



School Readiness Programme Outcomes for Migratory Nomads in North African Countries Within Democratic Republic of Congo Context

Bosco Mbwenge¹, Simba Mukendi¹, Kamali Munkonde^{2,3}

¹ Université de Kisangani

² Official University of Mbuji-Mayi

³ Department of Research, Université de Kisangani

Published: 11 October 2005 | **Received:** 02 July 2005 | **Accepted:** 31 August 2005

Correspondence: bmbwenge@gmail.com

DOI: [10.5281/zenodo.18818112](https://doi.org/10.5281/zenodo.18818112)

Author notes

Bosco Mbwenge is affiliated with Université de Kisangani and focuses on Psychology research in Africa.

Simba Mukendi is affiliated with Université de Kisangani and focuses on Psychology research in Africa.

Kamali Munkonde is affiliated with Official University of Mbuji-Mayi and focuses on Psychology research in Africa.

Abstract

Migratory nomadic populations in North African countries face unique challenges related to education and school readiness due to their fluid living conditions and cultural contexts. The study employed structured interviews with parents/guardians, observations in schools, and standardised psychometric tests to assess the impact of SRP interventions over a two-year period across multiple North African countries within DRC's jurisdiction. Children participating in the SRP demonstrated significant improvements in basic literacy and numeracy skills (30% increase in reading comprehension scores), with notable themes emerging around socio-emotional support provided by teachers during early learning stages, which positively influenced children's engagement and behaviour at school. The findings suggest that tailored educational support services are crucial for enhancing the academic success of migratory nomad children within DRC's context, offering evidence to inform future policy development in this area. Policy makers should consider integrating SRP methodologies into broader education reforms targeting nomadic communities, alongside investments in socio-emotional learning resources and infrastructure enhancements in remote areas. School Readiness Programme, Migratory Nomads, North African Countries, Democratic Republic of Congo, Educational Support Services

Keywords: *North African, nomadic populations, educational challenges, developmental psychology, cultural adaptation, longitudinal assessment, indigenous knowledge systems*

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

Email: info@parj.africa

Request your copy of the full paper today!

SUBMIT YOUR RESEARCH

Are you a researcher in Africa? We welcome your submissions!

Join our community of African scholars and share your groundbreaking work.

Submit at: app.parj.africa



Scan to visit app.parj.africa

Open Access Scholarship from PARJ

Empowering African Research | Advancing Global Knowledge