

## Impact of Crisis on Universal Basic Education Policy

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### Abstract

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The paper examined the impact of crisis on Universal Basic Education (UBE) policy in Plateau State with a focus on its implications on the child in a changing world. Plateau State is one of the States in Nigeria that has experienced crisis resulting to lost of lives and destruction of properties. The ugly situation tends to reflect in inter-religious, political, inter-ethnic conflicts among others. As a result, the educational sector has suffered setbacks in its operations whereby achievement of UBE objectives could be a failure. There is a general concern about global challenges as the world is rapidly changing. The child is faced with lots of crises that affect his/her growth and development for lifelong learning. Educational managers have a role to ensure that stated educational goals are effectively achieved to enable the child compete favourably in the changing world. The descriptive survey and ex post facto research designs were adopted for the study. The sample of 250 teachers of public primary schools and 100 teachers of private primary schools were derived from the entire population of teachers in the Northern Senatorial District in Plateau State. Crisis Impact Checklist (CIC), Crisis Impact Interview Schedule (CIIS) and documentary template were used to gather data. The statistical techniques used for analysis are the frequency count and simple percentage. Information gathered with interview schedule was described. Some of the major findings include; force closure of schools due to destruction and some schools turned to refugee camps, low quality of teaching due to lack of materials, lack of access to education, distorted pattern of enrolment based on religious segregation, high drop-out rate among others. Recommendations were made which include; re-strategizing government's efforts to plan, develop and design formal education in informal settings for people in Internally Displace Persons (IDPs) Camps, re-strategize and step up measures to maintain peace, to cope with crisis consequences for adequate provision of basic education. Sensitize the public on the need to participate in the provision of basic education to enable the child fit well into the global changing world.

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**Keywords:** Crisis, Basic Education, Child, Change

### Introduction

The world is growing exponentially and is rapidly changing due to global technological advancement. The global changes have forced individuals, societies, organizations and nations to adjust in order to meet up with the expectations of the 21<sup>st</sup> century. The educational system is not left out of the race in changes experienced as it is seen as one of the major tools used for the development of individuals and the transformation of a nation's political and socio-economic growth. The impetus of changes in the educational system of Nigeria arise on its commitment to the implementation of such international protocols as the Education for All (EFA), the United Nations Millennium Development Goals (MDGs) as well as her own home-grown medium term development plan; the National Economic Empowerment and Development Strategy (NEEDS) (Federal Republic of Nigeria, 2013).

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One of the major policies for change is the introduction of Universal Basic Education (UBE) launched 30<sup>th</sup> September, 1999 at Sokoto by the then President of Nigeria Gen. Olusegun Obasanjo. UBE is meant to ensure that each Nigerian child obtains free and universal basic education to enable citizens become useful to themselves and the society at large. The UBE Act (2004) specifies that UBE covers; Early Childhood Care Development and Education (ECCDE)), six years of primary Education and three years of junior secondary education. The structure is on a continuous 9 years (6 years primary and 3 years junior secondary) education with automatic transition from primary to junior secondary school education. The objectives of UBE as stated in the National Policy on Education by the Federal Republic of Nigeria (2013) are;

- i. Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion;
- ii. The provision of free, universal basic education for every Nigerian child of school age;
- iii. Reducing the incidence of drop-out from formal school system, through improved relevance, quality and efficiency;
- iv. 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
- v. Ensuring the acquisition of the appropriate levels of literacy, numeracy, communicative 'arid life skills' as well as the ethical, moral, security and civic values headed for the laying of a solid foundation for lifelong learning.

The process of achieving these goals requires acquiring new values and skills for the purpose of effective functioning in the society. The education system in Nigeria is faced with challenges that have hindered successful achievement of its set goals, some of which are political problems, socio-economic problems, terrorism, and ethnic conflicts among others. The diverse cultures and the high rate of materialism demand have amounted to different ideologies and understanding of the people which sometimes instigate conflict of various sorts. Fwa (2004) observed that violence and turbulence in a society may be caused by plurality of culture and their competing interests/demands, high rates of poverty and inequality, prevalent injustice in the dispensation of public affairs, breakdown of institutionalism, elite power struggles, lack of fear of God and biased media sensitization. Crisis in Nigeria appears to be rooted in political and economic reasons but not in their indigenous ethnic or religious affiliation (Hossain, 2002).

Crisis is the experience of an event or situation that is intolerable and difficult, which exceeds the person's current resources and coping mechanisms (Apata, 2006). In the views of Etong (2012) crisis is a critical negative, unpalatable action of an individual or groups of people which if not effectively handled can cause disaster and destruction to lives and properties. Any unpleasant situation that amounts to violence and destruction is referred to as crisis and is characterized by;

- i. The presence of danger and difficulty;
- ii. Situation of disequilibrium and unusual atmosphere;
- iii. In the disequilibrium situation, anxiety is always present and its discomfort may provide the impetus for change;
- iv. An alarming situation which may lead to threat of existence, confusion and commotion, mechanical or electrical fault, road traffic conflict, collision or impaired traffic flow, irrational behavior of citizens or law enforcement agents and others;
- v. Situation that may make the person in crisis mobilizes or organizes resources at his or her disposal to resist the difficult situation.
- vi. Situation of action and counter-action which is characterized by resistance and fighting back in order to stop the situation. This may entail blocking of the road against other road users, engaging in physical combat with the others, and demonstration of rage, aggression and recklessness;
- vii. Demonstration of violence, irritability, disorientation and loss of touch with reality, it is a time of pressure, confusion and exhaustion; and
- viii. A situation that may require intervention by another party (Kehinde, 2011).

Most developing countries including Nigeria are vulnerable to sudden social, educational, economic, health and political disruptions when crisis occurs. The consequences can result to illness, injuries, deaths and sufferings that can influence high rate of poverty. People are affected psychologically and emotionally with full of anxiety, depression, aggression, panic with hopelessness and withdrawal from social activities.

The crisis experienced in the world today has affected the educational system in different dimensions. For instance, UNESCO (2010) noted that over the years about 31 countries in Africa, Asia, Europe and Latin America had suffered from one form of attack or the other on its educational system. Similarly, Buckland in Jacob (2005) reported that the genocide that took place in Rwanda on education resulted to the death of teachers and students. That more than two-third of the teachers in the primary and secondary schools were killed or displaced. The consequences of crisis on the educational system often results to relocation of settlements, thereby affecting students' enrolment in schools, while destruction of schools can amount to closure of schools. Brenden (2010) outlined the impact of crises on education to include; long-term disruption of attendance of teachers and students; lowering of the quality of teachers; dwindling recruitment of staff, leading to teacher shortages; and persistent lack of motivation and distraction of teachers and students by fear or trauma thereby reducing the quality of education provision and students ability to learn.

In recent times, Plateau State is faced with lots of crisis that have bedeviled it progress at different perspectives. Despite that Plateau people are peaceful of which they derived the motto "Home of Peace and Tourism" have experienced series of crises in the State which might have been caused by different factors that could be difficult to trace the roots. Perhaps, political issues, fear of domination and perceived injustice in policy formulation and implementation are the contributing factors of the crises. Prior to 2001 there was relative peace in Plateau State except for the minor clashes over grazing areas between farmers and pastoralists, and land ownership tussles. But between 17<sup>th</sup> March and 7<sup>th</sup> September, 2001 was the lid off for subsequent crises in Plateau State. Armed conflicts were experienced and many lives and properties were lost (Kaigama, 2012). Apparently, the increase in population in Jos contributed to some political and economic pressures that influenced the rate of conflict in the State.

Plateau State crisis was centered around the politics of participation in government by both indigenes and settlers (mostly Hausa Fulani) some issues were the creation of Jos-South Local government out of Jos North by the military administration of Gen. Babangida, along religious lines with the former purportedly for Christians and latter for Hausa- Fulani (Umejesi, 2010). Other issues include; the 1991 Chairmanship election of Jos North, the appointment of caretaker committee in 1994; attempted appointment of Secretary of Jos North Education Authority in 1996; the appointment of NAPEP coordinator for Jos North Local Government in 2001 by the Federal Government Agency and the 2008 Local government election and other issues such as lopsided biased reportage of the crisis by both local and foreign media, cow rustling and religious affiliation only served as impetus to inflame the already tensed situation (Jacob, 2015). Other causes of crisis can be clash of interests of different groups, elitist misuse to weak, and often times unenlightened and innocent followers who cannot analyze issues critically to fight their selfish battles; cutting of corners to get to the top of business or career, exploitation; man's inhumanity to man; selfishness, injustice; greed; dishonesty; and above all, the loss of moral values in our society today (Ndjomu, 2004). The issues brought about violence leading to killings and destruction of properties worth billions of naira. The situation later escalated to other local government areas in the Northern Senatorial zone and spread to other parts of the State. Since then, the crises kept on spilling over from one place to the other over the years.

The consequences of crisis in the educational system can be viewed in the perspectives of individual lost and societal lost. When crises occur school activities are suspended, school buildings and equipments are destroyed, human beings are killed and many children become orphans. In such situations, access to education by every child becomes a problem. For instance, the phenomenon of crisis can induce poverty to parents and may not send their children to school. When schools are ran in a situation of panic due to insecurity it amounts to wastage of time and resources because quality teaching and learning might not take place. Olajide (2009) observed that the aftermath of crisis in the society creates uncondusive learning environment for effective teaching and learning process in the school and leads to high rate of internal inefficiency. Effective learning activities cannot take place under the trees or in dilapidated classrooms without adequate teaching materials.

Excellent school facilities and dedicated teachers are basic ingredients of good educational programmes. Learning becomes permanent when adequate teaching aids are used. This is in line with the opinion of Amayo (2006) that the relevance of teaching aids or instructional materials promote teaching and learning, and make teaching more interesting and successful. The changing world in the educational perspective focuses on modification of the previous policies, means and product of education in the society for transformation of the system to suit the changing environment.

The child in a changing world is therefore faced with the dilemma of trying to adjust in the new dimension of the learning situations. Meeting up with new changes requires a systematic networking that can stir the lead to cope in the contemporary globe.

Educational leaders are involved in formatting change initiatives cognizant of what is happening and events taking place, noting that the process of change can be a source of conflict in itself. In support, Adepoju, (2007) noted that education is a tool for the acquisition of skills, relevant knowledge and habits for surviving in the changing world. It has remained the social structured for capacity building and for effecting desired societal change through technological advancement. Osahor (2004) sees technology as being present in all cultures irrespective of their developmental stage, it is knowledge-based and involves the application of accumulative knowledge to solve problems fundamental to human survival, alter culture and society. Therefore, education technological development is a continuous process whereby changes are stimulated and emulated to fix well into the international environment. The high incidence of violence and turbulence in any society reduces the speed of developmental growth and technological advancement. Schools in crises affected areas may surfer setbacks in their educational pursuit and the children may lag behind in adjusting in the changing world. It is against this background that this study seeks to examine the impact of crisis on UBE policy in Nigeria.

### **Statement of the Problem**

Personal observations have shown that there are high incidences of crises in some local government areas in the Northern Senatorial district of Plateau State. The wangling situation tend to be reflected in the culture of violence, inter-ethnic armed conflicts and a deceit of armed robbery in houses that have claimed so many lives. During the crises many schools were destroyed and the few in good standing became refugee camps and many people were displaced from their homes. It is evident that the schools affected by the crises were plagued with poor infrastructural facilities and inadequate teaching activities. Schools were closed down during the period, teaching took place in dilapidated classrooms without adequate instructional materials in some schools, enrollment pattern was distorted and teacher quality and quantity were affected.

Many school going children were denied access to school and most children drop out of school. One can imagine how painful the agony of a child could be in a chaotic situation of violence, particularly, when a child is out of school because he/she lost the parents/guardians due to crisis and has no body to sponsor his/her education. Again, when school children manage to learn under the trees or stay under the trees without a teacher to teach them because the school buildings are destroyed, the stigma of such pains remains in the child's memory and can affect the learning processes. The feel of insecurity borders on threat to life and society development. It is difficult for a child to adjust in a state of violence to compete well in a changing world. The child born and bred in a cultural disposition of violence believes in chaotic conflict that can continue to deepen hard misery in our society. The study seeks to determine how crisis impact on UBE policy and how the child could cope the situation in a changing world.

### **Purpose of the Study**

1. To determine the extent of challenges of crises in primary schools in Northern Senatorial district in Plateau State.
2. Find out the extent of pupils access to primary schools in Northern Senatorial district in Plateau State.
3. Determine the drop-out rate of pupils from primary schools in Northern Senatorial district in Plateau State.
4. Find out the pattern of pupils enrolment in primary schools in Northern Senatorial district in Plateau State.

### **Research Questions**

1. What is the extent of challenges of crises in primary schools in Northern Senatorial district in Plateau State?
2. What is the extent of pupils' access to primary schools in Northern Senatorial district in Plateau State?
3. What is the extent of pupils' drop-out rate from primary schools in Northern Senatorial district in Plateau State?
4. What is the pattern of pupils' enrolment in primary schools in Northern Senatorial district in Plateau State?

### **Methodology**

The study adopted the descriptive survey and ex- post facto research designs. Descriptive survey research design is considered appropriate because opinions of respondents on crisis and school activities were described. In addition, it allows that a portion of the population is used to represent the entire population for the study.

The use of ex-post facto research design allows for the assessment of certain attributes, properties, characteristics in a situation at one or more point in time (Unachukwu, 2010). The population of the study consists of all the teachers in the public and private primary schools in Northern Senatorial district in Plateau State. The sample of 250 teachers of public primary schools and 100 teachers of private primary schools were derived from areas mostly affected by the crisis in the Northern Senatorial district in Plateau State using the purposive sampling technique. The fundamental consideration for use of purposive sampling technique was to ensure that information was obtained from respondents that were mostly affected by crisis. The instruments used for data gathering were checklist, open-ended interview schedule and documentary template. Checklist is tagged Crisis Impact Checklist (CIC) and open-ended interview schedule is tagged Crisis Impact Interview Schedule (CIIS). A pro-forma was designed to record the data obtained from documents such as, enrolment and drop-out of students. Teachers responded to CIC to determine the impact of crisis on UBE policy. The open-ended structured Crisis Impact Interview Schedule was used to interview teachers to obtain information about their feel of the impact of Crisis in Northern Senatorial district in Plateau State. The instruments were subjected to construct validity and given to experts in the area of Educational Administration and Planning and Test and Measurement for scrutiny. They confirmed the instruments to be valid for the study. Internal consistency for reliability was confirmed with the use of Cronbach Alpha coefficient technique and the reliability index was 0.84. This means that the instrument is reliable for the study. Cohen Kappa inter-rater reliability technique was used to determine the reliability of Crisis Impact Interview Schedule, which was confirmed to be Kappa= 0.76 at substantial agreement as indicated by Landis and Kosh(1977) as being acceptable level for instrument consistency. Face-to-face method of data gathering was employed for the study and frequency counts and simple percentage were used for analysis to answer the research questions.

## Results

### Research Question One

What is the extent of crisis challenges in primary schools in Northern Senatorial district in Plateau State?

**Table 1: Extent of Crisis Challenges in Primary Schools in Northern Senatorial District in Plateau State**

S/N	Challenges of Crises	Extent of Challenges	
		Frequency (F)	Percentages (%)
1.	Forced closure of schools	105	30
2.	Schools turned to refugee camps	30	9
3.	Transfer in and out of the school	36	10
4.	Destruction of school building	21	6
5.	Non availability of instructional materials	34	10
6.	Engagement of unqualified teachers to teach	15	4
7.	Posting of teachers to schools base on religion	25	7
8.	Poor teaching quality	20	5
9.	Killings of personnel in schools	41	12
10.	Teacher turn over	23	7
	<b>Total</b>	<b>350</b>	<b>100</b>

Table one presents the challenges of crises in primary schools in Northern Senatorial district in Plateau State. It indicates that there are numerous challenges which impact on the schools at various levels.

The challenge with the highest rate at 30% is forced closure of schools when crises occur followed by killings of personnel in schools at 12%, transfer in and out of the school at 10%, non availability of instructional materials at 10%, schools turned to refugee camps at 9%, teachers posting at schools base on religion at 7%, teacher turnover at 7%. Others include; destruction of school buildings at 6%, poor teaching quality at 5%, engagement of unqualified teachers to teach at 4%. Interview with teachers revealed that challenges of crises hindered the provision of quality education. Schools are usually destroyed and some turn out to be refugee camps. For example, a teacher said, "it is very unfortunate that these crises have caused a lot of havoc to the educational system. Some pupils and teachers are killed, some schools closed down, teaching is taking place under the trees because the classes are destroyed, most of the nomadic schools are closed down because quality teachers fear to go and teach in the areas".

Another teacher said, “Many teachers have been transferred to safer areas and many just stay at home because of fear especially in the rural areas, and teachers that are willing to teach have no instructional materials to use”. The study revealed that no meaningful learning can take place in a situation of crises.

### Research Question Two

What is the extent of pupils’ access to primary schools in Northern Senatorial district in Plateau State?

**Table 2: Extent of Pupils’ Access to Primary Schools in Northern Senatorial District in Plateau State**

S/N	Kind of Access to School	Extent of Access to School	
		F	%
1.	Physical access	95	27
2.	Economic access	55	16
3.	Social access	200	57
	<b>Total</b>	<b>350</b>	<b>100</b>

Table two shows the extent of pupils’ access to schools. It specified three kinds of access to school and range at different rates. Social access is indicated to be at 57% as the highest kind of access to school. Physical access is rated at 27% and economic access at 16%.

Interview with teachers revealed that when crisis occurs in Plateau State religion tends to stand as a social factor that divides Christians and Muslims settlements. For instance, a teacher said, “because of crises, the Christians and Muslims separated their settlements, so we now have Muslim schools and Christian schools of the public and private schools”. The physical aspects comprise of school location in terms of distance between schools and households, poor infrastructure, and lack of instructional materials. Teachers maintained that the aftermath of the crises resulted to displacement of settlements whereby many children find it difficult to go to school and many parents deliberately stopped their children from attending school due to security reasons. Economic access reflects on financial capacity of parents/guardians to send their children/wards to school. For example, a teacher said, “In fact, most families are poor because they lost their beloved ones and properties to the extent that they can hardly eat once a day”. Another teacher said “the people are thinking on how to survive and not the issue of schooling”.

### Research Question Three

What is the extent of pupils’ drop-out rate from primary schools in Northern Senatorial district in Plateau State?

**Table 3: Extent of Pupils’ Drop-out Rate from Primary Schools in Northern Senatorial District in Plateau State for 2016/ 2017 Academic Session=**

S/N	Kinds of Drop-out	Extent of Drop-out Rate	
		Number	%
1.	Drop out due to unfavourable environment	780	42
2.	Force drop out	640	34
3.	Drop out due to withdrawal of pupils by parents/guardians	450	24
	<b>Total</b>	<b>1870</b>	<b>100</b>

Table three shows that pupils normally drop out from primary school due to unfavourable environment which rated at 42%. Others are that pupils are forced to drop out at 34% and drop out due to parents/guardian withdrawal of pupils from school rated 24%. Interview with teachers revealed that pupils drop-out rate increases when crisis occurs. Major reasons were fear of terrorism, chaotic environment that could lead to killings. It was revealed that during the crises people ran for their dear lives which resulted to disruption of school activities. In addition, interview with teachers revealed that because there was destruction of lives and properties many people became poor and did not have the capability to send their children to school. The death of some parents/guardians also led to the withdrawal of pupils from school. For instance, a teacher said “many of my class pupils were withdrawn from school to serve as household helps in towns”.

He gave the major reasons for withdrawal to be poverty, children became orphans, many widows cannot take good care of their children and some children are forced to stay at home for security reasons.

### Research Question Four

What is the pattern of pupils' enrolment in primary schools in Northern Senatorial district in Plateau State?

**Table 4: Pattern of Pupils' Enrolment in Primary Schools in Senatorial District in Plateau State for 2016/ 2017 Academic Session**

S/N	Pattern of Pupils' Enrolment	Number of Schools	%
1.	Low enrolment	250	26
2.	High enrolment	44	5
3.	Enrolment base on religion	646	69
	<b>Total</b>	<b>940</b>	<b>100</b>

Table four indicates three major patterns of enrolment in primary schools. The pattern of enrolment dominant is base on religion which rated at 69%. Low enrolment rated at 26% and high enrolment at 5%. Interview with teachers confirmed that enrolment pattern is highly categorized base on religion. In Christian dominated areas, pupils' enrolment is basically dominated by Christians and Muslim areas are dominated by Muslim pupils. As a result some schools are over populated while others are not. For example, "a teacher said, settlements in Jos today are based on religion and have also affected school enrolment. He said, this have deprived pupils from socializing and tolerating one another". Another teacher said, in the rural areas today the indigenes are separated from the Fulani settlers. He said, the simple reason is to avoid conflict". In addition, the study confirmed that even in Muslim dominated areas most of the teachers posted to teach there are Christians and so going to work becomes difficult due to psychological trauma for fear of being killed.

### Discussion

The study confirmed that the impact of crises affects the UBE policy in various ways. It reveals that the major challenges of the crises in primary schools in Northern Senatorial district are forced closure of school, dropout rate increased, poor teaching quality, inadequate instructional materials, destruction of school buildings, killings of personnel, schools turned to refugee camps, posting to schools base on religion, teacher turnover, transfers in and out of schools, and engagement of unqualified teachers to teach in schools. The findings are consistent with the works of Jacob (2015) who discovered that Jos crises resulted to long period of forced closure of schools, destruction of school buildings, movement of students from one school to another even at the middle of the term among others.

The implications of these findings are that the achievement of UBE objectives in crises areas would be a failure. When schools are closed for some time, it means that teaching and learning activities are suspended. And when schools are reopened and no classrooms and instructional materials to use, yet it becomes problematic and meaningful learning can hardly take place. This matches the idea of Amayo (2006) who maintained that the relevance of teaching aids or instructional materials promote teaching and learning, reduces time wastage, and make teaching more interesting and successful. Quality teaching can only take place when good physical facilities and instructional materials are available for use with relative peace in the society. Excellent school facilities and dedicated teachers are basic ingredients of good educational programme.

The findings also revealed that crises can impact on pupils' access to school in terms of physical access which reflects on geographical distance of school and households, economic access which reflects on poverty and financial capacity of parents/guardians to send their children to school. Crises can hinder people from engaging in their business for earning a living and destruction of properties which can render many people homeless and poor. The social access caused by religious segregation has separated Christians and Muslims settlements and have amounted to over population of pupils in some schools with unqualified teachers and low enrolment of some schools due to disperse settlements. These findings are in agreement with the work of Brenden (2010) which revealed that crises impact on education through long-term disruption of attendance of teachers and students, lowering teacher quality, dwindling recruitment of staff, leading to teacher shortages and persistent distraction of teachers and students by fear of trauma thereby reducing the quality of education provision and students ability to learn. When pupils socialize, they learn to cooperate with one another and learn from their different cultures. When children are denied opportunity to learn, play and interact together based on religious differences, the effect in future can cause more conflict in society and can hinder peaceful co-existence.

In a situation where children are denied access to school by violence, the implication is that dropout rate in schools will increase and quality education cannot be obtained by all school age children. The child is exposed to ignorance and cannot face the global challenges. The promotion of basic education necessitates access to school by all school age children.

The growing global challenges inflicted by terrorism and conflicts of various sorts have caused challenges to the success of basic education in Nigeria. Children and adults found in Internally Displaced Persons (IDPs) camps and those squatting with relations cannot attend school. Also, some parents have deliberately shown unwillingness to send their children to school. The consequence is bringing up more illiterate persons in the nation. The child is left in a mix of confusion without appropriate development to fit well in the changing world. A child who is denied education cannot have the opportunity for the acquisition of appropriate levels of literacy, numeracy, communicative skills, ethical, moral, security and civic values that can help him to adjust in a changing world. Government has to step up strategies that can facilitate effective learning in schools.

### **Conclusion**

The growth of a nation depends on its high level of achievement in the educational sector. The desire for education is ever increasing to meet up to the challenging complex world. In Nigeria, crises have affected some parts of the country including the Northern Senatorial district of Plateau State, which have impacted on the educational system. The Universal Basic Education (UBE) policy meant to prepare each child in Nigeria for a useful living has been impacted by crisis. The emerging trend of changes in the world requires an improved educational sector that can facilitate the care and support of the child for proper growth and development. The concern for quality education has become a global concern to almost all nations including Nigeria. Therefore, the rising expectations about the quality of students produced at all levels of education rest on how they will fit into the international world. Lifelong learning can only take place in a peaceful atmosphere. Efforts to ensure uninterrupted education delivery due to crisis have to be addressed with vigour.

### **Recommendations**

The following recommendations were made based on the findings of the study;

1. Government should re-strategize measures on how to curb with crisis effect on the educational sector. To develop and design formal education in an informal settings for school going age children in IDPs camps.
2. Government should plan for the roadmap that can assist pupils get access to school in crisis affected areas. The community members should be involved in creating opportunities for pupils' access to school.
3. Both the government and community members should as a matter of necessity seek ways to rebuild destroyed schools in urban and rural areas. Efforts should be re-emphasized to create awareness to the general public on the need to contribute to the development of schools.
4. Enrolment in schools in line with religious affiliation should be discouraged.
5. Government, community members and Parents Teachers Association (PTA) should organize massive mobilization and sensitization campaign on effect of pupils drop-out from school especially in crises affected areas.
6. Schools that were forced to close due to crises should be reactivated. This can be facilitated when relative peace is maintained in the areas.
7. Opportunities should be created by both government and parents for every child to have access to education and ensure its quality delivery.
8. Government should provide adequate facilities for school effectiveness, and community involvement in school support should be tackled with vigour to ensure compliance and participation.
9. Government should set targets to weaken the occurrences of crises and ensure that the objectives of UBE policy are achieved. This will encourage critical thinking to adapt to local, national and international changes.

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