

Educational Challenges in Banditry Affected Areas of Sokoto State: A Case Study of Isa Local Government Area of Sokoto State

Sani Usman Isa

Department of Nigerian Languages, Faculty of Arts, Sokoto State University, Sokoto, Sokoto State, Nigeria. Email: saniusmanisa@gmail.com

Abstract

Education is a fundamental instrument of human capital development, social mobility, poverty reduction and sustainable development. In north-western Nigeria, however, the escalation of armed banditry has increasingly disrupted educational activities and threatened the right of children to safe and continuous learning. This study examines the educational challenges associated with banditry in Isa Local Government Area of Sokoto State, Nigeria. The study adopts a qualitative documentary research design and relies on scholarly publications, government documents and reports of international organisations concerned with education, insecurity and child protection. The analysis demonstrates that banditry has disrupted education in Isa through school closures and relocation, displacement of learners and teachers, declining enrolment and attendance, insecurity during movement to and from school, abandonment and deterioration of educational facilities, psychological trauma, household poverty and increased vulnerability of girls. These challenges are particularly serious because Sokoto State already faces substantial educational deficits. UNICEF data indicate that the proportion of children out of school in Sokoto is high, particularly at the upper-secondary level, while rural children experience significantly greater educational disadvantage than their urban counterparts. The study argues that banditry should therefore be understood not only as a security problem but also as an educational and human-security crisis. The article recommends an integrated safe-school strategy involving improved security, community-based early-warning mechanisms, rehabilitation of closed schools, teacher protection and incentives, psychosocial support, flexible learning arrangements, targeted interventions for girls and displaced children, and stronger collaboration among government, communities, traditional institutions and development partners. The study concludes that restoring safe and quality education in Isa is essential to breaking the cycle of insecurity, poverty, illiteracy and social exclusion in Sokoto State.

Keywords: Banditry, Education, Insecurity, School Closure, Isa Local Government Area, Sokoto State, Nigeria, Educational Disruption, Safe Schools

Cite this as: Isa, S. U. (2026). Educational Challenges in Banditry Affected Areas of Sokoto State: A Case Study of Isa Local Government Area of Sokoto State. *Rima International Journal of Education*, 5(6), 17—36. DOI: <https://doi.org/10.65760/rijessu.v5.6.2>

Introduction

Education occupies a central position in the social and economic development of modern societies. It provides individuals with knowledge, skills and values necessary for productive participation in society and contributes to poverty reduction, social mobility, citizenship and human development. The importance of education is particularly evident in developing countries such as Nigeria, where improvements in educational access and quality are closely associated with human-capital development and long-term economic transformation.

Despite its importance, Nigeria continues to experience significant educational challenges. These challenges are particularly pronounced in northern Nigeria, where poverty, inadequate infrastructure, gender inequality, teacher shortages and large numbers of out-of-school children have historically constrained educational development. The situation has become more complicated in recent years by the emergence and escalation of armed banditry in the north-western states.

Armed banditry has become one of the most serious security challenges confronting north-western Nigeria. The phenomenon involves kidnapping, cattle rustling, armed robbery, extortion, village attacks, destruction of property and other forms of organised violence. Although banditry is frequently treated primarily as a security issue, its consequences extend into virtually every aspect of social and economic life. Education is among the sectors most severely affected.

Research on the educational consequences of banditry in north-western Nigeria demonstrates that schools and students have increasingly become vulnerable to attacks. Ojewale (2024) identifies loss of lives, fear, declining enrolment, abandonment of educational facilities and forced displacement among the major consequences of attacks on education. Importantly, his study included interviews with teachers and security personnel in Isa Local Government Area, providing direct evidence of the relevance of the problem to the study area.

The educational situation in Sokoto is particularly concerning because the state already has substantial educational deficits. According to UNICEF (2023), 57% of children of upper-secondary-school age in Sokoto were out of

school, compared with 51% at the primary level and 47% at the lower-secondary level. The rural-urban disparity is also considerable, with rural children facing much higher rates of educational exclusion.

The escalation of banditry therefore occurs within an already vulnerable educational environment. Rather than creating educational problems from the beginning, insecurity intensifies existing weaknesses. It disrupts access to schools, causes displacement, increases fear among teachers and students, and places additional financial pressure on households.

Isa Local Government Area is an important case for examining these dynamics. Located in the eastern part of Sokoto State and close to the Nigerian border, Isa contains numerous rural settlements whose populations depend substantially on agriculture and livestock production. The geographical characteristics of the area, combined with limited infrastructure and the difficulty of providing continuous security across dispersed rural communities, have contributed to the vulnerability of some settlements to armed banditry.

Barau *et al.* (2022) examined the impact of banditry on sustainable development in Isa Local Government Area and found that insecurity had disrupted socio-economic activities and development. Their qualitative study, which involved focus group discussions across ten political wards, provides important local evidence of the multidimensional consequences of banditry. The study is particularly significant for the present research because it establishes that insecurity in Isa has implications extending beyond physical safety to social services and development.

Against this background, this article examines the educational challenges associated with banditry in Isa Local Government Area. It focuses on the effects of insecurity on school access, enrolment, attendance, teachers, infrastructure, learning, girls' education, displaced children and household educational expenditure.

Statement of the Problem

The right to education requires an environment in which children can attend school safely and regularly. Armed conflict and criminal violence undermine this condition by creating fear, displacement and physical barriers to educational access.

Nigeria has experienced attacks on educational institutions in different parts of the country, particularly in the north-east and north-west. In the north-west, the escalation of banditry has resulted in attacks on communities, kidnapping of school children and teachers, closure of schools and displacement of families. Rosenje *et al.* (2022) argue that armed banditry has contributed significantly to the disruption and deterioration of education in north-western Nigeria.

The situation is particularly troubling in Sokoto State. The state has historically faced educational challenges associated with poverty, limited infrastructure and high levels of educational exclusion. Banditry introduces an additional layer of insecurity that makes it more difficult for children to attend school and for teachers to work effectively.

Evidence from Isa indicates that schools have been closed or relocated because of security concerns. Barau *et al.* (2022) documented the broader impact of banditry on development in the local government area, while Ojewale (2024) provides direct evidence from interviews conducted in Isa and other affected communities.

School closure creates multiple secondary consequences. Children may remain at home for extended periods, travel to distant schools, enter the labour market, engage in agricultural activities or simply withdraw permanently from formal education. For poor households, relocation to safer areas may not be financially possible.

Banditry also threatens teachers. Teachers may become unwilling to accept postings to insecure communities or may seek transfers to safer areas. Where teachers are absent, the quality of education deteriorates even when school buildings remain intact.

Girls face additional risks. Fear of kidnapping and sexual violence can cause parents to withdraw girls from school. In communities where cultural expectations already place greater restrictions on female mobility, insecurity may reinforce existing barriers to girls' education.

The problem, therefore, is not simply the physical closure of schools. It is the broader disruption of the educational system and the possibility that prolonged insecurity may create a generation of children who experience significant educational loss.

Conceptual Clarification

Banditry

Banditry refers generally to organised criminal activity involving armed groups that engage in kidnapping, robbery, cattle rustling, extortion, attacks on communities and other forms of violence. In north-western Nigeria, contemporary banditry has developed into a complex security phenomenon involving criminal networks operating across rural and borderland areas.

The causes of banditry are multidimensional. Studies have associated it with poverty, unemployment, weak governance, proliferation of small arms, cattle rustling, environmental pressures, competition over resources and the weakness of state security institutions (Rufus & Ogbe, 2024).

In Sokoto State, the problem has acquired particular significance because of the state's extensive rural areas and international border with Niger Republic. The borderland environment provides opportunities for legitimate social and economic interaction but can also facilitate the movement of criminal networks.

Banditry should consequently be understood not merely as ordinary criminality but as a phenomenon with significant political, economic and social consequences.

Educational Insecurity

Educational insecurity refers to conditions in which violence, conflict, criminality or other threats prevent children and teachers from accessing and participating safely in education.

According to Ojewale (2024), attacks by bandits in north-western Nigeria have affected education through fear, declining enrolment, abandonment of educational facilities and forced displacement. Kanu et al. (2024) similarly identify attacks on schools, abduction of students and teachers, destruction of educational infrastructure and school closures as major manifestations of educational insecurity.

Educational insecurity is therefore multidimensional. It includes physical attacks but also the indirect effects of fear, displacement, poverty and disruption of educational services.

Theoretical Framework: Human Security Theory

This study adopts the Human Security Theory as its analytical framework. Human security expands the conventional understanding of security from the protection of state territory to the protection of individuals and communities. It focuses on threats to survival, livelihood and dignity.

The relevance of human security to education in Isa lies in the fact that children cannot enjoy meaningful educational opportunities in an environment characterised by persistent fear and violence. Security is therefore not limited to the absence of armed attacks; it also includes the protection of livelihoods, health, food, personal safety and access to essential social services.

Banditry threatens several dimensions of human security simultaneously. It creates fear, displaces households, destroys livelihoods, restricts movement and interrupts access to education. A child who cannot safely travel to school is educationally insecure even if the school building itself has not been attacked.

Human Security Theory also supports an integrated response. Military and policing measures may be necessary to protect communities, but long-term security requires education, employment, poverty reduction, social protection and effective local governance.

Objectives of the Study

The general objective of this study is to examine the educational challenges associated with banditry in Isa Local Government Area of Sokoto State.

The specific objectives are to:

- I. examine the nature of banditry and its implications for education in Isa Local Government Area;
- II. assess the effects of banditry on school access, enrolment and attendance;

- III. examine the impact of insecurity on teachers and teaching and learning;
- IV. assess the consequences of banditry for educational infrastructure;
- V. examine the effects of banditry on girls and other vulnerable learners;
- VI. analyse the relationship between household poverty, displacement and educational participation; and

Research Questions

The study seeks to answer the following questions:

1. What are the major educational challenges created by banditry in Isa Local Government Area?
2. How has banditry affected school access, enrolment and attendance?
3. How has insecurity affected teachers and the teaching-learning process?
4. What impact has banditry had on educational infrastructure?
5. How has insecurity affected girls and displaced children?
6. What measures can be adopted to ensure educational continuity in Isa?

Methodology

The study adopts a qualitative documentary research design. This approach is appropriate because the study seeks to synthesise available evidence concerning the educational consequences of banditry rather than generate primary survey statistics. Data were obtained from peer-reviewed journal articles, institutional reports, government policy documents and publications by international organisations concerned with education and child protection.

Particular attention was given to sources containing evidence from Isa Local Government Area or the wider Sokoto and north-western Nigerian context. The major themes identified in the literature were school closure, school

relocation, enrolment and attendance, teacher security, infrastructure, displacement, psychological effects, gender and poverty. The analysis was conducted thematically. Evidence from Isa was compared with broader evidence from Sokoto State and north-western Nigeria to identify common patterns and area-specific implications.

The study does not claim to present original questionnaire or interview data. Where findings from previous field studies are discussed, they are attributed to the original researchers. This distinction is important for maintaining methodological integrity.

Background to Isa Local Government Area

Isa Local Government Area is situated in eastern Sokoto State and forms part of the wider borderland environment connecting Nigeria with Niger Republic. The local economy has historically depended heavily on agriculture, livestock production and associated rural economic activities. The rural settlement pattern creates particular challenges for public service delivery. Schools in remote communities may be located considerable distances from major administrative centres, while poor roads can make emergency responses difficult.

The security situation in Isa must also be viewed within the wider context of banditry in north-western Nigeria. Bandit groups have exploited difficult terrain, weak rural security coverage and porous borders. The consequences have included attacks on villages, kidnapping, cattle rustling, extortion and displacement.

Barau et al. (2022) found that banditry had significant implications for sustainable development in Isa. Their research involved twenty focus group discussions conducted across ten political wards, providing valuable evidence concerning the local experience of insecurity.

Educational institutions have not been isolated from this insecurity. Ojewale (2024) conducted interviews in Isa, including with a primary-school teacher at Bargaja and security personnel in the area. His research demonstrates that educational facilities and students in Isa form part of the wider pattern of vulnerability experienced by schools in north-western Nigeria.

Educational Challenges Associated with Banditry in Isa LGA

I. School Closures and Relocation

School closure is one of the most immediate consequences of insecurity. Where communities are considered unsafe, schools may be closed temporarily or relocated to safer settlements. The closure of schools may protect children and teachers from immediate attack, but it creates serious educational consequences. Children lose access to classrooms, teachers and learning materials.

Evidence from Isa indicates that educational institutions have been affected by insecurity and that some educational activities have been relocated to safer locations (Barau et al., 2022).

Ojewale (2024) similarly identifies abandonment of educational facilities as one of the principal consequences of bandit attacks in north-western Nigeria. School closure becomes especially problematic when it continues for an extended period. Short-term learning interruptions can result in learning loss, while prolonged closure can lead to permanent dropout.

II. Declining Enrolment and Attendance

Banditry can reduce school enrolment and attendance in several ways.

First, parents may withdraw children from school because of fear. Second, displaced families may lose access to their children's original schools. Third, schools may be closed or relocated. Fourth, households experiencing economic hardship may require children to contribute to household survival. Ojewale (2024) identifies declining enrolment as one of the major consequences of bandit attacks on education in the north-west.

This problem is particularly important in Sokoto because educational exclusion was already high. UNICEF (2023) reports an upper-secondary out-of-school rate of 57% in Sokoto, while the rural rate was 65%. Banditry may therefore deepen the educational gap between rural and urban populations.

III. Displacement and Loss of Educational Continuity

Displacement is another major educational consequence of banditry.

When families flee attacked communities, children often leave behind their schools, teachers and friends. They may subsequently encounter difficulties enrolling in schools in their new locations. Displaced children may also lack educational records, uniforms, books and other materials. Host communities may not have sufficient classrooms or teachers to absorb additional pupils.

The displacement problem therefore affects both displaced children and receiving communities. Ojewale (2024) identifies forced displacement as a major consequence of bandit attacks on education, while Kanu et al. (2024) similarly report displacement and school closures as major features of educational insecurity in north-western Nigeria.

IV. Teacher Shortages and Insecurity

Teachers are essential to educational continuity but are themselves vulnerable to insecurity. Banditry can produce: teacher absenteeism; unwillingness to accept rural postings; requests for transfer; psychological stress; reduced instructional time; and shortages of qualified personnel.

Teachers who live outside the communities where they teach may be required to travel through insecure areas. This creates additional risks and may encourage absenteeism. The loss of experienced teachers can be particularly damaging because replacing them in remote communities is difficult.

Government should therefore recognise teacher protection as a central component of safe-school policy rather than treating school security exclusively as a matter concerning students.

V. Disruption of Teaching and Learning

The teaching-learning process depends on regular interaction between teachers and learners. Banditry interrupts this relationship. Where schools close, learning stops completely. Where schools remain open but attendance is low, teachers may be unable to deliver the curriculum effectively. Fear also affects concentration. Children who have experienced violence or who fear kidnapping may have difficulty concentrating on lessons.

Kanu *et al.* (2024) observe that educational insecurity in north-western Nigeria has created an atmosphere of fear and uncertainty and contributed to school closures and declining enrolment. Consequently, the impact of banditry should

be assessed not only in terms of the number of schools closed but also in terms of the quality of learning in schools that remain operational.

VI. Educational Infrastructure

Educational infrastructure can be affected through destruction, vandalism, abandonment and neglect. A school requires classrooms, furniture, toilets, water, electricity, learning materials and other facilities. When insecurity forces a school to close, these facilities may deteriorate or become vulnerable to destruction and theft.

UNICEF (2024a) reports that insecurity in north-western Nigeria is among the factors jeopardising children's safety and ability to learn. The Minimum Standards for Safe Schools were developed to establish conditions necessary for protecting children in educational environments. The challenge for Isa is therefore not simply to reopen schools but to ensure that reopened schools meet minimum standards for safety and learning.

VII. Psychological and Emotional Consequences

The psychological consequences of banditry are often less visible than physical destruction but can be equally serious. Children exposed to violence may experience fear, anxiety, grief, nightmares and concentration difficulties. Teachers may also experience psychological distress.

Ojewale (2024) identifies fear as one of the major educational effects of banditry in north-western Nigeria. Psychological distress can affect educational performance even when schools are physically safe. Educational recovery programmes should therefore incorporate counselling and psychosocial support.

VIII. Girls' Education

Girls face particular risks in insecure environments. Parents may be reluctant to allow daughters to travel long distances to school because of fears of kidnapping, sexual violence or exploitation. Where schools are relocated, the increased distance can disproportionately affect girls.

Ibrahim *et al.* (2023), in their study of girl-child education in Sokoto South Senatorial Zone, found that banditry had affected girl-child education and

examined government and non-governmental interventions aimed at maintaining educational access. More recent research has similarly linked abduction and insecurity to declining girls' enrolment and increased fear and trauma among female learners (Targba & Ribah, 2025). The educational response in Isa should therefore include specific measures for girls rather than relying solely on general school-security interventions.

IX. Household Poverty and Educational Withdrawal

Banditry also affects education indirectly through household poverty. Many rural households depend on farming and livestock. When banditry prevents farmers from reaching their farms or results in livestock losses, household income declines. The Nigeria Multidimensional Poverty Index demonstrates the interconnected nature of poverty, education and other dimensions of deprivation (National Bureau of Statistics, 2022).

The relationship can be represented as:

Banditry → livelihood destruction → household poverty → school withdrawal → learning loss → reduced human capital → greater socio-economic vulnerability.

This cycle demonstrates why educational interventions must be linked to livelihood recovery.

X. Banditry and Educational Quality

The educational consequences of banditry extend beyond access. Educational quality can decline because of teacher shortages, irregular attendance, reduced instructional time, inadequate teaching materials, overcrowding in receiving schools, psychological trauma, disruption of examinations, inadequate supervision, and deterioration of infrastructure.

The problem becomes particularly serious when displaced children are transferred into schools that are already overcrowded. If a school designed for 300 pupils suddenly receives several hundred additional learners without corresponding increases in teachers and facilities, both existing and displaced pupils may experience a decline in educational quality.

XI. Banditry, Poverty and the Development Crisis

Education and security are closely interconnected. Where education is disrupted, children lose opportunities to acquire literacy, numeracy, vocational skills and professional qualifications. This reduces their future employment opportunities. At the same time, poverty and unemployment can increase vulnerability to criminal recruitment and other forms of insecurity.

Recent research on Sokoto has examined the relationship between poverty and armed banditry, highlighting the importance of addressing socio-economic conditions alongside security responses. The implications for Isa are substantial. A security strategy that focuses exclusively on military operations may reduce immediate threats without addressing the conditions that allow insecurity to persist. Educational investment should therefore form part of a comprehensive peacebuilding and development strategy.

XII. Policy Responses and Safe-School Initiatives

The Nigerian government has developed several initiatives aimed at improving school safety. The Minimum Standards for Safe Schools (MSSS) provide a framework for ensuring that schools meet basic safety requirements. UNICEF (2024a) reports that insecurity, particularly escalating tensions in the north-west, continues to jeopardise children's safety and access to education.

However, implementation remains a major challenge. UNICEF reported that an assessment of approximately 6,000 schools found that, on average, only 43% of the Minimum Standards for Safe Schools were being met.

Similarly, only 37% of assessed schools across ten states had early-warning systems capable of identifying threats such as school attacks (UNICEF, 2024b). These findings have important implications for Isa. The existence of a national policy is insufficient unless the policy is translated into practical measures at the community level.

Safe-school implementation in Isa should therefore include school risk assessment; perimeter protection; emergency communication; community early-warning systems; teacher safety; emergency evacuation plans; psychosocial support; safe transportation; and regular monitoring.

XIII. Strategies for Addressing Educational Challenges in Isa

A. Strengthening School Security

Government should undertake comprehensive security assessments of schools in Isa and classify them according to risk. High-risk schools should receive appropriate protection, including security personnel, communication equipment, emergency response mechanisms and secure access routes.

B. Community-Based Early-Warning Systems

Local communities should be actively involved in school protection. Traditional rulers, religious leaders, parents, teachers and youth organisations possess valuable knowledge of local security conditions. A community-based early-warning system can enable threats to be communicated quickly to security agencies.

C. Rehabilitation of Closed Schools

Schools that have been closed should be assessed individually. Where security conditions permit, schools should be rehabilitated and reopened. Rehabilitation should include classrooms, furniture, water, sanitation, fencing and learning materials.

D. Flexible Learning Arrangements

Where immediate reopening is impossible, alternative learning mechanisms should be introduced. These may include temporary learning centres; accelerated learning; community learning centres; radio-based education; mobile learning programmes; and catch-up programmes. Alternative learning should, however, be regarded as a temporary strategy pending the restoration of secure formal education.

E. Teacher Protection and Incentives

Teachers serving in high-risk areas should receive appropriate incentives. These may include hardship allowances; secure accommodation; transportation; health and life insurance; psychosocial support; security training; and appropriate transfer mechanisms.

Teacher recruitment should also consider qualified local residents who understand the language, culture and security environment of the communities.

F. Psychosocial Support

Schools in affected communities should provide psychosocial services to learners and teachers. Teachers should receive basic training in recognising signs of trauma and referring children to appropriate professional services.

G. Protection of Girls

Specific interventions should be introduced to protect girls' access to education. These should include safe transportation; scholarships; sanitary facilities; female teachers; school-based child-protection mechanisms;

- i. community sensitisation; and
- ii. support for girls returning after prolonged absence.

H. Support for Displaced Learners

Displaced children should be identified and integrated into host schools as quickly as possible. Host schools should receive additional resources to accommodate displaced pupils and prevent overcrowding.

I. Strengthening School-Based Management Committees

School-Based Management Committees should be strengthened to participate in school safety. Their responsibilities may include monitoring risks, communicating with security agencies, supporting attendance and protecting school property. UNICEF (2024c) emphasises the role of teachers, School-Based Management Committees, parents and young people in maintaining safe schools.

J. Linking Education to Livelihood Programmes

Educational recovery cannot be sustained if households remain economically devastated. Government and development partners should therefore combine educational programmes with agricultural support, vocational training, youth

employment and livelihood recovery. This can reduce the economic pressure that causes families to withdraw children from school.

Discussion

The evidence reviewed in this study demonstrates that banditry constitutes a multidimensional threat to education in Isa Local Government Area. The first major effect is on access. When schools close or are relocated, children lose immediate access to education.

The second is on participation. Fear, displacement and poverty reduce enrolment and attendance. The third is on quality. Teacher shortages, reduced instructional time, overcrowding and psychological trauma weaken the quality of learning. The fourth is on equity. Girls, displaced children, children from poor households and learners living in remote rural communities are disproportionately affected.

The findings are consistent with broader studies of educational insecurity in north-western Nigeria. Ojewale (2024) identifies decreasing enrolment, abandonment of educational facilities and forced displacement as significant consequences of banditry. Kanu et al. (2024) similarly document school closures, abductions, destruction of infrastructure and fear.

The Isa-specific evidence is particularly important because it demonstrates that these are not merely regional or theoretical problems. Field research conducted in Isa has documented the experiences of teachers and security personnel in communities affected by banditry (Ojewale, 2024).

The problem is intensified by Sokoto's pre-existing educational disadvantage. UNICEF's (2023) data show high rates of out-of-school children in the state, especially at the upper-secondary level. Consequently, banditry should be regarded as an educational multiplier of disadvantage.

The findings also support the Human Security perspective. Banditry threatens physical security, livelihoods, health, education and social well-being simultaneously. A child whose family has been displaced and whose school has closed experiences several dimensions of insecurity at the same time. This means that the educational response must be integrated into broader peacebuilding and development strategies.

Conclusion

This article examined educational challenges in banditry-affected areas of Sokoto State using Isa Local Government Area as a case study. The analysis demonstrates that banditry has disrupted education through school closures and relocation, displacement, declining enrolment and attendance, teacher insecurity, deterioration of educational infrastructure, psychological trauma, poverty and increased vulnerability of girls.

The educational crisis is particularly serious because Sokoto State already faces substantial educational challenges. Continued insecurity risks deepening educational exclusion and widening existing inequalities between rural and urban populations and between boys and girls. The case of Isa demonstrates that education cannot be separated from security and development. Protecting schools requires not only armed security but also community participation, early warning, teacher support, psychosocial assistance, livelihood recovery and effective local governance.

The restoration of education in Isa should therefore be treated as an essential component of peacebuilding and human security. Ultimately, the protection of schools and learners is an investment in the future stability of Sokoto State. A generation denied education because of insecurity may face limited economic opportunities and increased vulnerability to poverty and criminal exploitation. Conversely, a secure and functioning educational system can contribute to resilience, social cohesion and sustainable development.

Recommendations

Based on the findings, the study recommends that:

1. The Sokoto State Government should conduct comprehensive security-risk assessments of schools in Isa Local Government Area.
2. High-risk schools should receive appropriate security protection and emergency communication facilities.
3. Closed schools should be rehabilitated and reopened when security conditions permit.

4. Government should establish a special incentive package for teachers serving in banditry-affected communities.
5. Community-based early-warning systems should be established in collaboration with traditional institutions, religious leaders, parents, teachers and security agencies.
6. Displaced children should be integrated into host schools through flexible admission procedures.
7. Schools receiving displaced children should receive additional teachers, classrooms, furniture and learning materials.
8. Alternative learning programmes should be established where schools cannot immediately reopen.
9. Special programmes should be introduced to protect girls from dropping out as a result of insecurity.
10. Psychosocial counselling should be incorporated into educational recovery programmes.
11. Educational interventions should be linked with livelihood programmes for affected households.
12. The implementation of the Minimum Standards for Safe Schools should be monitored regularly at the local-government level.
13. The Sokoto State Government should improve the collection of disaggregated data on school closures, enrolment, attendance, teacher displacement and educational infrastructure in conflict-affected communities.
14. Development partners should support the state government in implementing safe-school, psychosocial, girls' education and alternative-learning programmes.

Reference

Barau, L., Ammani, A., & Sani, M. (2022). Impact of Banditry Activities on Sustainable Development of Isa Local Government Area of Sokoto

- State, Nigeria. *Federal University Gashua Journal of Management and Social Sciences*, 1(1), 17–30.
- Federal Ministry of Education. (2021). *National policy on safety, security and violence-free schools with its implementing guidelines*. Federal Ministry of Education.
- Ibrahim, B., Garba, Y., & Malam, S. S. (2023). The effects of banditry activities on girl child education in Sokoto South Senatorial Zone, Sokoto State, Nigeria. *The Beam: Journal of Arts and Science*, 15(1).
- Kanu, I. A., Pilani, M. P., Bazza, M. B., Kamai, P. H., Kanyip, P. B., & Onukwuba, M. (2024). Educational insecurity in Northwest Nigeria. *International Journal of Religion*, 5(7), 151–164. <https://doi.org/10.61707/9zmetc45>
- National Bureau of Statistics. (2022). *Nigeria multidimensional poverty index 2022*. National Bureau of Statistics.
- Ojewale, O. (2024). Learning on the edge: Impacts of banditry on education and strategic options for resilience in northwest Nigeria. *African Security Review*, 33(2), 210–227. <https://doi.org/10.1080/10246029.2024.2327314>
- Rosenje, M. O., Soluade, Z. O., Olatoye, O. A., Peju-Rosenje, T. O., & Adeniyi, O. P. (2022). Armed banditry and the collapse of education in Northwest Nigeria. *Journal of Lexicography and Terminology*, 6(2).
- Rufus, A. I., & Ogbe, E. B. (2024). The rise of banditry in Northwest Nigeria: Examining the security implications and pathways to stability. *Kashere Journal of Politics and International Relations*, 3(1), 22–35.
- Targba, A., & Ribah, Y. B. (2025). Incessant abduction of school children and girl child education in Northwest Nigeria. *International Journal of Research and Innovation in Social Science*. <https://doi.org/10.47772/IJRISS.2025.903SEDU0446>
- UNICEF. (2023). *Nigeria education fact sheets 2023*. UNICEF Nigeria.

UNICEF. (2024a). *Minimum standards for safe schools in Nigeria: Monitoring report July–December 2023*. UNICEF Nigeria.

UNICEF. (2024b). *On the 10-year mark of the Chibok abductions, UNICEF urges action to secure children's education in Nigeria*. UNICEF Nigeria.

UNICEF. (2024c). *Resources on safe school*. UNICEF Nigeria.

UNICEF. (2025). *The impact of insecurity on access to education in Katsina, Zamfara, and Niger States*. UNICEF Nigeria. *Asian Social Science* 8(11), 948-957.