



COMPUTER MEDIATED APPROACH (CMA) AND EDUCATION OF DISPLACED CHILDREN IN BORNO STATE, NIGERIA

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Abstract

One central thing for the employment of all other human rights and for general societal growth and development is education. Internally displaced persons (IDPs) are considered as most vulnerable due to the increased demands for essential public services and livelihoods by them. This study is essentially targeted at the children in these camps as they also face a lot of hardship with little or no education because of overcrowding and influx of people, especially in Borno, the North East of Nigeria. Computer mediated approach (CMA) of instruction was adopted as means of instruction for these children. As an instructional strategy it harnesses the better of the other methods to improve the instructional process especially of the children in IDPs camp Schools which are usually over crowded with on the spot recruited teachers. Three (3) different camps in Borno were visited and a total of 600 questionnaires, were administered and responses gotten on the effect of this method of educating children in IDPs camps. Percentage was used in analyzing the data and was discovered that the method is very effective. It is recommended that educating displaced children in IDPs camps should be the responsibility of all, Non-Governmental Organizations (NGOs), Philanthropists and the government at all levels. This will help growth and develop a healthy society for tomorrow.

Keywords: *Approach, Internally Displaced Persons (IDPs), Educating, Computer Mediated Form (CMA), Development.*

Introduction

Considering the established international human right law, the superintendent principle on international displacement underscore the responsibility of national authority to ensure that IDPs receive free and compulsory education at the primary level (Nemine *et al*, 2019). Also, the principles wish authorities to make educational and training facilities available to the internally displaced including adolescents and women whether or not living in camps as soon a condition permits. (United Nations Guiding Principles, 2003).

Education in refugees and IDPs camps does not gather a lot of attention due to other condition which require immediate assistance, such as access to food, water and shelter along with ways to prevent rampant diseases and the need for security (Nemine *et al*, 2019). In addition to the lack of resources available for refugees schools, the teacher are often people who have never taught before arriving at the camp and can be rude and disempowering (Kirk and Winthrop, 2012).

In UNICEF report (2015), it is estimated that there are twenty-six (26) million internally displaced persons (IDPs) worldwide as a results of conflicts of which, 13.5 million are children and even more when those displaced by environmental disasters are included. Children are among the most vulnerable members of society during flight and displacement. Displacement worsens, poverty and at times lead to the collapse of family and community structures and as such children become increasingly at risk of forced labour, forced early marriage, domestic violence, sexual exploitation and recruitment into armed groups. Faced with breakdown of their social norms, displaced children can find themselves without basic necessities such as shelter, food and their education interrupted or even terminated. Though it is the duty of the national government of various countries to give basic amenities and ensure rights to education, many displaced children lack access to school especially in prolonged displacement situations, some displacement can last for years or even decades and children faced with such situations may grow up without an education (Mann, 2010).

Although education is the basic right of every human, it is in trouble in many IDPs camps because it is not given priority but, rather neglected and ignored leaving hundreds of millions of these children and young people without safe access to quality and free education. Statistics reveal there are current 41 active conflicts and a survey of 162 countries showed only 11 countries could be said

to be free of both internal and external conflicts (Institute for Economics and Peace, 2015). It further revealed that states with conflicts experience extensive issues with education quality, parity and access because such state institutions are at their weakest and any offered funding is devoted to military and defense budgets. Education is a fundamental human right for all children and it is very necessary that all children in the internally displaced persons (IDPs) camps be given this chance. In fact it should not be a matter of choice but enforced because education produces a sense of security and hope which is often lacking in refugee locations. According to Bruijn (2009), educating refugees have multiple benefits and an immediate, positive and widely spread impact on society. Education teaches self-reliance, helps create the human social capital need for progress, and plays a fundamental role in providing both physical and psychosocial guard for the children, Education is also critical for these children so they can be knowledgeable about their health and hygiene.

These displaced children are not only having their educational development repudiated but they are deprived of important benefits as well. Going to School is known to provide a degree of stability and normalcy in the distressed lives of internally displaced children and can be a critical source of psychological support. It can help to reduce children's exposure to threats including sexual exploitation, physical and military recruitment. (Dryden-Peterson, 2011). Classrooms can also be effective forums for conveying life-saving information about other risks including land mines and HIV/AIDS. Moreover, access to education is an important element of internally displaced persons (IDP'S) integration into the local community where they are displaced as well as when they return to their home area or resettle elsewhere ((Mooney & Colleen, 2013). Instructors and teachers in these locations are massively outnumbered by students and often lack any essential educational training which can set the stage for schools being an unsafe place. For instance, teachers may apply simple forms of punishment, discriminating against marginalized groups and reinforce risky behaviors in students like the sexual or physical harassment of other students (Nemine *et al*, 2019). Girls can face violence and discrimination due to their gender, facing limits on their schooling due to cultural or family pressures, lack of safety specifically for girls or lack of safe spaces within school areas. Teachers have an important role to play for meaningful learning to the

take place in this IDP camps as they have a hand in creating and regulating the classroom space and style of instruction (Nemine *et al*, 2019).

These children are the torch carriers of any community as they determine the continuity of any generation of people. Children are also the tools with which the human race is spread. Any society with a low population of children is leaning towards extinction (Nemine & Zalakro, 2019) Thus, Children are assets to a people especially when they are properly educated to be useful citizen and thereby contribute to the development of any given society. As the saying goes “it is better to train a child than to repair an adult”. Also, “you bend the twig to the desired direction when it is tender”. So the need for early education of the children is a necessity (Nemine *et al*, 2019). The education for these young children must be organized in a well conducive atmosphere that will foster the total development of a child. This is because the nature of the education children have at their first five years of life is imperative for their overall development and later chances (Maduewesi, 2005). More importantly, good care and education during the early childhood years should be emphasized because children who are well cared for during childhood are more likely to benefit from later education and other social services (UNICEF, 1999).

The researchers focus on Computer Mediated Approach of instruction adopted in the teaching of the displaced children in three different camps in Borno state.

Internally Displaced Persons (IDPs) In Nigeria

United Nations (UN) guiding principles define internally displaced persons (IDPs) as “Persons or groups of persons who have been forced or obliged to flee or to 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, natural or human made disasters, and who have not crossed an internationally recognized state border (Guiding Principles on Internal Displacement, 1998). The North east state of Nigeria makes up a huge population of displaced persons. The North Eastern states (Adamawa, Borno, Bauchi, Gombe, Taraba and Yobe) and some states in Nigeria have witnessed unprecedented insurgency and conflicts from 2009 to date. This has even led to the pronouncement of state of emergency in Adamawa, Borno, Yobe states in 2013. It is estimated that a total of 1,235,294 IDPs are presently living in host community (IOM, 2015). The displaced communities are mobile and

largely living with host families and communities or make change settlements in the bush a few kilometers from their village of origin where they are less exposed to violence. The DTM-IOM Round II report of 2015 on IDP report is as below;

- i. 1,88,018 IDPs (149,357 Households) were identified in Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe state.
- ii. Another 47,276 IDPs (5,910 Households) were identified in Plateau, Nasarawa, Abuja, Kano and Kaduna states
- iii. Total of 1,235,294 IDPs were identified in northern Nigeria
- iv. The highest number of IDPs are in Borno (672,714 IDPs) followed by Adamawa (220,159 IDPs) and Yobe (135,810 IDPs).

Table 1: Numbers of IDPs children in host communities in Adamawa, Borno and Yobe

General Statistics	Adamawa	Borno	Yobe
Total IDP children (13-17 years)	96, 870	59,756	295,994
Total IDP children (In Host Communities)	84,721	59,756	242,810
Total IDP children (3-17 years)	12,149		53,183

Source: International Organization for Migration (IOM) 2015 as adopted from (Nemine *et al*, 2019).

According to UNCHCR (2017), some problems facing IDP's in Nigeria are as follows;

- i. The absence of camps in many situations of internal displacement.
- ii. Protection problems for certain IDPs within camps which lead them to seek greater security outside a camps.
- iii. The simple opportunity of having relatives or friends and other social networks where hosting is possible or a combination of some or all of the above factors leading some families to split their options, where by parts of the family may reside in a camp while one or several family members migrate to areas where work opportunities are greater (Nemine *et al*, 2019).

Education of Displaced Children in Camps

A refugee is someone, who owing to a well-founded fear of been persecuted for reasons of rape, religion, nationality, membership of a particular social group or political opinion outside the country of his or her nationality, and is unable to, or owing to such fear, is unwilling to avail him or herself of the protection of that country (1951 refugee convention, 1951 in UNHCR, 2012).

At most times, education is treated as a secondary need to be addressed only once conflicts have subsided. Yet, conflicts and emergencies can go for years or even decades, leaving many IDPs children to grow up without education as well as disadvantaged of the protection and provision that going to school can provide. Much care needs to be paid to considerate and overcoming the obstacles that IDPs frequently face in accessing their rights to formal education than the non-formal learning spaces of primary schools, supported by the international community but, IDPs have very inadequate access to secondary education (kirk & winthrop, 2007).

A global impression indicates that there are about 40.88 million internally displaced. Causes of displacement include conflict persecution, armed conflict, internal strife, systematic violations of human rights, natural or manmade disasters (UN, 2016). The UNHCR has established formal partnerships with ministries of education in almost every country of the world in which it works and many host countries have embraced this approach. The UNHCR (2014), also gave the following reports;

- i. Only one in every two primary school aged pupils attend primary school.
- ii. Only one in every Four Secondary School aged children access secondary school education.
- iii. Only one in every one hundred refugees access higher education or skills-based education.
- iv. 3.2 million school-aged refugee children and adolescents are out of school.
- v. IDPs outside of camps tend to receive less access and support from international humanitarian organization but they may have better access to local schools.
- vi. Returning IDPs may face challenges in having their learning during displacement.

- vii. For demobilized child soldiers, education is an important part of the reintegration process as it provides social and emotional development as well as academic learning.
- viii. Child friendly spaces and temporary learning spaces
- ix. Hiring IDP teachers especially female teachers to teach in IDP camps.

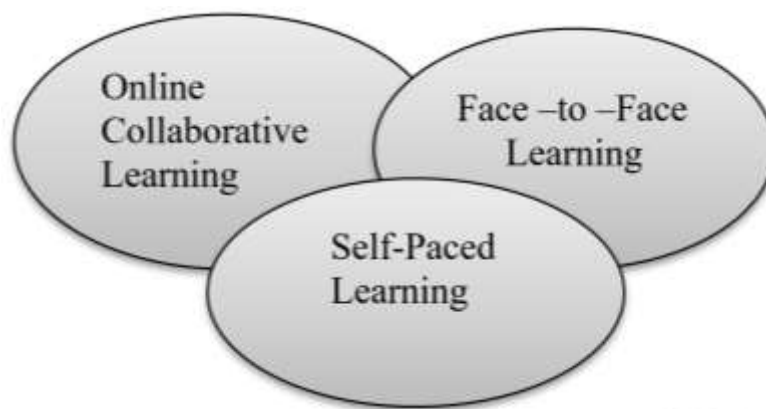
Teachers in schools serving IDPs are often given incentive rather than a salary because international organizations are reluctant to support salaries due to concerns over sustainability and finding but incentives often fail to attract qualified teachers. As a result many non –governmental organizations have developed their own teachers training courses (Nemine *et al*, 2019).

Computer Mediated Approach (CMA) as an Instructional Strategy

Instructional strategies are the prearranged series and procedures of delivery to achieve desired learning outcomes. Instructional strategies play an important role in the achievement of set objectives. Real teaching and learning can be achieved when the learner is given the right task e.g. (problem centered tasks) to achieve by instructing them with the right methods such as activation, demonstration, application and integration. The goal of CMA is to optimize learning outcomes and cost effectiveness of programme delivery by student participation through the use of computer (Siggh and Reed, 2001).

The CMA can be described as a combination of e-learning and the traditional face- to – face (F2F) learning or instructor led training. (Bonk and Graham 2006). It combines multiple delivery media that is designed to complement each other and promote learning. To further buttress this point Garrison and Vaughn (2008) defined CMA, is the thoughtful fusion to face-to-face and online learning experiences. It is quite clear that no single mode of delivery system that can provide sufficient choices, engagement, social contact, relevance and context needed to facilitate successful learning and performance (Carner, 2010). This is because learning situation has affordances that facilitates or compel different types of interactions and activities. Though much can be learned and synthesized from research both distance and traditional learning environments, blended environments provide a paradigm that is different than just a linear combination of the two. According to (Graham and Dziuban, 2008) a reactions

to the use of computer mediated discussions can be quite different in course that also needs face-to-face versus a completely online course. In IDPs camps with population and different entry points, blended learning deals a range of possibilities by combining internal and digital media with established classroom forms that require physical co-presences of both the teacher and learners. That is teaching and learning both at the traditional face-to-face and the computer mediated technologies and therefore gives room for some form of elasticity of time and space thereby, encouraging customized and self-paced learning. The diagram below is used to illustrate a blended learning environment depicting the interface or interaction of this hybrid instructional strategy.



Source: Adapted from Nemine et al (2019)

CMA and its Benefits to the Education of Displaced Children

Learning is an unending action that spans from infancy to old age and till last breath. Education as the main instrument for learning which is a fundamental right of every person. The main goal of education in Nigeria is the equipping of every citizen with the necessary knowledge, skills attitude's and values to permits him/her to derive maximum benefits from his/her membership in the society, lead a satisfying life and add to the development and welfare of the society. Ochoyi and Danladi (2009) opined that education is the transmission of worthwhile values such as skills, knowledge and planned activities that can develop learner's self-actualization and capabilities for national development. The desire to achieve stated goals whether in the cognitive, psychomotor or affective domain have given birth to various instructional strategies. Individual

differences and varying learning styles has also led to various forms of instructional designs and strategies. This include both the face-to-face instructional and computer or technology mediated form on instruction. Technology-mediated learning is a genetic term which compasses different teaching and learning approaches that is supported by the used of information and communication technologies (ICT)

Blended learning is also a good example of learning which describes a range of possibilities presented by combing internet and digital media with established classroom forms that requires the physical co-presence of both the teacher and students. It harnesses the strengths of the classroom setting and online environment (Friesen, 2012).

Advantages of CMA

- a. One major problem of classrooms and schools in the IDPs camps is over population and overcrowding, the blended learning strategy with the use of computer mediated instruction will ease the pressure on the teacher as they will be engaged in a multi task level.
- b. The problem of class placement will also be handled, as learners will be able to learn at their own level and pace thereby take care of the issues that arise as a result of multi-grading in the IDPs camp schools.
- c. The e-learning facilities of the blended learning environment can be created for this children by bringing experts online. It will give fast access to information for quick reaction, connect students with colleague's experts both in and outside the learning environment.
- d. Teachers acting as guides can help learners select his or her activities from a personal menu of learning opportunities most relevant to his or her area of study.
- e. It enables teachers and learner access learning events from many sources enabling the learner to select a favoured format or learning method or tracing provider and enabling the organizations to form functional learning communities (Nemine *et al*, 2019).

Most teachers in IDPs camps are not professionals but teachers made by on the spot assessment and may not be too competent especially regarding classroom control and management of large classes as is the case in many IDPs camp

schools and the use of e-learning facilities will immensely augment such weaknesses. Blended learning will make it easy to download desired pictures and materials to enable learning. The e-learning facilities in blended learning will also enable easy access of information and increase knowledge as there are no ready libraries in IDPs camps. Face-to-face or brick-mortar learning will be enhanced with the added computer mediated advantage of blended learning as learners will access information online and not just on physical environment.

Data Collection and Analysis

A total of 600 questionnaires on the effect of computer mediated approach were distributed directly to the respondents in three different camps namely, NYSC, Teachers village and Dialori 1 Borno state.

Shown in the tables below are responses followed by analysis from the various states.

Table 2: Responses from Children in NYSC Camp on how Computer Mediated Approach has impacted on them.

Sex	No. of Questionnaires Distributed	No. of Questionnaires Returned	Yes	No
Male	100	96	84	12
Female	100	94	89	5
Total	200	190	173	17

Source: Field, 2021

Percentage Yes = $173/190 \times 100 = 91.05\%$

Percentage No = $17/190 \times 100 = 8.95\%$

Table 3: Responses from Children in Dalori 1 Camp on how Computer Mediated Approach has impacted on them.

Sex	No. of Questionnaires Distributed	No. of Questionnaires Returned	Yes	No
Male	100	90	79	11
Female	100	89	80	9
Total	200	179	159	20

Source: Field, 2021

Percentage Yes $159/179 \times 100 = 88.83\%$

Percentage No $20/179 \times 100 = 11.17\%$

Table 4: Responses from children in Teachers village Camp on how Computer Mediated Approach has impacted on them.

Sex	No. of Questionnaires Distributed	No. of Questionnaires Returned	Yes	No
Male	100	94	85	9
Female	100	93	83	10
Total	200	187	168	19

Source: Field, 2021

Percentage Yes $168/187 \times 100 = 89.84\%$

Percentage No $19/187 \times 100 = 10.16\%$

Discussion of Results

Table 2 shows that 91.05% of the children in NYSC camp agrees with the fact that they are positively impacted by this CMA method of learning while 8.95% says no to the new system.

Table 3 also indicate that 88.83% of the children in the Teachers village camp are happy and very okay with this method of learning while 11.17% disagrees with the method.

Table 4 present 89.84% of the children in Dalori 1 camp says yes to this method of learning while another 10.16% of the children have said no.

Recommendations

- i. There should be a keener interest in the education of children in IDP camps and it should be a collective effort all and not left for the Host Government alone.
- ii. Professional teachers should be sent to IDPs camps and not the fire brigade approach of teacher recruitment presently obtainable in many IDPs camps.
- iii. Security should be beefed up in IDPs camps so as to allow NGO'S, Humanitarian organizations, the Host Government and well-meaning

- individuals to invest in providing better educational facilities and media without fear of burglary.
- iv. Adequate ICT specialists and manpower be attached to these camps to help in facilitating computer mediated instructions.
 - v. Child friendly teachers should be prepared ahead of time for IDPs camps rather than on the spot recruitment as IDPs is now a common phenomenon that mankind may have to cope with as a result of various forms of disasters resulting in displacement.
 - vi. Children at IDPs camps should be given access to e-learning to broaden their knowledge in various lessons as most of the teachers may be ill prepared for some topics as they have no professional training to do so.

Conclusion

The need for education of IDPs particularly the children who are automatic owners of the nation tomorrow cannot be overemphasized as its profits are numerous. Children are the future of any nation because the children of today are the leaders and adults of tomorrow. In fact education is one major tool for these displaced persons to be re-integrated back to the society and become useful. So the need to invest for quality and functional education for children in IDPs camps is a necessity. And, the study has shown that the application of this method is very effective in passing instructions to the children in IDPs camps for its interactive and practicable. As it is said, education is a fundamental right of every person, a key to other human rights; the heart of all developments, the prerequisite for equity, diversity and lasting peace. For nations, education opens doors to economic and social prosperity, dynamic work force and well informed citizens who are able to compete and co-operate in the global arena.

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