

Sustainable Life for All: Care and Education For Ages 6-12 Years Learners in Difficult Situations in Edo State

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Abstract: *Nutrition, health, and educational learning materials are essential for children to have solid foundations for sustainable living and learning. Every child including those in difficult situations ought to have equal access to them but often suffer neglect, deprivation, and exploitation. Therefore, this study investigated the availability and accessibility to care (nutrition and health) and education (learning materials) by the pre-primary and primary school age learners in difficult circumstances (Internally Displaced Persons Camp, Orphanage and juvenile Correctional Homes) in Edo State. A mixed-methods approach was adopted. Twenty-two children and seven center representatives participated in the study. Observational Checklist, Rating Scale on Availability of and Accessibility to Care and Education by Pre-primary and Primary School Age Learners in Difficult Situations (OCACEPPSALDS and RSACEPPSALDS), and interviews were used to collect data. Five research questions were raised and answered. A mixed method approach which constitutes both quantitative and qualitative research types was adopted for the study; the quantitative approach was extensively used more than the qualitative approach. Findings based on children and centers' officers' submissions showed that nutrition and health facilities are sometimes available and accessible to children in difficult situations, with the weighted average (2.432, 2.571) and (2.571, 2.157) respectively. While the availability and accessibility of teaching and learning materials were not regular, children's submissions revealed (1.894) and officers' submissions (2.012). The Care (nutrition and health) at the centers were provided majorly by individuals. Government should provide educational materials for the centers.*

Keywords: Sustainable life, care, and education, learners in difficult circumstances

Introduction

Education has been acknowledged globally as one of the human rights that must be enjoyed by all, children inclusive. There has been different justification that education should be provided for children irrespective of their location, age, gender and status. This might be so because of the level of the importance attached to education. Education from the ancient time has been recognized as the strongest instrument of development and change in the society. It is one of the greatest investments a nation can make when it comes to the area of national and sustainable development. It also occupies a paramount place in human rights. It is essential and necessary for the exercise of all other human rights and for general societal development. Education above all, provides physical, psychosocial and cognitive protection that can be both lifesaving and life-sustaining (Rhoades, 2010). These are encouraged to be developed in children during the early years because they are at the developmental stage of life.

The importance of children in the society cannot be overemphasized. They are the torch bearers of any community as they determine the continuity of any generation of people. Children are also the tools with which the human race is procreated. Any society with children with no education is likely to encounter difficulty especially in the area of development. Thus, Children are instrument and a great asset to a people especially when they are completely educated to be citizens that can be utilized and thereby contribute to the development of any given society. Furthermore, in buttressing this, Maduewsi asserted in (2005) that education for children has been acknowledged globally as human right. This is because the nature of the education children has at their first five years of life is imperative for their overall development and later chances.

Education is one of the rights of a child. It should be free and qualitative at least in the early (FRN, 2013) stages. Chapter IV, in Section 18 of the Constitution of the Federal Republic of Nigeria as amended in (1999) stresses the government's responsibility to direct its policies to ensure that there are adequate and equal opportunities for the education of all at all levels. Hence, the need for pre-primary education for children in the early years is a vital necessity. Pre-primary education is considered to be paramount to the development of the human nature. It contributes immensely to the development of the cognitive, emotional, social, moral, psychomotor, and aesthetic areas of the child. Acquisition of skills, attitudes and values that are useful for a child's life is also acquired. Pre-primary education takes place in preschools or pre-primary sections of schools. Majebi (2017) describes this level of education as the preparatory level for children that are 5 years of age for formal academic setting prior the commencement of primary education. It is the linking rod between homes/nursery classes and primary education. The same pre-primary education was referred to as kindergarten in the 5th edition of the Nigeria National Policy on Education (FGN, 2007). Considering the importance of this level of education, no child should be left out from benefitting from it.

Teaching and learning materials are vital for play, learning and the development of learners in pre-primary and primary school.

Materials like pencils, wall charts, text books, flash cards, toys, educational videos, space/playground outdoor equipment, should be provided to ensure that children are offered with opportunities to practice and master new skills, develop their creativity and imagination. It was recommended that young children should be encouraged to interact with teaching and learning materials regularly (Bruce, 2007). Early childhood learning is through participation in manipulating objects (by action or doing) which nourishes every aspect of children's development that forms the foundation of intellectual, social and emotional skills necessary for school and in life. The use of instructional materials also makes the teaching easier, hence understanding and retention on the part of learners. Therefore, the use of teaching and learning materials may affect performance either positively or negatively. Therefore, the provisions of teaching and learning materials to children are essential since they provide new experience for children and encourage them learn from one another, (Mokua 2012).

In the words of UNICEF, (2010) good care and education during the early childhood years should be emphasized because children who are well cared for during early childhood are more likely to benefit from later education and other social services.

The Child Care Act (1991) placed legal obligations on pre-school providers to take all reasonable measures to safeguard the health, safety and welfare of pre-school children attending the service and to comply with regulations under the Act. The Child Care (Preschool) Regulations (2006) requires pre-school services to ensure that: each child's learning, development and well-being is facilitated within the daily life of the service through the provision of the appropriate opportunities, experiences, activities, interaction, materials and equipment, having regard to the age and stage of development of the child and the child's cultural context

In a quality Early Childhood Care and Education (ECCE) programme, 'care' encompasses health, nutrition, hygiene, affection, protection, safety and psychosocial support UNESCO, (2000). Nutrition as one of the cares is a basic building block in a child's life and an important aspect that ought to be available and accessible to pre-primary and primary school learners for their growth and development. Every aspect of childhood – from development in the womb, to playing and exploring in infancy and early childhood, and from learning in school, to preparing for adulthood and employment – is built on a foundation of good nutrition (The State of the World's Children, UNICEF, (2019)

Nutrition according to (UNICEF, 2009) is known as the process of imbibing food into the body and absorbing the nutrients for growth and development. It is therefore paramount that children receive nutritious foods to promote their wellbeing. The food consumed by these children might likely determine the type of nutrients that would promote their health. Food is any substance consumed for the enhancement and sustenance of life and growth. It is usually of plant or animal origins and contains essential nutrients such as carbohydrates, fats and oil, proteins, vitamins, mineral elements and water.

Carbohydrates are the most important source of energy (in terms of quantity) for the body. Carbohydrates (sugars, starches and fibre) provide energy to all tissues in the human body, especially the brain and red blood cells which normally utilize glucose as the "fuel" for cell activity. Other essential elements in a proper diet for preschool- and school-age children are vitamins and minerals. In small children, an adequate supply of vitamin A is necessary for correct development of vision. The primary sources of vitamin A are: liver, dairy products, eggs, fish, margarine and certain types of fruit and vegetables for example, carrots and yellow/orange coloured fruit. (The Barilla Centre for Food and Nutrition, 2010). The fact that a child finds him/herself in a difficult situation should not deny him/her access to good nutrition.

Another important aspect required by pre-primary and primary school learners is health care. Children cannot achieve optimal health alone. They are dependent upon adults in their family and community to provide them with an environment in which they can learn and grow successfully. Child health is a state of physical, mental, intellectual, social and emotional well-being and not merely the absence of disease or infirmity (Health Workgroup, First Things First, October 2007). Health is the total wellbeing of an individual. In this context, it is the extent to which the child aged 0-5 years is assisted to be free from sickness and can resist it. Children, especially those in difficult situations, require health support for their well-being.

The principal aim of health care to pre-primary and primary school learners is to enable access to preventive and promotive health care such as immunization, nutrition, clean water, sanitization, insecticide treated nets, deworming, health education. Health care is also there to promote access to curative health care for the treatment of common childhood illness such as malaria, diarrhoea, and acute respiratory tract infections and building of capacity of health care workers to provide child friendly health services (National Guidelines and Standard of Practice on Orphan and Vulnerable Children, 2010). All these components of quality early childhood care and education are not limited to certain category of children alone but every child including children in difficult situations.

One of the categories of those that are supposed to be enjoying the fundamental child's rights are the children in the Internally Displaced Persons Camp (IDPC). This category of children was defined by the UN Secretary-General in the year (1992) as 'persons who have been forced to flee their homes suddenly or unexpectedly in large numbers, as a result of armed conflict, internal strife, systematic violations of human rights or natural or man-made disasters, and who are within the territory of their own country. All children and families affected by conflict, strife, human rights abuse or disaster suffer. The internally displaced especially the school age children, because of their extreme vulnerability associated with separation from support systems might not benefit from the education their age mates in normal situation enjoy.

Children in especially difficult situations are those children who are abandoned, neglected, abused and exploited, disabled, victims of prostitution and paedophiles, runaways, delinquents, youth offenders and drug dependents, street children, working children, children in situation of armed conflict, children in cultural communities, and children victims of natural disasters (Law explorer, 2015). (Law explorer, 2015) stressed further that children suffer deprivation, exploitation and neglect for no reasons beyond their control. Some of these children live with their families, while some do not or could be orphans. Some are working or found vagrant on the streets, while others could conflict with law or are affected by armed conflicts or natural calamities UNESCO (2005) highlighted the following individuals as people that fall within this group. Street hawkers of all sorts and refugee youths, prisoners, out of school girls and boys, Almajiris found especially in the northern parts of Nigeria, street beggars, street children, children at the Qur'anic schools, children with special needs (physically challenged group).

Sections 1-2 (Part I), of the child right act provides that the best interest of the child shall be of primary or paramount consideration in all actions to be undertaken whether by an individual, public or private body, institutions or service, court of law or administrative or legislative authority. Part II (Sections 3-20) of the Act also provides for the rights and responsibilities of a child in Nigeria. Accordingly, it entrenches the following fundamental rights for the child, namely, the rights to survival and development, to a name, to freedom of association and peaceful assembly, to freedom of thought, conscience and religion, to freedom of movement, to freedom from discrimination, to dignity of the child, to leisure, recreation and cultural activities, to health and health care. Thus, the care and education of the child should be given utmost priority by all.

The responsibility of the State should be to promote the full enjoyment of the right to adequate food, nutrition and health for everyone within their territory. Some of these measures would be immediate; others would be long-term to progressively achieve the full realization of the right to food. The right to food does not mean that the State has an obligation to feed everyone. States have a general obligation to work toward the “progressive realization” of the right to food and the right to be free from hunger using the highest amount of resources at its disposal. State are also obligated to create conditions that enhances food security through for example, legislation, public policy and specific programmes.

Studies have revealed that children in difficult situation are been faced with different challenges. These include; Lack of educational facilities and lack of resources. Humanitarian and human rights actors play an important role in ensuring full and equal access to learning materials (Hand Book for Internally Displaced Persons, 2010).

Another challenge is the underfunding of government among the orphanage homes. Under-funding is very likely given that most orphanages are often self-funded and dependent on charity. Such under-funding has tendency to lead to inability to provide enough food both in quantity and quality which will result in under-nutrition for children in this category (Nwaneri and Sadoh, 2016).

Statement of the Problems

Care and education have been identified as one of the necessities for maximum learning and development. Children regardless of their status, age and location should benefit from these. However, some children are outside their homes, they have found in some difficult situations such as, orphanages, Internally Displaced Person's Camp and correctional homes as a result of some factors beyond their control. Nevertheless, they are supposed to have access to care and education regardless of their location and situations.

Studies have been carried out on the provision of care and education in orphanage home. However, children in other difficult situations such as internally displaced camp and correctional homes were not considered. In view of these, this study investigated the internally displaced persons camp, correctional homes as well as orphanage homes. Also included in this study are their challenges and sources of provisions to the centers accommodating these children.

Research Questions

1. Is provision of nutrition by the government available and accessible to preschool and primary school learners in the following difficult situations in Edo state Internally Displaced Persons Camp (IDPC), Correctional Homes or Institutions, Orphanage homes?
2. Are teaching and learning materials available and accessible to preschool children in the following difficult situations in Edo Internally Displaced Persons Camp (IDPC), Correctional Homes or Institutions, Orphanage homes?
3. What are the challenges facing the availability and accessibility of provision of nutrition, health facilities, teaching and learning materials of pre-primary education for preschool children in the following difficult situations in Edo Internally Displaced Persons Camp (IDPC), Correctional Homes or Institutions, Orphanage homes?

Methodology

The research design adopted for this study is mixed methods approach which constitutes both quantitative and qualitative research type. The population for this study comprises all children in Difficult Situations (CDS) and their carers or officer in charge of the various centers in Edo State, twenty-two (22) children were selected while seven (7) carers or officers in charge of the center were

also selected across Oredo local government, Ovia North East local government and Ikpoba-Okha local government areas of Edo State, twenty-nine (29) respondents (children and their careers or officer in charge). Twenty-two (22) pre-primary and primary school children and seven (7) carers or officer in charge of the centers were drawn from each of the three (3) local government area to make a total of twenty-nine (29) respondents using the purposive sampling technique. Out of the eighteen (18) local governments in Edo State, five (5) local governments were purposively selected. There are two research instruments developed by the researcher to collect data for this study. These instruments are: Availability of Care and Education to Learners in Difficult Situation Checklist (ACELDSC) and Accessibility of Care and Education to Learners in Difficult Rating Scale (ACELDSRS). The instrument was validated and subjected to scrutiny under the expertise of experienced researcher and specialist. The corrections, suggestions and criticism of the experts were carefully studied and corrected before producing the final copy which was corrected by the researcher supervisor. Split half technique was applied to acquired reliability coefficient of $r = 0.81$ and $.075$ on ACELDSC and ACELDSRS respectively. Descriptive statistics of frequency count, percentage, mean, standard deviation, were used to analyse the research questions. Thematic analysis was used to analyse the qualitative data.

Results

Research question 1: Is provision of nutrition by the government available and accessible to preschool and primary school learners in the following difficult situations in Edo state Internally Displaced Persons Camp (IDPC), Correctional Homes or Institutions, Orphanage homes?

To answer this response from both the children and their caregivers was analysed and the summary are presented in Tables 1a and 1b

Table 1a: Learners' Submissions about Accessibility of Nutritional Needs

S/N	Items	N	Mean	Std.D	Remark
1	Clean water	22	2.818	.395	Always
2	Oranges and mangoes	22	2.273	.551	Sometimes
3	Rice and fish	22	2.409	.503	Sometimes
4	Egg and beans	22	2.364	.581	Sometimes
5	Groundnut	22	2.136	.710	Sometimes
6	More food when I need it	22	2.364	.727	Sometimes
7	Food three times a day	22	2.409	.734	Sometimes
8	Snacks besides my normal meal	22	2.682	.477	Always
Weighted average			2.432		

Table 1b: Caregivers' Submissions about Accessibility of Nutritional Needs

S/N	Items	N	Mean	Std.D	Remark
1	Clean water	7	3.000	.000	Always
2	Oranges and mangos	7	2.286	.488	Sometimes
3	Rice and fish	7	2.429	.535	Sometimes
4	Egg and beans	7	2.571	.535	Always
5	Groundnut	7	2.286	.488	Sometimes
6	More food when I need it	7	2.571	.535	Always
7	Food three times a day	7	2.857	.378	Always
8	Snacks besides my normal meal	7	2.571	.535	Always
Weighted average			2.571		

Table 1a reveals that the children were always given clean water (Mean = 2.82) and snacks besides the normal meal (mean = 2.68). But the children sometimes get orange and mango (mean = 2.27), rice and fish (mean = 2.41), egg and beans (mean = 2.36), groundnut (mean = 2.14), more food when need (mean = 2.36) and three times meal a day (mean = 2.41).

The weighted average of the table is 2.43 which indicate sometimes. This implies that the children in difficult situation like orphanage home, IDPC, and correctional home submitted that they sometimes have access to complete nutrition.

Again, Table 1b reveals that the caregivers submitted that the children were always given clean water (Mean = 2.82), egg and beans (Mean = 2.57), more food when needed (Mean = 2.57), three times meal a day (Mean = 2.86) and snacks besides the normal meal (mean = 2.57). But they submitted that the children sometimes get orange and mango (mean = 2.29), rice and fish (mean = 2.43) and groundnut (mean = 2.29).

The weighted average of Table 1b is 2.57 which indicate always. This implies that caregivers of children in difficult situation like orphanage home, IDPC, and correctional home submitted that the children always have access to complete nutrition.

Qualitative analysis on research question 1:

During the interview, the question about provision of nutrition by government to children in difficult situation was asked.

Mrs Mary, who was the Missionary staff at the IDP camp at Uhogua, submitted that:

The government has a very low recognition for the provision of nutrition for the children in difficult situations in Edo State. It is evidently displayed from the food store house that has little items in it. The situation was also aggravated by virtue of the pandemic (Covid 19) outcome that crippled the whole economy.

The religious bodies and individuals who have been the highest source of provision to the centers have also reduced their contributions to the center. The camp that use to have a preparation of twenty-five (25) bags of rice per day during their feeding has now reduced drastically to just seven (7) bags of rice per day as a result of the limited food stuffs in the storage house. The children rarely have access to a good balanced diet because rice is always more consumed, and it is always prepared and cooked with palm oil with no fish/meat and the necessary ingredients for a balanced diet meal. The building project intended for the camp’s poultry to generate eggs and meat was left untouched by the government and never came to pass. Another project is the grass cutter farm that was supposed to serve the purpose of meat production which was brought in by Czech Republic was hijacked by some dubious government officials. The project never came to pass. Regardless of the existence of a decline in the contributions of religious bodies, individuals and non-governmental organization to these centers, their contributions still surpass that of the government.

From her submission it can be inferred that, the provision of nutrition by government is very poor.

Miss Omoruyi, who was the nurse at the orphanage home at Ikpoba Hill, submitted that:

Every provision of nutrition is made available by the administrator of the orphanage and contributions from individuals and religious bodies. Contributions from the government and non-governmental organization is on a very rare occasion.

From her submission, it can also be inferred that the provision of nutrition by government is also very poor.

Research Questions 2

Are teaching and learning materials available and accessible to preschool children in the following difficult situations in Edo Internally Displaced Persons Camp (IDPC), Correctional Homes or Institutions, Orphanage homes?

To answer research question 2, the responses from both children and the caregivers was analysed and the summary presented in Tables 2a and 2b.

Table 2a: Learners’ Submissions about Accessibility of Teaching and Learning Materials

S/N	Items	N	Mean	Std.D	Remark
1	Charts	22	2.182	.853	Sometimes
2	Whiteboard	22	2.591	.734	Always
3	Flash cards	22	2.136	.941	Sometimes
4	Textbooks for all my subjects	22	2.227	.869	Sometimes
5	Exercise books for my classwork	22	2.591	.666	Always
6	Pencils to write with	22	2.727	.631	Always
7	Toys I play with	22	1.591	.796	Sometimes
8	Go to library to read	22	1.091	.526	Never
9	Watch educational movies	22	1.136	.468	Never
10	Playing on space/playground outdoor equipment	22	2.046	.950	Sometimes
11	Swing to play with	22	1.409	.734	Never
12	See-saw to play with	22	1.000	.000	Never
Weighted average			1.894		

Table 2b: Caregivers’ Submissions about Accessibility of Teaching and Learning Materials

S/N	Items	N	Mean	Std.D	Remark
1	Charts	7	2.286	.756	Sometimes

2	Whiteboard	7	2.286	.756	Sometimes
3	Flash cards	7	1.571	.787	Sometimes
4	Textbooks for all my subjects	7	2.143	.690	Sometimes
5	Exercise books for my class work	7	2.286	.488	Sometimes
6	Pencils to write with	7	2.571	.535	Always
7	Toys I play with	7	1.714	.756	Sometimes
8	Go to library to read	7	1.429	.787	Never
9	Watch educational movies	7	1.571	.787	Sometimes
10	Playing on space/playground outdoor equipment	7	2.429	.787	Sometimes
11	Swing to play with	7	1.429	.787	Never
12	See-saw to play with	7	1.429	.787	Never
Weighted average			2.012		

Table 2a shows that the children in difficult situations submitted that they always have access to; whiteboard (mean = 2.59), exercise books (mean = 2.59) and pencils (mean = 2.73). Meanwhile, the sometimes have access to; charts (mean = 2.18), flash cards (mean = 2.14), textbooks (mean = 2.23), toys (mean = 1.59) and play within and outside (mean = 2.05). But the children never access library (mean = 1.09), educational movies (mean = 1.14), swing (mean = 1.41) and see-saw (mean = 1.00).

The weighted average is 1.89 which indicate sometimes. This implies that the children at difficult places such as IDPC, orphanage home and correctional centres sometimes have access to teaching and learning materials.

Table 2b shows that the caregivers of children in difficult situations submitted that the children always have access to pencil (mean = 2.57). The submitted that the children sometimes have access to; charts (mean = 2.29) whiteboard (mean = 2.29), flash cards (mean = 1.57), textbooks (mean = 2.14), exercise books (mean = 2.29), toys (mean = 1.71), educational movies (mean = 1.57) and playing within and outside (mean = 2.43). But the children never access library (mean = 1.43), Swing (mean = 1.43) and see-saw (mean = 1.43).

The weighted average is 2.01 which indicate sometimes. This implies that the caregivers of children at difficult places such as IDPC, orphanage home and correctional centres submits that the children sometimes have access to teaching and learning materials.

Qualitative analysis on research question 2:

During the interview, the question about the availability and accessibility of teaching and learning materials was asked.

Mrs Mary, who was the missionary at the IDP camp at Uhogua, submitted that:

The teaching and learning materials are not always enough for the children. Children at the primary section sometimes make use of one book for all the subjects. They rely on individuals and other bodies for the provision of these learning materials. The past administration of government built few classes but failed to provide chairs for the children to sit on. The children at the pre-primary section often receive their classes sitting on the ground.

The availability of teachers is very few because some had stop working as a result of not getting remunerated for their service especially at the primary section.

From her submission, it can be inferred that, the availability and accessibility of teaching materials are not sufficient.

Mrs Uwaila, who was the director of the orphanage home at Iyaro, submitted that:

The orphanage home sent their students to private schools over government schools, but private school is not always an option due to the tuition fees. A certain boy has been repeating nursery two for four years and could not even count one to twenty. These were signs that the children were not receiving quality education.

From her submission, it can be inferred that, the availability and accessibility of teaching materials are not sufficient.

Research Question 3

What are the challenges facing the availability and accessibility of provision of nutrition, health facilities, teaching and learning materials of pre-primary education for preschool children in the following difficult situations in Edo Internally Displaced Persons Camp (IDPC), Correctional Homes or Institutions, Orphanage homes?

To answer this question, the caregivers of children in difficult situations were asked to identify the challenges and the summary is presented in Table 3

Table 3: Challenges Facing Availability and Accessibility of Nutrition and Materials for Children in Difficult Situations

S/N	Challenges	Freq.	%	Order
Challenges Facing Availability and Access to Nutritional Needs of the Children				
1	No sufficient foodstuff	4	57.1	1 st
2	Lack of fund	4	57.1	1 st
3	Lack of Government support	3	42.9	3 rd
4	Cost of items	1	14.3	4 th
5	It is only rice that is available	1	14.3	4 th
Challenges Facing Availability and Access to Health Facilities by the Children				
1	Lack of drug	4	57.1	1 st
2	Inadequate fund to purchase health materials	4	57.1	1 st
3	No specific health centre to treat those with learning disabilities	1	14.3	4 th
4	Children cannot access free medical service from government	1	14.3	4 th
5	No Ambulance	1	14.3	4 th
6	No medical personnel (Doctor and Nurses)	3	42.9	3 rd
Challenges Facing Availability and Access to Teaching and Learning Materials by the Children				
1	Lack of fund to pay the teachers	6	85.7	1 st
2	Inadequate fund to buy textbooks and other materials	3	42.9	2 nd
3	Insufficient teachers	1	14.3	4 th
4	Lack of conducive classroom for learning	2	28.6	3 rd

Table 3 reveals that of the challenges facing availability and access to nutrition by children in the difficult places, insufficient foodstuff (57.1%) and fund (57.1%) were the most complaint about. Others are lack of government support (42.9%), cost of items (14.3%) and availability of only rice (14.3%).

The table also reveals that, of the challenges facing availability and access to health facilities and services by the children, lack of drug (57.1%) and insufficient fund to purchase health materials (57.1%) were the most complaint about. Others are no medical personnel such as doctors and nurses (42.9%), no specific health centre for those with disabilities (14.3%), that children cannot access free medical service from the government (14.3%) and no ambulance (14.3%).

Table 3 also shows that of the challenges facing availability and access to teaching and learning materials by children in the difficult places, Lack of fund to pay teachers (85.7%) is the most complaint about. Others are inadequate fund to buy books (42.9%), lack of conducive classroom for learning (28.6%) and insufficient teachers (14.3%).

Qualitative analysis on research question 3:

During the interview, the question about the challenges facing the availability and accessibility of nutrition, health, teaching and learning materials was asked.

Mrs Mary, who was the missionary at the IDP camp at Uhogua, submitted that:

The major challenge facing these centers is mostly finance and the non-recognition of the center by the government. They have failed to recognise these centers as part of their responsibility. This has made them not to be consistent in their provisions. The government only come to make provisions once in awhile especially when election is very close to spread their political propaganda or during the festive period like Christmas and other activities. Most times the coming of the government creates a wrong impression that they often make provisions for these people, thereby causing other bodies from coming to make their own contributions. The center would sometimes go to the media to convince the public that the government does not contribute to the centres very often. Another challenge is the issue of not letting researchers administer questionnaire to the children at the IDP center. This can create the existence of a traumatic experience from the insurgency they witnessed during the Boko Haram terrorist attack. The children are sometimes anxious and nervous around visitors.

From her submission, it can be inferred that the major challenge is the problem of non-recognition of the center by the government and adequate funds.

Mrs Eunice, who was the supervisor at the orphanage home located at Ikpema, submitted that:

The challenges they are facing is income to make provisions for all the materials and inadequate support from the government.

From her submission, it can be inferred that the major challenge is insufficient funds.

Conclusion

This study investigated the Availability and Accessibility of Care and Education to Pre-Primary and Primary School Learners in Difficult Situations in Edo State, Nigeria. In this study, the researcher discovered that children in difficult situation have access to complete nutrition. Also, it showed that the children in difficult situation sometimes have access to health facilities, also teaching and learning materials. Furthermore, the findings revealed that their centers are not well recognized by the government and they underfund them.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Government should be giving great attention to the orphanage home, internally displaced persons and also, children in correctional center in order to provide adequate funding to those centers appropriately for the well-being of the children.
2. Government should provide the centers with standard and adequate health materials, and also, they should provide them adequate teaching and learning materials so that the children will have access to standard health facilities and a very good education.

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