

# Innovations

## Insurgency, Banditry and Out-of-School Children Syndrome in Northern Nigeria: A Ticking Time Bomb

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**Abstract :** *Education trains people to be productive and accepted members of society and is a tool for social engineering and national development. Additionally, it is a way to combat gender exclusion, poverty, underdevelopment, and illiteracy in society. This is not the situation in northern Nigeria, where there is a high rate of poverty, illiteracy, banditry, insurgency, and out-of-school children (OOSC). According to United Nations Educational, Scientific, and Cultural Organization (UNESCO) estimates over 20 million school-age children in Nigeria do not attend school. There are 2.58 million out-of-school children in southern Nigeria and 15.23 million in northern Nigeria. Lack of education encourages insurgency and banditry and poses a security threat in the north region, where politicians, dishonest people, and non-state armed players frequently target OOSC for illicit purposes. Hundreds of youngsters in northern Nigeria were detained, imprisoned, and charged during the August 2024 statewide anti-government rallies in Nigeria for displaying the Russian flag and demanding the toppling of the government. The issue of OOSC in Northern Nigeria is examined in this essay, with special attention to the dangers posed by banditry and insurgency. A government minister claims that the enormous number of northern youngsters who do not attend school is a ticking time bomb. Urgent and coordinated action is needed to prevent the impending Armageddon. To restore schools and inspire learning, the government should increase funding for education, declare a state of emergency in education in the north, and stop armed groups from attacking schools.*

**Keywords:** *banditry, insurgency, time bomb, northern Nigeria, out-of-school children*

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### Introduction

Education is seen as a tool for social engineering and national development and a way to get someone ready to be a contributing and acceptable part of society (Ako& James, 2018). It is widely acknowledged as a true weapon for tackling issues such as gender exclusion, poverty, underdevelopment, illiteracy, ignorance, health issues, conflicts and intolerance, and human rights. Education is the complete development of the individual by appropriate

methods and procedures based on his interests and abilities to satisfy societal needs, take his rightful place, and equitably contribute to the improvement of society (Kingdom & Job, 2013). It gives people the resources to curb the vices linked to widespread illiteracy starting in their early years and as a result, education plays a crucial role in maintaining national security, growth, and peace (Archibong et al, 2024). It serves as a tool to help people comprehend their society and its organization and for the future (Murray, 2023). It is a significant investment in the development of human capital and is essential to long-term growth and productivity at both the macro and local levels (Joshua et al, 2017)

Globally, there are over 263 million unschooled children, according to the United Nations Educational Scientific and Cultural Organization (UNESCO) (Oyekan et al, 2023). Nigeria is home to millions of out-of-school children according to various data. According to UNESCO estimates, about 20 million school-age children in Nigeria do not attend school (Nwoke et al, 2023; UNESCO, 2022). Nigeria is now among the top three nations with the greatest percentage of out-of-school children (Nwoke et al, 2024). Pakistan and India are the other two. There are 2.58 million out-of-school children (OOSC) in southern Nigeria and 15.23 million in northern Nigeria (Dada, 2024).

The development and security of northern Nigeria are seriously threatened by OOSC, a large percentage of whom are street children. This explains why the North's educational situation is always a topic of discussion nationwide. The moral, civic, cultural, and economic sustainability in northern Nigeria is adversely affected by the deteriorating quality of basic education (Kingdom & Job, 2013). The federal government has launched various policies and programs to tackle the sociocultural practices and economic causes of Nigeria's educational deprivation.

Despite these steps, northern Nigerian education has suffered greatly from the insecurity brought on by banditry and insurgency (Ogunode & Adanna, 2022). Boko Haram terrorists have utilized children to carry out the conflict in the northeast, including using young girls as suicide bombers for more than ten years, in addition to destroying schools. Throughout northern Nigeria, bandits have frequently assaulted schools, abducted students, and murdered educators (Omuya, 2023). Children are recruited for heinous objectives by politicians, criminal elements, and non-state armed actors. Their rights to an education are violated, and they are more likely to experience violence, abuse, neglect, exploitation, and recruitment into criminal gangs and extremist organizations.

In the years to come, these kids may pose yet another security threat like Boko Haram. These anxieties came to life during the recent nationwide demonstration known as #EndBadGovernance, which began on August 1, 2024, and continued for a few days (Peterside, 2024). Children of school age who were not enrolled in school made up the majority of the demonstrators in the north. In several northern states, thousands of children, including the *Almajiri*, came to the streets and plundered stores and damaged property. Many were waving the Russian flag without knowing they were damaging Nigeria (Salau & Iwok, 2024). It was noted that some young demonstrators were only five years old (Agbajileke, 2024). The involvement of children in the protests sparked serious concerns from the National

Commission for Almajiri and Out-of-School Children Education (NCAOOSCE), since it may expose them to physical danger, violence, emotional trauma, and exploitation (Agbajileke, 2024).

On suspicion of treason, hundreds of the kids in Kano, Kaduna, and other northern states who participated in the protests were arrested, incarcerated in prison like common criminals, and later charged (Eboh, 2024). This essay examines the issue of children's access to school in Northern Nigeria, focusing on the dangers posed by recent, unrelenting attacks by insurgents and bandits that have thwarted efforts to improve education in the area. Beginning with putting an end to the violence roiling the area, it suggests ways to stop the OOSC syndrome in the north.

### **An overview of northern Nigeria's out-of-school children**

Factors like gender, geography, conflict, handicap, and socioeconomic position, frequently influence a child's access to schooling before the child's birth. Millions of Nigerian children are prevented from attending school and realizing their full potential because of these obstacles. In Nigeria, the 19 northern states account for most out-of-school children (ages 6 to 15). A UNICEF research states that 15.23 million children in northern Nigeria are not in school (Dada, 2024). According to the report, based on statistics from 2023, there are 8.04 million out-of-school children in the northwest and 5.06 million in the northeast. North-central, with 2.12 million, follows next (Dada, 2024). According to a breakdown of the data, out-of-school children make up 67.6% of the population in Kebbi, 66.4% in Sokoto, 62.9% in Yobe, 61.3% in Zamfara, 55.7% in Bauchi, 54.2% in Borno, 51.1% in Jigawa, 48% in Gombe, 45.9% in Katsina, 42.8% in Niger, 29.8% in Kano, 28.8% in Taraba, Nasarawa, 25.4%, Plateau, 23.2%, Kwara, 22%, Kaduna, 21.9%, and 21.7% in Adamawa (Sunday, 2024).

### **Factors preventing Northerners from accessing education**

The high OOSC is caused by several factors that limit access to education in the north, including cultural, economic, and infrastructure challenges (Jacob & Chinwuba, 2022). Insurgency, epidemics, natural catastrophes, communal and religious upheavals, insecure schools, and flawed educational systems also disrupt children's education (Oyekan et al, 2023). One of the largest obstacles to children's access to education in the North is poverty, which causes thousands of school-age children to drop out of school (Amzat, 2010). Compared to their counterparts from wealthier homes, children from the poorest families are more likely to be out of school, with some having to work to support their families. Despite the claim that public schools provide free education, pupils are forced to pay for other fees. In reality, children are forced to bear heavy financial loads. Children pay several levies, including purchasing uniforms, textbooks, writing supplies, transportation, and food, which add up to a significant sum (Oshiobugie, 2023).

Nigeria's cost of living crisis makes it extremely difficult for low-income parents to pay for their children's education (Luise, 2023). Education in northern Nigeria has been plagued by several issues over the years, including poor parental attitudes toward their children's

education, government indifference, poor physical conditions, and children engaging in street begging, petty trading, and hawking, which results in tardiness to school and sudden school dropouts (Luise, 2023). Additionally, children in rural areas are less likely than their city-dwelling counterparts to attend school.

Girls, *Almajiri*, children with disabilities, and members of nomadic groups are among those who do not attend school or drop out due to sociocultural and gender conventions, as well as prejudices that place a low value on education (Akpa & Stephen, 2020). Children who have been internally displaced are likewise notably underrepresented. Since they make up more than half of primary school-age out-of-school children, girls are frequently at a severe educational disadvantage. In northern Nigeria, child marriage is prevalent, and married females discontinue their education to concentrate on their domestic (Adeyemi et al, 2023). Children from linguistic or ethnic minorities frequently encounter barriers such as prejudice or a dearth of resources and teaching in their mother tongue. Stigma keeps children with disabilities out of classrooms and communities, and schools frequently fail to provide adjustments that allow them to study (Nwoke et al, 2024). Male children raised under the *Almajiri* system in the north are subjected to poverty and starvation at risk of being brainwashed, recruited, and kidnapped by rebels and other violent groups (Shittu & Olaofe, 2015). The region's high rate of Islamic instruction is another factor contributing to the low school enrollment. Since some parents have not yet embraced Western education, children attend Tsanga/Madara (religious) schools (McIntyre, 1982).

One of the main causes of the OOSC phenomenon is inadequate funding for education thereby imposing a huge financial burden on students and parents (Luise, 2023). Despite the claim that basic education is free, public elementary and secondary schools are expected to pay for textbooks and other essentials (Oshiobugie, 2023). Other challenges include classroom overcrowding, caused by a lack of qualified teachers, ineffective hiring and deployment practices, and lax regulatory oversight. Dropout rates from the educational system are influenced by ineffective utilization of the resources that are available as well as subpar teaching and learning results in the classroom. Children are kept out of school by unsafe basic infrastructure and facilities including classroom furniture and fences and bandit and insurgent attacks on schools in the north (Luise, 2023).

### **Insurgency and banditry in northern Nigeria**

Attacks by bandits and insurgents are currently the main cause of the high number of children who do not attend school in the majority of the northern region (Ogunode & Adanna, 2022). The number of youngsters who do not attend school is compounded by the ongoing insecurity that is destroying and closing schools in many northern states (Abbas et al, 2023). An Islamic militant group called Boko Haram has been attacking civilians and government institutions since July 2009. In Hausa, the term "Boko Haram" means "Western education is forbidden." In 2014, Boko Haram abducted 276 girls from Government Secondary School in Chibok, Borno State, sparking attacks on schools and kidnappings of children (Ogbeide, 2023). As it became a common occurrence, the strategy that sparked a worldwide outcry was the

start of a nightmare for local youngsters (Omuya, 2023). Teachers, education professionals, and students have all been targeted and killed by the group. Thousands of schools have been attacked, plundered, or burned by Boko Haram (Salihu & Shodunke, 2024). As part of its reign of terror in the northern region, it has attacked educational institutions. More than 19,000 teachers were displaced, more than 1,500 schools were closed for security reasons, 2,295 teachers were killed in attacks, and almost 1,500 schools were damaged between 2009 and 2022 (Abbas et al, 2023).

Boko Haram's atrocities are preventing millions of youngsters from receiving an education. In the northeast, the insurgency has seriously damaged education, endangering it (Abbas et al, 2023). Several school buildings have been transformed into internally displaced people's camps. The majority of the schools have been converted into military bases by the security forces, and they are now vulnerable to reprisals. This contradicts the government's 2015 Safe School Declaration, which calls on parties to not use schools and universities for any purpose in support of the military effort. Boko Haram, its rival organization Islamic State of West Africa (ISWAP), and the Civilian Joint Task (CJTF), a militia affiliated with government forces, recruited thousands of minors as combatants during the battle (Salihu & Shodunke, 2024). Some juvenile soldiers are still being imprisoned to carry out various tasks, even though the majority have been released or released. Due to their ease of avoiding security checks, school-age girls and young women were used as suicide bombers during the height of the conflict (Salihu & Shodunke, 2024).

Criminal groups locally known as bandits emerged in several states in northern Nigeria following the Boko Haram insurgency, intensifying the region's cycle of bloodshed (Omuya, 2023). In the states of Zamfara, Sokoto, Niger, Kebbi, Katsina, and Kaduna, they are quite active. They started off attacking civilians and rustling animals. In rural villages and towns, the absence of state security agents and poor administration are major causes of their criminal activity (Ojewale, 2024). Bandit violence quickly escalated to include school attacks and kidnappings for ransom. Due to their vulnerability, the absence of protection in schools, and the presence of vast forest areas that provide armed groups with safe havens, bandits deliberately target youngsters for kidnapping (Ojewale, 2024).

On December 13, 2020, bandits entered the Government Science Secondary School in Kankara, Katsina State, and took 344 boys, who were later freed in Zamfara's Rugu Forest. Bandits kidnapped approximately 80 students and five instructors from Federal Government College in Kebbi State a few days after they freed over 300 schoolboys. For every student taken, the kidnappers sought a million naira (Omuya, 2023). About 279 pupils from the Government Girls Secondary School in Jangebe, Zamfara State, were kidnapped on February 26, 2021, and released following the purported payment of a ransom. March 11, 2021, saw the capture of 39 students from the Federal College of Forestry Mechanization in Kaduna by bandits. Only after a ransom was paid were they released from their two-month captivity in the wilderness. 140 kids from Bethel Baptist School in Kaduna were abducted by bandits in a different raid, and they demanded 500,000 naira from each of them (Omuya, 2023).



In an alleged March 7, 2024, bandit raid on LEA Primary School, Kuriga in Kaduna, 286 pupils and teachers were taken hostage. State authorities declared the release of 137 of the kidnapped pupils a few weeks later (Ojewale, 2024). Students and learning are impacted by bandits' frequent attacks on schools since they result in fatalities, increased fear and sexual violence, and forced relocation (Omuya, 2023). When it comes to dealing with the security threats posed by robbers, the government occasionally seems powerless. The federal administration said in March 2024 that schools in 14 states and the Federal Capital Territory were vulnerable to insurgent and bandit attacks (Habib & Angbulu, 2024).

The incessant targeting of schools and students has been attributed to the failure of governance, large forest zones, and children's vulnerability (Ojewale, 2024). These factors have significantly contributed to the upsurge in violence against civilians extensively. In isolated towns and villages, there are hardly any state security personnel, and surveillance is still quite inadequate. The government's carelessness has caused the situation to worsen. Large areas of woodland have turned into safe havens for armed gangs, making schools in the northwest susceptible to banditry. Ojewale (2024) states that the majority of schools are situated in isolated areas of the forest where bandits freely operate and on the edges of villages. The region's educational issues are made worse by the frequent closure of schools. As the security situation in the region deteriorated, the northern states' governors agreed to close schools in response to public and parental demand (Jacob et al, 2021). Thirteen schools in Kaduna State were closed by the government after 140 Baptist children were abducted. Following the kidnapping of 73 pupils from a school in 2021, the governor of Zamfara issued an order to close all of the state's schools temporarily.

The Socio-Economic Rights and Accountability Project (SERAP), a human rights advocacy group, petitioned the International Criminal Court (ICC) on September 4, 2021, pleading with it to declare the systematic seizure of students by non-state armed groups a crime against humanity due to the frequent closure of schools, the mental and psychological stress suffered by children, particularly the girls, and the government's incapacity to capture the offenders. The ICC Prosecutor has requested authorization from the Pre-Trial Chamber to commence a probe into SERAP's petition (Archibong & Llyod 2021).

### **Insurgency and banditry: Implications for Nigeria**

The OOSC syndrome is an infringement of the child's educational rights. Education is acknowledged as a right in and of itself as well as a crucial tool for the realization of other human rights (Prasad & Gupta, 2020). When education is guaranteed, it enhances all other rights and freedoms; when it is violated, it jeopardizes them all. Nigeria has an obligation to its children to provide high-quality, easily accessible education (Ogunode & Adanna, 2022). Children in Nigeria from elementary school to junior secondary receive free and mandatory education under Section 18 of the Child Rights Act (CRA) 2003. However, a few states—all in the North, with the highest percentage of out-of-school children—have failed to domesticate the CRA. Such a child's rights are severely strained when their education is denied or violated by insecurity brought on by insurgency and banditry (Omuya, 2023).

Children's lack of educational opportunities has serious implications for national development (Adesope, 2021). The progress of a country may also be hampered by a lack of educational opportunities (Prasad & Gupta, 2020). Education contributes significantly to the evolution of a society's citizens' social, political, educational, and economic lives (Kingdom & Job, 2013). The first step toward sustainable national growth is a country's capacity to deliver high-quality education to foster individual knowledge, skills, dexterity, character, and desirable values that will promote self-actualization and national development (Kingdom & Job, 2013; Ajayi & Afolabi, 2009:34–36). The government's inaction in treating the OOSC syndrome, particularly in the north, has caused Nigeria's developmental trajectory to stall over time.

There are also national security implications when children are denied access to education because, depending on the situation, security and education can have a beneficial or bad impact on one another (Joshua et al, 2017). The protection of a nation-state, including its people, institutions, and economy, is known as national security, and it is the government's responsibility (Prasad & Gupta, 2020). Education has the power to advance national security when it is used and taught effectively. Through indoctrination, children and young people without formal schooling are readily enlisted as terrorists, thugs, and insurgents. It is sufficient to state that a lack of education is a national security issue and a source of insecurity in and of itself (Ezeofor et al, 2023).

### **The government's involvement in getting children to school**

The issue of out-of-school children has been addressed by the Nigerian government in a few ways. According to the National Policy on Education, adults and young people who have never had the chance to receive formal education will receive functional basic education from the government. The federal government has implemented some policies and initiatives to address the issue of basic education access in order to achieve this goal (Nwoke et al, 2024). A few northern state governments have also taken action to combat the OOSC threat. The states of Kano and Zamfara proclaimed a state of emergency in the field of education to address the issue while Bauchi State held an Education Summit in 2023.

All Nigerian children of primary and junior secondary school age are entitled to free and compulsory education under the Universal Basic Education (UBE) Act of 2004 and related State Universal Basic Education statutes (Okujagu, 2013). The Safe School Initiative was introduced in May 2014 in response to the increasing number of attacks on education, including the Boko Haram attack and kidnapping of 276 girls from Government Secondary School in Chibok, Borno State, on April 14, 2014. It combines community-based and school-based interventions to safeguard educational institutions (Habib & Angbulu, 2024).

The Better Education Service Delivery for All (BEDSA) programme was introduced in 2018 as one of the federal government's initiatives to increase school attendance, enhance literacy, increase equitable access for children who are not in school, and fortify accountability at the basic education level. The Universal Basic Education Commission (UBEC) introduced the Open School Programme (OSP) in 2020 to address the issue of out-of-school children in six states—Kaduna, Kano, Katsina, Adamawa, and Niger States. The OPS, which was

created to encourage enrollment, retention, and basic education completion in a flexible educational system, improve marginalized and underprivileged people's access to high-quality, useful education (Akpa & Stephen, 2020). The Alternative School Programme (ASP), which was launched by former President Muhammadu Buhari in 2021, was another federal initiative to address the issue of OOSC. Regardless of social, cultural, or economic circumstances, the initiative aims to guarantee that all Nigerian out-of-school children have access to high-quality basic education and skills (Akpa & Stephen, 2020).

Nomadic peoples in Nigeria had been marginalized by the education system which did not seem relevant to their itinerant lifestyle. The National Commission of Nomadic Education (NCNE) was founded to give nomadic communities high-quality, useful education so they can benefit from Western education without interfering with their nomadic way of life (Ugwude et al, 2023). The National Commission for Almajiri Education and Out-of-School Children (NCAOOSC) is the most recent government organization created in 2023 to address the problem of OOSC and the threat of illiteracy, two of Nigeria's most urgent issues (Gregory et al. 2023). The Commission is tasked with a comprehensive education system to combat illiteracy, establish skill-building and entrepreneurship programs, reduce youth poverty, deter crime, and alleviate destitution in Nigeria.

The National Home-Grown School Feeding Programme (NHGSFP) was created by the federal government to help public primary school students achieve better health and educational outcomes and to help achieve the UBE goals. These policies and programmes have not produced the desired results as the number of OOSC keeps rising (Ogunode & Adanna, 2022). This is largely poor funding, corruption, mismanagement, lack of accountability, poor implementation, and little or no oversight by relevant government agencies (Luise, 2023; Jacob & Chinwuba, 2022).

### **Syndrome of out-of-school children: The Indian perspective**

India has a high percentage of children who are not in school, just like Nigeria. According to Gupta (2023), there were 30 million OOSC between the ages of 6 and 17 in 2023. Numerous reasons, including gender inequality, child labor, poverty, and infrastructure deficiencies, are to blame for the high number (Akpa & Stephen, 2020). Other significant obstacles include the caste divide, lack of enthusiasm in school, academic failure, and access to education in rural locations (Garg et al, 2023). Like Nigeria, the Indian government has implemented several programs and policies in response to these concerns. It passed the Right to Education Act, which ensures that children between 6 and 14 receive free and mandatory education. Additionally, the Act forbids discrimination and makes specific accommodations for underprivileged kids. To improve access to elementary and secondary education, the government started the *Sarva Shiksha Abhiyan* (SSA) and *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) programs, which focused on community involvement, teacher training, and infrastructure (Mukherjee, 2010). Additionally, it started the Mid-Day Meal program to give students free lunches to promote retention and nutrition. Like Nigeria, gender inequality in education is a problem in India. Given their particular difficulties, the Indian government has



taken steps to give girls equal opportunity and assistance for their education, in contrast to Nigeria, which does not have a purposeful strategy to encourage the education of girls. Additionally, unlike Nigeria, India has not seen a severe crisis from OOSC syndrome, which has led to youngsters becoming instruments of violence in the hands of criminal gangs, robbers, insurgents, and non-state armed actors.

### **OOSC syndrome in the north: A ticking time bomb**

As the number continues to rise, especially in northern Nigeria, the Nigerian government's efforts to solve the OOSC phenomenon seem to have had virtually little impact. Yusuf Sununu, the former Minister of State for Education, called the increasing number of OOSC in the north depressing and intolerable and a time bomb (Ibrahim & Okeke). Recently, former president, Olusegun Obasanjo, described the alarming rate of OOSC as a major threat to northern Nigeria (Michael, 2024). The federal administration voiced concern in 2023 about the enormous number of youngsters who were not attending school. President Bola Tinubu has pledged to solve this issue, just like his predecessors did. His spokesperson stated that: "in keeping with the progressive ideology we seek to pursue, we must address this issue by establishing more schools, recruiting teachers, and providing at least one meal a day for the school children" (Premium Times, 2023). Similar to other government pledges, the challenge lies in aligning words with deeds.

Keeping kids safe without interfering with their education is a problem in northern Nigeria. Bandit violence has gotten out of hand, and the Boko Haram insurgency has not stopped. When armed groups have attacked schools, the government has not done enough to defend them. Children are afraid to return to school since schools have been attacked. However, the longer they miss school, the more likely they are to be kidnapped, brainwashed, and recruited for evil purposes by politicians, dishonest people, and non-state armed actors (Michael, 2024). Therefore, if the goal of education is to be realized, something must be done, and quickly. Investigating the threat has turned into a national emergency.

The federal and state governments, as well as international development partners and non-governmental groups, must work together to check the menace before the region goes back to the years of the dreadful Islamic militant sect that has devastated the North-East sub-region. The following measures have therefore been recommended:

- By reviewing its school security policy, the government may address the issue of attacks on education. The goals of the Safe School Initiative, which was created to provide security, have mostly not been met. The program received billions of naira in budgetary allocation, yet official corruption makes it impossible to account for the funds for this and many other government initiatives. The federal government should tackle massive mismanagement affecting numerous education-related intervention programs.

- To accomplish that, state security personnel should be highly motivated and outfitted with cutting-edge weaponry and contemporary technology. They should also be used to offer security in isolated towns and villages where there hasn't been much government presence.

- Bandits and insurgents that terrorize the educational system exploit the vast forested areas from where they operate and imprison their victims. Armed gangs should be removed from these forests.

- More funding should be allocated to education by the federal, state, and municipal governments; there should be greater investments in building new schools and renovating those that have been damaged by insurgents.

- To stop the education sector from plunging into a void, a state of emergency ought to be proclaimed in the north. The government should establish a special task force to get school-age youngsters back to school.

- Northern states that have not yet enacted the Child Rights Act 2003 should do so immediately. According to the Act, children must attend school for nine years.

- By eliminating school fees and offering financial aid to families unable to pay for their children's education, the government can lower the cost of education.

- The government can increase school attendance by addressing problems like low-quality teachers, unfavorable teaching and learning environments, funding teacher preparation programmes, and enhancing school facilities.

- The government can invest in programs for peacebuilding and economic development to address the underlying causes of poverty and violence. Civil society organizations and the government can collaborate to help families and communities understand the value of education.

- Traditional, Islamic, and nomadic education in the north should be redesigned and incorporated into the basic education system by the government.

- Banditry and insurgency victims, particularly female students who have frequently been sexually assaulted by their captors, should receive psychosocial treatment. Because of the attacks and incarceration, many of them have had to deal with trauma and stigma. Therefore, survivors should have access to counseling and medical help.

## **Conclusion**

A key component of national development and stability, education is a fundamental right and a powerful instrument for reducing poverty. The high number of children in the northern region of Nigeria who do not attend school is a significant issue that the government must address. This has had detrimental effects on national development and security and the child's right to an education. The government, civil society organizations, and the Nigerian people must all have political will and a sustained commitment to address the difficult issue. To lessen the burden of child education on parents and guardians, it is necessary for everyone to actively participate in the endeavor to educate children, create more high-quality and reasonably priced schools, and make deliberate efforts to reduce poverty in northern Nigeria.

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