

## ASSESSMENT OF THE PROVISION OF BASIC EDUCATION SERVICES FOR INTERNALLY DISPLACED PERSONS IN MAIDUGURI, NIGERIA

**Emenike J Umesi Ph.D. CEM®**

### ABSTRACT

The study investigated the extent to which Basic education services intervention programmes is being implemented for the internally displaced persons (IDPs) in the camps in Maiduguri, Nigeria and to also find out how these programmes have been able to meet the needs of the affected persons. To achieve this objective, three research questions were raised. The sample are 250 respondents that are selected from a target population of 45,019 displaced persons in eight (8) IDP camps in Maiduguri, Borno state, through proportionate stratified random sampling. A questionnaire titled “Educational Services Intervention Programmes Questionnaire” (ESIPQ) was used for data collection while a structured interview was also used for additional information gathering. The study concludes that these services are available in the camps but require a lot of improvement and effective coordination for the full benefits to be realized at their various locations.

**Keywords:** Basic education, Internally displaced persons, Boko Haram, Displaced minors, North East.

### INTRODUCTION

The management of conflict driven internal displacement is slightly different from the situation when it is natural hazard induced. The conflict-induced displacement affects women, children, the elderly, people living with special needs, and the handicapped just as they are the most vulnerable when hazards such as floods, fires, earthquakes and windstorm transform into rapid onset disasters. The living conditions of the surviving

poor become more desperate after such disasters have taken place. (Umesi 2016) In the last five years the Boko -Haram insurgency in Nigeria and its neighbors on the fringes of the Lake Chad has left the lives of the inhabitants of the lake chad region in dire straits.

According to the official definition, “Internally Displaced Persons are persons or groups who have been forced or obliged to flee or leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or human-made made disasters, and who have not crossed an internationally recognized State border” (UN Guiding Principles on Internal Displacement, 1998)

The result of these disasters, both natural and human induced is that human lives are lost, means of livelihood for families either suffer a huge set back or is lost to the uncertainties resulting from the upheavals. The poor are worst hit and are most vulnerable in these circumstances. During the period of disaster, every effort made to mitigate the effect is thwarted by the collapse of public infrastructure and utilities.

### **Basic education and internally displaced persons**

Principle 23 of the Guiding principles on internal displacement in UN (2001) states that every human being has the right to education. <sup>[1]</sup><sub>[SEP]</sub>In view of the above, education can be seen as one of the most critical provisions for the displaced and is the best legacy a nation can give to her citizens especially the youths, women and other vulnerable persons. This is because education is very important in the development of any nation or community. Education is the process of transmitting what is worthwhile to members of the society. According to Okafor (2011) Education embraces all those

experiences of the individual through which knowledge is acquired and intellect enlightened. All these forms of education cannot be achieved without the influence of the family.

In the words of renowned educator Maria Montessori, "Establishing lasting peace is the work of education; all politics can do is keep us out of war." Education not only impacts individual students, but it can transform communities as well. By increasing educational levels in a community, it opens doors for economic development, health awareness, poverty reduction, community safety, greater civic involvement, and other transformational changes. Education itself is not a singular goal; rather it should be viewed as the tool towards multiple goals. However, there is much work left to be done to provide adequate educational and vocational programs for internally displaced persons (IDPs), particularly those in situations of protracted displacement. The impact of most crises can continue to be felt for years afterwards. In order for these internally displaced communities to prepare for rebuilding their lives, communities, and in many instances, their countries, greater emphasis must be placed on providing access to quality education during the period of displacement.

During the past five years, complex humanitarian emergencies became the order of the day and the resultant consequences created the growing interest in multicultural education in the North East Zone. By the year 2014, Boko Haram insurgency had left large numbers of the population of Adamawa, Borno and Yobe states in IDP camps. Most of the displaced were from different ethnic groups in the three states of the North Eastern Nigeria (National Emergency Management Agency (NEMA), 2014).

Kadiri (2007) in his study on the relevance of education to internally displaced persons in Borno state using two IDP camps revealed that education significantly affects the adjustment of internally displaced persons to normal life. *Education is particularly important for returnee children* who will often have missed several years of formal and structured schooling. Article 13 of the Covenant on Economic, Social and Cultural Rights recognizes the right to education for everyone — particularly compulsory and free primary education. The UNESCO Convention against Discrimination in Education also prohibits discrimination at all levels of education.

The researches carried out by Banks (2008), Badau (2012) and Robertson & Breiseth, (2008) confirmed that it is only through multicultural education that children can cope with displacement situations. According to Anderson & Madigan (2005) children exposed to violence, and aggressions need to be educated in basic societal values, to develop a sense of respect towards each other and other populations and banish prejudices in order to live in a mixed community, thus reducing tension. (IIEP-UNESCO, 2006).

INEE (2004), UNESCO(2006), UNICEF(2006), and Sinclair (2003) grouped the principles of managing education programmes under emergency situations into inclusion, teachers, curriculum, and coordination of education policy. These principle are presented in form of standards that must be met or that can be measured as indicators of success in managing multicultural education programmes under emergency situations. The principle is that education should be “inclusive” and whether the standard or indicator would be inclusive can be observed with success in the ongoing multicultural education programmes.

As stated in the *Handbook for the Protection of Internally Displaced Persons* published by UNHCR: “Peer-to-peer violence, corporal punishment, sexual abuse or exploitation, lack of qualified staff, and inadequate monitoring and supervision within the education system, can discourage children and adolescents from attending school and contribute to high drop-out rates (Agbotte, 2004). Additionally IDPs may be faced with traveling significant distances to attend school and can face threats to safety en route such locations as landmines or armed recruits.

The longer-term impacts of education in times of crisis, especially in relation to restoring a sense of normalcy and working toward employment opportunities, are largely compromised when educational attainment is not formally recognized. The availability of these opportunities within the confines of the internally displaced persons camps or host communities is very vital in the present circumstance.

### **Research Methodology**

The qualitative research design is used for this study. This design helped the researcher use interviews, and structured questionnaire to ascertain the extent to which basic education service is being rendered to the affected persons. The population of the study consists of the **45,019** internally displaced persons located in eight (8) camps in Maiduguri according to the displacement matrix of the Internal Organisation for Migration (IOM) and the National Emergency Management Agency (NEMA). The proportionate stratified random sampling method was used to select 250 respondents, out of which 243 respondents finally participated. To carry out this study 3 research questions were raised.

The research questions are as follows:

1. What types of basic education services are being rendered in the camp?
2. Which organizations are rendering these basic education services in the camps?
3. To what extent has basic education programmes for children been provided in the camp for the internally displaced persons? A questionnaire titled “Educational Services Intervention Programmes Questionnaire” (ESIPQ) was used for data collection while a structured interview was used for additional information gathering.

#### SELECTED CAMPS AND POPULATIONS IN MAIDUGURI, BORNO STATE

	<b>Camps</b>	<b>No. of families</b>	<b>Population</b>	<b>Sample</b>
1.	Christian Association of Nigeria Centre	932	7, 897	44
2.	Arabic Teachers College	1,568	8,034	45
3.	Teachers Village	3,479	9,268	51
4.	NYSC Camp	1,100	4730	26
5.	Mogolis Camp	300	2,300	13
6.	Bakasi Camp	832	5,748	32
7.	Shehu Sanda Kyarimi Camp	568	2,028	11
8.	Goni Kachallari Camp	500	5014	28
	<b>Total</b>		<b>45,019</b>	<b>250</b>

NEMA (2017)

## Findings and Discussion

Research questions 1 and 2 were answered using structured interviews in the camps with the respondents, while the third research question was answered using the questionnaire.

**Research Question 1:** The respondents agreed that the primary schools and psychosocial activities are the only basic education services that are present in the camps. They believe that these two services actually covers the basic education service available to the displaced persons in the camp. They also agreed that most of the children in the camps are also attending school for the first time.

**Research Question 2:** The respondents listed the names of organisations involved in rendering these services to include Nigerian Red Cross, Presidential Committee on the North East Initiative (PCNI), National Emergency Management Agency (NEMA) & Borno State Emergency Management Agency (BOSEMA), and United Nations Children Education Fund (UNICEF), and other NGOs in the camps. They explained that these organisations play the roles but PCNI, NEMA and BOSEMA are the key organizations providing the services.

**Research question 3:** This was answered using results from a questionnaire eliciting responses on the extent basic education services for children been provided in the camp for the internally displaced persons. The data presented on Table 11 was used to answer this research question. The analysis presented on Table 11 showed that 165 respondents (68.00%), 56 (23.00%) and 22 (9.00 %) said Yes, No and No response respectively on item 1; 128 (52.50%); and 72 (29.68%) and 43 (17.82%) said Yes, No and No response respectively on item 2; 72 (29.43%); 133 (59.64%) and 38 (15.93%) said Yes, No and No response respectively on item 3; 26 (10.68%), 178 (73.21%) and 39 (16.11%) said Yes,

No and No response respectively on item 4 and 48 (19.71%), 119 (48.93%) and 76 (31.36%) said Yes, No and No respectively on item 5, while 56 respondents (23.04%), 177 (72.80%) and 10 (4.11%) said Yes, No and No response respectively on item 6.

TABLE 11

Provision of Basic Education

Item	Statement	Yes	Yes%	No	No%	No Response	No Response%
1	Do you have any form of schools in the camp here?	165	68.00	56	23.00	22	9.00
2	Do you have primary schools here?	128	52.50	72	29.68	43	17.82
3	Do you have secondary schools here?	72	29.43	133	54.64	38	15.93
4	Is there enough space for all children to attend?	26	10.68	178	73.21	39	16.11
5	Do you have enough teachers in the school?	48	19.71	119	48.93	76	31.36
6	Do you have all school accessories provided for you?	56	23.04	177	72.80	10	4.11

This result indicates that primary education is available in the camp, but bugged with inadequacy of the necessary facilities and required number of teachers, It also shows that secondary education facility exist in only very few facilities. This study which is situated in the North east town of Maiduguri, Borno state of Nigeria, goes a long way



to show that provision of education as a social welfare service may not be receiving top most priority as other issues such as food, shelter and health. However, there exist educational services as confirmed by the respondents in the study. The results go further to show that the available facilities may not be enough to service a total of over 743,146 children of school age (UNICEF, 2015) that are displaced as a result of the Boko Haram imbroglio. Efforts are being made by government to ensure that these services are optimally being provided.

## **Conclusion**

The result of this study goes a long way to show that even if there is a semblance of proper education facilities in the camps and host communities, a lot still needs to be done to effectively engage children of school age in the camps. There is also a dearth of teachers resulting from the long years of insurgency and the exit of a lot of teachers from the region either through death or migration. Education in emergencies has to be consciously emphasized and the organizations involved in rendering of these services ranging from Ministry of Education, SEMA, NEMA, PCNI has to be encouraged with adequate funding and conscious government buy in, to enable the projects succeed over time. This should also point the nation towards the direction of other displaced persons within the north east and beyond.

## References

- Agbotte, E. A. (2004). The Boko Haram Uprising and Islamic Revivalism in Nigeria. *Africa Spectrum*, 45, 2, 95-108.
- Banks, J. (2008). *An Introduction to Multicultural Education*, Pearson: ALLYN/Bacon.
- George, K. D. (2015). Management of education in emergency situation: A case study of Numan, Loko, Dumne, Garkida, and Gurki in Adamawa state of Nigeria. *Journal of Science, Technology and Education*. 1 (2), 4 7-53.
- INEE (2004) *Minimum Standards for Education: Preparedness, Response, Recovery*. UNICEF, New York.
- Michael, K. F. (2004). Management of Emergency peace Education Programmes for Boko Haram internally Displaced persons in Yola Refugee Camp of Adamawa State, Nigeria. *Journal of Social Science Studies*, 2(1), 36-44.
- Okafor, H. L. (2011). *Guiding Principles on Internally Displacement*, 2nd ed., UN., New York, USA.
- Sinclair, J. D. (2002). *The Sphere Project, Humanitarian Charter and Minimum Standards in Disaster Response*. Oxfam Publishing Sphere Project
- Umesi, E.J (2016) Social welfare intervention programmes of internally displaced persons in Adamawa and Borno states of Nigeria. A Ph.D. dissertation. University of Calabar.
- UNESCO, (2006). *Guide for Planning Education in Emergency and Reconstruction*. Paris IIE1P
- UNICEF (2015), *Education strategy for internally displaced children in host communities*. Retrieved from <http://www.reliefweb.int>
- UNICEF, (2009). *Education for emergencies: A resource tool kit*. New York: UNICEF.
- UN OCHA. (1999). *Handbook for Applying the Guiding Principles on Internal Displacement*. Washington DC. United Nations Office in Charge of Humanitarian Affairs and the Brookings Institution.

**Address\***: position, department, name of institution, full postal address and email address for each author.

**Dr. Emenike Umesi**, a visiting senior lecturer at the Global Distance Learning Institute holds a Ph.D. in Continuing Education and Development Studies, a Fellow of Emergency Management Body of Knowledge of the New York Emergency Management Academy and is also a Certified Emergency Manager.