



Assessment of Success and Failure Factors in Policy Implementation on Internally Displaced Persons' (IDPs) Education

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Abstract

Success of any government policy hinges on its execution. The Internally Displaced Persons deserve to be given reasonable consideration as enshrined in the displaced persons policy. However, many factors determine whether the desired benefits of the policy, which includes; enjoyment of equal fundamental human rights as those who are in their homes, freedom from any form of brutality and creation of conducive learning environment are met. This paper presents an empirical study of success and failure factors in policy implementation on Internally Displaced Persons (IDPs) education and its implications. A total of 2,900,000 IDPs housed in government recognized camps in Nigeria and 24 Desk Officers in-charge of IDPs in the Ministries of Education of the States under study were used. Three research questions were raised and answered using qualitative approach to analyze the data. The major findings are that IDPs of school age in North Central had low access to education; in the North East and North West, they had moderate access but they had high access to quality and inclusive education in South-South. The extent of policy practice of IDPs' education was moderate in North Central, North West and in South-South but the extent of policy practice in the North East was high; because, the policy dictates were strictly followed. The success of the policy implementation in the Northern part of the country were: IDPs' access to education, conducive and safe environment for learning and integration; while the failure aspect of the policy implementation was poor access to education. In South-

South, success area of policy implementation include access to education and care for girl-child peculiarities, while the down side of the policy implementation in this region was poor integration of IDPs. Therefore, it was concluded that the extent of policy practice of IDPs' education was moderate in North Central, North West and in South-South but high in North East because of the strict compliance with the policy dictates.

Key words: Success factors; Failure factors; Policy implementation; IDPs education

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1. INTRODUCTION

Struggle for supremacy among countries is common globally, as people exhibit the tendencies for superiority over others, when they perceive themselves as being well positioned, better and influential than others. This inclines towards domination of world economy and Africa is not excepted. Instance abound when some countries do not accede to the big brotherhood status of Nigeria. In the recent past, Nigeria and South Africa had engaged in reprisal attack against the citizens domiciled in their respective countries, the ones that are very fresh in memory are the issues of xenophobia attack on Nigerians resident in South Africa and the attack on South African expatriates in Nigeria, especially those working with MTN communication and Multichoice, as a result of heavy tariff on airtime, internet and decoder subscriptions.

A cursory look at Nigeria establishes that certain tribes claim to be superior to others, thereby claiming territorial

ownership of Nigerian land; this being equally observable in the outcry of other Nigerians claiming to be threatened, pestered and humiliated by some dominant groups. These occurrences have degenerated into psychosocial worries with resultant effects of banditry, terrorism, inter-religious war, kidnapping and series of other pro-security challenges. This justifies the issue of displacement being experienced worldwide, within African continent and Nigeria as a country and it affects the lives of displaced persons in totality.

The tragedy, misfortune, catastrophe, heartbreak and insecurity associated with displacement of people have become a serious matter in contemporary society and of course, a concern to many humanitarian groups. Besides, the issue has become a global concern because of its dominance in the world of discussions as the experiences of displaced persons are hurtful, life-changing and frequently life-threatening. Displacement often leads to loss of family members, safety, dignity, precious possessions, livelihoods, memories, and a sense of belonging and community. The experience of people in displacement camps is horrible, so disturbing and confusing; often resulting to long-lasting psychosocial issues and worries with no remedies in sight. It is no overstatement that this kind of precarious situation does tear family members apart, causing their generation to become scattered or disharmonized; make the young generation to go off-track and become much more vulnerable in most situations as majority of them may not have access to their basic rights. Therefore, the victims of this situation are referred to as displaced persons, who can be grouped into two categories: Refugees and Internally Displaced Persons (IDPs). However, this study concerns the IDPs, who are the vulnerable members of the society (UNICEF, 2019).

They stand the risk of forced labour, forced early marriage, domestic violence, sexual exploitation, and recruitment into armed groups. Moreover, displacement exacerbates poverty and do cause the breakdown of family and community structures (Therhemba, 2010). Therefore, people in displacement camps are faced with disintegration of their social norms, also find themselves without basic necessities such as shelter, clothing and food; and their education becomes disrupted. These people are deprived access to their individual homes and sometimes their land and livelihoods. Their susceptibility tends to be intensified by barriers to accessing medical care, schooling, employment, economic activities and information for participation in decision making process on matters affecting their lives. In situations like this, it becomes the primary responsibility of the national government to ensure the rights of people in displacement by providing sufficient assistance and protection. This is because; studies have shown that it is always difficult for the vulnerable to concentrate in the classes while in danger zones (Subair & Aliyu, 2021).

Ladan (2006) reported that there is every possibility that the issue of displacement will always be on the high side in Nigeria during any general election because of the quest of some powerful people to be in the position of power at all cost. Similarly, Waugh and Sadiq (2011) reported that in April 2011 during presidential election, about 65,000 people were displaced internally due to post-election violence across some Northern states including Adamawa, Bauchi, Borno, Gombe, Jigawa, Kaduna, Kano, Katsina, Niger, Sokoto, Yobe, and Zamfara. This shows that one of the causes of dislodgment in Nigeria is man-made which includes; armed conflict and ethno-religious and political conflicts. The problems are aggravated by extreme poverty, unequal access to socio-economic resources and imbalanced development; high unemployment rate among able-bodied men and frustrated youths, as well as development and environmentally-induced displacements.

As evident in the Nigerian constitution of 1999 section 4 sub-section 33-46 that persons in displacement shall enjoy rights to:

“...Non-discrimination, freedom of religion, right to association, right to access to the courts, right to work, right to basic needs, social rights, right to education, right to movement, right to travel document...” (p 31-41).

However, education has been described as one of the most overlooked aspects of community needs in emergency situation (Augusta, Amina & Musa, 2017). It is pathetic that the host communities also lack access to education as most of their schools and colleges are turned to camps for IDPs which is a typical situation in Maiduguri Metropolitan Council. Meanwhile, constitutionally, education has been described as a basic right for everybody in the society including IDPs (Subair & Aliyu, 2021). Also, it has been established by several researchers such as Ladan (2010), and Subair and Aliyu (2021), that displaced persons are faced with challenges of exercising their right to education. In many displacement situations, classrooms are not sufficient enough to accommodate both hosts and displaced persons; the facilities to ensure quality education in schools were already overcrowded and overstretched before IDPs arrived in the area.

2. STATEMENT OF THE PROBLEM

Every human being is born free and constitutionally deserves to enjoy some fundamental human rights, out of which is right to education. These rights are no exception to IDPs as National Policy on Internally Displaced Persons (2012) stipulates that IDPs should enjoy equal educational rights as those who are not displaced. However, insurgences, banditry, natural disasters and communal clashes seem to have denied IDPs of these rights due to displacement. In Nigeria, the issue of displacement

was first experienced during the civil war between 1968 and 1970. Apart from displacement caused by natural disasters like flood, storm, and host of others. Man-made disaster is another major source of displacement. Because of the several issues associated with IDPs access to education, it becomes expedient to examine National Policy on IDPs viz-a-vis its success and failure factors in policy implementation and its implications for access to education.

PURPOSE OF THE STUDY

The general objective of this study was to assess how policy and practice guarantee rights to education for IDPs in Nigeria. The specific objectives of the study were to:

- identify success factors in policy implementation on IDPs education.
- identify failure factors in policy implementation on IDPs education.
- examine the implications of the factors in policy implementation on IDPs education

3. RESEARCH QUESTION

The following research questions were raised to guide the study:

- What are the success factors in policy implementation on IDPs education?
- What are the failure factors in policy implementation on IDPs education?
- What are the implications of the factors for policy implementation on IDPs education?

4. METHODOLOGY

The study adopted a narrative research design. This design afforded the researchers opportunities to study lives of IDPs in their various camps and requested them to provide stories about the issues relating to their rights to education and good living in Nigeria. This information is restored by the researchers into a narrative chronology. As such, the researchers presented vivid account of situation as it were on IDPs' camps and Ministries of Education in the states under study, using qualitative approach. This approach was considered suitable because it enabled the researchers to explore opinions of IDPs and desk officers in the Ministries of Education without restriction. Consequently, the researchers assessed and analyzed the conditions of IDPs as it pertains to the extent they have enjoyed rights to education and policy practice in Nigeria. The population for the study comprised 2,900,000 IDPs housed in government recognized camps in Nigeria and the 24 Desk Officers-in-charge of IDPs in the Ministries of Education of the States under study (Internal Displacement Monitoring Center [IDMC],

2022). Meanwhile, there are six states with IDPs' camps in North-East (NE) (Adamawa, Yobe, Taraba, Bauchi, Borno and Gombe); North-West (NW) has three (Kano, Kaduna and Zamfara); North-Central (NC) has three (Benue, Nasarawa and Plateau) while in South-South (SS), Edo is the only State that has IDPs camp. The distribution is presented in Table 1:

Table 1
Distribution of Internally Displaced Persons (IDPs) in Nigeria by Location and Population

No.	Locations	Population
1	Abuja	30,154
2	Adamawa	122,626
3	Bauchi	65,365
4	Benue	165,850
5	Borno	1,864,499
6	Gombe	26,233
7	Kaduna	154,688
8	Kano	11,853
9	Nasarawa	57,953
10	Plateau	68,365
11	Taraba	45,587
12	Yobe	125,406
13	Zamfara	156,000
14	Edo State	5,421
15	Grand total	2,900,000

Source: IDMC, (2022)

Focus Group Discussion Guide (FGDG) was used for the study. The small size of Focus Group Discussion Guide (FGDG) as evident in the work of Lokanath (2016) reveals that Focus Group is a type of group whose meetings present characteristics defined with respect to the proposal, size, composition, and interview procedures for an in-depth interview to be accomplished. The participants influence one another through their answers, ideas and contributions during discussion, while the researchers serve as moderators who stimulated discussions with comments on subjects. Relevant data produced by this technique are the transcripts of the group discussions and the moderators' reflections and annotations. The general characteristics of the Focus Group are people's involvement, a series of meetings, the homogeneity of participants with respect to research interests, the generation of qualitative data, and discussion focused on a topic, which is determined by the purpose of the research. The sample for the study was drawn among IDPs and Desk Officers in the Ministries of Education in North-Eastern, North-Western, North-Central and South-Southern geopolitical zones of Nigeria. Therefore, the study sample comprised 100 IDPs who constituted the focus group and 24 Desk Officials in the Ministries

of Education in the chosen States who constituted interviewees. Being a qualitative study, the sample frame was considered adequate enough to guarantee required information for the study.

Table 2
Distribution of Selected IDPs and Desk Officers by Zone and State

Zone	State	IDPs	Desk Officers
North-East (NE)	Gombe	25	5
North-West (NW)	Kaduna	25	6
North-Central (NC)	Nasarawa	25	5
South-South (SS)	Edo	25	8
		100	24

Source: Fieldwork 2024

The multi-stage sampling procedure was used to select the discussants for the study. Going by the geo-political divisions of the country, the IDPs' camps were grouped according to the geo-political zones in Nigeria. After which, states within each geo-political zone in which IDPs' camps were established were also identified. Therefore, selections of IDPs' camps with identified states were further done. Purposive sampling technique was used to select Gombe, Kaduna and Nasarawa States in the North. The justification for this selection is that the three states selected are relatively secure for research work when compared to others. Edo State was purposively selected as well because it is the only state that has IDPs camp in South-South. From the selected IDPs camps, 25 displaced persons of school-age were selected from each camp using convenience sampling technique as the discussants were interacted with based on their availability. Also, total enumeration sampling technique was used to select all the Desk Officers in charge of IDPs' education in the states selected. This technique enabled the researchers to have complete information relating to constitutional and policy provisions as considered germane for the study. Being a qualitative study, the sample frame was considered adequate enough to guarantee required information for the study.

Two self-designed research instruments were used to elicit information for the study. These are: Focus Group Discussion Guide (FGDG) titled: Internally Displaced Persons' Focus Group Discussion Guide (IDP-FGDG) and an Interview Guide (IG) titled Internally Displaced Persons' Interview Guide (IDP-IG). The IDP-FGDG has two sections, the first section contained demographic information of respondents while the second section contained items that were used to elicit information from IDPs on issues relating to their education and policy practice. On the other hand, the IDP-IG also has two sections, the first section contained demographic information of respondents while the second section also

contained items that were used to elicit information from the Desk Officers on issues relating to IDPs' education and policy practice. However, in qualitative study, focus group discussion is a form of group interview in which between 10 and 25 members are considered usable, adequate and representative enough of a small and large group respectively. This group is led by moderators (researchers) in a loosely structured discussion. The course of the discussion is usually planned in advance and most moderators rely on an outline, or moderators' guide, to ensure that all topics of interest are covered.

The use of FGD is a good way to gather together people from similar backgrounds or experiences to discuss a specific topic of interest. Hence the groups of participants in this study were children of school-age whose ages fall within 6 and 17years of age. Moreover, since the researchers intended to use total enumeration sampling technique for the ministry officials, the interview guide was administered on them individually, they were appealed to such that recording of their interview be done. This plea was to observe the ethical rights of participants in an interview during research work. The researchers engaged the IDPs in discussions on issues relating to their education. Based on the information gathered through IDP-FGDG, credibility of the data was ascertained by subjecting it to member check. Through this process, the researchers requested that the IDPs read the dialogue transcripts in which they participated to ascertain whether the words match what they actually intended and adequately represented their opinion. Also, the researchers engaged the Desk Officers in discussions on issues relating to IDPs education and policy practice. The researchers also subjected the information gathered through (IDP-IG) to member check. The member check was used to ensure trustworthiness of the qualitative study and to enhance credibility of the procedure for collecting data. This was done at the completion of the interview where researchers communicated a summary of the themes that emerged and requested feedback from the discussants. Through this process, the discussants were able to confirm if the researchers accurately interpreted the information they supplied.

The researchers ascertained dependability of the data by subjecting it to overlapping methods. In this approach, the information gathered from FGDG was used to check the reliability of the information in the IG. After this exercise, the researchers found the information gathered unbiased and reliable for research work.

The researchers and research assistants administered the instruments on the discussant respondents. The researchers engaged the services of two trained research assistants in the interpretation and administration of IDP-FGDG and IDP-IG. These assistants were trained on what were expected of them to do during the administration of the instrument. After the training, they were put to

test in order to ensure their efficiency before the main exercise. Therefore, the research assistants were saddled with the responsibility of items translation into other dialects for easy administration and to reduce any form of ambiguity. While administering the instruments (IDP-FGDG and IDP-IG), one research assistant was asking them questions, the other engaged in note-taking while the researchers were managing the electronic gadgets. To ensure research ethics, the researchers first sought consent of the discussants to use electronic gadgets for video and voice recording.

The qualitative approach was used to analyze data obtained through IDP-IG and IDP-FGDG. The content analysis of the items was done on Nvivo version 11.0. This qualitative statistical package made it easy for the researchers to eliminate errors in data storage and management thereby encouraging accuracy. Therefore, thematic analysis method of analyzing qualitative data was used to ensure adequate presentation. In this process, researchers first got himself familiarized with the data (audio and files) and later got them transcribed. After the transcription, he created a set of initial codes that adequately represented the meanings and patterns of the data. After which, the data was collated using codes and sorted them into potential themes. Merging themes with similar data was later done before the narratives itself.

5. RESULTS AND DISCUSSION

Research Question: What are the success and failure factors in policy implementation on IDPs' education?

To answer this question, findings from both FGDG and IG of the IDPs and Desk Officers were analysed. The results are as presented. However, the discussion here considered geopolitical zones with common success and failure factors to avoid unnecessary repetition.

5.1 Analysis of Displaced Populations

5.1.1 North Central Internally Displaced (NCID), North West Internally Displaced (NWID) and North East Internally Displaced (NEID)

Arising from the interactions with the participants from the three zones, it was discovered that the National Policy of Internally Displaced Persons (2012) had recorded a remarkable success, out of which was, IDPs' access to education. Although, these people are vulnerable but their condition did not deny them the access to education because, it is believed by the governments at all levels, host communities, donors, faith-based organizations, and other humanitarians that education is an instrument of growth, development, and self-reliance. Similarly, education helps the displaced persons to lessen the severity of the vilifications, abuses, and all sorts of difficulties the IDPs had passed through.

In these geo-political zones, community members

are in collaboration with government to ensure IDPs' access to education. To corroborate this, in the North-Central geo-political zone, community members entered into negotiation with school managements in the host community to be magnanimous enough to ensure that IDPs are not deprived access to education. That was why IDPs were allowed to be admitted into schools without asking for previous document. In this process, IDPs' placement into the classes was done based on their performances in the entrance exterminations. Therefore, the idea of placement of IDPs' into the classes without asking for previous document was based on the understanding that they might have lost their valuables including the certificates when they were running for their dear lives. Also, to make sure that IDPs are not left out in enjoying quality and inclusive education, members of host community collaborated with school managements to give discount to IDPs on their school fees to encourage improved enrolment.

Also, in North-East, efforts are made to ensure that these displaced children are not made bandits. To achieve this, government of this region exposed them to informal education. This education is in form of counseling session in the mosques and churches to stabilize the psychology of these children so that they will not be easily blindfolded by the armed groups. Also, awareness creation is ongoing on radio and television to sensitize the members of host community to take education of IDPs with utmost priority and welcome them with open hands. It was gathered that the awareness creation embarked upon by the government had yielded a positive result because, community members in the region showed love to IDPs by allowing them to live under the same roof with them.

In North-East, government, community member, and religious leaders exposed IDPs to informal education which is in form of counseling programme called psycho-social support and rehabilitation to ensure that their emotional brouhaha is stabilized in order to be fully settled for learning. The counseling programme serves as healing medicine for them and not to take revenge on those people that forced them out of their comfort zones. Also, displaced children are exposed to societal norms and value sermons in the mosques and churches. This success is in line with policy dictate specifically of section 3.1

"Persons affected by displacement situations experience a wide variety of needs in the short, medium and long term. These include food, water, shelter and other essential items, security, physical and psychological well-being, assistance in restoring family links, health care, education, economic and social rehabilitation..." (p.25).

In furtherance of the policy's success, the researcher was able to establish that the environment through which IDPs acquire knowledge and skills to have a better future were conducive and safe for learning processes. To corroborate this statement, it was evident that to some

extent, IDPs in North-Central were learning in schools that were conducive and secured for teaching and learning processes because the services of local security personnel called vigilante was hired to monitor the movement of the IDPs from home to school to save them from any form of attack and harassment whatsoever. Besides, the local security personnel also extend their services to secure lives and property of IDPs on camp.

Also, in North-East it was established that the protection of the IDPs on camp and in their various schools is guaranteed because, governments in the region have hired the services of local security personnel, Nigerian army, and Joint Task Security (JTS) to secure IDPs so that they will not be tampered with in any form. From the researchers' personal observations and interaction with discussants, it was established that to a high extent, IDPs were learning in schools that were conducive for teaching and learning processes because, governments had built more classrooms across all the Local Government Area in the region so that the classrooms will not be overcrowded and other facilities will not be overstretched upon the arrival of IDPs.

Furthermore, it was established that safety of IDPs in the North-West zone is taken with utmost priority. This is why the governments established a sector called disaster management to see into any emergency in the region and protection of IDPs from any form of attack or abuse like rape, harassment, and exploitation that can make IDPs feel being discriminated against in any form. This sector has been able to protect IDPs to a reasonable extent because it has a department called security cluster which collaborates with local security personnel, police, and Nigerian army. Thereby, protecting the IDPs within and outside school premises. This is evident in section 3.1 sub-sections k, l and m put that:

“...Schools are often destroyed during most disasters therefore, in order for the Internally Displaced Persons to return to school while in camp, the Education Sector lead agency under the sectoral approach established by this National Policy shall liaise with relevant agencies within the locality to assist in relocating the children to neighbouring schools that are ascertained to be safe. This shall not preclude the building of new schools in the place of relocation...” (p. 31).

Additionally, the policy recorded huge success on the aspect of integrating the IDPs into the society by relocating them into the locality of their displacement. In these regions, IDPs are seen as bonafide members of the societies because they are allowed to be in the schools of their choice within the community. Besides, whoever decided to stay within the communities were allowed without any form of discrimination. The community members are so magnanimous that they welcomed IDPs to play football with the children in the community to enhance IDPs' socialization.

5.1.2 South-South Internally Displaced (SSID)

Arising from the interactions with the participants, it was discovered that the National Policy on Internally Displaced Persons (2012) had recorded an outstanding success particularly, in the area of IDPs' access to education. This is because the camp management did everything humanly possible to give these children all forms of education (formal, informal and non-formal). Furthermore, IDPs' access to quality and inclusive education is not limited to primary and secondary levels only, but also to higher education levels. Researchers were made to understand that the camp management had sent 98 IDPs to study courses of their choices in different higher education of learning across the country. So far, they had produced many graduates who are already working. Many had taken their studies to masters' level and two IDPs are already on their Ph.D. programmes.

The condition these people did not debar them the access to education although, they are confined to live a regimented life on camp. The camp management had also gone extra miles to collaborate with host communities, donors, faith-based organizations, international organizations and other humanitarians to ensure that the displaced persons are given quality and inclusive education.

The failure factor in policy implementation on IDPs' education in this region was inability to enroll the IDPs in public school **outside** the community of their displacement. This implies that IDPs' movement was restricted within the camp as they were not allowed out of the camp for schooling. While researchers were interacting with the respondents, it was gathered that IDPs are made to leave a regimented life to ensure their protection. Furthermore, the IDPs' said:

“life without freedom is as good as nothing. Though, we were given education on camp but, the fact still remain that we are living a regimented life. We were not allowed to go out at all for any reason what so ever”.

5.2 Success and Failure Factors in Policy Implementation on IDPS' Education

In all zones in Northern part of the country (North-Central, North-East and North-West), the Policy recorded a remarkable success on the aspect of giving IDPs access to education by relocating them into the public schools that were considered to be safe and conducive within the host community. However, the failure factor of the policy is IDPs' inability to enjoy required educational materials as majority of them were not provided with needed inputs like uniform, writing materials, shoes, and many more. To support the findings UNICEF (1999) established that displacement disrupts children's education pathways, and many need supports to re-enter formal schooling. In this sense, providing access is only the first step toward inclusion. Schools also have to adapt to their new students' needs. Those switching to new areas, need

education to enhance their integration back to the society.

Also, Subair and Aliyu (2021) confirmed the critical need for flexible, age-appropriate, and time-efficient accelerated learning programmes to help youngsters whose education has been disrupted. Building social cohesiveness can begin with enrolling displaced children in the same schools as their hosts, but prejudice and the manner lessons are delivered may deter or alienate them. Displacement sometimes results in IDPs losing their jobs and money, and many displaced families struggle to pay for school expenses and supplies. Likewise, boys who have been forced to flee their homes often skip school in IDP camps because they must work to support their families financially.

Schools are frequently destroyed during most disasters therefore, in order for the Internally Displaced Children to resume their education while living in a camp, the Education-sector-led agency established by the National Policy should collaborate with local agencies to help relocate the children to nearby schools that are determined to be safe. In addition, the education sector-led organization created by the national policy to cooperate with local and state education authorities has the duty to create a supportive learning environment for internally displaced children by working with UNICEF and other education agencies to provide teaching materials and teaching aids for the classrooms. Children who have been internally displaced should have access to informal education opportunities, including training in livelihood skills, in places where there are no formal educational facilities. In this regard, since girls are most likely to be left behind in education due to gender dynamics, extra attention should be paid to their issue. (Federal Republic of Nigeria, 2012).

Also, in South-South Zone, it was found that an outstanding success had been recorded in the implementation of National Policy of Internally Displaced Persons (2012). Out of which were IDPs' access to functional and inclusive education. However, the only failure factor of the policy implementation was confinement of IDPs to school on camp. To corroborate findings of this study, Terhemba (2010) affirmed that during displacement, cognitive development of children is harmed so also skills such as literacy, numeracy and critical thinking are delayed. Besides, child's right to education is hampered. Therefore, government should deem it fit to stabilize these persons' emotions by ensuring their integration into the community of their displacement.

However, the submission of UNICEF (2019) goes against the findings that displacement can lead to interrupted schooling and results into total denial of access to formal education for majority of school age children who are displaced. In some cases, schooling within the camp is difficult especially in the core North where almost all IDPs' camps are facing security threat on daily bases.

6. IMPLICATIONS OF THE FINDINGS FOR IDPS EDUCATION

Findings from this study has few implications for IDPs education in Nigeria. This is consequent upon the fact that Nigeria has faced significant internal displacement in recent years due to conflict, natural disasters, and development projects. In 2012, the Nigerian government passed the National Policy on Internally Displaced Persons (IDPs) to provide a legal and institutional framework for addressing the needs of IDPs with a key area being access to education. However, despite the mandate that has helped increase enrollment of IDP children in schools, large gaps in access still persist. This has also led to some increased investment while resources remain insufficient to meet the scale of educational needs. More importantly, policy mandates on coordination between different government agencies and partnerships with NGOs and international organisations to deliver education to IDPs has facilitated some collaborative efforts, though coordination challenges remain in some geopolitical zones of the country. Overall, the National Policy on IDPs has been an important step in addressing the educational needs of displaced populations in Nigeria, but significant challenges remain in fully implementing its provisions throughout the geopolitical zones affected and ensuring quality, equitable education for all IDP children.

7. CONCLUSION

This study concludes that IDPs of school age in North Central had low access to education, in the North East and North West, they had moderate access but they had high access to quality and inclusive education in South-South. The extent of policy practice of IDPs' education was moderate in North Central, North West and in South-South but the extent of policy practice in the North East was high because, the policy dictates were strictly followed. The success of the policy implementation in the Northern part of the country was IDPs' access to education, conducive and safe environment for learning and integration but the failure aspect of the policy implementation was poor access to education. In South-South, success area of policy implementation include access to education and care for girl-child peculiarities, but the down side of the policy implementation in this region was poor integration of IDPs. In the North East and South-South, the stakeholders' perceptions of the quality of education received by IDPs was positive as there was access to education, the perception was ambivalent in the North West because IDPs had access to education but no access to educational items. However, stakeholders' perception was negative in the North Central because, IDPs did not have access to education. Finally, the policy implementation process was excellent in North East

but fair in North Central, North West and South-South respectively.

RECOMMENDATIONS

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

- Governments need to embark on educational needs assessment of the displaced persons in order to enable them have access to a better and promising future. If this is done, there is likelihood for reduced vulnerability of displaced persons in becoming bandits, and terrorists.

- There is need for reorientation of state executives and education managers and community dwellers throughout the federation on the need to adhere to policy dictates and plan adequately for the displaced. This may take the form of training, workshop, conference, public enlightenment, and sensitization via jingles on televisions, radio, and posters.

- Government should pay expected attention to education of IDPs in such a way that they will be fully relocated and integrated into the public schools in their areas of relocation. It is not only limited to the relocation and integration but also, more educational facilities are expected to be in place so that existing facilities will not be overstretched on the arrival of IDPs into the schools in the community.

- Government should also encourage uniform implementation of the policy in all states of the federation so that equal educational rights will be given to displaced children in the country.

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