Sectoral Crises and Educational Outcomes in Lower Basic Education in Plateau State, Nigeria (2014–2024)

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Abstract
This study examined sectoral crises and educational outcomes in lower basic education in Plateau State, Nigeria, from 2014 to 2024. Specifically, it assessed the availability of school infrastructure, pupils' enrolment, dropout and completion trends in crisis-affected communities. The study adopted a descriptive longitudinal research design with an ex-post-facto approach. The population comprised public primary schools in selected crisis-affected communities, while 30 public primary schools were selected from six Local Government Areas: Bassa, Riyom, Mangu, Bokkos, Qua'an Pan and Wase. Data were collected from school records and an infrastructure checklist. Frequencies, percentages and line graphs were used to analyse the data. The findings revealed a substantial decline in the availability of essential school infrastructure, particularly classrooms and staff rooms. Toilets and laboratories were unavailable in all the sampled schools throughout the period, while library and recreational facilities were also inadequate. Pupils' enrolment declined from 3,316 in 2014 to 1,045 in 2024, indicating a considerable reduction in school participation. The records also showed variations in pupils' dropout figures, with notable increases in 2019 and 2023. Available completion records indicated a decline from 3,251 in 2020 to 2,764 in 2024. The study concludes that sectoral crises in the affected communities were associated with deteriorating school infrastructure and declining educational outcomes. It recommends the rehabilitation of damaged school facilities, improved security around schools, regular monitoring of enrolment and dropout rates, and targeted government interventions to ensure continuity and access to quality lower basic education in crisis-affected communities.

Keywords: *Sectoral crises, educational outcomes, lower basic education, school infrastructure, pupils' enrolment, school dropout, completion rate, Plateau State.*

Introduction

Basic education provides the foundation for the acquisition of literacy, numeracy, essential life skills and societal values necessary for individual development and national progress. It plays an important role in human capital development, social inclusion and sustainable socio-economic growth. The importance of basic education received global recognition at the World Conference on Education for All held in Jomtien, Thailand, in 1990, where participating nations committed themselves to expanding access to education and meeting the basic learning needs of all individuals (UNESCO, 2020). This commitment encouraged countries to develop policies and programmes aimed at improving access, equity and quality in basic education.

In Nigeria, the commitment to universal access to basic education led to the introduction of the Universal Basic Education (UBE) programme in 1999. The programme was designed to improve access to free and compulsory basic education and reduce educational inequalities. Its implementation was further strengthened by the National Policy on Education and the Universal Basic Education Act of 2004 (Federal Republic of Nigeria [FRN], 2004a, 2004b). The programme emphasised the provision of adequate school infrastructure, increased pupils' enrolment, reduced dropout and improved completion. However, the achievement of these objectives may be constrained by insecurity and violent conflicts that disrupt educational activities and the stability of communities where schools are located. Okorie and Uche (2019) observed that the outcomes of UBE implementation remained uneven across regions and local government areas affected by crises.

In Plateau State, recurring sectoral crises between 2014 and 2024, including farmer-herder clashes, kidnapping, banditry, insurgency and ethno-religious violence, have affected several communities, particularly in Bassa, Riyom, Mangu, Bokkos, Qua'an Pan and Wase Local Government Areas. These crises have resulted in displacement, destruction of property and disruption of community activities, with possible consequences for the delivery of lower basic education. The displacement of families and attacks on communities may affect school operations, damage educational facilities and interrupt pupils' participation in formal education. Consequently, examining educational outcomes in these crisis-affected areas is important for understanding the challenges confronting lower basic education implementation in Plateau State. One important indicator of educational outcomes is the availability of school infrastructure. School infrastructure, including classrooms, furniture, libraries, toilets and other essential learning facilities, provides the physical environment required for effective teaching and learning. However, insecurity and violent conflicts may result in the destruction, vandalisation, abandonment or deterioration of school facilities. Such conditions can limit the capacity of schools to provide a safe and conducive learning environment for pupils. Duniya and Bala (2021) highlighted the infrastructural challenges experienced by schools in Northern Nigeria as a consequence of insecurity-related attacks. The availability of functional school infrastructure is therefore an important consideration in assessing lower basic education outcomes in crisis-affected communities. Pupils' enrolment is another important indicator of access to basic education. Enrolment refers to the number of pupils registered in school within a particular period. Sectoral crises may discourage parents from enrolling their children because of fears of attacks, kidnapping and other security threats. Displacement of families may also interrupt children's education and make it difficult for them to continue attending their former schools or gain admission into alternative schools. Musa and Oladeji (2021) associated insecurity in crisis-affected communities of Plateau State with declining school enrolment and attendance. These circumstances raise concerns about the ability of schools in affected communities to sustain pupils' enrolment during periods of persistent insecurity.

Closely related to enrolment is pupils' dropout. Dropout occurs when pupils leave school before completing the expected level of education. Prolonged school closures, displacement, insecurity and the destruction of school facilities may interrupt pupils' educational progression

and increase the likelihood of withdrawal from school. Gambo and Mohammed (2022) observed that intermittent school closures during periods of insecurity could disrupt learning, reduce pupils' interest in education and contribute to school withdrawal. Similarly, Olanrewaju and Yusuf (2020) linked internal displacement and prolonged instability in crisis-affected areas with increased dropout among children in basic education. Examining dropout trends is therefore necessary to understand the extent to which pupils sustain their participation in lower basic education amid sectoral crises. Pupils' completion is also a significant measure of educational outcomes because it indicates the extent to which children who enrol in school successfully finish the expected level of education. Although enrolment reflects access, completion demonstrates the continuity of pupils' participation in the education system. Sectoral crises may undermine completion through repeated interruptions of schooling, displacement of families, destruction of school facilities and prolonged absence from school. Pupils who experience these disruptions may find it difficult to return to school and complete their education. Consequently, examining completion trends alongside enrolment and dropout provides a broader understanding of educational progression in crisis-affected communities.
Despite the objectives of the Universal Basic Education programme, the persistence of sectoral crises in Plateau State raises concerns about the availability of school infrastructure and pupils' educational progression. However, understanding these challenges requires an examination of the patterns of infrastructure availability, enrolment, dropout and completion over time. In view of this, the study examined sectoral crises and educational outcomes in lower basic education in Plateau State, Nigeria, from 2014 to 2024. Specifically, it examined the availability of school infrastructure, determined the trend of pupils' enrolment, examined the trend of pupils' dropout and assessed the trend of pupils' completion during the period.

Aim and Objectives of The Study

The aim of this study was to examine sectoral crises and educational outcomes in lower basic education in Plateau State, Nigeria (2014–2024). The specific objectives of the study are to:

1. examine the status of school infrastructure availability for the implementation of lower basic education in areas affected by sectoral crises in Plateau State;
2. determine the trend of pupils' enrolment in lower basic education from 2014 to 2024 in areas affected by sectoral crises in Plateau State;
3. determine the trend of pupils' dropout in lower basic education from 2014 to 2024 in areas affected by sectoral crises in Plateau State;
4. determine the trend of pupils' completion rate in lower basic education from 2014 to 2024 in areas affected by sectoral crises in Plateau State;

Research Questions

The following research questions guided the study

1. What is the status of school infrastructure availability for the implementation of lower basic education in Plateau State in areas affected by sectoral crises?
2. What is the trend of pupils' enrolment in lower basic education in Plateau State in areas affected by sectoral crises?
3. What is the trend of pupils' dropout in lower basic education in Plateau State in areas affected by sectoral crises?
4. What is the trend of pupils' completion in lower basic education in Plateau State in areas affected by sectoral crises?

Methodology

The study adopted a descriptive longitudinal research design with an ex-post-facto orientation. The design was considered appropriate because the study examined existing school records and patterns of educational outcomes over a ten-year period (2014–2024), without manipulating any of the variables. The descriptive approach enabled the examination of school infrastructure availability and changes in pupils' enrolment, dropout and completion in public primary schools located in crisis-affected communities of Plateau State, Nigeria.

The study covered public primary schools in Plateau State, which has 17 Local Government Areas (LGAs). The manuscript identified a population of 2,695 head teachers of public primary schools across the state. However, the data analysed for this article were obtained from records of 30 public primary schools located in selected crisis-affected communities. These 30 schools constituted the units of analysis for the study. The records from the selected schools were used to examine the availability of six categories of school infrastructure: classrooms, staff rooms, toilets, libraries, laboratories and recreational facilities. They were also used to obtain information on pupils' enrolment, dropout and completion during the period covered by the study. A multistage sampling procedure was adopted in selecting the study areas and schools. At the first stage, the three senatorial zones of Plateau State were considered to ensure geographical representation. At the second stage, six LGAs were selected: Bassa and Riyom from the Northern Senatorial Zone, Mangu and Bokkos from the Central Senatorial Zone, and Qua'an Pan and Wase from the Southern Senatorial Zone. At the final stage, records from 30 public primary schools in the selected crisis-affected communities were included in the study.

Two researcher-developed instruments were used for data collection: the Documentary Proforma Template on Lower Basic Education Implementation (DPTLBEI) and the Checklist on Availability of School Infrastructure for Lower Basic Education Implementation (CASILBEI). The DPTLBEI was used to extract information on pupils' enrolment, dropout and completion from relevant school documents, including admission registers, attendance registers and completion records. The CASILBEI was used to assess the availability of six categories of school infrastructure: classrooms, staff rooms, toilets, libraries, laboratories and recreational facilities. Each facility was recorded using a dichotomous scale of Available (1) and Not Available (0), based on the available school records and physical verification where necessary. The instruments were subjected to face and content validation by four experts from the Department of Educational Foundations, Faculty of Education, University of Jos. The experts comprised two specialists in Educational Management and two specialists in Research Measurement and Evaluation. Kendall's Coefficient of Concordance yielded a value of 0.768, indicating substantial agreement among the validators. The reliability of the infrastructure checklist was determined using Cohen's Kappa, which produced a coefficient of 0.782, indicating substantial inter-rater agreement. The documentary proforma was applied consistently in extracting and recording information from the available school documents. Data were obtained through the examination of relevant school records and the assessment of infrastructure in the selected public primary schools. The researcher was assisted by four trained research assistants who received two days of training on the administration of the instruments, extraction of documentary information and recording procedures. The DPTLBEI was used to obtain annual information on pupils' enrolment, dropout and completion, while the CASILBEI was used to record the availability or non-availability of the identified school facilities. The extracted information and completed checklists were examined for completeness and consistency before analysis.

Method of Data Analysis

Data collected for the study were analysed using descriptive statistics. Frequencies and percentages were used to present the availability and non-availability of school infrastructure,

while annual pupil enrolment, dropout and completion figures were used to describe changes in educational outcomes over the study period. Line graphs were employed to illustrate the trends in these educational indicators from 2014 to 2024. The data were organised and analysed using the Statistical Package for Social Sciences (SPSS), version 23.

Results

Research Question One: What is the status of school infrastructure availability for the implementation of lower basic education in Plateau State in areas affected by sectoral crises?

Table 1: Status of School Infrastructure Availability for the Implementation of Lower Basic Education in Plateau State

Year	School Infrastructures	Available		Not Available		Total Schools
	Classroom	N	%	N	%	% (100)
2014		20	66.7	10	33.3	30
2015		20	66.7	10	33.3	30
2016		20	66.7	10	33.3	30
2017		20	66.7	10	33.3	30
2018		20	66.7	10	33.3	30
2019		20	66.7	10	33.3	30
2020		20	66.7	10	33.3	30
2021		19	63.3	11	36.7	30
2022		10	33.3	20	66.7	30
2023		7	23.3	23	76.7	30
2024		4	13.3	26	86.7	30
B.	STAFF ROOM					
2014		28	93.3	2	6.7	30
2015		26	86.7	4	13.3	30
2016		26	86.7	4	13.3	30
2017		26	86.7	4	13.3	30
2018		26	86.7	4	13.3	30
2019		27	90.0	3	10.0	30
2020		27	90.0	3	10.0	30
2021		26	86.7	4	13.3	30
2022		25	83.3	5	16.7	30
2023		11	36.7	19	63.3	30
2024		1	3.3	29	96.7	30
C.	TOILETS					
2014		-	-	30	100.0	30
2015		-	-	30	100.0	30
2016		-	-	30	100.0	30
2017		-	-	30	100.0	30
2018		-	-	30	100.0	30
2019		-	-	30	100.0	30
2020		-	-	30	100.0	30
2021		-	-	30	100.0	30
2022		-	-	30	100.0	30
2023		-	-	30	100.0	30
2024		-	-	30	100.0	30
D.	LIBRARY					
2014		1	3.3	29	96.7	30
2015		1	3.3	29	96.7	30

2016		1	3.3	29	96.7	30
2017		-	-	30	100.0	30
2018		-	-	30	100.0	30
2019		-	-	30	100.0	30
2020		-	-	30	100.0	30
2021		-	-	30	100.0	30
2022		-	-	30	100.0	30
2023		-	-	30	100.0	30
2024		-	-	30	100.0	30
E.	LABORATORY					
2014		-	-	30	100.0	30
2015		--	-	30	100.0	30
2016		-	-	30	100.0	30
2017		-	-	30	100.0	30
2018		-	-	30	100.0	30
2019		-	-	30	100.0	30
2020		-	-	30	100.0	30
2021		-	-	30	100.0	30
2022		-	-	30	100.0	30
2023		-	-	30	100.0	30
2024		-	-	30	100.0	30
F	RECREATION AREAS					
2014		14	46.7	16	53.3	30
2015		14	46.7	16	53.3	30
2016		14	46.7	16	53.3	30
2017		14	46.7	16	53.3	30
2018		14	46.7	16	53.3	30
2019		14	46.7	16	53.3	30
2020		14	46.7	16	53.3	30
2021		14	46.7	16	53.3	30
2022		13	43.3	17	56.7	30
2023		-	-	30	100.0	30
2024		-	-	30	100.0	30

Table 1 indicates that the availability of school infrastructure for lower basic education in crisis-affected areas of Plateau State generally deteriorated between 2014 and 2024. Classroom availability remained at 66.7% from 2014 to 2020 but declined sharply to 13.3% in 2024. Similarly, staff room availability decreased from 93.3% in 2014 to only 3.3% in 2024. Toilets and laboratories were completely unavailable in all 30 schools throughout the period. Library availability was very low, with only 3.3% of schools having a library between 2014 and 2016, after which none was available. Recreational areas were available in 46.7% of schools from 2014 to 2021 but declined to 43.3% in 2022 and became completely unavailable in 2023 and 2024. The findings revealed serious infrastructure deficits in the affected schools, with a particularly sharp deterioration in the availability of classrooms, staff rooms and recreational areas in later years. The persistent absence of toilets, laboratories and, in later years, libraries further indicate major challenges to the effective implementation of lower basic education in the crisis-affected areas.

Research Question Two: What is the trend of pupils' enrolment in lower basic education in Plateau State in areas affected by sectoral crises?

Table 2: Pupils' Enrolment in Lower Basic Education in Plateau State in Areas Affected by Sectoral Crises

		Pupils Enrolment	
S/N	**Year**	**N**	**%**
1	2014	3,316	11.48
2	2015	3,292	11.40
3	2016	2,936	10.16
4	2017	2,915	10.09
5	2018	2,895	10.02
6	2019	2,887	9.99
7	2020	3,654	12.65
8	2021	2,496	8.64
9	2022	1,981	6.86
10	2023	1,468	5.08
11	2024	1,045	3.62
	Total	28,885	100.00

Note: Pupil enrolment was categorized into three levels based on the annual enrolment figures: high enrolment (≥3,000 pupils), covering 2014, 2015, and 2020; moderate enrolment (2,000–2,999 pupils), covering 2016–2019 and 2021; and low enrolment (<2,000 pupils), covering 2022–2024.

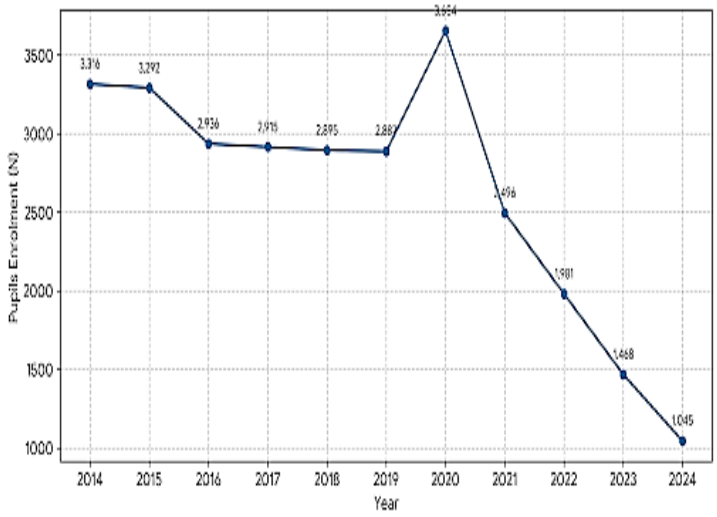


Figure 1: Graph Showing the Trend of Pupils' Enrolment in Lower Basic Education in Plateau State in Areas Affected by Sectoral Crisis

The results in Table 2 and Figure 1 show that pupils' enrolment in lower basic education in the affected areas fluctuated considerably between 2014 and 2024, but the overall trend was downward. The line graph illustrates the trend in pupils' enrolment in lower basic education in Plateau State in areas affected by sectoral crises from 2014 to 2024. The graph shows that enrolment was relatively high in 2014 (3,316 pupils) and 2015 (3,292 pupils) but declined gradually from 2,936 pupils in 2016 to 2,887 pupils in 2019. Enrolment then increased sharply to its highest level of 3,654 pupils in 2020. However, this increase was followed by a substantial and continuous decline, from 2,496 pupils in 2021 to 1,981 pupils in 2022, 1,468 pupils in 2023, and 1,045 pupils in 2024.

The trend indicates a substantial decline in pupils' enrolment in lower basic education over the period, particularly from 2021 to 2024. The sharp decline following the 2020 peak suggests that increasing or persistent sectoral crises may have negatively affected pupils' access to and participation in lower basic education in the affected areas. By 2024, enrolment had fallen to its lowest level in the period covered by the graph, indicating a serious reduction in school participation. This pattern suggests that pupils' participation in lower basic education became increasingly reduced over the period, particularly in the later years. The declining enrolment trend may reflect the growing challenges associated with sectoral crises in the affected communities, which could have disrupted pupils' access to and continued participation in lower basic education.

Research Question Three: What is the trend of pupils' dropout in lower basic education in Plateau State in areas affected by sectoral crises?

Table 3: Pupils' Dropout in Lower Basic Education in Plateau State in Areas Affected by Sectoral Crises

S/N	YEAR	Pupils Dropout	
		N	%
1	2014	-	-
2	2015	65	7.74
3	2016	97	11.55
4	2017	64	7.62
5	2018	60	7.14
6	2019	131	15.60
7	2020	71	8.45
8	2021	74	8.81
9	2022	77	9.17
10	2023	108	12.86
11	2024	93	11.07
	Total	840	100.00

Note: Pupils' dropout was categorized into three levels based on the annual number of dropouts: low dropout (≤70 pupils), covering 2015, 2017, and 2018; moderate dropout (71–100 pupils), covering 2016, 2020–2022, and 2024; and high dropout (>100 pupils), covering 2019 and 2023.

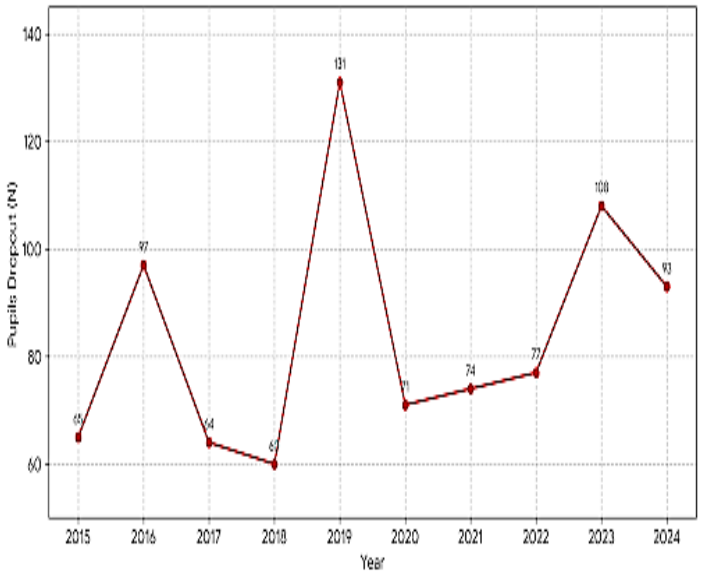


Figure 2: Line Graph Showing the Trend of Pupils' Dropout in Lower Basic Education in Plateau State in Areas Affected by Sectoral Crisis
Source: Field Survey, 2026

The results in Table 3 and Figure 2 show that pupils' dropout in lower basic education in areas affected by sectoral crises in Plateau State fluctuated between 2015 and 2024, with noticeable peaks occurring in specific years. In 2015, 65 pupils (7.74%) dropped out of school, and the figure increased to 97 pupils (11.55%) in 2016. It subsequently declined to 64 pupils (7.62%) in 2017 and reached its lowest point of 60 pupils (7.14%) in 2018. A sharp peak was recorded in 2019, when the number of dropouts surged to 131 pupils (15.60%), representing the highest figure across the ten-year period. However, the number dropped significantly to 71 pupils (8.45%) in 2020. From 2021 onward, dropout gradually increased from 74 pupils (8.81%) in 2021 to 77 pupils (9.17%) in 2022, reaching a secondary high of 108 pupils (12.86%) in 2023. In 2024, the figure declined slightly to 93 pupils (11.07%), though it remained relatively elevated compared to the earlier baseline years. Overall, the pattern indicates significant annual instability in pupil retention, with the highest dropout spikes occurring in 2019 and 2023. This trend underscores ongoing challenges in retaining pupils in lower basic education within crisis-affected areas. The observed fluctuations across the years likely reflect variations in the intensity and lingering effects of sectoral crises, although the table itself does not establish a direct causal relationship between crisis events and pupils' dropout rates.

Research Question Four: What is the trend of pupils' completion in lower basic education in Plateau State in areas affected by sectoral crises?

Table 4: Pupils' Completion in Lower Basic Education in Plateau State in Areas Affected by Sectoral Crises

S/N	Year	Pupils Completion	
		N	%
1	2016		
2	2017		
3	2018		
4	2019		
5	2020	3,251	11.26
6	2021	3,195	11.07
7	2022	2,872	9.95
8	2023	2,855	9.89
9	2024	2,764	9.57
10	2025	2,816	9.75
11	2026	Not yet	Not yet
12	2027	Not yet	Not yet
13	2028	Not yet	Not yet
	Total		

Note: High-to-moderate completion was categorized as more than 2,700 pupils (>9.5%), covering 2016–2022, while low completion was categorized as fewer than 2,500 pupils (<8.5%), covering 2023–2025. Completion figures between 2,500 and 2,700 pupils (8.5%–9.5%) were classified as moderate completion.

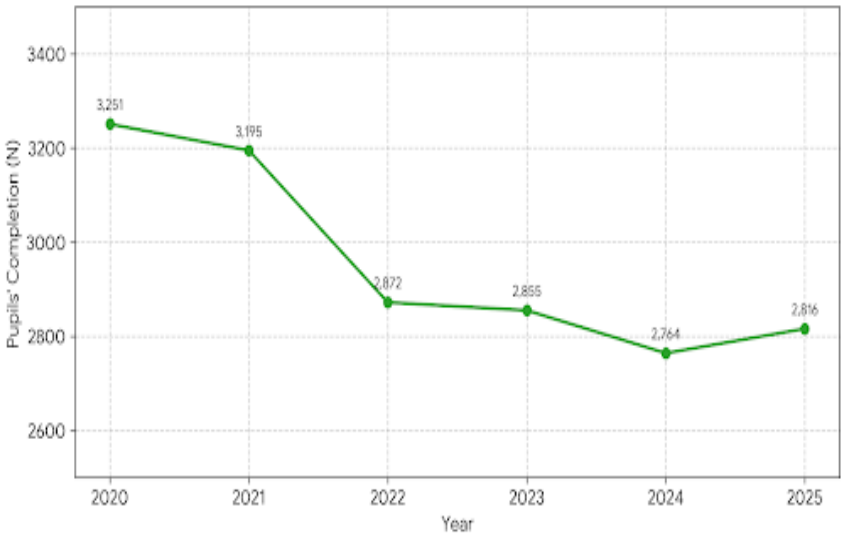


Figure 3: Graph Showing the Trend of Pupils' Completion in Lower Basic Education in Plateau State in Areas Affected by Sectoral Crisis

Table 4 and Figure 3 show that pupils' completion in lower basic education in areas affected by sectoral crises in Plateau State generally declined between 2020 and 2025. In 2020, 3,251 pupils (11.26%) completed lower basic education. This figure declined slightly to 3,195 pupils (11.07%) in 2021 before decreasing more noticeably to 2,872 pupils (9.95%) in 2022. The downward trend continued marginally in 2023, when 2,855 pupils (9.89%) completed lower basic education, and further declined to 2,764 pupils (9.57%) in 2024, representing the lowest completion figure recorded during the period. However, a slight improvement was observed in 2025, when the number of pupils completing lower basic education increased to 2,816 pupils (9.75%). The findings indicate a generally declining trend in pupils' completion of lower basic education in the affected areas, although a slight recovery was observed in 2025. Overall, the number of pupils completing lower basic education decreased from 3,251 in 2020 to 2,816 in 2025. This pattern suggests that pupils' completion rates declined over the period under review. The declining trend may reflect the influence of sectoral crises, including school disruptions, displacement, insecurity, and increased pupil dropouts, which could have made it more difficult for pupils to remain in school and complete their lower basic education. However, since the data are descriptive, these trends should not be interpreted as evidence of a causal relationship between sectoral crises and pupils' completion.

Discussion of Findings

Availability of School Infrastructure

The findings revealed a significant deterioration in school infrastructure in crisis-affected communities of Plateau State between 2014 and 2024. Classroom availability declined from 66.7% in 2014 to 13.3% in 2024, while staff-room availability decreased from 93.3% to 3.3%. Toilets and laboratories were completely unavailable throughout the period. Libraries and recreational facilities were also largely unavailable.

This finding agrees with Ajogbeje and Sylwester (2024), who established that farmer-herder conflicts and other forms of violence negatively affect educational development in Nigeria. Similarly, Østby et al. (2026) observed that attacks on education negatively affect school infrastructure, enrolment and educational attainment. These findings support the present study's observation that insecurity poses serious challenges to the provision of adequate educational facilities. The implication is that government intervention is necessary to rehabilitate damaged

facilities and provide essential infrastructure to ensure effective implementation of lower basic education in affected communities.

Trend of Pupils' Enrolment

The findings showed that pupils' enrolment fluctuated between 2014 and 2024 but generally declined. Enrolment decreased from 3,316 pupils in 2014 to 1,045 in 2024, despite increasing to 3,654 in 2020. This indicates a substantial reduction in pupils' participation in lower basic education in the selected communities.

This finding agrees with Bertoni et al. (2019), who found that exposure to Boko Haram conflict negatively affected school enrolment and educational attainment in North-East Nigeria. Similarly, Ajogbeje and Sylwester (2024) established that farmer-herder conflicts negatively affected educational attainment in Nigeria. These findings support the present study's observation that insecurity can disrupt children's access to education. The implication is that insecurity, displacement and disruption of community livelihoods may undermine educational access, making targeted enrolment interventions necessary.

Trend of Pupils' Dropout

The findings revealed that pupils' dropout fluctuated between 2015 and 2024. The highest figures were recorded in 2019, with 131 pupils, and 2023, with 108 pupils. This suggests persistent challenges in retaining pupils in lower basic education in the selected communities.

The finding agrees with Bertoni et al. (2019), who established that violent conflict negatively affects children's continued participation in education. Similarly, Temlong et al. (2018) identified conflict, migration and poverty as factors affecting educational retention in Plateau State. These findings support the present study's observation that insecurity and its socioeconomic consequences may contribute to pupils' withdrawal from school. This implies that government and school authorities should strengthen pupil-retention programmes, provide counselling and support vulnerable households to reduce school dropout.

Trend of Pupils' Completion

The findings indicated a generally declining trend in pupils' completion, from 3,251 pupils in 2020 to 2,764 in 2024, although a slight increase to 2,816 was recorded in 2025. This finding agrees with Bertoni et al. (2019), who established that exposure to violent conflict reduced educational attainment in North-East Nigeria. Similarly, Østby et al. (2026) found that attacks on education negatively affected children's school participation and years of education. These studies support the observation that insecurity may undermine pupils' ability to complete their education. The implication is that educational recovery programmes, remedial learning and support for displaced children are necessary to improve completion in crisis-affected communities.

Conclusion

The study examined sectoral crises and educational outcomes in lower basic education in Plateau State between 2014 and 2024. The findings revealed serious infrastructural deficiencies, declining pupils' enrolment, fluctuating dropout and declining completion figures in the selected crisis-affected communities. The study concludes that lower basic education in these communities faces considerable challenges in terms of infrastructure, access, retention and completion. Therefore, sustained government intervention and improved educational support are necessary to strengthen the implementation of Universal Basic Education in crisis-affected areas of Plateau State.

Recommendations

Based on the findings, the study recommends that:

1. The Plateau State Government and SUBEB should rehabilitate damaged schools and provide essential facilities, including classrooms, toilets, libraries and recreational facilities.
2. Government should introduce targeted enrolment programmes and provide free learning materials to encourage school participation among children in crisis-affected communities.
3. School authorities should strengthen pupil-monitoring systems, counselling and retention programmes to reduce dropout.
4. Government should collaborate with security agencies and community leaders to improve security around schools.
5. NGOs and humanitarian organisations should provide educational assistance, scholarships and temporary learning centres for displaced children.
6. The Ministry of Education and SUBEB should strengthen the collection and monitoring of school records to ensure reliable information on enrolment, dropout and completion.

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