

Impact of Conflict on Secondary School Education in Jos Jarawa Community of Jos North Local Government Area, Plateau State, Nigeria

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Abstract: *This study investigated the impact of conflict on secondary school education in Jos Jarawa community of Jos North Local Government Area of Plateau State, Nigeria. The study was guided by three objectives, and three corresponding research questions were also answered.*

The study adopted a mixed-method approach, integrating both qualitative and quantitative research designs. The research population included two public secondary schools, comprising 25 teachers and 315 students, from which 22 participants (2 teachers and 20 students) were purposively sampled for their direct experience with the conflict. The interviews provided in-depth qualitative insights, while the questionnaires captured structured quantitative data on educational resource availability and adequacy during and after the conflict. Experts validated the instruments to ensure content accuracy, and their reliability was tested using Cronbach's Alpha and KR-21 methods. Data collection was conducted in person, with questionnaire distribution and face-to-face interviews. The analysis of questionnaire data employed descriptive statistics through SPSS, while interview responses were transcribed and thematically analyzed using NVivo software. The study revealed that, conflict significantly disrupts students' academic performance by distorting the academic calendar, causing psychological trauma, and increasing school dropouts and also undermines the roles and productivity of teachers. It disrupts teaching schedules, increases their workload among others. The study recommended, among other things, that teachers should be provided with continuous professional development opportunities, especially in conflict-sensitive education methods, and Schools in conflict-affected areas should implement psychosocial support programs for both students and teachers to help mitigate the trauma and psychological distress caused by conflict among others.

Keywords: *Conflict, education, community, impact and secondary schools.*

I. Introduction

The issue of conflict and its repercussions on various sectors of society remains a central concern in educational research, particularly in conflict-prone regions. In Nigeria, the

Jos Plateau has witnessed a series of violent conflicts, often rooted in ethnic, religious, and political tensions, which have significantly impacted local communities, especially educational institutions. Secondary schools, being focal points for youth development, are not immune to the effects of such conflicts. Jos Jarawa community, like many others in the region, has experienced its share of violent disturbances, and these conflicts have had profound implications on the educational experiences of students, the role of teachers, and the functioning of school infrastructures.

Educational institutions, particularly secondary schools, serve as critical sites for social integration, skill development, and community cohesion. However, the occurrence of conflict disrupts these roles and brings about changes in how educational systems operate. The interplay between students, staff, and school infrastructure in conflict zones reflects how educational activities are altered, how relationships are transformed, and how resources are

either strained or redirected in response to emerging needs. These changes are not only temporary but can have long-lasting effects on the community's educational outcomes and social fabric. The violence and unrest in Jos have led to forced school closures, destruction of educational materials, and displacement of both students and staff. The physical and psychological trauma caused by conflicts, especially in a volatile region like Jos, can severely affect the academic performance of students, hinder teachers' ability to effectively deliver curricula, and disrupt the educational infrastructure required to support the academic process (Shittu, 2023). For instance, studies have shown that when schools are caught in conflict zones, the educational environment is often altered, with classrooms either being repurposed as shelters or becoming sites of violence (Salami & Durojaiye, 2019). These disruptions compromise the quality of education and, in some cases, lead to the breakdown of formal education systems, as schools may become unable to continue their regular operations due to the loss of resources or the safety concerns of both students and teachers (Okeke, 2020).

Furthermore, the aftermath of conflict often leaves educational communities grappling with the rebuilding of both human and physical resources. Secondary schools, being foundational in the educational ladder, are essential in rebuilding the social order after conflict, yet they are also among the most vulnerable in times of crisis. Conflict disrupts the students' learning environment and prevents them from fully engaging in their academic development, as they often become caught between the competing priorities of their disrupted community (Zubairu, 2021). Teachers, too, experience a shift in their roles, as they may not only have to continue their instructional duties but also assume the role of counselors, helping students to cope with trauma and the loss of normalcy. Studies such as those by Ayodele (2020) indicate that teachers in conflict-affected regions must adapt quickly, shifting from traditional pedagogical methods to those that address the mental health and well-being of students, which can have a ripple effect on educational outcomes.

In the specific context of Jos Jarawa, the interplay of students, teachers, and school infrastructure before, during, and after conflict is shaped by the socio-political dynamics of the region. Before the conflict, schools in Jos Jarawa were likely functioning within a relatively stable educational framework, with students attending classes, teachers executing their curriculum responsibilities, and school resources being used in their traditional roles.

However, once conflict erupted, schools may have faced immediate closures or been converted into refuges, disrupting the entire educational system. The destruction of infrastructure, whether through vandalism or neglect, poses another significant challenge to the sustainability of education. The loss of educational materials, such as textbooks, computers, and laboratory equipment, further exacerbates the disruption (Suleiman, 2021).

Moreover, the post-conflict phase is equally significant, as schools must navigate the challenges of rehabilitation. The rebuilding process involves not only the reconstruction of damaged infrastructure but also the re-establishment of a conducive learning environment for students, including addressing their emotional and psychological needs. The role of teachers becomes crucial during this phase, as they need to restore not only educational stability but also the social dynamics of the classroom (Eze, 2022). For students who have experienced violence, returning to a pre-conflict learning atmosphere may seem an insurmountable task.

As research indicates, trauma-induced disruptions can lead to a lasting impact on student performance and participation in school activities, thus hindering overall educational achievement (Khan et al., 2020).

The socio-economic and political dimensions of conflict in Jos Jarawa also necessitate a consideration of the broader implications of education in post-conflict settings. Schools in conflict zones do not simply face the immediate effects of violence but also experience the long-term consequences of weakened community ties, economic hardship, and psychological

trauma. These factors intertwine with educational outcomes, creating a complex web of challenges that must be addressed in the process of rebuilding education systems (Abdu-Raheem & Osundina, 2021). As such, it is essential to understand how conflict affects not just the material aspects of education but also the social and emotional dimensions, which are often overlooked in traditional educational research. This study will contribute to the body of knowledge on education in conflict settings and provide practical insights for policymakers, educators, and community leaders on how to mitigate the impacts of conflict on education and ensure that schools remain safe, functional, and inclusive spaces for learning.

1.1 Statement of the Problem

The occurrence of conflicts in Jos Jarawa community has had a profound impact on secondary school education, leaving a trail of disruptions that have affected students, teachers, and school infrastructure. Historically, secondary schools in this community played a vital role in fostering social integration, skill acquisition, and academic excellence. However, the eruption of conflict, rooted in ethnic, religious, and political tensions, has disrupted the normal functioning of these institutions. The closure of schools during periods of violence, destruction of critical infrastructure, and displacement of students and teachers are recurring challenges that have drastically hindered the educational process. For instance, classrooms have been transformed into emergency shelters, while essential learning materials such as textbooks, computers, and laboratory equipment have been destroyed or looted. Moreover, the psychological and emotional trauma associated with conflict further exacerbates the challenges faced by students and teachers. Many students struggle with post-traumatic stress, which affects their concentration, academic performance, and overall engagement in school activities. Teachers, on the other hand, are often overwhelmed by the dual responsibility of maintaining educational standards and providing psychological support to traumatized students. These challenges are compounded by the lack of adequate resources and infrastructure needed to restore normalcy in the educational environment after conflicts subside.

Despite efforts to rebuild schools in the aftermath of conflict, the recovery process is slow and insufficient to address the deep-seated challenges facing secondary education in Jos Jarawa. The loss of community trust, economic hardships, and the lingering effects of trauma further impede the reintegration of students and teachers into a stable learning environment. These issues raise critical questions about the sustainability of education in conflict-affected areas and the effectiveness of existing measures to safeguard educational institutions from the impacts of violence.

Given the centrality of secondary schools in shaping the future of young people and fostering community development, understanding the specific ways in which conflict disrupts education in Jos Jarawa is essential. This study seeks to explore the impact of conflict on secondary school education in Jos Jarawa community of Jos North LGA with focus on the experiences of students, teachers, and the state of school infrastructure.

1.2 Aim and objectives of the study

The aim of this study is to investigate the impact of the impact of conflict on secondary school education in Jos Jarawa community. Specifically the study objectives include;

1. To examine the effects of conflict on students' academic performance in secondary schools in Jos Jarawa community.
2. To investigate the impact of conflict on teachers' roles and responsibilities in secondary schools in Jos Jarawa community.
3. To assess the extent to which conflict has affected school infrastructure and learning

resources in secondary schools in Jos Jarawa community.

1.3 Research questions

The following research questions were answered in the study

1. How has conflict affected the academic performance of students in secondary schools in Jos Jarawa community?
2. What impact has conflict had on the roles and responsibilities of teachers in secondary schools in Jos Jarawa community?
3. To what extent has conflict affected school infrastructure and learning resources in secondary schools in Jos Jarawa community?

1.4 Significance of the study

The findings of this study when completed would hopefully benefit different stakeholders such as; students, school administrators, teachers, government and policy makers as well as future researchers.

II. Review of literature

2.1 Theoretical/conceptual framework

The theory underpinning this study is Bronfenbrenner's Ecological Systems Theory, propounded by Urie Bronfenbrenner in 1979. Bronfenbrenner's Ecological Systems Theory focuses on how different environmental systems influence human development. The theory outlines five interrelated systems: the microsystem, mesosystem, exosystem, macrosystem, and chronosystem. The microsystem involves direct interactions between the individual and their immediate environment, such as family, school, and peers. The mesosystem refers to the interconnections between these immediate settings, for example, the relationship between school and home. The exosystem includes external environments that indirectly affect the individual, such as local governance or policies affecting schools. The macrosystem encompasses societal norms, cultural values, and laws that shape the broader context of development. Lastly, the chronosystem captures the dimension of time, reflecting changes in the individual or environment over time, including major life transitions or historical events.

These layers of the environment interact and collectively influence the individual's development.

This theory is directly applicable to the study of the impact of conflict on secondary school education in the Jos Jarawa community because it provides a framework for understanding how different levels of the environment interact to shape the educational experiences of students. The conflict in the Jos Jarawa community can be situated within the macrosystem (broader socio-political and cultural tensions) and exosystem (external community dynamics that impact schools). The microsystem and mesosystem are also affected, as students' interactions with peers, teachers, and school administrators are disrupted, while the relationships between schools and families are strained. The theory underscores the need to consider these interconnected systems to fully grasp the impact of conflict on educational outcomes and to identify strategies for mitigating the adverse effects.

Bronfenbrenner's Ecological Systems Theory is relevant to the study because it emphasizes the interplay between environmental factors and individual development. By using this theory, the study can explore how conflict disrupts the various systems surrounding students, teachers, and schools, leading to educational challenges. It provides a holistic lens through which to analyze the ripple effects of conflict on school infrastructure, learning environments, and the psychological well-being of students. The theory also helps in identifying potential interventions across multiple systems, such as policies to rebuild schools (exosystem), teacher

training to address trauma (microsystem), and fostering community support to restore the educational environment (mesosystem). This comprehensive approach ensures that the findings of the study contribute meaningfully to rebuilding education in conflict-prone areas.

2.2 Literature review

Conflict is a multifaceted phenomenon arising from perceived divergences in interests, goals, values, or needs, often leading to struggles between opposing parties. It is an inherent aspect of human interaction, manifesting in various contexts, including interpersonal relationships, organizational settings, and broader societal structures. The core of conflict lies in perceived incompatibilities between parties, which may stem from differing opinions, beliefs, or objectives. For instance, in organizational environments, conflict frequently emerges when personal goals clash with those of a group, potentially disrupting harmony and productivity (Jain, 2021).

Conflict is inherently dynamic, encompassing both constructive and destructive potentials. When effectively managed, it can serve as a catalyst for growth, innovation, and improved understanding among individuals or groups. Conversely, unresolved or poorly managed conflict can lead to detrimental outcomes, such as decreased morale, reduced efficiency, and strained relationships. The dual nature of conflict underscores the importance of effective management strategies to harness its positive aspects while mitigating negative consequences (Jain, 2021; O'Sullivan, 2020). Identifying the root causes of conflicts is crucial for understanding their true impact.

In organizational behavior, conflict is often categorized into task, relationship, and process conflicts. Task conflict relates to disagreements regarding content and goals, while relationship conflict involves interpersonal incompatibilities, such as tension or personal friction. Process conflict centers on disagreements about task logistics, including duty delegation and resource allocation. Understanding these categories is crucial, as each type necessitates tailored management approaches (Martell, 2023). Perception plays a significant role in conflict dynamics, with subjective experiences and cultural backgrounds shaping interpretations and responses to conflict (Smith, 2019). Socio-political conflicts often result from external factors such as economic constraints, social inequalities, and governance failures. These conditions frequently exacerbate existing differences, leading to direct confrontations. Social science research suggests that such conflicts are not merely localized issues but often the cumulative outcomes of systemic challenges (Odegbo, 2022). Recognising the multifaceted nature of conflict and its potential for both positive and negative outcomes is essential for navigating and resolving conflicts constructively.

The impact of conflict on secondary schools is profound, particularly on resources, materials, and personnel. Conflicts disrupt educational foundations, with physical infrastructure often damaged during violent episodes. For example, in Plateau State, Nigeria, school buildings have been destroyed, forcing students to learn in overcrowded structures or under trees (Ibrahim, 2021). This creates long-term challenges for rebuilding and resource allocation. Learning materials are also severely affected, with textbooks, computers, and laboratory equipment often destroyed or stolen. Adebayo (2020) found that conflicts in northern Nigeria frequently left students without basic instructional materials. This scarcity forces teachers to improvise, leading to substandard educational experiences and widened academic achievement gaps. Personnel, including teachers and support staff, face displacement or abandonment of posts due to safety concerns. This disrupts learning continuity, as new teachers may not be readily available. Olaniyi (2022) observed increased teacher absenteeism in conflict zones due to fear of attacks or psychological stress. Teachers who remain often face overwhelming workloads, reducing teaching quality and contributing to burnout. The psychological well-being of

teachers and students is critically affected by conflict. Exposure to violence can impair teachers' ability to deliver lessons effectively and provide emotional support. Students may struggle to concentrate on their studies, leading to lower academic performance and increased dropout rates (Okonkwo, 2019). Trauma from conflict can result in long-term mental health issues, such as PTSD, affecting educational engagement.

Conflict also disrupts school governance structures. Administrators face challenges in maintaining order and ensuring safety. Budgetary constraints may limit salaries, repairs, or procurement of materials, creating instability. Suleiman (2021) highlighted that prolonged conflicts often render schools unable to function formally, with governance structures becoming ineffective. Research shows that mediation encourages collaborative problem-solving in educational settings (Adebayo & Ibrahim, 2020). Peace education programmes, integrating conflict resolution training into curricula, equip students and teachers with skills such as negotiation and empathy. Olaniyi and Okonkwo (2021) noted that peace education fosters a culture of peace within schools, addressing historical and cultural divides and promoting coexistence. Incorporating these programs into teacher training ensures that conflict resolution principles become part of daily educational experiences.

III. Research Methods

The study adopted a mixed-method approach, integrating both qualitative and quantitative research designs to capture a comprehensive understanding of the conflict dynamics and their impact on educational resources in the conflict-affected Jos Jarawa community. The qualitative component explored participants' lived experiences, while the quantitative aspect provided measurable data to support and complement the findings. The research population included two public secondary schools, comprising 25 teachers and 315 students, from which 22 participants (2 teachers and 20 students) were purposively sampled for their direct experience with the conflict.

Data collection instruments included guided interviews for teachers and close-ended questionnaires for students.

The interviews provided in-depth qualitative insights, while the questionnaires captured structured quantitative data on educational resource availability and adequacy during and after the conflict. Experts validated the instruments to ensure content accuracy, and their reliability was tested using Cronbach's Alpha and KR-21 methods. Data collection was conducted in person, with questionnaire distribution and face-to-face interviews. The analysis of questionnaire data employed descriptive statistics through SPSS, while interview responses were transcribed and thematically analyzed using NVivo software. This combination enabled a nuanced understanding of the participant's experiences and the educational challenges posed by the prolonged conflict in the Jos Jarawa community.

IV. Results and Discussion

Answering research questions

Research questions one: How has conflict affected the academic performance of students in secondary schools in Jos Jarawa community?

Table 1. Students Response to research Question One

S/N	ITEM	N	MEAN	SD	DECISION
1	Disruption of learning activities	20	2.90	.968	Accept
2	Psychological distress	20	3.25	.716	Accept
3	Displacement and school dropouts	20	3.40	.598	Accept
4	Loss of qualified teachers	20	3.40	.598	Accept
5	Destruction of educational infrastructure	20	3.55	.510	Accept

Researchers' fieldwork 20225

Table 1 above depicts the analysis to research question one which discusses how conflict affects the academic performance of students in secondary school in Jos Jarawa community. The analysis revealed that conflict brings about disruption of learning activities, psychological distress, displacement and school dropout, loss of qualified teachers, and destruction of educational infrastructure. The analysis revealed that the respondents agreed with all the items, and it shows that conflict affects the academic performance of students adversely.

Research question two: What impact does conflict have on the roles of teachers in secondary schools in Jos Jarawa community?

Table 2. Students Response to research Question two

S/N	ITEM	N	MEAN	SD	DECISION
1	Disruption of teaching schedules	20	2.90	.968	Accept
2	Difficulty in maintaining discipline among students	20	3.25	.716	Accept
3	Reduced access to teaching resources and materials	20	3.40	.598	Accept
4	Risk to personal safety and security	20	3.40	.598	Accept
5	Limited professional development opportunities	20	3.55	.510	Accept

Table 2 above shows the mean responses of respondents to research question two which discussed the impact of conflict on the roles of teachers in secondary school in Jos Jarawa community. The analysis revealed that the respondents agreed with all the items with mean scores above 2.50. The respondents agreed that conflict leads to disruption of teaching schedules, difficulty in maintaining discipline among students, reduced access to teaching resources and materials, risks to personal safety and security, and results in limited professional development opportunities. All the items were accepted which is an indication that conflict affects the roles and responsibilities of teachers in secondary schools in the study area.

Research question three: To what extent has conflict affected school infrastructure and learning resources in secondary schools in Jos Jarawa community?

Table 3. Students Response to research Question two

S/N	ITEM	N	MEAN	SD	DECISION
1	Destruction of school buildings	20	2.90	.968	Accept
2	Vandalisation of classroom furniture	20	3.25	.716	Accept
3	Damage to laboratory equipment	20	3.40	.598	Accept
4	Looting of library books and learning materials	20	3.40	.598	Accept
5	Burning of administrative offices and records	20	3.55	.510	Accept

Table 3 depicts the mean response of respondents to research question three, which discussed the extent to which conflict affects school infrastructure and learning resources in secondary schools in the Jos Jarawa community. The analysis showed that the respondents agreed with all the items, as shown by the mean scores, which are above 2.90 and in the acceptance threshold. The implication is that conflict affects the resources and materials for learning as well as the school infrastructure in the Jos Jarawa community.

Qualitative analysis

The qualitative analysis of the guided interviews conducted with two teachers across two public schools in the Jos Jarawa community provided insightful responses to the research questions. The teachers answered open-ended questions aligned with the research focus, and their responses were transcribed and analyzed.

Research Question One: The responses indicated that conflict significantly affects the academic performance of students. The teachers unanimously agreed that conflict disrupts school operations, distorts the academic calendar, and causes psychological trauma for students. These disruptions lead to poor concentration, reduced attendance, and a decline in overall student performance. Both interviewees emphasized that conflict brings instability to the educational environment, making it challenging for students to achieve academic success.

Research Question Two: Teachers highlighted the profound impact of conflict on their roles and productivity. Both respondents agreed that conflict limits teachers' ability to perform effectively, destabilizes their mental health, and reduces their overall efficiency. The teachers noted that the insecurity and stress associated with conflict hinder their focus and commitment, ultimately affecting the quality of teaching and learning.

Research Question Three: The responses revealed that conflict also adversely affects school infrastructure and learning resources. Teachers reported widespread vandalism of school buildings, destruction of classroom furniture, and the loss of critical learning materials. These damages create significant barriers to effective teaching and learning, with schools often struggling to provide a conducive environment for education. In summary, the qualitative findings illustrate that conflict disrupts students' academic performance, limits teachers' productivity, and damages school infrastructure, collectively undermining the overall quality of education in the Jos Jarawa community.

Discussion

The results indicate that conflict leads to the disruption of learning activities, psychological distress, displacement, school dropouts, loss of qualified teachers, and destruction of educational infrastructure. These findings align with the literature, which demonstrates that conflict disrupts the academic calendar, leading to inconsistent attendance and incomplete syllabi (UNESCO, 2019). Furthermore, psychological trauma from exposure to violence has been shown to impair students' cognitive functions, reducing concentration

and academic outcomes (Burde et al., 2017). Displacement due to conflict often results in increased dropout rates as students lose access to stable schooling environments (Save the Children, 2020). This aligns with Onyema et al. (2020), who noted that the destruction of school infrastructure during conflicts undermines students' learning processes by removing access to essential resources.

The findings also reveal that conflict disrupts teaching schedules, creates challenges in maintaining discipline, reduces access to teaching resources, and poses risks to teachers' safety while limiting professional development opportunities. These results corroborate existing research, which shows that teachers in conflict zones face increased workloads and insecurity, making it difficult to focus on their pedagogical roles (Tebah-Ewungkem & Tchamyou, 2021).

Additionally, limited access to teaching materials and infrastructure hinders the delivery of quality education (UNICEF, 2022). The psychological toll on teachers, often caused by personal trauma or the loss of colleagues, further diminishes their effectiveness in managing classrooms and facilitating learning (Winthrop & Matsui, 2019). The destruction of school buildings, vandalization of classroom furniture, damage to laboratory equipment, looting of library resources, and burning of administrative records were highlighted in the findings. These align with research by Nicolai and Triplehorn (2021), who found that schools are often targeted during conflicts, resulting in the widespread destruction of facilities and resources essential for effective teaching and learning. The lack of infrastructure has been noted as a significant barrier to achieving educational goals in conflict-affected regions (Global Coalition to Protect Education from Attack, 2020).

The major findings of this study are justified by their alignment with recent literature, which underscores the interconnectedness of conflict and education challenges. Studies have consistently reported that conflict exacerbates educational inequalities by undermining access, quality, and outcomes (UNESCO, 2022). For example, Burde et al. (2017) highlighted how prolonged conflict settings lead to lasting educational deficits, not only among students but also within the broader educational systems. These findings are further justified by the Global Education Monitoring Report (2020), which emphasised that addressing the impact of conflict on education requires a multifaceted approach that includes rebuilding infrastructure, providing psychosocial support, and ensuring the safety of students and teachers. The study's findings are consistent with the broader body of literature, illustrating the profound and multifaceted impact of conflict on education. These findings highlight the need for targeted interventions to mitigate these effects and ensure the continuity of quality education in conflict-affected areas like Jos Jarawa community.

Summary of major findings

The study's findings highlight the profound impact of conflict on secondary education in the Jos Jarawa community, affecting students, teachers, and school infrastructure. The major findings are as follows:

1. Conflict significantly disrupts students' academic performance by distorting the academic calendar, causing psychological trauma, and increasing school dropouts. The students are unable to concentrate effectively due to trauma and instability, leading to a decline in their overall academic outcomes.
2. Conflict undermines the roles and productivity of teachers. It disrupts teaching schedules, increases their workload, limits access to teaching resources, and destabilizes their mental health, thereby reducing their overall effectiveness in delivering quality education.
3. School infrastructure and learning resources suffer extensive damage during conflicts. Vandalism of school buildings, destruction of classroom furniture, and loss of

essential learning materials pose significant challenges to creating a conducive learning environment

V. Conclusion

In conclusion, this study has demonstrated the far-reaching consequences of conflict on secondary education in the Jos Jarawa community, revealing its detrimental effects on students' academic performance, teachers' roles, and school infrastructure. Conflict disrupts academic calendars, causes psychological distress, and leads to increased school dropouts among students while also destabilizing teachers' mental health, limiting their effectiveness, and reducing access to essential teaching resources. Additionally, the destruction of school infrastructure and learning materials further compounds the challenges, creating significant barriers to effective teaching and learning. These findings underscore the urgent need for interventions that prioritize educational stability, provide psychosocial support, and rehabilitate damaged infrastructure to ensure continuity and quality in education within conflict-affected areas.

Recommendations

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

1. Schools in conflict-affected areas should implement psychosocial support programs for both students and teachers to help mitigate the trauma and psychological distress caused by conflict. This support will enable them to better cope with the emotional and mental toll of the situation, thereby improving their overall performance and well-being.
2. Immediate efforts should be made to repair and rebuild damaged school infrastructure, including classrooms, administrative offices, and learning materials. This will provide a safe and conducive learning environment for both students and teachers, facilitating better educational outcomes.
3. Teachers should be provided with continuous professional development opportunities, especially in conflict-sensitive education methods. This will equip them with the skills necessary to manage classrooms effectively, even in challenging environments, and ensure the continuity of education despite disruptions.
4. Community Engagement and Peacebuilding: Schools should engage with local communities and stakeholders to promote peacebuilding initiatives that address the root causes of conflict. By fostering collaboration and dialogue, these initiatives can help prevent future conflicts and create a more stable educational environment.
5. Provision of Learning Materials and Resources: Efforts should be made to provide sufficient teaching resources and materials to schools, ensuring that both students and teachers have the necessary tools to support effective teaching and learning, even in the face of limited resources.

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