastoral practices and the seasonal movement of communities (Steglich, 2024). However, contemporary research suggests that the meaning of "nomad" extends beyond livestock and geography. Scholars have increasingly conceptualised nomadism in broader social, cultural, and spatial terms. Steglich (2024) examines the "nomad" category as a lens for understanding identity, mobility, and state-society relations, highlighting how the label is influenced by political, economic, and social factors in modern contexts.

Similarly, Trisno (2023) reconceptualise nomadic practices through the perspective of architecture and space, arguing that nomadism reflects both physical mobility and the creative appropriation of space for social and cultural purposes. These perspectives indicate that the notion of nomadism is dynamic, encompassing traditional pastoral movements as well as metaphorical and symbolic forms of mobility, including adaptation to environmental, social, or technological changes. Consequently, a comprehensive working conceptualisation of "nomads" for this study draws on these interdisciplinary insights.

From the perspective of anthropology, nomads are people who move from one location to another in search of pasture for their ruminants and livelihood needs. Recent research emphasises that nomadism encompasses not only physical mobility but also culturally embedded practices and adaptive strategies in response to environmental and economic conditions (Fischer & Kohl, 2021). Similarly, Scheele (2017) describes nomads as members of communities or groups who do not have a permanent settlement but continuously move in pursuit of food, water, and pasture, highlighting the interplay between mobility and social organisation.

Concept of Nomadic Education

Nomadic Education is the first six years of Basic Education provided to the children of nomadic populations in the country (FRN, 2014). This is formal education designed for the transmission of knowledge from one generation of nomads to another. In Nigeria, nomadic education was specifically established for nomadic children who did not have the opportunity to attend conventional schools because of their parents' occupation. It began during the colonial period, but actual firm government involvement started in 1986 when it was officially introduced by the then military administration of General Ibrahim Babangida (Akpan, 2015).

Primary school could be viewed as an institution which gives children education between the ages of 06 to 11 years, and in some cases, a child could reach the age of 12 or 13 years. However, as it is contained in Section

2(11) of the National Policy on Education (FRN 2014), stated that basic education is the education given to children aged 0-15 years. This comprises early childhood, which ranges from 0 to 5 years.

Nomadic education, as defined by Tahir (2023), is the informal education provided by the nomadic people within their cultural contexts, as well as the formal and non-formal education provided by the nomads, national governments and international agencies aimed at promoting the culture of the nomadic peoples and equipping them with relevant knowledge and skills to empower them to develop themselves and their communities. This will also enable them to contribute to national development. Therefore, in considering the education of nomads for national development in Africa, the discussion will be centred on their traditional education, the attempts made by international agencies and national governments to educate them, and the structure and scope of the education provided for them in some African countries and how such educational provisions promote their culture and development in their communities and nations.

The goals of nomadic education, as stated by the Federal Republic of Nigeria (2014), are to provide nomads with relevant and functional basic education, and ii. Improve the survival skills of the nomads by providing them with knowledge and skills that will enable them to raise their productivity and levels of income, and also participate effectively in the national socio-economic and political affairs.

In addition, nomadic education strives to promote social inclusion and national integration by addressing the educational needs of a traditionally marginalised and transient demographic. The program aims to reduce educational inequality and foster a sense of community among the nomadic tribes by tailoring the design and mode of education delivery to their lifestyle, for instance, through mobile classrooms, radio lessons, and multi-grade learning. Moreover, the promotion of cultural values and the preservation of indigenous knowledge systems are strategically enhanced by nomadic education. By incorporating culturally relevant subjects into the curriculum, it seeks to equip students with the skills and knowledge necessary to thrive in a fast-evolving world. In order to assist national development, it seeks to produce enlightened and knowledgeable people who can contribute immensely to the local government, environmental conservation, and rural economic development. To ensure its success, aspects like community participation, sustainability, quality of education, and adequate policy support need to be considered.

Education is both a human right in itself and an indispensable means of realising other human rights. As an empowerment right, education is the primary vehicle by which economically and socially marginalised adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities (UNESCO, 2023). Education is the greatest force that can bring change. It is also the greatest investment that a nation can make for the quick development of its natural and human resources.

Education has a vital role in empowering women, street working children from exploitative and hazardous labour and sexual exploitation, promoting human rights and democracy, protecting the environment and controlling population growth. To achieve the five main National goals, which include: (a) a free and democratic society; (b) a just and egalitarian society; (c) a united, strong and self-reliant nation; (d) a great and dynamic economy; and (e) a land full of bright opportunities for all citizens (Jon, 2021).

The Nomadic Education Programme (NEP) was established with well-defined objectives aimed at addressing the unique educational needs of Nigeria's nomadic populations, particularly in the North-West region. These objectives seek to bridge the educational gap between nomadic and settled communities while ensuring that learning is culturally relevant, accessible, and sustainable. Below is an exploration of the NEP's key goals and their significance in promoting inclusive education.

Providing Basic Literacy and Numeracy to Nomadic Children: A primary objective of the NEP is to ensure that nomadic children acquire basic literacy and numeracy skills, which are foundational for lifelong learning and socio-economic participation (NCNE, 2022). Due to their migratory lifestyle, many pastoralist children miss out on formal schooling, leading to high illiteracy rates. The NEP addresses this through mobile schools, radio education, and flexible learning schedules that accommodate seasonal movements (Ezeomah, 2017). By equipping nomadic children with essential skills, the program empowers them to engage more effectively in modern society while preserving their cultural identity

Integrating Islamic/Qur'anic Education with Formal Schooling: To recognise the cultural and religious significance of Islamic education among nomadic communities, the NEP incorporates Qur'anic learning (Almajiri system) into its curriculum (Usman, 2018). Many nomadic families prioritise religious education over Western-style schooling, leading to resistance against formal education. To mitigate this, the NEP promotes a hybrid model where children receive both secular and Islamic instruction, increasing enrolment and retention rates (Abdulkadir, 2020). This integration ensures that education is not only accessible but also acceptable to conservative nomadic populations.

Reducing Educational Disparities between Nomads and Settled Communities: A major goal of the NEP is to eliminate educational inequalities between nomadic and sedentary populations. Historically, nomads have faced exclusion from mainstream education due to mobility, marginalisation, and infrastructural deficits (Junaid, 2020). The NEP combats this by establishing nomad-specific schools, training mobile teachers, and providing tailored learning materials (NBS, 2021). By doing so, the program ensures that nomadic children are not left behind in national development efforts, aligning with Sustainable Development Goal 4 (SDG 4) on inclusive and equitable education (UNESCO, 2023).

Promoting National Unity and Socio-Economic Development: Beyond individual empowerment, the NEP aims to foster national cohesion by integrating nomadic communities into Nigeria's socio-economic fabric. Educated nomads are more likely to participate in civic activities, reducing tensions between pastoralists and farmers (Higazi, 2022). Additionally, vocational training components within the NEP equip youths with livestock management, agribusiness, and craft skills, enhancing their economic prospects (World Bank, 2023). This holistic approach ensures that education translates into tangible community development, reducing poverty and promoting peaceful coexistence.

The NEP's objectives reflect a rights-based approach to education, ensuring that nomadic children receive quality learning opportunities without sacrificing their cultural heritage. While progress has been made, challenges such as funding shortages, teacher deficits, and security concerns in the North-West require sustained government and stakeholder commitment. Strengthening policy implementation and community engagement will be crucial in achieving the NEP's full potential.

Adoption of education as a tool for human and national development has led to the formulation of several policies to widen access to formal education. In an attempt by the Federal government to fulfil its obligation in providing unfettered education to all its citizens, as stated in the 1979 constitution that "the government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels and that government shall strive to eradicate illiteracy among Nigerians", the National Commission for Nomadic Education was established. The commission in 1989 was established through Decree 41, now Nomadic Education Act, CAP 243 Laws of the Federal Republic of Nigeria 2004. (NCNE, 2022). The commission was established to cater for the educational needs of the nomads through the Nomadic Education Programme (NEP). The broad objective of nomadic education is to properly integrate the nomads who were marginalised educationally into national life through relevant, qualitative, and basic functional education and to raise the productive and income levels of the nomads, to boost the national economy through improved knowledge, skills and practices of the nomad. Aimed at providing basic education to the nomads. Nomadic education is the inclusion of basic education for nomads in Nigeria.

Infrastructural Facilities

A well-equipped and conducive learning environment is fundamental to achieving quality education. School infrastructure plays a crucial role in supporting both teaching and learning by providing the physical and technological resources necessary for academic and extracurricular activities. It goes beyond mere buildings to include all physical facilities that enhance the delivery of educational services. In this context, Ogunode and Ajape (2021) delineate "school infrastructure" as encompassing the social assets within an educational environment. This includes various physical elements such as classrooms, examination halls, furniture (tables, chairs, desks), auditoriums, staff offices, seminar rooms, labouratories, workshops, studios, farms, gymnasia, central libraries, specialised libraries, computer labs, and information and communication technology (ICT) infrastructure. Additionally, it includes amenities like conference facilities, blackboards, whiteboards, chalk, magnetic boards,

screens, interactive boards, computer services, network connectivity, multimedia systems, slide and video projectors, and ergonomically designed furnishings across various school spaces.

Instructional Materials

Instructional materials are print and non-print items that are designed to convey information to students in the educational process. Instructional materials include items such as: kits, textbooks, magazines, newspapers, pictures, recording videos, etc. Instructional materials play a very important role in the teaching and learning process. It enhances the memory level of the students. At this time, education has spread widely and entirely. Print and non-print resources that are designed to influence students' learning are referred to as instructional materials. Educational resources comprise objects like sets, reference books, periodicals, newspapers, images, and recorded films, among others. A crucial part of teaching and learning is the use of instructional materials. It improves the pupils' recall capacity. Oral instruction is no longer a viable pedagogy in this day and age of widespread education; instead, teachers must employ instructional materials to engage students in the learning process. These materials can be imported or locally produced tools that support the teaching and learning process. (Lukman and Ahmadi, 2015).

Instructional materials can be used to simplify, enhance the significance, and make the teaching and learning process more comprehensible (Legit, 2020). Facilities and Resource Materials. It goes without saying that without facilities and resources, no meaningful educational process can be offered. All Nigerian educational institutions must receive the requisite funding from the Ministry of Education. Some schools require students to cover the cost of their textbooks as well as the essential supplies for their classrooms. According to Anyakogu (2014), there is a connection between curriculum implementation and the availability of school infrastructure. In his words, the skills-based curriculum in Nigeria would not be implemented effectively without the availability of instructional materials in the schools, depriving young people of the opportunity to acquire skills and gain economic empowerment. The items in an organised classroom that support learning activities are known as instructional facilities. According to Ahmadi, Lukman (2015) and Babalola (2013), instructional materials serve as resources for the implementation of curricula and are created to support and encourage successful teaching and learning experiences.

Methodology

The research design used for this study is a descriptive survey (Akorede et al., 2022). This is relevant because the study is seeking an opinion from head teachers and teachers, and it aims to find out solutions to a given educational problem. The population figure was 6280, comprising 1720 Head teachers and 4560 Teachers in the North-West Zone, Nigeria, with a sample size of 357. This is in agreement with the recommendation of Research Advisor (2006), where it was asserted that a population of five thousand (5,000) to seven thousand four hundred and ninety nine (7499) is appropriate. Thus, 103 Head teachers and 254 Teachers. The purposive sampling technique was used in selecting states due to security issues in the region. Therefore, three (3) states, namely Jigawa, Kaduna and Kano, were selected out of seven states in the North-West Zone, Nigeria. Also, a proportionate sampling procedure was used to justify the selection of the respondents based on the total population of the schools in the study area. A structured questionnaire, titled “Evaluation of the Implementation of the Nomadic Education Programme Questionnaire (EINEPQ)”, was the tool utilised to collect data for this study. The instrument was validated by an expert. The instrument was pilot tested, and it underwent analysis using Cronbach's Alpha Reliability coefficient, resulting in a reliability index of 0.973. Mean and standard deviation were utilised to analyse the research questions. While the Mann-Whitney (U test) was employed to test the null hypotheses at the 0.05 level of significance.

Research Question One: What is the extent of the provision of Infrastructural Facilities for the implementation of the Nomadic Education Programme in the North-West Zone, Nigeria? To answer this research question, items 1-10 in the questionnaire were used as presented in Table 1.

Table 1: Mean and Standard Deviation of Provision of Infrastructural Facilities for the Implementation of the Nomadic Education Programme in the North West Zone, Nigeria

S/N	Statement	N	Mean	SD
1	The National Commission for Nomadic Education provides adequate classrooms in my school	340	1.63	.484
2	The government provides an adequate water supply and sanitation facilities in my school.	340	1.71	.863
3	The government provides electricity regularly in my school.	340	1.74	.440
4	Dilapidated buildings in my school are renovated as required by the government	340	2.41	.919
5	Broken furniture is replaced by the National Commission for Nomadic Education in my school as required.	340	2.49	.882
6	The government provides information and communication technology facilities (for example, computers) in my School.	340	1.76	.789
7	The government provides a variety of play facilities in my school environment.	340	2.22	.875
8	The government provides convenience facilities in my school.	340	1.99	.812
9	All classrooms and offices are fully furnished by the government in my school.	340	1.65	.759
10	Library structures and facilities are available in my School.	340	2.09	.841
	Cumulative Mean		**1.96**	

Table 1 presents the analysis of data on the extent of Provision of Infrastructural Facilities for the implementation of the Nomadic Education Programme in the North-West Zone, Nigeria. The analysis revealed the mean response of items 1-10 to be less than 2.5 benchmark. The cumulative mean response was 1.96, which implied that the extent to which infrastructural Facilities provided was low for the implementation of the Nomadic Education Programme in the North-West Zone, Nigeria.

Research Question Two: What is the extent of the provision of instructional materials for the implementation of the Nomadic Education Programme in the North-West Zone, Nigeria? To answer this research question, items 11-20 in the questionnaire were used as presented in Table 2.

Table 2: Mean and Standard Deviation of Provision of instructional materials for the implementation of the Nomadic Education Programme in North-West Zone, Nigeria

S/N	Statement	N	Mean	SD
11	The government provided an adequate variety of textbooks in my school	340	2.14	.783
12	The National Commission for Nomadic Education provides adequate teaching guides and manuals in my school	340	1.98	.896
13	The National Commission for Nomadic Education provides an adequate Record disc in my school	340	1.75	.764
14	The government provides adequate maps for teaching and learning in my school	340	2.62	.782
15	Audio Tapes are provided by the National Commission for Nomadic Education for teaching and learning in my school	340	2.41	.724
16	The government provides adequate tablets for teaching and learning in my school	340	2.03	.872
17	Chalks are supplied regularly by the school authorities in my school	340	2.15	.815
18	The State Universal Basic Education board provides adequate written materials in my school	340	1.92	.742
19	Instructional Materials provided a culturally relevant context appropriate for my school	340	1.92	.885
20	The National Commission for Nomadic Education provides adequate charts in my	340	2.68	.906
	Cumulative Mean		**2.16**	

Table 2 presents the analysis of data on the extent of Provision of instructional materials for the implementation of the Nomadic Education Programme in the North-West Zone, Nigeria. The analysis revealed the mean response of items 11-20 to be less than 2.5 benchmark. The cumulative mean response was 2.16, which implied that the

extent to which instructional materials were provided was low for the implementation of the Nomadic Education Programme in the North-West Zone, Nigeria.

Hypotheses Testing

Hypothesis One: There is no significant difference in the Provision of Infrastructural Facilities for the implementation of the Nomadic Education Programme in North-West, Nigeria

To test this hypothesis, the Mann-Whitney test was used as presented in Table 3.

Table 3: Summary of the Mann-Whitney test on the Provision of Infrastructural Facilities for the implementation of the Nomadic Education Programme in North West, Nigeria

Variable	N	Mean Rank	Mean Square	U.cal	p-value
Provision of Infrastructural Facilities	340	153.85	30617.00	1422.0	.312

Table 3 presents the analysis of data on the extent of Provision of Infrastructural Facilities for the implementation of the Nomadic Education Programme in the North-West Zone, Nigeria. The analysis revealed a p-value of .312 which was higher than the significant level of 0.05. This implied that there was no significant difference in the provision of Infrastructural Facilities for the implementation of the Nomadic Education Programme in the North-West Zone, Nigeria. Therefore, the null hypothesis, which stated that there is no significant difference in the Provision of Infrastructural Facilities for the implementation of the Nomadic Education Programme in North-West, Nigeria, is hereby retained.

Hypothesis Two: There is no significant difference in the provision of instructional materials for the implementation of the Nomadic Education Programme in North-West, Nigeria

To test this hypothesis, the Mann-Whitney test was used as presented in Table 4.

Table 4: Summary of the Mann-Whitney test on the provision of instructional materials for the implementation of the Nomadic Education Programme in North-West, Nigeria

Variable	N	Mean Rank	Mean Square	U.Cal	P-value
Provision of Instructional Materials	340	102.79	5653.50	4113.0	.899

Table 4 presents the analysis of data on the extent of Provision of instructional material for the implementation of the Nomadic Education Programme in the North-West Zone, Nigeria. The analysis revealed a p-value of .899 which was higher than the significant level of 0.05. This implied that there was no significant difference in the provision of instructional material for the implementation of the Nomadic Education Programme in the North-West Zone, Nigeria. Therefore, the null hypothesis which stated that there is no significant difference in the provision of instructional materials for the implementation of the Nomadic Education Programme in North-West, Nigeria, is hereby retained.

Conclusion

Based on the findings of this study, it was concluded that infrastructural Facilities and instructional materials were not adequately provided for the implementation of the Nomadic Education Programme in the North-West Zone, Nigeria.

Recommendations

Based on the findings and conclusions of this study, the following recommendations were made:

1. Adequate infrastructural facilities should be provided by the government, individuals, non-governmental organisations (NGOs), and philanthropists to motivate the direction of teaching and learning for the implementation of the Nomadic Education Programme in the North-West Zone, Nigeria
2. The government and community should make sure that enough instructional materials are provided in all nomadic schools for the implementation of the Nomadic Education Programme in the North-West Zone, Nigeria.

Reference

Abdulkadir, A. (2020). *Gender equity in nomadic education*. Northern Journals Publishers.

Abdulkareem, A. Y. (2015). Challenges of nomadic education in Nigeria: The way forward. *Journal of Educational Development, 12*(3), 45–56.

Ahmadi, A. A., & Lukman, A. A. (2015). Issues and prospects of effective implementation of new secondary school curriculum in Nigeria. *Journal of Education and Practice, 6*(34), 29–39.

Akorede, S. N., Ajayi, A., Toyin, A., & Uwadia, G. (2021). Influence of COVID-19 on the psychological wellbeing of tertiary institution students in Nigeria. *Tanzania Journal of Science, 47*(1), 70–79.

Akorede, S. N., Akorede, A. A., Isiaq, A. T., & Yusuf I. S. (2022). Influence of demographic characteristics on family planning adoption among females in Samaru, Kaduna State. *Kampala International University Interdisciplinary Journal of Social Science and Humanities, 3*(1), 1-12. http://dx.doi.org/10.59568/KIJHUS-2022-3-1-01

Akpan, L. O. (2015). *An investigation into the history of nomadic education policies in Nigeria, 1986–2009* (Doctoral dissertation, University of KwaZulu-Natal).

Anyakogu, N. (2014). Parents' and teachers' perception of selection as a factor of quality in the curriculum process in Nigeria. *International Education Journal, 6*(1), 96–103.

Babalola, V. O. (2013). Resource materials in the implementation of curriculum in the 21st century. In A. O. K. Noah, D. O. Shonibare, A. A. Ojo, & T. Olajuwon (Eds.), *Curriculum implementation and professional teaching in Nigeria*. Central Educational Services.

Ezeomah, C. (2017). *The education of nomadic peoples: Issues and prospects*. Routledge.

Federal Republic of Nigeria. (2014). *National policy on education*. NERDC Publishers.

Fischer, A., & Kohl, I. (2021). Nomadic material culture: Eurasian archaeology beyond textual traditions. *Arts, 13*(4), Article 131. https://doi.org/10.3390/arts13040131

Higazi, A. (2022). *Education and conflict in pastoralist regions*. CLEEN Foundation.

Jon, M. (2021). Kidnapping: Gumi visits Fulani communities along Kaduna-Abuja highway. *Daily Trust*. https://dailytrust.com/kidnapping-gumi-visits-fulani-communities-along-kaduna-abuja-highway

Junaid, M. (2020). Innovations in mobile education for nomads. *Journal of African Studies, 21*(3), 78–94.

Junaid, M. I. (2018). Infrastructural deficiencies in nomadic schools: A case study of North-West Nigeria. *African Journal of Education, 5*(1), 78–89.

Kenerman, J. (2022). *Nomadic cultures and their historical significance*. Heritage Press.

Kolawole, C. O. (2013). Transforming basic and secondary education in Osun State through effective implementation. Foremost Educational Services Limited.

Legit.ng. (2020). Factors affecting curriculum implementation in Nigeria. https://www.legit.ng/1167582-factors-affecting-curriculum-implementation-nigeria.html

National Bureau of Statistics. (2021). *Nomadic education and regional development*.

National Commission for Nomadic Education. (2020). *Federal government intervention in the education of the nomads in Nigeria, 1996–2006*. NCNE Publications.

National Commission for Nomadic Education. (2022). *Framework for monitoring and evaluation of nomadic education*. NCNE Publications.

Ogunode, N. J., & Akpakwu, F. O. (2023). Impact of infrastructure facilities on academic staff job performance in tertiary institutions in Nigeria. *International Journal of Inclusive and Sustainable Education, 2*(12), 51–59.

Rouse, M. (2016). Implementation and inclusive education. https://searchcrm.techtarget.com/definition/implementation

Scheele, J. (2017). The need for nomads. In D. J. Mattingly et al. (Eds.), *Trade in the ancient Sahara and beyond* (pp. 55–79). Cambridge University Press.

Setyowati, H. Y. (2025). Adaptive pedagogical approaches for inclusive education: A framework for policy and practice integration. *International Disability Innovation Journal, 1*(1), 10–14.

Shuaib, S. B., Adesanya, E. O., Oba, A. I., Afolabi, K. O., & Jimoh, S. B. (2023). Assessing agricultural literacy among senior school students in Kwara, Nigeria: Implication for educational interventions. *Indonesian Journal of Curriculum and Educational Technology Studies, 11*(1), 1–8.

Steglich, S. (2024). Nomads' land: Exploring the social and political life of the "nomad" category. *International Political Sociology, 18*(4), 782–803.

Tahir, G. (2023). *Strategies for implementing nomadic education in Nigeria*. National Education Research Council.

Trisno, R. (2023). Reconceptualising nomadic architecture: From the body to space creation. *City, Territory and Architecture, 10*(1), Article 1. https://doi.org/10.1186/s40410-022-00191-0

UNESCO. (2023). *Leaving no one behind: Education for nomads*.

Usman, L. M. (2020). Teacher quality and nomadic education in Nigeria: Issues and prospects. *Journal of Teacher Education, 15*(4), 203–215.

World Bank. (2023). *Inclusive education for marginalised communities*.