

Educational Difficulties Faced by Internally Displaced Children and Their Impact on Future Security in Sokoto State, Nigeria

Ladi Muhammad Bello

Department of Educational Foundation

gamjiladi@gmail.com

07083229441

Hadiza Haliru

Department of Adult and Non-Formal Education

<https://doi.org/10.56201/ijee.v12.no.3.2026.pg178.191>

Abstract

The study investigated the educational difficulties of internally displaced children (IDCs) and its implications for future security, with particular reference to Sokoto State. A descriptive research design was adopted to obtain information on the perceptions of communities concerning the educational development of internally displaced children in the state. The population of the study comprised 71,289 individuals drawn from various affected Local Government Areas in Sokoto State. From this population, a sample of 377 respondents was selected based on the sample-size determination table provided by Research Advisor (2006). A simple random sampling technique was employed to select the participants. In this process, the names of prospective participants were written on separate pieces of paper, and individuals were randomly selected until the required sample size was attained. A questionnaire served as the primary instrument for data collection. The instrument was subjected to validation by research experts, while its reliability was established using Cronbach's Alpha, which yielded a reliability coefficient of 0.90. The data collected were analysed using frequency distributions, tables, and mean statistics with the aid of Statistical Package for the Social Sciences (SPSS), Version 20. The researchers presented conclusions and recommendations aimed at strengthening the educational development of internally displaced children in Northwestern Nigeria and highlighting its potential implications for future security.

Introduction

The displacement of communities as a result of conflict, insecurity, and violence in Nigeria has had significant consequences for the education sector, particularly for internally displaced children (IDCs). Northwestern Nigeria, including Sokoto State, has experienced various forms of displacement and consequently faces considerable challenges in providing accessible and quality education to displaced children. These challenges are further complicated by the need to promote social stability and address potential future security concerns arising from prolonged displacement and educational exclusion. Against this background, the present study seeks to examine the perceptions of communities in Sokoto State concerning the educational development of internally displaced children and the implications of such development for future

security. Previous studies have established that education plays an important role in promoting resilience, social integration, social cohesion, and long-term stability in communities affected by conflict and displacement. Nevertheless, the educational needs of internally displaced children frequently receive inadequate attention, thereby increasing their vulnerability and limiting their opportunities for sustainable development, peace, and security. Research conducted in similar conflict-affected settings has emphasised the need to reduce educational inequalities and implement inclusive educational policies capable of addressing the needs of displaced populations. Providing equitable educational opportunities may also contribute to reducing marginalisation and other social vulnerabilities associated with prolonged displacement.

According to the United Nations High Commissioner for Refugees (UNHCR, 2019), humanitarian responses in northeastern and northwestern Nigeria involved collaboration with government authorities, United Nations agencies, national and international non-governmental organisations, forcibly displaced persons, and affected host communities. These collaborative interventions were designed to support displaced persons, returning refugees, and internally displaced persons in restoring their dignity and achieving a greater sense of normalcy. UNHCR's interventions included protection monitoring, vulnerability assessment, material assistance, and referrals to appropriate service providers. The organisation also worked to promote the rights and protection of persons of concern, including measures to prevent and respond to sexual and gender-based violence through legal and psychosocial support for survivors.

In addition, humanitarian interventions included the provision of shelter, basic household items, documentation, and legal assistance to displaced populations. UNHCR also advocated for improved access to essential social services, respect for the civilian and humanitarian nature of internally displaced persons' camps, and the creation of a stronger protection environment. Supporting government efforts to restore peace and security was also identified as an important component of its engagement in Northwestern Nigeria. Such efforts included capacity building and training for government authorities, security personnel, humanitarian partners, and affected populations on national and international legal frameworks concerning the protection of internally displaced persons. The capacity-building programmes also addressed international humanitarian law, human rights principles, and protection against sexual exploitation and abuse. These activities were implemented at both state and national levels. In collaboration with other organisations, UNHCR facilitated awareness and training sessions for security personnel and humanitarian workers on protection-related issues, including the prevention of sexual exploitation and abuse. At the regional level, UNHCR also worked with authorities in neighbouring countries, including Niger, Cameroon, and Chad, to strengthen the protection of refugees, promote their right to asylum, and prevent forced returns to situations where their safety could be at risk. The agency further coordinated humanitarian assistance through the 2019 Regional Refugee Response Plan Involving United Nations agencies and non-governmental organisation partners. The educational difficulties experienced by internally displaced children have implications that extend beyond their immediate academic development. Prolonged exclusion from education may increase children's vulnerability to poverty, child labour, exploitation, social exclusion, and other forms of insecurity. Where children lack appropriate educational opportunities and supportive learning environments, their capacity to acquire productive skills, civic values, and knowledge necessary for peaceful coexistence may be weakened. Consequently, educational disruption among displaced children should be considered not only as a humanitarian and educational concern but also as an issue with potential implications for long-term social stability and security. In Sokoto State, the situation requires

particular attention because educational opportunities for displaced children may be influenced by insecurity, displacement patterns, limited resources, and the capacity of government and other stakeholders to provide effective educational responses. Understanding the specific educational difficulties faced by these children is therefore important for developing appropriate interventions. This study examines the educational difficulties experienced by internally displaced children in Sokoto State and considers their implications for future security. The study is expected to provide useful information for policymakers, educational authorities, humanitarian organisations, community leaders, and other stakeholders in strengthening educational opportunities and promoting a more secure and stable future for affected children and their communities. (Chinenya 2020) Therefore, education is the ultimate mechanism that, drive individuals to a right path for better tomorrow. Wasagu (2023) through education members of community could be able to distinguish between right and wrong good and bad. Therefore, it's one of the roles of educational return to society which was describe as (Education and social stability) which gives room for peace and harmony within the community and shun away from the acts of social vices such as, kidnapping, cattle rustling, banditry, conflicts and communal disputes. Yusuf (2023) Therefore, majority of the dark forces, who's engaged in the barbaric acts are victims of illiteracy they lack sound and quality education which make them narrow and shallow minded thinkers, which cannot reason or think on what's good or bad. While looking at present situation thousands of communities, villages and towns have been invaded which force members to flee to other neighboring places without shelter, food, Health care delivery, social security, as well as education, the most effected are children and women most of those displaced children are orphans they lost their parents during struggles some were killed and others are abducted, they were left with no hope (unicef, 2019) the most anointed thing, those children are neglected without proper planning to take care of them by the wealthy individual or stake holders, even if there is it's not enough because the children are in serious starvation, poverty, diseases and poor educational conditions,

Statement of the Problems

Education is compulsory to every member of Nigerian community despite the level of his/her socio-economic status in order to wipe out illiteracy among individual members of communities to enable them becomes productive and useful to the society. (UBE 1999) it's a responsibility of the government to provides quality education and conducive environment for learning, instructional facilities as well as confidents teachers to educated it citizen for better society. Unfortunately, the internally displaced children are being neglected without quality education, confidents teachers, learning facilities, social amenities and poor conducive learning environment. Other problems include hunger, starvation, rape on girl child among others. Emmanuel (2018) Therefore, the need for solution to the current insecurity and educational challenges of internally displaced children in Sokoto states, requires an all-round investigation for the solution of the problem. Therefore, it becomes necessary to find out the Perception of North western communities on educational development of internally displaced children and its implication to future security threat in sokoto state and Nigeria in particular.

General objectives

To determine the Educational difficulties of Internally Displaced Children and its implication to future security in Sokoto state.

Specific Objectives

- 1 To find out how schools in IDC camps been established in Sokoto state
- 2 To examine how educational conditions of internally displaced children promote teaching and learning in Sokoto state IDC camps
- 3 To assess educational program for internally displaced children meant to provide life skills in Sokoto state IDC camp
- 4 To determine if the programs implement by various organizations relevant and Sufficient to the Future of the IDC
- 5 To assess the challenges faces by the internally displaced children in Sokoto state IDC camps

Research Questions

1. How a school been established for IDC camps in Sokoto state
2. Does the educational condition of internally displaced children promote teaching and learning in Sokoto state IDC camps?
3. Is the educational program for internally displaced children meant to provide life skills in Sokoto state IDC camp?
4. Are the programs implement by various organizations relevant and Sufficient to the Future of the IDC?
5. What are the challenges faces by the internally displaced children in Sokoto state IDC camps?

Methodology

Introduction

This chapter describes the methodology adopted for the study. It presents the research design, area of the study, population, sample size and sampling procedure. It also discusses the methods and instruments used for data collection, as well as the procedures employed to establish the validity and reliability of the research instruments. Finally, the chapter explains the methods used for analysing the data collected.

Research Design

The study adopted a **cross-sectional survey research design**. This design was considered appropriate because it enables the researcher to obtain data from a relatively large number of respondents at a particular point in time without requiring repeated contact or follow-up with the participants. According to Amin (2005), a cross-sectional survey involves collecting information from a sample of a population at a specific period in order to examine their attitudes, opinions, practices, preferences and concerns. The design was considered suitable for the present study because it enabled the researcher to obtain relevant information from a selected sample of internally displaced persons (IDPs) concerning their perceptions of the educational development of internally displaced children and its implications for future security in Sokoto State. The information obtained from the sampled respondents was used to describe the views and experiences of the wider target population.

Population of the Study

The population of the study comprised internally displaced persons from eight (8) affected Local Government Areas of Sokoto State. The Local Government Areas included Goronyo, Rabah, Isa,

Sabon Birni, Kebbe, Illela, Tureta and Tangaza. These Local Government Areas were selected because they constitute some of the communities affected by displacement and insecurity in Sokoto State. The population of internally displaced persons across the selected areas was estimated at **71,289**. The identified population provided the basis for determining the appropriate sample size for the study.

Sample Size and Sampling Procedure

The sample for the study was drawn from the internally displaced population across the eight (8) selected Local Government Areas. From the total population of 71,289 internally displaced persons, a sample size of 377 respondents was selected in accordance with the sample-size recommendation provided by Research Advisors (2006). The respondents were considered appropriate for the study because they had direct experiences of displacement and were therefore in a suitable position to provide information concerning the educational development of internally displaced children and its implications for future security in Sokoto State. A simple random sampling technique was employed to select the 377 respondents from the identified IDP communities/camps. The technique was adopted to provide each member of the target population with an equal opportunity of being selected for participation in the study. In applying the simple random sampling procedure, the names of eligible IDP members were written on separate pieces of paper within their respective camps. The papers were folded, placed in a container and thoroughly mixed. Participants were then selected randomly by drawing one folded paper at a time without replacement until the required sample of 377 respondents was obtained. Thus, the study had a total target population of 71,289 internally displaced persons and a sample size of 377 respondents, selected from the eight affected Local Government Areas of Sokoto State.

Population of the study

Table 1:1 Showing population of the study

S/N	Local government	IDP camps	Population
1	Goronyo,	3	6,916
2	Rabah,	5	10,96
3	Isah	2	8,916
4	Sabon-birni	4	12,906
5	Kebbe,	3	7,914
6	Illela	1	5,909
7	Tureta	3	7,910
8	Tangaza	4	9,913
Total		25	71,289

Source: - field study (2026)

The above table showed descriptions of effected local government that, indicated various numbers of IDP camps with their population.

Table: 1.2 Sample size and sample Technique

S/N	Local government	Sample
1	Goronyo,	60
2	Rabah,	50
3	Isah	30
4	Sabon-birni	40

5	Kebbe,	30
6	Illela	70
7	Tureta	77
8	Tangaza	20
Total		377

Source: field study (2026)

Data Collection Instrument and Method

Closed ended Questionnaires were used to gather information from the selected sample of the IDP camps of the above mentioning eight (8) local governments which helped the researchers analyze the data and made generalizations.

Self-Design Questionnaire

Questionnaires were used as the instrument for data collection because it enables the respondents chooses between the alternatives provided. Questionnaire is a form containing a set of questions especially the one addressed to statistically significant number of subjects as a way of gathering information for survey (Amin, 2013). The researchers administer one set of questionnaires to the respondents namely questionnaire for IDP members and stake holders. The instrument was close-ended title: Perception of North western Communities on Educational development of Internally Displaced Children and its Implication to future security. The instrument consisted of eight major sections. Section A covered the respondents' biographical data section B covered how schools in IDC camps been established in Sokoto state section c covered how educational conditions of internally displaced children promote teaching and learning in Sokoto state IDC camps section D assessments of educational program for internally displaced children meant to provide life skills in Sokoto state IDC camp section E dealt on if the programs implemented by various organizations relevant and Sufficient to the Future of the IDC. section F dealt on the challenges faces by the internally displaced children in Sokoto state IDC camps section G focused the level of Interventions by the educational actors could sustain the development of Internally displaced children in Sokoto state section H focused the assessment and extent toward educating the internally displaced children could save future insecurity challenges in Sokoto state. Three-point likert scale was used to determine the respondents' opinions namely Dis-agree (DA) undecided (UD) and Agree (AG). similarly, the questionnaires contained 38 items.

Data collection Procedures

The researchers obtained an introductory letter from the Dean school of education which introduced them to the respective camps authorities, seeking permission to carry out research on the above-mentioned topic. the researchers visited the selected respondents within the study area; avail copies of a questionnaires which was later collected and proceed for data analysis.

Validity

The validity of the research instruments was determined by the research experts. a sample of the instrument was shown to the research experts at shehu shagari college of education and usman danfodiyo university sokoto, sokoto state, for professional corrections and comments which were incorporated into the final draft of the instrument to ensure that it had both face and content validity. The content validity index (CVI) was computed as below.

CVI = n/N ; where n is the number of items which was declared relevant; N is the total number of items in the instrument.

$$CVI = \frac{\text{Agreed items by judges as suitable}}{\text{Total number of items being judge}} = \frac{38}{42} = 0.9$$

for the instrument to be accepted as valid, average index should be 0.7 or above (Amin, 2005). Therefore, since computed values was 0.9 which was greater than 0.7 the instrument was considered valid.

Reliability the Reliability determines whether the research instrument is reliable and consistence. Therefore, it can be adopted for collection of data (Kaplan & saccuzo, 1999). A pilot test was conducted where a tenth of the questionnaires were given to some IDP members, who are not among the participants of this study. The data collected was tested by the used of split half reliability method, the researchers gave 22 copies of the instrument within the population which will not be put on the final sample. After the administering, the researchers divide the instrument into two equal halve of odd and even numbers this was correlated using Cronbach alpha in the SPSS soft were version 20. The result was presented in tabular format.

Table 1.3: Reliability Statistics

Cronbach's Alpha	N of Items
0.9	38

Source: Result of Analysis (2026)

For the instrument to be accepted as reliable, average index should be 0.7 or above Amin (2005), Therefore, since computed values were greater than 0.7 i.e. 0.861, the instrument was considered reliable.

Data Analysis

After the collection of data, all the completed questionnaires were thoroughly cross checked, edited, organized, and processed by the researchers. all research questions required descriptive statistical tools (frequency and percentage) as well as Mean deviation for analyzing the data The researchers coded the responses especially those on likert-scale from 1-3: 1. Disagree, 2. Undecided 3. Agree. The researchers used the statistical package for social Science (SPSS) to help in analyzing the data. The questionnaire items were turned into frequencies and analyzed using Descriptive statistics (frequency and percentage) and Mean deviation analysis.

Results

Research Question One: Statements on Has a School been established for IDC's in Sokoto state

Table: 1.4: Has a School been established for IDC's in Sokoto state

S/N	ITEMS							N= (350)	Remark
		D	%	U	%	A	%	TOTAL	
1.	A school was established for IDC camps	20	5.7%	10	2.9%	320	91.4	350	Agree
2.	Teachers were employed for IDC camps	12	3.7%	28	8%	310	88.6	350	Agree

3.	The teachers of displaced villages fallowed them to the camps	54	15.4	26	7.4%	270	77.1	350	Agree
4.	Teaching and learning is taking place in the camps	16	4.5%	14	4%	320	91.4	350	Agree
5.	IDP children attend school in the camps	22	6.29 %	27	7.7%	310	88.6	350	Agree
6.	Teaching and learning Materials were supplied to the camps	19	5.43 %	21	6%	310	88.6	350	Agree
7.	There is a designed curriculum for IDC's in the camps	29	8.3%	32	9.1%	289	82.6	350	Agree
Mean (x)			49%				86.9		

Source: field studies 2026

Key: A = Agree; D = Dis agree; U = Un-decided

N= (350)

Research question one was meant to determine has a School been established for IDC's in Sokoto state, the responses of the respondents shows that, 5.7 % were in disagree with the statement meaning that, no school was established for the internally displace children, on the other hand 2.9 % of the responses indicated no room for decision in relation with either agree or not, these decision implies undecided. The other group of respondents which represent 91.4% were agree that, schools was established for the internally displace children. The second statement that, shows teachers were employed for IDC camps the responses shows that, 3.7% were disagree with the statement that, teachers was not employed in the IDC camp while 8% of the despondence were undecided about the statement on either teacher was employed in the IDC camps. On the other hand, 88.6 % were in Agreement with the statement that, teachers were employed in the IDC. The teachers of displaced villages fallowed them to the camps 15.4% were disagree that, the teachers do not follow the IDC to the camps while 7.4% decided to remain undecided on the statement. 77.1% were agreeing that, teachers of displaced villages fallowed them to the camps. Another statement shows that, teaching and learning is taking place in the camps 4.5% are in disagreement with the statement 4% were undecided while 91.4% agree that, teaching and learning is taking place in the IDC camps. Furthermore, the statement indicating that, IDP children attend school in the camps. 6.29% disagree with the statement 7.7% undecided while 88.6 % were agreed that IDP children attend school in the camps Similarly, the statement on Teaching and learning Materials were supplied to the camps 5.4% were disagreed with the statement 6% undecided while 88.6% were agreed that, Teaching and learning Materials were supplied to the camps. There is a designed curriculum for IDC's in the camps. this statement shows that, 8.3% were disagree 9.1% undecided and 82.6% agreed that, there is a designed curriculum for IDC's in the camps.

Research Question two: Statement on Does the educational condition of IDC promote teaching and learning in Sokoto state IDC camps

Table: 1.5: Statement on Does the educational condition of IDC promote teaching and learning

S/N	ITEMS	D	%	U	%	A	%	TOTAL	Remark
1	The IDC are living Peacefully	1	0.2%	2	0.57%	347	99.1%	350	Agree
2	The IDC are well feed	230	65.7%	20	5.7%	100	28.6%	350	Disagree
3	There are classes for teaching and learning	200	57.1%	5	1.42%	145	41.4%	350	Agree
4	Teachers feel secured to attend their classes	280	80%	49	14%	21	80%	350	Agree
5	Teaching and learning time is always interrupted	20	5.7%	11	3.1%	319	91.1%	350	Agree
7	The IDC goes for begging in search of food	6	1.7%	24	6.9%	320	91.4%	350	Agree
	Mean (x)		19.7%		4.5		61.7%		

Source: field studies (2026)

Key: A = Agree; D = Disagree; U = Un-decided

N= (350)

The researches question two with the Statement on does the educational condition of IDC promote teaching and learning in Sokoto state IDC camps. This statement is in disagreement with the respondent either in internally displace children are living peacefully in the camp; the outcome shows that, 0. 2% are in disagreement with the statement while 0.6% was in disagreement with the statement and 99.1% agreed that, IDC are living peacefully in the camp.

On the other hand, the statements on internally displaced children are well feed the responses showed that 65.7% disagree with the statement and 5.7% are on the opinion of undecided while 28.6% agreed that, internally displace children are well feed. The statement that indicated if there are classes for teaching and learning in the IDC camps 57.1% disagree 1.42% undecided and 41.4% agreed that, there was a classis for teaching and learning in the IDP camps. the responses in which Teachers feel secured to attend their classes in the IDC camps 80% disagreed with the statement 14% undecided while 6% was in agreement that, teachers feel secured to attend class in the IDC camps. In relation with the statement showing teaching and learning time is always interrupted in the IDC camps 5.7% disagree 3.1% undecided and 91.1% agreed that, Teaching and learning time is always interrupted in the IDC camps. Another response that shows the internally displace children goes for begging in search of food 1.7% disagreed with the statement 6.9% undecided and 91.4 agreed that internally displace children goes for begging in search of food.

Research Question three: Statements on educational programs for internally displace children meant to provide life skills in Sokoto state IDC's

Table: 1.6 Statements on educational programs for internally displace children meant to provide life skills

S/N	ITEMS	U	%	D	%	A	%	TOTAL	Remark
1	The curriculum of IDC's consist of reading, writing and arithmetic's only	0	0%	1	0.3%	349	99.7%	350	Agree
2	The IDC's were taught life skills	2	0.57%	1	0.3%	347	99.1%	350	Agree
3	The IDC's were allowed to practice life skills in the camp	5	1.43%	5	1.43%	340	97.1%	350	Agree
4	Teaching & learning materials were not supplied to IDC camp	350	3.42%	13	3.71%	325	92.9%	12	Agree
5	The IDC's were engaged in extracurricular activities	5	1.43%	10	2.86%	335	95.7%	350	Agree
Mean (x)			1.4		1.72		96.9		

Source: field studies (2026)

Key: A = Agree; D = Dis agree; U = Un-decided

N= (350)

Research question three, on educational programs for internally displaces children meant to provide life skills. The Responses made in relation to the curriculum of internally displace children's consist of reading, writing and arithmetic's only 0% disagree with the statement 0.3% undecided while 99.7% showed agreeing on that, curriculum of internally displace children's consist of reading, writing and arithmetic's another responses on The IDC's were taught life skills 0.57% disagree 0.3% undecided and 99.1% agreed that, the IDC's were taught life skills Considering the responses on Teaching & learning materials were not supplied to IDC camp 3.42% disagreed with the statement 3.71% undecided and 92.9% agreed that, Teaching & learning materials were not supplied to IDC camp Another statement on internally displace children were engaged in extracurricular activities 1.43% disagreed 2.86% undecided and 95.7% agreed that, IDC were engaged in extracurricular activities.

Research Question Four: Statements on the program implemented by various organizations relevant and sufficient to the future of IDC's

Table 1.7: Statements on the program implemented by various organizations relevant and sufficient to the future of IDC's

S/N	ITEMS	U	%	D	%	A	%	TOTAL	Remark
1	Are the IDC's given education relevant to their conditions	5	1.4%	15	4.2%	330	94.2%	350	Agree
2	Sufficient education system was planned for the IDC's	10	2.9%	20	5.7%	320	91.4%	350	Agree
3	The education for the IDC's is relevant to their environment	8	2.3%	12	3.42%	330	94.3%	350	Agree

4	The education given to the IDC's is useful to their environment Mean (x)	16	4.6%	24	6.9%	310	88.6%	350	Agree
---	---	----	------	----	------	-----	-------	-----	-------

Source: Field studies (2026)

Key: A = Agree; D = Dis agree; U = Un-decided

N= (350)

The research Questions four: - Statements on the program implemented by various organizations relevant and sufficient to the future of IDC's this statement required a responses as follows which indicated that, 1.4% disagree that, Are the IDC's given education relevant to their conditions 4.2% undecided and 94.2% were agreed with the statement on are the IDC's given education relevant to their conditions. n the other hand the responses on sufficient education system was planned for the internally displaces children. 2.9% undecided 5.7% and 91.4% agree that, IDC's given education relevant to their conditions. on the responses contained the education for the IDC's is relevant to their environment the respondents show 2.3% disagree with the statement and 3.42% undecided while 94.3% agreed that, education of internally displace children is relevant to their environment. Furthermore, other responses made about the education given to the IDC's is useful to their environment the outcomes shows that, 4.6% disagree with the statement and 6.9% undecided while 88.6% Agree with the statement that, The education given to the IDC's is useful to their environment.

Research Question five: Statements on the challenges face by the internally displace children in Sokoto state

Table 1:8 showing responses about the Statements on the challenges face by the internally displace children in Sokoto state

S/N	ITEMS	U	%	D	%	A	%	TOTAL	Remark
1	There is no security in the IDC's Camps	15	4.3%	25	7.14%	310	88.6%	350	Agree
2	Children were not given food in the camps	20	5.7%	21	6%	309	88.3	350	Agree
3	There are no classes for learning in the camps	18	5.1%	22	6.3%	310	88.6%	350	Agree
4	Teaching and learning materials were not supplied to IDC's Schools	17	4.9%	23	6.6	310	88.6	350	Agree
5	Teachers do not attend IDC schools	2	0.6	18	5.1	330	94.3	450	Agree
6	Parent send their children for begging	21	6.3	29	8.3	300	85.7	350	Agree

7	The environment is not conducive for teaching and learning	15	4.3	25	7.1	310	88.6	350	Agree
---	--	----	-----	----	-----	-----	------	-----	-------

Mean (x)

Source: - field study (2026)

Key: A = Agree; D = Dis agree; U = Un-decided

N= (350)

Research Questions five indicated Statements on the challenges face by the internally displaced children in Sokoto state therefore, the responses showed that, 4.3% disagreed that, there is no security in the IDC's Camps. 7.14% undecided and 88.6% were agreed that, there is no security in the IDC's Camps. the second responses from the Questionnaires shows that, Children were not given food in the camps 5.7% disagree with the statement while 6% undecided and 88.3% were agreed that, Children were not given food in the camps. in nutshell another statement that shows There are no classes for learning in the camps the responses rate of 5.1% disagree with the statement while 6.3% undecided and 88.6% agreed that, there are no classes for learning in the camps. It's also shows that, 4.9% disagree 6.6% undecided and 88.6% are in agreement with the statement that, teaching and learning materials were not supplied to IDC's Schools in another development the responses made by the respondents on teachers do not attend IDC schools 0.6% disagreed 5.1% undecided and 94.3% are in agreement with the statement that, teachers do not attend IDC schools. on the other hand, a statement that showed Parents send their children for begging it indicated that, 6.3% disagree 8.3% undecided and 85.7% are in agreement with the statement that, teachers do not attend IDC schools. the responses about Parent send their children for begging 6.3% disagree with the statement while 8.3% undecided and 85.7% are in agreement that, Parent send their children for begging. the environment is not conducive for teaching and learning 4.3% disagree 7.1% undecided and 88.6% were in agreement with the statement that, Parent send their children for begging. the responses concerned the environment is not conducive for teaching and learning it's clearly shows that, 4.3% were disagree and 7.1% undecided while 88.6% agreed that, the environment is not conducive for teaching and learning

Summary of the Major Findings

The major findings of the study are summarized as follows:

1. The number of schools available within the Internally Displaced Children (IDC) camps was found to be inadequate to meet the educational needs of displaced children in Sokoto State.
2. The existing educational conditions in the camps were generally unsatisfactory and did not provide sufficient support for improving the learning experiences and outcomes of internally displaced children.
3. The provision of life-skills education to internally displaced children was found to be inadequate and insufficient to effectively address their educational and psychosocial needs.
4. Internally displaced children were continuously exposed to insecurity within and around the camps, resulting in persistent fear, uncertainty, and concerns about their safety and wellbeing.
5. Essential teaching and learning materials were inadequate to sufficiently support effective education and promote sustainable educational development among internally displaced children.

Conclusion

Based on the findings of the study, it was concluded that internally displaced children (IDCs) in Northwestern Nigeria, particularly in Sokoto State, continue to face serious educational and

social challenges. The situation is partly associated with inadequate and sustained intervention frameworks, including the absence of comprehensive and coordinated strategies involving government and other relevant stakeholders to address the educational and welfare needs of displaced children. The study further concludes that government policies and intervention programmes aimed at supporting IDCs - such as establishing schools within or near displacement camps, strengthening security around the camps, providing adequate instructional and learning materials, and creating a safe and conducive learning environment-are essential for reducing the difficulties experienced by displaced children. Effective implementation of these measures can contribute significantly to improving access to education, promoting educational sustainability, developing relevant life skills, and enhancing the long-term wellbeing of IDCs in Sokoto State and Nigeria generally.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Government should establish an adequate number of schools within or close to IDP camps and other affected communities, particularly in Sokoto State, to ensure that displaced children have sufficient access to appropriate educational opportunities.
2. Government, non-governmental organisations, donor agencies, and other development partners should support the improvement of educational conditions for IDCs. Such interventions should include the provision of adequate classrooms, furniture, instructional facilities, qualified teachers, and other resources required to create a supportive learning environment.
3. Government should develop a comprehensive framework for life-skills education for IDCs. Such programmes should equip displaced children with practical knowledge and skills that can promote self-reliance, resilience, personal development, and their ability to cope with future challenges.
4. Relevant security agencies, including the military, police, civil defence, and appropriate community-based security structures, should strengthen security arrangements around IDP camps and affected communities. Improved security would help protect the lives and property of displaced children and their families while creating a safer environment for learning.
5. The Ministry of Education and other relevant education stakeholders should ensure the adequate provision of instructional and learning materials in schools serving IDCs. The materials should be sufficient and appropriate to meet the educational requirements of displaced learners and support the sustainability of their education

References

- Amin, M.E. (2005). *Social Science Research: Conception, Methodology and Analysis*. Makere University Printery, Kampala
- Achimma nadami (2023) Education initiatives in Nigeria accessed from www.linkedin.com/pulse/education-initiatives-nigeria-rol
- Emmanuel Okokonden okon (2018) Internally displaced persons in Nigeria: Review of empirical studies. *American journal of social science research; Vol 2, no1 pp*
- Global refugee forum (2023) Compact on refugee. <https://globalcompactrefugees.org/about/global>
- Iyabo Alade (2024) the Integral Role of Education and skill development in Nigeria's economic Development access <https://www.linkedin.com/pulse/integral-role-education>
- IDMC (2009). *Nigeria: No End to Internal Displacement*. Norwegian Refugee Commission: Internal Displacement Monitoring Centre.
- Idowu, W. (1999). Citizenship, Alienation and Conflict in Nigeria. *African Development XXIV* 1 and 2: 31-55.
- Mahamet Kana, Faith androgdu, Mahammat Koka, Kursat Cagitray (2019) Challenges faced by Adult learners in outline distance education; A literature review.
- Mooney, E. and C. French (2005). *Barriers and Bridges: Access to Education for Internally Displaced Children*. Brookings.
- Olufemi Adenitan Mirt (2015) Experience of internally displaced persons: a case study of Bama and Gwoza Durumi and Abuja Nigeria. Thesis repository: retrieved from <https://thesis.eur.nl/pub>
- Quadri Opeyemi (2021) "Insecurity: The Bane of Northern Nigeria – THISDAYLIVE". www.thisdaylive.com. Retrieved 2022-11-04
- Research Advisory (2006) sample size table. https://Research.advisor.com/tools/sample_size.htm
- Sarah O Ezera (2021) Access to education for internally displaced children in IDP camp in Nigeria. *Benin journal of educational studies*:retrieved <https://beninjes.com/index.php/bjn/article/view/8>
- Terhemba Nom Ambe Uva (2010) The Right to Education for Internally Displaced Persons in Nigeria through Open and Distance Learning
- UBE (1999) Guide to National Policy on education: pp (23, 24 & 25)
- Unicef (2018) Report on protecting and supporting internally displaced children in urban settings Retrieved from: <https://www.unicef.org/file>
- UNESCO Internal Displacement Monitoring Centre [IDMC] (2010). "Learning in Displacement. Briefing Paper on the Right to Education of Internally Displaced Deople". IDMC: Norwegian Refugee Council.
- Wasagu. M.A (2023) Advance educational research, Usman Danfodio university, Nigeria un published manuscript.
- Yusuf Lateef (2023) Advance educational finance Sokoto state university, Nigeria un-published manuscript