

## FEASIBLE AND SUSTAINABLE FRAMEWORK TO ENHANCE BASIC EDUCATION IN THE NORTH EASTERN PART OF NIGERIA

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Received: 21/08/2021

Accepted: 10/14/2020

Published:11/11/2020

### Abstract:

*This Paper ponder on the feasible and sustainable framework to enhance basic education in the North eastern part of Nigeria. The paper begins with the introduction of education in Nigeria particularly the Northeast, how Boko Haram insurgency and Covid-19 affected the education section in the north eastern region. The Paper continues explaining the feasible and sustainable framework to enhance basic education in the northeast. Analytical methodology has been used in preparing this paper. Finally the researchers concluded that Education is a tool which provides people's faith, knowledge, skill that enable them to know their rights, and recommended the Development partners to financially support Nigerian government's effort to ensure that humanitarian education response plans are adequately funded, and develop a long-term programme on education in Northeast that takes a more holistic and comprehensive approach to rehabilitate and reboot the education sector in the region.*

**Keywords:** Feasible, sustainable, framework, basic education, northeast.

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## 1. INTRODUCTION

Education is the greatest force that can be used to bring about change. It is also the greatest investment that a nation can make for the quick development of its economic, political, sociological and human resources. It was in this regard that a National policy on education was formulated for the country. The policy seeks the inculcation of national consciousness and national unity; the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society; the training of the mind in understanding of the world around, and the acquisition of appropriate skills, abilities and competence both mental and physical as equipment for the individual to live in and contribute to the development of his society (Fen, 2004). Educational growth and social development in developing countries are hindered by lack of adequate efficient delivering of quality sustainable education.

Northeastern Nigeria is one of the six geopolitical zones in Nigeria. It is made up of Borno, Yobe, Adamawa, Taraba, Gombe and Bauchi states. Administratively each of the 36 divided into local government and wards at the lower level for planning in order to bring the government closer to the people so as to promote development. There are twelve Shari'ah states including Borno and Yobe where the laws are applied.

Beyond the Boko Haram crisis, the situation of the country along religious, ethnic to threaten the unity and stability of the country. Poverty rates in the country remain every high. It is worse in the northeast 78% in Adamawa, 61% in Borno and 82% in Yobe living below the poverty line. (UNICEF 2017)

Nigeria has the highest number of out of school children in the world and most of its primaru schools are ill-equipped, low levels of education in north eastern Nigeria have also been exacerbated by Boko Haram insurgency, as a result of which 1,400 schools were damaged, more than one million children forced out of school, 2,295 teachers have been killed. (UNICEF 2017).

Primary education is the basic right and its availability in post-conflict communities can provide life saving information, protect children from trafficking, and recruitment by armed groups.

The education so far in the north eastern Nigeria have an overwhelming need. The education so far received limited funding and a few international development partners currently implementing education programmes. Most of the internationals are focused only on the IDPs camp with temporary classrooms, basic educational materials while the more sustainable education programmes are mostly located outside the affected states. For example Northern education initiative (NEI) which aims at increasing education to orphans and vulnerable covered only two states Bauchi and Sokoto whose schools are not affected by the insurgency, also DFID's major education projects in Nigeria such the education sector support programme in Nigeria (ESSPIN) the girls education project (GEP) did not cover most states in north-eastern Nigeria. ESSPIN cover only Bauhci, GEP cover only Borno, ACAPS (2017), DFID (2017)

## **2. How book Haram insurgency and Covid-19 affect the educational section in the North-eastern region of Nigeria**

Boko Haram insurgency in the North-eastern region further devastated an already bad education system characterized by a server lack of infrastructure, unqualified teachers, teaching materials and overcrowded classrooms million of children have been forced out of school, many died among the teachers others flee. Female students where abducted by the Boko Haram members in Chibok. Some were released while others are still in captivity, which draws global attention on the impact of insurgency on education (Joda 2015)

In addition to the strategic attacks, insurgents used schools for various purposes in detaining captives and preserving looted properties. Between 2013 and 2015, schools were forced to shut down which were later converted as shelters to IDPs or military camps, the insurgents attacked the schools as a result of the presence of the military. (UNICEF 2017)

The absence of qualified teachers means that those still working are overburdened with the workload of overpopulated classrooms. They are

also hampered by the lack of scholastic materials and equipments, which were destroyed because of the attacks.

With access to livelihoods constrained, a growing number of parents are unable to meet the cost of education. This coupled with the high level of food insecurity and children having to fend for themselves and adopt negative coping mechanisms including early marriage for girls to survive, with all these increasing numbers of out of school children. (HNO 2018)

On march 19<sup>th</sup> 2020, a circular from the Federal Ministry of Education granted the approval for the closure of schools for the period of one month to prevent the spread of Corona virus. Each state in the Northeast has contextualized this circular. Not only will the closure of schools affect closure to 96 million students throughout the country, 4.2 million students in BAY states the most vulnerable groups of children targeted by the education partners through the mechanisms of the HRP are likely to be impacted the most IDP children over 400,000 attending some form of learning in camps and host communities will be affected by the stoppage of learning activities. All planned activities will not be completed. The education system on Northeast was already stretched before the corona virus pandemic as a result of multiple crisis and population displacements. The pandemic subsidized for some time leading to the resumptions of students but unfortunately the second wave of Covid-19 is back again. What will be the outcome of our children's education as a result of these hindrances. (UNICEF & IMMAP 2020)

### **3. Sustainable framework in enhancing Basic Education in Northeast**

What access to Basic Education mean;

Access means availability or admittance. The oxford advanced learner dictionary of current English defined access as opportunity or right to use something or to see something (Hornby 2005)

Access to Basic education can then be described as the opportunity or right that an individual child has to enroll or register for basic education

class. The blue-print on Basic education stated in one of the objectives of UBE that government shall provide free, Universal and Basic education for every Nigerian child of school going age (FME 1999)

The quality of any educational system is mostly assessed by the performance of the system's products such education system must be able to produce individual who is useful to himself, society and who will be prepared to meet up with global challenges.

The issue of quality is uppermost in educational discourse all over the world. Quality is essential in maintaining a high standard excellence. In spite of government effort at ensuring quality in Nigerian educational system, they are to consult the head teachers before embarking on them. In other words, there should be clear roles/responsibilities. Doing this allow teachers and other staff to perform duties that each has the natural propensity or endowment to perform. It is the responsibility of the head teacher to provide leadership in ensuring regularity and punctuality of children's attendance in school. It is worthy of note to state the three perspectives of quality of education as follows:

1. Quality of education refers to the extent to which the educational system meets or tends to respond to the economic needs of the society
2. It refers to the effectiveness with which the educational system promotes or reinforces among children and young people, the culture and values, morals and attitudes particular to a given society
3. It refers to pupil performance or standard of attainment in different schools or subjects (Maduewesi, 2005)

All children no matter where they live or what their circumstances, have the right to quality education.

One in every five of the world's out of school children is in Nigeria more especially the northeastern region even though primary education is officially free and compulsory about 10.5 million of the country's children aged 5-14 years are not in school only 61 percent of 6-11 years olds regularly attend primary schools and 35 percent of children aged 36-59 months received early childhood education.

In the Northeast of the country, the picture is even bleaker, with a net attendance rate of 53 percent. Getting out of school children back into education poses a massive challenge.

Gender like geography and poverty is an important factor in the pattern of states in the Northeast and northwest have female primary net attendance rates of 97.7 percent and 47.3 percent respectively meaning that more than half of the girls are not in school. The education deprivation in northern Nigeria particularly in the northeast is driven by various factors including economic barriers and socio-cultural norms and practices that discourage attendance in formal education, especially for girls.

The Nigerian Northern Education initiative plus project seeks to improve access and quality of education for more than 2 million school aged children and youth

Establishing strong local and state governmental system can result in improved service delivery for teacher training curriculum development and delivery of instructional materials in the northeast.

#### **4. Ten (10) tips for improving the quality of Basic Education in the northeast**

If you are an owner of a school, you will have to constantly look after the fact that the school should always upgrade the quality of education. If the quality of education has to be upgraded, then the teachers imparting education should also be trained and upgraded with the latest technologies.

The tips are:

1. Look after hygiene
2. Keeping street vendors away from school premises
3. Constant electric supply
4. Use of technology
5. Training teachers
6. Cultural activities
7. Organize motivational talks
8. Constant monitoring the faculties

9. Counseling of students
10. Parent – teacher meetings

The declining standard of the Nigerian educational system should trouble the mind of any well meaning Nigerian, because education is the bedrock of development. But unfortunately, a lot of problems bedevil the education system in Nigeria especially the northeast. (UNESCO 2006)

Poor funding from the government leading to lack of educational infrastructure, lack of quality teachers, inadequate classrooms and teaching aids like computers, laboratories and libraries, coupled with numerous, social vices like malpractice, cultism and corruption all contribute to the sorry state of the Nigerian Basic Educational system.

### **5. Solutions to the problems engulfed in Basic Education in the Northeast**

If Nigeria must move forward particularly the northeast into the age of technological and scientific dependence, government and the contributing private for must begin to pay full attention to solving the myriads of problems surrounding the educational system in Nigeria.

Below are the solutions:

1. Examination malpractice has to finally end
2. Establishment of more vocational and technical centers
3. Need for independent inspectorate committees
4. Free education
5. Quality and affordable education should be made available
6. Proper equipping of schools
7. Equal opportunities for all Nigerians
8. Regular review of school's curricula to adopt new to pics
9. Learning with modern learning aids
10. Reviewing the national policy on education
11. Communication ability and skills in the language of instruction should be given special attention
12. Welfare package of teachers should be improved on
13. Acknowledge and address overcrowding
14. Make funding schools a priority

15. Address the school to prison pipeline
16. Raise standards for teachers
17. Put classroom-running curriculum building decisions in the hands of the community (UNESCO 2008)

These are a few ways in which the government can improve the standard of basic education in the northeast to adequately prepare the young population to meet up with the requirements of the 21<sup>st</sup> century.

## **6. CONCLUSION**

Having education in an area helps people think, feel and behave in a way that contributes to their success and improves not only their personal satisfaction but also their community. In addition, basic education develops human personality, thoughts, dealing with others and prepares people for life experiences

### **7. Recommendations**

1. Education is a basic right and its availability in post-conflict communities can provide life-saving information, protect children from trafficking and recruitment by armed groups. Children deprived of educational facilities as a result of insurgency are given access to quality education specifically.
2. Development partners should encourage and financially support Nigerian government's effort to ensure that humanitarian education response plans are adequately funded, develop a long-term programme on education in Northeast that takes a more holistic and comprehensive approach to rehabilitate and reboot the education sector in the region.
3. If providing support for the reconstruction of schools or the education sector generally, development partners should urge the Nigerian government to adopt strong protections for schools from military use.



4. Integrated Qur'anic education (Tsangaya school programme) was well received by many communities in northeast Nigeria. Thus, it can help in increasing school enrolment. Particularly in rural areas operating under a conducive policy environment will facilitate project implementation
5. It is clear from many successful donor-funded programmes in Nigeria that collaborative interventions with local communities have a more positive impact. For example, engaging local skilled workers to make uniforms or school bags can help localize solutions and build a sense of responsibility

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