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Protective Role of Education in Emergencies: A Case of Terre Des Hommes' Interventions in Mohammed Goni Stadium Internally Displaced Person's Camp, Maiduguri, Borno State, Nigeria

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Abstract:

This study examines the protective role of Terre des hommes' education in emergency interventions in MGS IDP Camp, Maiduguri, Borno State, Nigeria. The Basic Needs theory was adopted in this study as a theoretical tool of analysis. This study is a survey research. Data were generated from both primary and secondary sources. The population of the study is 1,863, comprising the following subgroups: Terre des hommes' Parents, Teachers and School Based Management Committee (SBMC), as well as BOSUBEB and BOSAME supervisory committees for education in emergencies projects in MGS IDP Camp. The sample size of the study is 319. This figure was determined using the Raosoft sample size calculator at 95% confidence level and 5% margin of error. A disproportionate stratified sampling technique was applied to determine the appropriate sample proportion of each stratum. Questionnaire and Key Informant Interview (KII) were the survey research instruments used to generate quantitative and qualitative data, respectively. This study established that there is a significant protective role of education in emergencies as a result of Terre des hommes interventions in MGS IDP Camp, Maiduguri, Borno State, Nigeria. However, the organization's vision to provide children with safe, equitable and impartial access to education may be short-lived because of the risks of child labour and child, early and forced marriage. This study, therefore, recommends, amongst others, that Terre des hommes should compile and keep up-to-date detailed information and statistical data on the nature and extent of child labour and child, early and forced marriage in camp and non-camp settings to serve as a basis for determining priorities for action for the prohibition, elimination and abolition of these practices.

Keywords: Education, education in emergencies, child protection, internally displaced persons, interventions

1. Introduction

Education is a fundamental human right which should be regarded as a priority component of every emergency situation. Education in emergencies is understood to include formal and non-formal activities taking place for the benefit of children affected by unforeseen situations such as armed conflict or natural disasters. The significance of providing organized activities such as education early in emergencies cannot be overemphasized. Children, regardless of their gender, need education to support their survival, cognitive and social development, protection and psychosocial well-being. Education is crucial to the success of other emergency interventions, such as health, shelter, Water, Sanitation and Hygiene (WASH) and food aid. Moreover, the right to education is indispensable for the exercise of other human rights, such as the right to life and health.

The value of education in emergencies was recognized with the establishment of the Inter-Agency Network for Education in Emergencies (INEE) between 2000 and 2001. The INEE went on to develop minimum standards for education in emergencies in 2004 and advocated for the establishment of an Inter-Agency Standing Committee Global Education Cluster, which was endorsed in 2007, to be co-led by United Nations Children's Fund (UNICEF) and Save the Children. The cluster works to uphold education as a basic human right and as a core component of humanitarian response. The creation of the cluster was followed by a UN General Assembly Resolution in 2010, which recognizes the right to education in emergencies. Despite all these, children living in emergencies are systematically denied their absolute right to basic education. Available statistics have proven this assertion to be valid.

Globally, more than 75 million children and adolescents between the ages of 3 and 18 are currently most directly affected and at risk of education disruption, dropout and poor quality alongside other psychosocial and protection concerns in 35 crisis-affected countries. In emergencies, girls are more affected than boys. Girls are 2.5 times more likely to drop out of school than boys. In 2015 alone, around 39 million girls were out-of-school because of war and disasters (Education Cannot Wait Initiative [ECWI], 2016). In the North Eastern part of Nigeria, especially Borno State, the emergency which has impacted education the most is the armed conflict occasioned by the Boko Haram Insurgency. Since the Boko Haram Insurgency erupted in 2009, 611 teachers have been killed, 19,000 teachers displaced, 910 schools damaged or destroyed, and more than 1,500 schools forced to close. As a result, an estimated 900,000 children have lost access to learning, while 75% of children in camps do not attend school (Global Education Cluster [GEC], 2020).

Borno State witnessed a spike in mass displacement following persistent attacks in some LGAs (such as Guzamala, Kukawa, Abadam, Marte, Abadam, Damboa and Monguno, among others) in late 2018. Consequently, many IDP camps in Maiduguri, the state capital, became overcrowded and overstretched. For instance, the Teachers Village (TV) IDP Camp total population grew to more than 31,000 individuals, over 300% capacity, and more than 80% were women and children in dire need of humanitarian assistance (United Nations Office for the Coordination of Humanitarian Affairs [UNOCHA], 2019a). In a bid to decongest the TV IDP Camp for better service delivery and the alleviation of human suffering, the Mohammed Goni Stadium (MGS) IDP Camp was set up.

Prior to the decongestion campaign, education in the TV IDP Camp was already in crisis. Unfortunately, displaced children who migrated from TV IDP Camp to MGS IDP Camp faced worsening rather than improving education challenges (UNOCHA, 2019b). A situation updated by UNOCHA (2019b) revealed that thousands of the displaced children either have never been to school or have dropped out of school or are in need of psychosocial support to lessen the impact of trauma and displacement; school facilities, education personnel and teaching and learning materials are inadequate to cater for the education needs of displaced children; school enrolment and attendance data often show disproportionate representation for females when compared to their male counterparts; and the risk of child labour and Gender Based Violence (GBV), including sexual violence and Child, Early and Forced Marriages (CEFM) continue to be reported and are exacerbated by the poor living conditions in the camp.

In a bid to complement the efforts of government in addressing these education challenges, as well as strengthen its commitment to achieving the Sustainable Development Goals (SDGs), especially SDG 4, which strives to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030, *Terre des hommes* executes education in emergencies in MGS IDP Camp. *Terre des hommes* is a French phrase that literally means 'land of men'. It was founded in 1960 in Lausanne, Switzerland, by Edmond Kaiser, a Swiss and French citizen who sold pharmaceutical products. The foundation was born in response to events taking place in Algeria at the time in order to provide aid to children who were the victims of the war in Algeria. The Foundation is an active member of the *Terre des hommes* International Federation (TDHIF), currently Switzerland's largest children's aid organization and is one of the twenty largest international Civil Society Organizations (CSOs). The foundation is an impartial and independent NGO that undertakes to make sustainable improvements to the living conditions and development of the most vulnerable children and defend their rights as defined in the Convention on the Rights of the Child (CRC). In emergencies, this undertaking goes hand-in-hand with a duty to save lives, reduce children's suffering and protect their right to life and dignity (*Terre des hommes* International Federation [TDHIF], 2020). It is against this backdrop that this study examines the protective role of *Terre des hommes*' education in emergency interventions in MGS IDP Camp, Maiduguri, Borno State, Nigeria.

2. Objective of the Study

This study aims to assess the effectiveness of *Terre des hommes*' interventions in providing protection through education in emergency situations in MGS IDP Camp, Maiduguri, Borno State, Nigeria, with a focus on understanding the impact on assets, quality, safety and inclusivity of affected children and communities, thereby providing insights for enhancing future emergency education programs and policies.

3. Conceptual Clarification: Education, Education in Emergencies and Child Protection

3.1. Education

Education is a concept that defies precise definition. The term 'education' has been derived from Latin words – 'educare', 'educere' and 'educatum'. 'Educare' means 'to rise up or bring up or nourish'. It indicates that the child is to be brought up or nourished, keeping certain aims and ideals. The term 'educere' denotes 'to lead out or to draw out'. In this regard, education through its process draws out of the best what is inside the child. 'Educatum' indicates the act of teaching or training. It throws light on the principles and practices of teaching. It means educating the child or providing training facilities to the child for his/her all-round development. The term 'educare' or 'educere' mainly indicates the development of the latent faculties of the child. However, children do not know these possibilities. It is the educator or the teacher who can know these and take appropriate methods to develop those powers (Dash, 2015).

According to Fafunwa (1991), education refers to what each generation gives to its younger ones, which makes them develop attitudes, abilities, skills, and other behaviors that are positive values for the society in which they live. Kumar and Ahmed (2007) argued that education has both narrow and wider perspectives. According to them, education in its narrow sense is a formal, conservative process mainly confined to school campuses. On the other hand, in a wider sense, education becomes a vague and informal process aiming at nothing but allowing the child uncontrolled freedom for arbitrary activities. Through such a process, it is not possible to inculcate social, moral and spiritual values in children.

Thus, both processes are one-sided and emphasize the two extremes. They added that the real concept of education is a synthesis of these two processes. This synthesis will develop the child to the full according to his inherent tendencies, emphasizing the concurrent development of society, of which he is an integral part. Such an education will develop both the child and the society to higher and higher positions of glory and cultural eminence.

Labo-Popoola, Bello and Atanda (2009) posit that education is a permanent change in behavior as a result of learning and consists of all efforts (conscious or incidental) made by a society to accomplish set objectives, which are considered to be desirable in terms of the individual as well as the societal needs. Amaele (2011) asserts that education is the total development of the individual child through acceptable methods and techniques according to his abilities and interests to meet the needs of the society and for the individual to take his rightful place and contribute equally to the improvement of the society.

Drawing from the above definitions, education is apparently one of the most powerful instruments for both the development of man and the transformation of human society. Within the context of this study, education is viewed as a tri-polar process involving the teacher, the child and the society. The development of a child does not take place in a vacuum. It takes place in and through the society in which the teacher and the child both live. Thus, while the teacher is responsible for the development of the child, society determines the aims, contents and methods of teaching. These three factors actively cooperate in the efficient and successful working of the educational process.

3.2. Education in Emergencies

There is a relatively broad scope and understanding of what constitutes 'education in emergencies', with the term often used as a catch-all. However, other expressions might be used to shift emphasis, such as emergency education (Nicolai & Triplehorn, 2003), education in humanitarian response, protracted crises (Department for International Development [DFID], 2015), or fragile contexts (Global Partnership for Education [GPE], 2015). In this study, education in emergencies is understood to include formal and non-formal educational activities taking place for the benefit of children affected by armed conflict, precisely, the Boko Haram Insurgency. The education provided in such a situation targets displaced children who are unable to access quality education.

According to INEE (2010), education in emergencies comprises learning opportunities for all ages. It encompasses early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education. In emergency situations through recovery, quality education provides physical, psychosocial and cognitive protection that can sustain and save lives. GEC (2010) defined education in emergencies as the provision of quality education opportunities that meet the physical, protection, psychosocial, developmental and cognitive needs of children affected by emergencies, which can be both life-sustaining and life-saving.

In Sinclair's (2015) view, education in emergencies refers to education for populations affected by unforeseen situations such as armed conflict or natural disasters. Cooperazione Internazionale [COOPI] (2018) puts it this way: education in emergencies is a set of project activities that allow structured learning to continue in situations of emergency, crisis or long-term instability. COOPI (2018) added that education in emergencies is necessary to survive and save lives at the same time by bringing individuals physical, psychosocial, and cognitive protection and offering social structure, stability, and hope for the future, particularly to children and adolescents.

While there are numerous nuanced definitions of education in emergencies, they all agree on a common overarching goal: the continued provision of quality education during an emergency. Education in emergencies includes both the support for the continued provision of education and the content of that education. It is germane to state here that providing quality education to all is primarily the responsibility of national authorities, delegated to ministries of education and local education authorities. In emergencies, other stakeholders – multilateral organizations like the United Nations (UN), national and international NGOs, and Community-based Organizations (CBOs) – also undertake education activities. In contexts where the relevant local and national authorities are unable or unwilling to meet their obligations, these stakeholders can assume responsibility for education provision.

3.3. Child Protection

UNICEF uses the term 'child protection' to refer to preventing and responding to violence, exploitation and abuse against children – including commercial sexual exploitation, trafficking, child labour and harmful traditional practices, such as female genital mutilation/cutting and child marriage. UNICEF's child protection programmes also target children who are uniquely vulnerable to these abuses, such as when living without parental care, in conflict with the law and in armed conflict" (UNICEF, 2006). *Terre des hommes'* definition is reflected thus: child protection implies the interdisciplinary measures undertaken to guarantee the survival and acceptable development of children in respect of their rights (Rakotomalala, 2006). Save the Children defines child protection as measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting children (Wedge, 2007). Clearly, the foregoing definitions do not consider protection uniquely as a preventive action but as an action focused on the provision of services until the child is no longer at risk.

While agreeing with Nicolai and Triplehorn (2003), this study sees child protection as a 'continuum'. At one end lies efforts to address violations of a child's rights, such as tracing and reuniting separated children, demobilizing child soldiers and ensuring that schools are safe zones for children. Other protection activities focus on securing governmental and community respect for children's rights through training, advocacy and strengthening local mechanisms of enforcement and dissemination. These activities are often combined with the delivery of assistance and services to

address gaps in the rights of specific groups, such as girls, minorities and children with disabilities. Protection-related elements are often included in these activities but not as their primary aim.

4. Methodology

This study is an extract from Charles (2022), a dissertation submitted to the Department of Public Administration, Faculty of Management Sciences, University of Maiduguri, in partial fulfilment of the requirements for the award of Master of Science (M.Sc.) Degree in Public Administration. This study is a survey research. This study covers the period between 2019 - 2021. This period marks the establishment of the MGS IDP camp to decongest TV IDP camp, which received an influx of thousands of newly arrived IDPs. This study generated data from both primary and secondary sources. Primary data were obtained from Parents, Teachers and School Based Management Committee (SBMC) of the *Terre des hommes* Temporary Learning Space in MGS IDP Camp, as well as from Borno State Universal Basic Education Board (BOSUBEB) and Borno State Agency for Mass Literacy (BOSAME) supervisory committees for education in emergencies projects in MGS IDP Camp. The documents from which secondary data were generated include: *Terre des hommes*, BOSUBEB and BOSAME Education in Emergencies (EiE) and Child Protection (CP) Programs review documents, *Terre des hommes* annual reports, and records of some UN humanitarian agencies.

The population of the study is 1,863, comprising the following subgroups: parents (1,800), teachers (31), SBMC (20), BOSUBEB Supervisors (6) and BOSAME Supervisors (6). These groups were identified to possess adequate knowledge of the operations of *Terre des hommes* in MGS IDP Camp, especially because of their direct involvement in *Terre des hommes'* education in emergency projects and frequent presence in the camp. As such, they constitute useful participants in examining the protective role of *Terre des hommes'* education in emergency interventions in MGS IDP Camp, Maiduguri, Borno State, Nigeria. The sample size of the study is 319. This figure was determined using the Raosoft sample size calculator at 95% confidence level and 5% margin of error. A disproportionate stratified sampling technique was applied to determine the appropriate sample proportion of each stratum. Questionnaire and Key Informant Interview (KII) were the survey research instruments used to generate quantitative and qualitative data, respectively. A questionnaire was applied to elicit information from Parents and Teachers, while KII was scheduled to elicit information from SBMC members, BOSUBEB and BOSAME Supervisors. Tables, frequency distribution, and percentages were used to present and describe the obtained data. In addition, the Chi-square (X^2) Test of Independence and qualitative content analysis were applied to analyze the quantitative and qualitative data, respectively.

5. Literature Review

5.1. The Nexus between Child Protection and Education

An emergency, whether caused by armed conflict or a sudden natural disaster, represents a period when children confront significant protection concerns. During such times, children are exposed to risks such as injury, disability, neglect, physical and sexual violence, psychosocial distress, and mental health issues. They may also experience separation from their families, recruitment into the armed forces, and exploitation. Refugees, internally displaced, and stateless children are particularly susceptible to these dangers. Emergency situations can persist long after the initial crisis, leading to child protection being offered in various humanitarian settings by a range of actors. International and national organizations, local community groups, schools, family support systems, and the children themselves all contribute to enhancing the level of protection for children. Sustainable solutions build upon and strengthen these existing protective measures, ensuring children are safeguarded in both the short and long run. Experience consistently demonstrates that when children receive effective and comprehensive protection, it bolsters the success of other humanitarian endeavours, including education. In return, the concurrent reinforcement of child protection and educational systems has been proven to be one of the most cost-effective strategies for building resilience and promoting sustainable development. Thus, an intersectoral approach is essential to address the multifaceted challenges and risks confronting children in humanitarian settings.

Both Child Protection and Education in Emergencies agree that education is protective for several reasons. It offers physical, psychosocial and cognitive protection. It gives children and families a sense of normalcy, stability, structure and hope for the future; It grants them access to essential, life-saving services; Fosters social unity and contributes to peace-building and conflict resolution; Promotes gender equality and equips marginalized women and girls with the skills they require for self-empowerment; Enhances the long-term well-being of children; and the positive effects that education has on threats such as recruitment, abduction, child labour and gender-based violence mitigate the need for responsive services later on.

Despite the positive impact of education during emergencies, some literature suggests that education is not, by definition, protective and that it carries potential risks. For instance, education can be misused to foster intolerance and bias, exacerbating existing injustices and discrimination. Moreover, educational infrastructure can be repurposed for military activities, making schools susceptible to attacks. Furthermore, schools can become venues for the sexual and labour exploitation of children, and the journey to and from school can expose children to violence and harm. Nonetheless, robust preventive and protective measures are imperative to establish a secure learning environment for all students, ensuring they can receive quality education during times of crisis (INEE, 2018).

5.2. Mainstreaming Child Protection in Education in Emergencies

Protection mainstreaming is the inclusion of humanitarian protection principles into the crisis response by ensuring that any response is provided in a way that avoids any unintended negative effects (do no harm), is delivered

according to needs, prioritizes safety and dignity, is grounded on participation and empowerment of local capacities and ultimately holds humanitarian actors accountable vis-à-vis affected individuals and communities. All humanitarian actors share an ethical responsibility for mainstreaming protection across the humanitarian response (Global Protection Cluster [GPC], 2014). Mainstreaming protection minimizes the risks of children being violated by programmes designed without proper consideration for children's safety and well-being. Mainstreaming child protection is an essential part of 'do no harm' principle and applies to all humanitarian action including the provision of quality and relevant education opportunities.

According to GPC (2014), it is the responsibility of education actors to ensure that beneficiaries have safe and meaningful access to their services and mainstreaming protection into education programming is a way to achieve this. To mainstream protection into education, education actors need to understand who is at risk, from what or whom, as well as why, and the consequences their actions or inactions may have on the threats people experience and their vulnerability and capacity vis-à-vis these threats. This includes knowing how and where to refer people in need of specialist support to prevent or recover from violence and exploitation, as well as understanding when, how, and to whom to refer specialized protection issues (Inter-Agency Standing Committee [IASC], 2016). By mainstreaming protection into education programming, humanitarian actors can maximize the positive impacts of education programs on people's safety and dignity and support affected populations' access to and enjoyment of their rights (UNOCHA, 2018).

5.3. Child Protection Standards and Initiatives

Efforts to protect children in times of war date back to the early years of the twentieth century; in 1924, for instance, the League of Nations adopted the Geneva Declaration on the Rights of the Child. Nowadays, the standards for child protection during times of conflict are largely based on the Convention on the Rights of the Child (1989) and its Optional Protocols (2000); the Convention Relating to the Status of Refugees (1951) and its Protocols (1967); and the Geneva Conventions (1949) and Additional Protocols (1977). Another important source is the Universal Declaration of Human Rights (1948) and the subsequent International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights (1966). Regional instruments such as the European Convention on Human Rights (1950) also make specific reference to children (Nicolai & Triplehorn, 2003).

Following Machel's landmark UN study in 1996, a number of key initiatives have been taken:

- The appointment in 1997 of a Special Representative of the UN Secretary-General for Children and Armed Conflict;
- The UN's adoption of the CRC's Optional Protocol prohibits the participation in hostilities of those below 18 years of age. This was spearheaded by the Coalition to Stop the Use of Child Soldiers, a network of humanitarian agencies;
- High-level meetings to focus attention on the plight of children in war, such as the Oslo/Hadeland Conference 'Protection of Children and Adolescents in Complex Emergencies' in 1998 and the 'International Conference on War-Affected Children', held in Winnipeg, Canada, in 2000;
- Action for the Rights of the Child (ARC), a rights-based training initiative by UNHCR, Save the Children, the UN High Commissioner for Human Rights (OHCHR) and UNICEF, which has developed a series of resource packs on conflict-affected children's rights and needs;
- The Watchlist on Children and Armed Conflict, an NGO initiative that prepares reports on the situation of children in specific conflicts and makes recommendations to UN and international actors to improve child protection;
- A set of Inter-agency Guiding Principles on Separated Children developed by the Working Group on Separated Children as a means to strengthen the tracing and reuniting of separated children;
- The Sphere Project has established minimum standards in disaster response as a way to improve the quality and accountability of humanitarian action. The particular needs of children are being incorporated as a cross-cutting sector in current revisions;
- A number of innovative agency-based initiatives, including the Emergency Stand-by Teams of Save the Children Sweden and Norway, and the Norwegian Refugee Council (NRC); UNICEF's Child-Friendly Spaces initiative; and the series of participatory adolescent field studies led by the Women's Commission for Refugee Women and Children (Machel as cited in Nicolai & Triplehorn, 2003).

In addition to the aforementioned initiatives, the Child Protection Working (CPWG) led by UNICEF was created in 2007 as part of the Protection Cluster. Over a decade, the CPWG developed an important body of interagency technical work. This included developing and launching the Minimum Standards for Child Protection in Humanitarian Action in 2012, which provided important guidance to practitioners helping children affected by emergencies. In November 2016, the CPWG dissolved, dividing its roles between the Alliance for Child Protection in Humanitarian Action (ACPHA) and the Child Protection Area of Responsibility (CP AoR). The Alliance's role is to guide standard-setting and technical support. The current structure allows the Alliance to maintain a strong connection to the cluster setting (through the CP AoR) while better integrating child protection considerations throughout its varied work streams, including non-cluster settings. The Alliance, co-led by UNICEF and Plan International, has nearly 100 members, including *Terre des hommes* (ACPHA, 2019).

5.4. Child Protection Concerns in Education: The Risks of Child Labour and Child, Early and Forced Marriage (CEFM)

Lack of access to education increases many child protection concerns, including forced recruitment, abduction, trafficking, child labour, child, early and forced marriage and gender-based violence, among others. For the purpose of this study, the risks of child labour and child, early and forced marriage were discussed.

5.4.1. Child Labour

Child labour is a pervasive problem prevalent in the developing world (Mavrokonstantis, 2011). There is a consensus that early exposure to work and withdrawal from education are harmful – and that international cooperation and national legislation should seek to restrict child labour. However, the limited progress made towards a world free of child labour is indicative of the resilience, complexity, and depth of the underlying social disadvantages and power relationships that perpetuate them (Quattri & Watkins, 2016). Approximately 152 million children were engaged in child labour globally in 2016 (International Labour Organization [ILO], 2017). For an adequate understanding of what ‘child labour’ is, it is intellectually imperative to distinguish it from ‘child work’. *Terre des hommes* (2017) distinguishes ‘child work’ and ‘child labour’ thus:

Child work refers to the participation of children in any paid or unpaid economic activity or activities to support families and caregivers which are not detrimental to their health and mental and physical development nor interfere with children's schooling. (Terre des hommes, 2017)

Child labour refers to all kinds of labour which jeopardize a child's physical, mental, educational or social development and deprive them of their childhood. It includes work that is physically, mentally, socially and morally harmful and dangerous and interferes with schooling (including depriving them of attending or forcing them to leave). (Terre des hommes, 2017)

Central to the foregoing definitions are two different interpretations:

- Child work is light work for a limited number of hours, according to their age and abilities, that does not interfere with a child's education or leisure activities. It is generally considered to do no harm or be even beneficial for children and their families, and
- Child labour harms the well-being of individual children, curtails their opportunities and locks them into a cycle of disadvantage.

The persistence and scale of child labour represent a barrier to the achievement of the SDGs set for 2030. These goals include eradicating poverty, providing decent quality learning for all children up to the secondary school level, reducing inequality, and creating decent jobs (United Nations, 2015). Mass child labour is inconsistent with these targets, notably those associated with education (Guarcello, Lyon & Valdivia, 2015). For the children directly affected, early entry into the world of work represents a loss of freedom, a violation of rights, a source of vulnerability and a constraint on learning. Apart from exposure to the risk of injury, these children are denied a chance to acquire what Amartya Sen describes as ‘human capabilities’ – the knowledge, skills and competencies needed to expand choice and extend opportunity. Children making early entry into the world of insecure, unskilled, low-paid work are unlikely to accumulate the education they need to secure decent work and break the transmission of poverty across generations. For countries, too, extensive child labour is a roadblock to human development because it erodes the human capital on which dynamic and inclusive economic growth, rising productivity and social progress depend. It is no coincidence that child labour is strongly associated with low income both across countries and within them.

Terre des hommes believes that all worst forms of child labour should be abolished and that no child (every person below the age of 18, pursuant to the Convention on the Rights of the Child (CRC)) should be involved in hazardous and exploitative forms of child labour, as defined in ILO 182. *Terre des hommes* fights child labour with an integrated approach consisting of policy influencing activities, awareness-raising and prevention - like education, health care and socio-economic development - and direct assistance to victims of child labour and exploitation. *Terre des hommes* promotes nine recommendations to eradicate child labour exploitation – coordinate the work being done; apply international conventions; no impunity for child rights violations; implement a holistic approach; guarantee access to education; implement individualized measures; define the ‘best interest’ of the child; guarantee fundamental rights; and promote a responsible economy (*Terre des hommes*, 2016).

5.4.2. Child, Early and Forced Marriage (CEFM)

Despite progress in expanding access to education for boys and girls globally, important barriers remain. CEFM is one of such barriers. CEFM is a human-rights violation and an impediment to SDG5, which strives for achieving gender equality and empowering all women and girls. CEFM also intersects with other rights violations that affect girls and women throughout their lives, including the right to education, the highest attainable standard of health, and a life free of violence. According to UNICEF (2014), 15 million girls are married each year worldwide. In the developing world, one in three girls is married before age 18 and one in nine girls is married before age 15. While child marriage affects both boys and girls, girls and women suffer disproportionately — 720 million women were married as children, compared to 156 million men.

UNICEF and international laws, treaties, and conventions have defined child marriage (also called early marriage) as a formal or informal union where one or both parties are under the age of 18 (UNICEF, 2015). Forced marriage, on the other hand, is defined as marriage at any age that occurs without the free and full consent of both spouses; therefore, it includes child and early marriage, as children under 18 are not able to give full consent. The guidance by the Committee on the Elimination of Discrimination against Women (CEDAW) and Convention on the Rights of the Child (CRC) committees further note that “a child marriage is considered as a form of forced marriage given that one or both parties have not expressed their full, free, and informed consent” (United Nations, 2015). Child marriage was also identified by the Pan-African Forum against the Sexual Exploitation of Children as a type of commercial sexual exploitation of children (Mikhail, 2002). On the basis of these definitions, unions (formal or informal) contracted by individuals younger than 18 should be regarded as being concurrently child, early and forced marriages.

The right to 'free and full' consent to a marriage is recognized in the Universal Declaration of Human Rights (1948) – with the recognition that consent cannot be 'free and full' when one of the parties involved is not sufficiently mature to make an informed decision about a life partner (UNICEF, 2005). Other international treaties, conventions, and programmes for action that address CEFM include: the 1962 Convention on Consent to Marriage, Minimum Age for Marriage, and Registration of Marriages; the Convention on the Elimination of All Forms of Discrimination Against Women (1979); the Convention on the Rights of the Child (1989); and the 1995 Beijing Platform for Action (which followed the UN Fourth World Conference on Women). These international instruments cover the abolishment of harmful customs and traditions, violence against the girl child, marriage consent, marriageable age, registration of marriage, and the freedom to choose a spouse (United Nations Fund for Population Activities [UNFPA], 2012).

A range of social, economic, cultural, and political factors that vary from one context to another perpetuate this practice (United States Agency for International Development [USAID], 2015). Gender inequality, poverty and insecurity in the face of war and conflict are some of the conditions identified as drivers of CEFM. In low-income countries, children, especially girls, can be viewed by their families as a financial burden, and early marriage as a convenient solution. Marriage arrangements can also serve to settle familial debts or disputes or to secure social, economic or political alliances. Customary requirements, such as dowries or bride prices, may also be taken into consideration, especially in communities where families can give a smaller dowry to younger brides. In many countries globally, parents may force a young daughter into marriage with the ultimate aim of preserving her premarital virginity and avoiding sexual behaviour that might be considered immoral or inappropriate before or outside of marriage. Weak and sometimes contradictory legislation, poor enforcement of existing laws and the coexistence of multiple legal systems within countries quite often make the fight to eliminate CEFM even more challenging (Inter-Parliamentary Union [IPU] & World Health Organization [WHO], 2016).

CEFM has consequences at the individual and household levels, and it impacts social, economic, and political development more broadly. CEFM is associated with poor health outcomes (such as early sexual debut and early pregnancy), poor mental health and suicide. Negative health consequences for a young mother also negatively affect the health and survival of her new-born children. Infant mortality, preterm birth, low birth weight and asphyxia are all more likely in infants born to young mothers. CEFM is a form of violence in and of itself, as well as a predictor of multiple other forms of violence. Girls forcefully married are at a higher risk of sexual, physical, and emotional violence. CEFM also leads to social and physical isolation from friends, natural family, and other social networks. This situation often translates into a lack of control over financial resources, limited mobility, restricted access to information and social networks, and a lack of ability to participate in community events, decision-making, and larger political processes. Effects of isolation and lack of voice and agency can have devastating consequences on girls' mental, emotional, and social well-being (USAID, 2015).

CEFM can be both a cause and consequence of school dropout, and the timing of both are often closely linked and influenced by similar factors, such as the low value of girls. In many contexts, marriage and motherhood are considered incompatible with continued school attendance due to the household responsibilities and social expectations of a married girl's new role. Additionally, children with less well-educated mothers are less likely to receive proper nutrition, less likely to be immunized against childhood diseases, and more likely to die. CEFM also burdens individuals and societies with economic costs. When girls are withdrawn from school, they lose their best chance to contribute to their families, communities, and societies. Lower educational attainment is associated with decreased participation in the formal labour market and lower lifetime earnings. Having fewer and less-educated members in the workforce can have a substantial impact on a community or country's productivity. The loss of women's contributions to the labour force impedes the development of entire economies. With fewer earners and lower earnings, there is also less investment in growth. In addition to reducing earnings and investments, CEFM can cost society financially through increased expenditures on social services (USAID, 2015).

6. Theoretical Framework

The basic needs theory is used as the theoretical framework for this study. The most widely accepted summary of basic needs was put forward by the ILO in its Declaration of Principles and Programme of Action in 1976. This was adopted by acclamation by the World Employment Conference the same year. Other summaries and more elaborate definitions have emerged. However, the ILO's formulation has the virtue of legitimization by a major international conference and wide dissemination by the ILO book 'Employment, Growth and Basic Needs' (Hoadley, 1981). According to ILO (1977), basic needs include two elements:

- First, they include certain minimum requirements of a family for private consumption: adequate food, shelter, and clothing, as well as certain household equipment and furniture.
- Second, they include essential services provided by and for the community at large, such as safe drinking water, sanitation, public transport, and health, education, and cultural facilities. To these concrete material basic needs, ILO adds such non-material basic needs as the participation of the people in making the decisions that affect them, the fulfillment of basic human rights, and employment both as a means and as an end to achieving basic needs.

A good deal of effort has gone into the statistical quantification of the degree of attainment of basic needs, but still, no satisfactory measure of basic needs has emerged. The measurement attempts essentially involve the 'core' basic needs. Hicks and Streeten (1979) review different attempts at providing social indicators but express dissatisfaction with them. They suggest that further research be done. However, they provide the following 'yardsticks' for the time being:

- Health – Life expectancy at birth,
- Education – Literacy and Primary school enrollment (as per cent of the population aged 5 – 14),
- Food – Calorie supply per head or calorie supply as per cent of requirement,

- Water Supply – Infant mortality (per thousand births) and per cent of the population with access to potable water,
- Sanitation – Percent of population with access to sanitation facilities and
- Housing – None.

Education is especially critical for the tens of millions of children and youth affected by conflict and disasters. However, it is often significantly disrupted in emergency situations, denying learners the transformative effects of quality education. This study recognizes education as a core basic need which should be regarded as a priority component of every emergency assistance. Its provision should lead to protection of children from abuse, neglect, exploitation and discrimination. The protection afforded by education can be physical, cognitive, psychosocial, or a combination of the three.

Physical protection is provided when safe learning spaces are created free from dangers such as falling debris and landmines, as well as from violence such as forced abduction and sexual violence. Cognitive protection is provided when the content of education meets the needs of the children and provides important health and safety messages relevant to the context. Psychosocial protection is provided when children feel safe and comfortable and are able to interact freely with adults and peers they trust, sharing their ideas, hopes and fears for the future. Open expression of such feelings is a powerful antidote to the stresses and trauma of a crisis. Opportunities for various forms of expression, such as art, music, poetry, and dance, present children with a range of different coping strategies, thereby helping them build internal strength and resiliency even in the most difficult times. When children are separated from family or when parents and family members are present but are dealing with their own stress and trauma, and when traditional community coping strategies and mechanisms have been disrupted, schools and teachers play vital roles in ensuring children's psychosocial well-being (Kirk, 2006).

From the foregoing, it can be safely said that education and child protection are intrinsically linked and mutually reinforcing. Education is a pivotal right for the development of girls and boys, and child protection is a condition that guarantees their well-being. Education requires an appropriate and inclusive environment to protect all children and youth regardless of race, sex, and/or ethnicity. The provision of quality and relevant education that promotes child protection means empowering children and youth to build their own holistic life plans – grounded in their culture, their interests, and their needs – as a way to concretely pursue their goals and reach their potential (Save the Children, 2016).

7. Data Presentation

S/No.	Statement	Responses										Total	
		SA		A		U		D		SD		F	%
		F	%	F	%	F	%	F	%	F	%		
1.	<i>Terre des hommes'</i> education facilities are free from sources of harm to learners.	206	83	42	17	0	0	0	0	0	0	248	100
2.	<i>Terre des hommes'</i> education facilities are within walking distance.	206	83	42	17	0	0	0	0	0	0	248	100
3.	<i>Terre des hommes</i> ensures that assistance and services reach the most vulnerable (e.g., girls, children with disabilities, etc.).	227	92	21	8	0	0	0	0	0	0	248	100
4.	<i>Terre des hommes'</i> beneficiaries have the capacity to detect and report violence against children.	213	86	35	14	0	0	0	0	0	0	248	100
5.	<i>Terre des hommes</i> provides easily accessible services to investigate reports made without building adversarial relationships.	213	86	35	14	0	0	0	0	0	0	248	100
6.	<i>Terre des hommes</i> works with community members to identify local protection issues and develop the most appropriate solutions.	239	96	9	4	0	0	0	0	0	0	248	100
Total		1,304	87.6	184	12.4	0	0	0	0	0	0	1,488	100

Table 1: Views of Parents on the Protective Role of Education in Emergencies as a Result of *Terre des hommes'* Interventions in MGS IDP Camp, Maiduguri, Borno State, Nigeria

Source: Field Survey: Charles (2022)

Table 1 presents responses of parents on the safety and proximity of *Terre des hommes'* education facilities to the populations they serve; equitable and impartial access to all children; safety and effectiveness of *Terre des hommes'* child protection reporting and response mechanisms; and role of community members in creating, sustaining and protecting the learning environment.

As shown in table 1. 206 (83%) of the respondents strongly agreed that *Terre des hommes'* education facilities are free from sources of harm to learners (such as military occupation, attack by insurgents, ethnic tension, violence against children), and are within walking distance. A total of 42 (17%) of the respondents agreed. None of the respondents (0%) was found to disagree, strongly disagree or have an undecided view. This implies that *Terre des hommes'* education facilities are safe and close to the populations they serve.

According to the figures in table 1., 227 (92%) of the respondents strongly agreed that *Terre des hommes'* ensures that assistance and services reach the most vulnerable (e.g. girls, children with disabilities, children from minority communities and children belonging to disadvantaged or marginalized groups). A total of 21 (8%) of the respondents agreed. None of the respondents (0%) was found to disagree, strongly disagree or have an undecided view. This implies that *Terre des hommes'* promotes equitable and impartial access to all children.

Referencing the data presented in table 1, 213 (86%) of the respondents strongly agreed that beneficiaries have the capacity to detect and report violence against children, and *Terre des hommes'* provides easily accessible services to investigate reports made without building adversarial relationships. A total of 35 (14%) of the respondents agreed. None of the respondents (0%) was found to disagree, strongly disagree or have an undecided view. This implies that *Terre des hommes'* child protection reporting and response mechanisms are safe and effective.

As evident from the information in table 1, 239 (96%) of the respondents strongly agreed that *Terre des hommes'* works with community members to identify local protection issues and to develop the most appropriate solutions. A total of 9 (4%) of the respondents agreed. None of the respondents (0%) was found to disagree, strongly disagree or have an undecided view. This implies that community members play a vital role in creating, sustaining and protecting the learning environment.

In line with the statistics provided in table 1, parents generated a total of 1,488 (100%) responses with regards to *Terre des hommes'* protective role in education in emergencies. Most of the responses (1,304 [87.6%]) indicated 'strongly agree' to a significant protective role of education in emergencies as a result of *Terre des hommes'* interventions; more of the responses (184 [12.4%]) indicated 'agree'; and no response (0%) indicated 'undecided,' 'disagree' or 'strongly disagree.' This implies that education has a significant protective role in emergencies as a result of *Terre des hommes'* interventions in MGS IDP Camp, Maiduguri, Borno State, Nigeria.

S/No.	Factors Affecting Children's Access to Education in Emergencies	Number of Responses	Percentage (%)
	Child Labour	248	100
	Child, Early and Forced Marriage (CEFM)	248	100
	Insufficient Funding	192	77
	Limited Data	98	40
	Poor and/or Inadequate School Facilities/Infrastructures	236	95
	Inadequate teaching and Learning Materials or Instructional Materials	192	77
	Ethnic Tensions	28	11

Table 2: Views of Parents on the Factors Affecting Children's Access to Education in Emergencies
Source: Field Survey: Charles (2022)

Table 2 presents the responses of parents on the factors affecting children's access to education in emergencies. A total of 248 parents were provided with a list of factors affecting children's access to education in emergencies. Respondents were required to choose the one(s) of particular concern.

Based on the presentation in table 2, all 248 (100%) respondents marked child labour and child, early and forced marriage as factors of particular concern, affecting children's access to education in emergencies. A total of 236 (95%) respondents indicated poor and/or inadequate school facilities, 192 (77%) respondents recorded insufficient funding and inadequate teaching and learning materials, 98 (40%) respondents recorded limited data, and 28 (11%) respondents indicated ethnic tensions. This implies that child labour and child, early and forced marriages are the most alarming factors affecting children's access to education in emergencies in MGS IDP Camp.

S/No.	Statement	Responses										Total	
		SA		A		U		D		SD			
		F	%	F	%	F	%	F	%	F	%	F	%
1.	<i>Terre des hommes'</i> education facilities are free from sources of harm to learners.	25	81	6	19	0	0	0	0	0	0	31	100
2.	<i>Terre des hommes'</i> education facilities are within walking distance.	25	81	6	19	0	0	0	0	0	0	31	100
3.	<i>Terre des hommes</i> ensures that assistance and services reach the most vulnerable (e.g., girls, children with disabilities, etc.).	20	64.5	10	32.3	1	3.2	0	0	0	0	31	100
4.	<i>Terre des hommes'</i> beneficiaries have the capacity to detect and report violence against children.	19	61.3	11	35.5	1	3.2	0	0	0	0	31	100
5.	<i>Terre des hommes</i> provides easily accessible services to investigate reports made without building adversarial relationships.	19	61.3	11	35.5	1	3.2	0	0	0	0	31	100
6.	<i>Terre des hommes</i> works with community members to identify local protection issues and develop the most appropriate solutions.	12	38.7	16	51.6	3	9.7	0	0	0	0	31	100
Total		120	64.5	60	32.3	6	3.2	0	0	0	0	186	100

Table 3: Views of Teachers on the Protective Role of Education in Emergencies as a Result of *Terre des hommes'* Interventions in MGS IDP Camp, Maiduguri, Borno State, Nigeria
Source: Field Survey: Charles (2022)

Table 3 presents responses of teachers on the safety and proximity of *Terre des hommes'* education facilities to the populations they serve, equitable and impartial access to all children, safety and effectiveness of *Terre des hommes'* child protection reporting and response mechanisms, and the role of community members in creating, sustaining and protecting the learning environment.

Deriving insights from table 3, 25 (81%) of the respondents strongly agreed that *Terre des hommes'* education facilities are free from sources of harm to learners (such as military occupation, attack by insurgents, ethnic tension, violence against children), and are within walking distance. None of the respondents (0%) was found to disagree, strongly disagree or have an undecided view. This implies that *Terre des hommes'* education facilities are safe and close to the populations they serve.

As depicted in the data table 3, 20 (64.5%) of the respondents strongly agreed that *Terre des hommes* ensures that assistance and services reach the most vulnerable (e.g. girls, children with disabilities, children from minority communities and children belonging to disadvantaged or marginalized groups). A total of 10 (32.3%) of the respondents agreed, and only 1 (3.2%) of the respondents was found to have an undecided view. None of the respondents (0%) was found to disagree or strongly disagree. This implies that *Terre des hommes* promotes equitable and impartial access to all children.

From the details outlined in table 3, 19 (61.3%) of the respondents strongly agreed that beneficiaries have the capacity to detect and report violence against children, and *Terre des hommes* provides easily accessible services to investigate reports made without building adversarial relationships. A total of 11 (35.5%) of the respondents agreed, and only 1 (3.2%) of the respondents was found to have an undecided view. None of the respondents (0%) was found to disagree or strongly disagree. This implies that *Terre des hommes'* child protection reporting and response mechanisms are safe and effective.

Notable from the figures in table 3, 12 (38.7%) of the respondents strongly agreed that *Terre des hommes* works with community members to identify local protection issues and develop the most appropriate solutions. A total of 16 (51.6%) of the respondents agreed, and only 3 (9.7%) of the respondents were found to have an undecided view. None of

the respondents (0%) was found to disagree or strongly disagree. This implies that community members play a vital role in creating, sustaining and protecting the learning environment.

In accordance with the details provided in table 3., teachers generated a total of 186 (100%) responses with regard to *Terre des hommes*' protective role in education in emergencies. Most of the responses (120 [64.5%]) indicated 'strongly agree' to a significant protective role of education in emergencies as a result of *Terre des hommes* interventions; more of the responses (60 [32.3%]) indicated 'agree'; and the least responses (6 [3.2%]) indicated 'undecided.' No response (0%) indicated 'disagree' or 'strongly disagree.' This implies that, there is a significant protective role of education in emergencies as a result of *Terre des hommes* interventions in MGS IDP Camp, Maiduguri, Borno State, Nigeria.

S/No	Factors Affecting Children's Access to Education in Emergencies	Number of Responses	Percentage (%)
1.	Child Labour	31	100
2.	Child, Early and Forced Marriage (CEFM)	31	100
3.	Insufficient Funding	29	94
4.	Limited Data	22	71
5.	Poor and/or Inadequate School Facilities/Infrastructures	26	84
6.	Inadequate teaching and Learning Materials or Instructional Materials	26	84
7.	Ethnic Tensions	2	6

Table 4. Views of Teachers on the Factors Affecting Children's Access to Education in Emergencies
Source: Field Survey: Charles (2022)

Table 4 presents teachers' responses to the factors affecting children's access to education in emergencies. A total of 31 teachers were provided with a list of factors affecting children's access to education in emergencies. Respondents were required to choose the one(s) of particular concern.

As indicated by the data in table 4., all 31 (100%) respondents marked child labour and child, early and forced marriage as factors of particular concern, affecting children's access to education in emergencies. A total of 29 (94%) respondents indicated insufficient funding, 26 (84%) respondents recorded poor and/or inadequate school facilities and inadequate teaching and learning materials, 22 (71%) respondents recorded limited data, and 2 (6%) respondents indicated ethnic tensions. This implies that child labour and child, early and forced marriages are the most alarming factors affecting children's access to education in emergencies in MGS IDP Camp.

8. Data Analysis

- HO: There is no significant protective role of education in emergencies as a result of *Terre des hommes* interventions in MGS IDP Camp, Maiduguri, Borno State, Nigeria.

Responses	Groups		Total
	Parents	Teachers	
Strongly Agree	1,304	120	1,424
Agree	184	60	244
Undecided	0	6	6
Disagree	0	0	0
Strongly Disagree	0	0	0
Total	1,488	186	1,674

Table 5: Chi-square Test of Independence
Source: Field Survey: Charles (2022)

O	E	O - E	(O - E) ²	$\frac{(O - E)^2}{E}$	$\chi^2 = \sum \frac{(O-E)^2}{E}$	D.F	α	Result
1,304	1,264.8	39.2	1,536.64	1.21				
120	158.1	-38.1	1,451.61	9.18				
184	223.2	-39.2	1,536.64	6.88				
60	27.9	32.1	1,030.41	36.93				
0	0	0	0	0				
6	0	6	36	6				
0	0	0	0	0				
0	0	0	0	0				
0	0	0	0	0				
0	0	0	0	0				

Table 6: Chi-square Computation Table
Source: Field Survey: Charles (2022)

Table 6 shows that the calculated X^2 value of 60.2 is greater than the critical value of 9.49. The decision is to reject the null hypothesis. Thus, it suggests that there is a significant protective role of education in emergencies as a result of *Terre des hommes* interventions in MGS IDP Camp, Maiduguri, Borno State, Nigeria. SBMC members, BOSUBEB Supervisors and BOSAME supervisors, via interview, confirmed a significant protective effect of education in emergencies through *Terre des hommes*' interventions in MGS IDP Camp, Maiduguri, Borno State, Nigeria, thus substantiating the result of this hypothesis (H01).

9. Findings

9.1. Protective Role of Education in Emergencies as a Result of *Terre des hommes*' Interventions in MGS IDP Camp, Maiduguri, Borno State, Nigeria

This study found that *Terre des hommes*' education facilities are safe and close to the populations they serve. This finding corroborates the view of a BOSUBEB Supervisor who said:

Terre des hommes education facilities are well-guarded by security agents who work in morning and night shifts. Other professionals working in the camp also look out for the safety of children by implementing 'Do no Harm' principle. The school is very close to the population served. Learners from the farthest Zone (that is, Zone F) require 10 to 12 minutes of walk time to arrive at the school.

Following several attacks on IDP camps in Borno State, many actors have called for improvement of security and for accountability measures against perpetrators. Within this context, UNHCR (2016) observed that military and security actors have introduced "security vigilance measures" aimed at enhancing IDP security. These measures, often implemented by self-defense vigilantes like the Civilian Joint Task Force (CJTF), include:

- Transportation of IDPs, returnees, etc., during the day to allow adequate time for screening at destination points,
- The use of military escorts,
- Body searches and
- Deployment of anti-bomb squads to conduct sweeps in all the camps.

For this reason, *Terre des hommes* employed 6 security guards, all males, who work in shifts (morning and night) to ensure that effective security vigilance measures are implemented in the school. The school is also fenced to prevent unauthorized access. The school is within walking distance and learners do not face risks on their way to school. The distance from *Terre des hommes*' school to Zone F (the farthest Zone from the school) is 0.46km (that is, 461m). It takes 10 to 12 minutes to walk this distance at a moderate pace. While distance to school was not a significant barrier for *Terre des hommes*' learners to miss school, UNICEF (2017) and NRC (2018) found that distance to school affected school attendance. This issue was also a significant concern for parents, who felt that a long journey to school increased the likelihood of violence and harassment, particularly for girls.

This study also revealed that *Terre des hommes* promotes equitable and impartial access to all children. This finding was certified by an SBMC member who confirmed that:

Terre des hommes strategies to promoting equitable and impartial access include: identifying groups of children who face difficulties accessing education (e.g. girls, children with disabilities, unaccompanied and separated children etc.) and working with children, community leaders and parents to support equitable and impartial access to education without discrimination.

In a similar fashion, a BOSAME Supervisor maintained:

Terre des hommes promotes equitable and impartial access to all children by identifying and prioritizing the most vulnerable groups in the community and preventing discrimination or exclusion of marginalized groups.

Terre des hommes (2020) validates this finding by recording that the foundation implements a gender-equitable education system in MGS IDP Camp. This strategy is aimed at enhancing the value of the girl child and reducing the barriers they face accessing education in times of emergency. As such, the foundation has reached more girls than boys. Out of the 2,100 children (1,050 girls and 1,050 boys) targeted, a total of 2,050 children (1,075 girls and 975 boys) were reached. In a bid to further promote equitable and impartial access to education, a total of 7 children with disabilities were also identified, enrolled and provided with wheelchairs to support their mobility to the school. The role of *Terre des hommes* in promoting equitable and impartial access to education was substantiated by Poed (2020), who pointed out that equitable and impartial access to education is achieved when all children have not just the opportunity to attend early childhood education programs, schools, and technical, vocational, and higher education, but they are also provided with a quality education program in these settings on the same basis as all other learners. In other words, it is a commitment focused on ensuring that all individuals or social groups are provided with quality and relevant education opportunities irrespective of their sex, age, disability, HIV status, nationality, race, ethnicity, tribe, clan, caste, religion, language, culture, political affiliation, sexual orientation, socio-economic background, geographic location or specific education needs.

Moreover, this study established that *Terre des hommes*' child protection reporting and response mechanisms are safe and effective. In authentication of this finding, *Terre des hommes* (2020) revealed that, several in-house mentoring and coaching were conducted to enlighten 1,800 community members on their responsibilities to children, the rights of the child, and how and whom violence against children can be reported. The document also showed that *Terre des hommes* provides an easily accessible service to investigate reports made without building adversarial relationships between families and protection authorities or between reporters and victims of abuse or violence. Most of the reported cases recorded in the document were on hawking and early marriage. To reduce these barriers, *Terre des hommes* ensures that

they are part of the topical issues of their enlightenment programmes. The declaration of this document on the issue of child protection reporting and response mechanisms was confirmed by the Executive Secretary, BOSAME, who voiced that:

Terre des hommes promotes awareness-raising activities, early detection and prevention, case facilitation and reconciliation, and monitoring and reporting. In addition, professionals skilled in handling providing child protection and psychosocial support services are employed. These professionals work to ensure confidentiality and reduce adversarial relationships between families and protection authorities or between reporters and victims of abuse or violence.

Again, on the protective role of *Terre des hommes'* education in emergency interventions, this study found that community members play a vital role in creating, sustaining and protecting the learning environment. This finding is in harmony with the view of an SBMC member who confirmed that:

Terre des hommes ensures that a community-based child protection group is at the forefront of efforts to address child protection issues in its education in emergency interventions. The diverse voices within the camp community are adequately represented in this group. For instance, all meetings held by the group represent the voices of the camp chairman, village heads, zonal heads, youth and women leaders, security agents, etc.

This finding is also proven genuine by *Terre des hommes* (2020), which revealed that the foundation works with community-based child protection groups in MGS IDP camp and also ensures that they are at the forefront of efforts to identify local protection issues and develop the most appropriate solutions. This assertion is further supported by *Terre des hommes* (2013) thus: For many years, *Terre des hommes* has been supporting community-based approaches to child protection by providing essential contributions to meeting the crucial needs for safety and survival, physical, psychological, emotional and social development and resilience capacity. Its emergency measures follow the principles of working with beneficiaries and not replacing the actions of beneficiaries, communities and local authorities. *Terre des hommes*, therefore, aims to consult and involve them at all stages of its interventions.

Additionally, Save the Children (2008) corroborates this finding by asserting that most community-based child protection groups are initiated with the support of an external agency, such as an NGO or other organization. Sometimes, this mobilization builds on a community group that already exists, but often, child protection groups are newly created. The level of external support they receive varies according to context and the range of partnerships they have built. For example, supporting agencies may provide groups with bikes, stationery, rice or food, money, t-shirts or other resources, but this is not always the case. However, all supporting agencies provide community-based child protection groups with some form of training and capacity building.

9.2. Factors Affecting Children's Access to Education in Emergencies in MGS IDP Camp, Maiduguri, Borno State, Nigeria

The result of this study highlighted a number of factors affecting children's access to education in emergencies, including child labour; child, early and forced marriage; insufficient funding; limited data; poor and/or inadequate school facilities/infrastructure; inadequate teaching and learning materials; and ethnic tension. This study further revealed that of these factors affecting children's access to education in emergencies, the risks of child labour and child, early and forced marriage are of particular concern. This finding is in harmony with the view of a BOSUBEB Supervisor who confirmed that:

Some children (both boys and girls) are unable to access Terre des hommes' education services because they are often subjected to child labour and early marriage. To earn a living, some parents force their children out-of-school to the streets to hawk. Those who cannot continue to meet the needs of their female children marry them off at an early age. In such situations, these children are deprived of fundamental rights to basic education.

In a similar fashion, an SBMC member opined that:

Child labour and early marriage impact children's access to quality and relevant education opportunities negatively. During the pre-enrolment stage, many children were missed because they were out on the street hawking. Hawking and street begging also perpetuate absenteeism. Many children, when asked why they missed school, say it is because they went hawking or begging on the street. There also have been a few cases of early marriage of some female learners enrolled in the Terre des Hommes School who could not return after their marriage to further their education.

NRC (2018) substantiates this finding by revealing that there appears to be a correlation between displacement and an increase in the number of child labour and child marriages. All participants in the study considered child labour a significant concern because it impedes children's access to education. While 12% of respondents identified early marriage as a significant barrier to girls' education. Comparably, UNICEF (2017) revealed that, in terms of identified education barriers stopping girls and boys from going to school in the four population groups, respondents prioritized one of the main common reasons was 'child labour'. When looking into the types of work boys and girls were involved in, the main differences seem to be that boys were mainly working outside of the household, whereas girls were generally kept inside the household. Additionally, early marriage was also identified as one of the education barriers for mainly girls and also for boys. Moreover, Abdul-Rahman (2020) revealed that girls were dropping out of school as they grew, and early marriage could account for this as the rates of early marriage are quite high in North-East Nigeria.

10. Conclusion and Recommendation

This study concludes that there is a significant protective role of education in emergencies as a result of *Terre des hommes* interventions in MGS IDP Camp, Maiduguri, Borno State, Nigeria. However, the organization's vision to provide

children with safe, equitable and impartial access to education may be short-lived because of the risks of child labour and child, early and forced marriage. Therefore, this study suggests that:

- *Terre des hommes* should compile and keep up-to-date detailed information and statistical data on the nature and extent of child labour and child, early and forced marriage in camp and non-camp settings to serve as a basis for determining priorities for the prohibition, elimination and abolition of these practices.
- *Terre des hommes* should work collaboratively with the government and many other NGOs implementing EiE programmes to increase parental and community awareness of the evils of child labour and child, early and forced marriage. This is necessary to prevent early disruption in schooling.
- *Terre des hommes* should increasingly align their activities with the Interagency Network for Education in Emergency (INEE) and Minimum Standards for Education: Preparedness, response, recovery.
- INEE's Guidance Note on Conflict Sensitive Education and UBEC SBMC training materials for training School Support Committees, adapting materials on child protection, gender and inclusive education and conflict resolution towards the emergency context are necessary to dramatically expand its EiE interventions and boost wider education capacity.
- *Terre des hommes* should establish and strengthen child-friendly reporting mechanisms that promote children's participation. Children should be properly educated on early detection and prevention of violence against them. They should also be provided with safe, confidential and easily accessible services to encourage them to make reports of violence against them.
- *Terre des hommes* should improve selection criteria to actively include more vulnerable children in its EiE programmes.

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