MPRI-JAEE | INTERNATIONAL JOURNAL OF ASSESSMENT & EVALUATION IN EDU.
VOL. 1 NO. 1 JUN-2022

THE IMPLICATIONS OF IDP EDUCATION AND THE NEED FOR COUNSELING SERVICES FOR NIGERIAN NATIONAL DEVELOPMENT IN THE TWENTY-FIRST CENTURY

***REV. FR. DR. BAHAGO, SAMAILA BENEDICT; & **NEHEMIAH WOKJI, GOTIP**

**Educational Foundations Department, Faculty of Education, Veritas University Abuja. **Arts and Social Science Education Department, Faculty of Education, Veritas University Abuja.*

Abstract

The impact of IDP education on Nigerian national development and the need for counselling services in the twenty-first century was investigated in this research. The report emphasized that a nation's progress is linked to its educational success, and that education is critical to the development and enhancement of a nation's welfare. The article went on to look at the concept of all-inclusive education for Internally Displaced Persons. The implications of effective Internally Displaced Persons education on national development, such as the development of human skills needed in various sectors of the economy, the development of social behavior, poverty-reducing effects, improved health and nutrition, and reduced inequality, were also included in the paper. Economic factors, sexual violence and abuse, political factors, school environmental factors, and socio-cultural and religious factors have all hampered the efficient and effective education of Internally Displaced Persons. IDPs are denied the opportunity to reach their full potential and contribute to Nigeria's development if they do not receive an education, according to the report. Although significant attempts have been made in the country to increase

KEYWORDS:
Counselling, education, implication, Internally Displaced Persons, and national development are some of the terms used in this paper.

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

IDPs' education, much more has to be done if IDPs are to completely fulfill their potential and contribute to the country's political, socioeconomic, and technological transformation. According to the document, the government should aim to set aside 26% of the overall yearly budget for educational development, as suggested by the United Nations Organization, in order to offer the required facilities for IDPs' education, among other things.

Introduction

Internally Displaced Persons (IDPs) are civilians who require protection and aid as a result of conflict and human rights violations, as well as natural catastrophes. These circumstances have resulted in unfair treatment of IDPs, particularly in the area of education, but IDPs are particularly vulnerable as a result of their loss of livelihood, home, and belongings. One of the most major impediments for IDPs is the cost of education. Lack of education providers inside or near IDP camps and other IDP settlements, loss of documentation, and failure to meet residency criteria for school enrolment are all hurdles that IDPs face. Nigerians who have been internally displaced are denied access to education. This has had ramifications for both individuals and society as a whole.

Education is a fundamental human right that all people, regardless of their circumstances, are entitled to. In its broadest sense, education is a form of learning in which a group of people's knowledge, skills, values, benefits, and habits are passed down from generation to generation through demonstration, problem solving, music, question and answer, storytelling, discussion, teaching, training, or research. Education has been called the most important part of human development and the path to a happy life (Andrew and Etumabo, 2016).

The word "national development" encompasses a wide range of activities. It encompasses all areas of an individual's and nation's lives. It is a process of reconstruction and development in numerous aspects of a nation, as well as personal development. It entails the complete development and expansion of our education. Furthermore, national development refers to the overall development of a country. It is best defined as the holistic and balanced growth of the nation's various features and facets, including educational, economic, political, social, cultural, scientific, and material development. National development is defined by Viazey in Bawa (2022) as the overall influence of all citizen forces and addition to the stock of physical, human, knowledge, and skill. Hence.

Internally Displaced Persons (IDP) education is a broad phrase that encompasses a wide range of concerns and discussions concerning (primary, secondary, and university education) for conflict and crisis-affected people. If IDPs are denied access to education, they will become dysfunctional members of society. As of December 2021, the Internal Displace Monitoring Centre (IDMC) reported that 2, 730, 000 people had been displaced, with many of them not attending school. Only 25-50 percent of children attend some sort of education, according to displacement tracking matrix assessments conducted by the International Organization for Migration (IOM) in 2022. Only 5% of IDP camps have 75% or more of their children attending either informal or formal school (International Organization for Migration, 2022)

Despite the Federal Government of Nigeria's (FGN), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Education Fund (UNICEF), non-governmental organizations (NGOs), and education stakeholders' efforts to improve IDPs education in Nigeria, the level of discrimination against IDPs education remains high. As a result, the purpose of this article is to address the issues that undermine the effectiveness of IDP education and the need for counselling services for national development in Nigeria.

Internally Displaced Persons Education as a Concept

Many scholars have described Internally Displaced Persons education in various ways in the context of education. Internally Displaced Persons (IDPs) are people who have been forced out of their own communities' schools due to civil unrest, ethnic warfare, floods, droughts, earthquakes, volcanic eruptions, or other circumstances (Education Above All, 2022).

Internally Displaced Persons (IDPs) are "persons or groups of persons who have been forced or obliged to flee or leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights, natural or human-made disasters, and who have not crossed an internationally recognized border." People who have been forced to flee their homes in large numbers, either suddenly or unexpectedly, as a result of armed conflict, internal strife, systematic violations of human rights, natural or man-made disasters, and who are still on their own country's territory, inevitably experience a temporary or permanent halt in their school careers. In cases of relocation, educational possibilities are

generally restricted, and IDPs confront various extra impediments to education (Health and Education Advice and Resource Team (HEART), 2016).

Internally Displaced Persons (IDPs) do not always result in a decline in educational opportunities; in some cases, where families are forced to leave from rural areas with few schools to metropolitan areas or organized camps with more schools, displacement can actually boost educational opportunities (Ferris and Winthrop 2010). According to research, high-quality non-formal and formal education options can give a certain level of psychosocial protection and support for forcibly displaced peoples, since regular education activities can assist affected populations regain a sense of stability and optimism (Dryden-Peterson 2015, Shah 2015). In addition to individual benefits, high-quality education that promotes learning and pays special attention to the diverse needs of IDPs offers the potential for social benefits, such as communal cohesion (Dryden-Peterson 2015, McCorriston 2012).

The Inter-Agency Network for Education in Emergencies (INEE, 2016) underlines that education has both short-term and long-term goals. However, research shows that the majority of IDP education is of such poor quality that it frequently fails to exercise this protective component (Dryden-Peterson 2011).

IDPs' educational paths are frequently disrupted, diverted, and/or delayed (Dryden-Peterson 2015). In IDP camps, education is frequently planned as a temporary stopgap measure, but the reality is that many people will be displaced for the duration of a school year. In improvised learning contexts, IDPs have a slim chance of developing key literacy, numeracy, socio-emotional, and vocational skills. Individuals who return 'home' or relocate to a new location are frequently unprepared to (re)integrate into the formal educational system, lack relevant or recognized educational qualifications, or experience impediments to school participation, such as discrimination, previous trauma, bullying, and isolation (Dryden-Peterson 2015).

The right to education "must be made available to internally displaced people, in particular adolescents and women, whether or not living in camps, as soon as situations permit," according to the Guiding Principle on Internal Displaced Persons (Health and Education Advice & Resource Team, 2016)

Internally Displaced Persons (IDP) education refers to the difficulties and arguments that surround four (4) key aspects of the right to education: availability, accessibility, acceptability, and adaptability (the "Four As"). These four provisions are equally applicable in times of peace and in times of war. IDPs require

education because it serves as a protective role and transmits life-saving lessons. Education provides IDPs with the skills they need to function in their displacement locations and upon their return. Schools provide students with meaningful daily activities, making them less vulnerable to the negative consequences of long-term displacement, such as violence, recruitment, and child labor. The goals and objectives of education will be met if these vital aspects are appropriately provided for IDPs. However, contemporary initiatives in Nigeria, including national and international programs, are aimed at increasing the number of IDPs enrolled in various levels of education. The federal government established the Universal Basic Education Program in order to provide low-cost, accessible education to all. In Nigeria, most, if not all, state governments have made basic and secondary education free and compulsory for IDPs in various parts of the nation. The four (4) key aspects of the right to education have been adopted by most state governments once again. This is critical because it promotes IDP education, which helps to strengthen the nation.

Counselling/psychological services framework suitable for the IDPs

It is worrisome to note that most of the reports flying on the media concerning the needs of the IDPs in Nigeria in particular, little to nothing is said about the psychological health of the victims of insurgency. The mental health of those who find themselves in the IDPs Camps as victims of violence and natural disasters must be adequately protected this is because every victim of insurgency, violence or natural disaster immediately needs adequate psychological help to ensure a balanced mental health for such a human person to function well**.** People who have been internally displaced as a result of violence have one of the highest risk for mental illnesses such as depression, anxiety, post-traumatic stress disorder, depersonalization, de-realization etc. Stabilization of these victims should not only focus on building "bricks and mortars" but also focus on mending the "hearts and minds" of these individuals (Melvillehealthcareservices.com/internally-displaced-persons-mental-health.html).

This aspect of mending the hearts and minds of the IDPs in their camps in Nigeria especially the IDPs which is a necessity in the camps, is lacking. Hence, the proposed framework for IDPs mental health needs protection through available and accessible Counselling/psychological services for the IDPs.

Need for formal counselling

Majority of the IDPs claimed that they have no access to formal counselling although they acknowledged that a lot of concerned persons/NGOs come to the camp to offer them one assistance or the other. In fact, many of them affirm that the help they receive from time to time varies but often do not last. In their opinion, people come to the camp on weekly basis but not the same people or group of people return the next time. In this context, many of them reported that they have not experienced formal counselling, and some of their narrative voices represent this lack. Many of these IDPs expressed their deep need of experts who could help them share their frustrations, anxieties and fears and help them on better ways to cope with such traumatic experiences. According to Mallum cited in Bahago, Fadipe and Enem (2022) counseling is that process which takes place in a one- to- one relationship between an individual troubled by problems with which he cannot cope alone, and a professional worker whose training and experiences have qualified him to help others reach solution to various types of personal difficulties. Idowu in Bahago et al (2022) described counselling as the process, by which a person with problems is helped by a professional counsellor to voluntarily change his behaviour, clarify his attitude, ideas and goals so that his problems may be solved. Bulus in Bahago et al (2022) defined counseling as a person- to- person relationship in which one person helps another to resolve an area of conflict that has not been hitherto resolved. Counseling is one to one interaction between professionally trained counselor and a client bothering with series of social adjustment problems with the aim of helping the client out of his/her problems. It is also the process of creating strong relationship with client that will empower them to obtain mental health and to fulfill their goals. Counselling interventions have been defined by most professionals as a unique interrelationship between a client and a counsellor, which aims to create a change and a growth in three main areas: Personal development, social adjustment, and professional development. During the counselling process, the counsellor/psychologist has the responsibility to contribute to the process of change, concerning to his or her client's personal development Bordin as cited in Bahago et al (2022). According to Basoglu as cited in Bahago et al (2022) these interventions can be delivered to individuals, families or groups and in either clinical or non-clinical/community settings. The intervention can either be focused on previous potentially traumatic events and be comprehensive in design, concurrently addressing a number of issues in the

client's environment and social networks as well as past experiences Bahago et al (2022). The choice of potential interventions can therefore be limitless and so developing a coherent evidence-base is crucial to ensure that those interventions that are effective can be replicated and those that are not effective, discontinued (Nickerson, Bryant, Silove and Steel as cited in Bahago et al (2022).

Need for resilience counselling

Some of the IDPs expressed their wish if they could have access to counselling centers or schools where they are taught how to deal with their pains and anxieties. Majority of the victims are traumatized and as a result, their hearts are sometimes heavy and sad, and they have no one else to seek help on how to cope themselves. Accordingly, what the concept of resilience is trying to address is the effective coping strategy that ought to be addressed in order to help the IDPs better manage their experiences. This is based on the IDPs' experiences of lack of formal counselling in reality in their camps, they wished they could have those who know how to help them build up their strengths and power in fighting traumatic life experiences and make meaningful life. In this context, these IDPs need the help of trained counselors and psychologists to handle their pains, fears and anxieties as indicated on formal counselling with adequate counselling skills on resilience.

Need for psycho-education counselling

Listening to the stories, experiences and anxieties of the IDPs, it is obvious that they need some kind of psychoeducation counselling, which should encompass assisting them with all round education, which certainly feature educational, socio-emotional, economic, and religious counselling among many others. Hence, the best way forward, is to make available to these IDPs accessible psychological/ counselling services that address all the possible mental health needs and services they stand in need of. As such, this paper proposes that the following forms of counselling/psychological interventions be made available to the IDPs across Nigeria, which could be extended across the globe whenever the need arises. Socio-emotional: this ought to address all counselling services that would enable the IDPs grapple with their emotions in terms of managing their feelings of pain, fears, anxieties, stress and others. In addition, aspects of helping the IDPs manage prejudices that arise from social construction of 'who they are' and 'who they are becoming' ought to be tailored in and handled. Hence, all aspects of their socio-

emotional life need to be addressed including basic hygiene etc. Educational: this ought to address both formal and informal counselling. Formal counselling of providing specialized services sustained by professionally trained personnel. However, given the poor and irresponsible governance in Nigeria, it should be advocated that such provision of counselling be primarily volunteered by trained counsellors and psychologists as the government might not take the responsibility of financing such an important humanitarian need for the IDPs. Also, faith-based organizations and NGOs should be sensitized to do more in terms of sponsoring and providing financial aid to sustain such venture whenever they can. Other forms of psychology education that is needed surfaces in area of religion and economic empowerment including human rights and responsibilities that go with it. The IDPs need to be made to know and understand how religion can be engaged to alleviate pain and source for meaning in every difficult situation of life. In addition, economic empowerment is another aspect that is equally needed. They need to be helped to source any form of meaningful economic engagement that would help them place food on their tables as well as cater for their other needs in order to reduce dependency syndrome of waiting for Philanthropists. In similar ways, they would be helped to embrace how to stand up for their rights etc. Counselling methods to help the IDPs by trained counsellors could include Individual therapy, Group therapy, Diagnosis and treatment of mental illness, Family Counselling etc. Based on the fact that the IDPs are longing to have persons who know how to deal with issues of pain, fear and anxiety to come and help them, it could be argued that they are calling for professional counselling and psychological assistance in order to help them manage their traumatic experiences and all its associated syndromes. Thus, Nigerian counsellors and psychologist including the different helping professionals, ought to respond to this need. This calls for voluntary services as the IDPs may not be able to foot the bills, neither is the Nigerian government ready in the nearest future to sponsor such ventures, at least not any time soon. Adequate counselling services will also help to a great extent in the prevention of increase problems of sexual violence, alcohol and substance abuse and post- traumatic stress disorders(PTSD) among others that are prevalent in most IDP Camps in Nigeria.

Internally Displaced Persons and The Development of the Country

Education is a crucial tool for a nation's social life, human resources, political consciousness, and economy to flourish. It is one of the most important areas of citizen empowerment, and it is crucial to the nation's prosperity and wellbeing.

IDPs' education plays a vital part in national development. Some examples of such roles are:

Human skill development is required in various sectors of the economy. It assists IDPs in developing and improving their abilities, hence enhancing their employability, productivity, and earning potential. Educated folks fill both middle and high-level workforce needs in various industries, and they contribute sufficiently to the country's development. Education prepares IDPs to be useful members of society and to meet society's needs for national development. As a result, without education, a country will be unable to create the manpower it need. Education produces qualified teachers, engineers, medical doctors, lawyers, and bankers, which explains why the quality of a country's education influences its level of growth.

Information Explosion Based on Science and Technology: The information explosion based on science and technology characterizes education in the twenty-first century. Information and knowledge required for national growth cannot be communicated through information and communication technology facilities such as the internet without education. According to Ogbonnaya (2012), education teaches people how to relate to and interact effectively with others in society, as well as the need of good organization for human advancement. Education promotes this development since it has a way of bringing people from all walks of life and ethnic backgrounds together for a shared goal. This promotes and strengthens mutual coexistence among the various IDPs, and it is a means of creating nations globally in the twenty-first century, where the development of relationships can aid in the promotion of peace and unity in the face of global instability.

Internally Displaced Persons who take part in learning get experience working and interacting with other people, which helps to foster national unity and peaceful coexistence, which leads to national progress. Beyond the prescribed academic curriculum, education encourages the development of social behavior that will be useful to IDPs learners in adulthood; as a result, the nation will develop in individuals those values that make for good citizenship, such as tolerance, honesty, selflessness, dedication, hard work, and personal integrity, all of which provide the fertile soil from which good leadership potentials can be groomed. Education also supports a productivity culture by allowing people to uncover their creative potential and use it to improving existing skills and techniques for doing certain activities, so boosting the efficiency of their communal effort in national development (Obasanjo, 2012).

Effects on poverty reduction: Education for Internally Displaced Persons can play a critical role in achieving the Sustainable Development Goals (SDGs). Education aids in the reduction of poverty and hunger, the promotion of good health and well-being of people, the promotion of gender equality, the reduction of child mortality, the prevention of HIV/AIDS, the reduction of fertility rates, the

enhancement of environmental awareness, the reduction of discrimination, and the reduction of crime rates.

Improved health and nutrition: According to Andrew and Etumabo (2016), education has a significant positive impact on personal health, especially among IDPs. COVID-19, Ebola, SARS, HIV/AIDS, and other contagious and transmittable diseases may find education to be the most efficient and effective preventive weapon. If diseases become widespread in a country, the labor force and economic growth will be harmed. Again, by raising knowledge among IDPs, the rate and spread of these contagious and transmittable diseases will be kept to a bare minimum, resulting in a beneficial influence on nation building.

Decreases inequity: Education for Internally Displaced Persons reduces illiteracy. For individuals who are most likely to be poor, such as girls, ethnic minorities, orphans, disabled people, and rural households, education is a catalyst. Education is a potent weapon that can break the cycle of poverty and elevate individuals out of poverty by allowing larger members to participate in the growth process.

Despite their contributions to national growth, IDPs' education has faced numerous hurdles, which have harmed their ability to contribute to national development.

Education Challenges for Internally Displaced Persons

The following are some of the issues that have hampered IDPs' intended contributions to education:

Economic factors: Nigeria, as a sovereign state, is undeniably beset by difficult economic conditions. As a result, resources are limited. As a result, parents must choose between sending their children to school, and governments must allocate scarce resources among competing boundless wants. In doing so, the government creates a preference scale that aids them in determining or selecting the most significant desire to be met. When making decisions, the government disregards the education of IDPs. Education becomes an opportunity cost for IDPs. IDPs are most typically found in IDP camps. IDPs withdrew from schools to prepare for their new life in IDP camps, owing to poverty as a result of the loss of life and property, as well as a change of location (home) as a result of fighting.

Sexual violence and abuse: Some elements of sexual violence and abuse prevent IDPs from attending lessons in the IDPs because they are afraid of sexual violence. Despite the fact that Nigeria is a member to a number of international conventions on the right to education, little progress has been made in ensuring that IDPs have access to education.

Environmental factors: Most parents are afraid of bringing their children to school in an IDPs camp and want to keep them close to them because they are afraid of the unknown.

Socio-cultural and religious factors: In some parts of the country, parents place a higher importance on farming than education; for some parents, sending their

children to the field, the street to beg, or the market to sell has had major consequences for IDPs' education. Furthermore, certain cultural and traditional traditions in IDPs camps, such as early marriages, contribute to not only absenteeism and distraction, but also to ultimate dropout or stop attending class. More importantly, the ethnic and religious values of some religions do not help matters, as they are frequently viewed with great distrust.

As a result of this situation, certain deprivations have arisen, preventing IDPs, in particular, from fully utilizing their capacities in the development of their communities. IDPs are not regarded in high regard in Nigeria, as they are in other African countries; as a result, IDPs education is considered as a waste of resources; some individuals believe that resources meant for IDPs education should be channeled to combat instability. This is the current educational issue for IDPs in the country.

Conclusion

It is impossible to overstate the importance of education for IDPs and for the overall development of a country. Everyone, regardless of where they live, has the right to an education. A key to transforming the lives of IDPs and transforming them into responsible members of society. IDPs are denied the opportunity to reach their full potential and contribute to Nigeria's development if they do not receive an education. Although significant attempts have been made in the country to increase IDPs' education, much more has to be done if IDPs are to completely fulfill their potential and contribute to the country's political, socioeconomic, and technological transformation.

Recommendations

The following suggestions are made in order to tackle the issues of IDP education in Nigeria:

i. To offer all of the required facilities for IDPs' education, the government should aim to set aside 26% of the overall yearly budget for educational development, as suggested by the United Nations Organization.
ii. To provide better protection to IDPs in camps, highly effective, honest, and strict security staff should be employed.
iii. Those who encourage sexual violence and abuse in IDP camps should face severe legal consequences.
iv. Government should employ enough counsellors to provide individual/group counselling, vocational guidance, problem solving skills and outreach counselling.

References

Andrew A. O. & Etumabo, A. G. (2016). The Implications of Girl-Child Education to Nation Building in the 21st Century in Nigeria. *Global Journal of Human-Social Science: G Linguistics & Education* 16(3) 1-9.

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

Bahago, S. B., Fadipe, M. B. & Enem, U. (2022). Assessing the Availability and Accessibility of Counselling Services for Trauma Victims of Insurgency in FCT IDP Camps. Journal of Emerging Technologies and Innovative Research. 9 (2). Pp 624-637.

Dryden-Peterson, S. (2011). Refugee Education: A Global Review. UNHCR. Available at: http://www.unhcr.org/4fe317589.htm

Dryden-Peterson, S. (2015). The educational experiences of refugee children in countries of first asylum. Washington, D.C.: Migration Policy Institute (MPI). Retrieved from: http://www.migrationpolicy.org/research/educational-experiences-refugee-children-countriesfirst-asylum.

Education Above All (2022). Internally Displaced Persons. Retrieved February 24th 2020 from https://educateachild.org/explore/barriers-to-education/fragile-and-conflict-affected-situations/internally-displaced-persons.

Ferris, E. & Winthrop, R. (2010). Education and displacement: Assessing conditions for refugees and internally displaced persons affected by conflict. Background paper prepared for the Education for All Global Monitoring Report 2011. The hidden crisis: Armed conflict and education. UNESCO; EFA GMR. Retrieved from: http://www.refworld.org/pdfid/4d7085712.pdf

Health and Education Advice and Resource Team HEART (2016) Education for Refugees and IDPs in Low- and Middle-Income Countries Identifying Challenges and Opportunities. Retrieved February 24th, 2022 from https://www.heart-resources.org/wp-content/uploads/2016/04/Topic-Guide-on-Education-for-Refugees-and-IDPs-in-Low-and-Middle-Income-Countries.pdf

Inter-Agency Network for Education in Emergencies INEE (2016). Education in Emergencies. Available at: http://www.ineesite.org/en/education-inemergencies

Internal Displacement Monitoring Centre IDMC (2022). Nigeria Internal displacement. Retreived February 24th, 2022 from https://www.internal-displacement.org/countries/nigeria

McCorriston, M. (2012). Twenty-first-century learning: The role of community cohesion in refugee education. In Demirdjian.

Obasanjo, O. (2012). "Education and National Development", A Lecture Presented at the 2012 Graduation Ceremony of University of Nigeria, Nsukka, January 26, p.3.

Ogbonnaya, E. A. (2020). Education as a Key to National Development in Nigeria. *International Journal of Research and Innovation in Social Science (IJRISS)* 4(8) 796-803.

Shah, R. (2015). Protecting children in a situation of ongoing conflict: Is resilience sufficient as the end product? *International Journal of Disaster Risk Reduction,* 14(1) 179-185.