

Development of Sustainable Funding Models for Education of Internally Displaced Persons in the Era of Insecurity and Post-Covid-19 Pandemic in Taraba State, Nigeria

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Abstract

This study examined strategies for funding education for the internally displaced persons (IDPs) in the era of insecurity and Post-COVID-19 pandemic in Taraba State, Nigeria. Three specific objectives guided the study. The study used survey research design. The population was three hundred and eleven (311) respondents, comprising community leaders, corporate bodies, religious leaders and humanitarian support groups. The sample size of one hundred and fifty-two (152) respondents was drawn from the population using multi-stage sampling technique. The instrument for data collection was a 32-item questionnaire titled "Funding IDPs' Education Questionnaire (FIEQ)" which had four-point response options of Highly Sustainable (4), Moderately Sustainable (3), Slightly Sustainable (2) and Not Sustainable (1). The instrument was administered on the respondents by the researchers and two research assistants. Mean and standard deviation was used to answer research questions while t-test was used for testing the null hypotheses at 0.05 level of significance. Findings of the study indicated that community-based strategies are sustainable means of funding education for the IDPs in this era of insecurity and Post-COVID-19. On the basis of the findings, it was recommended that community and religious leaders should adopt strategies that could fund education for IDPs in Taraba State.

Keywords: COVID-19 pandemic, internally displaced persons, insecurity, funding education

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1. Introduction

Education the world over is seen as a vehicle for providing solutions to broad based challenges including socio-economic, political and personal-social problems confronting individuals and entities. Education in its simplest form is the process of acquiring knowledge through teaching and learning. Nwobodo (2018) sees education as a process of teaching, training and learning especially in schools; such as pre-primary, secondary and university levels to improve and develop skills that will enhance the status of the recipients in a country. Similarly, Offorma (2009) defines education as the process of providing information to an inexperienced person to help him/her develop physically, mentally, socially emotionally, spiritually, politically and economically.

Education is an important tool for effective and sustainable human capital development. According to Dike in Igbokwe (2015), the world today is undergoing major transformations which are multidimensional, affecting the technological, economic, social, cultural and political development of human communities particularly those of developing societies like Nigeria. The focus of education system all over the world is the development of human capital required to meet present and future challenges of globalization and knowledge economy.

Education is not just an instrument for development but also a tool for correcting societal ills. It is in recognition of its crucial roles and importance to both individual and national development that the Federal Government of Nigeria (FGN, 2013) recognized education as an instrument par excellence in bringing about national development.

In recent times, one of the greatest social ills confronting Nigeria and other entities is the menace of insecurity and security related challenges. The advent of insurgencies and violent extremism, armed banditry, kidnapping for ransom, farmer-herder conflicts, communal crises, ethno-religious disharmonies and many other such tendencies have lead to displacement of many communities and settlements with many people. These have birthed the resurgence of internally displaced persons who have become refugees in many locations including internally displaced persons (IDPs) camps.

Internally Displaced Persons according to UNHCR in Umesi (2021) are persons or groups 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 or human-made made disasters, and who have not crossed an internationally recognized State border.

A Unicef report (2015) indicated that, the North Eastern States (Borno, Adamawa, Yobe and Gombe) and some states in Nigeria have witnessed unprecedented insurgency and conflicts from 2009 to date, with an estimated total of 1,235,294 IDPs currently in the northern Nigeria, with more than 80% are living in host communities.

Social services in these host communities are overstretched by the influx of IDPs, many of whom are occupying community facilities and services such as schooling, water and sanitation, health and so on.

Internally displaced persons (IDPs) are confronted with many challenges including poor or lack of access to quality education and schooling. According to Sule, Okpa, Odigwe, Udida and Okoi (2020) displaced young people miss out on months or years of education, and this is damaging to them and their families, as well as to their societies, both in the short and long term. It has been observed that, education as an essential need for IDPs children's psychosocial adjustment is being neglected on a large scale (GEMR & UNHCR, 2016).

The IDPs have poor access to basic social services including education, schooling opportunities, healthcare delivery systems among many others. Nemine and Zalacro (2019) stressed that, education in refugees and IDP camps does not garner a lot of attention due to other circumstances which require immediate assistance, such as access to food, water and shelter along with ways to thwart rampant diseases and the need for security. Diseases and health related challenges have been at the front burner of the challenges of IDPs with the recent coronavirus disease (COVID-19) pandemic that have ravaged the entire world.

The coronavirus disease is a highly infectious disease that has plagued the world population over the months from December 2019 till date. The novel coronavirus disease has affected all sectors of the world's economy including education. Different countries have adopted many measures to contend the spread of COVID-19. As a result, countries have relied on several containment measures, including a range of physical and social distancing measures to flatten the epidemiological curve and avert morbidity and mortality due to COVID-19. Cepal (2020) observed that Covid-19 pandemic has created a period of unprecedentedly high crisis in all sectors of the nations' economy including education. Lindzon in Eze, Sefotho, Onyishi, and Eseadi (2021) stressed that, the pandemic is affecting all levels of the education system, from pre-school to higher education, in a manner that is of irreparable educational and economic implications.

To address the educational needs of internally displaced persons particularly in this era of insecurity and post COVID-19 requires the institutionalization of certain strategies particularly in the area of funding and provision of basic facilities. It is in the light of the foregoing that, Ajayi and Awodiji (2016) opined that, achieving the educational needs and targets of IDPs requires a strong commitment by both governments and donors to manage and allocate adequate, equitable and efficient financing to education. IDP school-age children have special educational needs that differ from those of the school-age children in mainstream schools. Funding is key to this form of specialized education for these sets of special people (IDPs).

Funding is very crucial to achieving success in any public service. Abdullahi and Abdulkareem (2017) opined that finance plays a vital role in educational development due to the fact that its availability as well as efficient and effective management will determine the quality of educational programs for sustainable national development. The adoption of special funding strategies including community-based self-help, corporate organisations, government-owned funding and school-community co-operative management of education strategies especially for education of the internally displaced persons cannot be overemphasized.

This is justified by the submission of Taiwo (2011) that for effective funding of primary education in a period of depressed economy and material resources and with the current state of exorbitant costs of instructional and infrastructural resources in educational institutions, primary schools inclusive, one would be compelled to agree that no tier of government could single handedly shoulder the responsibility of primary education today.

The theoretical framework for this study is anchored on the theory of income generation propounded by Keynes (1936). The theory focused on the circular flow of income as the process by which payment flow from firms to households inform of payment for the wages and salaries and also from households back to the firm inform of buying finishing products produced by firms. Overtime, government at all levels has invested in education. Such funds however get back to the government either directly or indirectly taxes and other forms of levies. This theory is applicable to this study since the study intends to examine alternative funding strategies of education for internally displaced persons (IDPs) particularly in this era of insecurity and COVID-19. These strategies could be community-based and school-community cooperative approach.

This study therefore strongly advocates for an assessment of strategies for funding education for the internally displaced persons (IDPs) in the era of insecurity and Post-COVID-19 pandemic in Taraba State, Nigeria to address the imbalance in the provision of quality and affordable education for these special groups of persons.

1.1 Statement of the Problem

The importance of education to internally displaced persons cannot be overemphasized. It has the capacity of influencing effective and sustainable recovery. It has also been observed that, education is an essential need for IDPs children's psycho-social adjustment. Displaced persons if properly educated with skills will contribute to the enthronement of peace, social cohesion and development among the ravaged communities.

In Taraba State, many youth have the ability and drive for education, but their educational path has been interrupted by displacement arising from insecurity and security-related challenges. Furthermore, the destruction of school facilities, advent of the novel coronavirus (COVID-19) pandemic among many factors has further

compounded the problem. This has created gaps which are difficult to fill and for which additional support is especially in terms of funding is needed.

Generally, funding has always been a critical constraint to the development of education programmes at all levels of Nigeria education system. It is against this backdrop that this study intends to examine alternative strategies of funding education for the internally displaced persons (IDPs) in the era of insecurity and Post-COVID-19 pandemic in Taraba State, Nigeria

1.2 Purpose of the Study

The purpose of this study was to examine alternative strategies of funding education for the internally displaced persons (IDPs) in the era of insecurity and Post-COVID-19 pandemic in Taraba State, Nigeria. Specifically, the study sought to determine:

- i. funding strategies from community-based self-help programmes for the education of IDPs in Taraba State
- ii. funding strategies from Government owned institutions for the education of IDPs in Taraba State
- iii. funding strategies from schools' internally generated revenues (IGR) for the education of IDPs in Taraba State

1.3 Research Questions

- i. What are the funding strategies from community-based self-help programmes for the education of IDPs in Taraba State?
- ii. What are the funding strategies from Government owned institutions for the education of IDPs in Taraba State?
- iii. What are the funding strategies from schools' internally generated revenues (IGR) for the education of IDPs in Taraba State?

2. Methodology

2.1 Design of the Study

Survey research design was used for the study. The design was appropriate for this study since data was collected from a large number of appropriate stakeholders on strategies that could be adopted to fund education for the internally displaced persons (IDPs) particularly in this era of insecurity and Post-COVID-19 pandemic using a structured questionnaire as the instrument.

2.2 Area of Study

The study was conducted in Taraba State. The study area is one of the thirty-six (36) states of Nigeria and is located in the North-eastern part of Nigeria. It bounded in the west by Nasarawa and Benue States, northwest by Plateau State, north by Bauchi and Gombe States, northeast by Adamawa State, south and east by Cameroon. The State has sixteen (16) Local Government areas and two Special Development Areas. The State has six Educational Zones and a good number of senior secondary schools. The State lies roughly between latitudes 6°25'N and 9°30'N and between longitudes 9°30'E and 11°45'E within the tropical zone with a vegetation of low forest in the southern part and Gashaka Gumti National Park which is good for animal husbandry practice. The State being one of the states in north east has a large population of IDPs who are victims of boko haram insurgency, incessant herder-farmer crises and communal crises especially in the southern part of the state. The major occupation of the people of the State is farming.

2.3 Population of the Study

The population was three hundred and eleven (311) respondents, comprising community leaders, corporate bodies, religious leaders and humanitarian support groups.

2.4 Sample and Sampling Technique

The sample size of one hundred and fifty-two (152) respondents was drawn from the population using multi-stage sampling technique. In the first stage, purposive sampling technique was used to select three (3) LGAs namely: Jalingo, Gassol and Ardo Kola with large number of internally displaced persons. Secondly, simple random sampling technique was used to select the 152 respondents from the selected LGAs. The respondents include 79 local community leaders, 43 religious leaders and 30 humanitarian support groups within the aforementioned LGAs. Simple random sampling was used because it gave each element of the population equal and independent chance of being included in the sample.

2.5 Instrument of the Study

The instrument used for data collection was a 32-item structured questionnaire which was developed from literature review titled "Funding IDPs' Education Questionnaire (FIEQ)" which had four point response options

of Highly Sustainable (4), Moderately Sustainable (3), Slightly Sustainable (2) and Not Sustainable (1). The 32-item covered information on funding strategies from community-based self-help programmes, internally generated revenues (IGR) of schools and government owned institutions in Taraba State, Nigeria.

2.6 Validation of the instrument

The instrument was validated by three experts. All the experts were from the Faculty of Education, Taraba State University, Jalingo. The experts were given a draft copy of the instrument and the specific objectives of the study. They corrected both technical and spelling errors and also ascertain the accuracy of the content. All the corrections made were effected in producing the final copy of the instrument.

2.7 Reliability of the Instrument

A trial testing of the instrument was carried out by administering 15 copies of the questionnaire to 15 respondents in Yorro Local Government Area of Taraba State. Yorro LGA is not part of the study area; however, the respondents have similar characteristics with the target respondents for this study. Cronbach-Alpha reliability method was used to determine the internal consistency of the items. The reliability coefficient of the instrument was .79; hence the instrument was adjudged reliable and suitable for the study.

2.8 Method of Data Collection

The researchers engaged two (2) research assistants in administering the instrument on the respondents in their respective locations. A total of 152 copies of the questionnaire were distributed to the respondents. However, 149 copies of the administered questionnaire were retrieved and analyzed. This represents 98.02% retrieval rate.

2.9 Method of Data Analysis

Mean and standard deviation were used to answer research questions. Any item with a mean value of 2.50 and above was regarded as sustainable whereas any item with a mean value less than 2.50 was regarded as not sustainable. The hypotheses were tested using t-test at 0.05 level of significance. The hypothesis of no significant difference was rejected where the t-calculated value exceeds the t-critical value at 0.05 level of significance while the hypothesis of no significant difference was accepted where the t-calculated value is less than the t-critical value at 0.05 level of significance.

3. Results and Discussion

Table 1. Mean and Standard Deviation of the Responses of Respondents on the Funding Strategies from Community-based Self-help Programmes for the Education of IDPs in Taraba State

S/N	Funding strategies from community-based self help programmes	\bar{X}	SD	Remarks
1	Individuals setting up endowment fund	2.66	0.60	Sustainable
2	Individuals contributing to development of appeal fund	2.55	0.51	Sustainable
3	Alumni funding of school programmes/activities for IDPs	3.05	0.42	Sustainable
4	Donations of tools to schools for IDPs by individuals	3.50	0.31	Sustainable
5	Donations of landed properties to schools for the IDPs	3.16	0.65	Sustainable
6	Crowd/online funding	2.00	0.92	Not Sustainable
7	Contribution of specialised skill areas	3.26	0.37	Sustainable
8	Availing laboratory facilities for use by schools for the IDPs	2.16	0.43	Not Sustainable
9	Donations from wealthy philanthropic individuals in the communities	3.33	0.30	Sustainable

Results from Table 1 indicates that, seven (7) items had their mean value ranged between 2.55 and 3.50 signifying that, the respondents have agreed that these are the sustainable funding strategies from community-based self-help programmes and activities for the education of IDPs in the study area. Two (2) items however had mean values of less than 2.50 signifying that, those funding strategies are not sustainable. The standard deviation ranged between 0.30 to 0.92, indicate that the respondents' opinion was not too far from each other in their responses. The findings agreed with Taiwo and Omolade (2011) who asserted that, private sector, a major consumer of education, should be made to contribute directly to the financing of the National's basic educational system.

Table 2: Mean and Standard Deviation of the Responses of Respondents on the Funding Strategies from Government Owned Institutions for the Education of IDPs in Taraba State

S/N	Funding strategies from government owned institutions	\bar{X}	SD	Remarks
1	Support from government ministries	3.61	0.61	Sustainable
2	Support from government departments	3.82	0.34	Sustainable
3	Support from government agencies and corporations	3.50	0.48	Sustainable
4	Support from contractors handling government projects	3.10	0.85	Sustainable
5	Support from commercial banks operating in the states	2.58	0.36	Sustainable
6	Support from other financial institutions operating in the states	3.00	0.41	Sustainable
7	Support from local government area councils	2.98	1.11	Sustainable
8	Support from tertiary institutions of learning	3.22	0.77	Sustainable
9	Support from school based unions and associations	3.30	0.56	Sustainable
10	Support from international bodies including UNESCO, World Bank	2.52	0.75	Sustainable

Results from Table 2 indicates that, all the ten (10) items had their mean value ranged between 2.52 and 3.82 signifying that, the respondents are unanimous in their opinion that all these are sustainable funding strategies from government-owned entities for the education of IDPs in the study area. The standard deviation ranged between 0.34 to 1.11, indicate that the respondents' opinion was not too far from each other in their responses. The findings agreed with Obasi and Asodike as cited by Odou and Anietie (2019) who advocated for an increase in annual budgeting allocations to education by federal and state governments from which higher education will receive its share.

Table 3: Mean and Standard Deviation of the Responses of Respondents on the Funding Strategies from Internally Generated Revenues (IGR) for the Education of IDPs in Taraba State

S/N	Funding strategies from internally generated revenues (IGR)	\bar{X}	SD	Remarks
1	Crop production activities from commercialized school farm	2.63	0.48	Sustainable
2	Keeping/rearing of farm animals in school farms for sales	3.06	0.57	Sustainable
3	Embarking on fish farming	3.00	0.49	Sustainable
4	Making of detergents	3.52	0.43	Sustainable
5	Processing of agricultural products	3.49	0.79	Sustainable
6	Embarking of menial jobs to raised fund	3.50	0.73	Sustainable
7	Renting of free field spaces	3.36	0.99	Sustainable
8	Sales of admission forms	2.70	0.55	Sustainable
9	Embarking on consultancy services by the teachers	3.03	0.59	Sustainable
10	Establishment of multipurpose cooperative societies for the schools	2.91	0.63	Sustainable
11	Engage in such commercial ventures	3.49	0.49	Sustainable
12	Funds generated through art and craft products	3.36	0.91	Sustainable
13	Funds generated through sales of bee keeping produce (honey)	3.72	0.65	Sustainable

Results from Table 3 indicates that, all the thirteen (13) items had their mean value ranged between 2.63 and 3.72 signifying that, the respondents are unanimous in their opinion that all these are sustainable funding strategies from schools internally generated revenue (IGR) for the education of IDPs in the study area. The standard deviation ranged between 0.43 to 0.99, indicate that the respondents' opinion were not too far from each other in their responses. The finding agreed with Doudu in Abdullahi and Abdulkareem (2017) who affirmed that goods and produce from activities of the pupils in school can be sold to raise funds for the school.

4. Conclusion and recommendations

Education the world over is seen as a vehicle for providing solutions to broad based challenges including socio-economic, political and personal-social problems confronting individuals and entities. In Nigeria today, security challenges, insurgency and terrorism have birthed the resurgence of internally displaced persons who have become refugees in many locations including internally displaced persons (IDPs) camps. One of the major challenges of IDPs is access to quality and affordable education. Quality education however requires funding. Many countries were ravaged by COVID-19 and are still struggling to survive economically in this post COVID-19 era.

This study therefore strongly advocates for adoption of strategies for funding education for the internally displaced persons (IDPs) in the era of insecurity and Post-COVID-19 pandemic in Taraba State, Nigeria to address the imbalance in the provision of quality and affordable education for these special groups of persons. This study therefore recommends as follows:

- i. Community and religious leaders should adopt strategies that could fund education for IDPs in Taraba State.
- ii. Government of Taraba State should adopt both conventional and non-conventional strategies for funding of education for IDPs in Taraba State

- iii. School administrators should develop strategies from the internally generated revenue (IGR) for funding education of the IDPs in Taraba State.

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