

## **Impact of Collaboration on Enrolment in Makeshift Schools in Nigeria: A Study of Internally Displaced Persons Camps in Maiduguri, Borno State**

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**Abstract:** Education has remained pivotal in maintaining and promoting the structure of any given society. Borno State has experienced Boko Haram insurgency which led to the displacement of people from their homes of habitual residence to camps in Maiduguri. The agencies responsible for the management of the displaced persons have provided makeshift schools in the camps to ensure the IDP children receive education. This study guided by the obligatory humanistic theory, assess the impact of collaboration on school enrolment in eleven (11) camps in Maiduguri. The Primary data used consisted of questionnaire, Interview and Focus Group Discussion administered on governmental officials, NGOs, IDPs respectively, while the secondary data from official records of UNICEF from 2012-2017 was used. The result was presented descriptively. The study found out that collaboration has enabled the number of IDP children in accessing formal education for the first time; however, enrolment has been on a steady decline due to parents' preference for children's participation in economic activities. The study established that 8,576 IDPs children have enrolled in the make shift schools within the study period. This is grossly inadequate when compared to the number of IDP children in the camps. The study therefore concludes that the enrolment of IDP children in Camps in Maiduguri is inadequate poor. The study recommended among others that the makeshift school curriculum should include skills acquisition programmes that are of economic value for the parents of the children so as to encourage enrolment.

**Keywords:** Collaboration, Education, Enrolment, IDPs, Makeshift.

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### **I. INTRODUCTION**

Globally, the growth and changing nature of governmental responsibilities as well as a change in the nature and extent of conflicts, and the need for a proactive response to the plight of those affected by conflicts has brought with it re-organisation. The political and economic pressures to reduce the size and scope of government responsibilities and to cut expenditures and the lack of capacities by most countries ravaged by these conflicts informed the restructuring. The need for inter-agency collaboration as part of the restructuring has received serious attention, especially in human services. Inter-agency collaboration is put in place to ensure more predictable funding, strengthening coordination mechanisms, adoption of better preparedness measures and improved common services in the response to humanitarian crisis.

Inter-agency collaboration is the synergy or relationship between or among agencies working together to achieve common goals. Collaboration brings together government and Non-Governmental Organisation (NGOs) to achieve common objectives. Collaboration usually takes different forms which are based on the organisational goals and means to achieving these goals. Collaboration could be cooperative: If the goals and means are similar; complementary: If the goals are similar but the means are dissimilar; co-operative: If the goals are dissimilar and means are similar and confrontational: If the goals and means are both dissimilar. The relationship types are not mutually exclusive; there might be both cooperative and confrontational relationships at the same time within the same relationship (Najam, 2000). Whatever the form collaboration takes its major goal is to ensure that common goal is achieved.

This changing trend in responding to the plight of those affected by conflict is most imminent in the 21<sup>st</sup> century as it has continued in witnessing devastation in the humanitarian crisis in the form of internal conflict, arising in internal displacement. It is becoming increasingly evident that internal displacement is one of the most pressing humanitarian, human rights, and political issues now facing global community. In more than thirty countries, an estimated 50 to 60 million internally displaced persons struggle to survive, having been driven from their homes but have not reached or crossed an international border to become refugees (International Office of Migration, (IOM), 2016). These individuals, families, and communities have been

displaced as a result of generalised violence, violation of human rights, natural disaster or human-made disaster, and, most frequently, by armed conflict.

With more than 66 million Internally Displaced Persons (IDPs) in 31 countries as at the end of 2016, sub-Saharan Africa is the region worst affected by internal displacement caused by conflict and violence. Since the beginning of the Syrian crisis, the number of IDPs in the region has reached a record of 12 million, almost five times the figure a decade ago. There were 40.8 million IDPs worldwide due largely to conflict and violence at the end of 2015 – an increase of 28 million on 2014, and the highest figure ever recorded (IOM, 2016). In 2016 the number of IDPs has doubled in the Middle East as result of the activities of Islamic State of Iraq and Levant. Just ten countries accounted for over two-thirds of the total or around 30 million people. Colombia, DRC, Iraq, Sudan and South Sudan have featured in the list of the ten largest internally displaced populations every year since 2003 (Bilak, Cardona-Fox, Ginnetti, Rushing, Scherer, Swain, Walicki, & Yonetani, 2016). The figure proves that Internal Displacement is unarguably a serious humanitarian crisis and it is fast engulfing nations all over the world, especially in Africa as a result of terrorist activities.

The scenario depicted above is evident in Nigeria. The phenomenon has manifested in the emergence of Boko Haram terrorist group which has attracted global attention. Nigeria has one of the highest numbers of displaced persons in Africa in 2016 and accounts for about 15 million internally displaced by conflict and generalised violence (Bilak et al, 2016). This does not include internal displacement induced by development projects that are regulated by states. Between July and October 2012, National Emergency Management Agency (NEMA) (2013) estimates that a total of 7.7 million people were affected by inter-communal conflicts and flooding across the federation. Out of the affected population, 2.1 million people were internally displaced (IDPs) as a result of terrorist activities. Boko Haram terrorist group has been killing people and destroying homes, leading to the influx of millions of internally-displaced persons who have turned Maiduguri into a safe haven. There are over 1.5 million IDPs that are displaced from about 18 local government areas of Borno state who were forced to leave the comfort of their homes to take refuge in the state capital as IDPs. NEMA (2013) reports that Boko Haram terrorists had forced residents of various communities in Borno state to take refuge in Maiduguri, Adamawa, Bauchi, Gombe, Taraba, Yobe and Abuja but as at July 2016, about 1.5 million IDPs are being camped in various public school premises, newly-completed but yet-to-be-commissioned housing estates, as well as among host communities in Maiduguri, Borno state.

It is generally an accepted view that while governments and NGOs view food, water, shelter and healthcare as basic necessities during displacement, education does not always have a similar level of support, particularly in the emergency phase of the cycle of displacement (Ifatimehin, 2019). However, there are numerous reasons why formal education (e.g., school-based) and non-formal education (e.g., out-of-school) are important for IDPs, in particular children and young people. In addition to providing the essential building blocks for learning, education during displacement can protect against exploitation and harm; offer structure, stability, and hope in a time of crisis; promote the acquisition of skills for life; and support conflict resolution and peacebuilding (Inter-agency Network for Education in Emergency, 2004).

Education is of primary importance in ending the plight of IDPs. The education available to IDPs should ideally be designed to provide the knowledge and skills necessary to facilitate a smooth reintegration process if and when the urban displaced decide to return to their areas of origin (Guiding Principle, 1998). In the Khartoum camps, however, the limited education available to IDPs is Islamic-based and taught in Arabic (Jamil, 2014). However, the majority of IDPs in Khartoum are the English-speaking Christian southern Sudanese. Thus, the education this group receives will not promote return or integration in southern Sudanese schools. The IDPs from south Iraq equally suffer such fate in north Iraq due to the usage of the Arabic language. Moreover, it discourages enrolment among the IDPs especially women and children which contradicts the principle 23 of the UN Guiding principle. This is a very important case study of the type of education received by IDPs that discourage enrolment in the first instance. Access to education is however very important.

IDPs access to quality education is very important as far their management is a concern. Studies conducted shows that access to education by the IDPs could sometimes be promoted by displacement and vice versa. While some Schmidt (2013) posits that the Jordanian Ministry of Education and UNICEF provide formal education in two temporary schools with a capacity of 5,000 students each, covering all grades except the final year of secondary school. In reality however, with, 76% of girls and 80% of boys between the age of 6 and 18 years attending school. Chuei (2010) pointed out that in Kakuma camp effort were made by the UNHCR and the aid agencies to make education accessible to all refugee children has been the main priority of the aid workers in the camp. As a result of this commitment, the UNHCR has significantly reduced the shortage of educational facilities and teachers. The enrolment figures of refugee children in the camp have remained high. OCHA (2010) points out those IDPs in Chad have more access to education in camps before they were displaced, that for many of the internally displaced children, there was no school in their village of origin either, so moving into UNICEF-managed displacement camps have actually increased their opportunity to access formal education.

In some areas, IDPs living in camps or in host communities near camps and large distribution centers have attended Education in Emergencies (EiE) programmes provided by local agencies supported by the UN

Children's Fund (UNICEF). The coverage of such programmes, however, is unknown. EiE programmes are an emergency response to deliver life-saving health and hygiene messages, psychosocial support and supervision for vulnerable children. They cannot be seen as a substitute for formal education or as a means of displaced children catching up on lost schooling.

Emergency situations such as those created by armed conflict and displacement present many challenges; however, such times of transition can also offer opportunities for change. In the case of IDPs, resettlement in another region may provide an opportunity to provide education to persons that have never been able to access it before. There exists the potential for new financial resources available from NGOs as well as diminished resistance from existing bureaucratic structures during such times. Winthrop & Mendenhall (2006) point out that in existing camps for displaced populations; the quality of education accessible to IDPs lags far behind that accessible to refugees. It is imperative that to benefit from this window of opportunity, the implementation of education is considered a priority for internally displaced populations.

Lyod (2010) and Commission de Seguimento (2009) disagrees that IDPs have access to education in camps more before they were displaced. Commission de Seguimento (2009) on its part reveals that the net enrollment figures at the primary level in Colombia in 2008 were somewhat lower for IDPs who are not registered with the government: 84.8% for boys and 82.7% for girls. Overall net enrollment for non-registered IDPs stood at 77.5% for boys and 81.3% for girls. In the accumulative enrolment rates for preschool, primary and secondary levels the conflict had thereby not favored access to education by IDPs. Lyod (2010) positions that IDPs in Darfur camps, utilises the educational facilities in camps and in the communities. Even within one region, wide disparities in the availability and conditions of basic educational services exist. Among the key findings of the study were that only half of the primary schools provided instruction in all eight grades; all girls and boys had equal access to primary school, but girls' enrollment still lagged in some camps.

Makeshift school is a form of education provided for the IDP children in order to encourage enrolment and ensure that education meets their specific needs. Makeshift schools are usually located in the camps and are to be accessed by both IDPs leaving in the camps and in the host communities. The IDPs if managed by only the government are most likely to lack access to basic education. The capacity by the state government to provide education to all the IDPs is lacking. NGOs are available in Maiduguri to assist the government in the management of IDPs. However, what is observed is that there appears to be competition rather than collaboration between the agencies in their strive to assist the IDPs. Consequently, often times, this assistance is duplicated while not meeting the actual needs of the IDPs. This study will therefore assess the impact of collaboration on enrolment in Makeshift Schools in Internally Displaced Persons Camps in Maiduguri, Borno State.

## II. METHODOLOGY

The study was conducted in eight official camps and three un-official camps. The study utilized primary source of data. The primary source was obtained through structured questionnaire and interview. The population of the study comprise of a governmental official, and NGOs. The first category of the population consists of a staff of NEMA, Borno SEMA, the staff of Ministries of health, and education, security personnel and civilian (Joint Task Force) totaling 1973. The second category of the population is UNICEF and Save the Children. The total population of IDPs as at the time of data collection is 2018.

The sample size for the study is of 333 officials of government agencies (obtained using Yamane Formula) and 2 NGOs (purposively obtained). The sample is 349. A multistage sampling technique was adopted to select the sample. Simple random sampling technique and proportionate sampling techniques were applied to select 333 government officials of camps (both official and unofficial). Purposive sampling technique was used to select the NGOs that have been in Maiduguri since 2014 whose core competencies are within the scope of this study.

Taro Yamane (1967) formula was used to collect the sample as presented below:

$$n = \frac{N}{1 + N(e)^2}$$

Where

n= sample size

N= finite Population

1= unity or constant

e= level of significance (5%)

### **Governmental officials:**

$$n = \frac{1973}{1 + 1973(0.05)^2}$$

$$n = \frac{1973}{1 + 1973(0.0025)}$$

$$n = \frac{1973}{1 + 4.93}$$

$$n = \frac{1973}{5.93}$$

$$n = 333$$

### III. RESULTS

The result of the study is presented below.

**Table 1: School Enrolment in IDP Camps**

S/No.	Location	2012	2013	2014	2015	2016	2017	Total
1.	NYSC	-	-	231	710	320	104	1365
2.	Bakassi	-	-	-	506	720	321	1547
3.	Dalori I	-	-	-	1020	677	424	2121
4.	Dalori II	-	-	-	543	342	231	1116
5.	Teachers Village	-	-	-	734	321	57	1112
6.	Gubio Road	-	-	-	982	231	102	1315
7.	EYN	-	-	-	-	-	-	0
8.	Madinatu League	-	-	-	-	-	-	0
9.	Farm center	-	-	-	-	-	-	0
10.	Saint Hillary	-	-	-	-	-	-	0
11.	GarbaBuzu	-	-	-	-	-	-	0
	Total	-	-	231	4495	2611	1239	8576

Source: UNICEF, 2018

Table 1 shows the number of enrolment into make shift schools by the IDP children. The table shows that 8576 pupils have enrolled in the make shift schools in the camps. Dalori I camp has the highest number of enrolment. Analysis of the table showed that there is poor enrolment into these schools. The highest enrolment was in 2015 with 4495 pupils enrolled. This figure has been on a decline with 2611 in 2016 and 1239 in 2017. The figure also shows that there were no IDP Makeshift schools in EYN, Madinatu League, Farm Center, Saint Hillary and GarbaBuzu, which are un-official camps. The children are to rely on the host communities for education. Dalori camp has the highest level of enrolment while the least enrolment was in Teachers Village.

#### Level of Access to Education by IDPs before Terrorist Attacks

The researcher sought to know from the responses of government officials whether IDPs have access to education before their displacement. This is to test the hypothesis that states that there is no significant difference between access to qualitative education before displacement and during displacement of the IDPs.

**Table 2: Level of Access to Education by IDPs before Terrorist Attacks**

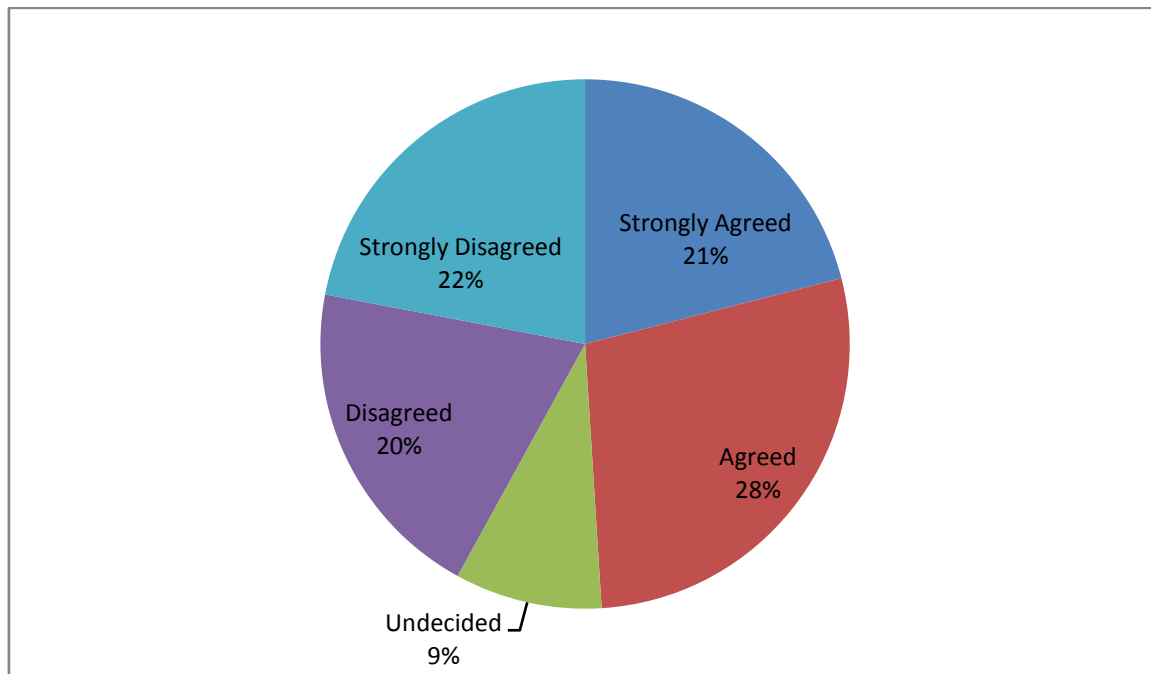
Responses	Frequency	Percentage
Strongly Agreed	94	31
Agreed	82	27
Undecided	22	7
Disagreed	41	13
Strongly Disagreed	69	22
Total	308	100

Source: Field Survey, 2017

Table 2 shows the level of access to education before displacement. The table shows that 94(31%) and 82(27%) strongly agreed and agreed respectively that IDPs have access to education before the displacement, while 41(13%) and 69(22%) disagreed and strongly disagreed respectively that IDPs have access to education before they were displaced from their various homes of original habitation. The analysis of the finding showed that majority of IDPs pointed out that their children have access to education before being displaced. The implication of this finding is that IDPs in Maiduguri have had contact with education presupposing that most of the locality in Borno state enjoys the presence of public schools and that the IDPs are in the process of continuing their education.

#### Level of Access to Education by IDPs during Emergency

The study enquired to know from the respondents whom are government officials whether inter-agency collaboration has enabled the majority of the IDPs in getting the formal education. This is with the view to knowing the effort put in place by government and NGOs to ensure the continuation or access to education by the IDPs.



**Fig. 1: Level of Access to Education by IDPs during Emergency**

**Source: Field Survey, 2017**

Figure 1 shows the effort made collaborative to ensure access to education by the IDPs. The figure shows that 64 (21%) and 87(28%) of the respondents strongly agreed and agreed respectively that inter-agency collaboration has enabled the majority of the IDPs in getting the formal education. It also shows that 27(20%) of the respondents are undecided as the effort of inter-agency collaboration enabling the majority of the IDPs in getting a formal education. Equally the figure shows that 63(20%) and 67(22%) disagreed and strongly disagreed that IDPs have access to education. The inference from the result points out that Inter-agency collaboration has enabled the majority of the IDPs in getting the formal education. The implication of the finding is that agencies have put up measures to ensure access to education by the IDPs in Maiduguri, Borno State.

The finding of the interview with the NGOs showed that the IDP children are not getting an education for the first time. The IDP children have access to education in their local government before displacement. However, the quality of education is not sufficient as shown in the skills. Most of them are versed in Quranic education. Their level of spoken and written English is not adequate. In terms of access to western education, the majority of the children have attended schools in their locality. The inference from the interview indicated that majority of the children had access to education before displacement. Plate 5.5 shows the children in an educational facility during their break time in Gubio Road Camp, which is collaboratively maintained by UNICEF and the state government. The implication of the finding is that IDP children are not getting a formal education for the first this is because schools in the local governments in Borno state are functional before displacement or the terrorist attack of their settlement.



**Plate 1: Children during break time in a school at Gubio Road Camp**

**Source: Field Survey, 2017**

Plate 1 shows the children during break at Gubio Road Camp. The picture depicts that some of the children are on mufti and do not have uniforms. During the break time, the students are seen playing.

The study enquired to know from the participants of FGD who are IDPs whether inter-agency collaboration has enabled their children in getting the formal education during displacement. This is with the view to knowing the effort put in place by government and NGOs to ensure the continuation or access to education by the IDPs.

The finding of the discussion shows 347(87%) of IDPs indicated that the children have access to education during displacement. In all the official camps there are primary and Junior secondary education provided. The children in unofficial camps have access to education in nearby schools. The children from official camps are provided with all the facilities but those in unofficial camps have to buy. This has affected the level of enrolment among IDP children who cannot afford to buy books and uniforms and pay the PTA levy. In EYN camp, one of the participants said their children were cajoled and bullied by the children of the host

community, which erupted into a fight and as such their children do not attend school and only very few could afford to send their children to school. Another participant coded as EYR7 said he has to sale his food ration to get one of his sons to school.

The education in the camps is mostly provided by both government and NGOs. While the NGOs provide the facilities the government provides the personnel. The teachers are adequate because the same teachers from the displaced local government areas are used in the camps. The inference from the finding showed that IDP majority of the IDP children in the official camp are enrolled in school while the majorities in the unofficial camps are not. The teachers and facilities are adequate. The implication of the finding is that collaboration among agencies has been effective in ensuring access to and continuation of education during displacement.

#### IV. CONCLUSIONS

There is an effective collaboration between the government and NGOs which has enhanced the provision of education to IDPs in Maiduguri. The majority of the IDP children in the official camp are enrolled in school for the first time. Most of the IDPs leaving outside of the official camps are not encouraged to enrolled in the schools. The study therefore concludes that the enrolment of IDP children in Camps in Maiduguri is inadequate poor.

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