Provision of Universal Basic Education to the Internally Displaced Children: Case of North Eastern Nigeria

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Abstract: A good number of children in Nigeria, especially in the north earthen states are forcibly displaced, as a result of insurgency. Since year 2009 when the Boko Haram insurgency started in Nigeria, more than a million school children are out of school in the north eastern Nigeria. Distinctive challenge facing internally displaced children (IDC) is access to the right to basic education. This paper, therefore, examined the strategies that could be adopted by the federal government in the provision of universal basic education to the IDC in the north eastern Nigeria. This was done through the opinions of teachers and administrative staff from the state universal basic education board (SUBEB) of the three states that make up northern Nigeria. Three research questions and two null hypotheses guided the study. The sample was 144 respondents. A 23 itemed researcher developed questionnaire was the instrument for data collection for the study. Results amongst others show that government should recruit qualified and passionate teachers, introduce mobile learning centres, release adequate fund for daily running of the schools, involve private sector and stake holders in funding schools, instructional material adequately supplied, children could be transferred to other states and piloting safe school models.

Key words: provision, basic education, internally displaced, North Eastern Nigeria

1. Introduction

The humanitarian crisis in the three states that make the north eastern Nigeria is alarming. Borno, Adamawa and Yobe states have witnessed severe humanitarian crises since the last decade when the insurgency of boko haram activities in Nigeria started. Ocha (2019) lamented that the crises which is among the most severe humanitarian crises in the world has spilled over into the Lake Chad region, according to Ocha, 7.1 million people in Nigeria are in need of urgent, life-saving humanitarian assistance in 2019 and 6.2 million are targeted to receive aid. The displaced communities are largely living with host families and communities, or makeshift settlements in the bush a few kilometres from their village of origin where they are less exposed to violence. Millions of people living in north eastern Nigeria have been affected in one way or the other by the insurgency attacks. There are collapse of families, communities, education, basic infrastructures and disruption of food and market systems. During the displacement, the most-at-risk and vulnerable groups have included children, girls, women, youth, minorities and larger communities with little or no established links with host.

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The crisis, largely triggered by a regionalized armed conflict, is first and foremost a protection crisis. Civilians continue to bear the brunt of a conflict that has led to widespread forced displacement and violations of international humanitarian and human rights law. Since the start of the conflict in 2009, more than 27,000 people have been killed and thousands of women and children abducted. Now in its tenth year, the conflict continues to uproot the lives of tens of thousands of children, women and men. As of 2019, 1.8 million Nigerians have fled from their homes and are internally displaced, the majority in Borno State — the epicentre of the crisis. 80 percent of internally displaced people are women and children, and one in four is under the age of five. A major challenge facing internal displaced children (IDC) is gaining access to educational opportunities. Education is not only a right, but in situations of emergencies, chronic crises and early reconstruction, it provides physical, psychosocial and cognitive protection, which can be both life-saving and life-sustaining. Education sustains life by offering safe spaces for learning, as well as the ability to identify and provide support for affected individuals — particularly children and adolescents. Education mitigates the psychosocial impact of conflict and disasters by giving a sense of normalcy, stability, structure and hope for the future during a time of crisis, and provides essential building blocks for future economic stability (Ndu & Emenogu, 2009). It can also save lives by protecting against exploitation and harm, including abduction, recruitment of children into armed groups, sexual and gender-based violence. Lastly, education provides the knowledge and skills to survive in crisis through the dissemination of lifesaving information about landmine safety, HIV/AIDS prevention, conflict resolution and peace building (INEE, 2004).

2. Effects of Displacement on Education and Internally Displaced Children

Mooney and French (2005) observed that despite the benefits of education for internally displaced children, displacement often presents specific barriers to teaching and learning. The effects of displacements that relates to education include loss of human resources, physical infrastructure, pressure on the already overstretched educational infrastructure in the host community, lack of resources needed to pay school fees or purchase other materials and increased poverty leading to some internally displaced persons staying out of school in order to work to supplement the family income (IDMC, 2010). Failure to provide education for those who have been internally displaced, either as a result of conflict or as a result of environmental hazards may deprive them of their right to education, and efforts towards achieving Education for All (EFA) Goals. The need for an educational system that allows IDC to access education at every stage of displacement therefore cannot be over emphasized. Based on the complexities of African educational landscape, displacement and increasing pauperization of the people, universal basic education (UBE) has increasingly been shown to allow education to break out of the iron triangle of access, cost and quality that has constrained it from time immemorial. Indeed, even within Nigeria, the thrust to use UBE as a means of reaching the marginalized groups such as internally displaced persons IDPs, inmates, rural dwellers and others has received both theoretical and policy attention. Thus, the Federal Government of Nigeria has established the UBE as a veritable avenue for providing accessible, cost-effective, and qualitative education. The guiding philosophy behind this policy-direction is to ensure that education is entrenched as a right in the country. While internal displacements affects the quality, cost and access to educational opportunities, the vital role of basic education as a response to emergencies has been recognized with the establishment of the Inter-Agency Network for Education in Emergencies (INEE) — a global network of around 1,400 individual and organizational members who work together within a humanitarian and development

minimum standards framework to ensure the right to education in emergencies and post-crisis reconstruction. With overcrowding, insufficient sanitation and psychosocial trauma associated with inadequate living conditions in IDP camps, there are heightened risks of health epidemics, sexual and other forms of gender-based violence (SGBV), lack of access to education, as well as increased child protection concerns

As of November 2014, 426 schools have been affected by the insurgency, including 73 in Adamawa, 297 in Borno and 56 in Yobe. At least 115 schools have been completely destroyed while 311 schools have been partially destroyed with the majority being in Borno State. More than 340,000 pupils have been affected by the insurgency with death among 314 (Adamawa-33, Yobe-263, Borno-18). One hundred and ninety six(196) teachers were killed from three states (Adamawa-14, Yobe-4, Borno-178) (UNICEF, 2012) Displacement has a particularly traumatic impact on children, often placing them in high-risk circumstances that put them in need of specific protection measures. Many internally displaced children lose access to education, and many are also at risk of sexual violence or forced recruitment into armed groups (UNOCHA, 2018). Internal displacement is often a protracted situation, many people especially the children remain in limbo for years in IDPs camps, urban slums, or other areas of refuge. Most protracted displacement is due to prolonged or frozen conflicts which have not yet reached a political solution. Lacking a permanent home or sustainable livelihoods, they often have little prospect of reaching a durable solution.

UNHCR (2007) has identified the barriers to access for refugee populations as restricted livelihood opportunities, lack of physical access to schools or to safe-school environments, and limited post-primary educational opportunities. In addition, IDMC (2009) identified the barriers to access for IDC as school fees and other school-related costs, opportunity costs of labour, insecurity, and lack of schools in areas of displacement. A prominent challenge facing IDC is that they face extreme poverty. They usually leave behind their possessions and, with restrictions on their freedom of movement and the regulation of professions (Horst, 2006). Uncertainty about the future compounds poverty further leading to doubts about the benefits of education (Dryden-Peterson, 2006). Moreover, the areas set aside for IDPs including children by the host communities are often the most neglected regions with infertile land and lack of access to services and infrastructure, including schools (Jacobsen, 2005). Another important negative effect of displacement is on gender. During displacement, community support systems disintegrate, social norms break down, and laws are not enforced (Hynes et al., 2004; Ward and Vann, 2002) heightening discrimination based on gender and disability. This culture resulting from displacement can impact on the ability of IDC to safely attend school.

3. Universal Basic Education (UBE) in Nigeria

Universal basic education(UBE) as an educational programme in Nigeria that has been widely discussed in local and international forum, on how it could enhance the living standard of the graduates, to attain the Sustainable Developmental Goals (SDGs), achieve sustainable national development and produce skilful graduates that could face the challenges of the competitive globe. Basic education according to the Federal Republic of Nigeria (2004), is a nine (9) year education programme structured into three (3) levels namely; (a) primary I to 3 (lower basic); (b) primary 4 to 6 (middle basic); and Junior secondary school 1 to 3 (Known as upper basic). Nigeria basic education also include mass literacy, adult and non-formal education and nomadic education. Its initiative is an attempt to align with other nations to eradicate illiteracy globally (Ikoro, 2008). Education in this 21st century is aimed at making grandaunts functionally productive within his or her level of

academic attainment and to compete with great proficiency locally and globally. This is why the Federal Republic of Nigeria (2004) state that, at the end of the nine years of continuous education every child should acquire appropriate and relevant skills, values and be employable in order to contribute his or her quota to national development. If the individual can contribute to national development after completing basic education, invariably that same individual can compete globally. According to Omotayo, Ihebereme, and maduewesi (2008), the fundamental goals of UBE were to eradicate illiteracy, ensure functional education and equip pupils with long life skills while the objectives of UBE in Nigeria are:

1) Develop in the entire citizenry a strong, consciousness for education and a strong commitment to its vigorous promotions
2) Provide free universal basic education for every Nigerian child of school age.
3) Reduce drastically, the incident of drop-out from the formal school system through improved relevance, quality and efficiency;
4) Catering for young persons who for one reason or another have had to interrupt their schooling as well as other out-of-school children/adolescents through appropriate forms of complementary approaches to the provision and promotion of basic education;
5) Ensuring the acquisition of the appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical moral and life skills as well as the ethical, moral and civic values for laying a solid foundation for life-long learning.

4. Internally Displaced Children and the right to Universal Basic Education

Internally Displaced children (IDC) are people who are forced to flee their homes due to armed conflict, generalized violence, violations of human rights, natural or human-made disasters, but who remain within their own country.

All people are entitled to education. The right to education is recognised in the Universal Declaration of Human Rights and numerous major human rights treaties, including the Convention on Economic and Social Rights, the Convention on the Rights of the Child, the Convention on the Elimination of All Forms of Racial Discrimination, and the Convention on the Elimination of Discrimination against women (Walter, 2008). The right to education is also made explicit in all major regional human rights treaties. These regional treaties include the African Charter of Human and Peoples' Rights and the European Convention on Human Rights; between these regional treaties and others, the right to education is binding on most countries with sizeable IDP populations. The content of the right to education is not entirely new (Mooney & Wyndham, 2009). The UN General Assembly called for free and compulsory primary education as early as 1959. The Committee on Economic, Social, and Cultural Rights, General Comment No. 13 (E/C.12/1999/10, 1999), para.57 stressed that the right to education includes obligations which must be realised immediately, including the obligation to ensure free and compulsory primary education, and the prohibition of discrimination in education. States may realise other obligations in a progressive manner, moving as expeditiously and effectively as possible. According to the Machel 10-year Strategic Review, investment in education, including secondary education, is especially critical in post-conflict transitions including searches for durable solutions to displacement (UNICEF, 2007). The right to education is therefore an enabling right, permitting the enjoyment of many other rights. These include civil and political rights such as freedom of information, expression, and the right to vote; and economic, social and cultural rights, such as

the right to choose work and to receive equal pay for work. In its study on Education in Situations of Emergency, Crisis, and Reconstruction, UNESCO (2003) argued that in the humanitarian context, the right to education also enables the delivery of life-saving messages, provides a sense of normality, and absorbs energies of adolescents whose alternative options might include recruitment and violence. As such, it has come to be seen as the fourth pillar of humanitarian assistance to victims of conflict, alongside nutrition, health, and shelter. Global efforts at providing education for internally displaced persons have delineated four essential features of the right to education: availability, accessibility, acceptability, and adaptability. These four provisions apply equally in times of peace and in times of conflict.

Basically, national governments have the primary responsibility for ensuring children's rights in displacement. Yet in most cases, national governments do not provide sufficient assistance and protection for internally displaced children. Displacement can last years or even decades. In many protracted displacement situations, displaced children lack access to schools and can grow up without an education

5. Research Questions: Three Research Questions Guided the Study

1) What resources could be provided under universal basic education for the internally displaced children in the north eastern Nigeria?
2) What are the challenges faced by the federal government in the provision of basic education for the ID children?
3) What strategies could be adopted by the federal government in the provision of basic education to ID children?

6. Hypothesis: Two Null Hypotheses were Formulated to Guided the Study

1) There is no significant differences in the mean ratings scores of teachers and administrative staff of SBEB in the resources that could be provided through UBE to the ID children in north eastern Nigeria
2) There is no significant difference in the mean rating scores of teachers and administrative of SBEB on the strategies to adopted by the government in providing basic education to the ID children.

7. Methodology

The study was a descriptive survey. The population were all the teachers and administrative staff of the state basic education board (SBEB) of the three north eastern states in Nigeria, namely Boronu, Yobe and Adamawa which also form the area of the study. Using simple random sampling technique 4 primary schools were drawn from each of the states and 12 schools were sampled. From each of the sampled schools, 10 teachers were selected through stratified sampling. For the administrative staff only 24 personnel were picked from the SPEB staff (8 from each state) using purposive sampling. The total population were 144 respondents (24 administrative staff and 120 teachers). The instrument for data collection was a 23 item questionnaire, grouped in 2 clusters, developed by the researchers. Cluster 1 has the demographic information about the respondents while cluster 2 contains 21 item with which to illicit information from the respondents. A four rating scale of Strongly Agree (SA) 4points; Agree(A) 3 points; Disagree (D) 2 points; and Strongly Disagree (SD)1 point were adopted. Strongly agree and agree were treated as high points while disagree and strongly disagree were treated as low points. The validation

of the instrument was done by 3 experts in the faculty of education, Tansian University Umunya and two administrative staff of SBEB from Adamawa state. It was pilot tested using 15 teachers and 5 administrative staff from Taraba state (another state in Northern Nigeria) which is outside the area of the study. The split-half method was used to test the reliability coefficient based on the response of the 20 subjects used in the pilot test. The results obtained from their responses were computed using Cronbach Alpha reliability coefficient method and it yielded 0.71 which was high enough for the study.

Copies of the questionnaire were administered to the respondents by the researchers. Each of the researchers travelled to each of the states under study. Direct Delivery Technique (DDT) was used in the administration of copies of the instrument in order this was to ensure 100% return. Mean and standard deviation were employed in answering the research questions while t-test statistical analysis was used to test the two null hypotheses at 0.05 level on significance. The decision rule was 2.50.

8. Results

Research Question 1: What are the resources that could to be provided under universal basic education for the internally displaced children?

Table 1   Mean Ratings Scores of Teachers and Administrative Staff Responds on the Resource That Could Be Provided Under Universal Basic Education to Internally Displaced Children by the Federal Government

SN	Items	Teachers (n = 120)			Administrative Staff (n = 24)		
		X	SD	Decision	X	SD	Decision
1	Books and good classrooms	3.2	1.8	High	3.6	1.9	High
2	Instructional materials	3.17	1.7	High	3.14	1.77	High
3	Infrastructural equipments	2.32	1.52	Low	2.70	1.64	moderate
4	Qualified and passionate teacher.	3.34	1.82	High	3.0	1.73	high
5	Good drinking water	2.99	1.7	High	3.62	1.90	high
6	Technological equipments	1.98	1.4	Low	2.14	1.46	low
7	Medical services, food and clothing	2.73	1.65	moderate	2.99	1,72	high
8	Provision of funds for school services	3.0	1.73	High	3.0	1.73	high

X = mean; SD = standard deviation.

From the Table 1, it could be seen that items 1, 2, 4 and 5 were rated high. They have mean scores of 3.2, 3.17, 3.34 and 2.99 respectively while items 3, 6 and 7 were rated low and moderate by the two categories of respondents.

Research Question 2: What are the challenges faced by the federal government in providing universal basic education to internally displaced children?

From the Table 2, it could be seen that all the items are rated high and moderate by both categories of respondents except items 11 and 13 that were rated low by the teachers. They have mean scores of 2.34 and 2.0.

Table 2   Mean Ratings Scores of Teachers and Administrative Staff Responds on the Challenges Faced by the Federal Government in Providing Universal Basic Education to Internally Displaced Children

SN	Items	Teachers (n = 120)			Administrative Staff (n = 24)		
		X	SD	Decision	X	SD	Decision
9	Cultural difference among Nigerians	3.1	1.76	High	3.12	1.79	high
10	Lack of funds to pay teachers and run schools services	3.3	1.81	High	2.78	1.67	moderate
11	Most teachers don't like teaching internally displaced children.	2.34	1.53	Low	2.66	1.63	moderate
12	Drastic increase in the population of the displaced children.	2.67	1.63	moderate	3.12	1.77	high
13	Refusal of some state governors to accommodate the displaced children.	2.0	1.41	Low	3.0	1.73	high
14	Insecurity.	3.0	1.73	High	2.60	1.61	moderate

X = mean; SD = standard deviation

Research Question 3: What strategies could be employed by the federal government in providing universal basic education to internally displaced children.

Table 3   Mean Ratings Scores of Teachers and Administrative Staff Responds on the Strategies Employed by the Federal Government in Providing Universal Basic Education to Internally Displaced Children

SN	Items	Teachers (n = 120)			Administrative Staff (n = 24)		
		X	SD	Decision	X	SD	Decision
15	Ask help from international bodies	3.16	1.78	high	3.16	1.78	high
16	Establish model schools within the camp of the displaced	3.16	1.78	high	2.74	1.66	Moderate
17	Source fund international to argument what they have	3.42	1.84	High	3.46	1.86	high
18	Establish double school shifting with the help of international bodies	3.42	1.84	high	3.26	1.8	high
19	Transfer children to other states of the country that are safer for schooling	2.74	1.66	moderate	2.30	1.51	low
20	Involve private sector and stake holders	3.01	1.73	high	3.13	1.77	high
21	Pilot safe schools models including community mobilization	3.31	1.82	high	3.3	1.81	high
22	Establishment of double shift schooling	3.0	1.73	High	3.14	1.77	High
23	Introduce mobile learning centres	3.0	1.73	high	3.02	1.73	high

X = Mean; SD = standard deviation

From the table above, all the items were rated high by both categories of respondents except 19 which were rated moderate (2.74 and 2.30) and low by the teachers and administrative staff respectively.

Table 4   Result of the T-test Analysis on the Differences in the Mean Scores of Teachers and Administrative Staff on the Resources to be Provided Through UBE to the ID Children in North Eastern Nigeria

groups	N	X	SD	Degree of freedom	Level of sig.	t-Cal	Critical t value	decision
Teachers	120	22.61	4.74	142	0.05	0.33	1.96	Ho is accepted (not significant)
Administrative staff of SBEB	24	24.19	4.75					

From the Table 4, the t calculated value of 0.33 is less than the critical t value of 1.96 at 0.05 level of significance and 142 degree of freedom. The null hypothesis is accepted, which implies that the administrative staff and teachers do not differ in their responses on the resource that could be provided to the ID children through universal basic education.

Table 5   Result of the T-test Analysis on the Differences in the Mean Scores of Teachers and Administrative Staff on the Strategies to Adopted by the Government in Providing Universal Basic Education to the ID Children

groups	N	X	SD	Degree of freedom	Level of sig.	t-Cal.	Critical t value	decision
Teachers	120	25.22	5.02					Ho is accepted (not significant)
Administrative staff of SBEB	24	24.49	4.95	142	0.05	0.35	1.96	

The table 5 shows that the calculated t value of 0.35 is less than the critical t value of 1.96 at 142 degree of freedom and 0.05 level of significance. Therefore, the null hypothesis is accepted. The opinions of teachers and administrative staff are the same on the strategies that could be adopted by the government in providing universal basic education to the ID children.

9. Discussion of Results and Implications of Findings

In research question one; it was found that there are many materials, resources and items which could be provided to internally displaced children through universal basic education. Such materials include instructional materials, funds to run daily school operations. Medical services, food and clothing, books, good classrooms, qualified and passionate teachers. This findings is in line with Unicef (2012) and IDMC (2010) who noted that Education should be a priority in North East States of Nigeria because the education sector has negatively been affected and schooling has continuously been interrupted by the Boko Haram insurgency for the past few years in North East Nigeria. School children were killed, abducted, displaced leading to a high level of trauma. Many of the School facilities were destroyed and have been burnt down. Large numbers of the population in the affected states have been displaced leading to thousands of children being out of school. This has adversely affected the gains in education achieved prior to the insurgency in 2009. They argued the Nigeria government to assess the universal basic education and provide all the necessary materials needed to take the displaced children back to school. In agreement to proving basic education for the ID children UNOCHA (2018) warned that   with large numbers of children out of school, the north east states (especially Adamawa, Borno and Yobe) and Nigeria as country will suffer socially, economically and even politically unless meaningful interventions are devised to circumvent the situation. This buttress the fact that, education is the instrument for economic, social and political growth of any nation. If education of any nation is neglected, such nation will collapse in every way in no distant time.

From research question two, it was found that the federal government is faced with some challenges in the provision of basic education to the ID children. Cultural difference among Nigerians, Lack of funds to pay teachers and run schools services, drastic increase in the population of the displaced children and Insecurity. This finding is consistent with Ofoeze (2009) and Smoch (2002) who stated that among the barriers to reach the IDC are cultural differences among people, insecurity and large population to carter for. They stressed that intercultural dialogue must be upheld so to resettle the IDC in states other than theirs for universal basic education accessibility. Akinola (2019) pointed out that It is often logistically challenging to provide humanitarian assistance to IDC. A majority of them do not live in camps, but are dispersed among local communities, making it difficult to identify IDC populations and their needs. IDC may also be inaccessible to humanitarian organisations due to factors such as their fear of being identified by authorities, or their continuous movement from place to place. Also Onwuasoanya (2013) observe that inadequate provision of funds to education and mismanagement of available

educational resources have been problems that Nigeria government has not overcome in recent times. This implies that the provision of universal basic education to the IDC will seriously be affected by this ugly situation. Proper funding is the vehicle that drives education.

On the strategies that could adopted by the government in providing universal basic education to the ID children, the federal government adopted the following measures; Source fund internationally to support what they have, establish model schools within the camp of the displaced, establish double school shifting with the help of international bodies, transfer children to other states of the country that are safer for schooling, involve private sector and stake holders, pilot safe schools models including community mobilization and introduce mobile learning centres. These findings were in line with Chester (2015) who advised Nigeria to run a safe school initiate (SSI), model schools in displaced people camps. Chester Shaba is a leading a team of specialists to develop a strategy to ensure the widening access to education for all internally displaced out-of-school children (OOSCs) living in host communities. He pointed out that the government of Nigeria has established a national Safe Schools Fund to accommodate capitalization from the federal government, private sector, and grants from donors. This national fund is to be complemented by the establishment of the Nigeria Safe Schools Initiative Multi-Donor Trust Fund (Nigeria SSI MDTF) also for donors for matching co-financing and implementation of activities pertaining to the initiative. Currently, the SSI National Technical Committee has mandated UNICEF to develop a strategy for widening access to education for all internally displaced out-of-school children (OOSCs) living in host communities.   The Safe School Initiative entails a combination of transfer of secondary students to other states, support to education in IDC camps and pilot safe schools models including community mobilization

It is with this realisation about the urgent need to bring about normalcy in the educational welfare of children in the affected states that the Safe Schools Initiative (SSI) was launched in 2014 by the Nigerian government and the United Nations.

The double shift schooling system is a strategy that ensures continuation of basic education for the ID learners in nearby schools which have limited resources/infrastructure. The main objective of this strategy is to improve the wellbeing of internally displaced children and youths who are living in host communities, including those of the hosting communities. Therefore, the specific objective or purpose for this project is to provide quality basic education for internally displaced children who have been integrated into host communities and those most needy children and youths from within the hosting communities (UNICEF, 2012). OCHO (2018) also identify mobile learning centres which also help to educate the IDC. It is a situation where the children will travel out of their community to attend school. UN agency International is working to provide protective learning spaces for children in north-east Nigeria to ensure they have a safe place to be during the day, to offer counselling, support and hope for a brighter future. Mobile teachers are also provided but some volunteered to travel to region because the region a is host to a large number of internally displaced people (IDPs) and children who have no access to education. The majority of children at the mobile learning centre are children who have lost their parents and relations during the crises. Some children are from the local community. They are less privileged and cannot afford to pay school fees. Consequently, Onwuasoanya (2005) noted that involving private sector and stake holders in providing basic education to the displaced children relive the problem of lack of instructional materials, recruitment of teachers, provision of uniforms and shoes for vulnerable school children, construct additional classrooms or make-shift learning spaces and construct or strengthen water and sanitation services. Normally, the national government should bear the primary responsibility for IDC protection and welfare. If national government is unable or unwilling to meet her responsibilities, the international community has a role to

play in promoting and reinforcing efforts to ensure protection, assistance and solutions for IDC

The result of the hypothesis 2 shows that both administrative staff and teachers from the three states under study unanimously agree that government should run safe school initiative, mobile school centres, source fund internationally and involve private sectors and stake holders in the provision of basic education to the displaced. This implies that the north eastern Nigeria have serious need of intervention to rescue the children who the leaders of tomorrow. The implication is that if those children are denied of their right to education, Nigeria as nation will lack man power to manipulate the course nature in the 21st century and her educational system will be completely marred (Nwangwu, 2016).

The Table 6 presents the numbers of ID children in host communities in Borno, Adamawa and Yobe states in 2015.

Table 6   Numbers of ID Children in Host Communities in Borno, Adamawa and Yobe States

	Adamawa	Yobe	Borno
	N	N	N
General statistics	N	N	N
Total ID Children (3–17 years) (44% of Total Population	96,870	59,756	295,994
Total ID Children in hosting communities (3-17 years)	84,721	59,756	242,810
Total ID Children in IDP camps (3-17 years)	12,149		53,183

Source: International organisation for migration (IOM) 2015.

Below is a sketchy map of the three states that make up the north eastern Nigeria. They are painted in green.

10. Conclusion

It is often said that we aspire to the level of opportunity available to us. When children have access to education their opportunities expand and their dreams can grow. Yet, about 10.5 million children in Nigeria are

currently out of school. In Nigeria, the majority of out-of-school children live in the north-east, an area that has been historically marginalised and recently devastated by conflict. The impact of the conflict has been profound and the deliberate targeting of schools, teachers and students and has eroded an already fragile education system. At the height of the insurgency, many schools were forced to close. Classrooms and equipment were destroyed. Today, some burned schools stand as empty shells, a harsh reminder of what happens when we don't protect children's right to education. The Nigeria government is working tirelessly with the international community to provide universal basic education to the internally displaced children so as to prevented destinies of these children from being destroyed. This will consequently facilitate sustainable national development.

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