

## **ASSESSMENT OF ACCELERATED EDUCATION TO CATCH UP WITH MISSED SCHOOL PROGRAMME IN POST CRISIS SETTINGS: CASE STUDY OF SELECTED IDP CAMPS IN MAIDUGURI METROPOLITAN COUNCIL**

Dr. Yagana S. WALI<sup>1</sup> & Muhammad Ali MUSTAPHA<sup>2</sup>

1. Department of Arts Education, University of Maiduguri, P.M.B. 1069, Maiduguri, Borno State, Nigeria
2. Department of Arts Education, University of Maiduguri, P.M.B. 1069, Maiduguri, Borno State, Nigeria

\*E-mail of the corresponding author: [mali@unimaid.edu.ng](mailto:mali@unimaid.edu.ng)

**ABSTRACT:** *This paper assesses Accelerated Education to Catch up with Missed School Programme in Post Crisis Settings. Two objectives were formulated to guide the study and two research questions were developed to investigate the extent to which the school age children in post crisis settings are engaged. Descriptive survey was used to carry out the study. Due to the high demand of cost and timeframe, the study was restricted to five IDP camps within Maiduguri Metropolitan Council, Borno State, Nigeria. 100 respondents were chosen using purposive sampling technique. Self-Developed Structured Interview was designed and administered to 100 children selected in five (5) IDP camps. The finding revealed that awareness about Accelerated Education was poor among children in IDP camps and their perception to its role was somewhat positive. Therefore, it is recommended that government and the concerned stake holders should expand the programme to balance the vacuum left by aftermath consequences of the insurgency in the study area.*

**KEYWORDS:** *Accelerated Education (AE), Post Crisis Settings, Education Gap*

## **INTRODUCTION**

The provision of equal education opportunity to all school-age children is a prime target of every nation and region all over the world. No nation is safe and secure if her young off-springs are deprived of the right to education due to whatever circumstance or condition. There are numerous programmes designed to actualize this philosophy –equal learning opportunity to all- to merge the imbalance due to urban and rural settlement, displacement and safe environ, slow and fast learning. Accelerated learning programme is one of the most effective measures adopted to address the imbalance in education due to aforementioned trends. ALP is a pedagogical approach based on the principles and practices of teaching and learning that results in better, deeper, and more rapid learning of education content.

The eruption of Boko-Haram insurgency in North East, Nigeria in the year 2009 and its persistently increasing attacks led to the displacement of than a million persons including one million children in three most affected areas; Borno, yobe and Adamawa states (Displacement Tracking Matrix, Round VIII, 2016). In the early wake of the insurgency, schools and worshipping places were heavily attacked and destroyed which led to the intermittent recession and reopening of schools that have significant impacts on the education in the area. The attacks on the schools destroyed more than 910 schools and forced about 1,500 to close down (Human Right Watch, 2015). By early 2016, it was estimated about 952,029 school-age children were rendered homeless and have little or no access to education at all.

The closure of the schools in 22 out of 27 local government areas in Borno state alone has disturbing consequences on the education of the children. Later on, great many senior secondary

schools were closed to accommodate displaced persons and some others were made military based which led to the absolute halt to schooling in the area for more than two years. Consequently, children in the affected areas were left lagging far, far behind in terms of education. For instance, school-age children in Biu local government area of Borno state received smooth education programme while their counterparts displaced children in Abadam local government area are in IDP camps receiving EiE programmes or with relative and out of school. These trends have created a very huge vacuum and education imbalance in the country.

Despite the government's effort to reconstruct the dilapidated schools and replacement of the destroyed resources in the less affected schools, it did little or no solution at all to the imbalance occurred due to the insurgency. Humanitarian organizations both at domestic and international levels have made a fantastic attempt to address the problem by providing learning materials to schools, EiE programmes in IDP camps, and training of instructors. But little did these efforts make to merge the wide imbalance precipitated by the activities of Boko-Haram terror group.

In 2015, concerted effort was made by UNICEF focusing on increasing access to education for out-of-school children which led to the enrollment of 216,000 children in schools (UNICEF, 2015). Similarly, UNICEF with collaboration of other humanitarian organization such as USAID, NORAD and the other regional and domestic organizations provided EiE to give education for displaced children. However, these initiatives have focused mainly on children in IDPs camps and some others out of school children. But little did they focus on how to address the persistent wide education gap of children in the affected areas when compared to the children from the secure zones.

Therefore, this study focuses on highlighting measures to address the education imbalance by providing suitable accelerated learning programme (ALP) to enable the school age children in the affected area to catch up with their peers in the unaffected or less affected regions.

### **Statement of the Problem**

The displacement due to the humanitarian crises in Northeastern Nigeria and its aftermath consequences on the education system has –beyond doubt-created the increasingly persistent imbalance in the education. Attempts made by government at different levels to address the problem stand ineffective in merging the wide gap due to closures of schools in the affected areas. Spontaneously concerted efforts by International organization such as UNICEF, USAID and NORAD to address the education problems in the region remain less effective to solve the education gap prevailed by the activities of Boko-Haram crises. Millions of children are still out of school or receive little or no access to good education. Hence, there is pressing need to come up with most effective, rapid and efficient way to take children back to classroom and provide them with compressed curriculum content to catch up with their peers in the less or unaffected areas. Therefore, this paper examines the Role of Accelerated Learning Programme to balance the Gaps among Children of Displaced Communities in Maiduguri, Borno state, Nigeria.

### **Objectives of the Study**

The objectives of the study are to:

- a. Determine the perception of AE by Children in IDP Camps in Maiduguri, Borno state, Nigeria.

- b. Examine the role of AE for children in IDP-camps and out of school children in Maiduguri, Borno state, Nigeria.
- c. Assess the level of Implementation of AE in IDP-camps in Maiduguri Metropolitan Council

### **Research Questions**

- I. What is the perception of Accelerated Education by Children in IDP Camps in Maiduguri, Borno state, Nigeria?
- II. What role does Accelerated Education play in providing basic education for children in IDP-camps and out of school children in Maiduguri Metropolis?
- III. To what extent Accelerated Education was implemented in IDP-camps in Maiduguri Metropolitan Council?

### **Scope and Limitation**

The study assesses the Accelerated Education to Catch up with Missed School Programme in Post Crisis Setting: Case Study of Selected IDP Camps in Maiduguri Metropolitan Council, Borno State, Nigeria. The study is delimited to the most affected area of the state, namely; Maiduguri metropolitan council. It focuses on suitable design of AE for children in reopened schools, children in IDPs camps and out of school children across the affected regions. Compressing of curriculum content, strategies involved in training of instructors and provision of safe, conducive environments are focus-area of the study.

### **LITERATURE REVIEW**

Accelerated Education or learning' inevitably means different things to different people and has been interpreted in a variety of ways. Accelerated learning is commonly defined as a process through which students complete required learning faster. The term accelerated learning (AL) has been used over the last 30 years or so to describe how brain research has been applied to learning (Nicolson, 2006).

Accelerated learning can be conceived of as involving a "specific instructional approach that utilizes non-conventional, effective methodology" (Serdyukov, 2008). While accelerated learning has been defined in a number of ways in the literature, AL in the context of this paper, engaged learning approach can best be described as intensive learning. Intensive learning implies not only a quantitative condensing of material but also the use of a qualitatively different (immersive) pedagogy (Serdyukov, 2008). Comparisons of the effectiveness of accelerated/intensive learning to traditional approaches demonstrate a pattern of results with accelerated learning as effective in terms of learning outcomes, and in some cases, more effective than traditional approaches (Tatum, 2010). Positive learning outcomes combined with greater efficiency support the value of intensive learning approaches.

Most AL experience in developing countries has been in situations where instruction and learning are linked to "more pressing development needs and local, regional, or national strategic priorities—literacy, vocational training, or micro-enterprise development" (Intili & Kissam 2004). These are frequently short term projects in primary, basic (literacy and numeracy) or adult education. Moreover, in developing countries where the education system is under-funded, under-

Published by European Centre for Research Training and Development UK ([www.eajournals.org](http://www.eajournals.org))  
resourced (both in terms of human resources and materials), or overstretched and reaches only a proportion of the school population, AL is usually delivered through an AL programme with distinct characteristics (Nicolson, 2006).

An accelerated learning programme (ALP) promotes access to primary and secondary education for disadvantaged groups and older out-of-school youth. In an ALP, the required learning is completed in a shorter span of time and the goal is completion of primary education or integration into the formal system at an age appropriate level. The assumption is that older, more cognitively sophisticated children/youth will learn faster. The curriculum incorporates appropriate life skill subjects and may include vocational education, and/or micro enterprise activities. An ALP is frequently donor funded, short term in nature, and focused on access, retention, and completion (Nicolson, 2006).

In an ALP, older students cover the same educational ground as the standard-age learners, but at a faster and more intensive pace. The approach has been used for a wide variety of purposes, for example, learning a second language. ALPs enable students to study in a way and at a level appropriate to their ability and age. The curriculum is condensed, so they can get through it in half the number of years normally required for primary school, or less. They can study additional material suitable for their age and where they live. By catching up in this way, learners can then integrate into mainstream primary education (in the right class for their age) or transfer to secondary school or to skills-based technical and vocational education (Nicholson, 2007).

ALPs can ensure learners get appropriate, responsive and relevant teaching. This helps overcome the high levels of illiteracy among children affected by conflict, and boosts their chances of personal and professional development. ALPs can act as a “bridging strategy, to help children who would otherwise not manage it, into school or back into school” (Obura, 2007). ALPs also help to free up spaces for younger children. Educationally, ALP graduates tend to do as well as those who have completed primary school in the normal way, or better. In the CREPS programme in Sierra Leone, “in comparison with students in four subjects in grades 2 and 4, ALP students consistently scored significantly higher than their counterparts”. Reports from similar programmes in Afghanistan indicated the same results (Obura, 2007). ALPs have been implemented successfully in CAFS over the past ten years, mainly by UNICEF, international non-governmental organisations, and some government departments. Usually they are part of small international projects, such as the Norwegian Refugee Council’s work in Burundi (Save the Children, 2010). Studies and assessments have pointed out the importance of replicating such programmes in CAFS and similar contexts, and of scaling up education systems to cater for children who have missed schooling. Recent discussions among children, communities, states and donors on alternative ways of providing basic education in CAFS have singled out ALPs as the most popular form of education for older children out of school (Obura, 2007).

Everyone has the right to an education, regardless of their age. Education for All (EFA) only stands a chance of succeeding if older children who are out of school get the same priority attention as younger children. Many governments are working hard to meet their EFA commitments by creating a more responsive and comprehensive education system that is ‘fit for purpose’ and ‘fit for all’. This needs new and varied education programmes, and that includes maximising the potential of ALPs. We want to see ALPs made part of mainstream national education systems in

Published by European Centre for Research Training and Development UK ([www.eajournals.org](http://www.eajournals.org))  
CAFS, so that older children can have easier access to school and get the best education possible (Save the Children, 2010).

## METHODOLOGY

The study employed descriptive research design to assess the Accelerated Education to Catch up with Missed School Programmes in Post Crisis Setting. Due to the nature of the research and ongoing security situation, five IDP camps were selected within Maiduguri Metropolitan council. The area was selected because of the timeframe and high cost of demand. Therefore, it is suitable to select IDP camps within Maiduguri thereafter generalise the finding to the larger area. Purposive sampling technique was used to draw sample of 100 participants as target population. Self-Developed Structured Interview was used to examine the perception of AE by the children who were supposed to be client of AE, ALP and EiE programmes. Simple percentage was used to analyse the data collected after transcribing them.

## Result and Discussions

In order to find out the Perceived Role of Accelerated Education to catch up with missed school programme, the transcribed interview results were analyzed using simple percentage. The aim of this analysis was to reveal the number of children perceived the AE and what is the level of perception of children to the role of accelerated education to meet their educational needs as displaced children in refugee camps. The analysis was done to each research questions.

**Table 1: What is the perception of AE by Children in Displaced Community?**

S/N	Item	Yes	No	I don't know	I can't answer	Total
1	Do you know what AE stand for?	3%	90%	1%	6%	100%
2	Is accelerated learning a formal programme?	7%	3%	26%	64%	100%
3	Have you ever attended AE/ALP in your Camp	1%	99%	-	-	100%
4	Is Accelerated Learning time consuming	-	1%	95%	4%	100%
5	Is Accelerated learning programme given in the same hour formal school operates?	-	1%	90%	9%	100%

The table 1 above indicated that 3% of the respondents perceived the term accelerated learning programme whereas 90% of the answers were negative as the respondents did not have idea about the accelerated learning programme. 6% of the participants expressed inability to answer the questions. Thus, the participants have no awareness about the accelerated learning programme. Items 2. in the table 1. revealed that perception of the participants concerning the formality or informality of ALP was notably negative as 64% of the students expressed inability to answer the question. 26% of the participant expressed skepticism with regard to the accurate answer. 3% of the answers fell negative whereas 7% answers were positive. Moreover, item 3 in the table 1 showed that 99% of the respondents did not ever attend ALP programme. Thus, to them, it is out of reach. Only 1% answered positive.

As to whether accelerated learning programme is time consuming, 95% respondents answered that they don't have awareness. Thus, have no idea about it. 4% of them expressed their inability to



Published by European Centre for Research Training and Development UK ([www.eajournals.org](http://www.eajournals.org))  
answer the question. However, 1% of the respondents agreed that accelerated learning programme is time consuming.

The item 5 in the table 1 revealed that 90% of the participants answered that they don't know whether accelerated learning programme is given in the same hour conventional school operate or not. Thus, they expressed lack of awareness about the mode of operation of ALP. 9% of them expressed inability to answer this question or lack of willingness to attempt the question in the interview. 1% of the participant expressed lack of knowledge on when and how the programme operates.

**Table 2: What is the perceived Role of AE/ALP by Children in Displaced Community?**

S/N	Item	I think so	I am sure	I don't think so	I am not sure	Total
1	Accelerated learning programme would help me catch up with my fellow studying elsewhere in crisis free zone	90%	2%	-	8%	100%
2	I like ALP because it would improve my proficiency than the conventional lessons I received before our displacement	88%	2%	-	10%	100%
3	Learning in ALP is enjoyable one	79%	12%	9%	-	100%
4	It is simpler to concentrate in ALP class than the conventional class settings	92%	1%	2%	5%	100%
5	ALP encourages me to learn	50%	2%	20%	28%	100%

The table 2 above showed that 90% of the respondents perceived that accelerated learning programme would help them to catch with their counterparts in the other places unaffected by the insurgency. 2% of them expressed their assurance of the response while 8% of them expressed their skepticism. Likewise, in the item 2 of table two, 88% of the participants revealed that they like ALP because they believed that it would improve their proficiency in English language than in the conventional programme. Whereas, 10% of them expressed their doubt while 2% responded with surety.

In the item 3 of the table 2 above, 79% of the respondents felt that ALP is quite enjoyable while 9% expressed skepticism to the ALP's being funny and enjoyable. 12% of them responded with surety. Similarly, in the item 4 of table 2 above, 92% of the respondents were of the opinion that it is simpler to concentrate in ALP class than in the conventional one with 1% surety and 2% expressed lack of knowledge and 5% expressing skepticism. However, item 5 of table 2, revealed that 50% of the respondents opined that ALP motivates them to learn with 2% surety and 20% expressing lack of knowledge or unwillingness to express opinion and 28% expressed strong skepticism. Thus, respondents' perceived role ALP was strongly positive.

## CONCLUSION

Based on the results and the findings, the respondents knew little or nothing about accelerated learning programme. They lack knowledge on what it is and how it is operated. However, the answer to research question 2 as in the table, it is understandable that respondents' responses to

Published by European Centre for Research Training and Development UK ([www.eajournals.org](http://www.eajournals.org))  
the perceived role of accelerated learning programme were positive. Thus, they perceive that implementation of ALP would positively motivate them towards learning.

### Recommendation

It can be generalized from the findings that government, NGOs and the other concerned authorities made little or no concerted effort to implement ALP programme to balance the wide education gap and inequality to children in displaced communities. Perhaps there are similar programme such as EiE given in the IDP camps. But ALP which is believed to be most effective programme suitable for displaced persons and post-crisis settings should be given more priority in order that the wide education gap is filled and balanced. Therefore, the following recommendations are made:

- Government should organize strong team of expert to compress curriculum content and design blue print to implement ALP in the displaced communities after crisis.
- NGOs such as UNICEF, Save the Children and the other concerned organizations should co-opt private schools and other higher institutions of learning to implement and expand ALP programme across the affected areas.

### References

- Displacement Tracking Matrix, round VIII, (2016)
- Human Right Watch (2015)
- Intili J, E. Kissam, (2006) *APEP's Accelerated Learning Program at End of 3rd Grade: Its Midpoint* Kabul: APEP Consortium.
- Longden K. (2013), Accelerated Learning Programme: What can we learn about the curriculum reform?. Education for All Global Monitoring Report.
- Nicholson, Sue "A Guide to Setting Up and Running an Accelerated Learning Programme. Experiences from Afghanistan" Draft report for Creative Associates International, Inc., Kabul August 2006
- Nicholson, S. (2007). Accelerated Learning in Post Conflict Settings, Save the Children
- US Obura, A. (2007), Staying Power: Struggling to reconstruct education in Burundi since 1993, IIEP
- Serdyukov, P. (2008), "Accelerated learning: what is it?", Journal of Research in Innovative Teaching, Vol. 1 No. 1, pp. 35-59.
- Tatum, B.C. (2010), "Accelerated education: learning on the fast track", Journal of Research in Innovative Teaching, Vol. 3 No. 1, pp. 34-50.
- Save the Children (2010), Accelerated learning programmes in conflict-affected fragile states: Policy Brief.