PROGNOSIS FOR OUT-OF-SCHOOL CHILDREN IN NIGERIA AND CHALLENGES OF INSECURITY

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Abstract

Insecurity has been major bane of Nigeria's socio-economic cum political bugbear for over many decades. It has reached unimaginable crescendo that insurgents perpetrate their dastardly act using children as tool. On the flipside, insecurity has beclouded Nigeria and forced large chunk of children out of school there by exposing and forcing them into social malaise in the society. Marx theory of state becomes our game changer in theoretical analysis. For Marxist, the dominant economic class, used as an instrument of exploitation and agency of class coercion, state was formed to protect the private property of economically dominant class and also considered as the symbol of injustice. The failure of the instrumentality of the state to positively affect and protect the lives of the citizenry is the bedrock of insecurity and insurgency in Nigeria. The materials for the study were sourced from primary and secondary sources. The study recommends that Nigerian government as a matter of urgency must uphold relevant sections of the 1999 constitution as amended that relates to education and implement its UNESCO agreement in setting aside of 26% of her annual budget for the funding of education in which she is signatory to. Premium assistance and attention to education in Nigeria is inevitable. Aggressively addressing the above myriad challenges is a significant milestone in stampeding ignorance and illiteracy bearing in mind that education is the gateway to human development in the society.

Keywords: Insecurity, State, Constitution, insurgency, Out of school, Security.

Introduction

The federal and state ministries that oversee education in all states in Nigeria, the local authorities responsible for implementing state-controlled policies regarding public education and state schools because the system is divided into kindergarten, primary education, secondary education and tertiary. Amuche (1988) stated that education in Nigeria at federal and state levels were dotted by instability since independence from Britain as a result of unified set of education policies is yet to be implemented. Regional differences in quality, curriculum, culture, ethnic coloration and funding characterize the education system in Nigeria. For Inyang and Olowe (2003) currently, Nigeria possesses the largest population of out-of-school learning youths in the world. Education system in the southern Nigeria is different from the north. Most northerners have formally memorized the 'Holy Quran as their education, which in its entirety intrinsically jaundiced. These nebulous crude religious indoctrinations

metamorphosed into Alma Jiri system of learning devoid of the strict compliance of stipulated curriculum from the nation's educational policy research institutes. The concomitant effect of this trend was the devastation children of the northern Nigeria extraction and beyond under the aegis of doughnut beliefs. Education in Nigeria has suffered huge damage and neglects by the elites due to poor premium attached to it and coordinated paucity of funds masterminded by them (Okoli et al, 2020; Omolara, 2008). The gory and resultant effect of this scenario is mind-bogglingly unassuming, casualties and direct bearers of these policy somersaults now is our children, which futuristically if unchecked may be a time bomb to the growth and development of our nation.

Theoretical Proposition

According to Oboh and Coker (2014), there is no definitive explanation of the state as it is as old as its creation, a fundamental, and an unresolved issue in the study of human society. Anifowose (1999) adduced that the most inclusive organization which has formal institutions for regulating the most significant external relationships of the men within its scope. It is the basic political unit, grouping of individuals who are organized in a defined territory for the pursuit of secular common welfare, the maintenance of law and order carrying out external relations with other groups similarly organized. Chinoy (1967) denoted that state as a concept in the realm of social science refers to those institutions that establish who shall possess the monopoly of the legitimate use of physical force within a given territory, and that defines how the power which rests upon that monopoly shall be organized and used. Nnoli (2006) averred that the prima facie of state structure in its entirety is authoritarian, anti-democratic, domineering and repressive in its spirit and letters. This paper is dependent on three main generalizations of state, which are namely - the view that state is planned to harmonize the various necessary parts of the society. In this category are Plato, Aristotle, church fathers like Thomas Aquinas, St. Augustine of Hippo and Cicero, others like Niccolo Machiavelli, Thomas Hobbes and Jean Jacque Rousseau was of the view that the state was formed as expression of social contract. Hegel and Karl Marx scan and sighted that state creation was because of struggle between social forces in the world, which is a product of human relation, and domination. For Marx state is the historical product and manifestation of irreconcilability of classes. It arises where, when and insofar as class antagonism objectively cannot be reconciled thereby making it an organ of class rule and oppression of one another (Vadja, 1981; Marx, 1976). On the repressive appellations of the state, Omoyibo (2008) argued further that the dominant class as an instrument to dominate the other classes uses the state. This dominance is expressed through laws and policies that are made by the state which represent the interest of the dominant group. The dominant class uses instruments of power like executive instruments, legislature and the judiciary to maintain this setup. This dominance by capital (bourgeoisie) does not necessarily mean that the bourgeois exercise direct power via the state apparatus. Dominance is secure at the level of the social organization of production, which defines basic rules governing also, what the state can do or not do. Translucent deviations of the state has forced Marx to advance in Iwelumor (1998) that state since its existence has played an active role in the distribution and redistribution of resources at the expense of the downtrodden. This pivotal role of the state in developing nations has peeled it of its necessary democratic principles. It was so because the productive forces had not matured, as result of underdevelopment before it was hastily integrated into the global economy. It was difficult for it to perform the functions of distribution of resources through the market mechanism. The intended forces of production which is attributable to class struggles coupled with grave dominance and the social relations of production that are weak has hampered the development of a class conscious proletariat that are being trampled upon. Signposting in the form of social change in the society by the

bourgeoisie becomes a mirage and irrelevant. The totality of the unassuming consciousness of the people, which is because of struggle, domination and hostility, determines the direction of the state and its attendant structures. For Nigeria, the state is the key driver of her sociopolitical economy since it determines the levels of direction, production, distribution and allocation of resources (MacIver, 1966; Hoffman & Paul, 2009). Education is one of the resources being attended to in this respect, for Marx in Iloelunachi (2007) law is the repressive dynamite of the ruling class to impoverish the weak. However, its usage is to entrench peace and stability was overshadowed by brutish ambitions of the strong to suppress the poor. Citing Marx sacrosanct overview of the state Howard and King (1985) engraved. The ideas of the ruling class are in every epoch the ruling ideas, i.e. the class which is the ruling material force of the society, is at the same time its ruling intellectual force. The class, which has the means of material production at its disposal, has control at the same time over the means of mental production, so that thereby, generally speaking, the ideas of those who lack the means of mental production are subject to it. The ruling class is nothing more than the ideal expression of the dominant material relationships grasped as ideas. Since the elites are the ones that makes laws for the society, it reconciled with the view of Jurisprudential luminary Howard Holmes that if the prime who makes the law also by omission or commission administer justice it will lead to arbitrary exercise of powers. The constitution of the Federal Republic of Nigeria as amended chapter 2 subsection 18 paragraphs 1 and 3 on educational policy depurate inter alia:

1. Government shall direct its policy towards ensuring that there are equal and educational opportunities at all levels.

2. Government shall strive to eradicate illiteracy and to this end government shall as and when practicable provide-

    a. Free compulsory and universal primary education

    b. Free university education; and

    c. Free adult literacy program

Punctilious perlustration of chapter 2 subsection 18 paragraph 3 opined that free and compulsory education in Nigeria is dialectically probable and the law in its letter, spirit, intent and character is not staid and superincumbent in being strictly adhered. To this end, the law is attitudinally presumptuous and plausible in issues that relates to education at the fundamental level. The caveat on practicability of this section of the constitution paves way for the bourgeoisie to weaponize the masses through inextirpable poverty. Marx was of the view that laws are a product of the bourgeoisie, which can swing the direction they deemed, fit. Ezeibe and Ogbodo (2015) opined that objects of analysis like production and distribution of resources like education are among the economic indices that had always generated conflict and crises due to ignorance. Religious Indoctrination, poor facilities, defalcated manpower and lack of funds has bedeviled the sector forcing the oppressed (children) be suppressed, impoverished and immiserated by the ruling class. The state becomes the most potent instrument to guarantee sustainable capital accumulation. Production becomes synonymous with power acquisition so that politics equally is means of production. The coincidence of the changing of narrative circumstances and of human activity or self-change can be conceivably and rationally understood only as *revolutionary practice*. The byproduct of this concomitant debacle is state failure and fragility that lead to deprivation, frustration and aggression, which inexorably has been the prevailing toga adorning developing nations like Nigeria. For Marx in Aguinye (1984) the confederacy of the proletariats over the bourgeoisie because of non-rendition

of resources may attract revolution as well as fear and insecurity, which is what, Awolowo (1982:7) feared. A failed or fragile state is one that cannot perform a limited range of basic functions like reduction of violence, territorial control and provision of essential services like education, which in Samman (2018) is her social contract to the people.

Out of School Children

Dejnozka and Kapel (1991:185) define out of school as individuals who leave an activity, a course, a program or a school before completing its requirements. For Good (1973:198) out of school most often designates an elementary or secondary school pupil who has been in membership during the regular school term and who withdraws or is dropped from membership programme, or a school, before completing its requirements. Ortiz and Basile (1982:56) viewed out of schoolchildren as situation of pupils or students who leave school before completing a school year or a particular level of studies. UNESCO (1980:13), Brimer and Pauli (1971:15) sees out of schoolchildren as a dropouts or pupils who leaves school before the end of the final year of the educational stage or cycle in which he/she enrolled. In this regard, a UNESCO report (2000) on the state of the world's children, points out, that about one thirty million children in the developing world are denied their right to education through dropping out. Nevertheless, the same UNESCO (1987) out of recent studies and environmental peculiarities came up to adduce out of schoolchildren as dropouts and are children who enrolls in school but fails to complete the relevant level of the educational cycle. At the primary level, this means that the dropout fails to reach the final grade, usually grade V or VI. According to UNESCO Institute for Statistics (2022), children, adolescents, and youths are categorized as out-of-school if they are not enrolled or attending school during a given academic year. With all these apt definitions and generalizations, the bottom-line is that any child denied education at any given academic session ultimately is out of school that may permanently lead to dropout. A social phenomenon that is grievous and detrimental.

Security and insecurity

To espouse insecurity the need to cognize security remains applicative. Omede (2012) viewed security as a dynamic condition, which involves the relative ability of a state to counter threats to its core values and interests. McGrew (1988) holds that the security of a nation hangs on two important pillars, which are maintenance and protection of the socioeconomic order in the face of internal and external threat and the promotion of a preferred international order, which minimizes the threat to core values and interests, as well as to the domestic order. Nwagboso (2012) argued that in the long sweep of history, security has been about people and without reference to the security of the individual.

Best (2006) viewed insecurity as a degenerated stage of conflict, threats to human security, intense violence characterized by fighting, death and injury. To Olamosu (2000), insecurity is a state or condition in the life of a social unit, system, organization or society in which the existence of a; problem assumes critical dimension to the extent that the survival or existence of the social system or structure is threatened. Oluyomi, & Grace, (2016) sees insecurity as concerned with feelings of uncertainty, dangers or threats to life while Hassan, (2014), viewed insecurity as a negative feeling involving fear, anxiety, uncertainty and injustice, among others.

Effect of Insecurity in our educational system

Alonge and Hephzibah (2019) conduced that educational institutions in Nigeria today are vulnerable to security threats and attacks. This ugly phenomenon is affecting educational growth and development in the country. Poor school attendance, low enrolment and increasing school dropout is now trending at the primary and secondary school systems especially. Fayeye (2018) stated that physical threats of kidnapping and hostage taking of students have influenced school attendance, school dropout, personal safety of staff, students and other members of the school community. Since 1999 in Nigeria according to McSweeny (1999), there have been 3,400 attacks between 1990 and 2013 targeting educational institutions. The abduction of 276 female students from Chibok in 2014and the 2105, abduction of Dapchi female students in Yobe State 2018 besides other several violent attacks in Nigerian tertiary institutions are part of the state of insecurity in Nigeria educational system. For Hamidu and Audu (2017) educational institutions most times are the worse hit. For instance the incessant attacks of the Boko Haram insurgents in North-eastern Nigeria has led to the closure of many schools especially early childhood centers in that region of the country. Causalities of these attacks most times are teachers, other staff in the school and students also; students and staff are kidnap victims which Zubairu (2020) attributed to bad governance. Chukwuemeka (2021) noted that increasing incidents of violent attacks are symptoms of weak, marginal or exploitative government systems in Nigeria. Nigerian Tribune, (2021) submits that the inconsistence nature of school calendar in Nigerian educational system is no longer news. Nnamdi, (2021) submitted that, concerns about the students' safety have prompted governors of six states in the region Zamfara and Sokoto as well as Yobe in the North East to shut schools particularly in the most vulnerable local government areas, until a semblance of security has been restored.

Table 1.1: Analysis of insecurity in Nigeria by Geopolitical zones from June 2011 to June 2021

Geopolitical Zone	Number of deaths due to insecurity in Nigeria from June 2011 to June 2021
South West	3,534
South South	5,710
South East	3,020
North Central	10,119
North East	44,247
North West	12,743
Total	**79,373**

Source: NBS Report 2022

From the figures above that is exegetic and explicatory states in the northern regions of Nigeria are ravaged by insecurity whose byproducts will be out of schoolchildren. The product of three geo-political regions in the south is less than one region in the North West showing the intensity of insurgency in the region. North East region comprising of Yobe, Borno, Adamawa, Taraba and Bauchi is the epicenter of wars in the North that has forced the government to create Internally Displaced homes for families running in search of safety because of devastation of their enclaves. South-South is witnessing its fair share of unrest because of Niger Delta activities in the oil rich regions. Ondo state has been bedeviled with insecurity, as she is the gateway to states in the northern regions. Guaranteeing the right to "an inclusive and equitable quality education at all levels" by 2030 is an objective enshrined in Sustainable Development Goal (UNESCO, 2015).However, only 18% of fragile states are on track to meet this goal (Samman et al., 2018).The progress is particularly slow in Nigeria. More school-aged children are out-of-school (OOS) in Nigeria than any other country in the world.

Nationwide, more than 10.5 million children and youth are OOS. In states such as Yobe and Borno, which provide shelter to the majority of displaced persons, 75% of all children are OOS (OCHA, 2017). In Nigeria, 10.5 million children are out of school, 1200 schools have been destroyed, 1700 have been closed, while 600 teachers have been killed and 19000 displaced. Shemyakina (2006), Rodriguez and Sánchez Torres (2009) alluded that Children's schooling can be affected by conflict exposure through at least four channels. When conflict leads to reductions in household resources, tough choices have to be made. Education might become secondary as more immediate needs and trade-offs are made between schooling and child labour or schooling and other household expenditures. Second, the expected economic return from schooling is likely to decline during conflict. The local economy is damaged, which reduces employment opportunities. In addition, reduced life expectancy makes investing in the education of a child riskier because the probability that the child will die young increases. This further skews the schooling versus child labour trade-off towards the more immediate gains from labour. UNESCO (2011:143) and Glewwe (2011) redounded that the destruction of school infrastructure by insecurity might result in reduced access to or lower quality of schooling. Deliberate targeting of school facilities is a longstanding practice in conflict and several studies have shown that penurious quality and availability of school facilities and schooling material, such as textbooks, can affect student attendance and learning outcomes. Shemyakina (2006:12-13), UNESCO (2011:142-146) stressed that security concerns, resulting from the danger of harassment, attacks or abduction in or on the way to school, might lead parents to keep their children at home. In addition to the general dangers associated with traveling through conflict areas, attacks targeting schoolchildren and teachers specifically occur in many conflicts (UNESCO, 2011:143). The kidnapping of 276 female students by Boko Haram during the night of 14/15 April 2014, from the Government Secondary School in the town of Chibok in Borno State of Nigeria, was far from a unique incident, but it has become the symbol of such challenges in West Africa. Living in a rural area or being poor are both strong predictors of a child being out of primary school. Demographic data analysis indicate that over 5.5 million girls are out-of-school in Nigeria (UNESCO, 2014). NPC (2009) report shows that 40% women and 28% men have never attended school, out of school and dropout rates are highest at the sixth grade of primary school and higher among girls than boys. Nearly two-thirds of women in the North West and North East regions have no education, compared to less than 15% in the South-South. The Net Enrolment Rate at primary school level is 56% for girls and 61% for boys (UNESCO, 2014).

Table 1.2: Out-of-school children and adolescents

	Male	Female	North East	North West	North Center	South South	South East	South West	Rural	Urban
Out of Schoolchildren (%)	26	32	53	52	22	5	5	7	36	12
Out of school adolescents (%)	25	32	54	53	21	6	4	9	36	12

Source: *World Inequality Database on Education, Nigeria, 2011*

The figures above are crystal clear. Due to insecurity and insurgency in the northern regions, non-enrolment is acutely higher in the north than the south. This portends that our children are now pawn in the hands of the insurgents and if unchecked, it may lead to perpetual dropout where they will vow to make the society inhabitable to hapless masses. The receipt of the end of school result marks the importance of staying in school until the end of basic education. At enrolment, girls are slightly less likely than boys to complete primary school: 65% of the primary cohort completed primary school in the year ending 2010, of whom 66% were boys and 64% girls (UNESCO, 2014). While 92% children in urban areas have completed primary school, only 67% of those in rural areas have done so (WIDE, 2011).

**Diagram 1**- Categorization of out of schoolchildren
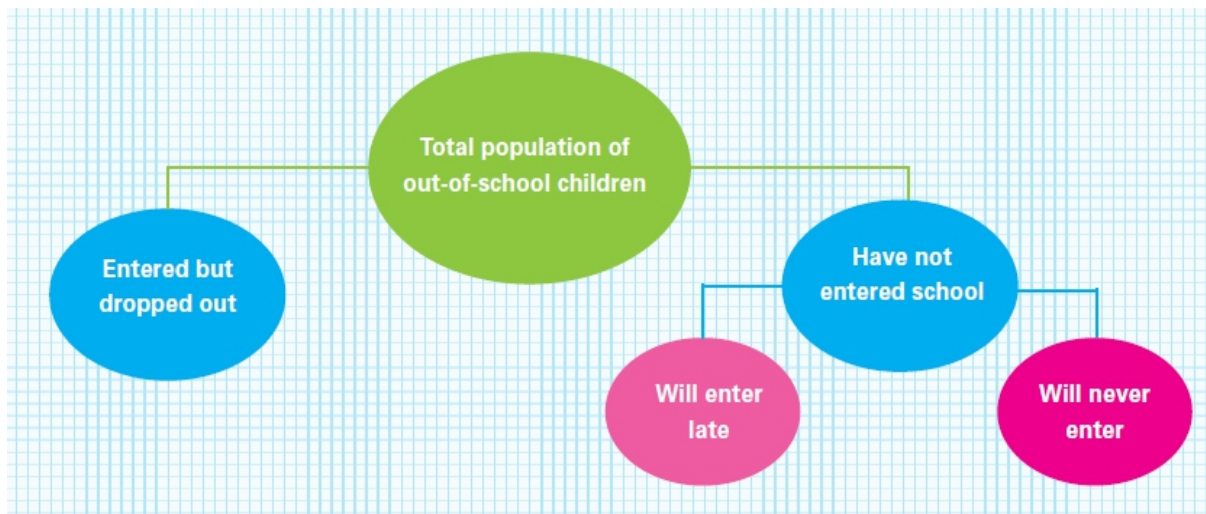
Source: UNICEF and UNESCO Institute for Statistics (2015).

The categorization is based on several factors that fall under demand and supply barriers. These barriers include but not limited to child marriage, early pregnancy, distance to school, conflict, quality of school infrastructure, and availability of qualified teachers, poverty, religious and cultural reasons. Evidence shows that these barriers hinder a child's access to quality education. The evidence further suggests that these barriers could be dissever by gender, as girls mostly suffer extreme levels of marginalization in terms of access to education, it could lead to more incidences of out of school children.

Table 1.3: Out of schoolchildren at the Primary level in selected states in North East

States	Male				Female				Total
	Net attendance ratio (adjusted)	**Not attending school or preschool**	**Attending preschool**	**Out of school**	**Net attendance ratio (adjusted)**	**Not attending school or preschool**	**Attending preschool**	**Out of school**	
Adamawa	59.7	34.4	5.7	40.1	55.8	39.5	4.1	43.6	57.7
Borno	58.4	6.7	3.4	10.1	48.1	14.7	7.2	22.0	53.0
Yobe	38.0	40.1	1.0	41.1	37.6	42.2	1.3	43.5	37.8

*Source*: UNICEF Nigeria Regional Statistics 2013
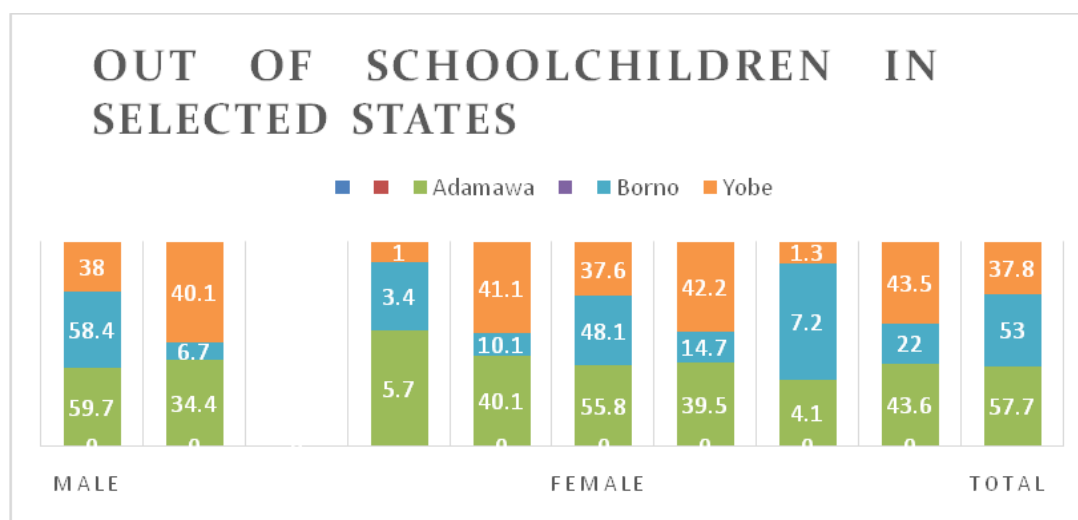
The figure shows that male enrolments far more outweigh male enrolment in schools in the selected states in the North East region. Though the military onslaught is forcing to downgrade them, the figures reeled out portends danger to the society. Less attention to girl child education can lead to out of schoolchildren and its inflammability is prostitution and other social vices. Schools are supposed to be close to the children. A careful look at the figures below from the National Population Commission shows the correlation between travels to school unsafe, poor school quality and dropout which is a step above out of school. Northern regions are bigger casualties while south-south oil region takes the lead in the south.

Table 1.5- Safe School Initiative

Sex	Travel to School Unsafe	School Too Far	Poor School Quality	Number of dropouts
Male	4.8	6.3	13.1	711
Female	3.5	6.1	13.7	629
Region				
North Central	3.3	2.8	6.5	209
North East	12.6	7.6	27.3	316
North West	0.9	7.0	12.	523
South East	0.0	2.4	1.1	82
South South	2.3	3.3	4.9	110
South West	2.1	11.4	6.1	100

Source: *National Population Commission (Nigeria) and RTI International, 2016*
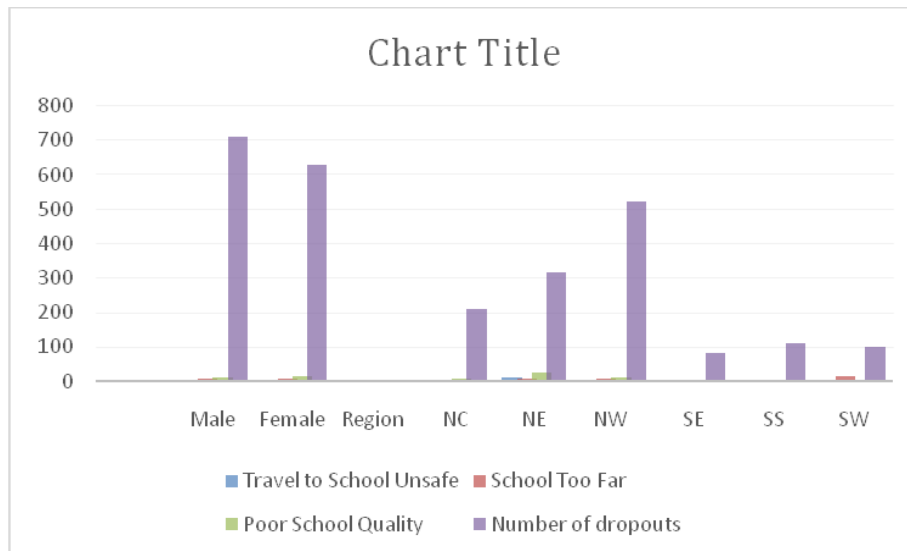
In Nigeria's Niger Delta region known as South-South and oil rich regions also have their own migraine of out of school children dropout. See the figures below:

Table 1:6- Numeracy of educational levels in Niger Delta South South

Numeracy by education level	2015	2010
No Schooling	39%	35%
Pre-primary	43%	43%
Primary	86%	83%
Secondary & Higher	100%	99%

Nigeria 2015: Nigeria Education Data Survey (NEDS) State Report for Niger Delta

A reputable data base body, Nigeria Education Data Survey, released the figures above. Instead of acting appropriately by relevant stakeholders to ameliorate these anomalies in 2010, yet the figures continued to skyrocket.

Table 1.7: Magnitude and Categories of OOSC in Dimension 2 by Geo-political Zone and State (2007)

State Number	Zone	State	Total population of primary age children	Out of school children NUMBER	PERCENT	School exposure of out of school children
1	**NORTH CENTRAL**	Benue	804,470	152,464	19.0	17.2
2		Kogi	676,584	57,897	8.6	19.4
3		Kwara	425,491	98,410	23.1	1.6
4		Nassarawa	346,844	78,884	22.7	11.5
5		Niger	804,470	382,810	50.8	1.9
6		Plateau	582,447	84,507	14.5	7.3
		TOTAL	**3,640,306**	**854,972**		**23%**
7	**NORTH EAST**	Adamawa	579,536	190,764	32.9	2.1
8		Bauchi	913,920	531,691	58.2	2.5
9		Borno	788,615	578,746	73.4	2.2
10		Gombe	463,799	179,232	38.6	2.2
11		Taraba	425,066	135,714	31.9	7.6
12		Yobe	449,849	283,482	63.5	0.7
		TOTAL	**3,620,785?**	**1,899,629**		**52%**
13	**NORTH WEST**	Jigawa	821,822	506,087	61.6	5.7
14		Kaduna	1,146,558	266,517	23.2	4.6
15		Kano	1,822,366	729,285	40.0	5.6
16		Katsina	1,125,905	620,667	55.1	4.0
17		Kebbi	633,498	437,963	69.1	1.9
18		Sokoto	705,549	460,492	65.3	0.3
19		Zamfara	633,545	482,739	76.2	1.1
		TOTAL	**6,889,243**	**3,503,750**		**51%**
20	**SOUTH EAST**	Abia	450,093	26,596	5.9	15.2
21		Anambra	663,878	25,792	3.9	52.1
22		Ebonyi	384,341	69,315	18.0	4.2
23		Enugu	520,766	75,998	14.6	11.4
24		Imo	635,073	30,326	4.8	20.7
TOTAL		**4,673,229?**		**228,027**	**4.9%**	

25	**SOUTH SOUTH**	AkwaIbom	650,894	47,561	7.3	30.2
26		Bayelsa	284,197	23,805	8.4	14.9
27		Cross River	480,706	45,485	9.5	16.1
28		Delta	676,584	57,897	8.6	20.8
29		Edo	508,845	35,101	6.9	31.3
30		Rivers	837,555	105,388	12.6	20.6
9.2%		**TOTAL**	**3,438,781**	**315,237**		
31	**SOUTH WEST**	Ekiti	404,953	11,921	2.9	0.00
32		Lagos	1,223,027	52,421	4.3	22.1
33		Ogun	596,887	25,549	4.3	22.1
34		Ondo	575,249	34,660	6.0	10.2
35		Osun	564,465	42,477	7.5	6.5
36		Oyo	915,208	185,544	20.3	7.6
8.2%		**TOTAL**	**4,279,789?**	**354,572**		
37	**FCT**	FCT	249,176	24,171	9.7	9.1
GRAND TOTAL			**26,542, 133**	**7,170178**	**27%**	

 Source*: NDHS, 2008*

From the data above, 26,542,133 children were enrolled at the primary and out of school children were 7,170,170 representing 27% of the population of the country. North West has the highest population of out of school children represents 13% of the total population of out of school children in the country.

**Table 1.8**: Out of school children at geo-political zones level

S/N	Geopolitical Zone	Population of Primary School Children	Out of School Children	%
1.	NORTH CENTRAL	3,640,306	854,972	23
2	NORTH EAST	3,620,785	1,899,629	52
3.	NORTH WEST	6,889,243	3,503,750	51
4.	SOUTH EAST	4,673,229	228,027	4.9
5.	SOUTH SOUTH	3,438,781	315,237	9.2
6.	SOUTH WEST	4,279,789	354,572	8.2
GRAND TOTAL		**26,542, 133 7,170178**		**27%**

GEOPOLITICAL ZONES

■ Series1 ■ Series2 ■ Series3

Zone	Series1	Series2	Series3
N C	3,640,306	854,972	23
N E	3,620,785	1,899,629	52
N W	6,889,843	3,503,750	51
S E	4,673,229	228,027	4.9
S S	3,438,781	315,237	9.2
S W	4,279,789	354,572	8.2
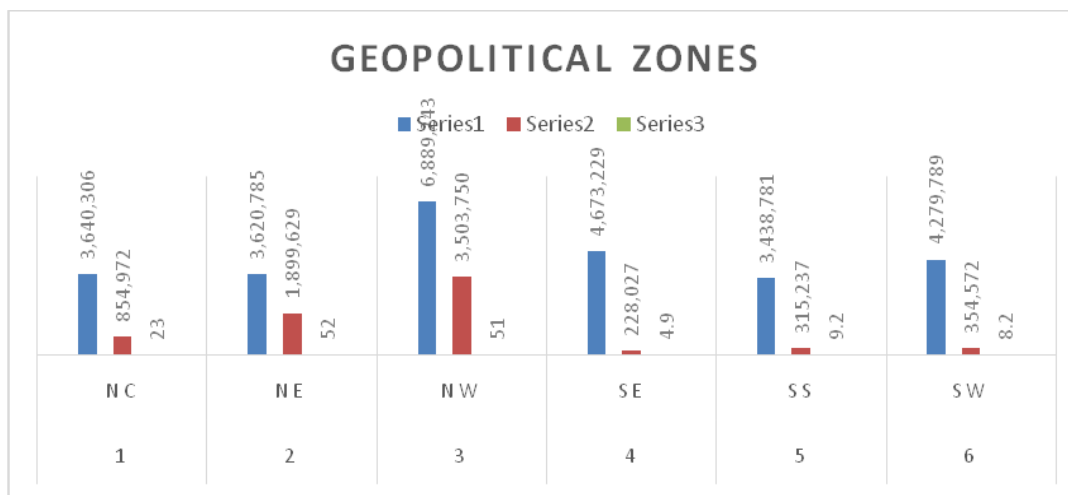
In Nigeria, children have been risking their lives for an education. Like in most parts of the world, schooling comes with its fair share of challenges but when children risk losing their freedom or lives at school, our tomorrow is under attack, going to school is tantamount to battle amid a swarm of bullets, the chances of average Nigerian child to have for a better education is slim. According to reports, about 800 secondary school and university students have been kidnapped in coordinated attacks by terrorists and bandits in the last six months alone. In December 11, 2020, when 344 male students were abducted from their hostels in Government Science Secondary School, Kankara, Katsina State. Barely two weeks later on December 20, 2020, were 80 pupils of the Islamiyya School Mahuta, Kaduna State abducted. February 17, 2021, saw another outburst of rage when 27 students were abducted from GSS College, Kagara, Niger State. In Zamfara State, 279 more girls of Government Secondary School Jangebe were abducted on February 26, 2021. The Federal College of Forestry Mechanisation, Afaka, Kaduna State also had its fair share of the insecurity, when 39 of its students were kidnapped on the midnight of March 11, 2021. Nine days later, another bandit attack led to the abduction of 23 students of Greenfield University, Kaduna State. Three more students were kidnapped on April 24, 2o21 from the Federal University of Agriculture, Makurdi, Benue State. On February 29, 2016, gunmen who abducted three pupils in the dead of night attacked Babington Macaulay Junior Seminary, Lagos. Eight months later, on October 6, 2016, armed men stormed Igbonla Model College in Epe, Lagos, kidnapping the school's vice-principal, a teacher and four pupils. However, that has not to deny that the North has been the worst hit zone so far. In 2015, UNICEF estimated that 37% of the Internally Displaced People (IDP) in Borno, Adamawa and Yobe states were between 6 and 17 years of age (UNICEF 2015). The education in emergencies working group Nigeria (EiEWGN, 2021) estimates that more than 800,000 school-aged children were displaced in late 2015 with more than 650,000 of these in two neighbouring local government areas in Maiduguri and Jere (EiEWGN 2015). It is likely that the conflict has significantly increased the number of out-of-school children (OOSC). Boko Haram has targeted government facilities especially public schools for attack. Human Rights Watch reported that over 910 schools had been destroyed with 1,500 schools forced to close in North East Nigeria since the Boko Haram incursion between, 2009 and 2015 (HRW 2016). Ten states where more than half of Nigeria's out-of-school children, data published in the 2018 digest of basic

education statistics by the Universal Basic Education Commission (UBEC) shows. National Bureau of Statistics (NBS) in its 2020 <u>report on women and men</u> also published the data last month. It shows that a quarter of Nigeria's 40.8 million school-age children were not attending primary education. The 10 states at the top of the chart had about 5.2 million of the country's about 10.2 million out-of-school children. Kano State had the most with 989,234, while Akwa-Ibom (581,800), Katsina (536,122) and Kaduna (524,670) followed closely. Other states that ranked high on the list are Taraba (499,923), Sokoto (436,570), Yobe (427,230), Zamfara (422,214) and Bauchi (354,373). The states with the lowest numbers of out-of-school children were Cross River with 97,919, Abia with 91,548, Kwara with 84,247, Enugu with 82,051, Bayelsa with 53,079, FCT with 52,972 and Ekiti with 50,945.

Diagram 2: Marylyn Bright instability cobweb
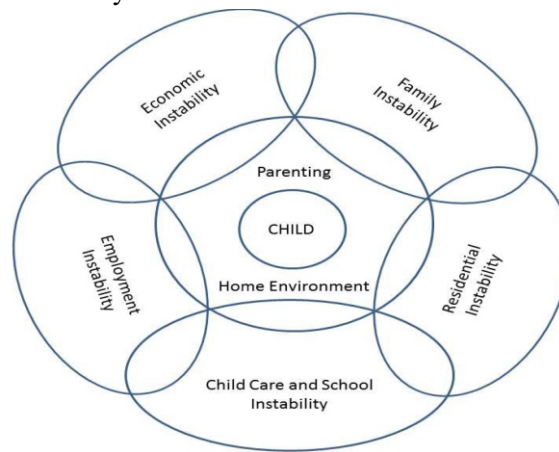
Economic, family, residential, childcare and school and employment instabilities are due to insecurity. All these environmental factors continue to weigh the child that may force him/her out of school. The first is the family stress theory (McCubbin and Patterson 1983; Patterson 2002), which is often applied in the fields of family studies and psychology. This theory suggests that three factors interact to predict the likelihood of a crisis or the inability to maintain stability: a stressful event, a family's perception of the stressor, and a family's existing resources. If the family has the resources to handle the burden of the stressor, then a crisis can be avoided. During difficult life circumstances, families implement coping strategies, such as turning to their support networks and community. Effective coping, or family resiliency, leads to adaptation that can restore balance to the family's functioning. However, some families experience a "pile-up" of stress when they have difficulties coping and managing change, which can lead to maladaptation and poor family functioning over time. All these are byproducts of insecurity, which is placed on fragile and failed states.

Effect of out of school children on economy

Education is vital for economic development. According to Vision 2030, "Education is key component of economic growth because it has directly influence on entrepreneurship, productivity growth and then

increases employment opportunities and women empowerment. Education helps in making potential children for the enhancement of ability, creativity and systematically skills to contest with the fast changing Global inclination. Out of schoolchildren reduces literacy rate of country and non-innovative environment. People without education are unable to get jobs and more likely to spend their lives jobless or on government assistance becoming a burden, nightmare and threat to the society. These children often struggle with poverty, abuse or neglect in their homes. Inadequate attention by the government makes them feel neglected and abandoned. The precarious situation leads to forced child labor that will expose them to social vices. The byproduct of these abandoned children becomes very explosive.

Conclusion

For the poorest and most vulnerable, the difference that good, or particularly bad governance makes to their lives is profound through state apparatus. The more we know about the out-of-school children, the better-equipped policy makers and practitioners will be to design and implement appropriate policy prescriptions for their respective countries. The elites will no longer use education as instrument of politicization. Nigeria is signatory to the implementation of 26% funding of their educational system from annual budget, yet it is not implemented. Education remains the potent weapon to fight insurgency ravaging the nation that has pillaged our nation. Ignoring the plight of out of schoolchildren is toying with time bomb and mortgaging the future of unborn generations to come. A strategic educational master plan backed with political will to stampede the menace that is shamelessly staring at our nation and making us a laughing stock is timorously needed now. The challenges presently might be grave but it promises to be the only viable alternative to recalibrate the intellectual sanctity of Nigeria that has been eclipsed at the grotto of ignorance.

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