MANAGING EDUCATIONAL NEEDS OF INTERNALLY DISPLACED PERSONS FOR SUSTAINABLE DEVELOPMENT IN NIGERIA: THE WAY FORWARD

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Abstract

Forceful displacement of people has badly affected educational sector most especially in the North-East, Nigeria. The educational needs of Internally Displaced Persons (IDPs) are being neglected on a large scale whereas, education is said to be both a goal in itself and a means for attaining all the other Sustainable Development Goals. This paper therefore examined how the educational needs of school-age children in the IDPs' camps can be managed for Sustainable Development Goals (SDGs) in the disaster area of Nigeria. Descriptive research design of survey type was adopted for this study. The study population comprised all IDPs (school-age of primary and secondary schools) and staff of governmental and non-governmental management agencies. The study used proportional stratified sampling technique with the help of Taro Yamane sample size formula to select 9 staff of State Emergency Management Agency (SEMA), 10 staff of National Emergency Management Agency (NEMA), 12 staff UNICEF, 88 school age IDPs, and 6 Nigerian Army education staff. An adapted Questionnaire titled "Intervention Programmes for Meeting Educational Needs Questionnaire (IPMENQ) and checklist on educational materials and emergency teachers (CEMET) were used. Actual response rate was 92% from IDPs camps from three states of Adamawa, Borno and Yobe. The data was transcribed and analyzed thematically by mean rating, frequencies and percentages. Findings revealed that library services, trained teachers and other educational materials for the IDPs were highly needed thus, intervention programmes were not adequately available at 62.9% while provisions of teachers, pre-primary, primary and secondary school education were highly inadequate at 71.1%, 69.0%, 56.9% and 71.5% respectively among others. The way forward among others is that the UN guiding principle 23 stating education as a right which must be free, compulsory and accessible with training facilities for the IDPs should be carried out, the ministry of education should formulate policy for education in emergencies that will cater specifically for the needs of the IDPs, provision of special educational management skills if the children are to be fully catered for such as training teachers on: Safe school and child protection, peace education, conflict management education, among others.

Keywords: Educational needs, Internally Displaced Persons, Sustainable development, School-age, Camps

Introduction

UNESCO (2014) reported that over the last decade, there has been significant progress in expanding access to primary education (MDG 2) and gender parity (MDG 3) with 50 million additional children in school many of whom are

girls. It was further reported that the number of illiterate adults remains stubbornly high at 774 million and disparities in both enrollment and achievement persist for children with disabilities and children from indigenous and other vulnerable groups. UNICEF (2015) reported that 800,000 children are victims of Boko Haram insurgency in Nigeria, 19 out of the 42 camps did not have access to any form of education as at June 2015(Global Educational Monitoring Report (GEMR), 2016). The UN Secretary General Banki Moon at the 2015 General Assembly disclosed that over 60 million people have been displaced from their homes and are living as refugees across the world. The worst hit are those children who lost opportunities of going to school and some of them are tagged as kid soldiers and are given arms to kill imaginary enemies. The National Emergency Management Agency (NEMA) released a report in 2015 stated that over 2.5 million people have so far been displaced from their homes in northern Nigeria due to attacks by Boko Haram, where 1.2 million (about 50%) are school-age children. The IDPs population in Nigeria consisted of 52% females and 48% male. Children of less than 18 years of age constitute 56% of the IDP population and more than half of them less than 5 years old. Ninety-four percent (94%) were displaced by the insurgency (National Emergency Management Agency (NEMA), 2015).

Education as an essential need for IDPs children's psychosocial adjustment (McBrien, 2005) is being neglected on a large scale (GEMR & UNHCR, 2016).Sinclair (2001) and (McBrien, 2005) argued that education is an essential element of humanitarian response to the people in the crisis area. Every human being has the right to free and compulsory education at the primary level, as well as to access to secondary education, including general and vocational education that is free or subject to financial assistance in case of need (Brookings-Bern Project on Internal Displacement, 2008). As the fourth Sustainable Development Goal (SDG), education is seen as the right to inclusive and equitable quality education and promotes lifelong learning opportunities for all (Sustainable Development Goals, 2016). Education is both a goal in itself and a means for attaining all the other SDGs. It is not only an integral part of sustainable development, but also a key enabler for it. That is why education represents an essential strategy in the pursuit of the SDGs. Investments in education are of great benefits with many spill-over effects and long-run advantages which include: greater economic growth, improved public health and more resilient and peaceful societies. Education also reduces income inequalities and eradicates poverty, while supporting the expansion of more just, inclusive and sustainable societies. For the least child to learn, education in the Post-2015 Development Agenda must focus on the following, Expanding access, Equity: disaggregating results to prioritize the most poor and vulnerable children, youth and adults, Enablers: enabling learning with safe and adequate environments and well-trained teachers and Learning: ensuring success is not limited to enrollment rates but also the quality of learning acquired by a child.

Achieving the targets requires a strong commitment by both governments and donors to manage and allocate adequate, equitable and efficient financing

to education.IDP school-age children have special educational needs that differ from those of the school-age children in mainstream schools. This is essential for ensuring all school-age children in IDPs are taught by qualified, professionally-trained, motivated and well-supported teachers and that education facilities are child, disability-and gender sensitive to provide safe, non-violent, inclusive and effective learning environments for all.

Civilization and development are intertwined. Both of them influence very much on education. Education is a weapon for liberation from ignorance and diseases. Hence, education` cannot be isolated from any development agenda as it is the pivot upon which several other programmes revolve. Although the emphasis is on achieving primary education, but it has to be realized that to sustain progress towards other goals such as full employment, poverty reduction, health related programmes, etc., attention should be extended beyond primary education.

Statement of the Problem

For past years now, North-east Nigeria has been characterised with series of challenges ranging from Boko Haram insurgency attacks, Kidnapping, farmers and herdsmen conflicts to internal violence or conflicts. The Boko Haram insurgency attacks however got to its peak in 2016 when Nigerian armed forces reclaimed areas (Sambisa forest) previously occupied by this dreadful group. Livelihoods during and after these attacks was characterised with high rates of poverty, unemployment, malnutrition, insecurity, hygiene, emotional/psychosocial disorder and social needs. These have also led to very high rate of displacement among school aged children, destruction of school facilities, killing of students and teachers, kidnapping of school girls, persistent threats and fears caused closure of school, low enrolment, high student-teacher ratio, limited access to quality education, inadequate learning materials and inadequate qualified teachers. The conflict in North-east Nigeria has further weakened an already fragile education system of the region, pushing more children out of school. Many studies have been conducted on IDPs, these include: James (1998) assessed the needs of IDPs (women and children) in Nepal and found out that they suffered from human rights violations. Sinclair (2002) researched on Refugee education in developing countries, he found out that using a community-based approach, with capacity-building through training of teachers, youth leaders and school management committees would be of immense contribution to IDPs education. Olajide (2000) studied the management of IDPs in Kaduna State, Nigeria and found out that IDPs had it rough and hard in accessing means of livelihood in Kaduna State. Balogun (2005) assessed the intervention programmes for meeting educational and social needs of internally displaced persons in Kaduna State, Nigeria. Durosaro and Ajiboye, (2011) examined problems and coping strategies of internally displaced adolescents in Jos metropolis, Nigeria. They submitted that IDPs suffer emotional problems which are characterized by memory of fearful events and nightmare.

Furthermore, there has not been any standardized structure, well-articulated plans and procedures in

Nigeria that can cater for education needs in emergencies. The vision of enabling balanced national platform to deal with emergencies while pursuing national development goals is critical for sustainable interventions. Being a contemporary and ongoing issue, this has thus created researchable gap which this study is to fill.

Purpose of the Study

The main purpose of this study is to assess the educational needs and the response strategies in internally displaced persons camps in North-East, Nigeria. Specifically, the objectives are to:

1. assess the basic educational needs of internally displaced persons in North/East Nigeria.
2. find out the educational intervention strategies available to internally Displaced Persons in the North/East Nigeria.
3. find out on how identified educational needs of IDP'S are managed for sustainable development in the North/East Nigeria
4. assess the way forwards on this premise, the paper intends to proffer answers to the following research questions:
1. What are the basic educational needs of internally displaced persons in North-East Nigeria?
2. What are the educational intervention programmes available to IDPs?
3. How these educational needs of IDP'S are managed for sustainable development in Nigeria
4. What is the way forwards

Concept of Internal Displacement Persons (IDPs) and Education for Sustainable Development (ESD)

Disaster has been described by (UNISDR, 2009;The National Policy on IDPs, 2012)as any serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources. Disasters are often described as a result of the combination of exposure to a hazard; the conditions of vulnerability that are present; and insufficient capacity or measures to reduce or cope with the potential negative consequences. Disaster impacts may include loss of life, injury, disease and other negative effects on human physical, mental and social well-being, together with damage to property, destruction of assets, loss of services, social and economic disruption and environmental degradation. Disaster brings about displacement. Internal displacement is described as a situation in which individuals, families, communities and groups are forced or obliged to leave and remain away from their homes but within the borders of their own countries. Internal displacement occurs typically in response to armed conflict, persecution, situations of widespread violence, natural and human made disasters and, more recently, large-scale development projects (Brookings-Bern Project on Internal Displacement, 2008).

Sustainability is a model for thinking about a future in which environmental, social and economic considerations are balanced in the pursuit

of development and an improved quality of life. These three spheres – society, environment and economy are intertwined. For example, a prosperous society relies on a healthy environment to provide food and resources, safe drinking water, and clean air for its citizens. Education for Sustainable Development – a key instrument to achieve the SDGs. "Education can, and must, contribute to a new vision of sustainable global development (UNESCO, 2015)". Embarking on the path of sustainable development will require a profound transformation of how we think and act. To create a more sustainable world and to engage with sustainability-related issues as described in the SDGs, individuals must become sustainability change-makers. They require the knowledge, skills, values and attitudes that empower them to contribute to sustainable development. Education, therefore, is crucial for the achievement of sustainable development.

However, not all kinds of education support sustainable development. Education that promotes economic growth alone may as well lead to an increase in unsustainable consumption patterns. The now well-established approach of Education for Sustainable Development (ESD) empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society for present and future generations. ESD aims at developing competencies that empower individuals to reflect on their own actions, taking into account their current and future social, cultural, economic and environmental impacts, from a local and a global perspective. Individuals should also be empowered to act in complex situations in a sustainable manner, which may require them to strike out in new directions; and to participate in socio-political processes, moving their societies towards sustainable development. ESD has to be understood as an integral part off quality education, inherent in the concept of lifelong learning: All educational institutions – from preschool to tertiary. The following key competencies are generally seen as crucial to advance sustainable development as opined by (de Haan, 2010; Rieckmann, 2012; Wiek, A., Withycombe, L.& Redman, C.L., 2011).

Key Competencies for Sustainability

Systems Thinking Competency: the abilities to recognize and understand relationships; to analyse complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty.

Anticipatory Competency: the abilities to understand and evaluate multiple futures – possible, probable and desirable; to create one's own visions for the future; to apply the precautionary principle; to assess the consequences of actions; and to deal with risks and changes.

Normative Competency: the abilities to understand and reflect on the norms and values that underlie one's actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions.

Strategic competency: the abilities to collectively develop and implement innovative actions that further

sustainability at the local level and further afield.

Collaboration Competency: the abilities to learn from others; to understand and respect the needs, perspectives and actions of others (empathy); to understand, relate to and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem solving.

Critical Thinking Competency: the ability to question norms, practices and opinions; to reflect on own one's values, perceptions and actions; and to take a position in the sustainability discourse. Self-awareness competency: the ability to reflect on one's own role in the local community and (global) society; to continually evaluate and further motivate one's actions; and to deal with one's feelings and desires.

Integrated Problem-solving Competency: the overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solution options that promote sustainable development, integrating the abovementioned competences. It also focuses on the acquisition of equitable, foundational and higher-order skills for the vulnerable, including persons with disabilities, IDPs, indigenous peoples, and children in vulnerable situations the knowledge, skills and values needed to function well and contribute to society.

Inclusive Education

It was adopted at the Salamanca World Conference on Special Needs Education (1994) and was restated in Dakar (paragraph 4). Inclusive education means that: "Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. Adefisoye (2015) in his study on 'An assessment of Nigeria's institutional capacity in disaster management advocated the imperativeness of mainstreaming disaster management education into the curriculum of secondary schools, as well as proper funding as viable strategies of overcoming these challenges.

Education for Sustainable Development – a key instrument to achieve the SDGs "A fundamental change is needed in the way we think about education's role in global development, because it has a catalytic impact on the well-being of individuals and the future of our planet. They require the knowledge, skills, values and attitudes that empower them to contribute to sustainable development. Education, therefore, is crucial for the achievement of sustainable development. It aims at developing capabilities that empower individuals to reflect on their own actions and inactions, taking into account their present and future social, cultural, economic and environmental impacts, from a local and a global perspective. This type of education involves learning (innovative measures, techniques, ideas and process; relearning (reminders of the forgotten, overlooked or the neglected) and delearning (archaic, unconventional, unsustainable ideas and practices.

Empowerment to act in complex situations in a sustainable manner, which may require one to strike out new directions; and to participate in socio-political processes, moving the societies

towards sustainable development. Lifelong learning should be offered within a framework of democratic values, such as justice, independence and autonomy. It should also be underpinned by such values such as respect for the traditions of indigenous peoples, for different religions, for the environment. Lifelong learning can, in turn, help to promote and cultivate these values. It can develop people's capacity to fulfill effectively the various roles demanded of them: as social beings, as citizens, as employees, as entrepreneurs or as members of a family. Educational needs and demands cannot be fully met in one type of institution or one particular form of education. Rather, they can only be met through multiple educational modes, diverse learning situations (home, community, workplace, school, place of leisure etc.) and a variety of media (books, computers, games etc.) Non-formal and informal modalities therefore play a vital role in lifelong learning alongside more formal approaches.

An inclusive educational system should be a community in which excellence in learning is evident and reflects its members' lifelong learning skills. It should be flexible and adjustable to individual needs, so that everyone benefits from a commonly-accepted basic level of quality education. For example, it should allow students to vary the time that they devote to a particular subject, offer teachers greater freedom to choose their working methods and allow more time for guided classroom-based work.

Research Design

The research design adopted for this study was descriptive research of survey type. This was done to gather a large volume of data from different groups namely: all IDPs (school-age of primary and secondary schools students), staff of governmental and non-governmental management agencies. The population of this study consisted of all 2,241, 484 IDPs (54% of the IDP population are children and 53% are females. 81.3% of IDPs live in host communities while 18.7% live in camps. Eighty-four (84) Camps and camp-like sites were identified in 12 States and the Federal Capital Territory by Displacement Tracking Matrix (DTM), (2016).Saturated sampling technique was used with the help of Taro Yamane sample size formula to select 9staffState Emergency Management Agency (SEMA), 10 staff of National Emergency Management Agency (NEMA), 12 staff of UNICEF, 88 school age IDPs, and 6Nigerian Army education staff.

An adapted Questionnaire from Balogun (2005) titled "Intervention Programmes for Meeting Educational Needs Questionnaire (IPMENQ) and a "Checklist on Educational Materials and Emergency Teachers (CEMET) were used. The face, content and construct validity of the instruments were established by the researcher (Balogun, 2005) from whom the instrument was adapted. Cronbach alpha's statistics was used to estimate the reliability coefficient of the instrument. The reliability coefficient of the construct "Educational needs of Internally Displaced Persons" was found to be 0.77 while the reliability coefficient of the construct "Availability of Intervention Programmes for meeting the Educational Needs of Internally Displaced Persons" was found to be 0.88. Actual response rate was 92%from IDPs camps from three states of Adamawa, Borno and Yobe. Percentage and mean

item score were used to answer all research questions raised.

Findings

Research Question One: What are the basic Educational needs of Internally Displaced Persons in North-East Nigeria?

In order to answer research question 1, responses of the displaced persons and sampled to statements in the questionnaire that addressed educational needs of internally displaced persons were coded and subjected to mean and standard deviation, the result is shown below:

Table 1: Educational needs of Internally Displaced Persons in North-East Nigeria

S/N	IDP Needs	Mean	Std.	Rank
1	Access to pre-primary education/play group	2.26	1.29	11th
2	Access to primary education	2.16	1.16	12th
3	Access to secondary education	2.87	1.16	6th
4	Establishment of Vocational Training Programmes at Camps	2.51	1.29	10th
5	Access to junior secondary education	2.60	1.07	9th
6	Access to senior secondary education	2.72	1.18	8th
7	Access to extra-moral coaching for higher education	2.89	1.08	5th
8	Library service for displaced students	3.59	.86	1st
9	Education materials such as uniform, textbooks, locker, etc.	3.54	.82	2nd
10	Assistance in the transition from Basic to Post-Basic Education	3.33	.84	3rd
11	Access to HIV/AIDS prevention awareness programmes and activities	2.77	1.08	7th
12	Scholarship for IDPs in camps	3.22	.99	4th

Result presented in table 1 reveals the degree of educational needs of internally displaced persons in North-East, Nigeria. It was shown that provision of library service for displaced students and provision of education materials such as uniform, textbooks, locker, etc. in the IDPs camps were rated as "Highly Needed"; provision of assistance in the transition from basic to Post-Basic education, access to HIV/AIDS prevention awareness programmes and activities, scholarship for IDPs in camps, access to secondary education, establishment of Vocational training programmes at camps, access to junior secondary education, access to senior secondary education, access to extra-moral coaching for higher education, were rated as "Needed" among the respondents; while access to pre-primary education/play group and access to primary education while rated as "Somewhat Needed" among the respondents. Thus, it could be noted that all the itemized educational needs were needed by the internally displaced persons though in varying degrees.

***Research Question Two*:**   What are the   available to Internally Displaced Person in
educational   intervention   programmes   North-East Nigeria?

**Table 2 Availability of Intervention Programmes for meeting the Educational
Needs of Internally Displaced Persons in North-East, Nigeria**

	Intervention Programmes	Mean	Sd	Remark
1.	Provision of pre-primary education centers	1.74	.437	Available
2.	Provision of primary education	1.83	.379	Available
3.	Provision of secondary education	1.91	.289	Available
4.	Provision of teachers for established camps	1.92	.271	Available
5.	Life skills building programmes such as: trade skills	1.37	.483	Not- vailable
6.	Provision of senior secondary education	1.89	.317	Available
7.	Provision of support services for vocational apprentices	1.83	.373	Available
8.	Provision of assistance in the transition from Basic to Post-Basic Education	1.60	.490	Available
9.	Access to HIV/AIDS prevention education	1.49	.500	Not- Available
10.	Access to disaster risk reduction education	1.84	.369	Available
11.	Provision of scholarship for displaced school age children	1.89	.313	Available
12.	Provision of education materials such as uniform, textbooks, lockers, etc. for IDPs	1.66	.473	Available
13.	Provision of library services	1.66	.476	Available
14.	Provision of extra-moral coaching	1.48	.500	Not- Available

Rules of thumb for decision making: 1.50-2.00 = Available, 0-1.49 = Not-Available

Table 2 shows the availability of the intervention programmes in the sampled camps, the intervention programmes were reported available except provision of life skills building programmes, access to HIV/AIDS prevention education and provision of extra-moral coaching. However, most of the classrooms available in the camps are double-shift system and make-shift system (Tent/canopy).Double-shift is a system whereby the pupils are marched out of the camp to a nearby community school after the closing hour of the existing students while the make-shift is the use of canopy or shield as a model of classroom for

teaching and learning activities. More so, the available teachers in these camps are military personnel who performed dual services (security and teacher) and volunteer teachers who are part of

displaced persons not fully trained for the work and without remuneration.

Research Question Three: How educational needs of IDPs are managed for sustainable development in Nigeria?

Table 3 **Level of managing educationalneedsof IDPs for sustainable development in Nigeria**

S/N	Level of managing educationalneeds	VH	H	M	L	VL
1	Pre-primary education centres	3.1%	1.2%	69.0%	25.6%	1.1%
2	Primary education	22.0%	3.0%	56.9%	17.4%	0.7%
3	Secondary education	11.0%	1.8%	71.5%	9.2%	6.5%
4	Supply of teachers for established camps	3.5%	16.5%	71.1%	8.0%	1.0%
5	Life skills building programmes such as: numerical, literacy and trade skills	4.4%	16.7%	15.3%	62.9%	0.7%
6	Temporal Classrooms and offices	56.3%	2.4%	19.7%	11.3%	10.3%
7	Support services for vocational apprentices	44.4%	18.1%	14.4%	16.7%	6.4%
8	Transition rate from Basic to Post-Basic Education	4.6%	2.9%	51.1%	40.0%	1.4%
9	Disaster risk reduction education	27.6%	18.2%	36.7%	16.2%	1.2%
10	Scholarship for displaced school age children	68.5%	2.9%	10.9%	11.0%	6.7%
11	Education materials such as uniform, textbooks, lockers, etc	27.4%	17.7%	15.7%	33.8%	5.4%
12	Library services	4.5%	45.1%	10.7%	34.5%	5.2%

VH-Very High,**H**- High, **M**- Moderate, **L**- Low, **VL- Very Low**

Table 4 shows the percentage of level of managing educational needs of Internally Displaced Persons for sustainable development in North-East, Nigeria. It could be observed that most of the respondents indicated that pre-primary education centers, provision of primary education, disaster risk reduction education, secondary education, teachers for established camps, transition rate

from Basic to Post-Basic Education were moderate; Life skills building programmes such as: trade skills were low, Library services, education materials such as uniform, textbooks, lockers, etc for IDPs were very low. Temporal Classrooms and offices were found to be very high among the camps visited.

In summary, the findings of this study are as follows:

1. Needs for library services and educational materials for the IDPs were 'highly needed' thus they are ranked 1st and 2nd respectively.
2. Level of intervention programmes like, Life skill building programme are low at 62.9% while provisions of teachers, pre-primary, primary and secondary school education were inadequate at 71.1%, 69.0%, 56.9% and 71.5% respectively.
3. It was discovered that 60% of the IDPs are of school-age.
4. The study established the level of educational materials available in most camps isvery low.
5. 70% of teachers in the IDPs camp are military staff being closely assisted by volunteer teachers while very few teachers from the state ministry of education on the average of four were identified in the camps visited.
6. NGOs and international humanitarian agencies' presence are prominent in the Borno state because attacks were still ongoing.
7. Female IDPs are higher 56% than their male counterpart wit 44% showing improvement in gender equality
8. Children within ages 11-16 years amounting to 71.3% are the worst affected.
9. Educational materials and facilities are the highly needed items in the IDP camps
10. Most of the camps visited are either operating classroom, in make-shift tents, under the tree, dilapidated classrooms or operating a double-shift(shifting school) system with the host communities. It was also discovered that only half of the IDPs have school uniform and sandals. It was reported by the military officers in charge of ID schools that the available uniform worn by the IDPs were donated by religious organisations and other NGOs.

Conclusion

In conclusion, no sustainable development can be achieved amidst insecurity, psycho-social distresses and tense learning environment. Since disasters are detrimental to sustainable development, managing them becomes imperative. Considering major setbacks caused to the MDGs occasioned by various forms of disasters in Nigeria most especially the insurgencies in the north-east. Education, which must be inclusive, relevant and life-long can become balanced wheels on which SDGs can drive safely to a sustainable goal come 2030.Library service for displaced students, Education materials such as uniform, textbooks, locker, etc. and Assistance in the transition from Basic to Post-Basic Education were ranked most educational needs of the IDPs' school-age children. Also, the level of intervention programmes available in the IDPs' camp was revealed to be insufficient. Level of managing educational needs in the IDPs' camps was revealed to be inadequate for sustainable development. In a situation where supply of teachers for established IDPs' camps are very low compare to the demand.

The way forward

1. Implementation of UN guiding principle 23 stating education as a right which must be free, compulsory and accessible with training facilities for the IDPs should be carried out;
2. The ministry of education should formulate policy for education in emergencies that will cater specifically for the needs of the IDPs;
3. provision of special educational management skills if the children are to be fully catered for such as training teachers on: Psychosocial skills, Safe school and child protection, peace education, conflict management education;
4. Emergency vanguards, disaster management club should be introduced to the primary and secondary school curriculum;
5. Educational managers should be involved in disaster management planning, mostly concerning school related disasters such as student abduction, fire outbreak, rape, flood and school plant collapse;
6. Emergency ethics and principles should be inculcated into school activities;
7. Nursery rhythms, cartoons and poems on emergency signs, codes, numbers and safety tips should be introduced and replicated in Nigerian languages this will support the SDGs' lifelong education target;
8. The impact of the media is highly necessary for any sustainable development. Thus, all forms of media platforms such print, social, television and radio must all work harmoniously to ensure education for sustainable development in the IDPs camps;
9. Development of training modules which can be used at teacher training institutes to produce specialized teachers for education in emergencies with necessary skills. This will also involve capacity building of the teachers training institutes and development of master trainers and resource persons who can teach other teachers;
10. Establishment of permanent and standard IDP camps in all the state of the federation with well-equipped classrooms. Furthermore, the National Emergency Management Agency (NEMA) in partnership with the Federal ministry of education should have an established department to cater for education in emergencies thus ensuring prompt and sustainable responses to the educational needs of the IDPs.

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