

EVALUATION OF THE IMPLEMENTATION OF BASIC EDUCATION MINIMUM STANDARD IN IDP CAMPS SCHOOLS IN NORTH EASTERN, NIGERIA

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Abstract

The study was conducted to evaluate the implementation of Basic Education Minimum Standard in Internally Displaced Camp Schools in North- Easter. Using a descriptive survey research design, two research questions were formulated which guided the study. All the forty-four teachers in Adamawa, Gombe, Taraba and Yobe states IDP camp schools partook in the study. The instrument used for data collection was a self-designed questionnaire titled ‘Evaluation of Basic Education Minimum Standard in the IDP Camp Schools Questionnaire’ (EBEMSICSQ). The research instrument was validated by two experts in the area of Curriculum and Instruction of the Federal College of Education, Zaria while the reliability of the instrument was obtained through test retest method. Thereafter the two results were subjected to Pearson Product Moment Correlation (PPMC) yielding a reliability value of 0.79 as correlation coefficient. The researcher employed frequency counts and means as method of data analysis. The results however showed that both human and material resources are not adequately available to enhance effective lesson delivery in the North East IDP camp schools and that all the strategies that are meant to improve effective teaching and learning are inadequately put in the place in the IDP camp schools. The study therefore recommended that adequate provision of human and material resources need to be provided by the government, NGOs and other stakeholders in education and that all teachers in the IDP camp schools should employ better teaching strategies to enhance effective lesson delivery.

Keywords: Basic Education, Minimum Standard, Internally Displaced, Camp Schools.

Introduction

There is no gainsaying the fact that education is a right of every child. This is confirmed by the world campaign and declaration of Education for All. The word ‘education’ is the process of inculcating all necessary skills and values that are necessary for the total development of the child. It develops the innate potentials and capabilities in every child and remains the only meaningful asset a child can acquire for him to live a meaningful and sustainable life. The universal basic education on the other hand is the uninterrupted fifteen years education scheme that was introduced in Nigeria to equip every child with adequate knowledge in order to live a meaningful and fulfilled life and also be able

to contribute to the development of his society. It is a scheme that was launched to offer every Nigerian child the appropriate skills for long life learning. The recognition of its roles to human development is one of the reasons Nigeria joins the world campaign on Education for All (EFA) at Jomtien, Thailand in 1999, requiring stringent efforts by E-9 countries (nine countries with the largest concentration of illiterate adults) to drastically reduce illiteracy within the shortest possible time. (FME, 2004). According to Ogochukwu and Gbendu (2015), the declarations at international summits and conferences collectively constitute the trigger-factors that prompted the then president, Chief Olusegun Obasanjo to launch the scheme which is an educational programme that is proposed to stamp-out illiteracy and reduce poverty by equipping learners with requisite knowledge, attitudes and skills to promote both individual and national development. In the same vein, Anike and Tari (2011) explained that the scheme was proposed to provide the basic framework for equal educational opportunities and access to free compulsory education at the basic level with the aim to purposely reduce illiteracy in Nigeria within a possible minimum time period while Oladimeji and Ogunyebi (2019) also contend that the Federal Government's conception of idea to reduce illiteracy to the barest minimum by 2015 by world nations and the achievement of item two of the Millennium Development Goals (MDGs), which is to make children of educable age have free, affordable and accessible education, prompted the introduction of the Universal Basic Education (UBE) programme in Nigeria.

Stipulated in the National Policy on Education (2014), section 2 sub-section 10 is Basic Education which is defined as the education given to children aged 0-15 years. It encompasses the Early Child Care and Development Education 0-4 years and the 10 years of formal schooling.

Its objectives include the following:

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

It is however worthy to note that the universal basic education was intended to provide a free, qualitative, compulsory and long life and functional education through the early childhood to the primary level and stops at the junior secondary school education for all children. The scheme is also to benefit all children in Nigeria irrespectively of where they are, live or came from. The migrant

children and those displaced as a result of insurgency, insecurity and natural disaster are therefore not to be left out. This explains the reason why Amuchie, Asobeti and Audu(2013) submitted that the word ‘Universal’ in the UBE scheme connotes a programme that is meant for all facets of the society- the rich; poor, the physically fit and the disabled, the brilliant fit, the dull the regular students and the dropouts including every other individual that is ready to acquire knowledge.

In relation to the above, the Federal Government through the Universal Basic Education Commission (UBEC) prescribes the minimum standards for basic education throughout Nigeria in line with the National Policy on Education to ensure that the education given at the basic level is worthwhile. As pronounced by the Federal Government (2010) in the document “Minimum Standards for Basic Education in Nigeria”, a standard is an established norm or requirement that all systems work towards achieving. The document also stipulates that the specifications for measuring the standards are of three types. These are the resource standards, process standards and the performance standards. The resources standards cover such areas the human (the teachers, their qualifications, the administrative staff) and the material resources (availability of spacious and well-ventilated classrooms, well equipped libraries with books and computers, water, toilets or sanitary facilities and other materials that can enhance teaching and learning). The process standards cover areas such as the conformity of curriculum content to the National Policy on Education, effectiveness and methods of system delivery, the programme duration, time table arrangement, and quality of what is being taught at each level as well as the teaching language conformity to the National Policy on Education. While the performance standards concern the quality of instructional outcomes in basic schools, that is, quality assurance in basic education.

These three standards are operational in the implementation of the UBE Programme in basic schools in Nigeria. But it has been observed with dismay that the level of implementation of this standard is not worth it in some basic schools, especially in the Internally Displaced Persons (IDPs) Camps. Who are those in the IDP camps? These are citizens who have been forced to leave their homes due to unrest, war, insecurity and even natural disaster and seek safety in another areas within their fatherland. In a report compiled by Ferris and Winthrop (2010), there are about 26 million Internally Displaced Persons (IDPs) globally while the number of refugees is about 14 million. However, Internal Displacement Monitoring Centre (IDMC) reported that as at December 2020, the number of displaced persons in Nigeria has risen to 2,730,000 while Displaced Tracking Matrix (DTM) Round 37 Assessments carried out from 19th April to 9th June (2021) within the 107 accessible LGAs in the conflict-affected states of Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe in North-East Nigeria recorded 2,191,193 Internally Displaced Persons (IDPs).

Ferris and Winthrop (2010) therefore define the Internally Displaced Persons (IDPs) as persons who are forced to leave their abode and take refuge in another place or state within their countries. To Suleiman, Barde, Sabo and Shettima (2020), the internally displaced persons are people displaced within their own countries and they didn’t cross any border. Cohen (2004) also defines the Internally Displaced Persons as persons or group of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of,

in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized border. The displaced communities became mobile and were largely living with host families and communities or make shift settlements in the bush a few kilometres from their village of origin where they are less exposed to violence.

Displacement, either externally or internally can be caused by so many factors which may include wars, insecurity or/and insurgency which may result into making people feel unsafe and as such leave their abode to areas they feel are safer for them. As such, Emenike (2021) in his study of 'Assessment of the Provision of Basic Education Services for Internally Displaced Persons in Maiduguri, gave two classifications of internal displacements -A conflict driven internal displacement and the natural disaster induced internal displacement. As explained in the study, the conflict driven internal displacement occurs when there is unrest in an area as a result of insurgency or insecurity and people in those areas are therefore forced to seek refuge in a place that is considered safer within the country. Such conflict-induced displacement has, however, been discovered to affect mainly women, children, the elderly, people living with special needs, and the handicapped just because they are the most vulnerable. While environmental hazards and other disasters such as floods, fires, earthquakes and windstorm are seen as the major causes of the naturally induced internal displacement.

The aftermath of the displacements has pose a huge threat to the education sector in Nigeria, especially in the realisation of Universal Basic Education goals which has its main target as reducing illiteracy and making available and accessible basic education to every Nigerian child of school going age. As a result, many children who have been forced to leave their homes have to stop attending schools as so many attacks have been launched in schools which have resulted in school closure in the conflict areas. There is need to therefore provide basic education for the displaced school aged children so as not to rob them of their educational rights. No wonder Mutua (2018) posited that education must be void of exclusion of children, owing to lack of clothing, disability, gender and other limitations. In corroboration to the foregoing, Eweka and Olusegun (2016), contend that the Internally Displaced Persons, upon safe arrival at their new but temporary location (in camps), have basic needs such as reasonable shelter, food, potable water, healthcare, education, security, clothing, information, etc. which must be met by the government in order for them to stay alive and inhibit social-cultural and security consequences both on themselves and host communities alike. Emenike (2021), also added that the provision of education to the displaced persons is very important as it significantly affects their adjustment to normal life, especially children who will often have missed several years of formal and structured schooling while Ambe-Uva (2012) pointed to the fact that 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. Hence, the type of education to be provided for the displaced school aged children must meet certain criteria as bare minimum, which should be through the strategies employed by the teachers during lesson delivery and should be

quality so as to facilitate successful reading, writing and manipulation of numbers and be done in manner that is legitimately recognized to guarantee continuity of learning (Mutua, 2018).

The teachers that are to teach these children also needed to be academically and professionally qualified to deliver effective lesson so the education given will serve it long life purposes. This is because the IDPs school aged children are believed to have special educational needs that differ from those of school aged children in the mainstream schools and it is therefore essential for them to be taught by qualified, professionally trained motivated and well supported teachers as well as using educational facilities that are child, disability and gender sensitive to provide safe, non-violent, inclusive and effective learning environment for them (Ajayi & Awodiji, 2016) but the report of study by CERID (2006), revealed the inadequacy of teachers in the IDP camp schools. While Ajayi and Awodiji (2016) confirmed that 70% Of the teachers in the IDPs camp schools are military staff being closely assisted by voluntary teachers from the State Ministry of Education. Onyeike (nd) in her study ‘rights to education of Internally Displaced Students in Schools’ also find out that one of the inadequacies in the education given in IDPs camp schools is associated with the language of instruction during lesson delivery. This is because most of the displaced school age children do not speak the same language with the community where they seek refuge.

The opinion of Suleiman, Barde, Sabo, and Shettima (2020) also confirmed a low commitment by the government through the Universal Basic Education Commission (UBEC) to the education of refugees and IDPs in Nigeria. It was further added that the provision made by the government, both in human and material capacities in the IDP camps need both qualitative and quantitative improvements. The implication of the above therefore is that the government has not done all it takes to the displaced children to enjoy basic education, which is meant to be their right, to the fullest. In the same vein, Olanrewaju, Olanrewaju, Omotoso, Alabi, Amoo, Loromeke, and Ajayi (2019), who carried out a situational analysis in Abuja on ‘Insurgency and the Invisible Displaced Population in Nigeria’, reported among other things that IDP children are denied access to Universal Basic Education (UBE) by the host community because they cannot pay fees, buy books, school uniforms, and so on, and that even in the camp, education occurs partially as the schools lack teachers. Similarly, the study confirms that the class rooms in the IDP camp schools were terrible and are made of tents and once rain starts falling, teaching and learning stops. Also, the teachers in the school are voluntary teachers that only come to teach the displaced children when they are free and the teachers were said to be teaching without syllabus which make the IDP children lag behind their peers that are not displaced. It is therefore against this background that this present study finds out the state of teaching and learning in line with the UBE minimum standard for quality basic education delivery in the North- East IDP camp schools.

Statement of the Problem

The phenomenon of forced displacement which was ignited by insurgency in the North-Eastern part of the country has been a great concern to all and sundry. The situation has pushed so many innocent children into difficult circumstances, thereby forcing them to leave their homes and even

stop schooling after losing their family's breadwinner to conflicts. These children are even lagging behind their peers that are not displaced as a result of their mobility to safer areas. But with Universal Basic Education programme, the children's hope of acquiring long-life learning and meaningful learning is expected to be rekindled as the government, private individuals, non- governmental organizations and even development partners have shown great commitment to their education by providing support through the establishment of basic schools and psychosocial activities for those children of basic school going age so that they can acquire relevant skills that will make them cope with their present situation and also live a meaningful life. The education given in the IDP schools is supposed to be qualitative and build a complete and ideal child that their parents and even the nation require hence, the minimum standard specifications as benchmark in the areas of resources, process and performance. Numerous literature have shown that the resources standards in terms of teachers and the teaching materials for teaching children in IDP schools fall below the basic education standard specifications while there are limited researches on the curriculum content, which falls under the process standard of the IDP schools. The report of Health & Education Advice & Resource Team (HEART), (2016) on Education for Refugees and IDPs in Low- and Middle-Income Countries Identifying Challenges and Opportunities stated that one of the pressing current gaps that are left to be filled is a robust data and research on the availability, quality and outcomes of education for IDPs. It is, therefore, against this background that this present study seeks to fill part of that gap by looking at the quality of education render to children in the IDP camps in North- East Nigeria, through the evaluation of the implementation of the process standard specification for the minimum standard for Basic Education.

Purpose of the Study

The main purpose of this study was to evaluate the implementation of the basic education minimum standard specifications in Internally Displaced Camp schools in the North- Eastern part of Nigeria. However, other specific objectives achieved by the study were:

- i. found out the availability of resources in the IDP camp schools towards the implementation of the Basic Education minimum standard.
- ii. examined the adequacy of the strategies being employed in the IDP camp schools towards the implementation of the basic education minimum standard.

Research Questions

- i. How available are the resources in IDP camp schools towards the implementation of Basic Education minimum standard?
- ii. How adequate are the educational strategies employed in the IDP camp schools towards the implementation of Basic Education minimum standard?

Methodology

This study was conducted using a descriptive survey research design. All the forty-four teachers in Adamawa, Gombe, Taraba and Yobe states IDP camp schools partook in the study because the total number of teachers can be handled. The instrument used for data collection was a self-designed questionnaire titled “Evaluation of Basic Education Minimum Standard in the IDP Camp Schools Questionnaire” (EBEMSICSQ). The questionnaire was divided into three sections of A, B and C. Section A consisted of the Bio-Data of respondents while the { 10} items on the Section B sought information on how well resources are available in the IDP camp schools for the implementation of Basic Education minimum standard and the last section contained six (6) items which required information on educational strategies employed to implement the curriculum for the realisation of Basic Education minimum standard in the IDP camp schools. The response to all the items on the Availability of resources in the IDP camp schools of the questionnaire were based on a modified 4-point Likert scale of Grossly Available (GA) 4, Available (A) 3, Somewhat Available (SA) 2 and Not Available (NA) 1 while items on educational strategies employed in the IDP camp schools towards the implementation of Basic Education minimum standard were responded to through Grossly Adequate (GA) 4, Adequate (A) 3, Somewhat Adequate (SA) 2 and Not Adequate (NA) 1.

The research instrument validity was done by two experts in the area of Curriculum and Instruction of the Federal College of Education, Zaria whose inputs confirmed that the instrument was valid for the study while the reliability of the instrument was obtained by administering the instrument twice to ten (10) teachers in Kaduna state IDP camp schools within the interval of two weeks. Thereafter, the two results were subjected to Pearson Product Moment Correlation (PPMC) which yielded 0.79 as correlation coefficient. The instrument was posted to research assistants in each state who administered the instrument and returned to the researcher by postage. The researcher employed frequency counts and means as method of data analysis. Mean above 2.5 was considered as available and adequate respectively while mean below 2.5 was rated as not available and not adequate respectively.

Data Analysis

The results of availability of resources in the IDP camp schools and the strategies employed towards the implementation of Basic Education minimum standard are presented below:

Research Question One: How available are the resources in IDP camp schools towards the implementation of Basic Education minimum standard?

Table 1: Availability of resources in the IDP camp schools towards the implementation of the Basic Education minimum standard.

S/N	Item statement	GA	(A)	(SA)	(NA)	Total	Mean	Remark
1.	Teachers in the IDP camp schools have requisite teaching qualifications that can enhance teaching output.	3	4	14	23	75	1.70	Not Available
2.	Support staff in the IDP schools are enough in providing needed services.	2	6	17	19	79	1.79	Not Available
3.	Adequate classroom are provided for teaching/ learning process.	7	5	15	17	90	2.05	Not Available
4.	Drinkable water is made available for learners and staff in the IDP camp schools.	14	18	7	5	129	2.9	Available
5.	Sanitary facilities for teachers and learners are provided in the IDP camp schools.	11	15	8	10	115	2.6	Available
6.	Teaching experiences of the teachers contributed to effective lesson delivery.	7	7	13	17	92	2.09	Not Available
7.	Teachers in the IDP camp schools are not well paid and remunerated.	9	11	12	12	105	2.38	Not Available
8.	Reading materials and reference books for teachers and pupils are available in the IDP camps.	12	17	6	9	120	2.72	Available

The analysis of the mean score in table 1 showed non availability of teachers in the IDP camp schools and also revealed that the available ones were not all professionally qualified to teach at the basic level of education. Apart from that, the teachers even lamented being poorly paid and remunerated as they combine the administrative work together with teaching in the classrooms, which is an indication that there are no support staff to ease them of the administrative duties. Although, the result from the table showed availability of reading materials, drinkable water and sanitary facilities for learners and staff, but classrooms are not availably adequate. There is also no curriculum provided for teachers to be followed in the course of teaching. The teachers confirmed this and added that they only followed the reading materials and textbooks as printed by the publishers, believing that the publishers are already familiar with the basic education curriculum.

Research Question Two: How adequate are the educational strategies employed in the IDP camp schools towards the implementation of Basic Education minimum standard?

Table 2: Strategies employed in the IDP camp schools towards the implementation of the basic education minimum standard.

S/N	Item statement	GA	(A)	(SA)	(NA)	Total	Mean	Remark
1.	Teachers' languages of instruction facilitate effective instructional delivery at the IDP camp schools.	5	7	14	18	87	1.97	Not adequate
2.	School duration at the IDP camp schools is enough to enhance learning.	4	7	16	17	86	1.95	Not adequate
3.	The time table arrangement at the IDP camp schools is adequate to achieve the desired learning objectives.	2	4	18	20	76	1.72	Not adequate
4.	Teachers' content delivery is in accordance with the National Policy on Education.	4	3	14	23	76	1.72	Not adequate
5.	The period allocated to teach each subject is enough to achieve the desired objectives.	3	3	15	23	74	1.68	Not adequate
6.	Teachers in the IDP camp schools are making good use of instructional materials to teach in the schools.	2	4	18	20	76	1.72	Not adequate

The responses shown on the table two above and their mean rating indicated that all the strategies identified by the study towards the effective implementation of the Universal Basic Education minimum standard were not adequate as responded to by the teachers in the IDP camp schools.

Discussion of Findings

The findings in Table 1 which sought answer to research question that investigated the availability of resources available for teaching in the IDP camp schools indicated that both human and material resources are not available to enhance effective lesson delivery in the North East IDP camp schools. Although numerous researches have shown that most basic schools are plague with the poor infrastructure facilities which prompted Etuk, Ering and Jake (2012) submission that UBE will produce pupils who are ill-equipped in terms of skills as the schools lack adequate human and material resources. The findings of this study also goes in line with the research conducted by Alonge and Enowoghomonwenma (2019) on the 'Quality of Primary Education Programme Implementation in The International Christian Centre (ICC) Internally Displaced Persons Camp in

Edo State' which revealed that teachers and physical facilities, which makes the resources standards, were inadequate for the implementation of Primary Education programme in the camp.

The study also reveals through responses for research question two that all strategies for basic education minimum standard identified by the study were not adequately employed in the IDP camp schools which can invariably affect effective lesson delivery in the schools. The findings therefore corroborates the report of Health & Education Advice & Resource Team (HEART), (2016) that the quality of education in IDP is far below the Inter- Agency Network for Education in Emergencies (INEE) minimum standard for education as teachers in the IDP schools are often given incentives rather than salary, which often fail to attract qualified teachers which in turns affect the quality of education given to the children. Nemine and Zalacro, (2019) also contend that over-population and overcrowded classrooms, problem of class placement, unavailability of e-learning facilities and teacher's unprofessionalism are some of the major challenges that are militating against quality education in IDP schools.

Recommendations

The following recommendations are made on the basis of the findings of the study. That:

- The government through the ministries of education should supply the IDP camp schools with enough resources for proper implementation of Basic Education minimum standard in the IDP schools.
- All strategies to be employed in the IDP camp schools to enhance effective lesson delivery should be adequate enough so as to ensure effective teaching learning process.

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