Evaluation at the Service of Non-Formal Humanitarian Education for Internally Displaced Persons: A Social Justice Perspective

A Dissertation Submitted to the

Faculty of Education and Sports of the University of Deusto

In Partial Fulfilment of the Requirements for the Degree of

Doctor of Philosophy

Chikere Crescent Ugwuanyi

May, 2024

Bilbao, Spain

Supervisors

Prof. Dr. Josu Solabarrieta Eizaguirre, University of Deusto, Bilbao, Spain
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I Declarations

1. Informed Consent

The research was conducted in accordance with the Declaration of Helsinki and all participants gave their informed consent for inclusion before they participated in the study. It is covered by Jesuit Refugee Service, Nigeria Ethical Approval for the program (No. 5919).

2. AI Acknowledgment

Generative AI or AI-assisted technologies were not used in any way to prepare, write, or complete essential authoring tasks in this manuscript.

3. Conflict of Interest

No funding was received for this research. The author declares that there is no conflict of interest.

II Acknowledgements

It is with profound gratitude that I acknowledge the following for making the research journey eventful, fruitful, and successful.

My profound gratitude goes to my host province - the Spanish Province of the Society of Jesus, who offered scholarship for the tuition and community residence *per diem* for the years of study. Then, to my home province, the Africa North-West (ANW) province of the Society of Jesus that provided the logistics for traveling from Nigeria to Spain and other countries that the research took me. Third is Loyola Jesuit College who generously extended its Staff Development funds for the purchase of learning resources, fieldwork expenses and *personalia*. Fourth and finally, to the Jesuit Refugee Service (JRS) who approved my proposal to switch from volunteering as the Education Consultant to a research work in one of its programs. These entities made it possible for me to work, research and engage the IDPs in a simultaneously. In an unprecedented collaboration, the research was unhindered while I coordinated between living and working in Abuja, studying in Spain, and carrying out fieldwork in a conflict-ridden environment in Adamawa and Borno States.

Then, there are persons who nudged me on to begin the process. First was Fr. Chukwuyenum Afiawari, SJ – the then Provincial of Africa Northwest (ANW) province. He believed that I could successfully combine my primary mission as the Principal of Loyola Jesuit College with the mission of research. His successor, Fr. John Ghansah concurred. Second was Professor Maria Jose Bezanilla Albisua, the Convener of the Doctoral Studies in the Faculty of Education and Sports, Deusto University. When I wandered into her office in November 2019 to broach the idea, she

welcomed me with open hands. The ease with which I got support from the Postgraduate school (the DIRS team) testifies that her warmth pervades the entire system. Thirdly, was Fr. Peter Chidolue, SJ who supported “many brilliant ideas” that came out of the research. I am grateful to you all.

In a special way, I revere and thank my directors, Prof. Josu Solabarrieta Eizaguirre and Prof. Concepcion Maiztegui Oñate. They were very exacting academically; yet amiable. They were generous with their time with numerous online and offline meetings. Most importantly, they ensured that the initial burning desire to research on evaluation of non-formal education for those on the margins did not die in the details of academic niceties. Together with many external readers, the Quality Assurance Department (DQA) of Federal Capital Territory (FCT) Ministry of Education, Abuja, the Nigerian Educational Research and Development Council (NERDC), Shedda, Abuja, and the editorial team of various journals, they helped retrieve from my memories some details that make the research very intuitive.

I have enjoyed the love and support of my four-partite families. First, is the faith-family members at the Jesuit community of Loyola Jesuit College, Abuja, Nigeria and the ones at Jesuitak, Nuestra Señora de Begoña, (Comunidad del Noviciado San Francisco Javier), Indautxu, Bilbao, Spain. Thank you for providing the peace and space to research amidst the daily community life. Second, are the biological family members: Chukwuma, Friday, Chikwado, Ngozi, Dan, Ernest, Nicho, Bernadine, Greg, Ogbo, and Nnamdi, and your families. May your solicitude for my vocation continue to bring you consolation. Third, are my adoptive family members: Cathy, Chukwuma x 2, Id (Bedford), Rosemary, ‘Le Papa’ (Big and small) and ‘Mama,’ Vome, Laadi, and JB with Head.

I am grateful for your companionship, goodwill, and prayers. Fourth and finally, are the family members on the 'Road to Emmaus': JRS staff, Mubi field office: Chinazo, Waziri, Atinu, Puritwa and Uche. As the Holy Book recounts: 'were our hearts not burning' when we discussed how to serve the less privileged better?

In gratitude, I hold the learners, their families, JRS teachers, and all the people in the 50 locations where the JRS program was implemented dear in my heart. While visiting your homes and villages, the IDP camps/location; and while witnessing the devastating effects caused by the 'events' (as you prefer to call Boko Haram insurgency), I marvel at your resilience to live. Thank you.

As always, "*En tout, aimer et servir*"

Chikere (May, 2024).

III Abstract of the dissertation

This dissertation is a monograph of an evaluation of an educational program for Internally Displaced Person (IDP) learners in Northeast, Nigeria. It evaluates a program implemented by Jesuit Refugee Service (JRS) as an intervention program to help sustain/rebuild the educational system of the area amidst the on-going Boko Haram insurgency. The dissertation is presented in a four-partite "Study" format focusing on the learners (Study 1 and 2), their families (Study 3), and the teachers (Study 4). The overarching objective of the dissertation is to know if the program's aims were met and how. In other words, does the program provide good insights on how to improve humanitarian education for IDPs? The context of the dissertation is that the IDPs in the Northeast, who are in prolonged and repeated displacement, whose lots are aggravated by armed conflicts, and who desires to learn where Boko Haram insurgency is ideologically opposition education, constitute a unique population that should influence the approach of humanitarian Education in Emergency (EiE).

The dissertation employed three evaluation frameworks to guide the studies, viz: theory-driven (Chen, 1990, 2005), accountability/improvement (Stufflebeam, 2000, 2003, 2015, and social justice (Murillo et al., 2011; Murillo & Hernández-Castilla, 2011a, 2011b; Murillo et al., 2015). The frameworks serve primarily as a rail-guard approach that takes seriously the shifting contexts, the uncertainty of the implementation of the program, and where outcomes may not be huge but impactful and meaningful. In each study, one or a combination of the three are used; but also, recourse to other frameworks that may enhance the understanding of the discourse. Also, the dissertation used mixed methods, viz, the quantitative and qualitative methods with different

techniques for data gathering and analysis. Mixed methods allow the studies to explain, explore, elucidate the dynamics, strengths and scalability of the program.

Among many outcomes, there is a positive achievement gain vis-à-vis the literacy and numeracy achievements in the First Study. There is also a goodness of fit for the Student Engagement scale validation (Fredricks, et. al, 2005) in the Second Study. A major take away from First and Second studies is the insights gained from the analysis of variances in socio-demographic subgroups of IDP learners. Such insights will help in designing tailor-made educational interventions to march differences in learners. The third study describes the experiences of families in sustaining the education of their children in IDP/Boko Haram contexts. Families send their children to school in such a difficult context as an expression of hope and defiance to quasi-nihilistic ideology of Boko Haram. The fourth and final study showed a high self-perception of teachers' capacity, efficacy, and motivation (CEM) as part of their engagement in the Education in Emergency (EiE) intervention program. A major take away from the Third and Fourth studies is the tenacity of parents and teachers to sustain education when lives and limbs are at stake. Beaming a research light on the families and teachers brings an important component to the discourses in EiE which usually focus on the child and the educational resources needed in a classroom.

Among many others, one can conclude that the unique perspective of the JRS education intervention program is well adapted for the IDP education in the Northeast where there is repeated and prolonged displacement, and active conflict. Ultimately, sustaining hope through education is one of the pillars on which future rebuilding of that society could rest on. The JRS program is a good model for such.

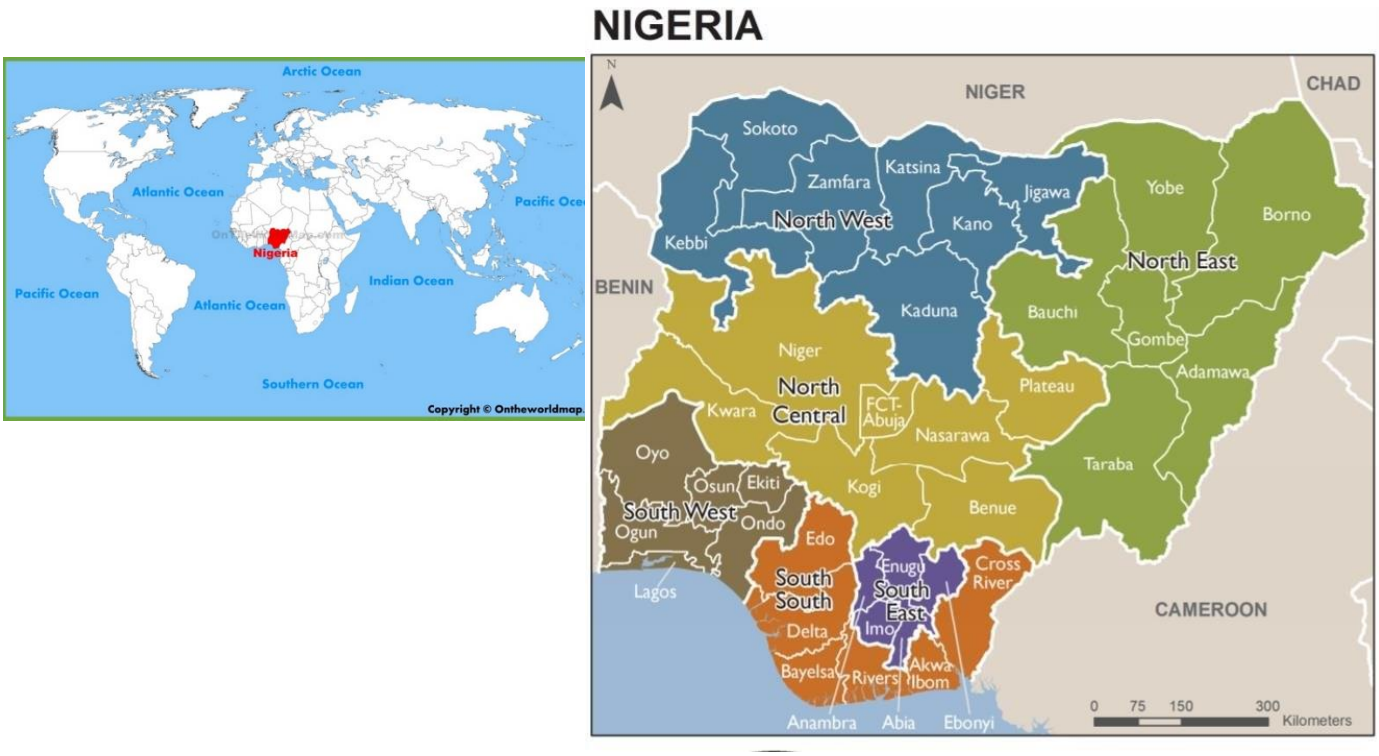
Key words: Internally Displaced Persons (IDP); Education in Emergency (EiE); Student engagement; Teachers capacity; Family in Displacement (FiD); Northeast Nigeria; Boko Haram; Evaluation; Non-formal education; Accelerated learning pedagogy (ALP).

IV Table of Contents

V Introduction of the dissertation

The dissertation is an evaluation of an educational program titled “Strengthening Education: Restoring Resiliency in Teaching and Learning Systems in Borno and Adamawa States.” The program was an initiative of Jesuit Refugee Service (JRS), a faith-based International Non-Governmental Organization (iNGO) whose mission is to “accompany, serve and advocate” for the rights of refugees and other forcibly displaced persons. The program was implemented for the Internally Displaced Persons (IDP) learners in the Northeast, Nigeria – an active conflict zone, where Boko Haram insurgency is ideologically opposed to education. The direct beneficiaries of the education program (learners) and the stakeholders (parents, teachers, and community) have been in prolonged and repeated displacement because of many factors, chief among them is the armed conflict.

Fig 1: Map highlighting the area of the research: Nigeria in red. Northeast Nigeria in light green



The dissertation is a monograph of the evaluation of the program, presented in four-partite "Study". On the one hand, each study is quasi-independent to allow the dissertation peer deeper into the issue at hand. By doing this, the dissertation ensures that an aspect of the program is given the desired pre-eminence. The aim is also to publish every study as an independent article.[1] On the other hand, the studies are thematically linked, drawing on the insights of one study to go wider to adjoining themes. This is to ensure sequence and coherence among the issues raised. The desire is to question, understand, and contribute in a dynamic way some solutions to the issues around non-formal humanitarian education for IDPs in Northeast Nigeria. The part-whole dynamics of the studies is crucial since the events under review are recent and active. The insurgency is on-going and getting deadlier every day. The program originators, implementers and the researcher were constantly on the edge about possible violent/terrorist attacks. Providence had it that till the end of the study, there was no direct attack against anyone associated with the program.

There are many motivations for the dissertation, some of which will be explained in detail in various studies. The two overarching ones are: First is to learn about evaluation as a tool for quality assurance in education. This is borne out of the desire to know the scope of systems, strategies, policies, and practices of quality assurance to ensure better learning outcomes. I believe that developing a coherent quality assurance strategy for education that involves all stakeholders (learners, parents, teachers, and community) will respond better to the desire for a liberating education. Second is to support the work of JRS and the humanitarian education efforts. I also believe that learning the art of evaluation through their lens will contribute to their effort to educate

[1] The first and second Study have been published; while the third and fourth Study are under review by different journals. Deusto university regulation does not permit the use of 'articles' if all the work has not been 'accepted' by Peer Review journal. After discussing with the thesis directors, the dissertation is thus officially submitted as a "thesis by monograph" and adopts "study" to replace 'article.' This style is growing in acceptance by some universities.

those on the margins of society. This is because the niche engagement of the humanitarians in the education of refugees, migrants, internally displaced persons, and other learners on the margins provides a unique means to respect their dignity in the present and empower them for the future. I believe that education remains a powerful tool for human flourishing and those on the margins are better served through it.

The above motivations are brought together by an idea of a model of evaluation for social justice proposed by (Murillo, Román and Reyes, 2011). The trio listed eleven social justice benchmarks for evaluating an education program. The dissertation shall focus on some of them for expediency reasons. However, the unique context of the research draws attention to some other benchmarks that require evaluation, viz: security of all stakeholders, government red-tapes, funding problems, and so on. I believe that these should be added to the list even if I are not able to dedicate a 'study' for them in the present research. I am confident that the four 'studies' chosen from Murrillo et.al (2011) provide sufficient evidence about the overall success of the evaluation exercise.

The studies do not pretend to produce grand statistical analysis. In fact, the dissertation avoided some statistical details when I sense that it may detract from the person/human focus of the research. Sometimes, in humanitarian education with small samples, the outcome may not be statistically significant, but the impact is overreaching and overwhelming: it changes people's life; it changes generations for the good. I rather have a modest goal to provide perspectives and nuances that will support best practices for the education of those on the margins in IDP camps/locations. The context, process, input, and outcome of the education program of such programs must be transformative and hope-filled. Then using those little insights, I provide a

unique vintage *exposé* of some areas of education that are not routinely evaluated in non-formal education. I believe that through evaluating non-formal education in a precarious context of education of the IDP learners, the studies will expand the discipline's role in managing humanitarian education in a scientific way.

It is therefore beneficial to put forward some considerations so as avert the reader of some choices made in the studies.

1. *The reality of life of Internally Displaced Persons (IDP) is very precarious*. Displacements leave people in quandaries; and the structures that support them are like shifting sands. Also, research in an active conflict area presents other unique challenges like security concerns, fear, and trauma. Thus, it was difficult to return to the same person and location to continue a conversation or revisit a place to continue an observation. My attitude during the research was to be open, flexible, and adaptive and seize any opportunity maximally. I prayed a lot and relied on Providence and luck. Thus, the data used in the studies are primary data.
2. *Evaluation and social justice*. Life in IDP camps and location and the reality of conflicts area limited the possibility of gathering data with precise language and register that will satisfy everyone. One way of addressing this limitation is to opt for simple, insightful BUT *intuitive* analysis and discussions. The context of the studies makes most of the findings primary analysis aimed at supporting practice in the field.
3. *Representing true voices of the informants*: The positionality of a research vis-à-vis the people in a precarious context is always a thing to ponder. For research on their lives to be meaningful, one is invited to surrender and swim with the tide of their reality by allowing

their authentic voices to be heard. For this reason, I used some real identifiers of people in the research if I were able to confirm them and there is no imminent and proximate danger to their lives. I shall modify such identifiers before I make the documents public so that no one can be traced.

The rationales for these choices may become clearer in general introduction to the research.

A word structure and style

1. The dissertation is organized in four studies which corresponds to four articles. The first study is already published. The second study has been accepted for publication. The third and fourth study are under review. Since the studies are quasi-independent, some definitions, description of contexts, literature review appear in all the studies. Also, a summary of the program under evaluation appears also in all the studies, to various degrees and details. Thus, the introductory development of the definitions, contexts, and literatures is intended to situate the larger picture of the dissertation, while the detailed engagement will focus on the subject matter of the studies.

2. There are many voices in conversation throughout the research. One observation during the research process is that many of the interlocutors used “we” whenever they were speaking about something even if they were giving what is evidently a personal opinion. Upon further inquiry, I was informed that the cultural norm is to always speak with the community in mind. This also applies to the use of “you” (plural) even if one person is present or intended. Thus, out of respect for this cultural reality, the dissertation adopts what is generally known as the royal “we” and the respectful plural “you” when referring to what the interlocutors said. However, for the opinions and perspectives of the researcher, an active voice and first singular pronoun “I” shall be used.

When there is a direct quote or when retaining the style will create ambivalence a passive voice shall be used. Navigating this writing style is important for the research since a profound respect for the dignity of the IDPs and their worldview is at the core of the research effort.

VI Chapter 1

General Contexts, Literature Reviews, and Methodological Considerations

1. Abstract

The Boko Haram insurgency has aggravated the displacement of people in northeast Nigeria. Displacement has become repeated, prolonged, and manifest in different ways. The education of displaced children is in greater jeopardy given the existing paucity of access and quality of education in the region. This study reviews and advances the conversation on educational interventions for the displaced children. It evaluates a program by the Jesuit Refugee Service, an international NGO, that focuses on accompanying, serving, and advocating for those on the margins of society. In evaluating this program, the study shows that having a broader perspective about displacement, investigating novel ways to ameliorate access and quality of education for the learners, and including wider stakeholders in the conversation would lead to better policy, programming, implementation, and outcomes of Education in Emergencies for IDP learners.

Keywords: Internally Displaced Persons, Education in Emergencies (EiE), Evaluation, Boko Haram, Northeast Nigeria

2. Introduction

The situation of education for internally displaced persons (IDPs) in northeast Nigeria is dire. In general, ‘a lack of capacity, resources and persistent insecurity, social tensions and discrimination are all significant barriers to education in many displacement situations’ (UNICEF, 2019, p. 2). In

particular, the emergence of the Boko Haram insurgency since 2002 and its violent ideological opposition to education since 2013 has resulted in repeated and prolonged displacement, thereby exacerbating these barriers to education of IDP learners. In response, the Jesuit Refugee Service (JRS) implemented an educational program named 'Strengthening Education: Restoring Resiliency in Teaching and Learning Systems in Borno and Adamawa States'. One of the aims of the program is to sustain the interest of IDP learners in education and reintegrate them into formal schools when opportune. This study evaluates that education program based on four study formats. This paper provides a panoramic view of the research: why I am interested in evaluating the program, the process used in the evaluation, and what contribution I intend to make by engaging in the evaluation, among other things.

3. Rationale

Over the years, there has been an increase in the displaced population of northeast Nigeria. There are many trigger factors, like climate change and inter-ethnic tensions. However, the most recent and highest trigger is the emergency of Boko Haram insurgency group that has led to repeated and prolonged displacement of the people (Surajo et al., 2020). There are many consequences of repeated and prolonged displacement, like lack of necessities of life and general instability among the population. However, the most affected aspect is the education of the young, because families channel all their energies in search of food and safety to survive. In response, the JRS educational intervention program seeks to 'improve the level and quality of education for children in Northeast Nigeria' (JRS Program, p. 6). The research shall expose what worked well, how, and why they worked well.

This topic is important in an era where both internally displaced populations and other populations on the move are growing annually because of climate change and conflicts (United Nations, 2022). The topic needs to be addressed as it considers inclusive matters of education in conflict areas (MacEwen, 2013). While issues related to education in conflict areas and emergencies are predominant in developing countries (Burde, et al., 2023; World Bank, 2023), with the new world order, these issues are highly relevant for developed countries as well. Disease outbreaks, increased terrorism, conflicts, and climate-induced threats to education severely impact societies of the world. Thus, learning about an educational program that was implemented in an active conflict area would be beneficial to the new world order.

More so, Education in Emergencies (EiE) plays multiple overlapping roles in this new world order (Levi, 2022). UNESCO's Education 2030 Brief (2016, para 9) succinctly notes that 'many of the largest education gaps are found in conflict and emergency situations. It is, therefore, critical to develop education systems that are more resilient and responsive in the face of conflict, social unrest and natural hazards – and to ensure that education is maintained during emergency, conflicts and post-conflict situations.' Therefore, all humanitarian actions must work to develop an inclusive, responsive, resilient, and sustainable education for all the learners in emergency situations. The Accelerated Learning Pedagogy (ALP), a broad framework for learning by multiple methods, is efficient for assisting displaced communities on the move. As an EiE, the JRS program expands the reach of humanitarian intervention to include other important stakeholders. The program is one in which various community members care for the child, and families are integral to its design. This model is an original contribution with positive impacts. It focuses on differences among displaced persons: the recently displaced IDPs (IDPs), the Returnee-IDPs (Returnees) who

are in repeated displacements, and those displaced in their homes because of the arrival of the IDPs and Returnees (Host Communities). Therefore, the rationale for this study is to zoom in on how the JRS approached their program and share the insights to provide some perspectives that could help EiE practitioners in the field.

3. Motivation

This research was motivated by a volunteer experience. I was a consultant in the JRS education programs tasked to convey the Ignatian Pedagogical Paradigm (IPP) perspectives to the educational team. As things progressed, I noticed that many educational programs transcended the mere humanitarian intervention that provided services to a dimension of significant relationality among the stakeholders in the programs. In early 2020, I applied to the JRS Director to permit me to understudy one of their programs so as to understand this unique dimension. Therefore, the motivation is to deepen the insight into this unique approach to EiE; and share the same with others. I was motivated to engage in the research because the emergency of Boko Haram brought a new dimension to EiE in that context and the JRS approach seemed to be a good response. Therefore, this study seeks to explore new perspectives to support good education for learners in a non-formal humanitarian educational system.

This perspective is required because of a new dimension of humanitarian education wrought by the Boko Haram insurgency, its violent ideological opposition to Western education since 2013, and any form of education since 2019. It is imperative to provide insights into how and why different stakeholders (JRS practitioners, parents, teachers, and children) continue to promote education in prolonged and repeated displacements, active armed conflicts, the killing of teachers,

kidnapping of learners – particularly the girl-child, and an unparalleled destruction of educational infrastructures and support structures (IOM, 2024). Researching the JRS program in an active conflict zone provides primary data on the EiE in such unique contexts.

Among many educational programs of the JRS at the time, I decided to focus on a cycle (January–August 2021). The aims of the program in that cycle are: (1) improve outcomes for children in and out of school by increasing their opportunities to engage in high-quality activities focused on academic and personal development; (2) improve the access of out-of-school children to educational opportunities to improve their basic knowledge in a shorter time than is typically required to enroll in structured educational activities; and (3) strengthen the commitment of teachers to their profession by improving their earning potential, as well as the earning potential of their families (JRS, 2019, p. 6). Thus, the program is an EiE intervention that sandwiches formal and non-formal education to eventually return the beneficiaries to formal education.

Thus, there are multiple motivations for studying the program. First, my desire to be part of a humanitarian intervention to support those on the margins is part of my call as a Jesuit priest. Second, I already work in a formal educational setting; thus, there is immense solicitude to improve access to quality education for all, particularly for displaced children in northeast Nigeria. Third, the context of life in the northeast is ideal for evaluating how a program performs in an educational desert where there is already a paucity of learning opportunities. The intentions coincide with the aims and objectives of the JRS program. The outcome of this research could help EiE practitioners design enhanced programs for prolonged-repeated-displaced learners in conflict areas.

4. Literature Review

This introductory literature review aims to provide only a generalized understanding of the researches in the area of displacement and EiE for displaced learners. Three key concepts of the research, viz, displacement, IDP education, and evaluation of such education will be reviewed in broad strokes. There will be a focused literature review for each study in this research. The separation of the literature review is to enable detailed engagement with academic conversations around each study or subject matter. In this way, the contribution of the research will be clarified in broad strokes and the research gap it fills will become apparent in the detailed studies.

4.1 Recent Conversations around Internal Displacement

The concept of 'internal displacement' is mottled and, like many academic concepts, heavily perspectival. The US Department of Defense (2005) considers 'any person who has left their residence by reason of real or imagined danger but has not left the territory of their own country' as internally displaced. The Kampala Convention (2009) of the African Union (AU) defines internal displacement as 'involuntary or forced movement, evacuation or relocation of persons or groups of persons within internationally recognized state border' (#L). UNHCR's Office for the Coordination of Humanitarian Affairs (UNHCR 1998, p. 337) identifies IDP 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 conflicts, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border.

In the three definitions or perspectives, the US Department focuses on individual persons, the African Union focuses on groups of persons; while the UNHCR's definition paid more attention to the reasons of displacement. The definitions are generally descriptive (Mooney, 2005, p.13), because they are parameters for delineating displaced persons. As descriptive parameters, they pay less attention to some other realities of displacement. Thus, it is vital to expand the understanding of internal displacement.

Internal displacement is a process that involves at least three phases broadly categorized as pre-displacement, actual displacement, and post-displacement (Thomas & Stuart, 2004). Each phase can have different implications for IDPs. The pre-displacement moments may be filled with calculations between what is known (the reasons for displacement) or facing the unknown (the reality of displacement). The displacement phase may also be marred by disorientation and a nagging uncertainty about a 'safe' space. The post-displacement may be filled with uncertainties of the desire to return home, remain in the IDP camps, or re-displace to another place with various degrees of acceptance to settle (Roberts & Lawanson, 2023). In these dynamic processes, internal displacement is no longer limited to physical movement of those who effectively leave their habitual abode, but much more. Ao and Saha (2018) suggest that other realities like a changed psychological state of mind that alter how one inhabits a 'habitual' place of abode could be termed 'displacement'. This idea fits well into the experiences of host communities that welcome IDPs and become psychologically displaced given the presence of others in their homes – the habitual abode.

In this research, I integrate these views about displacement, namely, a description of who and what constitutes displacement, the process of displacement, and the psychological displacements. The reality of displacement in northeast Nigeria would be better addressed using the proposed integrated understanding.

4.2 Recent Conversations on Displaced Children and their Education

The drivers of displacement in Nigeria include long-standing armed conflicts, accelerating urbanization, environmental degradation, and disasters ('The African Report' of International Displacement Monitoring Centre, IDMC, 2019, p. 19). The numbers of displaced persons are on the rise just like the causes of displacement. The IDMC (2024) reports that about 4.9 million people have been displaced between 2008 and 2023. Among the displaced population, children are generally invisible in the data because they are largely silent in many Nigeria cultures (Akanle & Okewumi, 2020). Adelakun (2021) estimates that 60% of IDPs in Nigeria are children, with one in four being under the age of 5 years. This means that the majority of IDPs in Nigeria are within the compulsory education age group.

In education of IDP children, UNESCO (2024, para 2) says that 'available data is often fragmented with collection and use reflecting and reinforcing existing misalignments between humanitarian and development programming. This leads to the inaccurate identification of vulnerable groups and their needs, the misdirection of already insufficient funding and poor decision-making that does not respond adequately to integrate their needs into policy and program interventions.' There is thus a data gap at various levels that would enable better identification, understanding, programming, and intervention on education of IDP learners.

This research explores the data gap following some good leads in recent times. A new dynamic in IDP educational management is to give voice to IDP stakeholders, like the children, families, and teachers (UNICEF, 2020). When consulted, new dynamics may emerge about the meaning of education, how better to approach it, and what 'outcome' is truly meaningful to the IDPs. Thus, it was revelatory when the UN Secretary General's High-level Panel on Internal Displacement (UN, 2020, p. 3) found that education had emerged as a key priority for internally displaced children and youth, and that parents considered the success of their integration or settlement on their children's ability to access education. The research advances this new approach to obtain data about IDP education in line with the UNICEF and UN efforts.

One aspect that the new dynamic has not addressed profoundly is the effect of context on displacement and the education of IDP learners. The effort at engaging IDP education must bear in mind the unique difficulties of education in that context. A generalized attempt to respond to the context based or aggravated barriers above risks being 'fragmented,' 'maligned,' or 'misidentifying' IDPs and their specific needs. This research takes on specific items of the barriers like parental attitude and human resources (teachers) for in-depth analysis and engagement. It seeks to accentuate some latent voices in IDP education that will enable a better response to the needs of IDP learners.

Another aspect is the role of teachers and parents in fostering education in emergency. Their capacity to action is generally subdued in the maze of statistics about the number of beneficiaries.

The dissertation shall give preeminence to parents (Study 3) and teachers (Study4) as linchpin for enrolment and retaining IDP learners in education.

4.3 Recent Conversations on Evaluating IDP Education in Northeast Nigeria

From the abovementioned analysis, as a matter of priority, educational programs for IDP must be approached with urgency. Whether the ultimate solution to the IDP situation is a return to habitual abode, resettlement in a different locale, or integration into host communities, access to and quality of education would provide a better solution for IDP children. There is a growing body of literature from Nigeria focused on understanding, ameliorating, or evaluating the need, form, style, and quality of education accessible to IDP learners. Bahago (2022) observed absence of educational infrastructure is a major barrier to IDP education in the northeast. He considers this barrier as most critical in hindering access to education. Ezera and Oghenede (2021) noted that the absence of qualified teachers and inadequate teaching/learning materials affect IDP education more when the displacement is prolonged and repeated. This is because available infrastructures are not as mobile as IDPs learners. Thus, quality teachers and good teaching aid are vital in IDP education in the northeast.

Going further, to understand the need for education of the IDPs, Aji et al. (2020) have issued a clarion call on the need to include education as part of the humanitarian interventions in the management of the IDP situation in northeast Nigeria. They observe that

> Beyond giving students an individualized sense of hope and direction, education can also play a vital role in the community as a whole. Relevant and adequate educational service provision could offer avenues to engage and empower displaced communities.

> It can serve as a catalyst for community dialogue and healing, it can plant the seeds for future civil society development, be it during displacement or following resettlement of IDPs (p. 38).

In the same vein, Omojola (2019) adds that education should go beyond humanitarian information education. Rather, there is a need for formal education since such strategically holds the platform for the future of IDP learners to transition into established educational institutions when opportune. Obashoro-John and Oni (2017) provide the unfortunate assessment that the Nigerian government is already overwhelmed with the provision of basic education for the population and there is little evidence of a prepared response to the educational needs of IDPs. Even when there is some provision, the quantity and quality of such education needs improvement.

There is evidence of efforts to ameliorate access and quality of education for IDPs. A detailed review of the Non-Formal Education (NFE) education policy (FHI 360, 2020) is a step in the right direction. One aim of the review was to update and systematize how to engage in the non-formal education so that learners can mainstream to formal education (p. 3). The review also emphasized the need for multilevel relationships among stakeholders in IDP non-formal education (p. 7), how stakeholders can share responsibilities and oversight in order to avoid duplicative and competing initiatives (p. 4). In the same light, Jilani (2022) shows that a shared responsibility initiative by community-led provision of access could improve access and quality education for IDPs learners. She notes that the level and depth of community participation in education can range from engaged participation to pseudo-participation. ‘Where there is genuine participation, communities take part in decision making in a voluntary and spontaneous way; where there is pseudo-participation, communities accept decisions that have been made for them by external parties’ (p. 248). An

engaged community participation would include contributing resources (money and land) to advocating for enrolment and intentional drive for better results through support of their learners, teachers, and other stakeholders.

Efforts to understand the educational needs of IDPs and collaborative efforts to make access and quality education better would benefit from evaluation exercises that draw out key, system-wide lessons or insights to improve the provision of non-formal humanitarian education for IDPs now and in the future. Among many benefits of evaluation, providing evidence-based data to push forward policy debates about IDP education, best practices in the field, and better accountability for donors would lead to a better functioning of the wider humanitarian system (Borton, et al., p. 3). Evaluation would provide a good platform to triangulate different approaches and test the robustness of the findings either in real time or ex post of the educational program. Overall, the evaluation effort intends to inform better decisions by the stakeholders in education of IDPs in northeast Nigeria or elsewhere.

In summary, the literature in conversation about displacement show that displacement goes beyond the physical to include the emotional and rights displacement from people's 'habitual' abode and way of life. Thus, displacement is now repeated, prolonged, and manifested in different ways. The education of displaced children is in greater jeopardy given the already paucity of access and quality education in the region. This invites stakeholders to investigate novel ways to ameliorate access and quality of education for the learners, and bringing wider stakeholders in conversation about such education would lead to a better policy, programming, implementation, and outcome

of EiE for IDP learners. A deeper articulation of the contexts of displacement and such education for IDP learners would situate the conversation better.

5. Research Contexts

Conventionally, context influences learning (Tessmer & Richey, 1997); however, there is little agreement on what context means and the extent of its influence (Dohn et al., 2018). It is presumed that context equally affects the evaluation of learning (Fitzpatrick, 2012, p. 8); however, the mechanism has not been determined (Rog, 2012, p. 26). There is a presumed interplay of context–evaluator–evaluation (Conner et al., 2012, p. 93), without clarity on how it affects learning. Figueiredo (2005) suggests that the relegation of the study of context as a critical component of learning dynamics may be because of an overemphasis on the mechanistic vision of education. In this vision, the dynamics of content delivery, students as workers in making, and teachers' transfer of knowledge dominate. However, this vision does not tell the entire story of education/learning, particularly in an emergency. The contexts of life in the area, the educational program, and the positionality of the stakeholders provide a full vision of education as life.

5.1 Context 1: Repeated Displacement, Past and Present, in Northeast Nigeria

Before the aggravated mass displacement occasioned by the advent of the Boko Haram-induced armed conflict, other major factors caused displacement in northeast Nigeria. First, there is a long-standing displacement caused by climate change around the Lake Chad Basin, the macro climate moderator of northeast Nigeria. Lake Chad covered an area of over 40,000 Km^2 approximately four decades ago. Currently, it encompasses only 1,300 km^2 (The Federal Ministry of Information, 2022). As agriculture is the economic mainstay of the area, the drying of the lake, occasioned by

climate change, has gradually displaced people southwards in search of a better space. The International Displacement Monitoring Center (The African Report, 2019, p. 19) states that drought in that area is an important but underreported driver of displacement. The growing desertification will continue to cause displacement in the area, and the attendant problems associated with displacement will continue to aggravate.

Second, one consequence of the gradual displacement from the lake basin is the concentration of people in limited arable spaces southward. In the northeast, Odoh and Chilaka (2012) suggest that 'eco-violence' naturally emerges because of the concentration of people and an attendant squabble over scarce natural resources. The bouts of intractable conflict between the Fulani pastoral ethnic group and the Hausa farming group over water sources and farming/grazing lands are the perpetual causes of the displacement from the Lake Chad Basin. The Displacement Tracking Matrix of the International Organization for Migration (2021) notes that among the 2,200,357 displaced in the northeast, 6% are because of communal classes regarding resources. Furthermore, as *The Economist (*April 17, 2023) elucidates, even though climate change 'does not directly cause conflict, but when pastures dry up, herders drive their hungry cattle farther afield, often encroaching on land claimed by rival ethnic groups... [and] a one-standard-deviation increase in local temperature raises the chance of intergroup conflict by 11% compared with what it would have been at a more normal temperature.' Thus, the drying of Lake Chad, coupled with the concentration of southbound displaced people, will inevitably lead to conflicts and increased displacements.

Third, the emergence of the Boko Haram insurgency wrought massive displacement. The group draws members primarily from the Kanuri-Fulani pastoral group (Baca, 2015), an ethnic group that has experienced displacement because of environmental factors. It is an Islamic Salafist turned jihadist movement (Olojo, 2013; Onuoha, 2014; Thurston, 2016), a dominant leitmotif for life and politics in Northern Nigeria. The political ambition of the leaders is to establish an Islamic caliphate and govern its swathes of territory with sharia (Zenn, 2020) in imitation of other aspirations of Islamic movements, such as Al Qaeda and ISIS. The violent ideology of the group is chaos (Thurston, 2017, p. 194) to provide a 'rhetorical corner' of legitimacy by demonstrating extreme violence to attract and maintain leadership and followership. Thus, Boko Haram is an in-group fighting force of the Karuni groups aiming to access and control natural resources using violence and camouflaging as a religio-political movement.

To buttress the point that the Boko Haram insurgency has its roots in the conundrum of socio-cultural and economic displacements in the northeast, Ahmed (in *The Guardian*, 2014) quotes Prof Sabo Bako: 'the 1980s "forerunner" to Boko Haram was the Maitatsine sect in northern Nigeria, whose members included many victims of ecological disasters leaving them in a chaotic state of absolute poverty and social dislocation in search of food, water, shelter, jobs, and means of livelihood.' Approximately four decades later, Ngwodo (2016) notes that 'as desertification and drought devastate vast swatches of the north, a convergence of ecological, economic, and social adversities is occurring. When rural areas lose ancestral farmlands to the onslaught of the Sahara Desert, huge numbers of disinherited young men flood northern towns and cities in search of jobs' (para 8). Therefore, it is plausible to suggest that Boko Haram emerged in response to various ecological displacements and transformed into a purveyor of displacement. As Thurston (2017)

notes, Boko Haram, far from being a simple or static terrorist organizational, has evolved its worldview and ideology in reaction to events. It uses multimodal activities that are strategically directed, connected, and coordinated to achieve a synergistic effect that advances its goals.

In summary, the slow, repeated displacement of people in the northeast because of climate change snowballed into intercommunal conflicts between herders and farmers. The Boko Haram insurgency exploited these anxieties to escalate displacement and deployed multifaceted activities to remain relevant. The grand premise of this study is that displacements (of whatever origin or nature) affect learning, which requires stability to thrive. The three purveyors of displacements show that education cannot thrive because the school ecosystem requires stability (World Bank, 2023). The insurgency wrought by Boko Haram's ideological opposition to education makes going to school dangerous: learning amidst displacement cannot be optimized because of instability, and going to school where a party to the conflict specifically targets education aggravates all risks. Therefore, the first context of the studies is that displacement disrupts education. Furthermore, when violent ideological opposition to education is added, learning becomes quasi-impossible because education requires stability. In this context, the evaluation of accountability focuses on the moving target of Education in Displacement (EiD).

5.2 Context 2: The Jesuit Refugee Service and Faith-justice Solicitude for Marginalized People

The Society of Jesus is a Catholic Order founded in 1540 by St. Ignatius of Loyola and his companions worldwide. The mission of the Jesuits is justice and reconciliation: to reconcile people to God, themselves, one another, and creation (Society of Jesus, General Congregation – GC 32, Decree 4; GC 34, Decree 3; GC 36, Decree 1). For over 470 years, the Society of Jesus (the Jesuits)

has been involved in education of different sorts and styles worldwide in pursuit of this mission. The official plan for Jesuit education is encapsulated in *Ratio Studiorum* (1599) (Pavur, 2005) and is referred to as the Ignatian Pedagogical Paradigm (IPP, Society of Jesus, 1993). A Jesuit historian, Donohue (1963), observes that the foundational ideas of Jesuit education are the education of intelligence, education of character, and education in and for society. These components of Jesuit education were recently reinvigorated during a global colloquium on education (Jakarta, 2021) with the theme of 'Discerning for a Hope-Filled Future'. The acts of the colloquium mandate all Jesuit schools 'to educate for a hope-filled future by educating for depth and global citizenship in faith and in reconciliation in the context of...educational Integrated (Holistic) Perspective'. In other words, Jesuit education aims to provide hope and prepare learners for a global future. Who needs more hope than the learners with repeated displacement? Balleis (2022) calls efforts to educate learners in precarious situations, like IDPs, 'Jesuit education on the margins.'

One formal organ of the Society of Jesus that focuses on working with those on the margins is the JRS. It was established in 1980 by Fr. Pedro Arrupe after visiting the Vietnamese refugee camp. In a famous telegram sent after the visit and a subsequent letter (Arrupe, 1980), Fr. Arrupe appealed to the Jesuit provinces to 'coordinate a global humanitarian response' to the refugee crisis of the time. Forty-one years later, JRS understands that one cannot 'respond to today's problems with yesterday's solutions' (JRS Annual Report, 2020, p. 2). In response to the exponentially growing humanitarian needs (Global Humanitarian Policy Forum, 2022; The New Humanitarian, 2024), JRS 'keeps hope alive with life-changing services' (JRS Annual Report, 2020, p. 12). It focuses on four sectors of action and impact. The first is education and livelihood, where JRS

provides continuous educational and vocational opportunities (JRS Annual Report, 2020, p. 15). The second is reconciliation, where the JRS helps to rebuild the right relationships among people (JRS Annual Report, 2020, p. 20). The third is mental health and psychosocial support, where JRS offers care and healing to those on the margins and on the move (JRS Annual Report, 2020, p. 22). The fourth is advocacy, where the causes of vulnerable defenseless people are taken (JRS Annual Report, 2020, p. 24).

In 2018, JRS conducted a needs assessment in northeast Nigeria. One finding was that the displacement, aggravated by the Boko Haram insurgency and its target on educational infrastructure, caused the educational system to deteriorate. Based on the assessment, the JRS designed various intervention programs, including the educational program under review, to assist forcibly displaced individuals and communities. Such educational interventions are appropriate in developing countries, such as Nigeria, for three reasons. First, Nigeria says that 'education is the most important instrument of change… [and] any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution' (FRN, Nigerian Policy on Education (NPE), 2004, p. 3). Second, an educational program is vital because, without basic education, the following values of the blueprint of the Universal Basic Education (UBE) of the country cannot be achieved: (i) live a meaningful and fulfilling life, (ii) contribute to the development of the society, and (iii) drive maximum social, economic, and cultural benefits from the society and discharge civic obligations competently (FRN, UBE, 2000). Third, the educational program is a response to the NPE in an insurgent division of the country. The NPE has the following overarching objectives: (i) to help build a democratic society, (ii) to build a just and egalitarian society, (iii) to promote a united, strong, and self-reliant nation, (iv) to boost a great

and dynamic economy, and (v) to provide land full of bright opportunities for all citizens (FRN, 2013). Thus, the JRS educational program responds to both the century-old educational goals of the Society of Jesus and the policy goals of Nigeria for displaced learners in the northeast.

5.2.1: The Program[2]: The Jesuit Refugee Service (JRS) Intervention Program for Prolonged Displaced Learners

The educational program is called 'Strengthening Education: Restoring Resilience in Teaching and Learning Systems in Borno and Adamawa States' (JRS Nigeria, 2019, p. 6). It is drawn from general objectives of Jesuit education on the margins and the specific needs of IDP learners in the northeast Nigeria.

Table 1: Objectives of Jesuit education on the margin and objective of JRS program in northeast, Nigeria.

Objective of Jesuit Education the Margins, in General and. JRS educational programs	**Objectives of 'Strengthening Education: Restoring Resiliency in Teaching and Learning Systems in Borno and Adamawa States'.**
Aims and objectives of Jesuit 'Education on the Margins' Education on the Margins is a 'Popular Education' movement that 1. is focused on transforming both people and social structures through education 2. fights for social justice through education 3. generates proposals for social transformation and to help people, communities, and institutions to become a social entity that contributes to the achievement of the Common Good 4. works for the transformation of structures in order to improve the living conditions of communities, advocating for human rights and increasing citizenship participation. 5. recognises and listens to the young people themselves as a starting point in education. 6. is committed to inclusive education, which can open opportunities for different traditionally excluded populations **Aims and objective of JRS Education on the Margins** 1. An education that fosters agency and promotes the full development and freedom of displaced people.	This programme aims to help children affected by the Boko Haram insurgency, to be integrated into the mainstream school system. **The project objectives are:** 1. To develop a robust ALP curriculum and accompanying teacher training manual 2. To increase the capacity of teachers to educate out of school children based on an evidence-based approach 3. To improve the access of out of school children to educational opportunities aimed at improving their basic knowledge in a shorter amount of time than is typically required **The project outcomes are:** 1. An increased number of teachers who are able to successfully teach an accelerated learning curriculum 2. An increased number of out of school children enrolled in structured educational activities

[2] The official title of the programme is 'Strengthening Education: Restoring Resiliency in Teaching and Learning Systems in Borno and Adamawa States'.

2. An education that is committed to ensuring that children who are forced to flee their homes and communities are not deprived of their right to education and their path to a hopeful and productive future. 3. An education that believes that with the skills and knowledge provided by education, refugees find it easier to integrate into new communities. 4. A quality and accessible education that meets the multi-faceted challenge of education systems in the places where people find refuge because such education might be non-existent, weak, or overburdened. 5. Support education when local governments are unable or unwilling to provide education services. 6. Works to build the capacity of the educational system by constructing classroom facilities, developing specialised programmes, and supporting teachers and other educational staff. 7. JRS implements educational services in emergency situations as well as in protracted displacement crises, offering several levels of education programmes and adult literacy courses. 8. Emphasises the role of the teacher as a transformative educator who can provide more than just quality instruction, but can create the kinds of inclusive environments where children feel safe to learn, reflect on their experiences, and develop their potential. 9. Enhancing access to Secondary Education, with a focus on girls having recognised the disparity in gender-based access to education 10. Offers programmes that promote educational and professional goals for youth and adults. This includes but is not limited to language courses and professional skills training to promote sustainable livelihoods. (Education - JRS)	3. Improved literacy and numeracy skills amongst out of school children in the Hawul and ASkira/Uba LGAs of Borno State and in Michika, Shuwa in Adamawa State **Specific Objectives of ALP in Literary and Numeracy:** **Literacy:** ● Understanding sound and recognising letters ● Proficiency in speaking ● Listening and comprehension ● Write alphabets A to Z ● Read texts containing 60 words ● Write short stories **Numeracy:** ● Read numbers from 1-1,000, write them down and count • Complete the addition and subtraction lessons of 1,000 numbers • Complete learning the addition and subtraction fractions up to 1.00 • Use modern weights to calculate weight, height, space and money and time • Identify two- and three-dimensional shapes and draw and even compare them to identify similarities and differences between them 4. A scale up of an effective and efficient JRS Nigeria ALP based on the lessons learned and best practices discerned through the experience of pilot project implementation

The table shows how the program for evaluation is situated into a wider solicitude for the marginalized. The research is thus a continuation of the discussions around the education of those on the margins. Through the evaluation of a particular JRS program in the northeast Nigeria for IDP learners, the dissertation contributes to the search for better ways to better serve, advocate for access and quality of such education. The contribution of the research is hinged on Harts (2019) who observes that evaluation efforts of non-formal education for IDPs generally focus on quantifiable parameters like enrolment and test outcomes. While such effort can help, she proposes an alternative evaluation paradigm that will inform educational policy and practice through in-depth conversation with wider stakeholders. Such a paradigm may explain better values that

challenge ‘normative perceptions of educational processes’ (p. 595). This research extends evaluation to some of these broader dynamics processes that support integral IDP education.

Furthermore, the desire to improve non-formal education program for IDP learners with special attention to a context in northeast Nigeria where ‘conflict-sensitive and inclusive education program, depends on a nuanced understanding of the two-way relationship between the educational activity and conflict dynamics’ (FHI 360, p. 4). The research is an evaluation of a program titled ‘Strengthening Education: Restoring Resiliency in Teaching and Learning Systems in Borno and Adamawa States’. This program is part of the wider ameliorating program of Jesuits education on the margins program.

5.2.2 Jesuit Refugee Service-Accelerated Learning Pedagogy Program (JRS-ALP

The ALP is ‘a flexible, age-appropriate program, run in an accelerated time frame, which aims to provide access to education for disadvantaged, over-age, out-of-school children and youth. This may include those who missed out or had their education interrupted due to poverty, marginalization, conflict and crisis’ (Accelerated Education Working Group, 2017, para 3). The program helps ‘provide learners with equivalent, certified competencies for basic education using effective teaching and learning approaches that match their level of cognitive maturity’. While the program can be deployed in formal institutions of learning to improve access for underprivileged persons, it is generally used in the EiE and EiD contexts of humanitarian educational efforts. Therefore, ALP utilizes the tenets of the International Network for Education in Emergencies’ (INEE, 2004) ‘Minimum Standards in Emergencies’ and the Global Education Cluster (2006) to strengthen preparedness, coordination, and technical capacity in educational emergency response.

The network and cluster aim to conceive, plan, and implement educational programs to sustain the education of learners caught up in emergencies and hostile situations. As Burde et al. (2009, p. 620) note, 'providing children living in emergency and post emergencies with structured, meaningful and creative activities in a school setting or informal spaces improves their emotional and behavioral well-being'. Thus, INEE's minimum standards ensure that 'quality education saves lives by providing physical protection from the dangers and exploitation of a crisis environment… [ensuring that] a learner is in a safe learning environment [where] he or she is less likely to be sexually or economically exploited or exposed to other risks such as recruitment into armed forces or organized crime' (INEE, 2004, p. 2). On the one hand, EiE is generally conceived as a transitory effort with a short time frame so that learners can return to formal and stable education setting; on the other hand, the Grand Contexts point to a reality that requires a rethink of the EiE because learners are dealing with slow, repeated, and prolonged displacements and disruptions to education. Therefore, the JRS-ALP must appropriate the EiE, INEE, and cluster dynamics to the context.

The JRS-ALP considers learners to be the primary and direct beneficiaries of the program. It is hoped that there will be learning achievement gains that will sustain the interest of the learners in education while in displacement and help them return to formal education when feasible. The indirect beneficiaries include (i) teachers whose capacity to teach will improve and who can redeploy the capacity to their various primary assignments; (ii) families and communities have the opportunity to educate their children amidst displacement and violence; and (iii) the country's desire to make education a pillar of development is sustained in the lives of displaced children and their families. Thus, the JRS-ALP is an enveloping program that comprises various aspects of the

motivations and desires of many stakeholders. The program can be situated using the diagram presented in Figure 1.

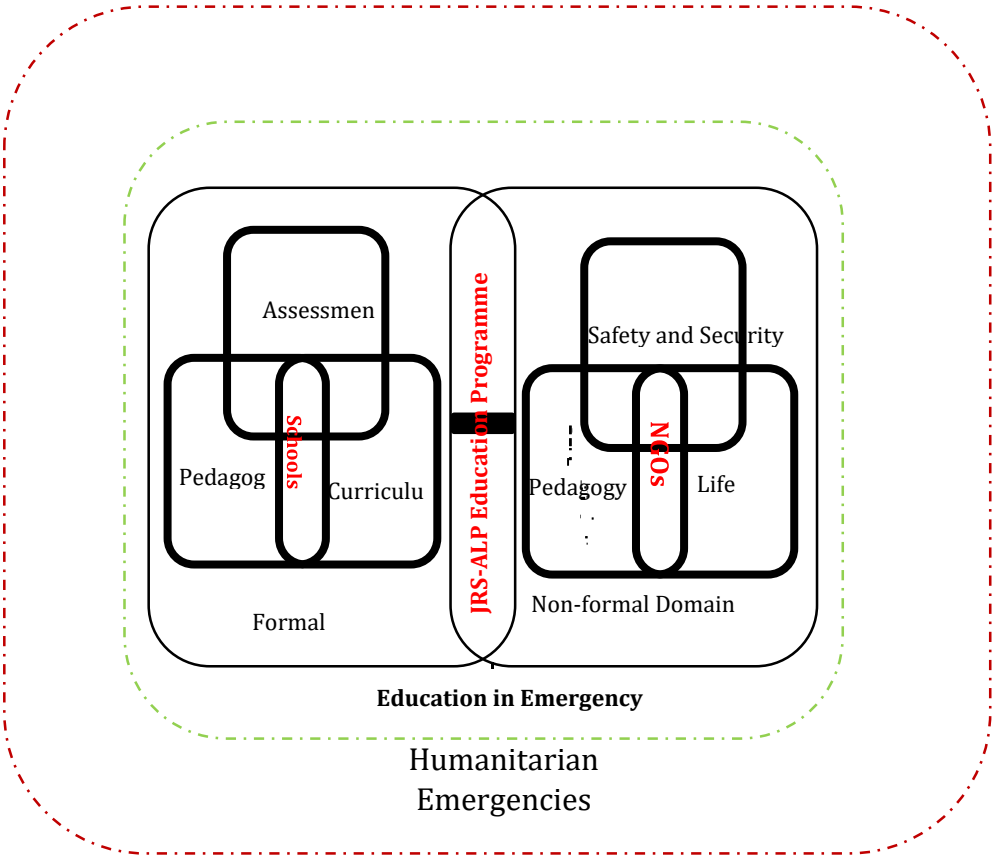


Figure 1. My understanding of the JRS-ALP program as a link between formal and non-formal education

The above is a pictorial presentation of the intersection where the JRS-ALP program situates between formal and non-formation education. The aims and curriculum of the program conceptually swaddle formal and non-formal education, hoping to move the IDP learners from informal to formal education. In the formal sector, the curriculum, pedagogy, and assessment are keys to quality assurance and certification. The non-formal education focuses on life skills, safety,

and emotional stability, which are keys to survival in an emergency. By swaddling these two forms of education, JRS-ALP follows the INEE and Global Cluster dynamics. Rollins (2014) observed that ALP is appropriate in EIE contexts since there will never be enough time for learners to lag, and there are myriad obstacles to learning. Additionally, ALP is appropriate for teaching because it helps teachers choose content wisely for maximum outcome and impact (The New Teacher Project Acceleration Guide, 2020). As Bowen (2020) notes, teachers in the ALP context would intentionally scaffold educational content to give learners confidence to progress with a sure footing. They provide learners with solid but relevant background knowledge (Fisher, no date) and a systematic and planned encounter with the content (Wexler, 2019). Thus, the ALP is suitable for the two main goals of the JRS education program for IDP learners in northeast Nigeria.

The following take aways from the discussion are summarized. First, JRS-ALP aligns with the foundation of JRS, the motifs of EiE–EiD, and the ALP. First, the program is a continuation of the call of Fr. Pedro Arrupe for an engaged effort on behalf of those on the margins and on the move. His call was motivated by the faith-justice orientation of the Jesuit mission. Second, it helps to support the NPE, which the displacements and ideological opposition to education during the era of Boko Haram in northeast Nigeria were annihilating. Third, the ALP provides good EiE to help learners maintain an interest in education for possible reintegration into the formal education system.

5.3 Context 3: Renewed Approach to Education in Emergencies

Generally, the humanitarian actors are conscious of their positionality. The call for transparency and objectivity in humanitarian intervention requires an acknowledgment of positionality and

efforts at full disclosure of any advantages therein. However, one can think of positionality by showing how contexts positionally interact with programs, as context circumscribes the influences and meanings of a program. This expansion and shift in the discourse on positionality is important for highlighting the uniqueness of the JRS-ALP intervention within the EiE initiatives. The uniqueness of the contexts impels JRS education in the EiE to shift from the much-vaulted desire for positionality statements to encompass positionality as openness to relationships. Openness to relationships as positionality in the JRS-ALP is captured in the idea of 'learning as [an] event; (Leclercq & Poumay, 2005).

JRS-ALP educational initiative in the northeast may be called a 'learning as an event' program. Education as a learning event refers to learning as a paradigm in which the learner's and tutor's activities are complementary and interdependent in a learning situation (Leclercq & Poumay, 2005, p.1). As an event, both the learner and the teacher have a multiplicity of experiences underpinning their psychological disposition and specific activity to show the intrinsic qualities of the learning event. Evaluation frameworks may then be primarily a proactive tool for decision-making to improve a program; it should serve equally for retroactive accountability of both the learning process and the evaluation. Thus, evaluation accountability refers to the accountability of both what is evaluated and the evaluation.

In the above-expanded interplay, 'context-sensitive' learning and evaluation is 'the set of circumstances that are relevant for the learner to build knowledge when referring to content' (Figueiredo, 2005, p. 129). In the expanded view, the contexts of learning and evaluation are intrinsically linked because the learning event and evaluator must share a similar context in *real-*

time for optimum learning and accountability. This interplay is assured in this study through the participation of the researcher as a consultant of the JRS program while equally providing evaluation accountability for the education program. Therefore, the multiple contexts of an evaluation program refer to the interplay where the context of learning equates to the context of evaluation. The Grand Context of education in the northeast in recent times is as follows: (1) the repeated displacement of learners aggravated by the continued armed Boko Haram insurgency ideologically opposed to education, (2) the response to the situation by JRS – an international non-governmental organization that 'accompany, serve, and advocate' for those on the move and on the margins of the society. The JRS-ALP initiative responds to the universal rights to education (UN Universal Declaration, Article 26), the child's right to education (Child Rights Act, Articles 28 and 29), and sustainable development goal 4, which advocates the right to education, at least in elementary and secondary education, for all human beings.

5.4 Summary of the Contexts

The research was carried out with a clear awareness of three contexts. The first is the slow, repeated displacement of people in the northeast owing to climate change. The southbound movement creates intercommunal conflicts within a limited shared space. Armed Haram insurgency escalates the displacements and conflicts. The JRS-ALP program is a humanitarian initiative that aligns with the foundation of the JRS and the objectives of EiE–EiD. The accelerated pedagogy is important for the northeast displaced learners since the goal is to stabilize children in displacement, maintain their interest in education, and reintegrate them into formal schools when opportune. How the JRS-ALP carries out its work is like 'learning as an event', whereby all relevant stakeholders help to link content and knowledge for today and tomorrow. Let me now discuss how to engage in these

studies in education in the context of displacement, conflict, accelerated learning, and the JRS faith-justice perspectives.

6. Evaluation Framework Approaches

The continuous displacements of families hamper the stability of education. The humanitarian education promoters, such as JRS, are spirited individuals who take inspired actions to alleviate the plight of displaced learners whose rights to access quality education are hampered by displacements in a crisis-stricken context. Turning to various evaluation frameworks that will support the approach Let me first consider the umbrella framework underpinning of the evaluation approach. These frameworks serve as the theoretical foundations of the research. Thereafter, I shall describe the general methods, respondents, mode of data collection, and means of analyzing the collected data. The finer methodological details are reserved for the appropriate studies.

Lederman and Lederman (2015) state that a theoretical framework helps to define a research question by showing why the 'approach to solving the problem or answering the question is feasible' (p. 1). A theoretical framework is an argument that demonstrates how a research problem can be elucidated using a particular approach. The research used three approaches to evaluation as a theoretical framework to guide the studies. The core reason for the cocktail of approaches is that the displacement of people, its impact on education stakeholders, and education are shifting targets that a single theory cannot accommodate. The first evaluation approach is the theory-driven evaluation framework, which functions as an overarching conceptual approach to research (Chen, 1990, 2005; Chen & Rossi, 1983). The main theory is that evaluation should always seek to improve the lives of many people and organizations. Additionally, evaluation must be malleable to accommodate the quandaries of life to truly improve it, as the difficult life of IDP learners show.

The second evaluation approach is the accountability/improvement evaluation (Stufflebeam, 2000, 2003, 2015; Stufflebeam & Shinkfield, 2007; Stufflebeam & Zhang, 2017), which functions as a heuristic rail-guard for research. This approach requires paying attention to the Context, Input, Process and Product (CIPP) of the subject of evaluation to ensure that no aspect is left out. The third evaluation approach is social justice evaluation indicators (Murillo et al., 2011; Murillo & Hernández-Castilla, 2011a, 2011b; Murillo et al., 2015). This approach to evaluation is apropos to the context of the northeast where the population are on the margins and on the move. This approach ensures that evaluation is done but with the perspective of justice for the poor in mind. The approach helps the research thematically frame the chosen dimensions that would be investigated. Let us now take them one after the other for detailed explanation.

6.1. Theory-driven Evaluation Framework

Chen (2012) defines a theory-driven framework as 'a set of explicit or implicit assumptions by stakeholders about what action is required to solve a social, educational or health problem and why the problem will respond to this action…. The purpose of theory-driven evaluation is not only to assess whether an intervention works or does not work, but also how and why it does so' (p. 17). This definition provides three important pointers for the studies. First, it asks social and educational questions. Thus, the framework will help us understand the questions raised and the interventions proposed. Second, the studies focus on the desire for change and innovative methods of programming the EiE and EiD.

As the volatility of the context provides no second opportunity, all actions must be poised for maximum impact once. Third, the framework considers the evaluative problem of how to proportionately apportion results in various activities, levels of activities, or the nexus of activities.

The implicit or explicit assumptions permitted by the theory-driven framework allow the studies to meander through multiple data and synthesize them using a wide-angle refractive lens. The three pointers correspond with Pardede (2018), who posits that research should always seek to uncover the skills needed for improvements that may not be apparent to maximize the benefit to learners. Therefore, a theory-driven framework accompanies the motivation, design, processes, and outcomes of the evaluation of the JRS-ALP program to afford practice and policy changes (Weiss, 1991). The research will do this by querying the sequence of events and results at all stages of the research: from the solicitude for those on the margins, to conceptualization of an education program for IDP learners who are on the margins, to identifying support stakeholders that will ensure access and quality education, to the outcomes (achievement and SEM) of the learners.

6.2 Accountability/Improvement Framework

Querying the sequence of events during the program and accounting for the results require an orienting supporting framework. The 'Improvement/Accountability-Oriented Evaluations' (Stufflebeam, 2011), which aim to 'provide a knowledge and value base for making and being accountable for decisions that result in developing, delivering, and making informed use of services that are morally sound and cost-effective…. [since] evaluation's more important purpose is not to prove but to improve', is adequate for such. The supporting framework, although not explicit in many instances, shaped the mindset throughout this research. The four studies provide evidence that things can be improved. Thus, considerable energy is expended to discover essential ideas that will support practice rather than provide airtight schematic arguments/proofs.

Stufflebeam's acronym 'CIPP' visualizes his framework and how it helped orient the studies. 'C' stands for 'context', which consists of the needs assessments, the opportunities for

meeting the needs, and the difficulties of meeting the needs using those opportunities. 'I' represents 'input', which focuses on the program design, the adequacy of the program design to the assessed needs, and the resources deployed to meet the needs assessed. 'P' represents 'process', which is the gradual analysis of how a program evolves, paying particular attention to unexpected events that may enhance or derail the implementation of the program as designed. The last 'P' stands for 'product' or output/outcome. This is a value judgment on the import of a program in relation to the assessed needs, input, and process. Thus, being an orienting and referent framework, the CIPP formatively (to improve) and summatively (to prove) applies the effectiveness of the JRS-ALP program and grants social justice solicitude to IDP learners.

6.3 The Social Justice Framework or Perspectives

The concerns, meanings, and dimensions of justice have a long trace from antiquity to today (Johnston, 2011). There are various approaches to considering the subset of justice in general (Novak, 2000; Ornstein, 2017) and to acting based on justice concerns (Bell, 2007). Perception and action-based responses to social justice issues have evolved among societies (Graness, 2017) and around issues (Churn and Lawrence, 2012). There are three dimensions of social justice in education using the broad strokes of Hytten and Bettez (2011). The first is philosophical. Here, thinkers define the question of social justice as an ontological idea. The second focuses on the practical and experiential engagements with social justice issues in education. It offers criteria for what socially just practice would look like and how those motivated for social action can engage in it. Thus, Brighouse (2004, p. 5) notes that people value the principles of justice and may even be motivated to work for it for various reasons.

The third dimension is a narrative of unjust realities and the cry of the victims. Thus, Sensoy and

DiAngelo (2017) note that understanding social justice means that all must be able to recognize 'how relations of unequal social power are constantly being negotiated at both the micro (individual) and macro (structural) levels, understand my position within these relations of unequal power, think critically about knowledge, and most importantly, act from this understanding in service of a more just society' (p. xxiv). For Hytten and Bettez (2011), all the dimensions 'provide lenses into how injustice plays out in people's everyday lives and thus provide more personalized invitations into considering what it means to ground educational commitments in social justice' (p. 15). Thus, the framework of justice in education functions as a highlighting pencil of the faith-justice dimensions of the JRS-ALP program. Following Murillo et al. (2011), the research delineates the dimensions using the evaluative indicators presented in Table 2.

Table 2, Murillo et al.'s indicator table

1. Verificar la universalidad e igualdad en el acceso a la educación.	Verify universality and equality in access to education.
2. Dar cuenta de la heterogeneidad social y cultural de los estudiantes en escuelas y entre escuelas.	Justify/give an account of the social and cultural heterogeneity of students in schools and between schools.
3. Evaluar la calidad del proceso de enseñanza y aprendizaje en el aula.	Evaluate the quality of the teaching and learning process in the classroom.
4. Informar respecto de las condiciones y recursos para aprender.	Gather information about the conditions and learning resources.
5. Monitorear el respeto y ejercicio de derechos de los niños, niñas y jóvenes en la escuela.	Monitor the respect and exercise of rights of children and young people in school.
6. Evaluar la participación de estudiantes, las familias y comunidad en la escuela.	**Evaluate the participation of students, families, and the community in the school.**
7. Supervisar la eficiencia interna de las escuelas.	Supervise the internal efficiency of schools
8. Evaluar los resultados y desempeños académicos de los estudiantes no sólo en las áreas curriculares, sino también en cuanto a su dimensión socioafectiva, formación ciudadana, ética y valores.	**Evaluate the results and academic performance of students not only in the curricular areas but also in their socio-affective dimension, citizen training, ethics, and values.**
9. Valorar la actitud y el compromiso del profesorado por los estudiantes y su futuro, y por la Justicia Social.	**Value the attitude and commitment of teachers for students and their future and for Social Justice.**
10. Evaluar el compromiso y las acciones de los directores y directoras escolares para la consecución de una educación para la Justicia Social.	Evaluate the commitment and actions of school principals to achieve an education for Social Justice.

11. Supervisar la gestión de los administradores, las redes y los apoyos externos a la escuela. Los límites y dificultades que enfrentan las escuelas para mejorar la formación de sus estudiantes se relacionan también y directamente, con la calidad de la gestión de sus administradores.	Supervise the management of administrators, networks, and supports external to the school. The limits and difficulties that schools face in improving the training of their students are directly related to the quality of the management of their administrators.

While all 11 indicators can be evaluated, the three highlighted indicators are the most appropriate for the context of the JRS-ALP program. I believe that the highlighted dimensions will provide sufficient evidence to show that the program responded to its stated objectives. Why?

Overall, humanitarian education is typically palliative in intent, deployment, and control. As Shuayb and Crul (2020, p.4) elucidate, 'The humanitarian education paradigm is more occupied with the technicalities of providing an education for refugees, while the more existential questions of why education and education for what end, and the outcomes of this process, are underplayed. This has resulted in "literacy-based" education for refugees that merely teaches them how to read and write, while enrolment and retention rates beyond primary are low.' By evaluating both the Achievement Gains (1st Study) and School Engagement (2nd Study), this accounts for the improvement outcome of the JRS-ALP program and its hope of ensuring learners are retained within the program and reintegrated into formal education after the program.

Humanitarian education reports have focused on the quantifiable achievement outcomes of learners and the advocacy voices of humanitarian agents. By listening to families, the dimension of participation by families on the margins and on the move (3rd Study) brings new voices into the EiE discourse. The perceptions and values families place on education may lend insight into the *worth* of the JRS-ALP program, even if the achievement outcomes become negligible. Similarly,

the self-perception of teachers' (4th Study) motivation and capabilities may explain a vocation-like commitment to continue working in a hostile environment where life and limbs are at stake.

6.4 Summary

The three frameworks guide the evaluation of the JRS-ALP program by shaping the research questions and methods for gathering, analyzing, or confirming data. Some research questions seek to establish connections, correlations, or comparisons of sets of data (Study 1), whereas others validate previously held theories (Study 2). Some research questions seek to explore the rationale for specific actions (Study 3), whereas others assess the motivation of critical actors in the program (Study 4). Nevertheless, the overarching questions are as follows: how effective is the JRS-ALP program? How does the program advance the social justice concerns of education for displaced learners? Qualitative and quantitative research methods are necessary to answer these questions adequately. I will now explain why they are necessary and how they are used.

One common ground among the three evaluation approaches is that they are improvement-oriented. Engagement in humanitarian education always seeks to improve the situation of the beneficiaries by improving the programs that serve them. In other words, a theory-driven framework facilitates learning how to improve programs. The CIPP improves programs through checklist accountability systems that ensure that all crannies of a programs are evaluated. Social justice indicators improve programs by thematizing the dimensions that are important to those on the margins. Thus, the three approaches, individually and together, provide a holistic framework for the various contours of the studies. Another common ground among these three approaches is that they are malleable in contexts that may not be ideal. The theory-driven framework begins with disparate data to weave the holding theory. Therefore, it is suitable for situations such as IDPs with

dispersed data. The accountability/improvement CIPP details the contours of a program to build improvement from details to major categories. Social justice indicators highlight different dimensions of access to education for human capacity and societal improvement.

The descriptions of the frameworks presented above for the evaluation of the JRS-ALP are painted in broad strokes only. In each study, the finer lines of how they are used, and any additional supporting frameworks are detailed. The three frameworks guide the studies individually and together to bring the discipline of evaluation to a non-formal setting of the EiE and expand its scope of influence in the context of such critical and scientific rigor. The Contexts show a deepened awareness of the drivers of displacement, which underpin the EiE in the northeast. These frameworks guide the investigation of how JRS-ALP responds to the challenges of education for displaced learners. The overarching nature of the theory-driven framework helps us to think on the move. The heuristic framework of the CIPP ensures that all aspects of the program are evaluated. The justice dimensions frame the evaluation in light of the faith-justice motifs of the JRS-ALP program. Thus, the three frameworks are summatively linked to the methodological questions and the aims and objectives of the research.

7. Methodological Questions

In this section, it is pertinent to give a global view of the respondents in the JRS program and those used for the research. In the same manner, a general overview of the methodological questions is presented here. As mentioned earlier, in each study, a detailed presentation of the respondents, data collection and treatment, and methodological questions shall be presented in details.

7.1 General Respondents Information

The first set of respondents are the direct beneficiaries of the education program. The JRS used probabilistic sampling to select 500 learners from 50 different IDP camps/locations/communities, from 5 Local Government Areas (LGAs), in two states (Borno and Adamawa) in northeast Nigeria. The participants were chosen using following criteria: (a) a learner must be between 6 and 18 years old, since ALP is designed for that age group; (b) out-of-school children made up 70% of the learners while in-school children are 30%. In-school are those who were attending a formal school before displacement. 'Out-of-school' are those who were not attending any formal education prior to displacement. (c) Priority was given to IDPs (IDP) (at least 50%), while Host Community (HC) and Returnees (RE) made up the rest 50%. HC are 'displaced' persons whose house or community or ordinary way of life has been dislodged by the entry of displaced persons. The IDP qua IDP are those who are displaced for the first time from their location. The Returnees (RE) are those who have experienced multiple displacements and are back to the camp/location that they have been earlier. (d) Priority was given to PWDs (Persons with disability) if the disability is not severe enough for them to participate. Finally, the gender ratio was 60% Girls and 40% Boys).

Tables 3, 4, and 5 show the distributions of the first category of respondents of the program following some socio-demographic and geo-location variables. The selection was done by JRS officials.

Table 3. Frequencies of residence status

Type IDP Status	Sex	Counts	% of Total
Host Community (HC)	F	126	25.2 %
	M	88	17.6 %
Internally Displaced Person (IDP)	F	114	22.8 %
	M	62	12.4 %
Returnee (RE)	F	69	13.8 %
	M	41	8.2 %

Table 4. Frequencies of education status

EDUCATION_STATUS	Sex	Counts	% of Total
In-school (IS)	F	123	24.6 %
	M	75	15.0 %
Out-of-school (OS)	F	186	37.2 %
	M	116	23.2 %

Table 5. Frequencies of geo-locations

LGA	Sex	Counts	% of Total
ASKIRA/UBA	F	61	12.2 %
	M	39	7.8 %
BIU	F	65	13.0 %
	M	35	7.0 %
HAWUL	F	63	12.6 %
	M	37	7.4 %
MADAGALI	F	61	12.2 %
	M	39	7.8 %
MICHIKA	F	59	11.8 %
	M	41	8.2 %

While the above are the starting data of the first category of respondents, in Study 1, I used only 309 learners' responses/data for the analysis. The reason is that the First Study required alignment of pre-post data to be included. Some of those who started the program could not complete, while some endline data could not be reliably matched with the baseline data. In Study 2, all learners'

information was used for the study. This is because it was a one-off data gathering exercise. Thus, all the respondents' data was valid for analysis.

The second cohort of respondents are the indirect beneficiaries of the program. They are parents of the 500 direct beneficiaries. Thus, there are nominally 500 adults who are responsible for the children in the program. However, it is important to note, as shall be explained in Study 3, that 'parents' refer to any family member (nuclear, extended, and community people) who show solicitude for the education of the IDP learners. In study 3 that focuses on family experiences of the JRS education, six discussion group meetings in the style of the African Palaver Forum (AFP, (42 participants) were effectively used. The rationale of AFP and the selection of respondents shall be discussed. The third and final cohort of respondents are the teachers. There are 51 respondents. They are JRS volunteer-teachers, selected, trained, and deployed in various IDP learning centers to teach. In Study 4 that focuses on teachers, there will be further clarity on what roles each plays and why.

7.2 Mixed Methods

Qualitative and quantitative methodologies were used to gather the information that elucidated the aims, objectives, questions, and relevance of the JRS program for IDP learners. Using both methodologies is frequently referred to as the Mixed method, which is broadly defined as 'research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or program of inquiry' (Tshakkori & Creswell, 2007, p. 6). Each method has some philosophical assumptions that help the researcher completely understand the research questions (Creswell, 2014, p. 32).

When using mixed methods, the intention is to draw on the strengths of each and assuage their pitfalls.

Practically, mixed methods enable access to information that can be gathered quantitatively and qualitatively. In the context, which is marked by repeated displacement, people may not have time for reflective thoughts on which qualitative methods rely; however, they can respond to questionnaire items quickly and move forward. The reverse may be that questionnaires are bereft of capturing the state of their souls; thus, qualitative engagement peeps into the heart in such a situation, rather than responding to pre-arranged questionnaires that may not fit the mode now. Thus, both qualitative and quantitative methods are deployed in such a context in complementary manners so that the information gathered with one method can elucidate an idea emerging from the other.

Mixed methods are equally suitable for the population of the studies: the marginalized-displaced population on the move. Creswell (2018, p.267) notes that mixed methods help develop a relatively complex understanding of changes needed for a marginalized group to design improved impact interventions by collecting data in an open-ended and closed-ended manner. It has been established that climate change disproportionately affects the marginalized because they rely on climate-sensitive assets such as rivers and forests for livelihood (World Bank, 2022, p. 37). In the Grand Context, the research showed how climate changes in the Lake Chad Basin are the primordial trigger of displacement. As the marginalized have limited resources to mitigate climate disruptions to their lives, they are unduly displaced and search for alternative means of survival (Drapper, 2024). The continued southbound movement of the population in the northeast escalated the

conflict between pastoralists and crop farmers. Such displacements have multi-dimensional effects, such as the loss of family heritage and culture, and lack of access to education (Study 3). The mixed methods help deal with marginalized populations because they are generally disempowered (Crace, The Guardian UK, 2014). They are more likely to lack an active voice in their affairs and exhibit a diminished capacity to act in adversities (Mani et al., 2013). The mixed methods source information concurrently or sequentially (Creswell, 2018, p. 266), thereby enabling a better understanding of the lives of displaced-marginalized people who are bedeviled by tribulations.

The tribulations of each study population are unique. Thus, one method may dominate in a study while the other plays a complementary or elucidating role. Quantitative methods use numerical data to answer research questions by summarizing, averaging, patterning, and inferencing values from the data (Neuman, 2014; Leavy, 2017). The insights from the study may be inferentially extrapolated from a particular case to the general situation (Babones, 2016); thus, the effect size is evidence of the effectiveness of the JRS-ALP program from the mass of data (Treiman, 2009). Additionally, as qualitative methods are considerably attuned to capturing human activities, behaviors, and cultures, they enable descriptive insights into the nature of these activities (Walliman, 2011). By facilitating a ‘careful definition of the meaning of words, the development of concepts and variables, and the plotting of interrelationships between these’ (Walliman, 2011, p. 73), studies 3 and 4 capture the subtleties that provide significant insights into human dynamics in the population. Additionally, as Lincoln and Denzin (2000) observe, the qualitative method is considerably attentive to the perspectives of gender, social and historical situatedness of the people, and interactions among individuals.

In the deployment of mixed methods, the studies ensure unambiguity and uniquely handle the 'noise' in the data (Babbie, 2021). Noise, understood as unwanted, meaningless, or contradicting information, is a huge concern for displaced persons whose recollection of things may not be ideal because of trauma. Moreover, with high anxiety levels, real and surreal noise abounds in the minds and hearts of the IDPs. Furthermore, as the territorial area of the studies is extensive and the population is diverse, the research specifically focused on reducing ambiguities in the questions. In each study, I detailed the question items or approaches that were adjusted and why. However, conscious efforts have been made to ensure homogenous instruction. Further explanations were provided *only* to elucidate the questions or instructions to ensure concurrent meaning and action. While I agree with Fàbregues et al. (2021) that divergent views in the data collected using mixed methods on the same issue/population/period are noise and show the incompleteness of the studies, I equally consider 'noise' as an open invitation for further exploration. Thus, the data from the mixed methods were suitable for supplementary inquiries and deep interpretations.

In summary, the mixed methods were employed for the studies of the JRS-ALP program because of an insight about human realities articulated by Babbie (2021, p. 25): 'Every observation is qualitative at the outset, whether it be your experience of someone's intelligence, the location of a pointer on a measuring scale, or a checkmark entered in a questionnaire. None of these things are inherently numerical or quantitative but converting them to a numerical form is useful at times. Quantification often makes observations more explicit. It can also make aggregating and summarizing data easier. Furthermore, it opens the possibility of statistical analyses, ranging from simple averages to complex formulas and mathematical models.' Since one of the research goals

was to support practice and provide new perspectives to understand or improve the education of the displaced, the compensatory and complementary nature of the mixed methods made it appropriate for the studies. These methods were used during fieldwork.

7.3 Qualitative Method Exemplified in Fieldwork Observations and Palaver Forum, and Semi-structured Interviews

Stories about fieldwork experiences (Cole, 2013) recount the best practices in a milieu (Adjirakor et al.) and the emotional, ethical, and critical dimensions of fieldwork (Krause & Szekely, 2020). The fieldwork story begins with pre-fieldwork preparations (World Health Organization, 1993) since the specific circumstances of the northeast the fieldwork experience is more complex. Since the milieu is an active conflict, I was extremely anxious (Chiaferi & Graffin, 1996) and emotionally unstable (Bielenin-Lenczowska & Kaliszewska, 2021). Given the ideological opposition of the group to any form of education, the fear of going to the fiefdom of Boko Haram to investigate an educational program was palpable. Thus, apart from the practical preparation for fieldwork in a conflict zone (Malthaner, 2014) and reading many guidelines (Bentele, 2020), I prayed for the safety of those involved in the JRS-ALP program. Therefore, I approached the fieldwork tepidly and with a strong belief that immersion would bridge the gap between the classroom and the real world (Fuller et al., 2010).

The first consideration before choosing the northeast and education in the Boko Haram enclave for the studies was access to the place and people. Good access involves gaining, maintaining, and leaving the field with valuable data to elucidate the research topic (Bondy, 2012; Riese, 2018). Given the security situation around the area, I planned many field trips with the JRS staff who had security clearance to travel to the area. As they had live security updates, I could rely on their risk

management networks to gauge risks-loads. Consequently, I planned the trips in series, whereby each trip covered all dimensions of the studies. Thus, there was a multi-layer engagement during any given trip with the multi-layered stakeholders of the JRS-ALP (Mayorga-Gallo & Hordge-Freeman, 2017). For example, I engaged families, teachers, learners, and community leaders in cycles of visits while focusing on positionality and sociodemographic dynamics (Tarrant, 2014). These approaches to access impelled me to follow the suggestions of experienced researchers to use diaries to keep records of everything that I observed, heard, and saw (Blommaert and Dong, 2010) (Table 2). Each study indicates how many of those trips can be judged as focal field trips for the research focus.

Table 6. Qualitative method with the actual number of respondents

Technique	**Data Collected**	**Data Collected**	**Data Collected**	**Data Collected**	**Time frame**
	Study 1: Student Achievement	**Study 2: Student Engagement**	**Study 3: Parents Experience**	**Study 4: Teacher Self-Perception**	
Observation	Direct but unobstructive observation. It was done when the learners were coming to the learning centers, during the proctoring of the pre-post tests.	Direct but unobstructive observation. It was done when the learners were coming to the learning centers, during the administration of SEM scale instruments. This was also done during home visits to some IDP camps and locations.	Direct and Participant observation. I visited farms, entered the kitchen, and joined in symbolic participation in whatever a family may be doing now. The purpose was to build trust. Dantzker and Hunter (2006, pp. 17, 68)	Direct and Participant observation. I participated in the on-boarding training program, visited during lessons, and participated in meetings between teachers and JRS staff.	All observations took place between Jan–August 2021.
Forum Meetings	Not applicable	Not applicable	African Palaver Forum. 42 participants (27 women, 17 men)	Not applicable.	June and July 2021
Semi-Structured Interviews	Not applicable	Not applicable		Five Focal Persons who had Supervisory Roles in the five LGAs	July 2021
Document Analysis	Lesson Plan. The Attendance Registers of the learners.	Not applicable	Not Applicable	Training Manual for the teachers. Minutes of meetings between JRS staff and teachers.	

The diaries captured personal reflexivity (Berger, 2015) during the fieldwork. While the trips were made within the ambiance of the JRS and under its ethical and operational framework, I ensured strict adherence to the protocols of the humanitarian sector (UNHCR, 2023) and the modes of

implementing the humanitarian program (IASC, 2015). I was conscious of grand ethical concerns about the displaced population on the move (Hollenback, 2016) and how to work with vulnerable learners (Betancourt et al., 2015). Therefore, the reflexivity helped as a self-censor against knowingly benefiting from my positionality with humanitarian actors vis-à-vis the benefiting population (Manohar, 2017; Caretta & Jokinen, 2017). Since I am a Jesuit Catholic Priest, I was doubly conscientious (Lin, 2015) about the layers of identity and potential conflicts of interest, and influences that could arise, even among the JRS staff. I was particularly aware of the spiritual role attributable to my status when considering displaced and vulnerable populations, who may also need spiritual support.

Be that as it may, two questions remain about my positionality vis-à-vis the research. First, did my identity as a Jesuit priest hinder or facilitate the research? Second, was I able to distance myself enough to objectively evaluate a work of the Jesuits?

These two questions were conscientiously considered at the inception of the research. Effort was particularly made to clarify my positionality in order to maintain objectivity and independence, and thus advance credibility of the research. Guided by Olmos-Vegaa et al. (2023), I was conscious of reflexivity as ‘a set of continuous, collaborative, and multifaceted practices’ through which I ‘self-consciously critique, appraise, and evaluate’ how my subjectivity and context influence the research processes. I fully but critically embrace how my subjectivity may have affected different paradigmatic choices during the research. Among other things, I affirm that during the entire process of the research, there was no known direct or obvious external influence over the research process. Also, my identity as a Jesuit did not create special access for me since visitors from

various organizations and government agencies routinely review works of NGOs. Finally, apart from JRS staff, none of the respondents knew in detail about my identity as a Jesuit. So, responses would have been similar to one given to any evaluator of the program.

However, my training as a priest gave me some edge about techniques for pastoral listening and empathy. The training was particularly helpful to obtain, what Bashir (2023) calls ‘fine-grained information’ in the ‘insider-outsider’ dynamics for gathering culturally relevant knowledge. Since the respondents are likely to be attracted to someone who deeply empathizes with them, the training may have predisposed respondents to trust the me faster and deeper leading to solid intersectionality between the researcher and the respondents (García, p. 12). Negatively, my identity as a priest brought added security risk since Boko Haram or its sympathizers may consider him a high target personality with ulterior motives beyond pure academic research. Thus, at all instances, there was discernment to navigate interiorly when full disclosure of my identity may hamper the freedom of respondents or give them exaggerated access to specific information.

7.4 Quantitative Method (Tests and Questionnaires)

The quantitative method was primarily used to evaluate competencies through vetted and moderated JRS-ALP tests for learners, school engagement measurement (SEM) scale validation for learners, and teacher motivation and capacity measurement using questionnaires. In study 1, the achievement tests comprised questions on literacy and numeracy as the JRS-ALP scheme focused on these foundational competencies/skills. The questions were unevenly distributed across five levels, with each level focusing on the hierarchies of complexities in numeracy and literacy. After the baseline test (pre-program test), a child was classified into a level after correctly

answering at least 2/3 questions at a level. At the endline (post-program test), the same set of questions was repeated, and the child was classified again following the same criteria. Therefore, the achievement gain was the difference between the pre- and post-test classifications. Study 2 validates the 'SEM' by Fredricks et al. (2005). It is essentially a 'student self-reporting' instrument that measures engagement and disaffection among students in school. Factor analysis (also called maximum likelihood) estimation was conducted to confirm the goodness-of-fit of the scale.

In study 4, teachers were administered a self-reporting questionnaire. It comprised 25 questions on a Likert scale of desirability from 1 to 4, where 1 is least agreeable and 4 is highly agreeable. The questionnaire sought to determine how teachers perceive their capacities to teach in the JRS-ALP program and their motivation to work in the EiE context of the northeast, where they were in apparent danger. The Context and Input items (C & I of the CIPP) of the questionnaire were administered at the beginning of the program, and the Process and Product parts (PP of the CIPP) were administered at the end. Administering the questions in this manner helped guard against a situation in which the success or failure of P & P clouded the pristine data of C & I (Table 3).

Table 7. Quantitative method with actual number of respondents

Technique	**Data Collected**	**Data Collected**	**Data Collected**	**Data Collected**	**Time frame**
	Study 1: Student Achievement	**Study 2: Student Engagement**	**Study 3: Parents Experience**	**Study 4: Teacher Self-Perception**	
Tests and scales	Pre–post tests of literacy and numeracy. Twenty-five questions in numeracy were unevenly distributed and arranged in levels 1–5. Thirty-two questions in literacy were unevenly distributed and arranged in levels 1–5	500 learners. 19 Likert scale items. Slightly adapted from the original. They are grouped into cognitive, behavioral, and emotional dimensions.	Not applicable	Not Applicable	Jan for Pre-test. July for Post test. June for SEM Scale
Questionnaires	Not applicable	Not applicable	Not applicable.	12 Self-perception Question items based on CEM	June and July 2021
Number of participants	309	500	Not applicable	51 teachers. 27 males and 24 females.	

7.5 Data Collection

Mixed methods require multiple data-collection methods. Each study used a peculiar data collection style, which will be discussed in the studies. However, the following data collection mechanisms were used across the studies: (1) field notes, (2) photographs, (3) audio and video recordings, and (5) JRS-ALP implementation administrative paperwork.

These data-collection procedures and cyclic field trips were beneficial for the studies in several ways. First, I managed time effectively (Phellas et al., 2004) because the trips were fully utilized to gather complex levels of data from an extensive population over a large geographical spread. Second, the various trips were opportunities to initiate and deepen personal rapport and friendships with stakeholders in the JRS-ALP program. Such friendships are important for trust and mutual aid in situations of precarious conflict. Third, the various data collection procedures helped to validate the information received earlier, in another place, or from other persons. The concurrence

of data (Papadimitriou, 1986) helped to gain a broad understanding of the studies and facilitated the triangulation of information from multiple sources, spaces, and times. Fourth, multiple data collection procedures made it easier to operationalize some variables from the field (Mauldin, 2020). The concurrence and operationalization helped move from the datum from the field to clusters of data at the initial analysis and to thematic concepts at the end of the fieldwork.

To ensure the accuracy and reliability of the data from multiple sources and multilayered trips, all observations were recorded in a diary immediately upon re-entering the vehicle to depart from a learning center, home, or meeting. At the end of the day, a diary entry was made about the entire field trip, particularly focusing on emerging themes and feelings. A simple android smartphone was used to record immediate information such as phone numbers or addresses during encounters. Additionally, some pictures were taken for keepsakes and authenticity. At the end of the fieldwork, all data from various recordings or questionnaires were transcribed into a text treatment application (Microsoft Word). Subsequently, all recordings that were not in English were translated (verbatim) into formal English by a native speaker. The texts in pidgin English and all grammatical errors were retained in the original forms.

Language concerns were not the only concerns that were addressed. As displacements and conflicts were active, there was a palpable fear of incomplete data collection. There was also a concern that repeated displacements would make it difficult to engage with the same person in the same locality throughout the fieldwork (Audette et al., 2020). Additionally, the possibility of participant attrition (Williams, 2021) was high if the threat to life and limbs was unbearable. Regardless of the case, I decided to leave data incomplete or incomprehensible if any of the above

concerns materialized and there was no other honest method of mitigating the situation. One significant consequence of this decision is that the population of the studies was not the same, even if, in the original program design, a definitive number of beneficiaries was anticipated. In each study, the analysis used only the data that sufficiently supported its core arguments.

Thereafter, the transcribed and translated data were coded (Spurgin & Wildemuth, 2017) using document analysis software to signal initial consistency and completeness. These initial checks were conducted after a couple of trips to provide heuristic insights by 'capturing affective values like emotions and magnitude values like scales' (Saldaña, 2021, pp. 93–96) to refine focus and time management for the subsequent trips. At the end of the field trips, all the coded data were substantively cross-checked to determine how they led to transformative or exploratory themes (Acuña, 2015). The initial thematic units that emerged from the software analysis provided directions for the discussion, reflection, and interrogation of the data for reliability and validity (Goodwin & Goodwin, 1984). In some instances, the initial emerging thematic data progressed into some form of theorization (Khokhar et al., 2020) that would hopefully lead to transformative engagements in the field.

7.6 Aim and Objectives of the Research

Data analysis and presentation will help achieve the aims and objectives of the research. The aim is to evaluate the JRS-ALP educational program for IDPs in northeast Nigeria to show how the best practices from the program shift how EiE may be conducted. The objectives include (1) measuring the outcome of the JRS-ALP program to determine the improvements of the students. It shall query other variables, such as gender, residency status, and geographical spread, and how

they affect improvement; (2) validating the SEM (Fredrick et al.) scale to highlight the student engagement in the program, since the motivation of students influences the acceptance of any form of education; (3) showing how the participation of parents is crucial to the success of the EiE; (4) highlighting how the motivation and grit of teachers help sustain education in conflict-stricken EiE contexts.

7.7. Summary of the Methodological Considerations

As previously mentioned, a mixed method integrates findings and draws inferences using both qualitative and quantitative approaches in a single study or inquiry program (Tashakkori and Creswell, 2007). The key concept of the definition is 'integration' since insights from both methods could help build a coherent understanding of the reality of education of the displaced learners by the JRS-ALP. In the context of the studies, an important benefit of mixed methods is that life in displacement is lived precariously. Thus, all the methods are required to make meaning out of it. Moreover, those on the margins, such as the IDPs, are among the over-researched populations (Omata, 2021). There may be a lack of interest in responding to other research questions. The mixed methods enable researchers to capture data in any way. Finally, as Babbie (2021) says, 'Every observation is qualitative at the outset, whether it be your experience of someone's intelligence, the location of a pointer on a measuring scale, or a checkmark entered in a questionnaire. None of these things are inherently numerical or quantitative; however, converting them into a numerical form is useful sometimes. Quantification often makes observations explicit. It can also make aggregating and summarizing data relatively easy. Further, it proffers the possibility of statistical analyzes, ranging from simple averages to complex formulas and mathematical models' (p. 25). Table 4 illustrates this interlink.

Table 8. Integration of the methods in the four studies

Type of data	Study 1: Student Achievement	Study 2: Student Engagement	Study 3: Parents Experience	Study 4: Teacher Self-Perception
Qualitative	Observation (when the students were learning, and during the administration of the tests)	Observation (how the students interacted with teachers and as families accompanied them to and from the learning centers)	Observation (Visit to some homes, during meetings with JRS staff, during the African Palaver Forum)	Observation (During on-boarding training program, during teaching, during meeting with JRS staff)
			African Palaver Forum	
				Semi-Structured Interview about CEM
Quantitative	Achievement Tests on Literary and Numeracy	School Engagement Scale Questionnaire		Questionnaire on CEM (Capacity, Efficacy, and Motivation)
Sequence	Quali-Quanti	Quali-Quanti	Quali-Quali	Quali-Quanti-Quali

8. Snapshots of the Four-Partite Studies

The four-partite study is a sort of *mirada* of the outcome of the two main objectives of the JRS-ALP program. It comprises (Study 1) improving the achievement gains of the learners and (Study 4) strengthening the commitment and capacities of teachers. The context of repeated and prolonged displacement, exacerbated by armed conflict and ideological opposition to education by Boko Haram, impels us to search for factors that may have influenced the outcomes and improve future programming. The research proposes (Study 2) student engagement and (Study 3) family perception of education as the major rationales for why learners and families would risk everything to sustain their interest in education. Therefore, study 1 presents the Learning Achievement results of the JRS-ALP program using the pre–post tests administered to the learners. Study 2 validates a school engagement scale that elucidates the variances in achievement gains. Study 3 explores the perception of education by families in displacement, which spurs them to support/sustain the education of their children amidst all the odds. Study 4 focuses on the motivation of teachers as the core to the success of any educational program, but more importantly, in the northeast, where teachers have lost limbs and lives. Through the lens of evaluation as social justice in education (Barro & Lee, 2015), studies are approached summatively – to show **results**; but also,

programmatically to highlight processes that would improve the **practice** of EiE and EiD. The movement from the results to practice is imaginatively represented as a wheel in the evaluation of social justice in education (Figure 3).

Figure 3. Wheel of the Studies

Another name for the entire research and the four-part study could be the 'Wheel of Evaluation of the JRS-ALP program for the IDP learners in the Era of Boko Haram in Northeast Nigeria'. The imagery of a wheel in motion captures various dynamics in the research and the studies in the following ways. A wheel is always in motion, like the repeatedly displaced persons, which is the core population of the studies. As the wheels move, they crank together, similar to the skirmishes of the population in motion who interact at close quarters and with limited resources. The clattering of the wheels leads to wear and tear. This is similar to how communal skirmishes degenerate into (armed) conflicts, as exemplified by the Boko Haram armed conflicts. The wear and tear prevent the wheel from functioning properly, thereby slowing the machine and the operations of the plants. Similarly, the wheel of displacements in the northeast slows and disrupts education to various

degrees. The JRS-ALP program can be likened to an intervention to maintain the wheel in motion and its bare functionality until an overhaul is feasible.

The imagery of the wheel is equally appropriate for research and studies because it helps us conceptualize a link between the theoretical frameworks of the research and the data collection and treatment methods. While theories identify gaps and raise questions that extend the theory through the formulation of hypotheses (Hepburn and Andersen, 2016), data provides streams of information to aggregate results for drawing inferences to arrive at patterns of insights and solutions. Thus, theory and data are linked because they explain each other. The integrative nature of wheels makes the movement between them organic to the functions they perform jointly. Similarly, the data gathered from the JRS-ALP program and the theoretical frameworks organically interact and intersect to advance practice in the EiE–EiD and the concern for social justice in education for displaced learners.

However, the image of a wheel captures the multiple interlinks among the four studies. The wheels are omnidirectional. The JRS-ALP big wheel orbits itself and causes other wheels (Study 1–4) to oscillate and move laterally and in rotation. This conceptualization helps us read the studies independently but with complementarity. Specific contexts, frameworks, methods, and results are presented as independent studies. Complementary to one another, the studies provide a panoramic view of the JRS-ALP and the achievements of its objectives. Individually, the studies aim to respond to questions about improving the dimensions under investigation; and the data presented provide credence to the answers espoused. As a group, they advance the question of evaluation as social justice for the IDP learners who have endured violence and displacement over the years and

whose education has been disrupted as a consequence. Thus, in introducing each study, the research introduces the gradual connections among participants.

8.1 First Study: Achievement Gains

The first study discusses the learning outcome of 309 children who fully participated in the JRS-ALP program and completed the pre- and post-assessment tests. Thus, the study provides the primary data for the evaluation of a relatively broad project (Prakash, 2016) to judge the effectiveness, social utility, and desirability of the program. Although the achievement gain is a quantitative measurement, it provides data for evaluative recommendations for constructive actions in the future cycle of the program and other EiE interventions. I began the study by showing the recent state of educational infrastructures and support structures since the advent of Boko Haram and how it has significantly mired achievement gains, particularly in literacy and numeracy. Thereafter, I present the ALP as an effective method for displaced learners who have been traumatized and violently hunted for attending school. The basics of the ALP, which focuses on the core blocks of knowledge, ensure that learners are kept in school while in displacement and reintegrated into formal schooling when feasible.

An aspect of the grand theoretical framework of the studies – the theory-driven framework – which enables thinking-in-action on social and educational problems and why the problem can be solved by such actions (Chen, 2012 p. 17), guided the study. Thinking-in-action sees test scores not simply as data but as a window to explore the deep state of the learners. This is why some field observations have elucidated differences in correlations among sociodemographic variables.

8.2 Second Study: Validation of School Engagement Scale

Traumatized learners are not allowed to stay in the JRS-ALP program and the possibility of transitioning to formal education at opportune times. In the humanitarian world and the EiE, positive results (success stories) and scalability are key to sustained programming. As interest in optimizing achievement gains increases and the pressure for measurable outcomes in humanitarian education heightens, student performance can be understood by examining the different architectures that support learning. Student engagement is key to understanding learner enrolment, retention, and performance. It is necessary to examine what may have led to the achievement gains and how the findings support future programming and scalability. The second study is a report of the validation of the SEM scale by Fredricks et al. (2004). The validation was performed not only to understand the achievement gains but also to provide a platform to support the practice of EiE for displaced learners.

The scale validity was assessed based on the responses of the 500 learners in 50 locations and five local government areas, where the JRS-ALP was implemented. The original questionnaire (19 items, Likert scale 1–5) was adapted following set rules (ITC; Muñiz et al., 2013) to account for cross-cultural contexts (Hernández et al., 2020). In the first part of the study, I presented the context of Boko Haram, which traumatized learners through kidnapping, destruction of schools, and ideological opposition to education. Therefore, exploring school engagement is crucial for understanding the participation of the learners in the JRS-ALP and the background that explains achievement gains. In the validity report, the analysis focused on indicators of the validity and reliability of the measurement model and a comparison of various levels of scores between sociodemographic groups (gender, location, spatial diversity, and In-School and Out-of-School learners). Thereafter, I discussed the results by comparing the literature on similar populations

without added violence and trauma. Comparisons among various sociodemographic groups were intended to provide relatively broad data to support the practice of the ALP programme as a plug-in measure for those whose education has been truncated, particularly by violence and displacement. I opine that the ALP method aids displaced and traumatized children in focusing on school, and the JRS program may be a good model for the EiE and EiD. Further inquiries could explore non-learner-based factors that contributed to the outcomes of the program. The family's perception of education and motivation of teachers are important factors for attaining the objectives of the JRS-ALP.

8.3 Third Study: Perception of Families of the Jesuit Refugee Service-Accelerated Learning Pedagogy Program

The third study presents the experiences of families in sustaining the education of their children in repeated, prolonged, and conflict-aggravated displacements. The ideological opposition of Boko Haram to education makes it relatively difficult for families to send their children to school. The third study accentuates the agency of families in the JRS-ALP program, as the dominant discourses on the education of IDP learners mainly focus on barriers to education and the efforts of humanitarian agencies. The study that engaged 42 families in five local governments used the 'African Palaver Forum' styled meetings. This style is an adaptation of Focused Group Meeting to the dominant cultural ways through which important matters are discussed.

The study began by highlighting the reality of the African family in displacement as a disruptor of the education of children at two levels. The first level is the disruption of formal education, which JRS-ALP attempts to mitigate. However, for the families, in the second level, when African families are displaced, there is a disruption of the very structure of education in the African sense

because the family is the nexus of traditional/cultural education. It explored the pre-Boko Haram barriers to education in northeast Nigeria to understand the herculean nature of the effort of families to sustain the education of their children at those levels in the IDP context. It is noted that families with prolonged and repeated displacement may have a unique perception of the JRS-ALP in scaling these obstacles to sustain the education of the children. I believe that the study makes a significant contribution to the literature because little research has been conducted on the family as an important linchpin in humanitarian educational programs. Furthermore, I believe that the study will be of interest to the wider public because it adds to discussion about the vital role of families in the education of children.

8.4 Fourth Study: Self-Perception of the Capacity, Efficacy and Motivation of Teachers

The backdrop of the study on teachers is the broadcast aired occasionally in 2013. After an attack on a school, the then Boko Haram leader, Abubakar Shekau, said in a video message: 'We did say we were going to burn down schools offering Western education because they are not Islamic schools. They are schools primarily established to wage war on Islam. *We fight teachers who teach Western education. We will kill them before their students and will tell the students to henceforth to go and study the Koran*. This is what we do. We will continue carrying out such school attacks till we breathe our last breath' (OCHA, 2023, emphasis added). In the face of such a threat and knowing that an effective educational system reflects the effectiveness of its teachers (Block et al., 2012), I wondered how the motivation of teachers kept them on the job in the JRS-ALP program. Furthermore, I am aware that students' achievements and school engagements, though affected by other variables (Shahzad et al., 2021), are heavily dependent on the effectiveness of the teachers (Goldhaber & Startz, 2017). Finally, I am aware that teachers form part of the population in

displacement, and thus, they are affected by all the quandaries of conflict-aggravated displacements.

This study reports the self-perceptions of teachers about their motivation, capacity, and efficiency of teaching in the context of the Boko Haram insurgency, which targeted the educational system, particularly its teachers. The study shows (i) why teachers are still motivated to teach amidst the dangers to limbs and life and (ii) what affects the JRS-ALP training programs have on their perception of their capabilities as teachers.

9. Concluding points of the Contexts, Perspectives and Theoretical Considerations

The research began the exploratory part of the studies by delimiting the context-sensitive nature of the research. The reference to a grand context, consisting of repeated displacement and the response of the JRS to the plight of learners, helped us link the purveyors of displacement around Lake Chad to the emergence of Boko Haram and the science of evaluation. I postulate that the grand context is important in circumscribing the JRS-ALP program. This mitigation program uses the ALP to advance the objectives of its intervention in the northeast.

The research was guided by a cocktail of evaluation frameworks chosen to help the research understand the dynamics of the JRS program and present its uniqueness to the wider audience. Therefore, an improvement orientation for the research is one of the angles to understand the outcomes of the studies. Another guide is the CIPP framework, which functions as a cardinal reference point, ensuring that no aspect of the JRS-ALP program is overlooked. Thus, mixed methodologies were used in the studies because the strengths of quantitative and qualitative

methods help gather and analyze robust data from the field, documents, and semi-formal and formal interviews, among other data collection methods. The frameworks and methodologies helped us evaluate the JRS-ALP from the perspective of social justice in education. Thus, the evaluation of social justice in education of those on the margins using the JRS-ALP program focused on 4 of the 11 possible themes. The selection is essentially for demonstrative (to prove) and programmatic (to improve) purposes and to show that the objectives of JRS-ALP were achieved. Four-partite studies are presented in a wheel format to show how their joint effectiveness led to the effectiveness of the program.

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VII Chapter 2

Education of Internally Displaced Persons in Northeastern Nigeria during the Era of Boko Haram: Student Achievement Evaluation in an Accelerated Learning Program

1. Abstract

Education in emergencies (EiE) is relevant because it focuses on populations affected by natural disasters or conflicts. I am not aware of any prior study that has analyzed learning achievements among internally displaced persons (IDPs) using residence subgroups. Therefore, this study examines the learning outcomes of 309 children enrolled in the Jesuit Refugee Service's accelerated learning program (JRS-ALP) for IDPs in northeastern Nigeria. Drawing on a broad evaluation of the project, I examine the achievement gains of different participant subgroups to provide evidence to support related practices and contribute to knowledge about accelerated learning pedagogy vis-à-vis EiE. The results show a substantial achievement gain in literacy and numeracy across groups, with some differences emerging by gender and geographical spread. A plausible conclusion is that in northeastern Nigeria, where there has been a historically low penetration of formal education and other barriers to the education of displaced individuals, the JRS-ALP is robust in bridging the gap of inequities in EiE. Using the accelerated learning pedagogy-EiE model, humanitarian education could foster hope when transitioning beneficiaries to formal schools and restoring the dignity of displaced persons.

Keywords: *Education in Emergency, Internally Displaced, Learning Achievement*

2. Introduction

Education in emergencies (EiE) remains relevant because it focuses on populations affected by natural disasters or conflicts (Sinclair 2007). Armed conflicts represent a considerable obstacle to ensuring "inclusive and equitable quality education and promoting lifelong learning for all" (Coombes, Haddad, and Ring 2023; UN Security Council, *Resolution 2601 (2021)*). Such conflicts often erupt abruptly, escalate rapidly, and significantly destroy the educational ecosystem, thereby truncating learner education. In northeastern Nigeria, where the fundamentalist group Boko Haram's credo forbids education, EiE efforts are more precarious. Research on EiE in this context has focused on the effects of Boko Haram's war on education, in general (Bertoni et al. 2019), and girls' education in particular (Joda and Abdulrasheed 2015). Regarding access to education, some researchers have prioritized quantifiable variables such as the number of learners who receive education (Burde et al. 2017). Others have calculated the dollar cost of education per child (Diazgranados Ferráns et al. 2022). By contrast, the study focused on the effectiveness of EiE in northeastern Nigeria by analyzing the students' achievement gains using the accelerated learning pedagogy (ALP) program of the Jesuit Refugee Service (JRS).

No study had focused on examining the effectiveness of EiE in such an environment. I am not aware of study that compared out-of-school and in-school achievements in an IDP education context. Therefore, the contribution is the analysis of different sociodemographic variables (sex, school status, residence status, and geographical spread) vis-à-vis deeper insights into affected learners. This program attracted my interest because one of its objectives was to help children reintegrate into formal schools whenever the opportunity arises. The data, which was collected

using a pre–post validated test, proved robust in understanding whether ALP's objective has been achieved effectively in the EiE context.

The focus of the sections of this study are as follows: (1) The context of northeastern Nigeria, with an emphasis on how the advent of Boko Haram decimated the region's already fragile educational system. (2) ALP's appropriateness for EiE in northeastern Nigeria and whether its deployment by the JRS is apt for reintegrating learners into formal education. (3) The study's research methodology. (4) Participants' improvement in learning (achievement gains) vis-à-vis various sociodemographic variables. (5) Discussion of the results. The summary highlights the insights gained from this study.

3. Displacement, EiE, and Boko Haram's Opposition to Education

IDPs are defined by the UNHCR's Office for the Coordination of Humanitarian Affairs (UNHCR 1998, p. 337) identifies 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 conflicts, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border.

To qualify for this definition, Cohen and Deng (1998) observed that involuntary movement and remaining within a national border are key elements. Salama, Spiegel, and Brennan (2021) noted that IDPs, unlike individuals involved in other forced movements (e.g., refugees) do not have an internationally recognized agency in charge of their protection. Finally, Papadopoulos

(2021), a psychosocial researcher, argued that displacement is a complex phenomenon involving social, cultural, and political factors, as well as identity and nostalgic disorientation. These characteristics highlight how complex a phenomenon displacement is and that multifaceted approaches should be adopted in tackling its effects on people.

Humanitarian interventions comprise one such approach. Barnett and Weiss (2011) observed that various humanitarian interventions have developed from outsiders' willingness and ability to help those at risk. Humanitarian EiE is an effort in which willing stakeholders focus on sustaining the education of displaced children. According to Sinclair (2001) , EiE aims to do the following: (1) provide a sense of normalcy, (2) restore hope through access to the "ladder" of education, (3) support psychological healing from traumatic experiences through structured social activities in a "safe space," and (4) provide protection for marginalized groups—for example, minorities, girls, children with disabilities, and out-of-school adolescents—at risk of exploitative or unsafe work such as prostitution or recruitment by militias.

The JRS' accelerated learning program (JRS-ALP[3]), as an educational intervention, fits into the definition of EiE. This program aims to achieve the following objectives: (1) improve access to educational opportunities for out-of-school children, with the aim of improving their basic knowledge in a shorter space of time; (2) enroll more out-of-school children in structured educational activities; (3) improve literacy and numeracy skills among out-of-school children in the northeastern states of Borno and Adamawa; and (4) scale up an effective and efficient ALP program based on the lessons learned and the best practices discerned through the implementation

[3] The official title of the program is "Strengthening Education: Restoring Resiliency in Teaching and Learning Systems in Borno and Adamawa States" by JRS-Nigeria (2019–2022). The program runs in cycles of eight months. In the present study, the research focuses on the cycle of January to August 2020.

of the pilot project (i.e., the JRS-ALP). These aims are pertinent in northeastern Nigeria because of the advent of Boko Haram, which has used children as active combatants and is ideologically opposed to education.

Children, the primary beneficiaries of education, were used as pawns in the Boko Haram conflict. Approximately 3,601 boys and girls were either child soldiers, sex slaves, and suicide bombers (Kajjo and Kaina 2020). The use of children was reportedly described by Marie Pierre Poirier in *Independent* as follows: "the very sight of children near marketplaces and checkpoints now sparks fear, resulting in nearly 1,500 children being detained" (Osborne 2017) for processing as active combatants instead of being treated as victims who were denied access to education. Additionally, Boko Haram is ideologically opposed to Western education (Afzal 2020) because beneficiaries are considered a threat to Boko Haram's fundamentalistic Islamic vision. Segun, Dele-Adedeji, and Donnelly (2016) observed that "Boko" in northern Nigeria refers to secularly educated elites resented by the underclass because they symbolize societal inequality. Such educated individuals are believed by Boko Haram members to undermine the fundamentalist bend of the group because education confers greater capabilities for rationality and economic empowerment. As a consequence, Boko Haram attacks schools as soft targets to gain maximum publicity, reduce public confidence in government, and demoralize the populace (Momodu 2021; Obaji 2021).

It is evident from the foregoing that displacement owing to conflict or natural disasters disrupts education. EiE volunteers support children denied rights and access to education. EiE's and the JRS-ALP's objectives have been hindered in northeastern Nigeria by the presence of Boko Haram, which is ideologically opposed to education.

To understand students' educational achievements measured as achievement gains, it is important to explain whether ALP is appropriate for EiE and whether its deployment by the JRS program ensures that displaced learners stay in school, while reintegration into formal schooling is pending. This is the focus of the next section.

4. Accelerated Learning Pedagogy in EiE

The JRS has adopted ALP, which has two aims: (1) to improve outcomes for in- and out-of-school children in the Borno and Adamawa states by increasing their opportunities to engage in high-quality activities focused on academic and personal development. (2) to strengthen the professional commitment of teachers in the Borno and Adamawa states by improving their earning potential. Given the precarious nature of conflict-aggravated displacement, the program initiators adopted ALP. ALP (also called accelerated learning program, accelerated learning, intensive education, and intensive learning) is widely used in educational institutions because of the desire for efficiency in education and the increasing opportunity cost of time/cost in education (Smith, Lovatt, and Wise 2003; Longden 2013). The Accelerated Education Working Group (AEWG 2017, 7) defines ALP as "a flexible, age-appropriate programme, run in an accelerated time frame, which aims to provide access to education for disadvantaged, over-aged out-of-school children and youth. This may include those who missed out or had their education [disrupted] due to poverty, marginalization, conflict, and crisis." The goal of ALP is to "provide learners with equivalent, certified competencies for basic education using effective teaching and learning approaches that match their level of cognitive maturity" (10).

ALP functions through a systematic and planned encounter with a text, whereby supporting materials are charted together to enhance learners' connections to the topic under consideration (Wexler 2019). In line with this, Sarr et al. (2020) noted that ALP condenses curricula and adapts instructional time and space to achieve the fast and long-lasting outcomes for learners. Flutter and Rudduck (2004) emphasized how ALP accommodates learners' voices, identities, and relationships as part of their effort in learning. All these ALP traits are ideal for EiE in northeastern Nigeria. To survive in displacement, where nongovernmental organizations (NGOs) demand documentation to grant displaced individuals access to basic needs, the capacity to read, write, and perform basic arithmetic is a necessity. Thus, IDPs are closely connected to the JSR-ALP scheme. Apart from teaching basic life skills, the JRS-ALP reintegrates learners into formal education when there is an opportunity. Therefore, ALP helps IDPs condense materials to meet the instructional window of the eight-month cycle of the program. Moreover, ALP gives IDP learners the voice that has been denied to them by conflict and displacement. Through such ALP-enabled voices, learners become aware of a hope-filled future and their stake in it.

Using ALP and its deployment in EiE programs, such as the JRS-ALP, is one of several efforts to integrate education into all aspects of the emergency response. In line with this "shift in mindset and practice" (Price 2011), the benefits of incorporating education into emergency response have important implications for immediate humanitarian response and post-conflict reinsertion into society. In the immediate future, quality education can mitigate the dire circumstances of displacement by providing the necessary survival skills to understand the dangers and how to protect oneself from abuse (Nicolai, n.d.). Further, as the International Red Cross notes, "despite the folklore of our work…crises are more often than not life-or-death situations. Rather, the

predominant experience is a hopeless and purposeless existence" (Inter-agency Network of EiE [INEE] 2009). Therefore, education immediately mitigates hopelessness. In post-conflicts, the INEE (2024) notes that schools are the hearths around which communities are rebuilt after conflicts because education is generally viewed as the key to providing a better life by increasing each person's capabilities for economic, social, and political participation (INEE 2024). Thus, the JRS-ALP ensures that learners are kept in school while in displacement and are reintegrated into formal schooling when feasible.

In sum, the JRS-ALP in northeastern Nigeria was designed as a stopgap to avoid disruptions to children's education. As Burde et al. (2017, 621) noted that "access, learning, and protection" are the frames through which the relationship between education and emergency can be examined. These frames ensure that "providing children living in emergency and post emergency situations with structured, meaningful and creative activities in a school setting or in informal spaces improves their emotional behavioral well-being" (Burde et al. 2017, 619). Similarly, Rollins (2014) observed that ALP is apropos in EiE because there is a time constraint, either because of learners' repeated displacement or because violence can disrupt the program altogether.

5. Methods: Data Sampling and Collection

This study is part of a larger evaluation of the JRS-ALP for EiE in northeastern Nigeria. Prior studies have used a driven theoretical framework (Chen 1990; Donaldson 2007) to accommodate the fluidity of the context and adapt the process should the need arise. Chen (2012) defined the driven framework as

> a set of explicit or implicit assumptions by stakeholders about what action is required to solve a social, educational or health problem and why the problem will respond to this action….The purpose of theory-driven evaluation is not only to assess whether an intervention works or does not work, but also how and why it does so. (Chen 2012, 17)

Therefore, this approach provides ground for thinking-in-action on social and educational problems and explains why the problem will respond to such actions. While the primary data are obtained from learners' achievement tests, field observations, informal conversations with learners and teachers, and a review of statutory documents of the program provide additional insights into the program's functioning and effectiveness. In the Discussion section, we turn to these insights to elucidate some differences in correlations among sociodemographic variables.

The program focuses on numeracy and literacy, while also including some socio-emotional support activities. Numeracy is the ability to access, use, interpret, interact with, and communicate mathematical information and ideas (Organization for Economic Co-operation and Development [OECD] 2012). The numeracy skills acquired or enhanced in the program enable learners to engage in and manage the mathematical demands of various real-life situations. Literacy is the ability to understand, evaluate, use, and engage with written text (OECD 2012). Literacy skills enable learners to achieve their goals, develop themselves, and participate in society.

To enhance IDP learners' numeracy and literacy skills, the program was designed by humanitarian institutions, such as USAID, Fhi360, Save the Children, and VIAMO, which fund and implement educational programs in northeastern Nigeria. The scheme was standardized and approved by the

Ministry of Education of Nigeria; therefore, it aligns with the national curriculum. Such alignment is important because the ultimate goal of the program is to return learners to formal school when opportune. The JRS-ALP team adopted the curriculum but set achievement test questions validated by their own experts and consultants. The achievement test questions are graded according to five-point literacy and numeracy levels. For both pre–post classifications, each learner is assigned within a level according to their performance score in 2/3 of the questions at that level. Questions on each level vary in number and increase in difficulty, and competencies are measured.

The JRS-ALP was organized as follows. During needs assessments, it identified clusters of IDP camps and related locations in a vast geographical area. The spread of location served to encourage the desire for education among IDPs. Thereafter, it selected volunteer teachers (who may also have been displaced but who must have been taught in government-approved educational institutions) for training in EiE and ALP. The choice of teachers enabled a smoother transition to formal education as it allowed teachers to familiarize themselves with IDP learners. Moreover, because teachers were part of the IDP environment, they continued to monitor learners at home, especially through school engagement measures. The programs ran for four hours three times a week. The rest of the time was left free, as learners' labor was often needed for the family's survival.

The sociodemographic structure of the sample was determined by the program's inclusion criteria, which were as follows. All the participants gave written informed consent. They were between 6 and 18 years old (as ALP is designed for that age group). Out-of-school children comprised 70 percent of the learners, whereas in-school children made up 30 percent. Priority was given to IDPs (at least 50%), whereas host-community learners and returnees made up the remaining 50 percent.

Priority was also given to persons with disabilities. The gender ratio was 60 percent girls to 40 percent boys. The program differentiated between IDPs and returnees. IDPs were defined as individuals displaced from their homes/villages for the first time, whereas returnees were defined as repeatedly displaced individuals. The latter changed locations because of aggravated conflicts in IDP camps or in search of better services. The dynamics of multiple displacements are important in humanitarian education because the returnees may have had prior access to education services or greater acclimatization to life in IDP camps/locations. Moreover, as people are repeatedly displaced, their families become more aware of humanitarian educational opportunities, structures, and processes.

The program was implemented in Nigeria's Borno and Adamawa states, in five local governments and fifty IDP camps/locations/communities.[4] In the 2020/2021 cohort, each center had ten learners per teacher. Therefore, there were 500 learners and 50 teachers. Not all learners completed the program because of repeated displacement or other reasons. Some learners' answer sheets could not be properly matched between the pre- and post-tests because of inconsistencies in the data that could not be satisfactorily resolved. Thus, 309 learners were included in the analysis.

[4] (1) Madagali LGA: Njahili, Shuwa, Lumadu, Hashi, Jalingo Gulak, Zhau, Gulak, and Kirchinga (2) Michika LGA: Michika Central, Yaskule, Likuni, Murva, Jiddel, Tudun-Wada, Khourvi, Zaibadari, Jang, and Kwabapale (3) Askira/Uba LGA: Mufa, Zadawa, Askira Central, Mutukum, Kuffa, Uba, Masil, Uba Marghi, Para, and Uvu Central (4) Hawul LGA: Azare Central, Ghuma, Shaffa, Gula, Shindifu, Yimirshrika, and Hizhi (5) Biu LGA" Galdimare, Bayan Tasha, Mbulamel, Yawi, Dugja, Bariki, Mirnga, and Kabura.

Table 1: Sex, Residence Status, and Education Status Distribution

Sex	*Female*		*Male*		*Total*			
	N	*%*	*n*	*%*	*n*	*%*	χ^2	*p-Value*
Residence Status	309	61.8	191	38.2	500	100.0	1.47	0.479
Host-community Learners (HC)	126	58.9	88	41.1	214	100.0		
Internally Displaced Persons (IDP)	114	64.8	62	35.2	176	100.0		
Returnees (RE)	69	62.7	41	37.3	110	100.0		
Education Status	309	61.8	191	38.2	500	100.0	0.0143	0.905
In School (IS)	123	62.1	75	37.9	198	100.0		
Out of School (OS)	186	61.6	116	38.4	302	100.0		

The distribution of the geographical areas of the five local governments was almost uniform. This is because the program design desired a representative sample from an extended geographical area from the two states.

Table 2: Geographical Distribution and Sex

C_LGA		*C_Sex*								
	F		*M*		*Total*					
	n	%	*N*	%	*N*	%				
Askira/Uba	61	61.0	39	39.0	100	100.0				
Biu	65	65.0	35	35.0	100	100.0				
Hawul	63	63.0	37	37.0	100	100.0		*Value*	*df*	*p*
Madagali	61	61.0	39	39.0	100	100.0	χ^2	0.881	4	0.927
Michika	59	59.0	41	41.0	100	100.0	N	500		
Total	309	61.8	191	38.2	500	100.0				

Table 2 presents the geographical distributions. All male participants in Michika completed the program. The male Biu learners had the lowest completion rates. In Askira/Uba, both sexes equally completed the entire cycle equally.

The tests were conducted asynchronously. Teachers (who knew the local languages) were present to explain the meaning of words that learners found difficult. We analyzed the results of the baseline and endline grading performed by the teachers using their grading scheme as a valid measure of students' competence gains. We ensured that the grading followed the established procedures in the test, with five levels each for literacy and numeracy. Each learner was classified to be at a level when scoring at least 2/3 of the questions at that level, reaching the highest level they had been able to achieve. The questions on each level varied in number; thus, difficulty and competencies were measured. For example, if there were nine questions at one level, the child had to answer at least six questions correctly to be classified at that level. This method of classifying students' achievement was used to determine placement at baseline and achievement results at endline. Instead of using the final score directly, we calculated the achievement gain score as an indicator of the program's effect. All statistical calculations were performed using JAMOVI 2.3 version (The Jamovi Project, n.d.).[5]

The analysis helped us answer the following research questions:

1. What are the baseline and achievement gains of the JRS-ALP participants in terms of literacy and numeracy?

[5] Jamovi software is similar to alternative statistical products such as SPSS and SAS. However, as an R-based program, the user interface is simple for basic ANOVA, multinomial tests, inference analysis, and other add-on module analyses for agreement and reliability analyses. For example, achievement gains are calculated by subtracting the endline maximum score from the baseline maximum score.

2. What are the differences in achievement between subgroups based on sex, residence status, school status, and geographical spread?
3. What are the interrelations within learning achievements and among the various sociodemographic variables?

6. Results

6.1 Achievement Gains in Literacy and Numeracy

Table 3 shows participants' achievement gains compared with baseline values.

Table 3: Baseline Values and Endline Gains

	M	*MD*	*SD*	*Skewness*
Literacy Baseline	0.598	0.00	1.096	1.873
Literacy Gain	1.952	2.00	1.556	−0.438
Numeracy Baseline	1.038	1.00	1.284	1.658
Numeracy Gain	1.742	2.00	2.027	−0.504

Note: Initial scores (baseline) and achievement gains (endline–baseline) in literacy and numeracy.

Regarding the magnitude of the achievement variables, the mean gains in achievement were higher than the baseline. Moreover, as it pertains to literacy achievement, gains were substantial (1.952), compared with the baseline value (0.598). Gains were also ample in terms of numeracy (1.742), compared with the baseline value (1.038). This indicates an advancement in learning. The highest variance occurred in numeracy gains (*SD* = 2.027), indicating a large diversity in the level of achievement gain among participants, some of whom benefited considerably from it, whereas others did not. This variance is analyzed below.

Both baselines had a positive skewness, with most students initially accumulating at the lowest levels of literacy and numeracy. The gain distribution was more symmetric and slightly negative, with more students at higher gain levels. Therefore, the skewed non-normality was larger at the beginning than during the process.[6]

6.2 Achievement Gains and Subgroup Variables

As shown in Table 4, the mean differences were positive for baseline values in literacy and numeracy. Male students had slightly higher baseline scores but with minute and non-significant differences. However, the mean differences were negative for gains in both competencies. Female students increased their competence at a slightly higher level, with a small difference in size, but with statistically significant literacy gains.

Table 4: Baseline Results and Achievement Gains by Gender

Competence		*Male*		*Female*		*M diff*	*Cohen's d*	*t*	*df*	*p-Value*
		M	*SD*	*M*	*SD*					
Literacy	Baseline	0.68	1.15	0.55	1.06	0.13	0.12	1.32	495	0.187
	Gain	1.75	1.58	2.07	1.53	−0.32	−0.21	−2.26	495.00	0.024
Numeracy	Baseline	1.10	1.38	1.00	1.22	0.11	0.08	0.91[a]	498.00	0.361
	Gain	1.66	2.14	1.79	1.96	−0.13	−0.07	−0.71	498.00	0.476

[6] The non-normality is not too big. Most statistical techniques used in the analysis are quite robust in situations of non-normality.

In Table 5, the general scores among residence status comparisons exhibited statistically significant differences but with small effect sizes. Returnees had higher initial levels and lower gains than the host communities and IDPs. Regarding numeracy, returnees also had higher initial levels, while IDPs achieved the highest gains.

Table 5: Achievement Gains and Residence Status–Host-Community Learners, IDPs, and Returnees.

Residence Status		*Host-Community Learners*		*IDP*		*Returnee*		*F Welch's*	*p-Value Welch's*	η^2	*Post Hoc*
		M	*SD*	*M*	*SD*	*M*	*SD*				
Literacy	Baseline	0.49	1.00	0.50	0.99	0.97	1.34	6.11	0.003	0.03	RE vs HC, RE vs IDP
	Gain	2.00	1.58	2.11	1.44	1.60	1.64	3.72	0.026	0.03	RE vs IDP
Numeracy	Baseline	0.96	1.15	0.89	1.14	1.42	1.64	4.45	0.013	0.02	RE vs HC, RE vs IDP
	Gain	1.60	1.93	2.05	1.84	1.53	2.41	3.32	0.038	0.01	HC vs IDP

Table 6 shows that given the diversity in the variance tested using Levene's test, Welch's *t*-test was more appropriate because it was more robust under these circumstances. In-school students scored significantly higher on every achievement measure, with a larger advantage at baseline ($d = 0.73$ and $d = 0.53$) than at endline ($d = 0.14$, $d = 0.27$).

Table 6: Achievement Gains and Education Status—In School/Out of School

Competence		*In School*		*Out of School*		*M diff*	*Cohen's d*	*t*	*df*	*p-Value*
		M	*SD*	*M*	*SD*					
Literacy	Baseline	1.06	1.43	0.30	0.66	0.76	0.73	7.99[a]	495.00	<0 .001
	Gain	2.08	1.74	1.87	1.42	0.21	0.14	1.50[a]	495.00	0.133
Numeracy	Baseline	1.43	1.49	0.78	1.05	0.66	0.53	5.77[a]	498.00	< 0.001
	Gain	2.07	2.22	1.53	1.86	0.54	0.27	2.91[a]	498.00	0.004

Note: [a]Levene's test is significant ($p < 0.05$), suggesting a violation of the assumption of equal variances.

Table 7 shows large differences among the local governments in terms of both baseline and gains, especially in numeracy. Biu participants had the lowest baseline levels, followed by Michika participants; Hawul and Madagali participants exhibited the highest scores. Madagali students achieved the highest gains, followed by those from Biu and Askira Uba.

Table 7: Achievement Gains and Geographical Distribution

Geographical Distribution		*Askira Uba*		*Biu*		*Hawul*		*Madagali*		*Michika*		*F*	*p-Value*	η^2	*Post Hoc*
		M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*				
Literacy	Baseline	0.70	1.11	0.04	0.20	0.91	1.41	0.79	1.31	0.56	0.81	32.19	<0.001	0.08	Biu vs All
	Gain	1.98	1.48	2.17	1.39	1.19	1.62	2.80	1.50	1.61	1.32	15.35	<0.001	0.12	Hawul vs Biu and Madagali; Michika vs Madagali
Numeracy	Baseline	1.08	0.94	0.41	0.59	1.84	1.58	1.22	1.64	0.64	0.80	25.53	<0.001	0.15	Biu vs all, Hawul vs Michika and Askira/Uba
	Gain	1.77	1.61	1.87	1.52	0.24	2.12	3.12	2.10	1.71	1.64	23.27	<0.001	0.20	Hawul vs all; Biu vs Hawul and Madagali; Hawul vs Michika and Madagali; Madagali vs Michika; Askira/Uba vs Hawul and Madagali

6.3 On Achievement Gains: Interrelations within Learning Achievements

Table 8 shows the correlations among the four achievement indicators. Both baseline values were strongly and significantly related (r = 0.62), indicating that literacy and numeracy initial competences were closely related. Scores for literacy and numeracy were also strongly correlated (r = 0.64). By contrast, the relationships between the baseline and gain scores were all negative. Students with a larger initial advantage tended to obtain lower scores in both literacy (r = -0.57) and numeracy (r = -0.63).

Table 8: Dimension Correlations between Baseline Values and Gains

	Literacy Baseline	*Numeracy Baseline*	*Literacy Gain*	*Numeracy Gain*
Numeracy Baseline	0.62	—		
Literacy Gain	−0.57	−0.39	—	
Numeracy Gain	−0.33	−0.63	0.64	—

Note: $p < 0.05$, $p < 0.01$, $p < 0.001$.

7. Discussion

The results showed that all groups of students improved in both literacy and numeracy. It is incontestable that various factors influence achievement gains. To broaden our understanding of the outcome of the JRS-ALP for IDPs, which ensured that learners thrive, it was necessary to examine the various factors involved, which, in turn, would enable better modeling and investments across multiple sectors. To this end, the study discusses findings pertaining to gender, residence status, and subgroup differences vis-à-vis the extant literature.

7.1 Differential Baseline Focus

The *r* results (Table 3) show that the mean achievement gains are higher than the baseline values; therefore, there was an advancement in learning as a result of the JRS-ALP. The highest variance occurred in numeracy gains (*SD* = 2.027), even though there was a large diversity in the level of achievement gain among participants. It can be observed that those with the lowest baseline achieved higher gains—an average gain of 1.952, compared with the baseline, which was 0.598. An explanation from fieldwork observation is that the teachers focused on learners with the lowest

baseline values to create scope for a greater impact on these students' learning trajectories. It can also be observed that IDP learners were more enthusiastic about the program (compared with returnees), probably owing to their natural enthusiasm for novelty, rather than intrinsic appreciation of education.

Nevertheless, the results aligned with the regression effect (Snijder and Bosker 2012), in which students with a lower initial level have "more space" to cover in front of them. Therefore, I inferred from the achievement gain scores, field observations, and the literature that the JRS-ALP is better adapted to students with lower baseline scores. This supports the program's focus on literacy and numeracy, as advised by the EiE protocol.

7.2 Gender Variance

The analysis revealed that male students had slightly higher baseline scores in numeracy and literacy, compared with female students (literacy: 0.68 vs 0.55; numeracy: 1.10 vs 1.00), but with very small and non-significant differences. However, male students exhibited lower gains in both competences, compared with female students (literacy: 1.75 vs 2.07; numeracy: 1.66 vs 1.79, respectively). The result previously showed that the JRS-ALP favored more female participants since they were assigned 60 percent of the beneficiaries. It is possible that the blind sampling selected girls who were more motivated than boys. It can be observed that female participants generally had fewer opportunities to attend school; thus, their enthusiasm for the opportunity to learn may have spurred them to take full advantage of the program.

The findings regarding gender differences contribute to the debate on gender differences vis-à-vis learning competency. The general belief is that at this level of education, boys are more proficient in mathematics, and girls are more proficient in literacy and perform better because they mature earlier. These and many other theories about the socialization of boys and girls may provide further insights into our findings. For example, Younger et al. (2005) opine that gender differences are more pronounced in numeracy and literacy, as these areas require different approaches to learning. Another argument is that teachers' gender could influence how boys and girls perform in the early years of learning. Burusic, Babarovic, and Seric (2012) showed that there is an unequal representation of gender in classrooms in Croatia, especially in lower-level education. They observed that women comprised the majority of teachers at the elementary school level. If the pupil–teacher interaction is an important factor in learning, one could posit that girls would generally outperform boys in schools at the elementary level. However, Oates (n.d.) suggested that gender differences in learning between boys and girls may be a myth.

As there is an ongoing debate on the reasons for learning differences and our data may not be representative of the general population (because the focus is on IDPs), I am unable to make any generalizations. Moreover, our fieldwork did not explain the gender differences in achievement gains. One can only join the conjecture proposed by Arnot and Miles (2005), who believed that the most significant issue in explaining differences in achievement outcomes is the way in which boys and girls regard school. While boys may consider it "cool" not to comply with instructions and can easily blame external factors for underachievement, girls are more self-mortifying when they fail. Therefore, girls work harder than boys at school. Therefore, Francis (2000) proposed addressing the gender gap in learning achievement through better classroom management and by

paying attention to the extensive factors influencing learning. I recognize that the JRS-ALP provides more facilities for girls to be involved in this program—the program is designed so that 60 percent of beneficiaries are women, to overcome the gender imbalance in access to educational opportunities. In a context in which women's education is underdeveloped, female learners take full advantage of this opportunity.

While further research is required, it is notable that gender and learning achievements have more complex intersections in education and outcomes that cannot be ignored, even if they are not yet fully explained. This means that while gender should be closely analyzed, this must be done with attention to factors around our understanding of gender and other factors outside the sphere of gender. Therefore, the research opted to test school engagement measures in another study to ascertain the extenuating factors around learning differences and outcomes.

7.3 Residence Status: Host-Community Learners, IDPs, and Returnees

The program was designed to include host-community learners, IDPs, and returnees. The program considered this measure as part of the peacemaking and preservation mechanism, as scarcity and precarity of life in the IDP context generate conflicts and jealousy. The results (Table 5) showed small effects on the differences between host-community learners, IDPs, and returnees. However, it should be noted that in literacy, returnees exhibited higher initial baseline levels and lower gains compared with host-community learners and IDPs. In numeracy, returnees also exhibited higher initial levels, and IDPs exhibited the highest gains.

The fieldwork revealed that the returnees experienced some form of EiE in their previous places of displacement. Thus, their baseline values tend to be higher and their achievement gains lower; this finding is in line with the earlier regression effect (Snijder and Bosker 2012). I also observed that families facing frequent displacement were more adept at searching for and relocating to places that provided better opportunities and welfare. I equally observed that IDPs came from remote villages and that some never had any form of education. Therefore, their baseline and gain values were higher. Finally, it can be observed that host-community learners and IDPs received more attention because their educational deficiencies and precarity are more evident than those of the returnees.

Prior studies have examined how the social status conferred on learners by residency laws affects educational outcomes (Orodho and Sava 2014; Stewart et al. 2021). Similar studies have been conducted on citizens' achievement versus that of non-citizens, comparisons between immigrants and non-immigrants, and the influence of "home chaos" (Marsh, Dobson, and Maddison 2020) on school achievement (Starr et al. 2023). The focus of these studies was to show how environmental factors, such as the stability that residency confers, may create the stability needed for learning. In the context of IDPs, instability caused by repeated displacements is the norm. Our sample and results show that these environmental outcomes are not explanatory because all learners are in the context of displacement.

Therefore, the study draws attention to this subgroup analysis as an important way to measure learning achievements and improve learning programs for IDP learners. While the JRS-ALP's purpose in including these subcategories is to foster peace, insight from the gains analysis could

further explain the other benefits of the initiatives. For instance, program planning could be carried out to ensure greater achievement gains for all participants, considering that returnees may begin with higher baseline scores.

7.4 In-School and Out-of-School Variance

The results showed that in-school students scored significantly higher in every achievement measurement, with a larger advantage at baseline than at endline. Meanwhile, it is difficult to define and delimit the out-of-school population in an IDP situation. Some learners in this category may have never attended school, whereas others may have started school but stopped at various levels. I encountered a learner who did not have any proof of their attendance or manifest evidence of competency derived from attending school. I discovered that "out-of-school" may refer to learners who have not benefited from the type of education offered by the JRS-ALP, which has the ultimate aim of transitioning learners to formal education.

Similarly to the analysis of residency, I am not aware of studies that compared out-of-school and in-school achievement gains in an IDP education context. The absence of such studies may be because IDP learners may not possess proof of enrollment. However, our study considers such an analysis significant for the future integration of program beneficiaries into formal education at an appropriate level. As ALP is age-sensitive, our results support Bracken's (1988) finding that the inherent psychometric problems associated with age-bound placement decisions limit it as a reliable and valid model for school placement when the learners are IDPs. It is pertinent to draw attention to the fact that the ALP requirement that restricts beneficiaries to learners between ages 6 and 18 years may need to be reviewed.

7.5 Achievement Gains Subgroup Variables: Geographical Spread

The results in Table 7 show considerably large differences among local governments, both at baseline and endline, especially in numeracy. Biu participants exhibited the lowest baseline levels, followed by Michika learners, whereas Madagali students exhibited the highest gains, followed by Biu learners. Thus, Biu students can be considered to have taken full advantage of the program.

I observed that Biu was the most peaceful location where the program was implemented. During fieldwork, I was informed that Boko Haram never really entered or attacked Biu, as the traditional chief was strongly opposed to the insurgency. There is also an army university in town, while a former Chief of Army Staff is from Buratai, a few kilometers away from Biu. The reason is probably that the presence of IDPs with low baseline scores may be owing to having more IDPs seeking shelter against imminent threats to their lives. Over time, people tend to migrate to less secure localities either because their sense of danger diminishes, they face scarcity, or they have discovered better coping mechanisms against perceived dangers. Our study was unable to confirm these conjectures, but it lends credence to research on residency, geography, and learning achievements.

Miller and Winston (1991) opined that the residential setting may be one of the most powerful forces influencing students' behavior and ultimate success. Their observation is based on the fact that most efforts to improve the quality of education focus on the curriculum and pedagogy. While these factors are vital, the spatial context of learning affects opportunity, access, and equity and ultimately contributes to achievement gains (Cobb 2020). This is crucial in contexts of extreme violence, such as northeastern Nigeria.

As data was provided for comparing the learning achievements of IDP education among the five local government areas, further research is needed to explore other factors that may have aggravated these differences (e.g., by comparing the differences in structured education and national examinations). Regardless, our study could help in identifying implementation locations that are similar to Biu, which could produce optimal results.

7.6 Correlations among Achievement Indicators

Table 8 shows the interrelations within learning achievements, especially between baseline and gain scores. Data showed a strong and significant baseline relationship between literacy and numeracy. By contrast, the relationships between baseline and gain scores were all negative—students with a larger initial advantage tended to obtain lower gain scores, both in literacy and numeracy.

During our interactions with program officers, I became acutely aware that aligning performance targets (measured in terms of input [resources] and process [strategy]) with the outcome is the goal of NGO operations. I also observed that the outcome is important for the continued motivation of field-workers (teachers and NGO staff), as altruistic values underpin their engagement in humanitarian work. Finally, I am aware that the discipline of evaluation, as our theoretical framework anticipates, is designed to *improve*, not merely *prove*. Thus, the research must continue to engage with the question of the significance and impact of the program.

The difficulty in consigning the data from the JRS-ALP to asymmetric data analysis is that it makes data from learners already on the margins of society (those receiving non-formal education, such as IDPs) outliers in scientific studies. I believe that the fragmentary nature of the data from learners on the periphery could provide valuable insights for evaluation purists regarding the ease of performing fine and clean evaluations. It may help settle the seemingly unending debate on the utility of evaluation if the results (however "impure") help advance the education and life of those on the periphery. In sum, the evaluation of the JRS-ALP is expected to capture the indicators of the program as well as its methodology. Of these two, the indicators are more important, as the JRS-ALP was purposely initiated to focus on education in northeastern Nigeria. An important indicator is the achievement outcome of learners.

8. Conclusion and Recommendations

It is difficult to conduct research during wars. There were safety concerns that restricted where and when one could move. More so, since the program concerns education, there was an additional risk since Boko Haram particularly targets the educational sector. In addition, humanitarian interventions must adhere to various local and world protocols. These notwithstanding, the research was successfully conducted without any major incidents that could affects is validity. Our analysis shows that the JRS-ALP has an impact on school competencies. This is a relevant issue in the literature on the EiE, which raises new questions about education, migration, and relocation for the attention of policymakers, politicians, and future researchers.

The JRS-ALP facilitates an environment for various community actors to share childcare. Therefore, all involved stakeholders should be investigated to determine how their contributions within this program conform to the African ideal of raising children as part of the community.

Those who raise IDP children are confronted with the prolonged and continuous displacement of the child, as well as that of their caregivers or the community. Displacement constitutes an unstable foundation for the raising of children in the African sense. For instance, how can educators be consistent with the training of a child, if long-term displacement is a reality? How can a child whose family has experienced mental and psychological trauma, economic pressure, or past trauma (from Boko Haram) learn? How can the JRS-ALP continue to educate in the face of Boko Haram's ideology? As IDP camps and locations are melting pots for various people, how can one educate them with cultural sensitivity? As IDP families ultimately hope to migrate, how can children be educated in anticipation of the communities they will join in the future? These questions will continue to be challenges in designing, implementing, evaluating outcomes, and refining educational programs for IDPs.

Therefore, IDP education is much more complex than merely providing desks. One strength of the JRS-ALP is that learners are drawn from different sectors of the displaced population: host-community learners, returnees, and IDPs. This program's parameters have proven prophetic as it reopened doors for all children and created a community within the community for learners and teachers as a sign of how to build a community.

The application of accelerated learning among IDP children who suffer trauma and those without parents or relatives is not just about fast-tracking achievement gains. It is a community-rebuilding project founded on school engagement. The primary goal of this effort is to mitigate donor fatigue and apathy among IDP learners and their families. In sum, the JRS-ALP has shown that linking education and justice is a good way for children to be better informed and prepared to migrate.

One limitation faced when conducting the study is that building a community of displaced persons around education is difficult under conditions of deprivation and conflict. A good direction in research on IDP education may focus on what kind of community may be possible in this context and how to build it.

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VII Chapter 3

Validation of the School Engagement Measure (SEM) Scale for Internally Displaced Person (IDP) Learners in North-East, Nigeria

1. Abstract

Student engagement measure (SEM) helps to understand learners' enrolment, retention, and performance. This study reports a validation of SEM scale by Fredricks et al. (2004) for Internally Displaced (IDP) learners in 50 locations in Northeast, Nigeria - where Boko Haram ideology is against education. The results confirm the validity of the scale measures. It equally compared various in-groupings of IDP learners to make connections between engagement dimensions and different sociodemographic variables. The comparisons provide insights to help humanitarian education provide tailored learning experiences for IDP learners. The study advances SEM research and adoption in Education in Emergency (EiE).

Key words: Student Engagement; Validation, Education in Emergency (EiE); Internally Displaced Persons (IDP); Emotional, Behavioral; and Cognitive Dimensions; Boko Haram; Northeast Nigeria.

2. Introduction

The practice of Education in Emergency (EiE) in a context of prolonged and repeated displacement poses peculiar challenges. One of such is how to sustain the interest of learners in learning and

eventually return them to formal schools. The difficulty is heightened in a context of active conflict where an insurgency group (Boko Haram) is ideologically opposed to education. This study is a report of the validation of a School Engagement Measure (SEM, Fredricks et al., 2004) scale in Accelerated Learning Program (ALP) for Internally Displaced (IDP) learners in northeast Nigeria, and the analysis of its measure results among different socio-demographic groups. The validation is an Internal Structure[7] validation to confirm if the SEM scale applies in the context of ALP, IDP learning community and Northeast, Nigeria. I am not aware of any prior validation of any SEM scale in the above context.

The interest to explore SEM scale validation came from a review meeting of teachers who were teaching IDP learners in different camps and locations in the Northeast, Nigeria.[8] The teachers were concerned about the lack of enthusiasm by some of the learners. Since education is a high-risk activity since Boko Haram particularly targets schools; and a high-stake endeavor since the future of the learners' post displacement is hinged on it, all stakeholders were exploring how to better enhance student engagement.

In addition to the immediate concerns of teachers, there are other compelling reasons to explore school engagement in the Northeast. Chief among them is that the preparedness and resilience of

[7] Generally, validation measures the degree of accuracy of an instrument. Different focus of validation like constructive validity of an instrument attempts to measure how the theoretical concept is adequately captured/measured by data. Content validity of an instrument measures all relevant parts of a targeted subject. This can be done through (a) test content analysis, (b) relation to other variables analysis, (c) internal structure of the instrument analysis, (d) response process analysis (e) consequences of testing analysis.

[8] The official title of the program is "Strengthening Education: Restoring Resiliency in Teaching and Learning Systems in Borno and Adamawa States." The program was implemented by Jesuit Refugee Service (JRS), an International Non-governmental Organization (iNGO). The program was implemented in 50 locations in five Local Government Areas (LGA) of Borno and Adamawa states, Northeast Nigeria. Boko Haram insurgency is most active in these LGAs and the education program was implemented in IDP camps/locations as an effort to sustain the interest of displaced learners in education pending when they can be returned to formal school.

EiE intervention is further tested by armed conflict. Any crisis-affected EiE endeavor is bedeviled by added dynamics of the effects of trauma on the learners that impacts on their social, emotional, behavioral, and cognitive engagements (Koslouski, et.al, 2023). Another reason is that teachers and other stakeholders in EiE may not be aware of tail signs of trauma, trained on how to handle such learners (Rossen, 2020), or aware of the secondary effect of trauma on them as caregivers (Figley, 1995). Thus, a study of school engagement will provide the stakeholders in EiE some baseline information to benchmark their practice.

There are various ways to study student engagement (Inman, et. al., 2020; CEEP, 2022; Singh and Srivastava, 2014, Fredricks, et.al 2004). Negatively, one can approach it through the study of students' disengagement (Fredricks, et.al 2019). In this approach, when one understands why students disengage, one can easily proffer solutions for their engagement. Positively, one can study it through studying important modes of engagement such as collaborative learning (Xu, et.al, 2024), teacher-student relationship (Thornberg, et.al, 2020), conducive environment (Closs, 2022), pedagogical style (Inayat and Ali, 2020), among others. However, both approaches are external to the learners. The approaches are not able to delve into inner recesses of the child to understand his/her disposition to learning engagement. The externality of the approaches become more evident in a context of conflict and prolonged displacement where the external structures may be absent or not ideal to use for a study on student engagement.

Therefore, our approach to student engagement is to focus on learners' self-awareness – the psychological dimension of engagement. I believe that learning how learners behave, feel and think are key to the development of finely tuned intervention in EiE. The objective of this study is

to present a report on the validation of School Engagement Measure (SEM, Fredericks et al., 2004). Our choice to use Fredricks, et.al (2004) scale is because it focused on the inner/psychological dimension of engagement. The three dimensions they measured are psychological approaches to evaluating engagement. In behavioral engagement, learners are considered to show a high level of behavioral engagement if they show resilience in school and avoid at-risk behaviors (Finn and Rock, 1997). In emotional engagement, learners are expected to react positively to the school environment and the positive feeling about the outcome of the education (Skinner, et al., 1990). In cognitive engagement, learners are dedicated to learning while making some decisions for self-efficacy that will improve their learning for better academic success (Greene, et. al, 2004). In other words, the behavioral dimension focuses on positive attitudes and conductions (adherence to the rules) and visible disposition to learn (paying attention during lessons. The emotional dimension is the affective disposition of the learner towards education (finding joy in learning) and having an affective community in the educational environment. The cognitive dimension is about the investment strategically in learning (development skills to achieve higher goals) so as to work hard but smart.

In the light of the foregoing, the first part of the study presents the context why the validation of the scale is opportune. It narrates how the advent of Boko Haram and its ideology against education created watershed situations for a low student engagement. The second part explains the methodology and how some SEM scale items are adapted for the ALP-JRS context. The third section presents numerical figures showing indicators of the validity and reliability of the measurement model; and a comparison of various levels of scores between sociodemographic groups (gender, location, spatial diversity, In-School, and Out-of-School learners). The final part

discusses the results of the comparisons using previous literature review contributions and insights from the observations. The comparisons among various socio-demographic groups shall provide broader data to support the practice of Accelerated Learning program as a plug-in measure for those whose education has been truncated especially by violence and displacement.

The study hopes that validating a SEM scale in the above context shall contribute to its use in school engagement promotion policies and practices for EiE. It is equally hoped that the knowledge about student engagement and the availability of a validated scale of measurement shall advance the practice of IDP education in that region marred by prolonged and repeated displacement. Teachers can administer the validated instrument at the beginning of any educational program so that they can know the parameters of emotional, behavioral, and cognitive dimensions of their students.

3. The Contexts: Boko Haram, Education in Emergency (EiE) dynamics, and School Engagement

The Boko Haram (BH) insurgency in Northeast Nigeria has dominated conversations for many years. Various reasons are advanced for its emergence and sustained presence (Onuoha, 2012; Pham, 2012). Some consider BH as an extension of international network of contemporary jihadist group (Onapajo, Okeke-Uzodike and Whetho 2012); others say that it a conspiracy theory against Islam (Bunza, 2012); while others purport that it is a benign effort to cripple Northern Nigeria economically (El-Rufai, 2012), or part of pawns in a chess game among major political parties in Nigeria (Asuelime and Adekoye, 2015). Afzal (2020) of Brookings Institute believes that Boko

Haram emerged to exploit long-standing grievances in northeast Nigeria. Our concern is not to explain the origin or motive of Boko Haram; rather, our research observes that, for whatever be the reasons for Boko Haram's existence, the learning community of northeast Nigeria has been devastated by the disruptions of education programs and destruction of the educational infrastructures.

While a catalog of BH atrocities against the education system may take years to be completed, a programmatic threat issued in a video message on August 12, 2013, by the Boko Haram leader, Abubakar Shekau, is revelatory of its intent: "We did say we were going to burn down schools offering Western education because they are not Islamic schools. They are schools primarily established to wage war on Islam. We fight teachers who teach Western education. We will kill them before their students and will tell the students to henceforth go and study the Koran. This is what we do. We will continue carrying out such school attacks till we breathe our last breath" (Why attacks on schools?" #2) To lend credence to their determination, the sect carried out a famous kidnapping of nearly 300 schoolgirls in Chibok, Borno State in 2014. Many of them are still in captivity. Those who have been released or rescued are still dealing with the traumatic experiences.

Those who were not kidnapped are in IDP camps/locations in traumatic cycles of violence and repetitive displacements. In some of those camps/locations, when an education program like the ALP is offered, no one can guarantee school engagement. This is because, as Kuban and Steele (2011, p. 41) point out, trauma can "impact learning, behavior, and social, emotional, and psychological functioning." While enrolled in such programs, children exposed to traumatic

experiences may exhibit passivity, inability to concentrate, verbal and physical blow-ups, frequent absences, and "spacing out" (Sitler, 2009, p.120). Thus, the EiE for IDP learners in Northern Nigeria must contend with realities of displacement, exposure to conflicts and trauma.

The reality of displacement, exposure to conflict and trauma are the threads that hold Education in Emergency and School engagement together. On the one hand, the aims of EiE include to (1) provide a sense of normality; (2) restore hope through access to the 'ladder' of education; (3) support psychological healing from traumatic experiences through structured social activities in a 'safe space'; (4) provide protection for marginalized groups – minorities, girls, children with disability, out-of-school adolescents – often at risk of exploitative or unsafe work such as prostitution or recruitment by militias (Sinclair, 2001). On the other hand, school engagement is essentially a person-context construct (Li et al., 2021) whereby an engaged child is one who is capable of developing functional experiences from all the encounters in daily life. School engagement is part of the accountability movement in education (Richburg, 1971) focusing on how to support students based on their strengths and not their weaknesses (Kristjansson, 2012). It identifies a good index of learning that would lead to good academic success (Ros, Goikoetxea, Garin and Lekue, 2012). In other words, EiE and student engagement discourses are linked in our context by the Boko Haram insurgency which created a perfect storm for student *dis*engagement.

In the light of the above, EiE for IDP requires some baseline information on the mind-set of the learners to be effective. The baseline information will enable educators to approach the educational intervention so as to tailor it to the needs of learners who may be traumatized by displacements. While such baseline information can be gotten in various ways like conducting psychological tests,

the context of IDP in Northeast may make such a professional approach less probable. Therefore, a validated SEM that is handy and easier to use serves as a good tool to support EiE efforts IDP learners. A SEM scale that shares similarities of contexts and respondents is most suitable for validation.

4. Method and Data Collection

As indicated above, the objective of the study is to present the validation of a SEM scale that will enable teachers to understand IDP learners better in the Northeast. The teachers and other stakeholders desire a deeper understanding of learners in order to maximize the benefit of IDP education. There are different methods of assessing engagements for such purposes. Methods like observation of the students (Hilberg, et.al, 2004, Volpe, et.al 2005; Renninger, et. al, 2015) and multidimensional variables (Wang, et. al, 2011; Glanville and Wildhagen, 2007) could be termed 'external' to the learners. Methods like self-report surveys, with three or more dimensionalities (Veiga, 2016) can be termed 'internal' to the learners. Whatever method that may be adopted, Reschly and Christenson (2012) demonstrated the importance of context as fundamental in student engagement studies. This is because levels of school engagement are related to context, understood as presence or lack of adequate support structures for learning (Lippman and Rivers, 2008). A school engagement scale validation effort must therefore take into cognizance the specific context of Northeast Nigeria marked by Boko Haram insurgency and its ideological opposition to education.

The choice of the engagement measure scale by Fredricks et al. (2004) is mainly because the original respondents share similar context with the IDP learners. The original context was an

urban, lower elementary, minority group in the United States of America. The IDP learners share similar context of living in clustered camps, still at elementary level of education, and are on the margins of education. The original respondents are exposed to urban violence just as the IDP learners are exposed to the violence of Boko Haram insurgency. These similarities make the chosen SEM scale suitable for adaptation and validation for the population of IDP learners in Northeast Nigeria.

Fredricks et al. (2004) scale originally includes 19 items and consists of three dimensions: (1) Behavioral engagement, (2) Emotional engagement and (3) Cognitive engagement. The Behavioral engagement factor (5 items; $\alpha = 0.74$ reported by original authors) incorporates students' participation in school such as paying attention to the teacher, following school rules and the absence of problematic behaviors. The Emotional engagement factor (6 items; $\alpha = 0.81$) encompasses emotional responses to teachers, classmates, or school. The Cognitive engagement factor (8 items; $\alpha = 0.77$) refers to the student's investment level in the schoolwork and includes individual effort and self-regulation strategies. The response format is a five-point Likert scale ranging from 1 (Never) to 5 (All the time).

The study adapted the scale in this way: Since the IDP teachers know the context better, it asked them to propose alternative registers that convey the same meaning as in the original item. It equally them to phrase items in the manner that learners can relate to (See Appendix 1 for the full adaptations). At the end, the following questions were adapted: Question 14 (I try to watch "Africa Magic" about things we do in school), Question 16 (My parents bring "Lesson Teacher" to help me understand better). Question 17 (If I don't know what a word means when I am reading, I do something to figure it out, like look it up in the dictionary or ask someone). And Question 18 (I try

to watch TV shows about things we are doing in school). During the trial-testing of the adapted items, I found out that learners could not understand the nuances embedded in 7 Likert scale responses. Therefore, the response format was reduced to a four-point Likert scale ranging from 1 (Never) to 4 (All the time). This idea is in accord with (Hartley and MacLean, 2006, p. 814) who noted that context specific difficulty "of distinguishing subtle differences in attitudes or behaviors (e.g. 'Some of the Time' vs. 'Often' or 'Always') … may be vulnerable to low response rates".

The sample for the validation is the participants of an on-going Accelerated Learning Program (ALP), an educational program for the Internally Displaced Persons (IDP) learners. The educational program was organized by Jesuit Refugee Service (JRS), an iNGO working in northeast Nigeria. They used probabilistic sampling in choosing learners from 50 different IDP camps/locations, 5 Local Government Areas (LGAs), in two states (Borno and Adamawa) in Northeast Nigeria. The JRS team selected the participants in the program according to the following criteria: (a) a learner must be between 6 years to 18 years old since ALP is designed for that age group; (b) out-of-school children made up 70% of the learners while in-school children are 30%. (c) priority was given to IDPs (IDP) (at least 50%), while Host Community (HC) and Returnees (RE) made up the rest 50%; (d) priority was given to PWDs (Persons with disability) if the disability is not severe enough for them to participate. Finally, the gender ratio was 60% Girls and 40% Boys).

The program defines HC as 'displaced' persons whose house or community or ordinary way of life has been dislodged by the entry of displaced persons. Part of the rationale for including them into educational program is that they suffer displacement and attendant loss of access to education

as others. The IDP qua IDP are those who are displaced for the first time from their location. The Returnees (RE) are those who have experienced multiple displacements and are back to the camp/location that they have been earlier. They generally have more experience of surviving in displacement. For educational status, 'In-school' are those who were attending a formal school before displacement. 'Out-of-school' are those who were not attending any formal education prior to displacement. The geo-locations are the Local Government Areas of Borno and Adamawa where displacement by Boko Haram is concentrated in both states.

At the end of the selection process, the distributions of each category of respondents are: (i) *Residence status*: Host Community (HC): F = 126 (25.2 %), M = 88 (17.6 %); Internally Displaced Person (IDP): F = 114 (22.8 %), M = 62 (12.4 %); Returnee (RE): F = 69 (13.8 %), M = 41 (8.2 %). (ii) *Education status*: In-school (IS): F = 123 (24.6 %), M = 75 (15.0 %); Out-of-school (OS): F = 186 (37.2 %), M =116 (23.2 %). (iii) *Geo-location for 5 LGAs*: Askira/Uba: F = 61 (12.2 %), M=39 (7.8 %); Biu: F = 65 (13.0 %), M = 35 (7.0 %); Hawul: F = 63 (12.6 %), M = 37 (7.4 %); MAdagali: F = 61 (12.2 %), M = 39 (7.8 %); and Michika: F = 59 (11.8 %), M = 41(8.2 %).

The questionnaire was administered asynchronously, but in an examination condition. The supervisors were only permitted to explain instructions or translate a concept to a language that the learner understands better.[9] The study was conducted in accordance with the Declaration of Helsinki and all participants gave their informed consent for inclusion before they participated in

[9] It is noteworthy that the tests were in English language. However, English is the 4th language for most learners. They speak their mother tongue, then Hausa, then the language of the place where they are taking refuge and a mélange of other languages of people who live around them since the IDP camps/locations are clustered.

the study. Data was codified and calculated using JAMOVI 2.3 version (The Jamovi Project, 2022).

5. Results and Discussions

The results will be presented in two sections. The first section shall report the validity evidence of the scale. The second section shall report the analysis of the differences in educational engagement following the socio-demographic variables of the ALP-JRS program. The discussion shall focus only on the relations between the values and the variables.

5.1 Reporting Validity Evidences

The SEM is validated by showing goodness of fit through CFA and interrelations among the variables. The contribution of the validation effort is when the outcome of the validation exercises is analyzed according to the socio-demographic variables of IDPs and the geo-locations of the IDP in the five LGAs. Table 4 contains the Initial CFA measurement, while Table 5 shows the final CFA measurement.

Table 4: CFA Indicators' estimates table – Initial measurement model

Initial Confirmatory Factor Analysis						
Factor	**Indicator**	**Estimate**	**SE**	**Z**	**p**	**Stand. Estimate**
Behavioral	SEM_Q1	0.32	0.03	12.04	< .001	0.58
	SEM_Q2	-0.25	0.04	-6.24	< .001	-0.33
	SEM_Q3	0.07	0.05	1.42	0.154	0.08
	SEM_Q4	0.35	0.03	13.01	< .001	0.65
	SEM_Q5	0.26	0.03	9.62	< .001	0.48
Emotional	SEM_Q6	0.37	0.03	14.46	< .001	0.69
	SEM_Q7	0.40	0.04	10.62	< .001	0.54
	SEM_Q8	0.21	0.05	4.50	< .001	0.24
	SEM_Q9	0.31	0.03	11.04	< .001	0.54
	SEM_Q10	0.36	0.03	12.62	< .001	0.61
	SEM_Q11	-0.15	0.05	-2.95	0.003	-0.16
Cognitive	SEM_Q12	0.39	0.03	11.64	< .001	0.59
	SEM_Q13	0.30	0.08	3.66	< .001	0.20
	SEM_Q14	0.31	0.05	6.33	< .001	0.35
	SEM_Q15	0.37	0.03	12.21	< .001	0.61
	SEM_Q16	0.18	0.06	3.10	0.002	0.18
	SEM_Q17	0.38	0.08	4.57	< .001	0.24
	SEM_Q18	0.38	0.03	11.40	< .001	0.58
	SEM_Q19	0.39	0.04	10.83	< .001	0.56

A pilot data gathering was done in IDP camps/learning centers. The purpose was to know if the scale makes any sense to such a subgroup of learners. When the authors' original measurement model was formally tested in our set of data, the Goodness of Fit indices were poor (CFI=0.74, TLI=0.70 and RMSEA=0.074) and I obtained the indexes shown in Table 1. Therefore, the original version was adapted using the guidance, rules and recommendations about questionnaire adaptation set forth by the International Test Commission (ITC; Muñiz, Elosua, and Hambleton, 2013) to correctly adapt an instrument to a particular context. It paid specific attention to the cross-cultural operationalized checklist of ITC advanced by Hernández, et. al (2020). I considered non-significant ($p > 0.05$) standardized estimates or those below 0.3 being insufficient. Instrument items 3, 8, 11, 13,16 and 17 were discarded for these reasons. In discussion, I shall give some reasons for the poor connection of the items with the latent factors.

Table 5: CFA Indicators' estimates table – Final measurement model

Final Factor Estimate						
Factor	**Indicator**	**Estimate**	**SE**	**Z**	**p**	**Stand. Estimate**
Behavioral	SEM_Q1	0.33	0.03	12.27	< .001	0.59
	SEM_Q2	-0.25	0.04	-6.48	< .001	-0.34
	SEM_Q4	0.35	0.03	13.09	< .001	0.65
	SEM_Q5	0.26	0.03	9.55	< .001	0.48
Emotional	SEM_Q6	0.37	0.03	14.33	< .001	0.69
	SEM_Q7	0.38	0.04	10.21	< .001	0.52
	SEM_Q9	0.31	0.03	11.26	< .001	0.55
	SEM_Q10	0.37	0.03	12.68	< .001	0.62
Cognitive	SEM_Q12	0.38	0.03	11.05	< .001	0.57
	SEM_Q14	0.27	0.05	5.52	< .001	0.30
	SEM_Q15	0.38	0.03	12.29	< .001	0.63
	SEM_Q18	0.38	0.03	11.01	< .001	0.57
	SEM_Q19	0.40	0.04	11.32	< .001	0.58

When I introduced modifications in the measurement model, removed some indicators, the Goodness of fit indices were acceptable (CFI=0.92, TLI=0.89 and RMSEA=0.057) and obtained the indexes shown in Table 5. In order to get a better picture of the final correlations, Table 6 shows the interrelation within the SEM dimensions, thus:

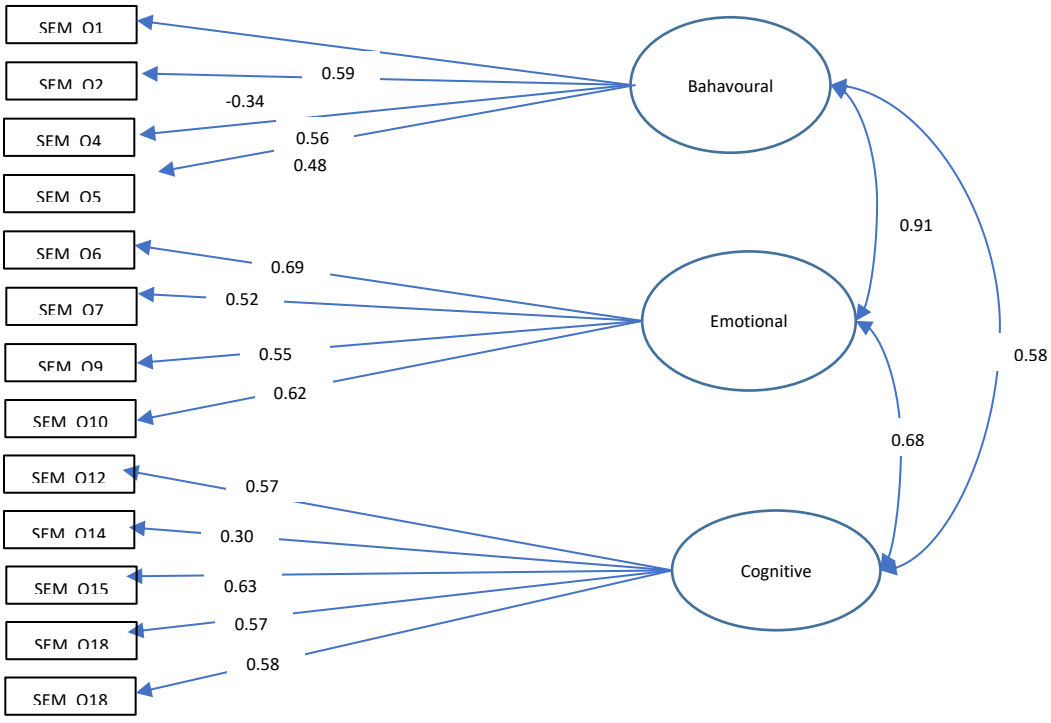
Table 6: Interrelation within SEM Dimensions.

	SEM_Behavioral		SEM_Emotional		SEM_Cognitive	
SEM_Behavioral	—					
SEM_Emotional	0.56		—			
SEM_Cognitive	0.35		0.36***		—	

Note. * p < .05, ** p < .01, *** p < .001

The relationships between the three dimensions were also calculated as part of the analysis of the new measurement model (Table 6). There are significant positive correlations between Emotional, Behavioral and Cognitive engagements. The strongest link is between Emotional and Behavioral (r=0.56), and Cognitive is not so strongly related to Behavioral (r=0.35) and Emotional (r=0.36). The final measurement model is shown in the diagram in Figure 1.

Figure 1: Path Diagram showing combination of CFA_Final and Interrelation within SEM Dimensions



Internal consistency coefficients were also acceptable (SEM Behavioral α=0.58, SEM Emotional α=0.69, and SEM Cognitive α=0.66).

5.2 Reporting Comparisons between SEM Dimensions and Socio-demographic Variables

Having validated the engagement measurement scale, it is now opportune to explore how the values obtained in different socio-demographic groups relate with one another. As mentioned, the demographic variables helped the organizers to have a fair representation of the target population. For us, analyzing them in the various socio-demographic groups can give insight into how each variable compares with SEM dimensions, thus advancing research and SEM dimensions.

Table 7: SEM Dimensions and Independent Samples of Sex (M/F).

		Male		Female		*M diff*	Cohen's *d*	*t*	*df*	*p-value*
		M	*SD*	*M*	*SD*					
SEM	Behavior	3.17	0.35	3.19	0.37	-0.02	-0.05	-0.53	414.00	0.593
	Emotional	3.22	0.42	3.27	0.40	-0.05	-0.12	-1.18	383.00	0.238
	Cognitive	2.99	0.64	3.01	0.42	-0.02	-0.04	-0.38[a]	404.00	0.708

[a] Levene's test is significant ($p < .05$), suggesting a violation of the assumption of equal variances

Student engagement differences are positive (in favor of female students) but very small (see table 7). The only statistically significant difference is the one in literacy gain (p=0.024), but with a small effect size (d=0.21).

Table 8: SEM Dimensions and Education Status – In school/Out of School

		In School		Out of School		*M diff*	Cohen's *d*	*t*	*df*	*p-value*
		M	*SD*	*M*	*SD*					
SEM	Behavior	3.07	0.32	3.26	0.37	-0.19	-0.55	-5.49 [a]	414.00	< .001
	Emotional	3.16	0.34	3.31	0.44	-0.15	-0.36	-3.45 [a]	383.00	< .001
	Cognitive	3.02	0.38	2.98	0.58	0.04	0.07	0.74 [a]	404.00	0.459

[a] Levene's test is significant ($p < .05$), suggesting a violation of the assumption of equal variances

Homoscedasticity or balance in variances is significant in every dimension using Levene's *t*. Therefore, I tested the hypothesis with Welch's T, as it is more robust under these circumstances. Out of school students show significantly higher levels of behavioral and emotional engagement ($d=0.55$ and $d=0.36$, $p<0.001$), with no significant differences in cognitive engagement (see table 8). Furthermore, the Out-of-School scores are better on behavioral and emotional spheres; but in-school had better scores on the cognitive sphere.

Table 9: SEM Dimensions and Residence Status – Host Community, IDPs and Returnees

Residence Status		Host Community		IDP		Returnee		F Welch's	p-value Welch's	η^2	post hoc
		M	*SD*	*M*	*SD*	*M*	*SD*				
	Behavioral	3.12	0.40	3.26	0.32	3.18	0.34	6.33	0.002	0.03	HC vs IDP and RE
SEM	Emotional	3.20	0.37	3.32	0.41	3.23	0.46	3.48	0.033	0.02	HC vs IDP and RE
	Cognitive	3.00	0.45	3.03	0.62	2.96	0.41	0.63	0.535	0.00	HC vs IDP and RE

There are almost no differences in cognitive engagement among the three residence groups (Table 9). However, there are small and statistically significant differences in behavioral and emotional engagement. IDP learners have a slightly higher level of behavioral and emotional engagements compared with host community (HC) and returnee students (RE). The differences were statistically significant in many of the cases. All these are indications that the residence status matter in behavioral and emotional engagements of learners.

Table 10: SEM Dimensions and Geographical Distribution

Geographical Distribution		Askira Uba		Biu		Hawul		Madagali		Michika		F Welch's	p-value Welch's	η^2	post hoc
		M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*				
SEM	Behavioral	3.10	0.27	3.33	0.40	3.20	0.38	3.09	0.27	3.22	0.43	6.51	< .001	0.06	Biu vs Askira/Uba and Madagali
	Emotional	3.26	0.39	3.37	0.44	3.25	0.37	3.12	0.36	3.27	0.45	3.75	0.006	0.04	None
	Cognitive	2.95	0.54	3.15	0.48	3.01	0.55	3.11	0.29	2.79	0.58	6.66	< .001	0.06	Michika vs Madagali and Biu

The study found significant differences between regions in the three dimensions of the educational engagement (see table 10). However, the pattern of the differences is irregular. As such, different regions show higher or lower scores on one or another dimension. Overall, participants from Biu showed the highest engagement levels in every dimension. Students from Askira Uba and Magadali had the lowest scores in behavioral engagement. Magadali participants were also especially low in emotional engagement. The lowest cognitive engagement level was found among Michika participants.

In sum, the analysis of different sociodemographic variables shows that SEM scale dimensions clarify learners' context. The dimensions analyzed above are unique to EiE and IDP contexts. Thus, the insights from comparisons are primary data to provide tailored support for such a population. In the next section, the study provides further explanations to these differences to deepen understanding and enhance practice.

5. 3 Discussions

The study has confirmed the validity of the final measurement model through adequate goodness-of-fit indices. The discussion shall focus on insights from dimension results and how it clarifies the internal results of various sociodemographic groups. The sociodemographic variables are the Education Status – In school/Out of School; Residency Status - IDP, Host Community and Returnee; and Geographical Locations – five LGAs. I am not aware of any previous research on this population and context using SEM variables. The discussion is enriched by notes taken during field trips.

5.3.1 SEM Dimensions and Gender

There was an overall, though small, positive SEM difference in favor of female students. This is in line with conventional presumptions that females are generally better than males in SEM dimensions in early age (Cinar et.al., 2023). However, Rawat and Sigh (2017) observed such presumptions are not scientifically supported and found that boys achieve greater emotional maturity than girls. Their explanation is that in a patriarchal system, boys are given greater opportunity to explore the environment and gain emotional stability while doing so (p. 130). Be that as it may, more research may be needed to examine if the context of displacement reinforces the mitigating factors of patriarchy that they were trying to undermine.

5.3.2 SEM Dimensions and School status – In-school and out-of-school

Out of school students show significantly higher levels of behavioral and emotional engagement than In-school students, with no significant differences in cognitive engagement. Furthermore, the Out-of-School learners are better on behavioral and emotional spheres, but in-school learners on

the cognitive sphere. Given that one objective of ALP-JRS is to transit learners to regular schools, I opine that a learner with higher behavioral and emotional measures may benefit more from the transition to formal school. This could mean that Out of School learners may have a higher chance of returning and remaining in school eventually. Thus, ALP-JRS will have greater success by increasing the number of Out of School students in the program. The Out-of-school children made up 70% of the learners while in-school children are 30% is a good practice.

5.3.3 SEM Dimensions and Residence Status – Host Community, IDPs and Returnees

The result shows that there are almost no differences in cognitive engagement among the three groups. This could mean that displacement affects cognitive dimension of IDP learners equally. It could also mean that the cognitive engagement level of the population is similar irrespective of displacement. I observed however that the IDP context is bereft of sufficient stimuli to aid interactive encoding between context and items in the cognitive realm. Two meta reviews (Hockley, 2008, Wang, 2023) show a strong link between context reinstatement and recognition. The result also shows that IDP learners have a slightly higher level of behavioral and emotional engagements compared with host community and returnees. While I do not have a good explanation for the result, it shows that IDP children are not (relatively) behavioral and emotional wrecks. They are not completely filled with emotional frustration from mistrust (Miller and Affolter, 2002) or excessively clingy (Kum, 2011), or lost a patterned meaning of their identities (Alexander, 2004). The nuance from the result aligns with our observation that IDP learners are more focused on what is at hand unlike the Host Community and Returnees who tend to have more latitude for indiscipline.

5.3.4 SEM Dimensions and Geographical Distribution

There was an irregular pattern of differences between regions in the three dimensions of the educational engagement. Learners from Askira Uba and Magadali had the lowest scores in behavioral engagement. Magadali participants were also especially low in emotional engagement. The lowest cognitive engagement level was found among Michika participants. I am not able to decipher why different regions show higher or lower scores on one or another dimension.

However, Biu showed the highest engagement levels in every dimension. I learned from conversations among the locals that Biu never experienced a direct attack of Boko Haram insurgency. This led to a relative perception of peace *within* Biu. The effect of the perception is in accord with Greco and Polli (2021)) who observed that people feel safe, are safe and act safe when there is an overall perception that a place is safe. The perception is also in accord with Reid, et. al (2020) who observed that the feelings of insecurity are negatively related to trust among people and in government institutions.

In sum, discussing the SEM dimensions in relation to the above sociodemographic variable is a major contribution of the validation of SEM scales. The predominant sociodemographic considerations are income and social status when discussing variances in SEM. However, the context of displacement, while not eliminating all advantages of income and status, significantly reduces its influence. The study gives the ALP-JRS and related organizations other perspectives into the education of IDP learners.

6. Conclusions

The motivation for this work is the solicitude to enhance student achievement in the non-formal context of IDP learners in northeast Nigeria. In that space, Education in Emergency (EiE) is hampered by prolonged and repeated displacement, as well as the active violence fuelled by ideological opposition to education by Boko Haram. The effort at validating a SEM scale in that context is part of that solicitude. With little adaptation, the scale achieved a goodness of fit. It is a brief scale, easy to apply, that can be used in a very feasible way, and that can provide a good insight into the level of educational involvement of the participants in the program.

The overall sample size - 500 respondents - who are beneficiaries of the EiE program organized by Jesuit Refugee Service using ALP pedagogy, are not large enough for the whole population or even the IDP population. However, the geographical spread of the sample – 50 locations in 5 LGA, are extensive. Thus, what the sample lacks in size, it merits in spread.

One of the aims of the ALP education program is that it is a stop-gap for beneficiaries so that they can continue their education at an opportune moment. The comparisons of the sociodemographic groups will be useful in targeting which population may be able to achieve the aim of the program. From various result indicators, it is likely that “Out of school” “IDP learners” in “Biu LGA” fits the best profile of a prospective candidate. Greater analysis will help to tease out other supporting results for practice in EiE and Northeast.

Among other findings, the comparisons showed that those with high cognitive dimension (in-school learners) did not necessarily score well in emotional and behavioral dimensions. This may

be instructive for practice in EiE whereby beneficiaries are selected chiefly on pre-post-test that cognitive dimension dominates.

In sum, this research contributes to the inquiry about validation and the ways of attuning the items to be sensitive to different contexts and categories of respondents. The displacement caused by Boko Haram in Northeast Nigeria, and the cocktail of sociodemographic respondents provide a good population for the validation. The differences in values of SEM dimensions are instructive for practice of NGO education. Further research on other necessary interrelations and connections may follow.

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VIII Chapter 4

Experiences of families sustaining the education of internally displaced learners in Northeast Nigeria in the era of Boko Haram

1. Abstract

This study describes the experiences of families in sustaining the education of their children at internally displaced person (IDP) learning centers in Northeast Nigeria. By sharing their experiences, families demonstrate their agency as stakeholders in an education program organized for their children. Their perception of and the value they place on education reflect their commitment to confronting barriers to education, such as repeated displacements, lack of infrastructure, and Boko Haram's ideological opposition to education. Fieldwork was conducted over six months through participatory observation and six discussion group meetings in the style of the African Palaver Forum, involving 42 participants. Our results show that families experience disorientation far beyond their physical displacement. As such, education becomes an important stabilizing factor and an act of hope and resistance during displacement. Additionally, families appreciate a relational "pedagogy of belonging" that fosters a triad of care among stakeholders for the education of children in IDP learning centers.

Keywords: Family perception; education in emergency (EiE); internally displaced persons (IDPs); family-in-displacement (FiD); Boko Haram; Northeast Nigeria

2. Introduction

This study is part of a broader evaluation of the Jesuit Refugee Service (JRS) Accelerated Learning Program (ALP) in Northeast Nigeria. The JRS-ALP program was designed to help children in prolonged displacement continue learning and, hopefully, return to formal schooling. This study

focuses on the experiences of families[10] in sustaining their children's engagement in the program. According to Boonk et al. (2018), family influence remains crucial during all stages of education, even if the nature of this involvement changes over time. A supportive environment, particularly family engagement, is essential for understanding the enrollment, retention, and outcomes of educational programs for learners (Reschly & Christenson, 2019). In the context of mobility, family experiences shape their social worlds and affect their perspectives on accessing and achieving education (Goździak, 2014).

The need for family support becomes even more critical in education in emergencies (EiE), where the conditions for learning are not ideal (Burde et al., 2017). In the context of educating internally displaced persons (IDPs), advocacy often comes from major humanitarian groups such as the United Nations High Commissioner for Refugees (UNHCR, 2016), Internal Displacement Monitoring Centre (IDMC, 2019), or United Nations Educational, Scientific and Cultural Organization (UNESCO, 2019) or from those working for such organizations (Flemming et al., 2021; Jalbout, 2022). Similarly, the success stories of these educational efforts typically rely on the generosity of donors and the dedication of fieldworkers who provide essential services to children in need (Reza, 2022). However, little research has focused on the family as a crucial component of humanitarian educational programs. This gap exists partly because educational programs tend to focus on the child's progress rather than on the family dynamics that support learning.

[10]The concept of an African family, the IDP situation, and the conflict in Northeast Nigeria necessitate an expansive definition of family. In this study, a "family" member refers to any adult responsible for a child, providing care and support for the child's education.

To provide a platform for families to be heard, this study adopted a qualitative methodology. A total of 42 family members (17 men and 27 women) participated in six group discussion meetings inspired by the African Palaver Forum (APF) style of conversation. This style is based on ethical conversation and interactive dialogue (Teklu, 2021), whereby new understandings emerge about the expectations families place on education in the context of internal mobility and their experiences with the JRS-ALP program. In addition to the APF, the researcher spent six months on the project, observing and documenting everyday life in the centers. The researcher interacted with families before and after school, during home visits, and at other events organized by the families.

The study is organized as follows: The first section examines how displacement disrupts the education of African children on two levels. The first level involves the disruption of formal education, which EiE programs typically address. The second level involves the disruption of the traditional and cultural education structure within African families, as the family is central to this type of education. The second section explores the barriers to education in Northeast Nigeria, and the third section analyzes the impact of Boko Haram's ideology against education. The fourth and fifth sections detail the methodology, results, and discussion. The final section presents the study's conclusions.

3. The contexts of African families in displacement and education in Northeast Nigeria

Families in Northeast Nigeria have experienced displacement for a long time. Seasonal self-displacement occurs due to the natural cycles of farming and trade. Swindell (1984) notes that the migration of farmers, traders, and workers has been ongoing since pre- and post-colonial times. However, climate change has disrupted these planned, cyclic migrations (Barrio et al., 2006;

Marchiori et al., 2012). The low water level in Lake Chad, a significant climate moderator in the region, has caused significant climate change (Nigerian Federal Ministry of Information and Culture, 2022). Disruptions to the ecosystem lead to disruptions in the cyclic nature of life and provoke community clashes over water resources. These conflicts, primarily between herdsmen and farmers (Bello, 2013), have widespread repercussions for security, resource sustainability, community, and family life. While cyclic displacement may affect a few families at a time, conflict can lead to mass movements (Klaiber, 2014; Tracking Matrix [DTM] of the International Organization for Migration, 2021).

Family movements, whether planned or forced by climatic factors or exacerbated by violence, alter the dynamics of education over time. The family, understood as a sociological group of people living together due to biological, legal, or social ties, is considered the first unit of education for the child (Murdock, 1949). Mbiti (1975, p. 175) affirms that "each person in African traditional life lives in or as a part of the family." As a sociological group, Kisembo et al. (1998) assert that "the family-community was the fundamental element of the African, the basic sphere of action through which one became integrated with the larger human community" (pp. 202-203). Therefore, the reality of African families in displacement goes beyond physical movement in search of safety and survival. A primary consequence of displacement is the disruption of the child's education on two levels: the cessation of formal education (if the child is already in school) and the interruption of elders passing on critical cultural education.

In short, displacement significantly affects the essence of the African family as the linchpin for education because the family is fundamentally "extended" and "communal." Displacement

disrupts this communality as members of extended families disperse, and the stability needed for self-construction is lost. During repeated and prolonged displacement, limited formalized education can occur since the extended family system collapses. As a result, communal and cultural rites of initiation are disrupted, and the elders, who are the "libraries" of the community, are dispersed or preoccupied with searching for necessities. This disruption is aggravated by pre-existing barriers to education in Northern Nigeria and the advent of Boko Haram, which is ideologically opposed to Western education.

4. Pre-existing barriers to education and the advent of Boko Haram

Families desiring education for their children must contend with displacement and other barriers to education in Northeast Nigeria. The first barrier is the scarcity of educational infrastructure, resulting in a stark hierarchy of educational institutions. The second barrier is the rise of Boko Haram, which has increased displacement due to insecurity and the greater risks families must take to educate their children given Boko Haram's ideological opposition to education. This study will detail these barriers below.

In Northern Nigeria, there are what Rodriguez-Segura and Kim (2021) call "education deserts," where few schools are spread over large areas. This is evident in the geographical area of this study, as shown by publicly available data on government basic, junior, and secondary schools (Table 1).

Table 1. Number of government basic and secondary schools in Borno and Adamawa. Source: Sasu (2022).

State	LGA	Number of Primary Schools	Number of Junior Secondary Schools	Number of Senior Secondary Schools
Adamawa	Michika	113	44	22
	Askira/Uba	111	20	12
	Madagali	104	30	14
Borno	Biu	94	28	6
	Hawul	111	25	6
	Total	533	147	60

It is notable that the projected population of basic school-age children (approximately 0-14 years) based on the official census (City Population, 2022) is 2,245,213 in Borno and 1,828,605 in Adamawa. Borno covers an area of 70,898 km^2, and Adamawa covers 36,917 km^2. Due to the sparse population distribution, many school-age children face prohibitive distances to access school. Moreover, the problem of access is not limited to distance; there is also the issue of the availability of different levels of schools. Learners in 533 primary schools must transition into just 60 secondary schools.

The odds of accessing education decrease further with repeated and prolonged displacement as families move for safety amidst the violent Boko Haram insurgency. Raliyat et al. (2022) observe that attacks on schools and the abductions of students have contributed to children not attending school. Oladunjoye and Omemu (2013) note a significant difference in school attendance between rural and urban schools because families often do not allow their children to attend schools following an attack or even the rumor of one.

Another issue is Boko Haram's core ideological opposition to education. Afzal (2020) notes that the group crystallized an "acceptance-rejection" dichotomy, leading people to reject education in the context of educational deserts. Additionally, the group uses the word "Boko" pejoratively to refer to secularly educated elites, who are resented by the underclass because their privileges are associated with colonial rule and societal inequalities (Hassan, 2010). Boko Haram's ideology thus feeds into and is fed by the underclass dynamics of fear and rejection of Western education.

In summary, families that seek to educate their children in an IDP context must contend with displacement, the educational desert in Northeast Nigeria, the displacement accelerator caused by the Boko Haram insurgency, and the group's ideological opposition to education. To understand the experiences of families who face these challenges to sustain their children's education, this study employed the following method and data collection strategies.

5. The beneficial intervention of Jesuit Refugee Service (JRS) program using Accelerated Learning Pedagogy (JRS-ALP)

Engagement with families was part of a broader evaluation of the JRS-ALP[11]. In 2021 (January to August), when the researcher engaged with the families, the program had 500 beneficiaries—one child per family—spread across 50 communities in five local government areas of two states (Borno and Adamawa). The project proposal (JRS Project Proposal, 2019, p. 13) outlined the following objectives:

[11] The JRS-ALP program was implemented across Borno and Adamawa states, encompassing five Local Government Areas (LGA) and 50 IDP camps/locations/communities: (1) Madagali LGA: Njahili, Shuwa, Lumadu, Hashi, Jalingo Gulak, Zhau, Gulak, and Kirchinga (2) Michika LGA: Michika Central, Yaskule, Likuni, Murva, Jiddel, Tudun-Wada, Khourvi, Zaibadari, Jang, and Kwabapale (3) Askira/Uba LGA: Mufa, Zadawa, Askira Central, Mutukum, Kuffa, Uba, Masil, Uba Marghi, Para, Uvu Central (4) Hawul LGA: Azare Central, Ghuma, Shaffa, Gula, Shindifu, Yimirshrika, and Hizhi (5) Biu LGA: Galdimare, Bayan Tasha, Mbulamel, Yawi, Dugja, Bariki, Mirnga, and Kabura. Each center was staffed with 10 learners per teacher, totaling 500 learners and 50 teachers.

(1) Re-establish education as a pillar of society, especially in situations of violence and recovery from conflict.
(2) Enhance the capability of teachers to support students, particularly those with post-traumatic stress disorder (PTSD), in overcoming obstacles to their success.
(3) Equip children, who represent the next generation of leaders, with the skills and motivation to lead their communities toward greater stability in the future.

The program assumes that education is a fundamental pillar of security, especially in situations of violence or post-conflict recovery. It aims to improve literacy and numeracy skills in preparation for future recovery. To this end, JRS-ALP seeks to increase access to quality education, thereby enhancing learners' academic and personal development. The program is forward-looking, considering that the children, who represent the next generation of leaders, will be more capable and motivated to lead their communities to greater stability in the future.

To facilitate recovery, JRS-ALP also aimed to enhance the capacity of teachers to support students, particularly those with PTSD, in overcoming barriers to their academic success. Therefore, the program's objectives were as follows (p. 6):

(1) Improve outcomes for both in-school and out-of-school children in Borno and Adamawa by increasing their access to high-quality activities focused on academic and personal development.
(2) Strengthen the commitment of teachers in Borno and Adamawa to their profession by improving their income potential and that of their families.

The motivations and objectives primarily focus on direct beneficiaries. The program's outcomes can be evaluated based on these motivations and objectives. However, an important indirect beneficiary is the learner's family. Their involvement, as this study posits, serves as a crucial pillar of the program. The family's attitudes toward education and their role in ensuring its success are pivotal issues in EiE. The research methodology must be robust to adequately address the dynamics within families supporting the education of IDP learners.

6. Materials and methods

The study employs a qualitative approach to examine and present the experiences of families, which enables a nuanced understanding of their complex reality and assigns meaning to their actions within each context (Almeida et al., 2017). Given the precarious nature of life in IDP contexts, a qualitative method that is flexible and less restrictive in design is essential (Maxwell, 2008). This approach provides the flexibility to adapt the research process to prevailing circumstances.

The research utilized various methods to collect data from families. Firstly, observational data were gathered during six months of visits to IDP learning centers and households. These visits provided opportunities for interactions in everyday life situations (Anguera, 1992) and helped establish rapport needed for more formal discussions. The extended engagement aimed to build trust, as insecurity among IDPs often breeds distrust (Skinner et al., 2013) due to research fatigue (Omata, 2020). Each observed situation was carefully documented, capturing both descriptive information (actions, attitudes, behaviors) and reflective insights (thoughts and ideas).

Secondly, data collection involved the APF. Initially intending to conduct individual interviews at various learning centers, the researcher faced challenges and managed to complete only five interviews. It became evident that participation required additional commitment from families amidst their daily struggle for survival. Moreover, community members sometimes interfered out of curiosity, prompting a strategic shift toward engaging families through the APF format.

The APF traditionally serves as a community circle (Bujo, 2001; Teklu, 2021), characterized by ethical conversation and interactive dialogue that engages community affairs (Bujo, 2001). It fosters holistic discussions and interventions on life issues while maintaining societal relationships and facilitating solutions within the community's hierarchy of existence. Generally, the APF is an open-membership forum where individuals interested or concerned about a particular topic can participate. Participants may be formally invited, accompany another invitee, or join upon becoming aware of the ongoing discussion. This open participation ensures broader representation, transparency within the community, and comfort among discussants knowing their neighbors and friends are privy to the conversation (Teklu, 2021). During each APF session, while the discussion is centered on a specific topic, participants are free to draw relevant connections and make conjectures. The procedural aspects of each meeting are collectively agreed upon by those present.

In this study, all families from the five learning centers were invited to participate in the APF. The researcher entrusted each center's families to organize themselves in the manner they considered most appropriate (Table 2).

Table 2. APF participants and organizational decisions.

	Biu	Hawul	Madagali	Askira/Uba	Michika	**Total**
Number of participants	12	13	5	6	8	**42**
Gender of participants	12 women	6 men; 7 women (met in separate groups)	3 men, 2 women (met together)	4 men; 2 women (met together but women talked only after the men had finished)	4 men; 4 women (met together)	17 men; 27 women

As shown in Table 2, this flexible approach resulted in a range of meeting settings and procedures across the different centers. In some centers, only women attended, while in others, both men and women participated together. Some centers had mixed attendance but were separated by gender, whereas others had mixed attendance within the same group. The researcher did not dictate these dynamics but recognized and respected the cultural and religious sensitivities that influenced them. However, the diverse arrangements prevented the researcher from capturing the perspectives of families who were either absent during these sessions or chose not to participate due to personal reasons. There was a total of six sessions with 42 participants in the APF.

The number of participants was lower than expected, highlighting an adaptation challenge during the research and a potential limitation. The decision to prioritize what worked best for the families aimed to genuinely amplify their voices rather than merely involving them in a data collection method that may not align with their preferences. Nonetheless, the researcher's positionality could have influenced the session content or dynamics to some extent. Despite these considerations, the data collection methods described enabled a nuanced exploration of the experiences of families

engaged in JRS-ALP, aiming to “understand the social reality of the participating families in a subjective yet scientific manner” (Zhang & Wildemuth, 2017, p. 318).

Ethical approval for the research was obtained from JRS, the international NGO overseeing the educational program. Transparency was prioritized throughout the observation process, where the researcher was introduced, and the purpose of the researcher’s presence was clearly communicated. The study was conducted in accordance with the principles of the Declaration of Helsinki, and all participants provided informed consent before participating in the study.

The analysis was conducted thematically. Within the centers, multiple languages were spoken, with Hausa and English languages predominating as families spoke whichever language they were most comfortable with. JRS field staff served as interpreters during field visits, while detailed notes were taken for follow-up and cross-referencing during observations. Both interviews and APF sessions were recorded. Thereafter, the recorded interviews were transcribed and translated into English. These translated documents underwent open coding using Atlas.ti. Initial codes were derived directly from the text, with subsequent refinements made during a second round of coding. At this stage, codes and categories were discussed among participants. The results are presented in relation to two main themes: (1) education as an act of hope and resistance, and (2) pedagogies of belonging.

7. Results and discussions

The study employed an inductive approach to explore themes emerging from the voices of families during interviews and APF sessions. While some families explicitly stated their reasons, others

required inference based on observations or insights gleaned from different contexts or times. This section highlights two primary experiences that uphold the education of children in IDP learning centers: (1) education as an act of hope and resistance for families navigating displacement, and (2) education as a "pedagogy of belonging," where learning centers serve as platforms for fostering and expanding relationships among stakeholders. The first theme examines the significance of education to families, while the second explores how families perceive and engage with the educational environment. The discussion integrates these findings in an APF format, facilitating an "interactive dialogue" between the experiences of families and the broader scientific and cultural community (Bujo, 2001).

8. Education as an act of hope and resistance for families navigating displacement

Within the literature on hope, perspectives vary widely. Generally, hope is understood as practical and goal-oriented rather than merely idealistic (Bourn, 2021). Maadad and Matthews (2018) highlight its role among Syrian refugees in Lebanon, emphasizing not just a capacity for action but also a crucial utopian model for livelihood. This "utopian hope" is not merely wishful thinking but a vital survival strategy. For families in the JRS-ALP, education empowers them to pursue their aspirations actively.

Families in ALP demonstrate their hope through education in several ways: (a) equipping children with skills for future stability, (b) facilitating their return to formal schooling, and (c) viewing education as the community's best hope amidst displacement. Moreover, educating their children is a form of resistance: (d) against hopelessness, (e) challenging extremist ideologies such as Boko Haram, and (f) countering the fear of danger.

8.1 As an act of hope

Education will equip children with skills essential for stability. Amid displacement, families recognize the severe limitations imposed by lack of education, particularly in numeracy and literacy. As highlighted earlier, continuous displacement has prompted adults to realize the critical need for literacy for record-keeping and numeracy for economic transactions. Reflecting on her own educational shortcomings, a family member expressed regret:

> I wish I were a child now and had access to the educational opportunities these children have today. I didn't have the same advantages growing up. (Female, speaking in Hausa, DSC-3877)

With traditional education unavailable due to displacement, the only viable option for children to acquire future skills lies in participating in ALP programs offered at IDP learning centers. For these families, literacy and numeracy skills are indispensable tools for navigating displacement today and preparing for survival in the future.

ALP education will facilitate the return of children to formal schooling. ALP education not only enhances literacy and numeracy skills but also holds promise for children to eventually return to mainstream schooling. The ALP program "serves as a catch-up program to children who may have missed schooling or are currently unable to satisfactorily perform academically at their current grade level" (JRS Project Proposal, 2019, p. 6). As one family member reflected on the impact of ALP:

> We have gained so much knowledge from what you have taught us. Without this education, we would have been lost. Knowledge is crucial in life; it helps us build better lives. (Female, DSC-3835)

The gratitude expressed for the opportunity to enroll her child in ALP must be understood against the backdrop of an education desert, where access to education is challenging even for those who desire it for their children. Moreover, through conversations, the researcher came to understand that one of the reasons families endure multiple displacements is their quest to relocate to areas offering educational opportunities for their children.

Education is the community's best hope amidst displacement. Given the communal nature of African families, efforts to sustain their children's education extend beyond individual capacity building to encompass a communal dimension. As expressed by a family member:

> Indeed, this program benefits not just the pupils or children alone but the entire community. The program is doing well. Previously, pupil attendance was very low, but now we have nearly 400 attending, with more coming. Even nearby villages are sending their pupils, and the benefits are evident throughout our region. (Male, DSC3724)

The communal aspect of education is widely debated. Heilman (2020) aptly observes that reading and arithmetic are "active" skills that distinguish individuals possessing these abilities. These families' remarks align with the project's goal of nurturing children to become future community leaders (JRS Project Proposal, 2019). This recognition also fosters a "sphere of exchange" of hope (Appadurai et al., 2013), gradually building community hope through the individual aspirations of

learners and their families with increasing complexity.

8.2 As an act of resistance

Against hopelessness. Education serves as an act of resistance against hopelessness. Hope is always "about something in need of a push" (St. George, 2009, p. 4). Families express this dynamic interplay between hope and resistance, viewing education as a community endeavor. Sending children to learning centers is seen as a direct resistance against the hopelessness, or what a family member referred to as "redundancy," that displacement can trigger or sustain. Illustrating this hopeful resistance against the despair affecting the African community, a family member stated:

> We hope that in the coming centuries, these children will catch up with the world. This is our goal because of everything happening with those in the bush (it is better not to mention them due to other concerns) … [pause]. The issues in the bush arise from this sense of redundancy. People have not been educated in the way they should be. Ultimately, out of frustration, they integrate into society, disturbing everyone. This is where intervention comes into play. I believe the next generation will shape a better society. (Male, DSC-3680)

Education thus serves as a crucial intervention, countering the hopelessness that can lead to ideologies such as Boko Haram—an attempt to destabilize communities by impeding any form of education, be it traditional or formal.

Challenging extremist ideologies such as Boko Haram. The interplay between hope and resistance is evident in how families approach Boko Haram's ideology. Families use education as a form of subtle resistance to the anti-education ideology of Boko Haram, thereby keeping hope alive. These actions suggest that literacy and numeracy provide assurance that, despite disruptions to traditional

educational structures caused by displacement, new life-sustaining opportunities for children emerge. Loewen (2010) describes "other-regarding" behavior as a dialectic of antipathy or affinity toward one's group. During conversations, some families initially viewed Boko Haram as targeting the "others":

> You see, this Boko Haram, they have destroyed our people and (now) they just came and talked to others, telling them not to worry and to stay calm. (Male, DSC-3726)

However, in the context of hope and resistance, which supports the education of their children, they view Boko Haram's anti-education ideology as the "others":

> …We believe that from that day we take action against them, we are making a difference. (Male, DSC-3725).

Osborne and Sibley (2015) posit that "group-based relative deprivation" may help explain the decisions families make in the interplay of hope and resistance against Boko Haram ideology. This interplay was observed in the Shaffa community (Hawul LGA, Borno), where a learning center is hosted by Al Islamiya school—one of the few Islamic schools initially permitted by Boko Haram. By utilizing this center, families can address the "otherness" of education and counter Boko Haram's ideological opposition to it.

Countering the fear of danger. The daily decision of families to drop off their children at the learning center also reflects the interplay between hope and resistance. A family member who is also a teacher explained:

> Before, we used to close the school anytime we heard any type of rumor; we would dismiss the children or give them unofficial holidays. Now, there is no day that passes without seeing these children … (Male, DSC-3725)

The daily interplay between risk and hope underscores the decision to sustain their children's education. The threat of physical harm and the memories of the actual harm perpetrated by Boko Haram create significant deterrence from pursuing educational opportunities such as the JRS-ALP. Thus, sending a child to a JRS-ALP learning center becomes an act of resistance, not only against Boko Haram but also against factors that jeopardize the hopeful future of the children and community.

In sum, the experience of parents with ALP education as a source of hope for the future and resistance to obstacles is aptly captured by a family member:

> The program benefits not just the pupils or children alone but the entire community. The program is doing well. Previously, pupil attendance was very poor, but now we have nearly 400 students attending, with more coming. Even nearby villages are sending their pupils, and the benefits are evident throughout our region. (Male, DSC3724)

In other words, the hope for a better future resonates with Pope Francis's (2020) assertion that education in humanitarian contexts "is always an act of hope, which calls for cooperation to turn a sterile and paralyzing indifference into another way of thinking that recognizes our interdependence" (Paragraph #5). Families experience this education for interdependence as a "pedagogy of belonging."

9. Pedagogies of belonging: JRS-ALP rebuilds learners and the community

In informal conversations and APF sessions, families often discussed the "pedagogy of belonging," which captures their experiences with their children's education in IDP learning centers. This concept emphasizes the relational aspects of education (Dryden-Peterson, 2020), fostering a community of learners both within and outside the classroom (Dryden-Peterson & Mariën, 2022). Caring relationships are central to this process. Conversations revealed that parents describe a triad of care among IDP education stakeholders: JRS staff care for teachers, students, and families; teachers care for students, JRS staff, and families; and families care for the children and JRS-ALP staff. The following examples from participant observation illustrate this point.

9.1 JRS staff visit families

In Azare Central of Hawul LGA, a child was absent from school for several days. During a meeting between JRS staff and the teacher at the center, it was revealed that the child had lost her father, a police officer, in a recent Boko Haram attack. After the meeting, the JRS staff decided to visit the child's family. Upon arrival, they found neighbors consoling the family. After expressing their sympathies and speaking with the child, the staff prepared to leave. The child's grandmother, overwhelmed by their care, promised to ensure her granddaughter would continue her education. These visits, while not routine, demonstrate the additional effort JRS staff make to show care for the child and her family. The grandmother's public commitment reflected the "pedagogy of belonging" fostered by the JRS staff.

9.2 Teachers care for JRS-ALP staff

A key aspect of the pedagogy of belonging is the strong involvement of teachers when they

embrace practices that foster safety and a sense of community (Dryden-Peterson, 2020; Kaukko et al., 2022). The researcher witnessed this dynamic between a teacher and a female JRS staff member at a learning center called Galdimare in Biu LGA. The teacher, who was also internally displaced, brought a gourd of milk for the JRS staff. Despite having little to spare, she offered this gift. Following protocol, the JRS staff initially refused. The teacher, unhappy with the refusal, raised the issue during a review meeting. Although the protocols were explained, she insisted on her duty to care for "all the children," whether they were JRS staff or within the IDP learning center. Ultimately, the JRS staff accepted the gift on behalf of all present and shared it.

9.3 Previous beneficiaries of ALP celebrate teachers with food and dance

During the closing ceremony (August 2021) of the ALP cycle under review, some previous beneficiaries of the program cooked food, prepared a dance presentation, and actively participated. One girl explained that they organized themselves to be part of the ceremony to express gratitude to their teachers for helping them bridge the gap in their education. Another person highlighted the program's importance, noting that it provided hope and motivation to continue her education when there were no other options available.

9.4 A teacher "adopts" some learners

JRS-ALP teachers were particularly engaged with the students, as knowing the families of each learner was one of the criteria for teacher selection. The pedagogy of belonging is strong in the involvement of teachers (Dryden-Peterson, 2020; Dryden-Peterson & Mariën, 2022). However, one teacher went beyond the standard teacher-learner engagement to assume a familial role for some of her students. She said:

> I have all of these children, especially some of them that are orphans. I took responsibility, I bought them uniforms, I bought books for them. They even told me that they do not remember their families anymore because they have families in this school. (Female, DSC-3850)

Observations at the JRS program suggest that this teacher opened her mind, heart, and home to the students' living conditions, engaging deeply with their stories. Such practices are part of creating "a pedagogical love" (Kaukko et al., 2022, p. 6). While the terminology differs, the pedagogy of belonging is exemplified in this pedagogy of love. In the context of refugee education, Kaukko et al. (2022) use the term "pedagogy of love" as a reflection of the personal connection and faith in human development. They state, "For refugee children, many of whom have experienced broken relationships due to their migration, establishing a long-term relationship like this is at the heart of what we are terming pedagogical love" (p. 741). Families witnessed and experienced these illustrations of the pedagogy of belonging because it is encouraged by the JRS-ALP program. As a family member wrote in a note privately handed to the first author:

> There is a difference in the education of JRS-ALP and the education given to my child before because I see so many changes in the child, e.g., she can read A–Z and count and identify numbers. The way of paying respect and neatness are also changes I see in her. (Female, written comment at the end of the program)

Education, in terms of care and belonging, extends beyond literacy and numeracy. Families witnessed this in the manner JRS-ALP was conducted. This experience sustains their commitment to their children's education despite challenges such as displacement, educational deserts, conflict, and Boko Haram's ideological opposition.

10. Conclusions

This study contributes to the discussion about the vital role of families in children's education. While the context, age, and nature of education may differ, the family's role in the success of any educational endeavor is crucial. In the context of EiE for IDP learners, the dominant voices are those of large humanitarian agencies and the good Samaritans implementing educational programs. Conspicuously absent or minimally present are the voices of families working to sustain their children's education in IDP camps and locations. This study highlights the experiences of parents in a JRS-ALP for IDP learners, motivated by the desire to amplify the voices of families sharing their experiences in sustaining their children's education in challenging contexts.

In Northeast Nigeria, displacement has disrupted parents' desire to educate their children both formally and traditionally. Traditional and cultural education requires transgenerational presence and locations for passing on native wisdom. Access to formal education is hindered by displacement in areas with educational deserts. The conflict engineered by Boko Haram and its ideological opposition to education has also increased the risks of sending children to IDP learning centers.

Conducting research on parents in the context of IDP education, we gathered data through observation, interactions, interviews, and meetings among parents using the APF. The data were analyzed thematically to identify common themes in the voices of parents. The results and discussion crystallized around two major themes. The first is that families experience education as an act of hope and resistance during displacement. The second is how education is carried out through the "pedagogy of belonging."

Education, as an act of hope, equips children with skills for the future and fosters the belief that they can eventually return to formal education. Importantly, it signifies hope that communities can withstand displacement and crises without complete disintegration. Moreover, education serves as a beacon of hope—a resistance against the despair propagated by ideologies such as Boko Haram—which seek to annihilate the future. Each day a child attends school is a hopeful defiance against fear.

The concept of the pedagogy of belonging is evident in how families perceive education. For instance, parents observed this pedagogy in interactions with JRS staff who visit bereaved families, teachers who care for JRS staff and "adopt" children, and in the gratitude shown by former beneficiaries of education in IDP learning centers when they return to their teachers. While our study does not provide evidence on pedagogical practices of teaching and learning, it does highlight the relationships nurtured within the project. This opens new possibilities for future research.

The harsh reality of prolonged displacement, aggravated by conflict from the Boko Haram insurgency, leaves families grappling with how to continue educating their children. Through this study, families in displacement were able to portray themselves not merely as victims, but as active agents in their children's education in IDP centers. However, one limitation of our study is its failure to demonstrate how these voices could influence the design and implementation of educational interventions for displaced children. Looking ahead, these limitations present avenues for future exploration. Furthermore, by utilizing the APF to amplify these voices, we propose

further investigation into its effectiveness in contexts where the modus operandi and modus vivendi align well with its principles. Therefore, we suggest additional research on how the "pedagogy of belonging" could impact educational initiatives in IDP settings.

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XI Chapter 5

Analysis of Teachers' Self-Perception in an Accelerated Learning Program in Northeast Nigeria

1. Abstract

The on-going armed conflict in Northeast, Nigeria, the attendant repeated and prolonged displacement have contributed to the lack of capable, efficacious, and motivated teachers who can teach IDP learners. Using observations, semi-structured interviews (N = 5), and self-report questionnaires (N = 51), this study seek to understand how teachers perceive their capacity, efficacy, and motivation (CEM) to ensure quality education for IDP leaners. Among others, the findings contribute to better understanding how to support teachers' professional development in conflict-affected areas, emphasizing the need for tailored interventions that enhance their self-perception and overall effectiveness in delivering education under extreme conditions. These insights fill several gaps in the current knowledge on CEM in the Education in Emergencies (EiE) context and IDP education, providing a broader perspective on how geo-location influences CEM in such contexts.

Key words: Teacher Capacity, Efficacy and Motivation, Education in Emergency, Internally Displaced Person.

2. Introduction

It is generally believed that an effective educational system reflects the efficiency of its teachers (Block et al., 2012) because educational outcomes, although affected by other variables (Shahzad et al., 2021), are heavily dependent on teachers (Goldhaber & Startz, 2017). The triad of capacity, efficacy, and motivation (CEM) are intrinsically linked to good results in any endeavor, especially in a learning context (Zhang & Chen, 2021). A context that has affected learning in the northeast Nigeria is the presence of Boko Haram insurgency. The enclave of Boko Haram in Northeast Nigeria provides an important context for consideration for CEM because "the deliberate and brutal targeting of civilians has been an increasingly pronounced feature of this conflict, contributing to acute civilian vulnerability" (Caitriona & Adam, 2017, p. 138). Teachers, as part of the vulnerable civilian population, experience the trauma of conflict and consequent displacement, which affect their CEM.

Understanding CEM is therefore integral for studying the barriers of education for displaced populations. In general, while research on CEM has been thriving, little attention has been paid to teachers' self-perception about it. Further, data on how and why a given context (displacement, conflict, geo-location, etc.) affects teachers' self-perception of their CEM remain limited. Prior research on capacity and its improvement had focused on external inputs, such as training. However, limited research has explored how teachers can improve their capacity through improved self-perception (Achurra & Villardón, 2012; Woon Chia & Goh, 2016; Barni et al., 2019; Karim, et.al, 2021; Lauermann & ten Hagen, 2021; Wray et al., 2022). These efforts notwithstanding, I am not aware of any research in a context where formal capacity improvement programs are not feasible or available, like in the region of Northeast Nigeria. Further, research on efficacy has

focused on pedagogical processes and programs (Kleinsasser, 2014). However, data on how efficacy barriers and aids in the context of Education in Emergencies (EiE) may affect teachers' self-perception of their efficacy remain scant. There is also a dearth of research on teachers' self-motivation in the context of EiE. For teachers working in such a context, the generalized experience of deprivation hampers both their search for something noble and their shared values.

This study analyzes how teachers perceive their capacity, efficacy, and motivation (CEM) as part of their engagement in an Internally Displaced Persons (IDPs) education intervention program. The program, organized by the Jesuit Refugee Service (JRS) and based on the Accelerated Learning Pedagogy (ALP) approach (JRS-ALP), comprised 51 teachers. They were spread across 51 IDP learning centers in five Local Government Areas (LGAs) of two states, Borno and Adamawa, in Northeast Nigeria.[12] Data was collected through observations, participation in the (re)training program, informal meetings between JRS staff and teachers, five semi-structured interviews, and 51 self-report questionnaires. Using the data, we thematically organized the accounts of teachers' CEM when facing life and limb threats, with results providing new insights on teachers' CEM in the context of education in emergencies (EiE). The program cycle ran from January to August 2021, a period characterized by worldwide opening up after the COVID-19 pandemic lockdowns. Our study makes a significant contribution to the literature as it sheds light on teaching in the context of displacement in Northeast Nigeria, examining the impact of

[12] (1) Madagali LGA: Njahili, Shuwa, Lumadu, Hashi, Jalingo Gulak, Zhau, Gulak, and Kirchinga; (2) Michika LGA: Michika Central, Yaskule, Likuni, Murva, Jiddel, Tudun-Wada, Khourvi, Zaibadari, Jang, and Kwabapale; (3) Askira/Uba LGA: Mufa, Zadawa, Askira Central, Mutukum, Kuffa, Uba, Masil, Uba Marghi, Para, and Uvu Central; (4) Hawul LGA: Azare Central, Ghuma, Shaffa, Gula, Shindifu, Yimirshrika, and Hizhi; (5) Biu LGA: Galdimare, Bayan Tasha, Mbulamel, Yawi, Dugja, Bariki, Mirnga, and Kabura.

displacement on teaching and learning, and fills gaps in prior knowledge on CEM in the contexts of EiE and displacement.

3. The contexts of teaching a population on the move in an active armed conflict zone

After a school attack in 2013, the then Boko Haram leader, Abubakar Shekau, declared in a propaganda video message: "We did say we were going to burn down schools offering Western education because they are not Islamic schools. They are schools primarily established to wage war on Islam. *We fight teachers who teach Western education. We will kill them before their students, and will tell the students to henceforth to go and study the Koran*. This is what we do. We will continue carrying out such school attacks till we breathe our last breath" (OCHA, 2013; "Why Attack Schools," emphasis added). Seven years later, with over 20,000 teachers either killed, maimed, or displaced by the conflict (Akingbulu, 2017), the JRS recruited volunteer teachers and (re)trained them in ALP so that they could contribute to revamping the educational system in Northeast Nigeria.

It is important to examine several notable background factors to understand how teachers perceive their CEM as they engage in such educational programs. First, teaching is uniquely affected by the aggravated displacement of teachers. Second, teaching in an EiE situation requires additional skill sets. Third, the use of an ALP approach that emphasizes "participatory pedagogy" to teach in the EiE context must be analyzed. Finally, the geo-location of teachers at epicenters of conflict is a factor that deserves further examination. These factors/contexts are further developed below to situate the study, serving as a guide for the analysis and discussion presented in later sections.

3.1 Aggravated displacement and how it affects teaching

Before the emergence of Boko Haram, the population in Northeast Nigeria constituted a migrant community (Mukhtar et al., 2020) which was a predominantly pastoral, with ever-changing methods of animal rearing (Momale, 2016). Population displacements around the Lake Chad region were in tandem with environmental cycles. However, climate change has affected this rhythm, leading to intercommunal conflicts (Oyewo, 2024). Owing to a nomadic population, the educational system in the region is peculiar (Olaniran, 2018), with unique teacher-training techniques (Attaran et al., 2012).

The teachers in migrant/nomadic education systems are referred to as "specialists" because, in addition to their subject training and the general pedagogical skills, they must learn agricultural science education and be fluent in the pupils' local language and culture. They must also understand the broad goals of the nomadic education programs. For example, in Nigeria, the National Nomadic Education Program aims to (a) integrate nomads into national life and (b) raise their productivity levels (FME, 1987). Thus, teachers in Northeast Nigeria must possess CEM suited to the context of nomadic education.

When these migration/nomadic lifestyles are affected by active violence, the education offered in Northeast Nigeria comes under the humanitarian framework. Humanitarian education teachers must have the "capacity to assess and respond to diverse needs (such as mixed academic level, second language, psychosocial issues) of learners in emergency contexts" (INEE, 2024, p. 14). This requires self-awareness of one's efficacy of using pedagogical practices that support students' learning and well-being. Finally, teachers in Northeast Nigeria must be aware of safety measures

for physical, psychosocial, and professional integrity. This includes knowledge on how to take measures against coercion and exploitation (sexual, labor, and emotional) and examine how attacks on teachers affect teaching and learning (FME, 2021, p. 79). Therefore, the confluence of the nomadic lifestyle, small-scale communal clashes over resources, and the feeling of "relative deprivation and its discontents" that lead to armed violence (Ejiofor, 2022, p. 352) were partly responsible for the Boko Haram insurgency. The group's opposition to Western education aggravated the displacement of stakeholders in education. Teaching in such context requires specialized CEM.

3.2 Teaching in the EiE context

Prolonged displacements pose a unique challenge to EiE. According to UNICEF (2023), a teacher working in an EiE context must be aware that for children in emergencies, education serves not only their right to learn but also provides a space of refuge from physical danger and succor for psychosocial support. Education provides a stabilizing structure for coping with daily trauma. Therefore, training of teachers in EiE must involve a general understanding of humanitarian educational architecture, the basic strategies for responding to emergency education, and how to realize cross-sector collaboration between education and other humanitarian works (UNICEF, 2023).

A general understanding of the humanitarian educational architecture means understanding the various reforms that have occurred in humanitarian action (Msuya, 2023, p. 76). One important shift is that humanitarian interventions are no longer sectorized into livelihoods, education, water and hygiene, and shelter and security, among others (UNICEF, 2017). Rather, all humanitarian

actions are in “clusters” (Inter-Agency Standing Committee, 2015), organized through coordinating bodies (UNICEF and SSOP) and guided by well-defined principles and standards (INEE, 2024). Teaching in this new humanitarian framework requires teachers, as part of the humanitarian group, to develop specific strategies for responding to EiE (INEE, 2024), part of which involves working in a cross-sector manner within education interventions and collaborating with other agencies in taking care of those in emergencies. As Gomez (2020, p. 4) states, “Central to these efforts are the principles of collaboration and partnership, with the global aid community acknowledging that no single actor can meet the full scope of needs alone.” The new focus for teaching in EiE is therefore on forming synergies to better serve during emergencies. Thus, working in the humanitarian educational sector requires general knowledge about the humanitarian world, as well as specific skills on how to collaborate with other humanitarian actors. The new focus requires specific CEM skills.

3.3 Using ALP for JRS Program

The JRS educational program is called “Strengthening Education: Restoring Resilience in Teaching and Learning Systems in Borno and Adamawa States” (JRS, 2019). The aims of the program are:

1. To improve outcomes for in- and out-of-school children in the Borno and Adamawa States by increasing their opportunities to engage in high-quality activities focused on academic and personal development;
2. To strengthen the commitment to their profession of teachers in the Borno and Adamawa States by improving the earning potential of them and their families.

JRS adopts Accelerated Learning pedagogy (ALP) to achieve those aims, believing that it may support EiE better in the context of Northeast Nigeria (JRS, 2019). ALP consists of a vast network of techniques for teaching and learning (Serdyukov, 2008; Wardman, 2012) to save time while achieving better results. The Accelerated Education Working Group (AEWG, 2017, p. 7) defines this pedagogy as "a flexible, age-appropriate program, run in an accelerated time frame, which aims to provide access to education for disadvantaged, over-age, out-of-school children and youth. This may include those who missed out or had their education interrupted due to poverty, marginalization, conflict and crisis." The goal of ALP is to "provide learners with equivalent, certified competences for basic education using effective teaching and learning approaches that match their level of cognitive maturity" (AEWG, 2017, p. 7). As Rollins (2014) observed, even in normal situations, there is not enough time to teach learners who are lagging; in the EiE context, there is even less time to teach learners who are behind.

The way that ALP works in the EiE context is as follows: Teachers begin by building block concepts that can be used for future inferential learning (The New Teacher Project [TNTP] Acceleration Guide, 2020). They then intentionally scaffold content, beginning with the lowest taxonomy concepts and progressing to higher ones (Bowen, 2020). The concepts used as building blocks must come from learners' background knowledge and vocabulary to facilitate a stronger link between new information and previous experiences (Scardamalia and Bereiter, 2022). With added learning aids that enhance learners' connections to the topic (Wexler, 2019), ALP condenses educational programs to suit the instructional time and space (AEWG, 2021, pp. 6-9). Thus, ALP requires adequate capacity from teachers, who must also master ways to teach effectively and remain adequately motivated. The context of nomadic education alluded to above, together with

the consequences of prolonged displacement, and trauma that learners suffer because of the Boko Haram violence require teachers to reflect on their CEM in order to engage the learners better. The self-perception of these qualities may be a window to understanding the kind of support teachers need in the context of EiE (UNESCO, 2020) and the outcome of the EiE pedagogy (Radler & Bocianu, 2018; Simpson, 2018) within the JRS-ALP intervention.

3.4 Geo-location influences on conflicts and how it may affect teaching

Globally, a new era of conflict and violence seems to have commenced (UN, 2020). While interstate conflicts are declining, there are more domestic in-group conflicts wherein threats, displays, or low-level use of force are the norm (Hatipoglu & Palmer, 2012). One feature of this new era is the effects of violence on specific groups, such as children and women, or on localized communities, where the violence is fiercest. The impacted groups or communities react to the conflict depending on its territorial proximity to the militarized zones (Adinoyi, 2016). The community may resist the conflict through violent or nonviolent means (RezaeeDaryakenari, 2021). Overall, people's perception of conflict is marked by their relationships with a complex set of conflict drivers.

In the context of this study, not long into the Boko Haram insurgency, questions about its aspiration for territorial control emerged (Campbell, 2014). Those questions became poignant when the group formally pledged allegiance to ISIS (Britannica, 2024) and expanded its affiliation to a hydra of al-Qaeda-inspired organizations around Lake Chad (Beauchamp, 2014). Affected communities, whose territories are constantly under threat, attack, or occupation, react differently to the conflict.

Thus, geo-location has become an important part of understanding people's perceptions of conflicts and the possible solutions.

Research on how teachers, as a specific subgroup, are affected by their geo-location vis-à-vis conflict epicenters remain limited. Similarly, to the best of our knowledge, no prior research has explored how teachers' self-perception of CEM is influenced by such proximity. Yet, the spread of teachers across vast geographical areas and the tacit or overt community disposition to the aggravating factors of displacement and conflict may provide greater insights on teachers' self-perception of CEM in the EiE context, which could enhance tailored professional development interventions.

4. State of the art: Teachers' CEM

There is a growing interest in CEM, the factors that influence the triad, and the ways to improve it in the teaching profession. Below, the study presents salient discussions on CEM and the current related gaps.

4.1 Teacher capacity and related self-perception

Capacity building refers to how professionals enhance or reshape their existing skills to respond to new situations or realities. Teachers' capacities refer to their content knowledge and pedagogical skills to improve their practice (Reimers, 2020; UNICEF, 2021). Concerns about teachers' capacity development have grown in recent years (Cochran-Smith, 2008) following investigations on quality assurance and learning improvements (Mayotte et al., 2013; McMunn, 2004). Recent research has focused on teacher capacity development tailored to specific educational needs, such as translating policies into practices (Beeby, 1992) and advancing collaborative teaching (Abdull

Kareem, 2010; Goe et al., 2008). New realities that could affect capacity include sudden changes in educational programs, the introduction of new tools, and other changes in the lives of teachers and learners.

In Northeast Nigeria, the relationship between changes in the lives of teachers and learners and teacher capacity require a closer investigation. Current research on teacher capacity hardly considers displacements caused by migration/nomadic lifestyles, and the aggravated displacement caused by the Boko Haram insurgency requires further exploration of teacher capacity. Osuji (2014) enunciated four capacity indicators that could help explore teacher capacity in the EiE context. First, teachers must have the capacity to "control" the entire educational intervention, implying the competency to govern, exercise authority, and perform supervisory functions. Second, teachers must possess the capacity to "plan and design" educational programs. This refers to the ability to strategize, equip, and utilize resources, given the precarity of life in conflict areas and scarcity of resources in the context of displacement. Third, teachers must possess the capacity to "implement" an educational program, which reflects the ability to fully execute work plans to meet the ultimate aim of learner achievement. Fourth, teachers must possess the capacity to "evaluate" the teaching process and outcomes. This implies the capacity to evaluate a program at multiple levels: self-evaluation, program evaluation, and students' learning evaluation.

In summary, while teacher capacity indicators can be assessed with particular instruments (Murcia et al., 2015), the context of Northeast Nigeria presents a unique setting owing to its unstable condition. No research has yet explored how the capacity for self-evaluation through self-reporting can contribute to a better understanding of the full complexity of teacher capacity evaluation. By

filling this gap through the current research, the study agrees with Mukherjee and Bali (2019) that capacity is congruent with efficacy, since both signal effectual processes and successful outcomes.

4.2 Teacher efficacy and related self-perception

Teacher efficacy refers to teachers' belief that they can "control the reinforcement of their actions, that is, whether control of reinforcement lay within themselves or in the environment" (Tschmannen-Moran et al., p. 202). Essentially, teachers' efficacy relates to how they translate their capability into learners' results. Theoretically, for optimal efficacy, teacher disposition (emotional, cognitive, and behavioral) and the teaching environment must complement each other to aid learning (Gupta et al., 2021). This also impacts other factors affecting teacher efficacy, such as the teacher-student ratio, teacher adjustment, the work environment, teacher experience, educational qualification, interpersonal relationships, and availability of in-service training (Gupta et al., 2021). Practically, an efficient teacher plans carefully, selects appropriate and adequate materials, shares a vision and sets goals with the learners, teaches at an optimal pace, employs varied teaching strategies, and provides robust feedback to the learners. Thus, the teacher scaffolds effective teaching into successful learning (De Florio-Hansen, 2016). Both the optimal transfer requirements and practical steps for effective teaching are part of the complex and dynamic nature of education (Bert, 2005) and require training in multiple teaching skills (Weinert & de Corte, 2021). Thus, effective teaching can become excellent when teachers' effective dynamics are congruent with their students' approaches to learning (Andrew, 2004; Klassen & Kim, 2019).

However, perfect congruence is seldom achieved. To address this, teacher efficacy levels have been measured using several methods. Schweig (2019, #1) noted that the common ways of

measuring teacher efficacy include “classroom observations, teacher contributions to student achievement growth, and student perceptions of teacher effectiveness and classroom instructional climate.” However, the following less common methods can also provide significant insights on teachers’ efficacy: “knowledge or skills; teachers’ participation in professional development, committees, or mentoring; [use of] instructional artifacts, including lesson plans and assignments; teacher self-reporting, including instructional logs; and input provided by parents, peers, or administrators” (Schweig, 2019, Paragraph 3). Formalized tests have been developed to measure these parameters, the most popular of which include the Teacher Self-Efficacy Scale (Schwarzer et al., 1999), Georgia Tech’s Student Evaluation of Teaching (SET) (Poproski & Greene, 2018), and the Teachers' Sense of Efficacy Scale (also known as the Ohio State Teacher Efficacy Scale [OSTES]). Thus, the supporting structures that enable teachers to utilize their full capacity in the learning environment are considered aids to efficacy. Barriers to efficacy are additional obstacles that teachers in the EiE context residing in Northeast Nigeria face in their efforts to teach. Therefore, aids and barriers are influencing factors that explain both teachers’ capacity deployment and motivation.

4.3 Teacher motivation and related self-perception

Motivation refers to “the process whereby goal-directed activities are initiated and sustained...[as] a function of expectation of success and perceived value” (Cook & Artino, 2016, p.1002). Regarding the teaching profession, and especially teaching in a difficult context, it has been stated that “being a teacher is being asked to show up every day and do our best” (Brunson, 2023). The question is, what motivates a teacher to show up every day and do their best?

A recent literature review on teacher motivation identified five focus areas (Han & Yin, 2016), including factors that influence motivation, the relationship between teacher efficacy and motivation, links between teacher and student motivation, motivation in various fields, and instruments that assess motivation. These focus areas present observable indices of motivation. However, they do not provide a rationale for teachers' motivation. Ryan and Deci (2020) propose that a rationale for teacher motivation relates to teachers' self-determination, which is self-specified and not externally imposed. Richardson and Watt (2010) note several extrinsic factors to teacher motivation, such as learners' achievement results, recognition, and remuneration. These motivational factors can magnify the personal fulfillment that stems from self-determination. Dörnyei and Ushioda (2021) suggest that motivation suits individual purposes; using language learning as an example, they show that context and practice can increase motivation, as well as that teacher motivation interacts with learner motivation in a dynamic interdependence.

5. Methodological considerations

The study employes a mixed-methods approach, using various techniques to gather data in each method. Within the qualitative method, the researchers visited each location twice to familiarize themselves with the program, the locations, and the teachers. Later, the teachers were observed during a week-long on-boarding training program. While implementing the program, the researchers observed the teachers while working and during several review meetings with the JRS staff. At the end of the program, semi-structured interviews were conducted with five (5) Focal Persons. These individuals were chosen by JRS to coordinate the five LGA geo-locations; thus, they had oversight functions over the teachers and broader perspectives about their CEM. The quantitative method included 12 items self-reporting questionnaires on CEM with a space for free

comments. The questions were constructed based on what was observed during the familiarization visits and the on-boarding training.

Our process is an adaptation of the sequential mixed methodology as enunciated by Cresswell (2009), who said that "Sequential mixed methods procedures are those in which the researcher seeks to elaborate or expand on the findings of one method with another method. This may involve beginning with a qualitative interview for exploratory purposes and following up with a quantitative, survey method with a large sample" (p. 30). In our case, mixed methods enabled us to access and assess the teachers' cohesive thought (Cash, 2018) on their CEM. The combination of qualitative and quantitative methods ensures credible self-perception (Levin & O'Donnell, 1999) as it allows ideas gathered through one method to be examined through the prism of ideas gathered through the other method.

The qualitative observation was particularly helpful given the context of active conflict, prolonged displacement, and the unpredictability of life. Observation served to gather "instantaneous" records of events that may never be repeated, also complementing the self-report methods. Following the steps of observation methodology, we began by making a broad descriptive observation "trying to get an overview of the social situation" (Spradley, 2016, p. 33). Thereafter, the study narrowed its focus to the specific ways in which CEM manifests in the work of the teachers in the learning centers.

The quantitative data gathered primarily through self-report questionnaires was also essential in the context. Fryer et al. (2020) noted that self-reporting is the most apt method to capture the

psychological processes that drive human behavior, such as emotions and motivation. Thus, it was deemed a reliable approach for this research because it is open and responsive to the context of human behavior (Rahman, 2016). In the context of conflict, the human spirit undergoes a lot. Thus, self-report data becomes a suitable way to access and convert those inner ruminations into quantifiable descriptive data (Earl, 2010). Following shared declarative statements of the questionnaire, the research captures the common feelings (Rana et al., 2021) of the teachers and then proceeds to triangulate, corroborate, and complement teachers' inner voices (Busetto et al., 2020, p. 5).

The mixed-methods approach plays a unique role in ensuring the credibility of discussions below. In the context of repeated traumatic displacements, where memories may be distorted by trauma, following Saldaña (2018), the mixed-methods approach would permit teachers to "flashback" and "flashforward" between what "is" and what it "means" due to the fact that what they express may be observable, manifest, and apparent, while its meaning may be latent, processual, and conceptual. The data gathered through the mixed-methods approach helped us "freeze" what was either expressed quantitatively and qualitatively to probe their deeper meaning. Thus, both methods anticipate, explore, or elucidate the flashbacks and flashforwards of teachers' CEM. The mixed methods therefore helped us to check if there are rehearsed responses when cross-examining data through aggregate, relational and inferential reflections (Sheard, 2018). In this crossing of ideas, the qualitative data helps to show teachers' beliefs and feelings and clarify the meaning of their experiences and actions (Fossey et al., 2002) by paying attention to the language, texts, and symbols used to narrate their experiences, beliefs, and feelings (Cheney, 2000). On top of that, the quantitative data shows strengths and weaknesses of the declarative statements (Norman &

Lincoln, p. 5). In all, the crossing of ideas helps to avoid imposing more meaning than what was articulated by the teachers (Corbin & Strauss, 2008).

5.1 Data collection and informants

As mentioned above, all participants were selected by JRS for their program. The 51 teachers (27 male and 24 female) are from the five LGAs of the Borno and Adamawa states. Some of them are displaced while others are from the host community. JRS had three additional criteria that are important for this study. First, while all teachers have the requisite qualifications to teach in K1-6, they must also be teaching in government schools. This enables the acquired/enhanced CEM skills to be used for the wider school community later. Second, while the teachers may be both displaced or members of the host community, they must familiarize themselves with the learners and their home situation in order to establish trust between parents and teachers and the JRS team. Third, while English is the official teaching language, the teachers must know at least the Hausa language (the predominant language in Northeast Nigeria) and other dominant languages of the displaced learners. This will facilitate learning by allowing teachers to switch between languages if necessary and ensure more effective communication. These additional criteria are essential for the research since during preliminary visits and on-boarding training programs it was observed how such matters can hinder teachers' self-perception of CEM.

The quantitative questionnaires comprised 12 items based on a 4-point Likert scale (1 = strongly disagree; 4 = strongly agree). The items were grouped into three sets of four questions focusing on the capacity, efficacy, and motivation dimensions. The items were exploratory in design, aiming to organize teachers' perceptions in quantifiable ways. The questions on capacity follow the capacity indicators established by Osuji (2014), namely, "control," "planning," "implementation,"

and “evaluation” of an educational program. These indicators are not intended to measure a single latent variable or construct. Although the statements were organized into three sets, each statement was distinctly meaningful, as well. The items on efficacy were developed for the study using the antithesis of aids (two items) and barriers (two items) to efficacy, reflecting the observed realities of EiE in Northeast Nigeria. On the one hand, the barriers of learner diversity and time constraints were particularly challenging to efficacy. On the other hand, the availability of instructional aid and strong pedagogy were especially helpful aids to efficacy. Finally, the questions on motivation focused on the facets observed during exploratory field interactions in the IDP camps/locations. It was observed that “relationship,” “remuneration,” providing people “choices,” and enduring values, such as justice and fairness, are vital for physical survival and psychological stability. Equally, the effects of trauma caused by displacements make both physical and psychological factors dominate the discourse in the IDP context. Thus, each item of the questionnaire explored an aspect of the teachers’ self-perception regarding their CEM. Together, they clarify important aspects contributing to the outcome of the JRS-ALP program.

The qualitative data were collected over an eight-month period, from January to August 2021. With the JRS staff, the first author made several field trips to various locations. As mentioned, the first two trips were for familiarization, followed by more trips to different locations for meetings, resupply of learning aids, or for attending a community ceremony in the IDP camps/locations where the IDP learners may be making a presentation. The first author was present during the five-day on-boarding training program and interacted with the teachers extensively. At the end of the program, semi-structured interviews were conducted with five Focal Persons (representing the five

LGAs) who had supervisory roles over 10 teachers and were therefore better placed to bring greater clarity and perspective on teachers CEM.

5.2 Analysis

The analysis was done using the CEM themes. The quantitative data were coded and analyzed using jamovi version 2.3, which focused only on the percentiles to show the strengths or weaknesses of the declarative statements. The qualitative data were also analyzed based on the CEM themes, but in two steps. The first used the observation (familiarization and on-boarding data) to introduce the highlights of the quantitative data. The second moment used observation (during supervisions and meetings) together with the interviews to elucidate, elaborate and deepen the highlighted quantitative data. This approach in analyzing mixed methods data aligns with what Kelle and Buchholtz (2015) called "mutual validation" (p. 321) as it leads to a holistic understanding of teachers' CEM in this context. The emerging combined meaning was then used to explore related themes (Saldaña, 2021, p. 264) and ideas about CEM.

6. Results and discussions

The results and discussions shall follow the thematic approach used in the analysis. In this way, the qualitative information will situate the quantitative data and then loop back to provide further elaboration and clarity of teachers' self-perception of CEM. The study then proceeds to open their perceptions to a wider discourse.

6.1 Teacher's self-perception of capacity

The on-boarding of teachers for the JRS program started with a week-long initial training in EiE, ALP, and CEM. All teachers, the JRS staff, and some selected community leaders were in attendance. During the training program, the teachers expressed appreciation that the presence of all the stakeholders helped to develop a shared-vision of the educational intervention. From the training manual, it is evident that among the many goals of the training program, capacity building featured strongly in two ways. First, to "improve their skills in life (teaching) skills that can easily be infused into different aspects of the school curriculum." Second, to "improve their skills in the use of participatory pedagogy in accelerated learning set-up" (JRS, 2019, p. 1). These capacity traits are related to Osuji's indicators, as pointed out earlier. The teachers also seemed to perceive the training as capacity enhancer based on the following declarative statements in the questionnaire items:

Table 1. Self-perception of capacity following Osuji (2014) indicators

Items	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
Control: The Curriculum objectives of JRS-ALP are clear to me	6.8%	6.8%	50.0%	36.4%
Planning: I belief that JRS-ALP training offers ways to organize teaching of the children in the IDP Camps	2.3%	2.3%	25.0%	70.5%
Implementation: I feel adequately trained in JRS-ALP rationale, methods and delivery so as to implement it	11.4%	9.1%	38.6%	40.9%
Evaluation: My previous knowledge and the training help me to evaluate JRS-ALP method	4.8%	16.7%	52.4%	26.2%

The four capacity indicators—control, planning, implementation, and evaluation—had high positive agreements, although control and planning had the highest agreements. In particular, the

teachers highlighted that the training offered them the capacity to organize the teaching (planning, 95.5%) and the clarification on how to implement the program (86.4%).

In interviews with the focal persons, they mostly used the words “able” and “unable” to describe capacity. In some of their responses, teachers’ capacity is expressed as an ability to gain the confidence of the learners. One of the focal persons narrated the ability to build the teacher-learner trust (an aspect of strong implementation) in the following way:

> They can tell you their feelings, or you see a child just keep quiet, desperately…in fact, is feeling somehow...you will be able to ask him what the problem is; you will not just come and face the child and start talking to him the way that you want to talk to him; you have a way that you will call the child, reassure him. He will tell you everything that he is facing. (10:25 min).

Another focal person described the capacity to evaluate as follows:

> And they can sing, they can use this Hausa oh, this counting, and do many things. In fact, madam, we are grateful; we thank JRS because they have an impact on our children even without the formal schools, our children will be able to do something for themselves because some of them can read and write. And they can recite A-Z fluently (15:57).

The aspects of capacity self-perception highlighted above are vital for the success of the JRS-ALP intervention. The on-boarding training may have gingered the teachers to be in touch with the capacity due to the remote location of the learning centers. They were aware that on-going capacity reinforcement during the implementation of the program may not be feasible.

The high percentage agreement of teachers' capacity self-perception, together with the observation in the field and the interviews accord with Alumode and Nwite's (2016, p. 56) viewpoints, who define capacity as what a teacher "should know and be able to do as well as their expected minimum dispositions towards their work." Thus, teachers in the JRS-ALP program have a strong understanding of their resourcefulness in the context of Northeast Nigeria, which could imply that the on-boarding capacity building program may have been vital and sufficient for this perception as it surely made teachers aware of what is already there within. It also primed them to work autonomously to implement the program as designed. One general marker of capacity-implementation was the fluidity to adjust their work plans in the presence of security threats.

The evaluation of human capacity or capabilities came to the forefront of academic discourse with the works of Amartya Sen (1980), who pointed out the need to shift the thinking of human well-being to include what people are able to do or be, that is, to encompass their modes of doing and being. He defines capability as "a person's ability to do valuable acts or reach valuable states of being; [this] represents the alternative combinations of things a person is able to do or be" (Sen, 1993, p. 30). In the context of this study, the discussion on teacher capabilities thus includes the opportunities that the program provides to teachers, their freedom/choice to engage in those opportunities, and the value they get out of the opportunities through self-reflection. Our observations showed that teachers perceive the JRS-ALP program as providing opportunities to exercise autonomy to organize themselves (planning), gain knowledge about the program (objectives and training), and use their previous experience as teachers. Thus, the program provides opportunities contributing to the "doing" aspect, while the self-reflection element articulates the "being" feature, contributing to a holistic evaluation of EiE.

6.2 Teachers' self-perception of efficacy

The familiarization trips brought to our attention the paucity of educational resources and opportunities. Boko Haram literally decimated anything that could support learning. The remaining infrastructures, including schools and playgrounds, have been repurposed for civilian or military use. The aid and barriers to the efficacy of teachers were therefore glaring to see. During the on-boarding training program, we noted emphasis on the "skills in the use of participatory pedagogy in accelerated learning set-up" (JRS, 2019, p. 1) to enhance their efficacy.

The glaring barriers to efficacy in the field and the training to aid efficacy may have contributed to the following declarations of their self-efficacy:

Table 2. Aids and barriers to teacher self-perception of efficacy

Items	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
Aid to efficacy: I received all the instructional materials for ALP subjects	4.5%	6.8%	52.3%	36.4%
Aid to efficacy: I fully understand the step-by-step implementation strategy for ALP so I efficiently use it	0.0%	0.0%	50.0%	50.0%
Barriers to Efficacy: Having diversity of children reduce my efficacy	3.0%	12.1%	51.5%	33.3%
Barriers to Efficacy: I struggled to understand the full the scope of participatory pedagogy, so it slowed me down in implementing it	32.6%	34.9%	18.6%	14.0%

The efficacy aids (instructional materials and step-by-step implementation) were perceived highly and positively. The learner diversity barriers were also perceived highly and positively at 84.8%,

but the efficacy barrier regarding understanding "participatory pedagogy" was perceived relatively highly and negatively (67.5%).

In one free comment entry at the end of the questionnaire, the following feedback was provided by a teacher about the efficacy of the step-by-step implementation strategy:

> Many teaching methods were taught to the teachers, which enabled them to improve a lot...bringing much change and encouragement in their work that they are now using in their teaching for children, which they are benefiting from.

Another teacher wrote:

> ALP has tremendous impact on the life of beneficiaries because it help them in recovering many things that they missed on the part of those in school while those that are out make them interested in school [*ALP has a tremendous impact on the lives of beneficiaries because it helps them in recovering many things that they missed out on compared to those in school, while those who are out of school, it makes them interested in school*].

During the on-boarding training and our field visits and interviews with the focal persons, we noted that teachers used terms like "availability" or "non-availability" of resources when referring to aids and barriers to efficacy. Sometimes, they considered aids to efficacy as "how things should be" and the barriers in terms of "lack." Therefore, teachers relate their self-perception of efficacy to the access, or lack of access, to resources that will make their efficient.

From the vast array of aids and barriers to efficacy, teachers in Northeast Nigeria only focused on those that are relevant to them. For example, while the predominant discourse on diversity will

focus on age, gender, race, and tribe (Thomas-Breitfeld & Kunreuther, 2022; Tomlinson & Schwabenland, 2010), teachers hardly referred to them during the "efficacy-barrier-diversity" conversations. This may be because the IDP camps/locations are existentially diverse in these ways, which requires therefore to examine deeper how diversity may constitute a barrier to IDP education and how it may affect teacher self-perception of efficacy.

As noted above, the understanding of participatory pedagogy had a negative and relatively high accord among teachers. This is in contrast with JRS' hope that the pedagogy is better suited for the aims of the program. As Joshi (2002, p. 49) points out, participatory pedagogy involves an "active learning style and the integration of learning programs according to the pupil's own learning rhythm." In participatory pedagogy, "students learn to listen, reflect, and see how their learning is achieved in connection with the community" (Foulis, 2018, p. 119). We have no explanation why this idea was difficult for teachers to understand and use in their work; and why they perceived it negatively. We only observed that teachers would rather resort to traditional techniques that are heavily teacher centered.

The insights from teachers' self-perception of efficacy and their relationship to pedagogical tools must be investigated further. Our research could not conclude if the teachers would be efficacious if they did not deploy the teaching method preferred by JRS-ALP. In management science, Drucker (1966, 2009) proposed a basic distinction between effectiveness, efficiency, and efficacy. Effectiveness refers to doing the right thing so that the expected outcomes are achieved because of the activity. Efficiency refers to doing the right thing in the most economical way so that the ratio of input to output is high. Efficacy involves getting things done or having the ability to

produce the desired effect. Drucker (2017) argues that all three can be learned and must be learned for a high overall achievement. However, efficacy is an art—a habit of the mind that molds things into results by knitting priorities in an effective decision-making process. While the overall desire is to use participatory pedagogy, one can suggest that teachers were efficacious given their context; but they were not entirely efficient since they did not use what the program designers proposed. In the context of this study, therefore, the aids and barriers to efficacy are pointers on how teachers think of efficacy and where improvements may begin.

6.3 Teachers' self-perception of motivation

During our familiarization visits, the questions arose of how JRS were able to recruit teachers in the context of the Boko Haram ideological opposition to education and what the motivation may be for such teachers? These questions were answered during the on-boarding training. Just like other CEM variables, the training program was equally intended to boost teachers' motivation (JRS, Project Proposal, 2019, p. 9). The JRS team had envisaged that one of the ways to motivate teachers is to support "alternative forms of livelihoods to meet the immediate needs of their families" (JRS, Project Proposal, p. 13). Thus, the training and the proposition to have access to alternative forms of livelihood formed the backdrop for the self-perception of motivation, as follows:

Table 3. Teachers' self-perception of motivation

Items	Strongly disagree	Disagree	Agree	Strongly agree
Relationship: I feel supported when I receive visit/phone call from JRS staff	2.3%	0.0%	48.8%	48.8%
Remuneration: The ALP gave me the opportunity to continue with other Income Generation Activities to ensure my overall wellbeing	4.5%	4.5%	47.7%	43.2%
Choice: Though there are security concerns, it's in my choice to work in JRS program/location	18.6%	23.3%	34.9%	23.3%
Ideals and Values: I share in the JRS value of justice	2.3%	0.0%	46.5%	51.2%

Teachers' self-perception regarding motivation was strongly positive for three items: relationships (97%), remuneration (97.6%), and ideals/values (97.7%). However, there was a weaker positive perception regarding choice as a motivational factor (57.9%).

Similar high sentiments about motivation were expressed through the written comments at the end of the questionnaire. There, a teacher described the JRS-ALP program as "friendly and highly relationship-oriented." Another teacher wrote that her motivation came from "the relationship with the pupils and their parents, [and that] they understand, and the parents are appreciating this program." During an interview, the Focal Person from Michika LGA said that the JRS program "have created good relationships between parents, learners and the teachers." Similarly, focusing on shared ideals/values, the Focal Person from Biu LGA stated: "Most of our people have not had value education, so even though at the beginning of insurgency, one or two of our children are involved." [*People did not value education prior to the insurgency, some children were actually involved at the initial stage of the insurgency*].

The high and positive teacher self-perception on motivation is encouraging given the context of life in the IDP camps/location and even more interesting given the reality of teaching in the context. During various visits to the learning centers, it was observed that teachers were enthusiastic about their work, which may be caused by a combination of factors. One of them supports Chamorro-Premuzic (2013, 1st para), who suggests that "the link between compensation, motivation and performance is more complex." For example, the Focal Persons from Askira/Uba LGA, speaking in personal terms, noted another source of motivation:

> What I like about JRS is the knowledge I have gained to add to my formal (sic) knowledge. Previously, the difference between literacy and numeracy was not explained to me very well. But now… I can differentiate them, and teaching these topics has become very easy with the JRS curriculum. Because they define everything into uh…modules. We have been taught in the colleges and universities, but much of that teaching or knowledge gained is to pass the exams. Not to know how to work with it. But now, with JRS, they engaged us, after the knowledge you gain, you must know how to work with it. That is the difference.

The complexity of understanding the link between various sources of motivation leads us to further explore the motives behind human behavior in general and teacher motivation in particular. Arango (2018, p. 1) states that motivation "refers to the disposition to act and direct behavior according to a goal," and that it "develops throughout the lifespan and is influenced by both biological and environmental factors." Thus, when trying to understand motivation, close attention must be paid the context of people as well as their inner lives. This study has discussed the context of displaced teachers in Northeast Nigeria. The self-perception reports have further helped us peep

into the personal lives of the teachers. Even though some of the them are displaced, even though all of them are dealing with learners who have faced trauma, and even though the on-going conflict can cost them limbs and lives, teachers in the JRS program continue to teach. Their motivation could be seen a testimony of the generosity of the human spirit. It is a hope-filled act. It is a testimony that life can be revived after the darkness of displacement and the Boko Haram induced conflict.

5.4 Geo-location variables and their possible influence on CEM

One of the goals of the study was to examine whether the CEM self-perception of teachers varies depending on their geo-location; that is, depending on how close or far they are from various epicenters of Boko Haram violence. This question came to fore during the familiarization visits and while observing the dynamics of the populations while moving from one IDP camp/location to another. What emerged during those visits was that in situations of displacement and conflict, the movement of people may taint how they perceive themselves. In places where there was relative peace, people were more critical of life situations. In situations with more strife, people were more accommodating and grateful. Thiis brought the question if relative peace or presence of recent conflict affect how teachers perceive their CEM. To gauge this, the study used the simple statistical measures of variability (mean, standard deviation, and standard error).

Table 4. CEM and Geo-location

	C_LGA	**N**	**Mean**	**SD**	**SE**
Capacity_Control	ASKIRA/UBA	10	2.800	1.135	0.359
	BIU	10	3.500	0.527	0.167
	HAWUL	10	3.100	0.994	0.314

	MADAGALI	10	1.800	1.619	0.512
	MICHIKA	10	2.700	1.494	0.473
Capacity_Planning	ASKIRA/UBA	10	3.200	1.229	0.389
	BIU	10	3.600	0.699	0.221
	HAWUL	10	2.600	1.430	0.452
	MADAGALI	10	2.100	1.853	0.586
	MICHIKA	10	2.100	1.524	0.482
Capacity_Implementation	ASKIRA/UBA	10	2.600	1.350	0.427
	BIU	10	3.300	1.059	0.335
	HAWUL	10	3.000	1.155	0.365
	MADAGALI	10	1.700	1.494	0.473
	MICHIKA	10	3.000	1.414	0.447
Capacity_Evaluation	ASKIRA/UBA	10	2.000	1.155	0.365
	BIU	10	3.100	1.197	0.379
	HAWUL	10	3.100	0.994	0.314
	MADAGALI	10	1.800	1.619	0.512
	MICHIKA	10	2.600	1.265	0.400
Efficacy-Aid_1	ASKIRA/UBA	10	2.400	1.174	0.371
	BIU	10	3.200	0.919	0.291
	HAWUL	10	3.500	0.527	0.167
	MADAGALI	10	1.900	1.663	0.526
	MICHIKA	10	3.100	1.287	0.407
Efficacy-Aid_2	ASKIRA/UBA	10	2.900	1.101	0.348
	BIU	10	3.600	0.516	0.163
	HAWUL	10	3.500	1.269	0.401
	MADAGALI	10	1.700	1.829	0.578
	MICHIKA	10	3.000	1.155	0.365
Efficacy_Barrier1	ASKIRA/UBA	10	2.300	1.252	0.396
	BIU	10	3.300	0.949	0.300
	HAWUL	10	2.400	1.776	0.562

	MADAGALI	10	1.500	1.650	0.522
	MICHIKA	10	0.900	1.524	0.482
Efficacy_Barrier2	ASKIRA/UBA	10	1.800	1.135	0.359
	BIU	10	2.400	1.265	0.400
	HAWUL	10	1.900	1.287	0.407
	MADAGALI	10	1.100	1.101	0.348
	MICHIKA	10	2.000	1.155	0.365
Motivation_Relationship	ASKIRA/UBA	10	2.900	1.101	0.348
	BIU	10	3.500	0.527	0.167
	HAWUL	10	3.700	0.483	0.153
	MADAGALI	10	2.100	1.853	0.586
	MICHIKA	10	2.600	1.647	0.521
Motivation_Remuneration	ASKIRA/UBA	10	2.900	1.101	0.348
	BIU	10	3.000	0.943	0.298
	HAWUL	10	3.600	0.516	0.163
	MADAGALI	10	2.000	1.826	0.577
	MICHIKA	10	3.000	1.414	0.447
Motivation_Choice	ASKIRA/UBA	10	3.200	1.229	0.389
	BIU	10	2.800	1.317	0.416
	HAWUL	10	3.000	1.333	0.422
	MADAGALI	10	1.700	1.636	0.517
	MICHIKA	10	2.300	1.252	0.396
Motivation_Shared Values	ASKIRA/UBA	10	2.900	1.101	0.348
	BIU	10	3.400	1.265	0.400
	HAWUL	10	3.700	0.483	0.153
	MADAGALI	10	2.000	1.764	0.558
	MICHIKA	10	2.900	1.370	0.433

Table 4 shows that Madagali LGA scored low in all CEM indicators while Biu LGA has the highest scores in all indicators. It is noteworthy that the geo-location profile of both LGAs is in the

"Northern Senatorial Zone (NSZ) where disruptions [to education] have been severe" (John, et a., 2023, p. 121). During the initial familiarization visits and the following visits, it was suggested by teachers that overall, the Madagali LGA generally welcomed the Boko Haram ideology *ab initio*. By contrast, the Biu community vehemently opposed Boko Haram right from the beginning. This may explain why there are more IDP camps in Biu LGA than in Madagali LGA.

While the study does not intend to establish a causality in the variability noted above, our observations and conversations with teachers suggest that it is pertinent that one considers whether teachers' CEM is somehow tainted by where they live. We have no knowledge of any other studies on this topic. The closest study to examine this kind of question is by Lupyan (2017), who tried to link space, peace, and the cognitive alertness of a person. For him, virtual inputs (experiences of reality like relative peace) are perceived differently, depending on the observer's cognitive state. It then helps to think that a teacher's self-perception of CEM would be influenced by the space where he/she may be. In other words, the differences of teachers' CEM in different geo-locations may be tied to relative peace in those locations.

7. Conclusions

The journey to explore teachers' CEM through their self-perception was intended to highlight the fact that teachers are an indispensable linchpin to any educational effort in EiE. The JRS program was cognizant of this when it privileged teacher training and support as an integral part of its educational intervention program for IDP learners in Northeast Nigeria. Using mixed methods and various techniques, the study gathered data to understand how teachers perceive their CEM.

Overall, teachers self-rated their CEM as high. Given the context of their work, something akin to what Duckworth (2019, p. 10) called "grit" seems to sustains teachers' CEM. According to Duckworth (2019), the "combination of passion and perseverance" make high achievers special and successful. Teachers in our study perceived their CEM both in terms of inner qualities and how such qualities could be transmitted to students. This supports the research of Rivlin (1965, p. 3), who stated that: "one of the basic truths in education is that the quality of education depends largely upon the quality of the teacher… it is unlikely that the students will get a superior education unless the teacher is superior. With good leadership and appropriate teaching aids, the teacher's effectiveness can be enhanced; but the most ingenious plans of inspired administrators and the best array of instructional devices are of little avail if the teacher is ignorant, unskilled, or indifferent." Thus, improving teachers' CEM from inside-out and outside-in perspectives matters in the EiE context. While most efforts in teacher development focus on the outside-in dynamics of CEM, this study has drawn attention to the need of developing strategies for inside-out improvements. In particular, the contexts of displacement and conflict and the specific geo-location influence the dynamics of teachers' self-perception. The autonomous capacity to control, implement, plan, and evaluate is crucial in such contexts where external support is non-existent or scarce. Efficacious appropriation of aids to efficacy and shrewd handling of barriers to efficacy are also vital. Finally, efforts to foster the motivations of teachers in such contexts must highlight other noble values beyond remuneration.

The importance of CEM in improving learning in the context of IDP education, therefore, cannot be overemphasized. As already shown, the on-boarding training was very helpful in promoting CEM; and the self-report data show a high positive view of teachers' CEM in all indicators. Even though the choice of "participatory pedagogy" as the most efficacious strategy was not well

understood, teachers were motivated by team spirit and relationship with all stakeholders to continue their work in EiE. Furthermore, the interplay between remuneration and the shared values were shown to be other valuable elements of CEM in EiE. These aspects must be considered together in IDP education intervention to advance teachers' CEM. A limitation of this study is the small sample size (51 teachers), which limits the generalizability of our results to some degree. This notwithstanding, the study explored the geo-location influence on CEM and advocates for further research in this regard.

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X Chapter 6

Key findings, recommendations, and general conclusions

This research is an evaluation of a non-formal education for the Internally Displaced Persons (IDP) learners in the Northeast Nigeria. The education program, implemented by Jesuit Refugee Service (JRS), was designed to keep the learners engaged during displacement and hopefully return them to formal education at opportune time. The research is within the framework of the humanitarian Education in Emergencies (EiE) for the displaced population. The Global Humanitarian Assistance Report (GHA, 2023, p. 56) notes that "displaced people across the globe increased by almost 20% between 2021 and 2022, to more than 100 million people" (p. 56). It is in backdrop of the increase in displaced population and a solicitude for quality education for affected learners that the evaluation seeks to know if the program achieved its aims and how. In addition to the outcomes of the program, the research contributes to understanding the educational needs of IDP population in Northeast Nigeria and how humanitarian education can serve them better.

We shall therefore present some (1) key findings of the research, (2) show how some of the outcomes of the program relate to evaluation, (3) explain some limitations of the research, and (4) final conclusions.

1. Key findings from the research

1.1 Contexts matters in IDP education

The UNHCR's Office for the Coordination of Humanitarian Affairs (OCHA, 2004), identifies 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

conflicts, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border" as IDPs. The essential of the definition is that the displacement must be an involuntary *physical* movement *within* a recognized border of one's country.

The lots of children in IDPs situation are aggravated by the loss of educational opportunities – the bedrock and building blocks that they need for flourishing in the society. Multiple and prolonged displacements, as we saw in Study 3, affects the families by preventing them from fulfilling the obligations to educate the children in traditional or contemporary ways. Humanitarian interventions in education are thus essential for the survival of the child, the family, the community, and the whole world.

The JRS educational intervention[13] program in the Northeast is part of the humanitarian efforts to: (1) improve access to educational opportunities for out-of-school children, with the aim of improving their basic knowledge in a shorter space of time; (2) enroll more out-of-school children in structured educational activities; (3) improve literacy and numeracy skills among out-of-school children in the northeastern states of Borno and Adamawa; and (4) scale up an effective and efficient ALP program based on the lessons learned and the best practices discerned through the implementation of the pilot project. This noble intervention program was implemented while Boko Haram insurgency is still active, targeting school children and teachers, and ideologically opposed to any form of education. Boko Haram is ideologically opposed to (Western) education because

[13] The official title of the program is "Strengthening Education: Restoring Resiliency in Teaching and Learning Systems in Borno and Adamawa States" by JRS-Nigeria (2019–2022). The program runs in cycles of eight months. In the present study, we are evaluating the cycle of January to August 2020.

beneficiaries are considered a threat to Boko Haram's fundamentalist Islamic vision. More so, educational infrastructure are soft targets with huge publicity for other agenda the group may have.

The context of the research and each studies had a preeminent place. This is because contexts matter in IDP education more than any other consideration. We noted that repeated displacements, aggravated by armed conflicts in Northeast Nigeria, is a herculean barrier to education of the IDPs today. The humanitarian education intervention programs, like the JRS', that aims to support children denied rights and access to education, must take the context of the education seriously. An evaluation of such program would inevitably evaluate how seriously the context of the program feature in the planning and implementation of the program. The outcome of the program must also be interpreted in the light of the contexts.

1.2. There is overall positive outcome of the JRS program

We showed that there is an overall positive outcome of the JRS program. In the First Study, we presented the achievement gains of learners. The learning outcomes in literacy and numeracy showed gains in the general population, but in different participant subgroups. The gains are evidence that the program is good for the purpose: to plug-in the gaps created by displacement and the aggravating factor of Boko Haram so that learners can continue with their education at an opportune time. The second study, which is a validation of Student Engagement scale (Fredricks et al. 2004), was aimed at providing the stakeholders with some scientific tools to understand the learners. As shown in the study, the teachers were concerned about the lack of engagement of the learners since the context of displacement and conflict affect learning engagement. In the adaptation and validation of the scale, the research provides key insights into the behavioral, emotional, and cognitive dimensions of the cohort of learners in the JRS program and makes the

scale available for future use. The validation results confirmed the validity of the scale measures; and compared various in-groupings learners to make connections between engagement dimensions and different sociodemographic variables. Both the confirmation of the scale and the comparisons provided insights to help humanitarian education to plan better how to manage children in displacement in a conflict area.

The third study analyzed the experience of families who send their children to learn in the context of displacement, presence of conflict where the Boko Haram insurgency is ideologically opposed to education. The study of families in the education endeavor comes from two observations. First, we are aware that while the context, age, and nature of education may differ, the role of families in the success of any educational endeavor is vital. Second, we are aware that it takes extra caution and reasoning to send a child to school when that very act that led to their death by Boko Haram. The third study showed that the desire of parents to educate their children in a formal school setting remains resolute in the face of conflict engineered by Boko Haram and its ideological opposition to education. Through the act of educating their children, families demonstrate that they are not just as victims, but active agents in the education of their children while in displacement. The fourth and final study is like a linchpin that holds the studies together: the teachers and their role in education in general and in EiE in particular. The study was presented with the backdrop of Boko Haram's particular target against teachers since they are the most vital asset in education. The analysis of teachers' self-perception of their capacity, efficacy, and motivation (CEM) showed positive high perceptions. We believe that the study makes a significant contribution to the literature because it sheds light on teaching in the context of displacement in Northeast Nigeria,

clarifying the impacts of displacement on teaching and learning, and fills gaps in prior knowledge on CEM in the contexts of EiE and displacement.

2. Relating some of the outcome of the JRS program to the evaluation approaches of the research

There is an overall positive evaluation of the JRS program as the outcome of four studies have shown. This has answered the first half of objective of the research: whether the JRS program achieved its aims. The second half of the object, "how" it achieved the aims is equally answered by relating some of the outcomes in the studies to the evaluation frameworks that we deployed.

2.1 Evaluation frameworks, the concept of IDP and subgroup socio-demographic realities.

We used the theory-driven, improvement and accountability, and social justice evaluation frameworks as an overarching conceptual approach for the research. The research was particularly interested in improving the lives of the beneficiaries through improvements in the program. We chose those evaluation frameworks because they are malleable to accommodate the quandaries of life to truly improve it, as the difficulties of the life of IDP learners show. The evaluation framework clarified the multi-layered conceptualization of IDP as was evidenced in the subdivisions of the socio-demographic groups used in the studies.

In brief, the essentials of the definition of IDP from OCHA is that the displacement must be an involuntary *physical* movement *within* a recognized border of one's country. We showed in Study 2 (Papadopoulos, 2021) that displacement is a complex phenomenon involving social, cultural, and political factors, as well as identity and nostalgic disorientation. The added characteristics

highlight how complex a phenomenon displacement is and calls for an expanded understanding of displacement to lead to a multifaceted approach in tackling its effects on the people, especially the IDP learners.

The framing of the displacement in physical terms misses the nuances that IDPs lived situation entails. We suspect that framing displacement as physicality is convenient for humanitarian operations since it makes it easier for data collection. But the subdivisions of IDP (Study 1) have helped us to see how subtle differences within the subgroups (host community, returnee, IDP) is important for crucial issues like education. Thus, the concept of displacement needs to be expanded to include not only the physically displaced (in a variety of ways), but also the mentally and emotionally displaced. Throughout the research, we noted the following forms in which the IDPs speak about *their* displacements, which are not mutually excluding:

i. *Physical displacement in search of safety*: This is the initial movement when news reaches a village that Boko Haram is around for an attack. The fastest place for safety is to climb the mountains. When the raid is over, people will return to their villages to continue a 'normal' life. Let us call this 'cycles of displacement in one's own house.'

ii. *Physical displacement in search of sustainable living*: This is a situation whereby people are displaced away from their homes and set up a temporary abode in the bush or nearby villages. It means that the cycle of displacement is extended for a longer time and the movement may repeat depending on the escalation of the conflict. Let us call this 'extended cycle of displacement.'

iii. *Physical displacement in search of stability for family and life*: This is the situation whereby people, who are in an extended cycle of displacement, start to weigh the viability of safety and sustainability of life in the bush or nearby village. There is a rational decision

to move to a ‘safer’ or ‘better’ place to ensure some form of stability. Let us call this ‘displacement for a better life.’

iv. *Physical displacement for capacity improvement*: This is the situation whereby displaced persons are actively seeking for opportunities to enhance life. They may return to a place where life is more precarious but with greater opportunity. This may mean a return to earlier IDP locations or even back to their villages. The main marker of this kind of displacement is the reasoning that goes with it. Let us call this ‘rational cycle of displacement.’

v. *Physical displacement for a new home*: After repeated and prolonged displacements (in one or many combinations of i-iv), physical displacement for a new home is a situation whereby displaced people settle down in a new home outside their original home. Usually, the heads of the family make this decision that the ancestral home is lost forever. Examples of this that we saw during field work include a housing estate by the Catholic Church in Giri on Mubi-Yola Road. We also saw two housing estates on Biu-Maiduguri Road. Let us call this ‘permanent displacement.’

vi. *Physical displacement **within** your home*: Whenever the displaced persons arrive at a place, they physically displace persons who are living there. Let us call this ‘displacement *within* the home.’

vii. *Mental displacement due to disruption in the rhythm of life*: One consequence of the physical displacement is that the mind is displaced in one form or the other. Mental displacement is a form of incapacity that emerges because one cannot really plan. The anxiety of missing out the opportunity to plan for one’s life is a big distress for all displaced persons.

viii. *Family displacement due to disruption in the support structure of family*: The social security in Africa is the family, clan, or community. Both physical and mental displacements affect this unique way of and worldview. Thus, displacement in Africa is experienced as a family or community and not as individuals.

These expanded conceptualization of IDP reality was the linchpin on which various analysis the studies were made. Any IDP intervention, especially the ones in education, must pay attention to these variegated forms of displacements. We believe that paying attention to these subtle nuances about IDP will help humanitarian agencies to improve their practice and respond better to the needs of those they serve. One way where the nuances can help is in the framing of humanitarian intervention in education.

2.2 Evaluation at the service of expanding how the narrative of humanitarian interventions in education is framed

The United Nations Intellectual History Project (UNIHP) observed that the written history of the development of humanitarian actions has been more parallel than collaborative. It noted that the history of humanitarian actions must be in dialogue. A review by Simons (2000) noted the dilemma of how best to protect people in the face of tyranny amidst legal and political considerations. Macrae and Leader (2000, pp.1-5) showed the various debates around engaging parties (donors, governments, and parties to the crisis) in issues around humanitarian actions, the areas of easy consensus and of disagreements. Such engagements should also include the recipient of the humanitarian action (Abu-Sada, 2012) whose lens validates humanitarian actions. Engaging

various stakeholders in humanitarian actions reveals that humanitarian efforts ultimately lead to peace building efforts (Bennett and Blewitt, 1996).

The face of the current humanitarian actions (Donini et.al, 2008) is one marked by politicization, militarization, and privatization of humanitarian activities. This has led to "a constant risk of misunderstanding, false expectation, and delusions of grandeur. [And] there is a persistent and worrying perception of a gap between outsiders and insiders - that is, between aid agencies and the communities they aim to help" (p. 8). Hendrickson (1998) noted that in protracted crises, the gap is exacerbated because there is a belief that relief aid (the bulk of humanitarian actions) aggravates and/or prolongs conflicts. Thus, as Hallam suggested (1998), there should be a consistent and quality evaluation of humanitarian aids and processes to enhance the accountability functions of evaluation, promote the institutionalization of lessons learned and promote best practices.

The expansion should include a humanitarian world where education is a viable and necessary pillar for rebuilding a society in displacement. However, we believe that a blinkered conception of IDP education in Northeast Nigeria as solely a humanitarian undertaking (short and palliative) may no longer be adequate. We noted that IDP learners are dealing with long term displacement and Boko Haram is still ideologically opposed to any form of education. While we intuited the inadequacy at the onset of the research; the field engagement provided another urgency to expand the rationale for the education of the IDP learners given that resettlement or migration is one of the ultimate goals of displaced people. Thus, the rationale for educating displaced children in the Northeast must be approached henceforth from rights and society action perspectives. As a right,

the learners need quality education for individual capacity building and flourishing. As a social action, education is a multiverse tool for adapting into any society for resettlement or migration. We therefore call that the following aspects of humanitarian education be considered for the Northeast Nigeria:

i. *Presence of educational infrastructure*: We showed in Study 4 "Educational Desert" in the area covered by JRS-ALP. We also showed how the 50 learning centers are well dispersed across these areas to mitigate the educational desert. There is a need to reduce the educational desert in the Northeast as a matter of national emergency.

ii. *Accessibility because of distance or security:* Security concern was topmost in the concerns during the implementation of the program. Education is a hotplate for Boko Haram. While we thank providence that there was no direct attack on the stakeholders of the program, one cannot wave off the excruciating anxiety about 'what may happen.' Thus, IDP education needs to be framed in terms of security needs and concerns.

iii. *Financial or economic access:* Education of IDPs requires longer term commitment than what a cycle of JRS intervention program could allow. This means that while the aims of the program were achieved, the funding cycle of the program does not permit a longer engagement with the same IDP beneficiaries. Funding access for authentic transformation of educational programs needs to be reframed.

iv. *Disability access.* At the design stage, the JRS program made provision for the selection of Persons with Disability (PWD). There were only two beneficiaries with mobility issues. We observed that the barriers to disability education in conflict situations are multiple and multi-faceted beyond what JRS can adequately mitigate by making slots available. We

observed that families with persons with disabilities tend to stay in the villages and resign to fate. This is an invitation that humanitarian intervention in education needs to rethink individualized education for those living with disabilities.

v. *Language and cultural barriers to access:* Hausa and English languages were the languages of the JRS educational intervention, the scheme used in teaching, and mode of instruction. We observed however that some learners struggle with learning in multiple languages at the same time. The reasons are many. First, in the context of repeated displacements, some learners knew only their native languages. Second, their immediate need is to try to learn the language of the host community and the language of other displaced families that they share shelter and life with. We also observed that some teachers who are IDPs are dealing with these realities as well. Thus, Hausa and English languages as language of the scheme and instruction of the JRS-ALP did not meet goodness of fit in this social justice conception of access.

The evaluation frameworks we deployed for the studies are very helpful in expanding how humanitarian intervention education is framed. While a cluster method may respond to some of these gaps, the focus on students, parents/families, teachers and how they integrate to support EiE is a good approach for the future of humanitarian non-formal education.

2.3 Recommendations vis-à-vis the objectives of the JRS education program

In each study, there were recommendations peculiar to its objectives and the conversations around the theme. It is now opportune to return to the objectives of the evaluated JRS educational program and propose some recommendation for the future.

Table 1: Table of recommendations vis-à-vis the objectives of JRS-ALP program.

Objectives of "Strengthening Education: Restoring Resiliency in Teaching and Learning Systems in Borno and Adamawa States."	**Recommendations**
This program aims to help children affected by the Boko Haram insurgency, to be integrated into the mainstream school system.	It is recommended that a follow up mainstreaming program should begin when apropos. If the conditions are not yet ripe, then the learners who had achievement gain can continue in the next level of the JRS program.
The project objectives are:	
i. To develop a robust ALP curriculum and accompanying teacher training manual	The achievement gains show that the curriculum is adequate. It is recommended that it should be retained.
ii. To increase the capacity of teachers to educate out of school children based on an evidence-based approach	The manual used for on-boarding training proved to be good (Study 4). It is recommended that the manual can be improved to enhance perception of capacity.
iii. To improve the access of out of school children to educational opportunities aimed at improving their basic knowledge in a shorter amount of time than is typically required	The education desert continues to be huge barrier. It is recommended that more learning centres be introduced to effectively provide access to out of school children. 50 centres is not adequate in comparison to the geographical spread of the 5 LGA.
Specific Objectives of ALP in Literary and Numeracy: **Literacy:** ● Understanding sound and recognizing letters ● Proficiency in speaking ● Listening and comprehension ● Write alphabets A to Z ● Read texts containing 60 words ● Write short stories	The specific objectives of the program were not met in full. The time required to achieve the objectives is clearly longer than the 8months designated for the JRS program. We recommend at least 18months cycle of JRS program in order to measure its true impact.

Numeracy: ● Read numbers from 1-1,000, write them down and count • Complete the addition and subtraction lessons of 1,000 numbers • Complete learning the addition and subtraction fractions up to 1.00 • Use modern weights to calculate weight, height, space and money and time • Identify two- and three-dimensional shapes and draw and even compare them to identify similarities and differences between them	
5. A scale up of an effective and efficient JRS Nigeria ALP based on the lessons learned and best practices discerned through the experience of pilot project implementation	The success of this program is evident from the evaluation outcomes. We recommend that the program should be scaled up and wide to other places that may share similar context as the northeast.

3. Some Limitations and Emerging frames for on-going research

The key findings of the research are that the outcomes are overall positive, and the evaluation frameworks helped us to show it. However, my solicitude for improvement in practice of EiE and better services for those on the margins would not becloud a reflection on the journey undertaken. There are still a lot left out that should be part of the larger discussion on IDP and IDP education. As we noted in the introductory chapter, there are some barriers to IDP education like security, government red-tapes, and paucity of sufficient investments that could support real improvement in the lives of the education beneficiaries. In acknowledging some limitations of the research, which we shall frame as emerging areas of studies, we propose ways of continued engagement with the contexts and IDP education.

The first limitation is that the issue of social justice in education is so wide that no single dissertation can address it adequately. The modest attempt of four partite studies cannot exhaustively explore the dynamics non-formal education for IDPs. We hope to continue to take other aspects in the future.

The second limitation of the studies is that we gathered data only form a cycle of the education program of JRS. This made the research to be some time bound that the realities of IDP learners are framed only in a cycle of 8 months educational activities. There is a need to frame how to sustain a humanitarian intervention in education so that it does not flow solely emotive responses of (mostly western) donors to the plights of IDPs. As Vaux (2006, p. 246) opined, the reality is that many donors respond to what is emotive. An 8 month's program may fit into the emotive window, but the reality of IDP education is longer term.

The limitation of the research is the evaluation frameworks focused exclusively on providing evidence that the aims of the JRS program was achieved and the support structures that midwifed the success was good. While these are solid steps in evaluation, we also agree with Macnair (1995) that while greater accountability is required of relief agencies, little attention is paid to the fact that the humanitarian jobs require an unusual combination of human abilities no normal person would be able to match. There is thus a need to frame evaluation in EiE to include these unique aspects of the realities of humanitarian education. As we saw in Study 4 on teachers, one requires grit to work in IDP learning centers.

We acknowledge some efforts in this direction in the humanitarian world. A series of papers by the Overseas Development Institutes have some good pointers to where efforts in reframing humanitarian intervention and how to evaluate the intervention. Hallam (1996) developed the cost-effectiveness assessment instrument to measure how inputs parry with output. However, the instrument lacks ways of evaluating the values attached to little or big outcomes. Peppiatte, et. al (2001) proposed ways of evaluating risks and effectiveness of the mode of transfer of funds for humanitarian actions. The idea is to weigh clearly whether material provisions (food, shelter, and many more) or its monetary equivalents may help humanitarian beneficiaries better. However, this approach lacks the merits of agency when communities participate in the actual work of shared responsibilities during humanitarian intervention programs like the JRS-ALP parental participation.

A new direction, which the context of the studies brings forward, is the evaluation of the sustainability of humanitarian interventions as an effective way to support those in need. Majority of humanitarian effort is where most parties agree to the humanitarian needs. In such cases, an altruistic worldview, like the biblical Good Samaritan would be present for all stakeholders. However, the context shows that Boko Haram does not see educational intervention as a humanitarian need. The group sees efforts in humanitarian education as an affront. Thus, workers in humanitarian education need to evaluate whether they should continue with actions that directly put the beneficiaries at risk. While Korff (2012) had suggested that humanitarian action can present themselves as legitimate exceptions to the moral requirement or reframe certain controversial acts in terms of only viable alternatives, we think that humanitarian actions require accountability at a deeper level to guard against actions that effectively harm the vulnerable ones.

The fourth limitation is that the research did not engage the gender question, except the rudimentary sex variances in some of the studies. We observed that women bear the greater burden of displacement and are heavily affected by the Boko Haram ideology against education. The famous kidnapping of over 270 Chibok school girls cannot not be ignored by any research in the Northeast, Nigeria. In fact, among all the left-out issues in this research, the gender question emerged as the most contested. We note with Claessen (2006) that "whilst gender is a valuable category for analysis and causes can be attributed to gendered aspects of educational practice and to gendered attitudes and approaches to learning by pupils themselves, social class and ethnicity are still more determining of achievement than gender (Claessen, 2006). Similarly, "child poverty, irrespective of gender, remains a pressing social policy issue" (Robinson, 2001) for the IDP education. There is thus a need to provide a good frame for gender concerns in humanitarian education.

5. Final conclusions

These three moments of the conclusion (summary, expansion of concepts, and reframing some areas of further research) seek to show how the JRS-ALP is a good program for EiE and responds to the context of Northeast Nigeria. We believe that the JRS program achieved its aim: to bring stakeholders together (parents, teachers, community, and learners) for the purpose of sustaining hope and rebuilding a displaced society through education. The research is a personal response to the Jesuit invitation to "Walk with the excluded" (Jesuit, UAP, #4) and bring succor to those on the margins. Putting myself in danger during eight (8) of field trips and staying with the JRS staff as they did their work was fulfilling for me.

We believe that sustained education of those on the margins – the population in motion, like the IDPs should be built around a set of core components, which includes, improving achievement gains of the students by better teaching, providing SEM support structures, supporting parents' commitment to education, and sustaining teachers' CEM through livelihood support. All rigor of the discipline of evaluation should accompany this process by providing evidence of what is going on well and why. But evaluation should also grow to include the development of guidelines, surveillance, multimodal strategies, and training to advance practice in the field. The aim of evaluation must remain forward looking: the improvement on the welfare of the beneficiaries. This is why using the lens of social justice in an appropriate to do evaluation because it draws attention to areas that will enhance human capacity. Thus, a sustained IDP education becomes a linchpin for those on the margins to rebuild their lives. We think that the JRS program is thus an example of a data backed example that can be scaled up for better deliverables.

The journey of the research and sharing its outcome with the wider readership is a dream come true. While we end this phase of learning from those on the margins, we shall explore further the remaining aspects of social justice indicators, as well as reopen the vista to engage IDP learners as a volunteer education consultant.

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XI Appendixes (1 to 8)

Appendix 1 Student Achievement Tests (Pre-Post)

Appendix 2 School Engagement Measure (The validated version)

Appendix 3 School Engagement Measure (Fredricks, et.al' original version)

Appendix 4 Parents Palaver Forum Guide Points for Discussion

Appendix 5 Teachers Questionnaire Items

Appendix 6 Teachers Semi-Structured Interview Guide Questions

Appendix 7 JRS Project Document ("Strengthening Education…")

Appendix 8 Internationalization Clearance from DQA, FCT, Abuja, Nigeria.

Achievement Test

(JRS-ALP)

Instruction:

1. *The child may be assisted to read out the questions. Mark (x)____if assistance was provided.*
2. *The child may be assisted to translate the questions into Hausa. Mark (x)____ if this service was provided.*
3. *The child may be assisted to explain the question in another language other than Hausa. Mark (x) _____ here if this service was provided*
4. *Every child should be tested from grade level 1 up to the level they are unable to get up to 50% of the score*
5. *Mark each grade level and write the score on this sheet.*

LITERACY

GRADE LEVEL 1 (Oral answers required ONLY)

(1) English Alphabets – Read aloud:

A a	B b	C c	D d	E e	F f	G g	H h	I i	J j	K k	L l	M m	N n
	O o	P p	Q q	R r	S s	T t	U u	V v	W w	X x	Y y	Z z	

(2) The number of alphabets in English Alphabets is_____

Read the following words in the language you understand:

(3) Cow – Shanu
(4) Dog – Kare
(5) House - Gida
(6) Man – Miji
(7) Ball – Kwallo

GRADE LEVEL 2 (Written)

(8) My name is _____

(9) Circle the following letters from the alphabets above:

(9.1) D (9.2) O (9.3) S (9.4) L (9.5) E (9.5) B

(10) Pick two letters that form a two-letter word (10.1) _____ (10.2) _____ (10.3) Word formed_____

(11) Form a three-letter word: _____

Write the names of **four items** found at home (eg. 'bed')
(12) _____
(13) _____
(14)_____
(15) _____
(16) _____

GRADE LEVEL 3

Write 2 four-letter words you know:
(17) _____
(18) _____

Point out the following objects in the class:

(19 Table (20) Chair (21) Chalk (22) Exercise book (23) Slate (24) Pencil

Read out the following sentences

(25) We are going to the farm
(26) My mother sells *kunu*

Copy the following sentences

(27) My friends and I will play in the evening:
_____

(28) In our house, we have goats and cows

_____

GRADE LEVEL 4

Write 5 pronouns
(29) _____
(30) _____
(31) _____
(32) _____
(33) _____

(34) Read aloud the following paragraph

Long ago and far away in a little village there were two good friends, a tortoise and a farmer. Most of the people in this village earned their food by farming, raising yams and corn and cassava and beans.

Write the vowels between the alphabets A – Q
(35) ____ (36) ____ (37) ____ (38) _____

GRADE LEVEL 5

Comprehension test: Read the following passage and answer the question that follows:
Eleven-year-old Ali longs to cross the Benue river to the city of Yola, but he doesn't have the sixty naira he needs to pay for the boat ride. With the help of his friend Abdul, he embarks on a series of adventures to help him get there. Along the way, he is exposed to a range of new experiences that are both thrilling and terrifying, from eating his first skewer of *suya* under the shade of a mango tree, to visiting the village magician who promises to double the money in his pocket. Once he finally makes it across the river, Ali realizes that life on the other side is far different from his expectations, and he must find the courage within him to make it home.

(39) What did Ali eat under the Mango tree?

_____

_____

(40) **Summary test: Read the following passage and summarize it in your own words**

A Hare was making fun of the Tortoise one day for being so slow.
"Do you ever get anywhere?" he asked with a mocking laugh.
"Yes," replied the Tortoise, "and I get there sooner than you think. I'll run you a race and prove it."
The Hare was much amused at the idea of running a race with the Tortoise, but for the fun of the thing he agreed.
So the Fox, who had consented to act as judge, marked the distance and started the runners off.
The day's work has been done, and friends and neighbors have gathered. Suddenly one among the group turns to an older man sitting at the edge of the piazza. "Tell us a story," he begs. And he knows what he is asking. Many in the group can tell stories and very well indeed, for storytelling has been a tradition in Nigeria for hundreds of years.

_____

_____

_____

_____

_____

_____

NUMERACY

GRADE LEVEL 1

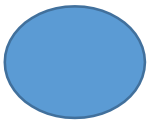
(1) Count the following numbers

1	2	3	4	5

(2) Count the following numbers

1	2	3	6	7	8	9	10
14	15	16	19	20	12	13	18

(3) Identify the following shapes from the chart

(3.1)  (3.2) 

(4) Point out the following numbers in the chart

(4.1) 3 (4.2) 13 (4.3) 18 (4.4) 4 (4.5) 9

(5) Count the number of all your fingers.

GRADE LEVEL 2

6. Write numbers 1 to 5:

(6.1) _____ (6.2) _____ (6.3) _____ (6.4) _____ (6.5) _____

(7) 3+2+6= _____

(8) 15÷3= _____

(9) 5 – 2 = _____

(10) 4 x 2 = _____

GRADE LEVEL 3

(11) Represent: 8 is greater than 3 _____

(12) Represent: 6 is less than 11 _____

(13) 15 x 13 = _____

(14) 472 + 36 = _____

(15) 569 – 274 = _____

GRADE LEVEL 4

(16) Rearrange these numbers in ascending order – 231, 147, 412, 990, 565

(16.1) _____ (16.2) _____ (16.3) _____ (16.4) _____ (16.5) _____

(17) 687 - 300 – 47 = _____

(18) 899 + 54 + 37 + 125 = _____

(19) 5 x 3 x 34 = _____

(20) Represent: two hundred and eighty divided by fifteen _____

Grade Level 5

(21) 150 ÷ ___ = 10

(22) 4 x _____ = 24

(23) _____ - 7 = 2

(24) If 1 *kwuli kwuli* = 5 naira, how many can Aisha buy with 50 naira? _____

(25) Evaluate 5 + (11-9) = _____

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Adaptation of School Engagement Measure (SEM) Scale by Fredricks et al. (2005)

(JRS-ALP)

	Items	Strongly disagree	disagree	Agree	Strongly Agree
	Statements	**SD**	**N**	**A**	**SA**
1	I follow the rules at school.				
2	I get in trouble at school				
3	When I am in class, I just act as if I am working				
4	I pay attention in class.				
5	I complete my work on time.				
6	I like being at school.				
7	I feel excited by my work at school				
8	My classroom is a fun place to be.				
9	I am interested in the work at school				
10	I feel happy in school.				
11	I feel bored in school.				
12	I check my schoolwork for mistakes				
13	I study at home even when I don't have a test				
14	I try to watch “African Magic” about things we do in school.				
15	When someone tells me something, I make sure that I understand what was said before leaving				
16	My parents bring “Lesson Teacher” to help me understand better				
17	If I don't know what a word means when I am reading, I do something to figure it out.				
18	If I don't understand what I read, I go back and read it over again				
19	I talk with people outside of school about what I am learning in class				

"School Engagement," What do children need to flourish? Conceptualizing and measuring indicators of positive development

Fredericks, J.A., Blumenfeld, P., Friedel, J., & Paris, A. "School Engagement," What do children need to flourish? Conceptualizing and measuring indicators of positive development by K.A. Moore & L. Lippman (Eds.), New York, NY: Springer Science and Business Media, 2005. ** Evidence has been collected from urban, low-income, primarily minority students in grades 3-5 (N=641) (Fredericks et al., 2005)

Though Likert-Scale Level of Agreement is 7
Strongly disagree
Disagree
Somewhat disagree4
Neither agree or disagree5
Somewhat agree6
Agree7
Strongly agree

**During the instrument testing, we found out that 7options are too complex for the respondents. We shall use 4 to reduce complexity of response

Behavioral Engagement (5 items, α = .72; α=.75)
Q1 I follow the rules at school
Q2 I get in trouble at school (reversed)
Q3 When I am in class, I just act as if I am working (reversed)
Q4 I pay attention class
Q5 I complete my homework on time

Emotional Engagement (6 items; α=.75; α=.83)
Q6 I like being at school.
Q7 I feel excited by the work in school
Q8 My classroom is a fun place to be.
Q9 I am interested in the work at school.
Q10 I feel happy in school.
Q11 I feel bored in school (reversed).

Cognitive Engagement (8 items, α = .82 (wave 2)
Q12 I check my schoolwork for mistakes
Q13 I study at home even when I don't have a test.
Q14 I read extra books to learn more about things we do in school (Adapted).
Q15 When I read a book, I ask myself questions to make sure I understand what it is about.
Q16 If I don't understand what I read, I go back and read it over again.
Q17 If I don't know what a word means when I am reading, I do something to figure it out, like look it up in the dictionary or ask someone (adapted).

Q18 I try to watch TV shows about things we are doing in school (adapted)
Q19 I talk with people outside of school about what I am learning in class.

Intrinsic motivation (11 items)

Q1 I follow the rules at school
Q10 I feel happy in school.
Q11 I feel bored in school (reversed).
Q12 I check my schoolwork for mistakes.
Q13 I study at home even when I don't have a test.
Q15 When I read a book, I ask myself questions to make sure I understand what it is about.
Q16 If I don't understand what I read, I go back and read it over again.
Q18 I try to watch TV shows about things we are doing in school (adapted)
Q2 I get in trouble at school (reversed)
Q4 I pay attention class
Q5 I complete my homework on time
Q6 I like being at school.

Extrinsic motivation (8 items)

1. Q14 I read extra books to learn more about things we do in school (Adapted).
2. Q17 If I don't know what a word means when I am reading, I do something to figure it out, like look it up in the dictionary or ask someone (adapted).
3. Q19 I talk with people outside of school about what I am learning in class.
4. Q3 When I am in class, I just act as if I am working (reversed)
5. Q7 I feel excited by the work in school
6. Q8 My classroom is a fun place to be.
7. Q9 I am interested in the work at school.

Though Likert-Scale Level of Agreement is 7: 1 – Strongly disagree2 – Disagree3 – Somewhat disagree4 – Neither agree or disagree5 – Somewhat agree6 – Agree7 – Strongly agree), we shall use 4 to reduce complexity of response

Scoring	
Overall score reporting	No overall scores are reported.
Subscore reporting	There are three subscores: Behavioral engagement Emotional engagement Cognitive engagement
Scoring procedures	The measure is self-scored.
Interpretive information	No information is available in the references reviewed.

Evidence of Technical Quality	
Populations for which technical quality evidence has been collected	Evidence has been collected from urban, low-income, primarily minority students in grades 3-5 (N=641) (Fredericks et al., 2005).
Reliability evidence	Internal consistency (alpha) estimates ranged from 0.55 to 0.86 for the three subscales (Fredericks et al., 2005).
Validity evidence	**Evidence based on content** No information is available in the references reviewed. **Evidence based on response processes** No information is available in the references reviewed (Fredericks et al., 2005). **Evidence based on internal structure** Factor analysis was used to confirm three distinct subscales. Consistent with theory, there were score differences across grade levels (Fredericks et al., 2005). **Evidence based on relations with other variables** Scores correlated with students perceptions of school attachment and school value, as well as with interview-based data of engagement (Fredericks et al., 2005).

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Jesuit Refugee Service Accelerated Learning Programme (JRS-ALP) Evaluation.

African Palaver Forum (APF) with Parents

Introductions

1. The customary greetings.
2. Introduction of the topic: The education of the children by the NGO – Jesuit Refugee Service (JRS)

Points of Reference for APF

1. How has life been since the 'events' (Boko Haram insurgency) began many years ago?
2. In what ways has it affected you as a family?
3. In what was has it affected the education of your child?
4. Why did you allow your child to participate in JRS education even though the 'bad people' (Boko Haram) are still in the bush and they are against education?
5. How has the education of your child affected your family?
6. How do you relate with the teachers of your child?
7. What do you hope to achieve by educating your child in these circumstances?
8. What more are you willing to do to ensure that your child will continue to learn?

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Teachers' Self-Perception of CEM Questionnaire Items

Teacher's Bio Data

Name_____

Location of JRS-ALP Learning Centre_____

Are you IDP? Yes_____ No _____Name of Village_____

Teachers Gender_____Teacher's Qualification_____

Have you taught in another NGO Education programme? Yes_____ No_____

If **Yes**, specify:

_____

Questionnaire Items

Statement: To what extent do you agree to the following statements?

Keys: SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree

Statements	**SD**	**D**	**A**	**SA**
Teachers' self-perception of capacity				
Control: The curriculum objectives of JRS-ALP are clear to me.				
Planning: I believe that the JRS-ALP training offers ways to organize teaching for children in the IDP camps.				
Implementation: I feel adequately trained in the JRS-ALP rationale, methods and delivery so as to implement it.				
Evaluation: My previous knowledge and the training help me to evaluate the JRS-ALP method.				
Aids and barriers to teachers' self-perception of efficacy				
Aids to efficacy: I received all the instructional materials for ALP subjects.				
Aids to efficacy: I fully understand the step-by-step implementation strategy for ALP, so I efficiently use it.				
Barriers to efficacy: The diversity of children reduces my efficacy.				
Barriers to efficacy: I struggled to understand the full scope of participatory pedagogy, so it slowed me down in implementing it.				
Teachers' self-perception of motivation.				
Relationship: I feel supported when I receive visits/phone calls from JRS staff.				
Remuneration: The ALP provided me the opportunity to continue with other income generation activities to ensure my overall wellbeing.				
Choice: Though there are security concerns, it is my choice to work in the JRS program/location.				
Ideals and values: I share in the JRS value of justice.				
Comments:				

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Semi-Structured Interview with Teachers' Focal Persons

Persons to the interviewed: Five (5) "Focal Persons" of JRS-ALP Programme in five Local Government Areas. They are in charge of 10 learning centres each. They have supervisory roles over other teachers and liaise with local community if the JRS staff cannot be reached.

1. Beginning of the interview

1.1. Introduction

- Breaking the ice: self-Introduction and explaining the research
- Explain the aim of this interview in the wider context of my research
- Explanation about confidentiality and the fact that the interview will be recorded and notes taken. Talk about the "Consent Form."

1.2. Background information

- Identification data: Names, age, position in the organization.
- Professional information about the person: work and scope of influence.

2. The global context IDP situation and education of children thereof.

2.1 Could you speak about the context of IDP situation in your location?

- What are the major concerns of IDPs?
- Could you say more about security situations?
- How are the basic needs of IDPs ensured?
- Could you speak about the general situation of children who are IDPs?
- What are the uniqueness of the locations under your supervision?
- How is JRS-ALP programme part and parcel of the educational life of the children in your location?

3. On Teachers' Self Perception of CEM

Teachers' self-perception of capacity

1. **Control**: How do you perceive that the training during the on-boarding made the objectives of the curriculum of JRS-ALP clear to you?

2. **Planning**: In what ways did you demonstrate that you planned well to teach the learners?
3. **Implementation**: Were there moments that you felt you did not understand fully how to go about the teaching method of "participatory pedagogy" the trainers and JRS staff talked about?
4. **Evaluation**: As a trained teacher, you know how important records and revisions are. Do you believe that you did the administrative work well?

Aids and barriers to teachers' self-perception of efficacy

1. **Aids to efficacy**: Could you recall the items you received as teaching aids? When did they arrive? IF something was lacking, how did you manage?
2. **Aids to efficacy**: JRS always talked about "Children First." What does this mean to you and how did you apply this concept when you were implementing the programme?
3. **Barriers to efficacy**: The children you are teaching come from how many villages? Do you think that this reality affected how you proceeded with the lessons?
4. **Barriers to efficacy:** The system of teaching in JRS is different from the ones you learned in College of Education, I suppose. Did you struggle with the new system?

Teachers' self-perception of motivation

1. **Relationship**: Tell me about your relationship with the JRS staff?
2. **Remuneration**: What did your family choose for the Livelihood programme? How is it going? How does such programmes influence your commitment to JRS work?
3. **Choice:** The bad people are still in the bush. Are you not afraid to do this work? And to continue to do this work?
4. **Ideals and values**: JRS says they are different from other NGOs. Do you agree with this? Tell me something about JRS that you value most?

Any other Comments?

Strengthening Education: Restoring Resiliency in Teaching and Learning Systems in Borno and Adamawa States

JESUIT REFUGEE SERVICE

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A) Title: Strengthening Education: Restoring Resiliency in Teaching and Learning Systems in Borno and Adamawa States

B) Applicant Organization: Jesuit Refugee Service Nigeria

Jesuit Refugee Service (JRS) is an international Catholic non-governmental organization whose mission is to accompany, serve and advocate for the rights of refugees and other forcibly displaced persons. JRS West Africa is one of the ten geographic regions of Jesuit Refugee Service, implementing activities in 51 countries all over the world.

The West Africa (WAF) regional office, with its regional base in Yaoundé, Cameroon, serves refugees and internally displaced persons in Nigeria, Central African Republic (CAR), Chad and Cameroon. Since 2008, JRS-WAF has been providing services to refugees and their host communities, including activities in the following sectors: education, skills training, vocational training and healthcare. Additionally, JRS supports the redevelopment of war-torn communities in these areas, including the reconstruction of schools and the reintegration of former child soldiers, and has experience remotely managing implementation activities for insecure zones.

JRS also has a blend of religious, expatriate and national staff in each country where it works. This sets JRS apart, as it has a unique ability to develop and implement relevant and effective programming, quickly gain communities' trust in target areas, as well as maintain a certain level of integrity and inherent respect via its religious standing. This also lends to a humility that allows JRS to excel in the area of lessons learned, continuously improving its procedures and communicating these lessons learned via online information-sharing and –storing software.

JRS West Africa heeds its International Headquarters' strict standards for financial management, including annual internal audits conducted for every program in the region. To set itself apart even more, JRS West Africa standardized the inclusion of a Compliance Officer, of whom there are currently two for our four-country region.

Among the key projects in the WAF region, JRS is managing primary and secondary education for all the camps in Eastern of Chad. This project is supported by United Nations High Commissioner for Refugees (UNHCR) for the primary education, the United States of America Department of State's Bureau of Population, Refugees and Migration (BPRM) for the secondary education, private donors for the post-secondary education, but also Education Cannot Wait (through UNICEF) for infrastructures, IGAs and school supplies. BPRM is also supporting JRS' project to improve access to protection services and social cohesion for Central African refugees in Eastern Cameroon.

JRS Nigeria has its country office located in Abuja, with two field offices - one in Mubi, Adamawa and one in Maiduguri, Borno. These are areas that have been deeply affected by the Boko Haram insurgency and the high levels of displacement it has caused.

The legal representative of Jesuit Refugee Service Nigeria is **Father Patrick Etamesor SJ**. Jesuit Refugee Service Nigeria is a work of the Northwest Africa Province of the Jesuits and is a country office of the Jesuit Refugee Service International Office located in Rome, Italy.

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C) Operational Responsibilities

JRS Nigeria Head of Programs
Tamara Hart
Address**:** 13 Al' Fayyum Street, Wuse 3, Abuja FCT, Nigeria
+234 814 850 7088
Email: tamara.hart@jrs.net

D) Place (village, zone, diocese, state):
States: Borno and Adamawa States
Diocese of Maiduguri
Northeast Nigeria
Local Government Areas: Biu, Hawul and Askira/Uba in Borno and Michika and Madagali in Adamawa

E) Location situation:

With approximately 184 million inhabitants, Nigeria accounts for 47% of West Africa's population, and has one of the largest youth populations in the world. Currently Boko

Haram, with a stronghold in the Northeast of the country, is one of the world's deadliest terror groups and is waging an extremist insurgency in the name of creating an Islamic caliphate. Due to nature of the conflict, formal education (so called "Western education" by Boko Haram) has become one of the main targets of the insurgents, which prompted a severe deterioration of the educational system both in terms of access and of quality. UNICEF reports that 1,400 schools have been destroyed since the insurgency began in 2009 and at least 1,500 were forced to close. At least 2,295 teachers have been killed and 19,000 have been forced to flee[1]. In June 2018, 1,918,508 people were registered as Internally Displaced Persons (IDPs), among them 56% are under the age of 17[2]. It is estimated that among the IDPs 17 years and below, more than 1 million are out of school[3]. In fact, Nigeria has the largest number of out of school children in the world; in 2017, at least 10,500,500 children[4] were not attending school; three million children need support to sustain their education in the northeast (including both IDPs and host community members). According to the UNICEF Nigeria Country Program Document 2018 – 2022, the education indicators in the North East of Nigeria paint a daunting picture. In Borno, nearly half of all children who have completed primary school cannot read a complete sentence.[5] This failure of the education system can be attributed to low levels of teaching competence, lack of instructional materials, poor student attendance and lack of safe, inclusive classrooms.

Among primary school-aged children not in school, only five per cent are dropouts: three-quarters of them will never step foot in a classroom, and the majority are girls[6]. The gender gap remains particularly wide and is worsening in Northern Nigeria (of the 10.5 million out-of-school children in Nigeria, 60% are girls living in the north[7]). The cost, quality, safety, and perceived benefits of education may all influence parents' and students' decisions regarding the age at which marriage takes place. Either way, the fact remains that Nigerian girls who enroll in school leave school earlier than their male counterparts[8].

At the beginning of 2018, 33 organizations were present in Borno State to respond to the situation in all the different areas, and only 9.2% of the requested funds were obtained for the education sector in Northeast Nigeria. Only 3 organizations were supporting education in Borno, all focused on the 4 northernmost LGAs. Since 2017 the education needs have been amplified: the displacement in northeast has increased 7,6% since February 2018 due to active hostilities and returning Nigerians. New education sector goals are targeting more than 2,800,000 children in 2018.

F) Project Description and Goals

Teachers still living and working in the Northeast face multiple challenges, including:

- Standard salaries are approximately 100 euros per month; however, payment of these salaries by the government is often delayed by several months, forcing teachers to be absent from their teaching responsibilities to pursue other

[1] https://www.unicef.org/media/media_100953.html
[2] IOM DTM Nigeria Round 23
[3] https://www.unicef.org/appeals/files/2018-HAC-Nigeria.pdf
4 Nigeria Education Ministry's permanent secretary, Adamu Hussaini, July 2017
[5] NPC, Nigeria Education Data Survey, 2015.
[6] https://www.unicef.org/nigeria/education_11584.html
7 Education needs assessment in Nigeria, 2014, IOM
8 Country Development Cooperation Strategy 2015-2020, USAID, 2015

livelihoods. This contributes to the already- substandard quality and limited access to education;
- Lack of appropriate infrastructures and instruction materials;
- Lack of training (basic pedagogy);
- Lack of psychosocial support (teachers are often threatened because they hinder Boko Harem's violent and forced Islamization project, many of them are raped, kidnapped, killed; psychological support is needed to allow them to face the consequences of their decisions to continue to teach and also help parents and children understand the importance of it);
- There are very high levels of real danger posed by attending schools in north-eastern Nigeria;
- Assistance from humanitarian or governmental organizations is limited because they perceive other needs as more urgent (food assistance, health, work etc.), leaving education behind.

In April 2019, JRS Nigeria conducted a needs assessment in the States and Local Government Areas targeted for this proposed project intervention. It was found that there is currently a limited humanitarian presence in these communities in comparison to the significant level of need. See table below:

State	**LGA**	**Partner/Area of intervention**
Adamawa	Mitchika & Madagali	**Plan International** Education (Distribution of learning and teaching materials, construction of temporary learning spaces) Livelihood Protection (SGBV in partnership with Child Protection and Child Learning Initiative (CPCLI)) **Danish Refugee Council** Education Livelihood
Borno	Askira/Uba	**Danish Refugee Council** WASH (construction of toilets & boreholes) Protection **Christian AID** WASH (construction of toilets & boreholes)
Borno	Biu & Hawul	**International Organization for Migration** Camp Management **Mercy Corps** Nutrition **UNICEF & International Social Development Organization** Education (Distribution of school supplies, Recruitment of teachers) Livelihood (IGA)

Project Goal:

Improve the level and quality of education for children in Northeast Nigeria.

Project objectives:

1. To improve outcomes for in and out of school children in Borno and Adamawa States through increasing their opportunities to engage in high quality activities focused on academic and personal development.

2. To strengthen the commitment of teachers in Borno and Adamawa States to their profession by improving their earning potential, as well as the earning potential of their families.

Throughout the proposed project JRS Nigeria will work with the Local Government Education Authorities (LGEAs) to provided custom-made teacher trainings to educators, who will in turn use their newly acquired skills in the classroom to improve the educational quality of the public school system. In addition, these teachers will be employed to implement an Accelerated Learning After School program which will target both in and out of school children, further allowing them to use their instructional skills and increase their earning potential.

The accelerated learning program (ALP) is designed to allow teachers and students to acquire the identified necessary knowledge and skills in a shorter timeframe; it serves as a catch-up program to children who may have missed schooling or are currently unable to satisfactorily perform academically at their current grade level.

This program will be conducted three days a week for 2.5 hours per day. The schedule will include both academic and socio recreation activities to encourage a holistic approach to child development, with a focus on improving literacy and numeracy skills. The After School Program will aid in school children to improve their grade level performance and enhance the livelihood outcomes of out of school children by equipping them with the skills needed to either successfully attend school or enhance their employability and/or ability to sustainably start their own business in the future.

In addition to this opportunity for teachers to use enhance their instructional skills for improved performance inside the classroom, and to generate additional income outside the classroom, JRS Nigeria will work with the teachers' families (spouses of other family members) to create and implement IGAs, further enhancing the ability of teachers and their families to sustainably meet their collective financial needs without further deprivation to an already weakened educational system.

The project steps, details, outcomes and timeline for one year of the project cycle are included in the table below. Each project year will repeat the same steps:

No.	Steps	Details	Result	Timeline
1.	Meet with key education actors in the five identified LGAs to secure commitment	JRS Nigeria has already established a rapport with the education actors, at both the government and NGO level, in the proposed areas of project implementation. As this project is anchored by the findings of our needs assessment, we are confident that the project will be welcomed by the relevant education authorities. The first step in this project will be to secure written approval and commitment for participation in the training and after school program as outlined.	Local Government Areas agree to participate in the JRS Nigeria Project	Month 1 – week 1
2.	Conduct a follow up to complement JRS' August 2017 and April 2019 Needs Assessment to determine specific training areas to be included in the professional trainings for teachers.	During the previous needs assessments, JRS Nigeria was able to make contact with education executives, refugees, internally displaced persons and host community members to gain a better understanding of the general needs and available resources of residents in our target local government areas. Teacher training was identified as a need; however, additional research will need to be conducted in order to ascertain the specific topics that teachers need to be better versed in to	Prioritized list of specific training topics for teachers validated and approved by stakeholders	Month 1 – weeks 2 and 3

		maximize their impact on pupils. These identified needs, as well as the accelerated learning curriculum, will be covered during the teacher trainings.		
3.	Elaborate Training Curriculum and source training materials	Building upon the curriculum JRS Nigeria has used to train teachers in Mubi, Adamawa State, work will be undertaken to understand the particular training needs and context of educators in the identified LGAs. Based on the assessment, the training curriculum will be adapted by subject matter experts based on proven best practices in the field of education. Based on the training curriculum, JRS Nigeria will source the educational materials and supplies needed for the training. For sustainability, environmental and economic purposes, a component of the training will focus on making instructional materials and learning aids from recyclable and repurposed items.	Responsive, relevant and appropriate training curriculum developed and relevant materials/supplies obtained.	Month 1 – week 4, Month 2 – week 1
4.	Contact and identify specific schools and teachers to participate in the training	JRS Nigeria will work closely with the LGEAs to profile and identify teachers to be trained in an evidence based and researched curriculum. These individuals will be co-invited by JRS Nigeria and	50 teachers, 30% female, (with additional persons identified on a backup list) are identified and enrolled for training and as	Month 1 – week 4, Month 2 – week 1

		identified government officials to participate in the training, on the condition that they are committed to work within the after school program.	educators for the after school programs.	
5.	Provide training to 50 teachers, considering the needs identified in the follow up Needs Assessment, with a focus on accelerated learning in literacy and numeracy	JRS has already conducted teachers' trainings in Nigeria, and the modules would be adapted for the specific learning needs of these 50 teachers, as identified in the needs assessment. Topics will also include positive discipline, improved pedagogy, approaches to instruction when students have experienced trauma from conflict, peace building and social cohesion etc. Through pre-post tests and surveys, JRS has found that these trainings both improve teachers' capacities as well as their motivation for being regularly present at their jobs.	Trained teachers have increased knowledge and skills on the topics covered in the training, allowing for increased proficiency in their roles as educators. In and out of school children report an increased level of satisfaction with their educational outcomes	Month 2 – weeks 3 – 4, Month 3 weeks 1 – 2
6.	Work with LGEAs, trained teachers and community leaders to implement After School Programs in the targeted for in and out of school children to improve literacy and numeracy skills and enhance prosocial development of internally	Two after school program will be implemented in each LGA, with 5 trained teachers facilitating the program for 50 students. This structure will permit 500 children to participate in the after-school program each year. The after school program will allow students to work up	In and out of school children in the identified LGAs are enrolled in a structured learning program which positively contributes to their academic and personal development.	Months 4 – 12

	displaced children and their host community counterparts.	from their current level of knowledge and ability, rather than their grade or age level.		
7.	Conduct a needs assessment and market analysis to determine areas of potential business development for teacher's families	Internally displaced persons left their villages, homes and livelihoods due to the threat Boko Haram posed on their lives and their families' lives. Most of the displaced persons are skilled and had stable livelihoods prior to the displacement, however big or small. In order to capitalize on the previous experience of our target population and understand what types of enterprises are needed and how they can be sustained in the identified LGAs, JRS Nigeria will conduct an environmental scan and market analysis. This step will help ensure that the training leads to sustainable and impactful results for secure livelihoods amongst those trained and, by extension, their families.	A comprehensive report which identifies areas for training and investment that will lead to sustainable income for teacher households. Startup kits and funds provided to businesses that have a moderate to high level of attaining success as determined by the skills of participants and the business needs of the resident communities.	Months 1 – 2
8.	Endow teachers' families with the training and equipment needed to start a small business in the identified priority areas.	JRS has created modules for its Livelihoods (IGA) activities, which are adapted to specific populations as needed. Generally, the modules include basic accounting principles, basic business principles, study of market assessments, identification of an income-generating activity for each individual and development of the	By the end of the first year, a member of each teacher's family will have received and completed commercial training. By the end of month eight of program implementation family-run teacher groups receive small	Months 4 - 12

		business plan by each recipient, with support from the instructor. Once these steps have been made, recipients receive the materials identified in their business plans as necessary to jumpstart their small businesses (through direct materials and/or voucher systems in which beneficiaries directly select their materials). Upon receipt of the materials, JRS provides monitoring and support for a period of 3-6 months to ensure the beneficiaries' greatest chance of success. They are also counseled on the use of their profits. Studies show, especially for female beneficiaries, that profits are overwhelmingly used for education and health needs for their families.	business start-up kits to supplement teacher income. Teacher households have an increased capacity to generate income to maintain the home, allowing teachers to continue working within the school system as educators.	
9.	Monitor and evaluate program progress and outcomes	At the beginning of the project, JRS Nigeria will develop a monitoring and evaluation framework that will inform the tracking of progress, outputs and outcomes of the project. The framework will be closely followed to ensure thorough, consistent and timely progress tracking which will then be used to adjust as needed to effectively implement activities that achieve project's objectives.	An implemented and documented results framework to evaluate project progress and outcomes, leading to the development and implementation of an evidence based and responsive program.	Months 1 – 12

		The Head of Programs and field staff will be responsible for implementing the monitoring and evaluation framework which will be tracked through regular reports. Data sources will include pre and post questionnaires and assessments, focus groups, key informant interviews, revenue tracking for IGAs, school records and others. Regular updates will be provided to the funder as agreed upon in an eventual contract.		

Direct beneficiaries:

- 150 teachers: 50 teachers from the identified LGAs per year, of which 30% of those trained are women
- 150 members of teachers' families: the teacher's spouse or another member of the teacher's family will receive an IGA from the project.
- 1500 children participating in the after school programs
- A government employee of the education department who will participate in training courses to learn and improve his educational and teaching quality.

Indirect beneficiaries:

- 6,000 students: an average of 40 students per teacher per year is considered, so a total of 40 * 50 = 2000 students per year will benefit from the best skills and teaching qualities of the project's beneficiary teachers,
- 150 families in the three years of the project - 50 families per year (UNHCR estimates an average of 5 persons per family. Two direct beneficiaries must be subtracted per family, 3 * 150 = 450 indirect beneficiaries are calculated).

The overall motivation for this project stems from JRS' recognition of the importance of re-establishing education as one of the pillars of society, especially in situations of violence and recovery from conflict situations. By motivating and capacitating teachers to provide higher quality instruction for their students and out of school children, we know that students' abilities will be augmented in terms of intellectual and economic pursuits in the future. Teachers will also be capable of accompanying students (especially those with PTSD) in overcoming some of the obstacles to their success. Finally, participating children, who also represent the next generation of leadership, will be more capable and motivated to lead their communities to a more stable situation in the future. The cycle continues because as teachers continue to perceive the tangible effects they are having on their students, they are increasingly satisfied with their jobs and motivated to provide high quality instruction.

As a complement to improving teachers' capacities and motivation, JRS also recognizes that when teachers do not receive their salaries on time (if the government is having economic difficulties, as in Nigeria's case), then teachers are often obliged to temporarily leave their teaching post to search for alternate forms of livelihoods to meet the immediate needs of their families. When this occurs, these teachers' students do not access their education, sometimes for weeks or months at a time. In order to avoid such situations, this project proposes providing the teachers' spouses or 1 other family member per teacher who resides in the same home as the teacher with an alternative income (in the form of an IGA). When the spouse or family member also accesses an income that can meet the family's needs during times when teachers are not paid, teachers are less likely to leave their teaching posts.

Through this project, JRS is reinforcing the importance of Nigeria's education structure; providing both students and teachers with what they need to succeed in their mission to reinstating education as a pillar of society in Northeast Nigeria.

Duration of the project: 3 years
Starting the project: upon receipt of the funds

Feasibility and Exit Strategy

The professional training activity proposed for teachers would allow JRS Nigeria to add its name to the list of field implementation organizations in the State of Borno, in northeastern Nigeria, respecting the needs identified during the JRS needs assessments of the August 2017 and April 2019 and the current priorities of the Nigerian group for education. Both the assessment of needs and the professional training of teachers are short-term activities that can be carried out on flexible dates based on logistical and security considerations. This activity was specifically chosen to ensure concrete results, a lasting impact and guarantee the best safety for JRS staff. The impact could be significant for direct (teacher) and indirect (teacher students) beneficiaries.

The after school program and income generating activities are also developed based on the findings of our needs assessment, which indicated high numbers of out of school children in the region due to displacement, lack of funds and other reasons. This program will allow children to learn regardless of the fact that they may already missed years of schooling or have never attended school by utilizing a teaching at the right level approach. The program will be free of cost and the reduced hours will increase the willingness of parents to send their children to learn as often times they are needed to assist in farming work.

North-eastern Nigeria being an emergency situation, a realistic exit strategy would be characterized by a long-term plan (at least ten years), which seeks first to change the mentality of the current population, paving the way for development programs, which could subsequently allow the reduction of international humanitarian organizations from the area. The JRS proposal, which aims to improve teachers' abilities to provide quality education to their students, has the potential to influence the current mentality of both teachers and students, as well as improving the conception of communities of the value of education about their children's income potential relative to their level of education.

Monitoring and evaluation activities

The Head of Programs has the task of collecting and sharing half-yearly and annual reports, as well as needs assessment reports. Part of her task is to regularly update the database of grants and reports. The Assistant Regional Director monitors the reporting system through weekly meetings via Skype and visits to Nigerian sites.

The Office Administrator and the Financial Administrator are responsible for tracking, collecting and depositing the invoices and financial sources for verifications.

G**) Local Participation:**

Local population: The local population has, from the onset of JRS Nigeria’s existence, been a central element to our proposal-writing process. From the Needs Assessments (as well as information garnered from Needs Assessments and field experience by other organizations,

especially participants of Nigeria's INGO Forum of which JRS is a part), JRS aims to propose projects that are realistic and desired by the target populations.

Upon confirmation of the project, JRS will hold meetings to present the project to partner organizations and to the target populations. This will ensure an open dialogue from the outset. Throughout the project, community members, leaders and representatives of other NGOs and of government departments, will participate in the participant selection and IGA advising processes.

JRS will employ Monitoring Agents, members of the community who act as liaisons between JRS and the community at large. From experience in the rest of JRS's West Africa Region, Monitoring Agents are able to collect and explain the specific perspectives of the community, which allows JRS to continuously amend its programming to best suit its target populations.

Local diocese: Members of the local Catholic Diocese of Maiduguri, have facilitated JRS's work in the Northeast since before JRS Nigeria's inception; during its large-scale August 2017 Needs Assessment conducted by a team of JRS experts gathered from different programs around the world, the local dioceses facilitated introductions and logistics for assessment teams, and provided an avenue through which JRS easily earned the trust of the community so that they would openly exchange with members of the assessments teams. Their structure additionally provides a degree of security, more important for an organization like JRS whose strength is its ability to provide its programming in the most challenging contexts.

With the current project, JRS would undoubtedly request continued collaboration with the local dioceses, the Justice, Peace and Development Commission (JDPC) of Maiduguri and the local Caritas office; potential areas of collaboration could include their accompaniment during JRS's initial meetings when presenting to other partners and to the community, their representatives' participation on selection (participant teachers) and guidance (IGA) committees and as a source of sustainability to the project, serving as an additional source of support and insight to the community.

Collaboration with associations and state departments: A member of Nigeria's INGO Forum, JRS shares details about its activities in Nigeria; participation in the forum ensures that use of resources is more efficient, since implementation gaps are identified by this group of experts. As to collaboration with Nigerian government officials, in Adamawa State, members of the College of Education have served as trainers during JRS's teacher trainings; as the institution responsible for the training of primary school teachers, they are an essential partner. The Local Government Education Authority is another key partner and would be a main point of contact for approvals, coordination and guidance, and would also participate in the selection of teacher/school participants for the current proposed teacher trainings. JRS Nigeria will also work in close collaboration with the Ministry of Education, the State Universal Basic Education Board (SUBEB) and the Education in Emergencies Working Group (EIEWG) to ensure congruency between the training curriculum, the proposed pedagogical approaches and the work of other state and nongovernmental actors in the area of education.

H) Future Autonomy of the Beneficiary Population:

The project design is meant to increase the autonomy of beneficiaries by endowing them with the skills needed to lead lives in which they can work to meet their own needs in a sustainable fashion.

Through investing in the families of teachers via skill building and the provision of support to start independently owned and operated businesses, entire households will be supported through income generating activities. These businesses will be monitored and provided with guidance and advice through the life of the project to leave them well positioned for success. The ability to earn capital is a cornerstone for autonomous living, and is a key component of this project. As such, this essential part of the project will significantly contribute to beneficiary autonomy.

The provision of training to teachers that will better allow them to successfully impart basic knowledge to in and out of school children will improve the outcomes for their students. Improving literacy and numeracy rates of pupils positively impacts their performance in all subjects and contributes to the improvement of future earning potential. Furthermore, research has demonstrated that "Literacy enhances the status of women, reduces population rate, enhances environmental protection and generally raises the standard of living of individuals and societies."[9] It is with this knowledge that JRS Nigeria posits that an improvement in the educational attainments of the project beneficiaries will lead to greater prospects of future autonomy for the students of the trained teachers.

I) Ownership Title: not applicable

L) Photographic documentation:

Internally displaced persons camp in Monguno, Borno State

[9] Literacy in primary and secondary education in Nigeria, Edem et al, 2010

Internally displaced persons camp in Monguno, Borno State

Internally displaced persons shelter in Monguno, Borno State

Internally displaced persons shelter in Maiduguri, Borno State

Internally displaced persons shelter in Monguno, Borno State

Gari-galang IDP settlement in Askira/Uba LGA, Borno State

DEPARTMENT OF QUALITY ASSURANCE

EDUCATION SECRETARIAT, FEDERAL CAPITAL TERRITORY (FCT)

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FCT/EDU/DQA/20077/II **October 27, 2021**

The General Secretariat

Deusto University,

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48007, Bilbao

Spain.

Attention:

Josu Solabarrieta, PhD

Dean, Facultad de Psicologiay Educacion

Deusto University,

Bilbao, Spain

Re: Internationalization and Research Placement: Chikere Ugwuanyi (Reg. No. GA452812)

This is to refer to your letter dated May 15, 2021 in which you introduced Mr. Chikere Ugwuanyi as a doctoral student in your university and asking for "Internalization and Research Placement" in the Department of Quality Assurance, FCT Education Secretariat, Abuja, Nigeria.

In our response to your letter dated 15th June, 2021, we accepted your student and posted him to DQA, Karshi Zone for the period of the exercise.

We attest that he has successfully completed the Internationalization and Research placement for a period of twelve (12) weeks ending on October 15, 2021.

He actively engaged in the works of the department, notably, by joining the evaluators in External Examination Evaluation, schools Pre-Resumption Evaluation, Advisory Evaluation, among others.

It is commendable that he actively participated in the welfare of the zone and was particularly active in collaborative tasks.
He was a good team player with admirable leadership qualities.
Accept our esteemed regards.

ABUJA
The Heart of Nigeria

Uzoanya, M.E (Mrs)
Acting Director,
DQA 27/10/2021

(DEM01)

Deusto
Deusto International Research School

Solicitud de aprobación de estancia de movilidad en otro centro de investigación

Datos del doctorando/a

Apellidos	**UGWUANYI**
Nombre	**CHIKERE**
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Email	CHIKERESJ@YAHOO.COM; CHIKERE.UGWUANYI@OPENDEUSTO.ES
Programa de doctorado	Educación
Título de tesis doctoral	Evaluating 'Jesuit Education on the Margins:' Case Study of JRS Accelerated Learning Programme (JRS-ALP) in the Internally Displaced Persons (IDP) Camps/Locations in Nigeria

Compromiso de realizar tesis con mención de Doctor Internacional ☑ Sí ☐ No

Datos del centro receptor

Universidad / Centro Investigación	Ministry of Education, Department of Quality Assurance, Plot 137, Zone B4, Jabi, P.M.B. 5024, Wuse, Abuja, Nigeria, FCT, Abuja
Localidad y país	NIGERIA
Investigador/ Grupo de acogida	Mrs Magdalene Uzoanya - Director, Department of Quality Assurance, Education Secretariat, FCT, Abuja, Nigeria
Periodo de la movilidad	Duración: 4 MONTHS Fecha inicio: June, 2021 Fecha fin: October, 2021

- Adjuntar carta de aceptación del centro receptor, breve informe en el que se incluyan referencias académicas del tutor responsable del centro receptor y plan de trabajo acordado con el tutor del centro receptor firmado por el doctorando y el director de tesis

Tópico de investigación:

Equity and quality assurance in education usually focus on how to give good and relevant education to disadvantaged learners. Such learners are usually identified as economic, race and gender disadvantages. The IDP persons may fit into these categories; yet the underlying trait of anybody in the IDP camp/location is displacement. This research notes that IDPs have a right to education in many legal frameworks. Nevertheless, not all education is right for them. So, it is paramount to investigate how the practices of Quality Assurance as an aspect of Evaluation could improve the right kind of education for the non-formal sector of education that is predominantly deployed for IDPs.

Doctorando/a

Chikere Ugwuanyi
June 20, 2021

Firma y fecha

VºBº Director/a de tesis

Nombre

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Firma y fecha

6 Julio 2021

VºBº Comisión Académica

Nombre

BEZANILLA ALBISUA MARIA JOSE - 30561576G

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7/07/2021