

QUALITY OF PRIMARY EDUCATION PROGRAMME IMPLEMENTATION IN THE INTERNATIONAL CHRISTIAN CENTRE (ICC) INTERNALLY DISPLACED PERSONS CAMP, EDO STATE

Dr. H. O. Alonge

Faculty of Education, University of Benin, Benin City

Dr. D. E. Enowoghomonwema

Faculty of Education, University of Benin, Benin City

Abstract

The various attacks which include targeted killings, suicide attacks, widespread abduction, burning and looting as well as natural disaster like flood have dramatically affected thousands of school age children at all levels of education, especially those in basic level of education and who in this case are the most vulnerable groups. It was the intention of this study to assess the extent of the implementation of primary education programme in the Internally Displaced Persons camp with regard to provision of teachers and physical facilities for teaching and learning. Two research questions were raised to guide the study. The survey research design was adopted to observe and describe the extent of primary programme implementation in the IDPs camp in Edo State. The pupils, school administrators and teachers constituted population and sample of the study. The research instrument titled: Teachers and Physical Facility Checklist for the Implementation of the Primary Education Programme (TPCIPEP) was validated and used to collect data for the study. Data were coded using Ms Excel and SPSS computer software. Ratio statistics was adopted to answer the research questions. Results revealed that teachers' and the available physical facilities are not adequate for the implementation of the primary education programme in the IDPs camp in Edo State. Based on the investigation of the primary education programme implementation in the internally displaced person's camp in Edo State, it was concluded that the available physical facilities for the implementation of the primary education programme in the IDP camp fall short of the UBE programme benchmarks. However, the manpower resources (teachers) were adequate but not significantly qualified professionally. It was therefore recommended that SUBEB, Edo State should partner with the private sector initiative in the provision of basic educational facilities and manpower in IDPs camp for quality basic primary education to ensure the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning.

Keywords: Primary, Education, Programme, and Displaced Persons

CORRESPONDING AUTHOR

Introduction

Dr. H. O. Alonge

The legal responsibility of IDPs lies with the Federal and state governments where government and relevant agencies. IDP communities often set up their own schools. Education is one of the most important cornerstones of a society and tremendously of importance for the sustainable development of countries like Nigeria. Furthermore, education can be seen as a tool to lift displaced children out of their rather fragile and poor situations, assisting them to mentally process their often traumatized histories. Primary education is organized for children between the ages of 6 and 11 years in order to inculcate permanent literacy and numeracy as well as the ability to communicate effectively and lay a sound basis for scientific thinking. Thus, when the government continues to neglect the provision of proper primary education in Internally Displaced Persons (IDPs) camps, its lack of long-term insights will irreversibly rebound on the value and sustainable development of Nigeria.

In recent times, the attacks on education and subsequent increase in the numbers of internally displaced persons mostly children have had a devastating effect on the right, access and quality of primary education in Nigeria with particular reference to the North East and South-South Geo-Political Zones of Nigeria. The various attacks which include targeted killings, suicide attacks, widespread abduction, burning and looting has dramatically affected thousands of school age children at all levels of education, especially those in basic level of education and who in this case are the most vulnerable groups. By early 2014, a large number of primary school-age children had fled the violent prone area in the North-East and South-South Geo-Political Zone of Nigeria for safety to other parts of the country with Edo State not left out.

The pupils who are the most vulnerable group now have little or no access to quality education, thereby likely blighting their future for years to come. As a result of displacements occasioned by the various attacks on schools and other targets, many children have limited schooling in the internally displaced persons' camps or in private homes and communities where they are hosted by friends, families, and others across Nigeria. In such IDP camps, schools consist of children grouped according to their age in large rooms or underneath trees for three to four hours of lessons per day. In most cases they receive lesson three times a week is now the other of the day. The overall result is that an entire generation of children is being robbed of their right to quality and compulsory primary education; an essential ingredient for their future and for the development of Nigeria. Without urgent action to address the lack of access, quality primary education occasioned by economic recession, poverty and increasing violence in the various parts of Nigeria, the lives of these children could become locked in unending cycles of under achievement and poverty.

For example, in Borno, one of the most affected states, schools at all levels were closed in 22 out of 27 local government areas for at least two years while public secondary schools in the state capital, Maiduguri, only reopened in February 2016 after internally displaced people, who occupied most of the schools, were relocated elsewhere. Education might have been grounded to a complete standstill in even relatively safe Maiduguri if it were not for some private schools that remained open when state authorities shut down public schools in March 2014. Moreover, the insurgency, militancy coupled with economic difficulties in Nigeria has aggravated the situation at the household and community levels, where the levels of poverty make it difficult for parents and families to support children's education.

The Universal Basic Education (UBE) programme in Nigeria was launched in 1999, with the goal of providing “free, universal and compulsory basic education for every Nigerian child aged 6-15 years” which took effect with the signing of the UBE Act in April 2004. The main beneficiaries of the programme are: children aged 3-5 years, for Early Children Care and Development Education (ECCDE); children aged 6-11+ years for primary school education; children aged 12-14+ years for junior secondary school education. Its scope are: programmes and initiatives for (ECCDE); programmes and initiatives for the acquisition of functional literacy like numeracy and life skills, especially for adults (persons aged 15 and above); out-of-school, non-formal programmes for the updating of knowledge and skills for persons who left school before acquiring the basics needed for lifelong learning. Special programmes of encouragement to all marginalised groups: girls and women, nomadic populations, out-of-school youth and the almajiris (Qur’anic student); non-formal skills and apprenticeship training for adolescents and youth, who have not had the benefit of formal education. The objective of the UBE programme which includes: ensuring unfettered access to nine (9) years of formal basic education; the provision of free, Universal Basic Education for every Nigerian child of school going age; reducing drastically the incidence of drop-out from the formal school system, through improved relevance, quality and efficiency; and ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning (FRN, 2014).

The implementation of the UBE programme include the activities of planning, organizing, coordinating, controlling, commanding, directing, evaluating, staffing and motivating teachers, non-teaching staff members, pupils/students and others towards the attainment of the overall goals of the basic education sub-system. From the foregoing, it shows that the implementation of the UBE programme is an invaluable avenue for ensuring the values of educational curriculum are adequately and appropriately communicated to the targeted people. The Universal Basic education programme implementation in Nigeria is the responsibility of Local Education Authorities (LGEAs) under the supervision of the State Universal Basic Education Boards (SUBEBs) and the UBEC at the federal level. There are a large number of other institutions, including: the National Commission for Nomadic Education (NCNE), the National Commission for Mass Literacy, Adult and Non-formal Education (NMEC), the National Teachers’ Institute (NTI), the Nigerian Education and Research Development Council (NERDC), the National Commission for Colleges of Education (NCCE) and the Teachers’ Registration Council of Nigeria (TRCN) also in charge of regulating the quality of the educational system.

According to UBEC 2015, The following have been achieved in the area of curriculum improvement: setting up National Early Child Care minimum standards for ECCE Centers, approval of the Integrated Early Childhood Curriculum for 3-5 Years by the National Council on Education (NCE) for pre-school child growth and early stimulation, production and distribution of the nine-year Basic Education Curriculum materials to all Public Primary and Junior Secondary Schools in the 36 States and FCT, introduction of the 9-year basic education curricula into schools for step-wise implementation began from 2008/2009 academic year in Primary 1 and JSS 1. In line with Governments desire and global agitation for the provision of enhanced opportunities for the education of out-of-school children, UBEC has undertaken programmes and activities aimed at tackling challenges associated with the girl-child and the almajarai phenomenon and out of school children like those in IDPs camps.

The situation of violence and subsequent attacks which include targeted killings, suicide attacks, widespread abduction, burning and looting has dramatically affected hundreds of thousands of school children at all levels of education most especially those in basic schools, and thousands of teachers and education administrators who in this case are the vulnerable groups appears to have waned the propensity of UBE programme in managing functional education for vulnerable group for leadership, value re-Orientation and sustainable national development in Nigeria. Consequently, cases of children access and dropping out from compulsory free-tuition schools are on the increase with grave effect on leadership, value re-orientation and sustainable national development in Nigeria.

According to UNICEF (2015), education continuity has been promoted in Borno, Adamawa and Gombe states through provision of 1,202 supplementary kits and 6,000 literacy materials, 29,397 IDP Learners in camps have been reached. At least 20,252 children have accessed educational opportunities in schools and are currently enrolled in the regular Education or Double Shift programme.

Statement of the Problem

Government, religious bodies and non government organizations especially international humanitarian organizations have made efforts over the years to accommodate and provide primary education to the internally displaced persons who are mostly children. The quality of the primary education provided has been of great concern in terms of implementation. A visit to some of the IDPs camp in the country revealed that internally displaced children between the ages of 6 and 11 years in the IDPs camp seem not to possess literacy and numeracy, effective communication and sound scientific skills which are the goal of primary education. Furthermore, the quality of education for the IDPs who are enrolled in the limited primary schools is often very low, with high student-teacher ratios, poor facilities, and lack of safety for children in schools and on the way to school. Overcrowded classrooms, lack of materials, and unfamiliarity with the language of instruction also have a negative impact on the quality of teaching. International support for education for IDPs is generally treated as a short-term humanitarian response; however, many IDPs live in protracted displacement. Education tends to be a high priority for IDPs themselves, but has tended to be a low priority for humanitarian actors. There is a need for more robust data, analysis, and research, including data on needs, availability, quality, and outcomes of primary education for IDPs in Nigeria. It is against this background that this study seeks to investigate primary education programme implementation in the internally displaced persons' camp in Edo State. Therefore, the following research questions are germane for the study.

Research Question

The following questions were raised to guide the study;

1. Are teachers' adequate for the implementation of the UBE programme in the IDPs camp in Edo State?
2. What is the qualification of the teaching staff in ICC internally displaced primary school in Edo State??
3. Is the available physical facility adequate for the implementation of the UBE programme in the IDPs camp primary school in Edo State?

Class	Numbers of Teachers Available	Pupils' Enrolment	UBE Benchmark	Teacher Pupils Ratio	Decision
Primary 1	5	163	1:35	5:163	Adequate
Primary 2	6	183	1:35	6:183	Adequate
Primary 3	6	174	1:35	6:174	Adequate
Primary 4	6	168	1:35	6:168	Adequate
Primary 5	6	169	1:35	6:169	Adequate
Primary 6	7	202	1:35	7:202	Adequate
Total	36	1059	1:35	12:1059	Adequate

Methodology

The study adopted a descriptive research that adopted the survey design to observe and describe the implementation of the Universal Basic Education programme in the Internally Displaced Persons (IDP) camp in Edo state. The only school in the International Christian Center IDPs camp in Edo State has a population of 1059 pupils and 36 teachers. No sample was made for this study.

A checklist titled: "Teachers and Physical Facility Checklist for the Implementation of the Primary Education Programme (TPCIPEP)" was used to obtain data for the study. Section A of the instrument was designed to collect data on pupils' enrolment and teachers' availability, while section B collected data on available physical facilities for the implementation of primary education programme adopted from UBE. The research instrument was validated by experts in measurement and evaluation and the final draft copies of the checklist was administered by the researcher with the help of 1 trained research assistants and the IDPs camp management. The data collected were analyzed using percentages and ratio with the UBE Programme Minimum Academic Benchmark and Percentage Benchmark of 0-49% (low), 50-59% (moderately high) and 60-100% (high) were applied to take decision for research question 2.

Presentation of Results

Question 1: *Are teachers' adequate for the implementation of the primary school programme in the IDPs camp in Edo State?*

To answer this question, data on the availability of teachers and students enrolment from 2012 to 2016 academic sessions were descriptively analyzed with ratio while the UBE teaching manpower benchmark of 1:35 was set as decision point. The results of analysis are shown in Table 1.

Table 1:2016 Teacher Pupils Ratio from in ICCIDP Camp Primary School in Edo State

Data in Table 1 revealed the teacher pupils' ratio of ICC internally displaced person camp primary school for 2016 was adequate across the six levels of the primary school using the UBE benchmark of 1:35. It therefore implies that the available teacher for the implementation of the primary education programme in the IDPs camp in Edo State is adequate.

Research Question 2: *What is the qualification of the teaching staff in ICC internally displaced primary school in Edo State?*

To answer research question 2, data collected on teachers' qualifications were analyzed using percentages with the following benchmarks as 0-49% (low), 50-59% (moderately high) and 60-100% (high). The results are presented in Table 2.

Table 2: Teachers Qualification in ICC Internally Displaced Primary School in Edo State

Teachers Qualification	Numbers	Percentage (%)
SSCE	10	28
TC11	0	0
DIP.Th	0	0
ND	5	14
NCE	19	53
B.Ed	1	3
Bsc/BA	1	3
Others	0	0
Total	36	100

Data in Table 3 revealed the percentage of teachers' qualification as follows: SSCE (28%), TC11 (0%), DIP.Th (0%), ND (14%), NCE (53%), B.Ed (3%), Bsc/BA (3%) and other (0%). The current required qualification to teach in the primary school in Nigeria is NCE. This means that the qualification of the teaching staff in ICC internally displaced primary school was moderately high (56%).

Research Question 3: *Is the available physical facility adequate for the implementation of the*

UBE programme in the IDPs camp in Edo State?

To answer this question, data on physical facilities such as Library, School Assembly Hall, Classroom, Administrative Block, Sickbay, Toilet, Garden, Workshop, Recreational facilities, Pupils Chairs and Tables and Computers were analyzed against the UBE benchmarks. The results are presented in Table 3.

Table 3: Analysis of Physical Facilities in ICC IDPs Primary School, Edo State

S/N	Items	Observed Quantity	UBE Benchmark	Ratio	Remark
1.	Library	0	1:1	0:1	Not Available
2.	School Assembly Hall	0	1:1	0:1	Not Available
3.	Classroom	60	1:35	1:70	Inadequate
4.	Administrative Block	0	1:1	0:1	Not Available
5.	Sickbay	0	1:1	0:1	Not Available
6.	Toilet	10 pit toilets	1:4	1:104	Inadequate

8.	Garden	1	1:1	1:1	Adequate
8.	Recreational facilities	2 (foot ball and volley ball)	1:5	1:2	Inadequate
9.	Pupils Chairs and Tables	Few	2:1	-	Inadequate
10.	Computers	0	1:1	0:1	Not Available

Data in Table 3 revealed that Library, School Assembly Hall, Administrative Block, Sickbay and Computers were not available, Classroom, Toilet, Recreational facilities, Pupils Chairs and Tables were available but inadequate while only Garden was available and adequate. It was therefore concluded that the available physical facility for the implementation of the UBE programme in the IDPs camp in Edo State is inadequate

Discussion of Finding

It is a fact that the internally displaced persons camp is a temporal settlement for victims of disaster, however, the quality of primary education programme provided for the children should be of quality. In the analysis, it was revealed that the available physical facilities for the implementation of the primary education programme in the IDP camp fall short of the UBE programme benchmarks. This supported Ndirangu, Udoto and Anditi (2016) when they revealed in their study that the quality of physical facilities were found to be moderately adequate, while the adequacy of the available physical facilities were found to be moderately adequate. In the words of Castaldi (1984:20) "Excellent school facilities and dedicated teachers are basic ingredients of good educational programme". The desire for education attainment is on the high side, the consumers of education therefore expect the attainment of standard and quality education that will give them a sense of belonging, fulfillment and satisfaction.

The Universal Basic Education (UBE) is a laudable educational programme that can only be successfully implemented with the availability of adequate and quality school facilities. However, it was found that the manpower resources (teachers) were adequate but not significantly qualified professionally. Ukeje (1991) succinctly puts it that the recruitment and retention of competent people into the teaching profession is a perennial problem the world over. However, the case of Nigeria is particularly serious and disturbing. It has reached a point where teaching is fast becoming the last hope of the hopeless like the vulnerable IDPs Camp children. If the future must be guaranteed, children must be taught by qualified teachers and effective school administrators who can develop their latent, physical and cognitive skills for a purposeful existence. Government needs to invest heavily in terms of provision of relevant facilities and recruitment of qualified teachers who should be motivated to teach, mentor and rekindle the lost hope of the vulnerable like children in IDPs camps.

Conclusion

The success of any educational programme without qualified and adequate teaching manpower and physical facilities is a mirage. The physical facilities in ICC IDPs camp school Edo State of Nigeria is grossly inadequate. The inadequacy is also glaring when viewed in the context of facilities provision. However, teachers in the ICC IDPs camps are fairly adequate but only a few are professionally qualified.

Recommendations

Based on the findings of this research work, it was recommended that SUBEB in Edo State should partner with the private sector initiative in the provision of basic educational facilities and manpower. Quality basic primary education should be for the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning.

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