



Ad-Hoc Teachers' Skills in Internally Displaced Persons' Camps in North-East Nigeria and Its Challenge to Meeting Sustainable Education Needs In Emergencies

Ajayi I. G¹, Dimowo R. A² and Shitu G. A.³

^{1&2} Ph.D. Fellow, Department of Educational Management, University of Ilorin, Nigeria

³ICAR International Research Fellow, Indian Agricultural Research Institute, New Delhi, India

Corresponding Author: Shitu_10554@iari.res.in

ABSTRACT

Education is both a goal in itself and a means for attaining all the other Sustainable Development Goals (SDGs). It is an integral part of sustainable development. That is why education represents an essential strategy in the pursuit of the SDGs. This paper assessed the basic teaching skills of the ad hoc teachers in charge of Internally Displaced Persons in North-east IDPs camps. The descriptive survey research design was adopted for this study. Purposive sampling procedures were used to select two camps per state in selected states in North-east Nigeria. Population for the study comprised all the ad hoc teachers in Internally Displaced Person camps in North-east, Nigeria. A representative sample of 120 teachers was sampled in Adamawa Borno and Yobe states. A checklist was used to elicit information from adhoc teachers in the camps on expected skills as defined in the Inter-Agency Network for Education in Emergency (INEE) minimum standard for teachers and other education personnel for Education in Emergency. The percentage was used to describe their responses. The teaching skills assessed and analyzed were: Child-centered skill, Emergency code identification, skill counseling skill, Trauma management skill, Child right skill, Disaster Management skill First Aid skill, psychosocial skill, Health/Hygiene and Peace Education skills. From the results, it was observed that training for emergency teachers was ineffective and uneven; necessary skills that could enhance quality teaching/learning process were not possessed thus posing a threat to qualitative life-long and all-inclusive IDPs education. Hence, it was recommended that training for emergency teachers should be done consistently and sustainably this will ensure achievement of the Sustainable Development Goals.

Keywords: Sustainable Development, Internally Displaced Persons, Teaching skills.

Introduction

Teachers' role in the achievement of Sustainable Development Goals in Nigeria cannot be overemphasized. The persistent increase in the number of Internally Displaced Persons (IDPs) in the north-east, Nigeria calls for urgent and concerted efforts. The Millennium Development Goals (MDGs) of achieving basic universal education initially recorded progressive and positive results in the region achieving, for example, a net enrolment of 84% (2004) and 80% (2007), the performance fluctuated over the years

in response to changing situations occasioned mainly by insurgency and insecurity in some North-east States of the country (Federal Ministry of Education, 2013). However, the 2013 State of Education Report, described teacher quantities as problematic with teacher gaps for attaining the EFA goals placed at several thousand. While some States like Bauchi, Benue, Gombe, and Plateau recorded increase in the number of teachers employed in primary schools between 2010/2011 and 2011/2012, others such as Delta, Imo, Jigawa, and Yobe experienced a decline in the number of teachers within the period. In the same period at the junior secondary level, more additional teachers were recorded. Teacher requirements for fundamental subjects showed a big gap in almost all areas. The number of primary school teachers required in fundamental subjects (English, Mathematics, and Language of the Immediate Environment) was by far more than the available teachers in most of the States.

Till the expiration of the MDGs in 2015 most of the education-related goals were not achieved.

The take-off of Sustainable Development Goals (SDGs) is laudable and achievable. Pathetically,

in Nigeria, more than 10 million children do not attend school at all. UNICEF (2017) submitted that rates of school attendance in Nigeria continue to be lower than average for West and Central Africa. In 2017, the Permanent Secretary for the Federal Ministry of Education announced that Nigeria is the country with the highest number of out-of-school children, being home to more than half of the estimated 20 million out-of-school children worldwide; this figure includes the IDPs in the north-east, Nigeria. IDPs access to education in the north-east is achieving huge success. Various response strategies to IDPs education by UNICEF include Double Shift School system, Temporary Learning Space (TLS), School feeding programme and distribution of uniforms among others. However, these strategies may not be sustained if adequate attention is not given to ad-hoc teachers training or emergency teachers training.

SDGs Goal 4: Inclusive, Equitable and Quality Education



UNESCO (2011) defines inclusion as the “process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all and a conviction that is the responsibility of the regular system to educate all.

Inclusive Education

It was adopted at the Salamanca World Conference on Special Needs Education (1994) and was restated in Dakar (paragraph 4). Inclusive education means that: “Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. Education for Sustainable Development (ESD) – Education is crucial for the achievement of sustainable development. Education that promotes economic growth alone may well also lead to an increase in unsustainable consumption patterns. The now well-established approach of Education for Sustainable Development (ESD) empowers learners to make informed decisions and responsible actions for environmental integrity, economic viability and just society for present and future generations.

It aims at developing capabilities that empower individuals to reflect on their own actions and inactions, taking into account their present and future social, cultural, economic and environmental impacts, from a local and a global perspective. This type of education involves learning (innovative measures, techniques, ideas and process; relearning (reminders of the forgotten, overlooked or the neglected) and delearning (archaic, unconventional, unsustainable ideas and practices. ESD has to be understood as an integral part of quality education, inherent in the concept of lifelong learning; all educational institutions from preschool to tertiary education and in non-formal and informal education – can and should consider it their responsibility to deal intensively with matters of sustainable development and to foster the development of sustainability competencies. ESD provides an education that matters and is truly relevant to every learner in light of today’s challenges. It is a holistic and transformational education that addresses learning content and outcomes, pedagogy and the learning environment. What ESD requires is a shift from teaching to learning. It asks for an action-oriented, transformative pedagogy, which supports self-learning, participation and collaboration, problem-

solving orientation, theory to practical, inter and trans-disciplinary and the linking of formal and informal learning. Only such pedagogical approaches make possible the development of the key competencies needed for promoting sustainable development

Lifelong learning is of a holistic nature and presupposes that learning opportunities are available outside the formal school system. Learning needs and demands cannot be fully met in one type of institution or one particular form of education. Rather, they can only be met through multiple educational modes, diverse learning situations (home, community, workplace, school, place of leisure etc.) and a variety of media (books, computers, games etc.) Non-formal and informal modalities, therefore, play a vital role in lifelong learning alongside more formal approaches.

An inclusive school system should be a community in which excellence in learning is evident and reflects its members’ lifelong learning skills. It should be flexible and adjustable to individual needs so that everyone benefits from a commonly-accepted basic level of quality education. For example, it should allow students to vary the time that they devote to a particular subject, offer teachers greater freedom to choose their working methods and allow more time for guided classroom-based work.

Sustainable School

A sustainable school prepares young people for a lifetime guided by a commitment to care:

- for oneself (our health and well-being);
- for each other (across cultures, distances and generations); and
- for the environment (both locally and globally).

Sustainable schools contribute to sustainable development. They make a positive effort to demonstrate responsible practices for their young people and communities and engage them in learning about the issues and potential responses.

Sustainable schools can also be viewed as a learning process to equip pupils to take on the challenges and opportunities of a rapidly changing world. Today’s experts cannot possibly know exactly what solutions will deliver a just and sustainable world. So, an appropriate role for a school is to enable pupils to think critically about the situation and increase their capacity to solve the problems they will encounter in their lifetimes

Methodology



A Multi-stage, purposive and snowballing techniques were used for this study. The study sample comprised randomly selected respondents in selected school-age (primary and secondary schools) IDPs camps from three states of Adamawa, Borno and Yobe. Taro Yamane sample size method was used. The total sample size used was 1,620 school age and 120 emergency teachers. This procedure was considered the best because it is useful in selecting the desired number of respondents from the unequal population. Stratified sampling technique was as well used to classify respondents on the basis of gender, religion, location and age. The classification of the respondents enabled the researcher to know their needs according to the stratum. It must, however, be noted that the choice of sampled camps was strictly on NEMA recommendations basically on security and administrative grounds. The data collected were analysed using descriptive statistics in the form of frequency, percentages, the mean and standard deviation for demographic variables and research questions. Hypotheses were tested using inferential statistics such as independent t-test and one-way ANOVA at 0.05 significant level. Further analysis of variance to ascertain differences among groups was also adopted.

Results and Discussion

The result presented in Table 1 reveals the degree of educational needs of internally displaced persons in North-east, Nigeria. It must be emphasised at this juncture that major IDPs needs are Physiological need which include food, clothing, Shelter and health. These psychological needs of the IDPs were germane for their well-being; if these needs are not met, the reality of meeting educational needs would be elusive. It takes a well-fed and a healthy IDP to be responsive in the classroom activities. A good number of the

students sampled showed symptoms of psychosocial distress. The researcher was mandated by the camp management to always encourage the IDPs of better tomorrow and of an imminent return and resettlement. It was shown that educational materials such as uniform, textbooks, locker for IDPs were rated as “Highly Needed”; followed with the need for assistance in the transition from basic to Post-Basic education, the result corroborate with what the researcher observed while on the field, there good numbers of the IDPs who were supposed to be in upper basic and post-basic schools couldn’t because the schooling system in the camps wasn’t in consonance with what was obtainable in the government schools; Moreover, schools in Adamawa and Yobe states were on strike at the time of fieldwork.

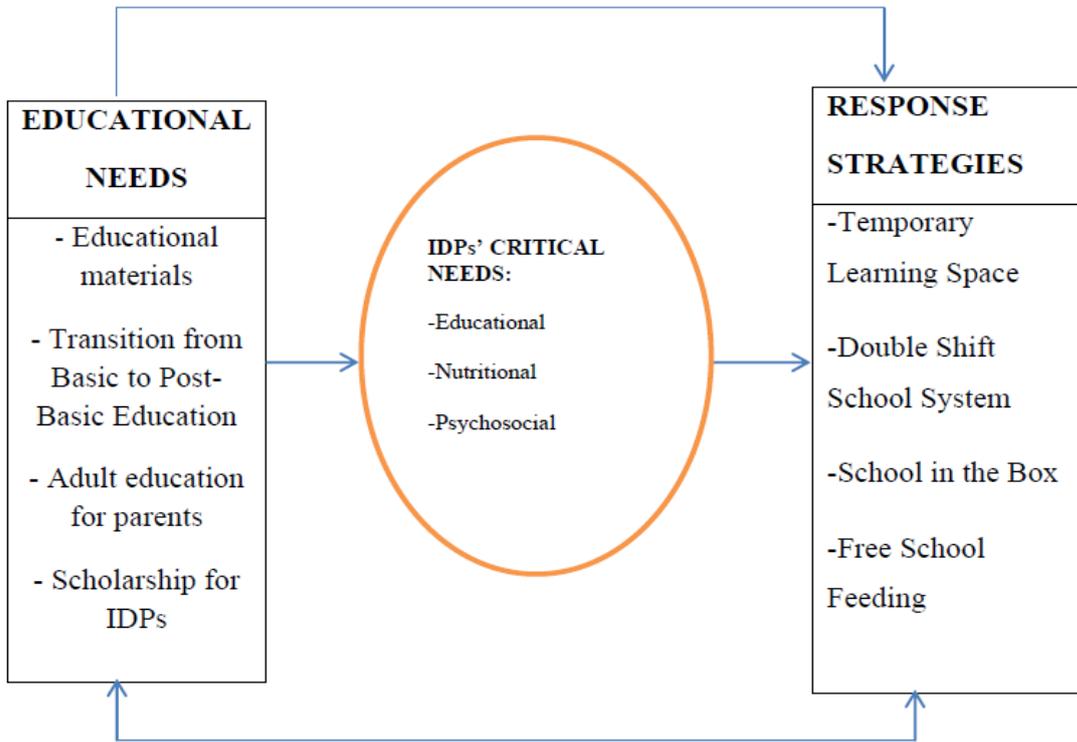
Provision of adult education for parents of the displaced children, access to HIV/AIDS prevention awareness programs and activities, access to mosquito treated net and scholarship for IDPs in camps, access to secondary education, establishment of Vocational training programmes at camps, access to junior secondary education, access to senior secondary education, access to extra-mural coaching for higher education, Provision of assistance in the transition from basic to Post-basic education, access to HIV/AIDS prevention awareness programmes and activities, access to mosquito treated net, access to secondary education and scholarship for IDPs in camps were rated as “Needed” among the respondents; while access to pre-primary education/playgroup and access to primary education were rated as “Somewhat Needed” among the respondents. Thus, it could be noted that all the itemized educational needs were needed by the internally displaced persons though in varying degrees.

Table 1: Educational needs of Internally Displaced Persons in North-East Nigeria

| S/N | IDP Needs | Mean | Std. | Rank |
|-----|--|------|------|------|
| 1 | Access to Pre-primary education/play group | 2.26 | 1.29 | 12th |
| 2 | Access to primary education | 2.16 | 1.16 | 13th |
| 3 | Access to secondary education | 2.87 | 1.16 | 6th |
| 4 | Establishment of Vocational Training Programmes at Camps | 2.51 | 1.29 | 11th |
| 5 | Access to junior secondary education | 2.60 | 1.07 | 10th |
| 6 | Access to senior secondary education | 2.72 | 1.18 | 9th |
| 7 | Access to extra-mural coaching for higher education | 2.89 | 1.08 | 5th |
| 8 | Provision of education materials such as uniform, textbooks, locker, etc. for IDPs | 3.54 | .82 | 1st |
| 9 | Provision of adult education for parents of the displaced children | 3.23 | .86 | 3rd |



| S/N | IDP Needs | Mean | Std. | Rank |
|-----|---|------|------|------|
| 10 | Provision of assistance in the transition from Basic to Post- Basic Education | 3.33 | .84 | 2nd |
| 11 | Access to HIV/AIDS prevention awareness programmes and activities | 2.77 | 1.08 | 8th |
| 12 | Access to Mosquito treated net | 2.83 | 1.05 | 7th |
| 13 | Scholarship for IDPs in camps | 3.22 | .99 | 4th |



Source: Authors Designed Model

Fig 1: Designed model for the IDPs Educational needs and Response Strategies in Nigeria.

Results on Table 2 shows the effectiveness of available IDPs Educational Needs Response Strategies in North-East, Nigeria. Temporary Learning Spaces and Double Shift System proved to be the most effective strategies with the mean of 2.99 and 2.69 respectively. While response for provision of learning materials was ineffective in Borno state while TLS and distribution of school uniform were effective. The results were in agreement with OCHA (2017) with the report that educational materials were given to 180,481 learners in Borno and uniforms to 29,614 girls in the state UNICEF also provides ‘schools in a box’ and desks,

and had built 95 semi-permanent shelters to provide learning spaces in Borno by January 2017 (OCHA 2017b). Apart from the statistical analysis above, qualitative investigations while on the field were in agreement with results above. Assessment of these response strategies vis a viz their expected goal proved that right, for example Temporary Learning Spaces (TLS) and Double Shift School system which had the goal of IDPs’ access to education were very effective as the number of registered IDPs compare to IDP school enrolment were of close margin which showed that good number of them could access education.

**Table 2: Effectiveness of Available IDPs Educational Needs Response Strategies in North-East, Nigeria**

| S/N | LOCATION | ITEM | HE | E | I | HI | Mean |
|-----|-------------------------|---|-----|-----|-----|----|-------------|
| | ADAMAWA N=633 | 1) Double Shift School system | 410 | 20 | 3 | | 2.69 |
| | | 2) School bags and uniform distribution | 7 | 60 | 480 | 86 | 1.98 |
| | | 3) School feeding | | 350 | 283 | | 2.55 |
| | BORNO N=726 | 1) Temporary Learning Spaces (TLS) | 30 | 660 | 36 | | 2.99 |
| | | 2) School bags and uniform distribution | | 524 | 187 | 14 | 2.69 |
| | | 3) Learning materials | 7 | 340 | 365 | 14 | 1.96 |
| | YOBE N=270 | 1) School feeding | 4 | 107 | 94 | 65 | 2.18 |
| | | 2) Temporary Learning Spaces (TLS) | | 201 | 61 | 8 | 2.71 |
| | | 3) School bags and uniform distribution | | 169 | 97 | 4 | 2.61 |

HE: Highly Effective; **E:** Effective; **I:** Ineffective; **HI:** Highly Ineffective

Results in Table 3 reveals the assessment of the teaching skills based on prescribed skills for emergency teachers IDP camps in Adamawa, Borno and Yobe states as defined by the minimum standard for Inter agencies for Education in Emergencies (INEE, 2010). The results shows that handling education in emergencies requires specialists in all aspects of education relevant to develop the vital learning domains which include basic knowledge, technical or job related skills, positive attitudes, inter-personal relationship and productive consciousness, motivational, resilience acumens for personal and communal efficiency. These apply to internally displaced persons. For most internally displaced persons, education, whether basic literacy or skill based training may help to put life into their seemingly dead situations. As defined by the minimum standard for Education in Emergencies, the above listed skills are expected to be seen in any emergency teacher or ad-hoc teachers. This response strategy was with the goal of achieving quality education in emergency situations, hence, for any qualitative teaching and learning process in the camps, necessary skills must be acquired. Some of the volunteer teachers interviewed and check listed claimed that their last training was over two years, while some of the teachers were part of the new arrival in the camps. From the results analysed above, it was observed that training for emergency teachers was ineffective; necessary skills that could enhance quality teaching / learning process were not possessed thus the effects on the IDPs' education.

Table 3: Adequacy level of expected skills for Ad-hoc teachers in IDPs camps in North-east, Nigeria

| Skill | State | | | | | |
|--|----------------|------|--------------|------|-------------|------|
| | Adamawa (N=37) | | Borno (N=59) | | Yobe (N=21) | |
| | F | (%) | F | (%) | F | (%) |
| Child-centered skill | 6 | 16.2 | 48 | 81.4 | 7 | 33.3 |
| Emergency code Identification skill | 6 | 16.2 | 50 | 84.7 | 14 | 66.7 |
| Counselling skill | 5 | 13.5 | 51 | 86.4 | 10 | 47.6 |
| Trauma management skill | 5 | 13.5 | 50 | 84.7 | 8 | 38.1 |
| Child right skill | 5 | 13.5 | 41 | 69.5 | 10 | 47.6 |
| Disaster Mgt Skills | 5 | 13.5 | 55 | 93.2 | 9 | 42.9 |
| First Aid skill | 5 | 13.5 | 39 | 66.1 | 10 | 47.6 |
| Psychosocial skill | 5 | 13.5 | 25 | 42.4 | 11 | 52.4 |
| Health/Hygiene: Peace Education skills | 5 | 13.5 | 47 | 79.7 | 9 | 42.9 |
| | 6 | 16.2 | 44 | 74.6 | 13 | 61.9 |



Furthermore, Table 4 reveals the result of gender difference in Internally Displaced Persons' educational needs in North-East, Nigeria. The table presents male educational needs (M=40.12, sd=8.14) and female educational needs (M=40.81, sd=7.19). However, the mean were not statistically significant as the t-calculated value of 1.78 was lower than the t-critical value of 1.96 given 1601 degree of freedom. Thus, the null hypothesis which states that there is no significant difference in Internally Displaced Persons' educational needs in North-East, Nigeria with respect to gender was accepted. This

implies gender does not significantly affect IDPs educational needs. In other words both male and female internally displaced persons had similar expression in their educational needs that should be met. Ajiboye (2013) submitted that there is no significant difference in the counselling needs of IDPs and sources of support for IDPs based on gender. Also, Oladunjoye and Omemu (2013) revealed that there is no significant difference in school attendance among male and female pupils or students in Boko Haram affected areas.

Table 4: t-test for gender difference in Educational needs of Internally Displaced Persons in North-East, Nigeria

| | N | X | Sd | Df | t-cal. | t-crit | Decision |
|--------|-----|-------|------|------|--------|--------|-----------------|
| Male | 709 | 40.12 | 8.34 | 1601 | 1.79 | 1.96 | Ho Not-rejected |
| Female | 894 | 40.81 | 7.19 | | | | |

sig@p<0.05, df=1601, t-crit=1.96

Table 5 reveals the results of analysis of variance for differences in teachers' training. The table shows a calculated F-value of 42.093 as difference in IDPs Education Needs Response Strategies (IDPENRS) and teachers training in North-east, Nigeria across the states. This calculated F-value is significant since as it is greater than the critical F-value of 3.52 given 2 and 116 degrees of freedom at 0.05 level of significance (p< 0.05). Thus, the null hypothesis which states that there is no significant difference IDPs Education Needs Response Strategies

(IDPENRS) and teachers training in North-east, Nigeria across the states was rejected while the alternate hypothesis which states that there is significant difference in IDPs Education Needs Response Strategies (IDPENRS) and teachers training in North-east, Nigeria across the states was accepted. To determine the trend of difference, a post-hoc test was conducted using Scheffe to determine which groups in terms of state differ from one another.

Table 5: Analysis of Variance for Differences in Teachers' Training.

| | Sum of Squares | Df | Mean Square | F | Sig. | Decision |
|----------------|----------------|-----|-------------|--------|------|-------------|
| Between Groups | 62.527 | 2 | 31.263 | 42.093 | .000 | Ho Rejected |
| Within Groups | 84.670 | 114 | .743 | | | |
| Total | 147.197 | 116 | | | | |

Sig@p<0.05, df=2&114, F-crit=3.52

The post-hoc analysis results display on Table 6 shows that IDPs camp in Borno State had higher teacher training as IDPs response strategies than in Adamawa (mean difference = 1.867; p=0.000<0.05) and Yobe State (mean difference=1.071; p=0.000<0.05). Also, Yobe State had higher teacher training as response strategies than Adamawa State (mean difference 0.795; p=0.004<0.05). The researcher found that that the basis for ineffective results on the response strategies geared toward teachers training was because the sampled teachers

do not possess necessary skills needed by teachers for effective teaching/learning process in an emergency situations, lack of this will invariably affect the quality and efficiency of the system. Volunteered teachers in Adamawa state claimed they were trained by UNICEF over two years ago but also claimed they were owned over two years promised monthly stipends. Borno and Yobe states IDPs teachers still had reasonable level of effectiveness because of ongoing attacks and much presence of humanitarian agencies.

**Table 6:** Post hoc Analysis

| (I) STATES | (J) STATES | Mean Difference (I-J) | Sig. |
|------------|------------|-----------------------|------|
| Adamawa | Borno | -1.867* | .000 |
| | Yobe | -.795* | .004 |
| Borno | Adamawa | 1.867* | .000 |
| | Yobe | 1.071* | .000 |
| Yobe | Adamawa | .795* | .004 |
| | Borno | -1.071* | .000 |

Conclusion

The achievements of SDGs are under serious threat if adequate provision is not made for the IDPs' education in North-east, Nigeria. It must be further noted that without relevant, effective and consistent teacher training, goal achievement will be limited. Internally Displaced persons in North-east, Nigeria are in dire survival and educational needs. The response strategies aimed at quality learning for the IDPs were ineffective. The conditions of the sampled camps were pathetic. They were characterised by over-crowded classrooms, dilapidated school buildings etc. Faces of the traumatised IDPs was challenging calling for more and urgent intervention. Consistent counselling to meet their psychosocial needs should be put in place. Some of the response strategies are not

effective as expected. Presence of unmotivated volunteer teachers also call for urgent attention, stipend should be given to them to enhance their performance and productivity. Disasters are inevitable; hence, IDPs will always exist. Effective and workable policies for the IDPs that will sustainably meet their educational needs with appropriate response become imperative. It was recommended that the Internally Displaced Persons (IDPs)'s education should be definitely defined as a special education and as a matter of urgency be enshrined in the National Policy of Education for special needs. Also, special training on regular basis should be given to the ad-hoc teachers as defined by Inter-agency Network for Education in Emergencies (INEE)'s minimum standard.

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