

EVALUATING THE ROLE OF LOCAL MEDIA IN REPORTING BARRIERS TO EDUCATION FOR CHILDREN IN IDPS CAMPS IN BENUE STATE

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Abstract

This study evaluates the role of local media corporations in coverage of educational barriers that affect children residing in Benue State's internally displaced persons (IDPs) camps. The study was anchored on agenda-setting theory and framing

theory. The research technique employed was the in-depth interview of both the media professionals, internally displaced persons, IDPs camps officials and humanitarian workers which establishes the magnitude and influence of reportage regarding educational matters. To determine the sample for this study, multi-Stage sampling techniques was employed to select respondents for this study. Data was collected and analyze by qualitative explanation building method of analysis based on research questions raised in the study was used to analyze responses from the respondents. Findings show that, Access to qualified teachers (certified educators), psychological trauma, safety and security, and lack of funding (financial support) are the barriers to education for children in IDPs camps. The research work also finds out that, local media particularly played the role of reporting barriers to education for children in IDPs camps such as raising awareness on issues affecting IDPs children; talking points about violence; revealing systemic issues that bear on the intractable nature of educational challenges in IDP camps, advocacy and mobilization as well as educational programming for IDPs camp children. The study therefore recommends that media should avoid using its platform to generate support and financial gain from IDPs the situation serves as a profit opportunity for those who exploit it through the media. Advocacy alongside sensitization are tasks that should involve the media and collaboration for humanitarian assistance for the importance of education for IDP children.

Keywords: Local Media, Education for IDPs Children, Educational Barriers, and Internally Displaced Persons (IDPs)

Introduction

Access to education has emerged as one of the metro pressing challenges faced by Internally Displaced Persons (IDPs) in Nigeria marching through Benue State. Conflicts are ongoing, and they are mainly related to ethnic clashes,

communal violence and insecurity, which have displaced thousands of people, of which a large number are children. The International Organization for Migration's Displacement Tracking Matrix (DTM) (2025) reported that there were approximately 27 Internally Displaced Persons (IDPs) camps, comprising seven (7) official and twenty (20) unofficial camps with estimated 500,182 IDPs in Benue State primarily due to longstanding farmers-herders conflicts and insecurity. The impact of the displacement on children's education in Benue State is significant. The children were unable to attend school nor gain basic education while residing in an IDP camp and will therefore have difficulties accessing education and even harder and more expensive to access and get a quality education. It has been a complex situation in crisis that calls for attention from the government, humanitarians and the media.

It needs to be stressed that the role of the media in bringing the plight of IDPs to the forefront, particularly with regards to education, is immense. As a means to get information out to the masses, local media remains a key exponent in the distribution of information, a platform used to shape discussions and raise awareness surrounding issues that affect the community, as well as policy-level decisions that impact the people (Adekola, Cirella, and Brownell, 2024). This information not only raises awareness of the educational challenges children are facing in IDP camps, it can also mobilize relevant governmental and non-governmental actors to provide necessary support/interventions in these settings (Aondover, Daushe, Ogunbola and Aondover, 2025).

Local Media are news media that serve a local community, city, town, or region. Notably they offer news, information and entertainment specifically catering to the needs and interests of the local community. Barwise and Picard (2020) viewed local media as media outlets that plays essential role in informing the public about community issues, offering a platform for local voices, and holding local

institutions accountable. Through news stories, features, radio broadcasts and television reports, local media outlets have been able to document and highlight issues such as inadequate infrastructure, insufficient teaching staff, trauma-related learning barriers and general neglect of IDP children's educational needs (Onah, Kante and Santas, 2024).

Internally Displaced Persons (IDPs) are ordinary citizens forced to flee their homes due to risk factors, seeking refuge within their country's borders. This displacement creates sudden needs for shelter, food, clothing, and social support, while also causing anxiety, uncertainty, and financial hardship. As a result, IDPs often struggle to cope in temporary camps or settlements, facing an uncertain future. According to Ezera and Oghenede (2021), the formal education system should receive a helping hand from the government and humanitarian organizations to ensure that children internally displaced have access to education. The ongoing marginalization and indulged IDP Benue state children from educational opportunities due to violence is a slippery slope; this scenario of an unwelcoming and enraged Nigerian IDP will not only be a limiting factor to certain opportunities for economic opportunities for them, but also will affect human resource deficiencies of the Nigerian states (Emelife 2023). The government supposed to provide the necessary knowledge, skills and attitudes for displaced children to be as independent and successful as possible after school (Human Rights Watch 2016).

In Benue State, where the numbers of the displaced is alarmingly high as a result of the incessant conflicts, the media's role is kindly crucial. Often, it is the local state media expectations: newspapers, radio stations and television channels that speak to those affected. However, little is known about the degree to which these media outlets report (cover) the barriers to education in IDPs camps and if their output conveys the urgency in addressing these challenges. Therefore, this study aims to examine the role played by

local media in reporting some of the barriers to education for children living in IDPs camps in Benue State.

Research Questions

1. What are the barriers to education for children in IDPs camps in Benue State?
2. What is the role played by local media in reporting barriers to education for children in IDPs camps in Benue State?
3. How often does the local media report the barriers faced by the children of IDPs in accessing education in Benue State?
4. What extent has local media reporting has prompted changes in policy or mobilized local and international action to education for children in IDPs Camps in Benue State?

Significance of the Study

This research work will pay special attention to how local media help to highlight the barriers faced by IDPs in both official and unofficial camps to raise awareness, and spur action among local governments, NGOs, and other actors.

The findings of this paper may spur policymakers to pursue more targeted efforts aimed at ensuring better education access for IDPs children, and directing resources to the most underserved areas.

The research could also empower local communities and media outlets to call for needed interventions to ensure displaced children's education is supported.

It serves as a contribution to existing body of knowledge and adds to literatures that will be springboard for further studies.

Lastly, Government at all levels (such as Federal, State and Local) will find the results of this research highly useful by looking for measures that will put in place to find lasting

solution and ending the in suicide killings as well as returning the IDPs to their ancestors homes.

Literature Review

The concept of Local Media

Local Media refers to media outlets providing information which is relevant to particular geographical area or communities constitute local media organizations. These outlets contain newspapers along with radio and television networks as well as digital platforms. Ali and Puppis (2020) stressed that the democratic functioning necessitates local media because these outlets support community interaction and maintain governmental accountability in local communities. Local media exploit their position to monitor local affairs and provide community development services. According to Nielson (2020) they created content that specifically targets local community members helping to maintain social cohesion throughout their neighborhoods. As the sole source of local governance and problem-oriented information local media allow residents to express themselves freely in their communities. In the same vein Fletcher (2020) local media achieve high levels of audience trust which national outlets generally do not match. The readers and listeners trust local news sources because these local media outlets maintain independent positions combined with their localized reporting approach.

Benue State, located in the North Central region of Nigeria, has a thriving media ecosystem composed of local radio stations, newspapers, and online platforms. Its outlets generally focus on regional news, cultural coverage, political developments and social issues important to the state's residents.

1. Local Radio Stations:

Radio Benue: A government-owned radio that is among the leading sources of news, entertainment, and public

information in Benue. It spans a broad range of topics, such as politics, agriculture, education and health while often reflecting the state's cultural diversity.

Other Private Local Stations: Numerous radio stations like Joy FM, Ashiwaves FM, Sun Rays FM, Brothers FM, Sound Smith FM, and BSU FM offer comparable programming, frequently with an even deeper focus on local events, entertainment, and community matters. That radio station generally presents listeners with talk shows, music and local community-based programs.

2. Newspapers:

The Voice Newspaper: This is one of the most prominent newspapers in Benue, covering a wide spectrum of issues affecting the state. It often hones on political developments, security matters, and social issues like education, health care and infrastructure.

Benue State Printing and Publishing Corporation: The official publishing arm of the state is The Benue State Bulletin, which essentially serves as a channel for informing the public on government policies and developmental activities, but which also carries local news.

Local newspapers: Local newspapers such as The Nigeria Today, The Nigeria Observer and The Benue Tide usually cater more towards the agricultural industry in the state (Benue is dubbed the "Food Basket of the Nation"), land dispute issues, political dynamics, and human interest stories.

3. Online Platforms:

There are many online news portals and blogs that focused on Benue state. Some of them are Benue news, Benue Reporters and TVC news Benue which provide news on politics, events and other happenings in the state. These platforms are increasingly having a powerful impact as they offer quicker and livelier coverage than traditional media.

Most residents and community leaders also use social media platforms, particularly Facebook and Twitter, to relay news and updates about Benue State, making the platforms another key source of local news.

Appraisal of Local Media in Reporting Barriers to Education for Children in IDPS Camps

The Media landscape of Benue State as discussed above gives a general understanding of the different types of platforms from print to electronic and broadcast that inform, engage and entertain the people of the State and could report enough on education and children in IDPs camps in Benue State.

The local media can play a crucial role in addressing educational challenges and have a multiple role in raising awareness, investigating root causes, advocating for solutions and supporting educational initiatives in IDP camps. Here's a look at the various ways local media can affect the situation:

1. Raising Awareness:

Local Media and Coverage of Educational Barriers:

Media outlets play a crucial role in shedding light on the hurdles that children in IDP camps face in accessing education, with local news particularly focusing on these barriers. They include poor access to quality education, overcrowded schools, poorly resourced teaching materials and the toll on children's mental health from being displaced because of conflict or disasters. Such coverage can range immensely, depending on the geographical location and the degree of displacement crisis.

Specific Barriers: These reports generally point to the most pressing barriers — no infrastructure, not enough trained teachers and the economic burden on families which makes education a lower priority. There, the media highlights the emotional and psychological battle children have to endure due to trauma — and this affects their ability to learn.

Talking points: Reports of such violence can look like data points in a larger pattern of violence, leading local populations to see such reports as part of a continuum of abuse to be addressed, but responses from authorities can often be inconsistent. Under good circumstances, the government may respond by allocating more resources to IDP camps, or paying more attention to these communities; however, such acts aren't as common, as media et al. exposure doesn't always correlate with a rapid governmental response or systemic change.

2. Highlighting Deeper Context: Local investigative journalists often have an important role in revealing systemic issues that bear on the intractable nature of educational challenges in IDP camps. These can involve mismanagement of aid, diversion of resources due to corruption, or early neglect by government bodies. Investigative journalism can reveal examples of local officials, NGOs, or international aid organizations that mismanage (or misdirect) education funds.

Effect: Investigative reporting can be very effective — and often leads to public outrage, and sometimes government investigations or policy changes. But the impact of such investigations can be limited by the political context and by the extent to which the media can operate without reprisal or censorship.

3. Advocacy and Mobilization:

Internal Advocacy: Well, local media outlets like Radio Benue Makurdi, Joy Fm, Sun Rays Fm, Ashiwaves FM, Nigerian Today, and Benue Tide for example can advocate significantly to tangible solutions for the educational difficulties inside IDP camps. This covers lobbying for more government funding, improved infrastructure and the expansion of education programs for displaced children.

Mobilizing Action: Media advocacy can also encompass calls to action to the local populace to support educational efforts of IDPs, whether that will be through donations, volunteerism or on-the-ground, grassroots movements. Media

may also facilitate public forums, campaigns or petitions in order for local policymakers, or international bodies involved in providing aid to refugees and IDPs to be influenced.

4. Educational Programming:

Local media have created educational programming in some areas to assist children in IDP camps. This may include:

Information Creation and Dissemination about Needs and IDP Children: Awareness Campaigns: Media campaigns focused on raising awareness of the importance of education for IDP children such campaigns can highlight the benefits of educating out-of-school children in the long run, and call for support from local communities, NGOs and government authorities to support such displaced children. If traditional schooling is not an option, local media can collaborate with educational organizations to deliver educational content through online learning platforms or broadcast lessons on radio or TV. This is even more critical when you do not have physical schools open as a matter of safety or lack of infrastructure.

Promoting Collective Action: Local media can organize community events that include displaced children, such as sports or cultural activities, as these foster healing through re-integration into the community and promote a sense of normalcy.

Tackling the challenges in Educational programming – Some of these programs may have limited the reach and the impact due to lack of technology, internet access or resources in IDP camps. When these programs work, however, they can provide a lifeline to children who otherwise are cut off from traditional schooling.

Conceptualizing Education for Internally Displaced Children

In Nigeria, the internal displacement of people has always been a challenge. While several factors contribute to

these events, religious radicalism and ethical conflicts remain major triggers of violent conflicts (Mohammed 2017). Since 2009, Book Haram's violent onslaughts have driven nearly two million people from their homes. Between 2005 and 2024 fights between farmers and herders have assailed circa 9,000 civilians lives, several hundred thousand more displaced (Meagher, 2014; Kindzeka, 2024).

About 60 % of Nigeria's IDPs are children (United Nations International Children's Emergency Fund [UNICEF] 2020). 1 in 4 are under the age of five, and many live in camps. These children are vulnerable to malnutrition, assault and abuse. Furthermore, they lack other human rights such as proper housing, health care, or education (Internal Displacement Monitoring Centre [IDMC] 2019a). Duru (2024) affirms that education for displaced children faced a major setback due to the lack of writing utensils, teaching materials, certified educators, and structured classrooms. Host community schools that may provide education usually segregate children that have been displaced. Displaced children are forced to pay higher fees to the schools. As a result, many displaced children are unable to attend school. This occurs even though the Universal Basic Education Commission has a dedicate project section specifically charged with teaching children in desperate situations, such as resettlement internally (Global Education Monitoring Report Team and Internal Displacement Monitoring Centre 2020).

Challenges do not end there. Many families live paycheck to paycheck. Schools in host communities often discriminated against IDP children by other communities (Adelakun 2021). According to a report from Valenti (2022) one key problem is lack of funding. This is particularly true for households displaced in Northern Central Nigeria that are stretched thin financially. According to the literature, the majority of IDP children who go to school post-displacement do not receive any financial support (United Nations

International Children's Emergency Fund [UNICEF] and Internal Displacement Monitoring Centre [IDMC] 2019; Ezera and Oghenede 2021). This leaves IDP children and families in a position of heightened risk.

Ogunsakin (2024) conducted a study On Optimizing inclusive quality education for internally displaced children in Nigeria. The study utilizes a qualitative approach, reviewing secondary sources such as articles, journals, and government documents. Finding shows that the challenges to education for children in IDP camps are: Resolving failure to collect recent and accurate data on children living in IDP camps, Familiarity with instructional tools and techniques, Lack of adequate training and re-training on inclusive quality education, and Insufficient funding. Other difficulties consist of economic struggles, state abandonment, violence, lack of visibility. The study concludes with recommendations for governments and international organizations to invest in and optimize inclusive education for displaced children, not only in Nigeria but worldwide.

Barriers to Education for Internally Displaced Children

Based on the reviewed literatures above we can rightly postulate that children living in Internally Displaced Persons (IDP) camps experience numerous obstacles that severely obstruct their opportunities to receive education, live securely, and heal from trauma. Here are some of the most common barriers or challenges:

Infrastructure (lack of classrooms, school materials): The infrastructure available in most of the IDP camps is inadequate or poorly equipped for any educational activities. Schools might lack adequate classrooms or be crowded, with different shifts of children sharing the same facilities. Books, stationery, technology and other key school materials in urgent short supply; interrupt learning opportunities. In some situations, students are made to attend the classes in

temporary tents or open spaces, which is not a proper environment for studies.

Limited Access to Qualified Teachers: Limited access to qualified teachers is a significant problem in IDP camps. These teachers might not have gotten appropriate instruction, or they may be employed in over-crowded or under-resourced environments. In some cases, even the teachers themselves might be displaced people, struggling to teach effectively due to language barriers, trauma, or lack of support and resources.

Psychological Trauma: The children living in IDP camps had witnessed violence, loss of family members and were forced to leave their homes. This trauma can take many forms such as anxiety, depression, and post-traumatic stress disorder (PTSD). These mental health challenges can hinder their ability to concentrate in school, establish peer relationships, or manage the stress of living in a camp setting. And mental health support services are sparse, if available at all.

Safety and security: One major challenge for children in IDP camps is safety. These camps are generally overcrowded, and the risk of violence, exploitation, and abuse is often high. Children are also vulnerable to trafficking, forced recruitment in armed groups, and physical and sexual violence. In some camps, limited security measures can leave children particularly vulnerable to these threats, thus also preventing them from accessing education and social support systems.

Disruption of Family and Community Life: Where families are displaced, family life is disrupted. For some, parents can't even provide basic needs, for others there is separation from caretakers or family members. This can be emotionally and socially distressing, leaving children with lack of stability and support needed to flourish. Moreover, IDPs residential facilities do not often provide stable community

structure that reinforces children's sense of belonging and cultural continuity.

Lack of Government Assistance and Intervention: The assistance by government in IDP camps is not up-to-the-mark as there are very few resources spent or available for education, healthcare, and social services. Governments may be locked out from functioning effectively because of political or resource constraints. Absence of effective state intervention will endanger children and deprive them of the services they need to recover from displacement and to build a better future.

These barriers are compounded, and undermine the environment of children who are in IDP camps. Equipping people to better navigate these challenges calls for multi-faceted solutions, investment in infrastructure, education, psychological support and enforced protection mechanisms, and a collection of governments, humanitarian organizations and local communities working together effectively.

Internally Displaced Persons (IDPs)

The internally Displaced Persons are people who leave their homes due to violence or natural calamities or human rights abuses and stay within their own country without crossing border lines. The international humanitarian dialogue focuses heavily on IDP situations because of the urgent conditions that children experience in these refugee camps. The exclusive risks that children face within these areas require urgent attention because their circumstances diverge from those of adults while demanding specialized assistance. Save the Children (2021) laments that quality education remains the most serious problem for children living in IDP camps. The school systems of displaced kids get entirely interrupted because the camps do not have enough space or resources for them. Experts from the Education Cluster found in (2021) highlights that only 63% of children (students)

displaced during emergencies can attend inadequate education in camps due to classroom overcrowding, and limited teaching staff. Moreover, the displacement related psychological trauma causes stress that makes learning difficult for children increasing their educational disadvantage. According to Drydren-Peterson (2021) education is essential for children since it protects their basic rights while helping them create a new life despite their displaced condition.

Theoretical Framework

This study was anchored on Agenda Setting Theory and Framing Theory.

Agenda Setting Theory is adapted in Framing Theory. Both theories speak about how media shifts viewers' focus from the significance of a problem to what it wants to portray and how this is utilized to determine the impact of media (Bajrachaya, 2018). Essentially, whereas framing theory is based on the notion that the media draws attention to certain events by given them attention and subsequently contextualizing them (Mass Communication theory (online) quoted in Arowolo, 2017), agenda setting implies that the general public is more inclined to see or view a topic as significant the more attention it receives from the mainstream media on a particular incident (Drew, 2022). The Agenda Setting and The Framing theories are relevant to this research paper because the theories have commonalities with the current study. The study is about the role of the media in reporting the barriers to education for the children in IDPs camps in Benue State. The media set agenda of discussion for the IDPs in the camps and framed the opinions of the governments and publics as well as influence agenda for the humanitarian workers.

Methodology

Effectively evaluating the role of local media in reporting barriers to education for children in IDPs camps in

Benue State, the research adopted explanatory in-depth interview method. This approach enabled the researcher to generate qualitative data and generalize the result on the entire population. This research design was very important to this study because in-depth interviews sought to obtain resource person's expert opinions with wealth of detailed information that could provide some light and views about reporting barriers to education for children in IDPs camps in Benue State. It also a platform for the researcher to study kind of media coverage to IDPs camps generally in Benue State in their natural settings in order to ascertain their responses and dispositions towards the topic in view.

To determine the sample for this study, multi-Stage sampling techniques was employed to select respondents for this study. Stratified Sampling techniques, Cluster Sampling, Purposively Sampling and Random Sampling techniques were used. This technique, according to Chukwuemeka (2002) in Orya et al (2025) requires the use of several sampling techniques/stages in a particular method for ensuring true presentation, especially when the population is large complex. Stratified sampling technique was used in this study because the sample population was segmented into different senatorial districts call strata. Benue State was stratified into three senatorial districts; Benue North East, Benue North West, and Benue South respectively. Osuala (2007) in Orya et al (2025) notes, that this involves dividing the population into separate strata on a sample technique assumed to be closely associated with the variables under study. Cluster Sampling techniques was used to select media Practitioners, internal displace persons, IDP camps official, and humanitarian workers in Benue State. Purposively sampling techniques was adopted to select local media outlets (Newspapers, radio, and television) that frequently report on the IDP camps issues and education barriers in Benue State namely: Radio Benue, Benue Tv, Joy Fm, Ashiwaves FM and Voice Newspaper. The researcher use Random sampling techniques to select local media outlets

from three (3) senatorial districts in Benue State namely: Benue North East Ashiwaves FM, Benue North West Radio Benue Makurdi, Benue TV and Benue Voice Newspaper and Benue South Joy FM respectively. Data was collected and analyze by qualitative explanation building based on research questions raised in the study was used to analyze responses from the respondents.

Therefore, in-depth interview was conducted on 20 individuals being members of the media practitioners from the five (5) selected local media outlets, internal displaced persons, IDP camps officials and humanitarian workers across the camps to bring out the views of the persons on the topic in view. Their responses were captured and later transmitted using the phone voice recorder and later transcribed into writing, while e-mail responses were downloaded and transcribed in to writing.

Presentation of Results

Question 1: What are the Barriers to Education for Children in IDPs Camps in Benue State?

Through the in-depth interviews with internally displaced persons (IDPs) across the sampled IDP camps in Benue state, the study gathered firsthand account of the educational barriers faced by the IDPs children, including Limited access to educational resources, lack of infrastructure (lack of classrooms, school materials and sanitation), limited access to qualified Teachers (certified educators), psychological trauma, safety and security, and lack of funding (financial support).

Question 2: What is the role played by local media in reporting barriers to education for children in IDPs camps in Benue State?

During the interview with journalists of the sampled local media outlets in Benue State, participants highlighted the critical role these platforms or media have played in

bringing the attention to the persistent barriers to education faced by children in IDP camps, with local news particularly focusing on Raising awareness on issues such as poor access to quality education, overcrowded schools, poorly resourced teaching materials and the toll on children's mental health from being displaced because of conflict or disasters; Talking points about violence leading local populations to see such reports as part of a continuum of abuse to be addressed, but responses from authorities can often be inconsistent; Revealing systemic issues that bear on the intractable nature of educational challenges in IDP camps like mismanagement of aid, diversion of resources due to corruption, and neglect by government bodies. Advocacy and Mobilization as well as Educational Programming by collaborate with educational organizations to deliver educational content through online learning platforms or broadcast lessons on radio or TV.

Question 3: How often does the local media report the barriers faced by the children of IDPs in accessing education in Benue State?

Through the interview with local media in Benue state the participants' journalists jointly concurred that their media organisations do not provide frequent standalone reportage or coverage of IDP camps, "we do ensure to report on significant developments, especially when the Governor, government officials, or humanitarian agencies visit to offer support. Our focus in these instances is to highlight the assistance being provided and draw attention to the ongoing needs of the displaced persons."

Question 4: What extent has local media reporting has prompted changes in policy or mobilized local and international action to education for Children in IDPs Camps in Benue State?

Through the in-depth interview with the sampled respondents, responded to the above question four that their extent to

which their reporting on the educational needs of IDPS children has likely influenced policies, often brings the attentions to critical issues, prompting government responses such as increased funding, humanitarian responses, policy reform and government accountability

Discussion of findings

The result of the findings on research question one which sought to find out the barriers to education for children in IDPs camps in Benue State, during the in-depth interview with multiple internally displaced persons (IDPs) residing in temporary camps consistently lamented that their children lacked access to good quality education during intensive interviews. Most of the participants explained that the camps learning centers remains overcrowded with multiple classes facing limited resources such as sitting space while students occupy carpeted floors without teachers sometimes. The displacement experience has caused these children to detach from their studies due to emotional distress according to the parents of the internally displaced children. Living in the camp deprives children of emotional guidance as well as educational assistance to help them adapt.

Parents expressed multiple educational challenges because their children lacked school materials and trained educators and lacked consistent educational content. One of the participants, a teenage girl admitted her desire to pursue nursing but she believed current circumstances made the impossible task of education and proper training for her career path. The recorded statements emphasize that IDP camps urgently require well-organized educational systems to stop the creation of an entire lost generation. This finding corresponds with Ogunsakin (2024) shows that the challenges to education for children in IDP camps are: Resolving failure to collect recent and accurate data on children living in IDP camps, familiarity with instructional tools and techniques, lack of adequate training and re-training on inclusive quality

education, and insufficient funding. Other difficulties consist of economic struggles, state abandonment, violence, and lack of visibility. In the similar vein Duru (2024) affirms that education for displaced children faced a major setback due to the lack of writing utensils, teaching materials, certified educators, and structured classrooms. Host community schools that may provide education usually segregate Children that have been displaced. Displaced children are forced to pay higher fees to the schools.

Another finding revealed the role played by the local media in reporting barriers to education for children in IDPs camps in Benue State. Based on the interview from the both parties; the media and the internally displaced persons across the sampled IDPs camps in Benue State, there were variation of their side of the story from that of the media. The media highlighted the critical role they have played in bringing the attention to the persistent barriers to education faced by children in IDP camps, with local news particularly focusing on “Raising awareness on issues, talking points on violence and insecurity, education programmes among others” while some internally displaced persons (IDPs) expressed dissatisfaction with the media’s coverage of issues in IDP camps, feeling that despite some awareness creation efforts, the attention given to their plight, particularly regarding education barriers, is insufficient and does not adequately reflect the severity of their situation.

Based on results from the research interview, the local media mostly used news articles to attract both readers and members of the public attention to IDPs events and concerns. The news organizations functioned as news providers and included reports about IDPs but did not emphasize their impact. The issue remained about the amount of needed impact achieved by these news articles. The initial communication of facts failed to achieve a significant impact on the IDPs following the basic presentation. Stories which catch the reader’s eye along with their attention will

automatically spark the intuitive wittiness of reporters as well as the media houses they represent since they serve as a going concern with profitability and sustainability. Media display their ingenuity through the keen perception of their report staff. It is this ulterior that the media constantly pursues IDP coverage as their primary human-interest motive. Further, it is decoy that the focus moves away from what should be the main audience of media frames which are IDPs. The narratives bypass readers and listeners directly to government bodies as well as NGOs and philanthropists and various other participating actors. This situation undermines the genuine worries of IDPs revolve around their empowerment in addition to their welfare needs and their return to their homes. The economic conditions keep deteriorating for the internally displaced persons and their children.

This aligns with Ibrahim and Gujbawa's (2017) argument that the frameworks applied to IDP research did not examine issues that would create strategies to effectively reduce or handle fundamental problems which guarantee lasting solutions. The media coverage failed to showcase vital problems which could lead to both short-term and long-term solutions for addressing root problems regarding IDPs. Short-term interventions need to be accompanied by medium- and long-term solutions in the assessments of these persisted problems of IDPs. In a agreement with Ibrahim and Gujbawa's (2017), Mirgisa (2019) notes that mostly reports and analysis of news related to displaced populations (IDPs) contained by the news outlets covered heavy use of government official statements while discussing IDP topics. Mezentsev and Kuznetsova (2022) argue that media outlets primarily focus on presenting the problems facing internally displaced persons as recipients of help but they mostly ignore more intricate issues involving their human rights alongside trauma, adaptability and sense of belonging.

Major news events serve as a springboard for more discussion on contentious and bothersome topics; such as the

humanitarian plight of internally displaced people (IDPs) emerged from natural and anthropogenic disasters. While research conducted by International Organisation for Migration (IOM, 2023) affirmed that the majority of Nigerian forced displacement results from manmade causes. The research of the IOM backs these findings on the persistently and extended protracted struggle between farmers and the farming community identified suspected Fulani's herders as responsible for the violent incidents throughout the Benue State.

The study was also carried out to determine how often the local media report the barriers faced by the children of IDPs in accessing education in Benue State. Finding shows through the interview with local media in Benue state the participants' journalist jointly concurred that their media organisations do not provide frequent standalone reportage or coverage of IDP camps. Ode (2018) postulates that Information is a raw material for the development of both urban and rural communities. Socio-economic and political development of any nation depend largely on its facility to recognize when information is needed and ability to acquire, access, disseminate and effectively use the needed information. Butta (2009) in Ode (2018) on rural dwellers indicates that access to information is a vital key in maintaining active and independent lives among the rural dwellers/ internally displaced persons (IDPs) and children. Access to information is critical because it creates awareness for the people to become conscious of their social entitlements such as the provision of basic human needs like water, food and shelter and other social amenities and available sources of support to overcome their social exclusion. There are no human conditions where information is not a key component. Even in the IDPs' present precarious conditions, information is needed. Indeed, their information needs are very crucial in the effectiveness of the government performance to address their immediate social amenities. The success of the governments

in meeting the IDPs' human needs depend largely upon the availability of information on the human needs of the displaced persons.

IDPs become negligible because of their poor influence on matters that affect them. Decision-making processes regarding IDPs and their children happen without their involvement which is of significant importance. This can also mean that the IDPs are treated with contempt face either intentional or unintentional degrading attitudes because of their lack of say in important matters. The Benue IDPs were denied the opportunity to express their meaningful thoughts regarding matters that affected their human dignity. The inferred meaning shows that the IDP population throughout the nation lacks express participation opportunities in critical matters.

Research indicates that displacement happens as an inevitable conclusion of consistent conflicts and crisis of banditry and suspected Fulani's herders invading Benue innocent citizens. Great numbers of displaced people had lost property because of escalating conflicts that make people move between danger zones and safer areas. The populations seek refuge by moving from unsafe regions to security areas. The unfortunate conditions lead naturally to automatic IDP status. Insecurity creates an inborn relationship with displacement that the victims require focus on their restoration together with finding solutions for this country-wide disaster. The main cause of displacement exists while the emergency response must combine both humanitarian and security response. The emergency situation requires this status change because it compels them to move away from their homes. When they left their homes spontaneously they lacked readiness for the resulting situation. This migration develops because of unpredictable events such as feeding requirements along with housing (shelter), clothing demands and health and children's necessities.

Conclusion

Benue State and the North Central regions at large suffered from increasingly frequent random attacks by bandits and suspected Fulani's herders. IDPs face a pandemic that killed people and left considerable damage to properties and induced homelessness. Residents of IDP camps obtain their temporary shelter from authorized government camps but some different groups set up impromptu living arrangements. These homeless people face potential new exposures to threats during their displaced state. The victim children faces dual threats of rape alongside suffering from poor access to quality education, overcrowded schools, poorly resourced teaching materials and the toll on children's mental health from being displaced because of conflict or disasters, malnourishment and poverty, Poor hygiene, and forced adolescent marriages.

The combination of deadly health risks and numerous deaths along with diseases presents itself within these camps. Those who should protect crying mass victims of displacement instead contribute to their suffering through unwanted actions. These distraught people with their children receive no security protection from their servicemen. The safety providers among these Nigerians function as members of the very same population base.

There exists someone who uses current societal issues to gain personal advantage through system abuse. This corrupt people take advantage of the current unfavourable conditions facing internally displaced Persons by converting or misappropriating relief supplies or donations intended for internally displaced people for their personal use. The situation represents a case where relief cantidad becomes accessible as well. Multiple government organizations store relief items in their warehouses until they become unusable.

The media, particularly local media outlets, have an obligation. News reports alone are insufficient because news organizations must go deeper by developing solutions within

their pages. This initiative would also entail developing innovative ideas to spark new conversations within media pages that produce practical solutions for integration. Such practical solutions should emerge from their media investigations to assist internally displaced people.

Given the findings of this research work and conclusions reached, the following study recommends that media campaigns should focused on raising awareness of the importance of education for IDP children such campaigns can highlight the benefits of educating out-of-school children in the long run, and call for support from local communities, NGOs and government authorities to support such displaced children.

Local news media organizations should recognize IDPs as true experts who possess intimate knowledge about the matters affecting them. The media uses third party non-IDPs as experts for reporting despite the fact that IDPs themselves are the main affected individuals. External experts provide professional advice to the society but IDPs remain treated as objects rather than subjects of their issues. When their societal issues appear in media reports IDPs remain nothing more than objects of their own problems. They are the residents lack the right to declare ownership of their issues (i.e. self-belonging). This is the phenomenon exists in the overall negative way people treat IDPs.

As dignified men and women with children faces this unfortunate situation, the sanctity of the demonstration of human dignity needs to take place in every media interaction. Media outlets create a generic classification of people who live in camps by using the term IDP. Internet or print media organizations should acquire information regarding personal attributes like names, and occupation during interviews and news reportage. Rather the local media outlets which I refer to as newspaper, radio, and TV should be utilized properly rather than allow negative stereotyping.

The population in refugee camps faces discrimination through labeling processes. The media should pay enough attention to this matter. Instead the media should avoid using its platform to generate support and financial gain from IDPs the situation serves as a profit opportunity for those who exploit it through the media. Advocacy alongside sensitization are tasks that should involve the media and collaboration for humanitarian assistance.

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