Project REACH

Improving Access to Education for Youth in IDP Camps

A proposal prepared and submitted for the Geneva Challenge 2024

REACH

GENEVA GRADUATE INSTITUTE

UNIVERSITY OF CAMBRIDGE

"Education is the most powerful weapon which you can use to change the world."

- *Nelson Mandela*

Abstract

The crisis of internal displacement has remained one of the toughest challenges to address in the 21st Century. From armed conflicts and violent extremism to economic pressures and resource deficiency, various systemic problems feed into the displacement pipeline, increasing the number of persons who have no place to call home. In Nigeria, where internally displaced persons number in the millions, an equally fundamental problem threatens the future of young people: lack of access to education. The internally displaced youth have been forced to discontinue the intellectual growth process, leaving them with no means of self-actualization and no hope for a bright future. Moreover, Nigeria possesses a track record of dysfunctional education initiatives for the internally displaced youth, many of which are rooted in an insufficient consideration of the core problems faced by this population. Our, intervention, Project REACH, is a direct response to the educational challenge. Focusing on young people in IDP camps, REACH is a value-driven, human-centred, and self-sustaining initiative that aims to improve educational outcomes for internally displaced youth, while equipping them with the skills to achieve individual change and aspire towards collective prosperity. Our project involves the development and deployment of mobile learning units and an offline digital application to IDP camps, where youth who have completed the Junior Secondary level of education—the largest literacy lacuna—will be trained and empowered to deliver educational content and resources to their peers at lower literacy levels. The project will be piloted across four IDP camps in Yola North LGA over a 12-month period, will create jobs for the local community, and will engage key stakeholders across the public sector, private sector, and civil society. We firmly believe that our integration of accessible technology and peer-to-peer education is an innovative model that can be scaled to other crisis locations, while putting the power of change in the hands of young people.

Keywords: educational access | internal displacement | youth empowerment | humanitarian aid | Nigeria

Team Profile

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Expertise reflected in: technological solutions | value frameworks

Simiso Shabangu, a management professional from the Kingdom of Eswatini, currently studies for the MPhil in Development Studies at the University of Cambridge. With multifaceted experiences ranging from corporate & investment banking to marketing & sales, she has leveraged her skills in streamlining organizational systems to advance research on gender-based development in Africa.
Expertise reflected in: problem analysis | social theories

Cynthia Ugwu, a security intelligence analyst from Nigeria, currently studies for the MPhil in Criminological Research at the University of Cambridge. She utilizes open-source intelligence, social media intelligence, geospatial intelligence, and disaster mapping to draw insights on how global and country-specific threats affect businesses.
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Titilola Hassan, a legal practitioner from Nigeria, currently studies for the Master of Corporate Law at the University of Cambridge. Her areas of expertise range from capital markets and private equity to mergers and acquisitions, and she has gained a wealth of experience in financial sector operations across various sectors of the Nigerian economy. She is a member of the Nigerian Bar Association.
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CHAPTER 1
BACKGROUND

Internal displacement Problem Globally

Due to the recent global occurrences, the internal displacement of people as a result of conflict, violence, persecution or disasters has become more prevalent. Globally, over 75.9 million people were internally displaced as at the end of 2023 due to numerous factors (Internal Displacement Monitoring Centre, 2024). In contrast to refugees, internal displaced persons continue to remain within the borders of their own countries and have not sought asylum in other countries.

Over 7.1 million people have been internally displaced since the invasion of Ukraine according to the International Organization for Migration (2024) and over 3.4 million people have been internally displaced in Gaza and over 7.1 million people have been internally displaced in the republic of Congo (Internal Displacement Monitoring Centre, 2024). The displacements disrupt the Internally Displaced Persons (IDP's) health, security, livelihood, housing and education.

Internal Displacement Problem in Africa

Despite the fact that the displaced people are spread throughout 148 countries and territories in the world, more than 75 per cent of the world's internally displaced people are from Africa. There are over more than 19.2 million internally displaced people in East Africa, with over 10.1 million persons displaced in Southern Africa and over 12.7 million persons displaced in West and Central Africa. These displacements are caused by drought, economic pressures, food scarcity, violent extremism, political instability, inter-communal clashes over scarce resources and climate change cuts across Sudan, Democratic Republic of the Congo, Malawi, Mozambique, Burkina Faso, Chad, Niger, Mali and Cameroon and Nigeria (Mbiyozo, 2023).

Internal displacement problem in Nigeria

In Nigeria, there are currently over 3.3 million internally displaced persons comprising of 531,000 women, 423,000 men, 677,000 girls, and 569,000 boys across Benue, Kaduna, Kano, Katsina, Nasarawa, Plateau, Sokoto, and Zamfara states living in IDP camps[6]. In Northern and Eastern Nigeria, the number of internally displaced people increased by more than 1.5% between September 2024 and April 2024. Currently, over 59% of the 3.3 million internally displaced people in Nigeria are youths under the age of 18 and require post-primary education (UNICEF, 2024).

The Boko Haram insurgency and the Nigerian security forces' counter-insurgency since 2019 in the northeast, criminal and communal violence, including conflicts between farmers and herders in the northwest states, and environmental changes account for three-quarters of the total number of internally displaced persons in Nigeria.

These have had an impact on youths' life, particularly their education, as there are an estimated 464,000 of them between the ages of 12 and 17 out of school in IDP

camps[8]. The access to quality education of the youths in IDP camps have been significantly impacted by attacks and threats against teachers and students, lack of resources and damaged or destroyed school buildings.

Problem Statement

As conflict, violence, persecution or disasters continues globally and in Nigeria, the displacement of persons continue which affects their health, security, livelihood and most importantly the education of the youth populations in IDP camps. The effect of the displacement on the education of the youth is further exacerbated by lack of facility, the temporal nature of the IDP camps settlements and a shortage of teaching staff. Therefore, Reach has developed a targeted solution to address the education concerns of the youths in IDP camps in Nigeria through a a three-pronged approach to educational provision which is a combination of the school on wheels approach, training the trainer initiative and peer to peer education.

CHAPTER 2

PROBLEM ANALYSIS

2.1   IDP Camps in Nigeria: The Status Quo

An assessment by the IOM (2023) estimated that there were 2,375,661 IDPs from 483,467 households in 2023. They cited conflict, insurgency, security concerns and natural disasters as the key drivers of displacement. The UNHCR (2021) also cited the increasing clashes between herders and farmers over limited resources particularly in the North-East, Middlebelt region and North-West Nigeria as a growing concern that also forces people outside of their homes and communities into seeking refuge in other states. Figure 1 gives an extension of some of the issues that lead to displacement, and they vary according to the states. For most of them, insurgency is the fundamental problem.

Figure 1   Cause of displacement and percentage of IDP population by state
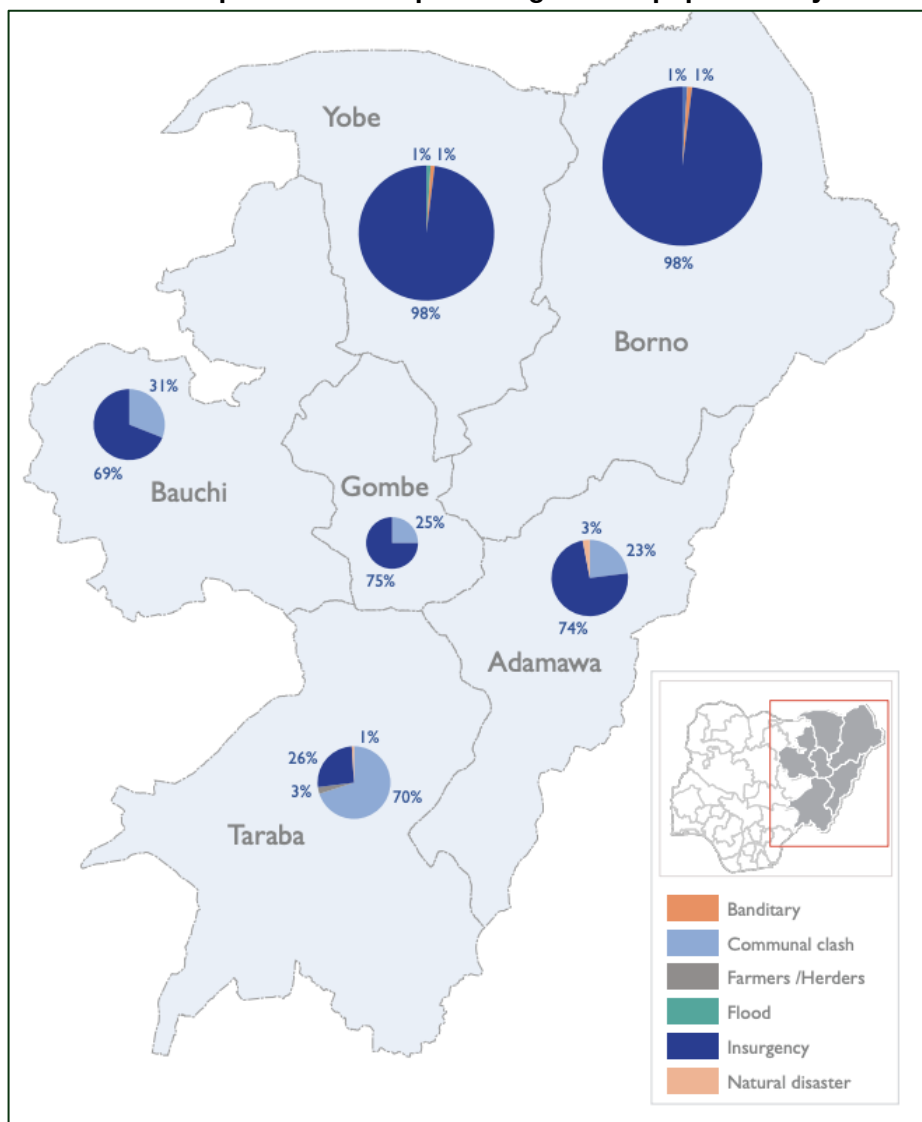
Source: Adapted from IOM (2023)

In fortunate but rare cases, circumstances in the place of origin change and people are able to return to their homes. Even though that may be the case, the rate and probability of return are quite low as evidenced by Table 1.

Table 1   Changes in Displaced People by State

State	LGAs accessed	R42 total (July 2022)		R43 total (November 2022)		Status	Population difference	Percentage difference
		IDP population	IDP population (%)	IDP population	IDP population (%)			
Adamawa	21	232,996	9%	223,910	9%	Decrease	-9,086	-3.9%
Bauchi	20	67,230	3%	64,727	3%	Decrease	-2,503	-3.7%
Borno	26	1,865,715	76%	1,820,179	77%	Decrease	-45,536	-2.4%
Gombe	11	48,524	2%	47,977	2%	Decrease	-547	-1.1%
Taraba	16	77,450	3%	52,123	2%	Decrease	-25,327	-32.7%
Yobe	17	163,275	7%	166,745	7%	Increase	+3,470	+2.1%
Grand Total	111	2,455,190	100%	2,375,661	100%	Decrease	-79,529	-3.2%

Source: Adapted from IOM (2023)

The low return rates coupled with the permanence of the push factors raise a need to ensure that people are able to lead healthy and progressive lives while they are still away in host communities. It is for that reason that different governments and international organizations formed IDP camps where affected individuals can get access to basic needs such as food, shelter and healthcare. Due to the increasing number of IDPs and refugees globally, the funds available are strained. Consequently, other needs such as education do not receive the attention they deserve as all resources are garnered to attend to more immediate needs. The drawback of that inadvertent short-sightedness is that it creates a vicious cycle of other societal problems.

Different studies such as Ogunode, Chijindu and Jegede (2022), Ezera and Oghenede (2021) and Okon (2013) point out how youth in IDP camps tend to be forgotten when the issue of education access is discussed. The invisibility of children in IDP camps is exacerbated by the assumption that "they are still at home" which is different from the sentiment that is projected on refugees (Internal Displacement Monitoring Centre, 2021). The framing of youth as "crisis-affected children" "children in need" or "nomadic children" instead of highlighting the displacement also dampens the attention ascribed to the situation. Therefore, this project does not only bring into light the predicament of displaced youth but also seeks to propose solutions that will give them access to quality education just like other young people.

In order to propose a practical solution, we began by interrogating the state of education for youth in IDP camps.

2.2   The State of Education in IDP Camps
According to the World Bank (2022), Nigeria has the highest out-of-school rate in the world with 11.1 million children between the ages of 6 and 15 years not enrolled in school. This means that, globally, 1 in every 12 children who are out of school is Nigerian. Most of the children are from the Northern part of the country and can be categorised as 50% who have never enrolled in school, 27% who have had to drop out for various reasons and 23% who attend Islamic schools and are not registered in the formal system. Figure 2 contextualises Nigeria's case in relation to other conflict-afflicted countries

and illustrates that in Africa, Nigeria has the second-highest number of displaced youth who are out of school.

Figure 2   Estimated number of school aged IDPs in 2021
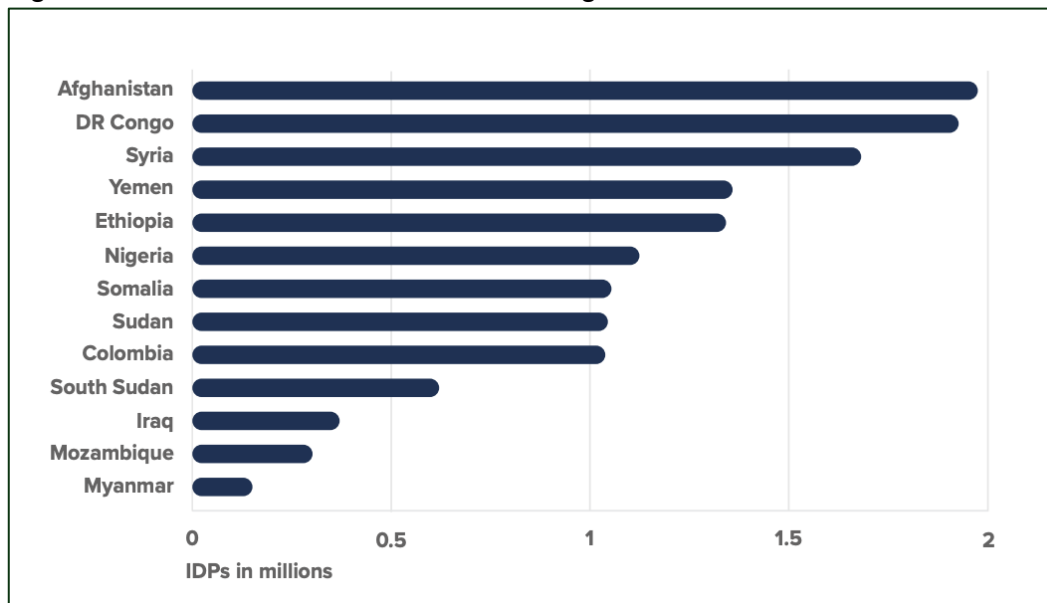
Source: IDMC (2021)

Of those, 1.2 million were youth out of school due to displacement caused mainly by insurgency (UNHCR, 2021). As insecurity concerns mounted in the Northern part of the country, education officials had to close about 11000 schools as children were often kidnapped from their schools by jihadists.

Various attempts have been made to provide education to youth in IDP camps, but a plethora of challenges impede their success. Firstly, there is no consensus on who should fund education in the long term between the government, international organisations and parents. Displacement usually strips people of their livelihoods and expenses such as education are unaffordable to most parents. Additionally, volunteers who often give their time to teach in camps often lack the skills to teach the youth and adequately prepare them for national examinations which are prerequisites for university entrance. As a result, the youth are not able to meet the expected level of numeracy and literacy. Furthermore, education in camps tends to be oblivious to the trauma that is caused by displacement and its effect on the education of the youth. Yet the trauma from the loss of property, loved one, familiarity and community can affect youth's ability to concentrate and grasp new academic concepts. Lastly, some solutions do not consider the animosity that might have existed between different tribes and families before the displacement. The shared suffering and blanket approach to education does not eradicate those differences that still exist in cultural norms and language barriers (Mopa-Egbunu, Olibamoyo and Ofomata, 2021). It then becomes important to provide educational solutions that take into consideration cultural norms and differences.

2.3   The Trickling Effects of Poor Education in IDP Camps

It is easy to limit the effects of poor education in IDP camps to low literacy and numeracy rates, but their effects tend to be far-reaching. Youth who do not get the appropriate education at the right time have lower chances of getting meaningful employment, seek medical attention and have a higher

probability of being caught in poverty. In an interview by Haruna (2021) in a camp in Borno state, 19-year-old Zarah Mohammed was quoted saying,

> *"We are very poor because we are not educated. And sadly, this lack has pushed many of our younger ones into crimes like Boko Haram."*

Organised crimes in any society are contingent on the availability of youth to execute. Youth in IDP camps are a more available resource to terrorist groups who are continuously recruiting more young people if they are not given relevant skills to prepare them for more meaningful employment in future. This effect also leans on Agnew's (1992) General Strain Theory which draws a correlation between negative effects such as stress, depression and anger with an individual's ability to commit crime. The theory believes that one way of eradicating criminal activity begins with creating an environment that is conducive to positive thoughts.

Furthermore, drawing from the Human Capital Theory by Becker (1975) and Schultz (1961), it can be concluded that investment in education is a precursor to economic development in different countries. Both economists argued that individuals invest in education not just to gain skills but to increase their chances of future employability and change their circumstances. The inverse means that with limited access to education, there are increased chances of poverty and unemployment. When poverty heightens, other problems such as malnutrition and its attached health conditions become a growing threat. In future, this also impedes them from contributing to the economic progress of the country. Displaced youth are already vulnerable to these negative factors and limiting their education worsens their situation.

Limited access to education trickles down to even more challenges as demonstrated by Figure 3. Ultimately, it could lead to dysfunctional societies that are caught in poverty and stunted growth.

Figure 3   Negative externalities of poor educational access for internally displaced youth
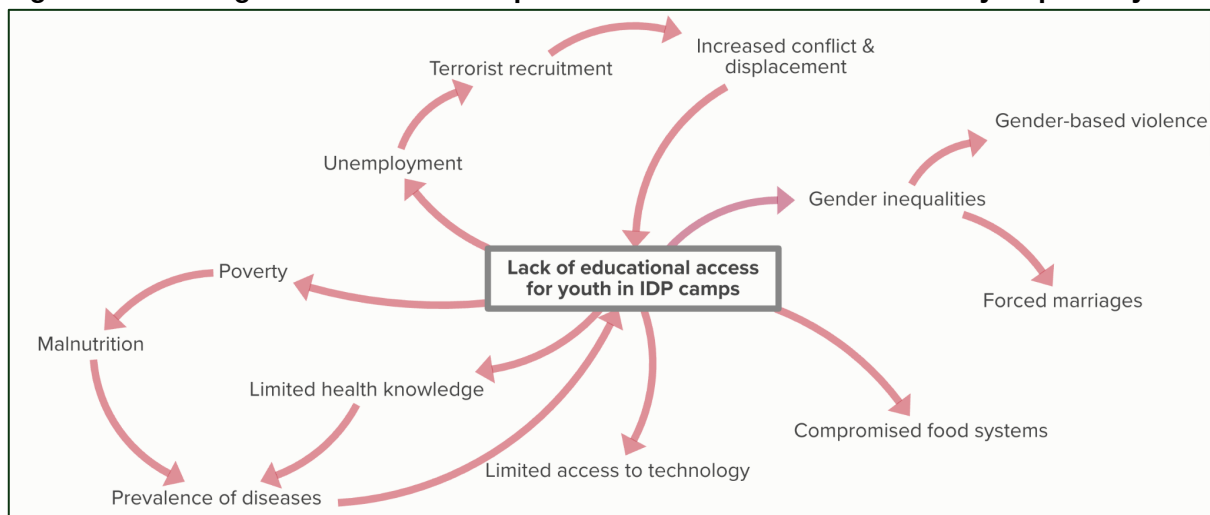
Source: Developed by Team.

2.4   Current Solutions and Their Shortfalls

The issue of educating youth in IDP camps has been at the forefront of some of the challenges that are sought to be addressed by multiple stakeholders. However, the externally imposed nature of these solutions stifles their effectiveness. Because they are initiated by external players they are often

hindered by some internal factors which lead to them being cut short. Below is an analysis of some of the current solutions.

- *COFP Foundation, Yimitu IDP camp in Abuja Nigeria:* The Foundation constructed classrooms initially meant to accommodate 50 children per class. Currently, the school houses 200 children in two classes and is in dilapidated condition (COFP, 2021). The overpopulation, and shortage of staff have led to low-quality education being given to the youth attending the school. Secondly, overpopulation may lead to youth of different age groups being put in the same classroom and getting age-inappropriate education. On the other hand, the advantage of this program is that it targets displaced people who are within a host community instead of those in camps. The school then becomes a good way of integrating youth into the community instead of isolating and teaching them in camps.

- *Mega Schools for IDP:* The government of Nigeria and philanthropists have built schools to accommodate youth in camps. Schools such as the Aliko Dangote Primary School in Borno State were built and furnished to give education to vulnerable youth but since it was commissioned, the school has never accepted students. Political interference and insecurity concerns around the area make it hard for parents to allow their children to attend school. Additionally, the schools still require a form of payment which is unaffordable to some parents. This was a sentiment shared by a parent in Maiduguri, Borno State (Haruna, 2021):

  > *"As you can see we don't even have enough to eat, talk more of paying for the children's education. And when we went to the mega school meant for the IDPs, we were told that space was filled up. So, we have no choice but to let the children sit idle at home."*

Even when the education is free, additional costs such as transportation and uniform fees can be too high for some parents to afford. The distance between the camp and schools also increases the risk of youth being abducted while on their way to school. Teachers are also reluctant to be posted in such environments.

- *UNICEF Double Shift Schooling Strategy*: Due to the influx of IDP into communities, facilities such as schools and hospitals become overwhelmed. This strategy proposes that the schools should run for extended hours so that displaced children get their shifts (UNICEF, 2021). The advantage of this initiative is that it leverages already existing resources such as classrooms and teachers. This reduces and even eradicates the cost that comes with building new classrooms and furnishing them. The downfall of this strategy is that it is oblivious to how teachers are already underpaid and demotivated and taking in extra work, especially when it is not matched with additional remuneration will be hard. Separating youth into shifts also delays integration as people are limited to interacting with those who happen to be going to school within their shift. Occasional shuffling might be a solution but could also pose logistical difficulties as it might be impossible for some youth to shift to a different time. That might then increase absenteeism.

- *Alternate School Programme (ALP)*: This is a programme that was established by the Federal Ministry of Information and National Orientation to improve access to education for out of school youth (Lamai, 2021). It was established by then President Buhari as a response to the high number of youth who were not able to gain education due to poverty, insurgency or other factors. This programme was designed to mix both informal and formal education to ensure that youth are also able to get vocational training to sustain their lives instead of begging and foster tolerance amongst youth from different backgrounds. It also had an additional element of social protection which

differentiated it from other programs that failed to consider the nuances of displaced youth. Despite that Cynthia and Bogbula (2023) argues that the ALP assumes that the problem exists with just the youth but fails to address the macro problems that keep youth out of school such as security. There is also a need to train teachers to offer culturally inclusive education approaches.

The above strategies assured us that there is a host of partners that we could work with in this project as they have already been on the ground for some time. However, the loopholes in their strategies prove the presence of a vacuum for a solution that offers quality, affordable, sustainable learning solutions that are deeply integrated into existing systems. It is for that reason that Project REACH is a timely intervention.

CHAPTER 3

OUR SOLUTION

The multifaceted nature of challenges associated with educating the youth at IDP camps bears three major implications for developing a solution. First, the solution should be **value-driven**, addressing the problem at its core while seeking to unite 'purpose, process, and participants' (Womack, 2006) into a coherent whole. Second, the solution should be **human-centred**, adequately contextualizing the lived experiences of youth in IDP camps and putting youth at the centre of its strategy. Third, the solution should be **self-sustaining**, creating a new model of learning for internally displaced youth and growing productively once set in motion.

Our project, which is strongly rooted in these mandates, is now explained in the rest of this chapter.

3.1   Project Description

3.1.1   Project REACH

The Resilient Education for Advancing Camp Horizons (REACH) project is an educational initiative that involves the deployment of mobile learning units to IDP camps, where youth with sufficient levels of literacy at the post-primary level will be identified, trained, and empowered to deliver educational content, support, and resources to their peers at lower literacy levels. As Figure 4 illustrates, REACH has adopted a self-replicating model to ensure that there is a compound growth in the number of youth being educated, while each young person reinforces their knowledge through learning and teaching.

Figure 4   REACH Educational Model
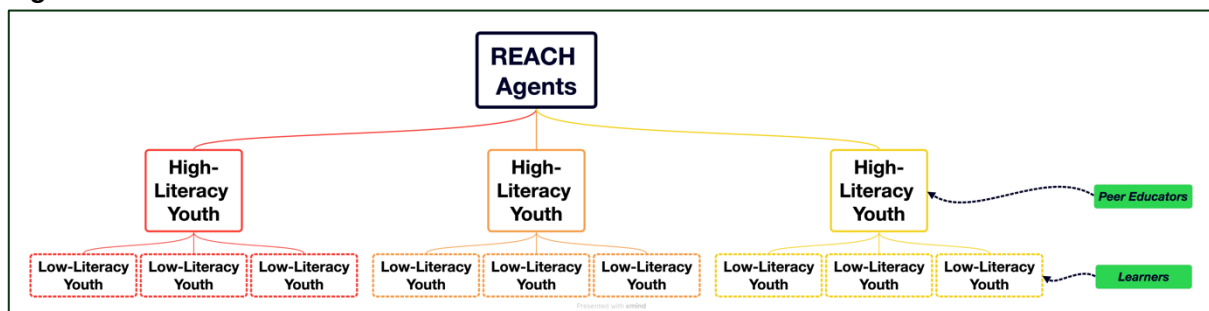
Source: Developed by Team.

REACH features a three-pronged approach to educational provision, with the following components:
- **Schools On Wheels:** Building on the already existing logistic network for IDP camps in Nigeria, storage containers will be retrofit and equipped with facilities to mirror classroom learning. These containers will be solar-powered to provide adequate lighting, ventilation, and device charging for users.
- **Training the Trainers:** REACH agents will train the target youth to understand and navigate the REACH app, an offline digital library for educational content installed on mobile devices like tablets. The educational content will be developed in line with the curriculum established by the Nigerian Educational Research and Development Council (NERDC), to ensure that the youth can acquire knowledge in preparation for official examinations to certify their completion of post-primary education. Trainings by REACH agents will also feature the development of entrepreneurial skillsets, to establish a strong basis upon which these youth can generate revenue and contribute positively to Nigeria's socioeconomic landscape.
- **Peers to Peers:** The high-literacy youth, who have been trained by REACH agents, will take charge of the mobile learning units and electronic devices to educate and upskill low-literacy

youth, They will thus raise the average literacy level of internally displaced youth, one IDP camp at a time. As the schematic shown in Figure 5 captures, an opportunity exists for high-literacy youth with appropriate profiles to become REACH agents and contribute to the scale-up of this initiative to other IDP camps.

Figure 5   Schematic of Project Reach
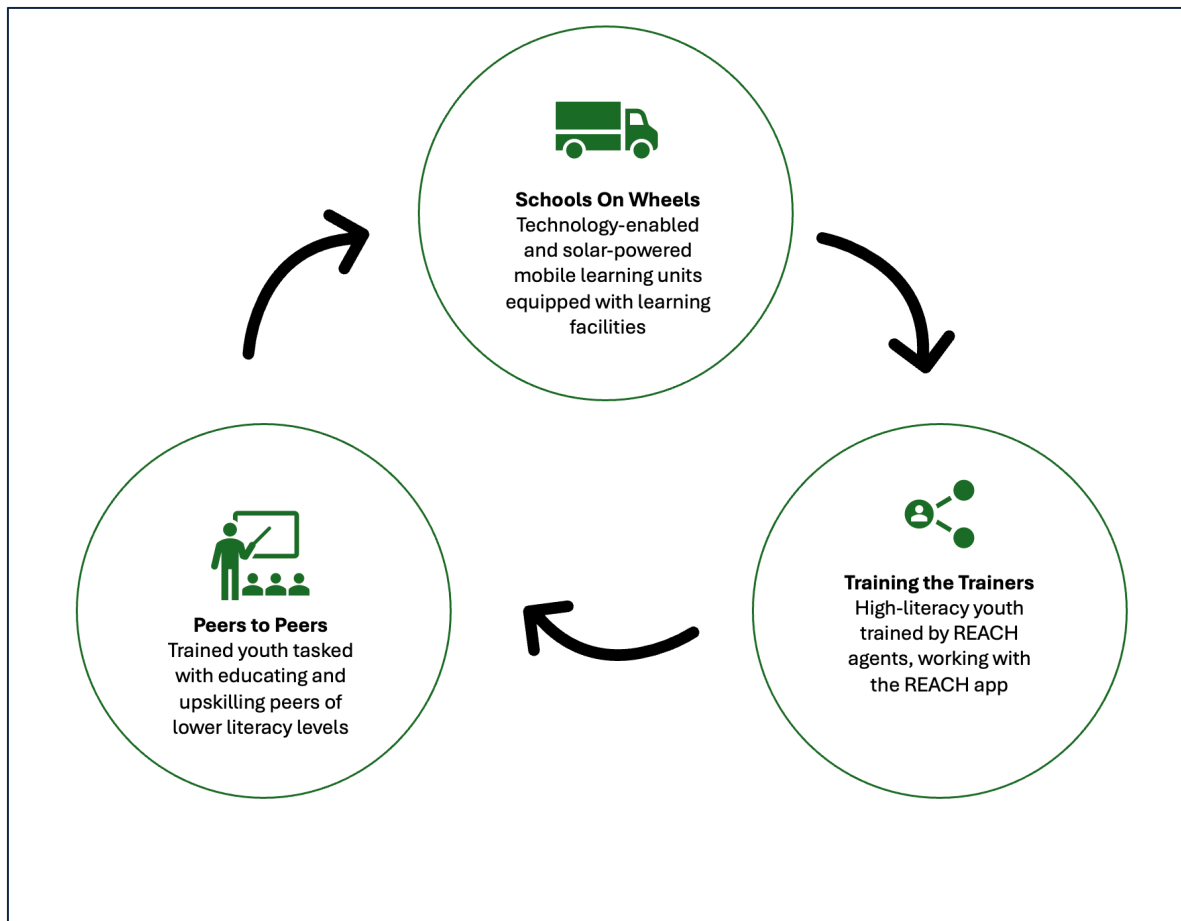
Source: Developed by Team.

3.1.2   Aim and Pillars

The aim of Project REACH is to improve educational outcomes for internally displaced youth, while equipping them with the skills to achieve individual change and aspire towards collective prosperity. This will be achieved through the following pillars:

- Development and utilization of technological solutions to enrich the learning experience and maximise psychosocial support.
- Collaborations with a network of key stakeholders and partners to reinforce project effectiveness and guarantee continuity.
- Operation based on a sustainable financing model to ensure project resourcefulness and educational accessibility.
- Establishment upon existing legal and institutional structures to affirm sociopolitical relevance and garner national support.

3.1.3   Key Considerations

In developing Project REACH, the Team has prioritized the necessity of a solution that empowers internally displaced youth to take the initiative in addressing challenges themselves. The evidence on

existing educational initiatives for youth in IDP camps, as documented in Chapter 2, indicates that a solution that depends on many external actors at its core was less likely to be effective. Thus, although the long-term success of Project REACH is contingent on cooperation with a broad array of stakeholders, control over the delivery of educational content with appropriate curricula and with due consideration of literacy levels will promptly be delegated to the youth during project implementation.

Furthermore, the Team has carefully considered how to fill the prevalent education gap among internally displaced youth in Nigeria. Within the context of post-primary education, we have narrowed our focus to the Junior Secondary (JS) level for the initial stages of project implementation, as highlighted in Figure 6. This is not only because a significant population of youth in IDP camps did not commence or complete JS education, but also because the training of high-literacy youth is more effective when there is a high level of familiarity with the educational content. The high-literacy youth would specifically be those who have completed JS education.

In addition, the Team has accounted for communication dynamics among youth in IDP camps. On the one hand, their status as out-of-school youth demands that an appropriate kind of orientation is required as they reintegrate into the educational system. This orientation will include the use of tests, available on the REACH app, to ascertain their literacy levels and gauge their comprehension skills. The results of the orientation process will determine where knowledge transfer should begin from for each youth. On the other hand, the education through REACH will be provided with full consideration of the traumatic experiences associated with living in an IDP camp, as well as barriers which may exist due to language or culture.

Figure 6   The Nigerian Education System
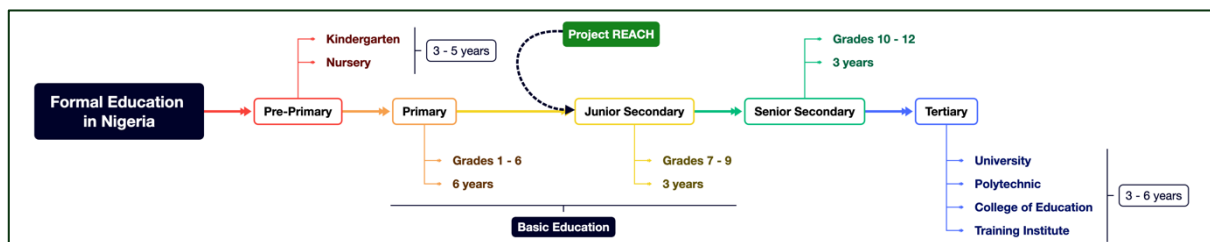
Source: Developed by Team.

3.2   Project Implementation

3.2.1   Target Area

Several factors were considered in deciding on a suitable location to pilot the project. These included the functionality of the IDP camp, demographics of internally displaced youth, availability of logistic networks and transportation, safety and security concerns, and stakeholder support for educational initiatives. Following a thorough analysis of official data from the International Organization for Migration (IOM, 2023), the Yola North Local Government Area (LGA) in Adamawa State—shown in Figure 7—was selected as the location for project implementation.

Figure 7   Target Location for Project Piloting
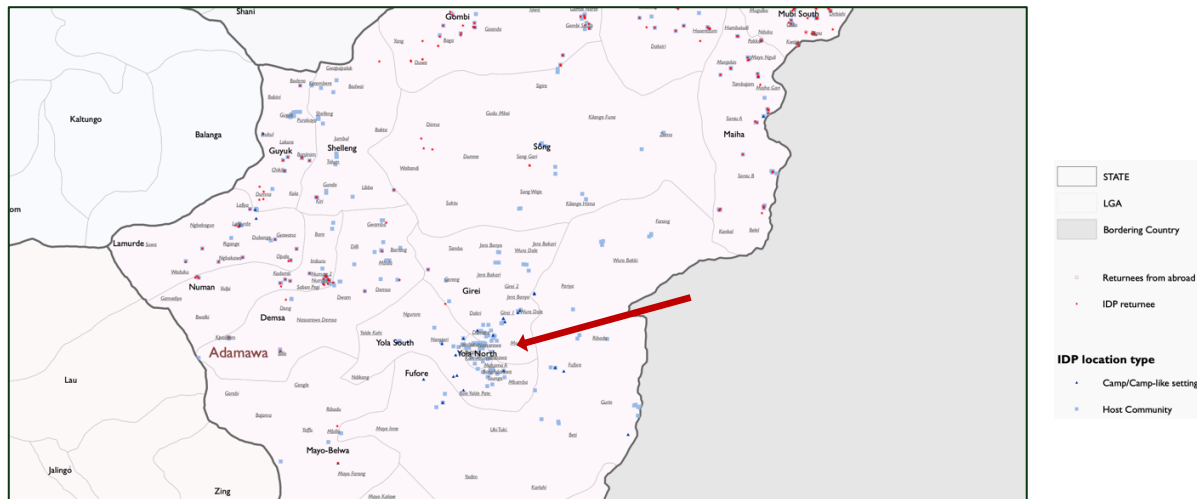
Source: IOM (2022).

Adamawa State is home to roughly 224,000 internally displaced persons, 93% of whom are based at host community settings (IOM, 2023). While the rest live in more than 20 camp settlements dispersed across the State, the concentration of camps in Yola North LGA creates an opportunity for building upon the systems available for IDPs in host communities to drive early impact. Moreover, given Yola's status as the political capital of Adamawa State, Project REACH will be catalysed by its proximity to government resources and personnel.

3.2.2   Implementation Strategy
The piloting of Project REACH in Yola North LGA will be done as follows:

Stage 1: Planning
We will conduct a thorough, on-the-ground assessment of IDP camps in Yola North LGA to gauge the number of high-literacy youth (who will potentially serve as 'peer educators') and low-literacy youth, as well as the contextual gaps and needs with respect to education. During this process, we will initiate productive communication with key stakeholders including camp management personnel and local authorities, while working to establish partnerships with national and international NGOs already operating at the camp. These engagements will lay the foundations for project support as we develop our ethos and introduce the project. Following the success of stakeholder communication, we will begin working with educational personnel in academia and government to compile and digitalise educational content for the REACH app. Leveraging our network of stakeholders and partners, we will also recruit and onboard the REACH agents who will train peer educators at the IDP camp. Additionally, we will create jobs for the local community by recruiting drivers and mechanics to operate and maintain the mobile learning unit. The final stages of the planning process would involve procuring the storage container to be retrofit, procuring the educational tablets through a technology partner, finalising the design and operational model of the mobile learning units, and designing the end-to-end user interface and user experience for the REACH app.

Stage 2: Technology & Infrastructure Setup
Based on the approved design of mobile learning units, the storage container will be retrofit with necessary facilities including solar panels, LED lights, doors and windows, chairs and tables for a classroom setting, and other equipment. Simultaneously, the REACH app will be developed and tested to ensure smoothness and functionality for users. Finally, the mobile learning unit will be tested to guarantee that it meets the needs of target youth.

Stage 3: Training of Peer Educators

To commence the training process, we will work with stakeholders, partners, and REACH agents to identify and select peer educators among the high-literacy youth at the IDP camp. Upon confirmation of project feasibility based on available peer educators and learners, the mobile learning unit will be deployed to the camp for training sessions to begin. Working with four camps at the initial stage, there will be one training session per week in each camp. The four training sessions in a week will be facilitated by the four-person team of REACH agents, who will bear suitable responsibilities (instruction, supervision, welfare, etc.) based on their strengths. Plus, the three-part training process will feature technical training sessions on how to use the REACH app and the mobile learning units; pedagogical training sessions on how to effectively educate their peers, and entrepreneurial training sessions focused on revenue-generating skills that can be taught to the learners.

Stage 4: Implementation of Peer Education

A weekly schedule will be created for educational sessions across all four camps, taking into account the most optimal route of movement for the mobile learning units, the existing transport infrastructure and security systems, as well as any engagements which may already exist for peer educators and learners at the IDP camps. The Peers 2 Peers model will then commence in full gear, as peer educators teach and upskill their peers of lower literacy. There will be one educational tablet for each camp, and given that a camp may have multiple peer educators, the REACH app will allow peer educators to create personal accounts and save their teaching progress. Furthermore, we will work with the REACH agents and peer educators to establish a teaching schedule that accounts for the subject preferences of each peer educator. This is based on our belief that if the peer educators teach the subjects they are most interested in, the educational experience will be of higher quality for the learners. Other features of the peer education stage will include periodic workshops for peer educators, periodic visits and feedback fora to hear from learners, and necessary support for all youth involved.

Stage 5: Monitoring and Evaluation

Through the periodic visits and workshops at the IDP camps, we will retrieve qualitative and quantitative data on engagement and learning outcomes. The data will then be analysed, in collaboration with our key stakeholders, to evaluate and measure the specific and general impacts of the project. Based on our findings, we will ascertain the extent to which Project REACH succeeded, the major and minor obstacles faced, and the lessons learned from the pilot project. Finally, we will share our findings with a wider network of stakeholders, partners, and funders, while jointly mapping out a strategy for future iterations of the project.

3.2.3 Project Management

The team will work with a 12-month timeline for initial project implementation, as shown in Table 2. The first half of this period will be allocated to Planning and Execution, and the second half to monitoring and evaluation. Given the nature of Project REACH as an educational project, its effectiveness can only be determined months after the project has launched in an IDP camp.

Table 2   Gantt Chart showing project breakdown and timeline

FUNCTION	MONTHS											
	1	2	3	4	5	6	7	8	9	10	11	12
STAGE 1: PREPARATION	▓	▓	▓									
Conduct on-the-ground assessment of target IDP camps	█											
Engage with stakeholders (incl. camp personnel & local authorities)	█	█										

Task	1	2	3	4	5	6	7	8	9	10	11	12
Establish partnerships with NGOs on site for project support	█	█										
Compile and digitalise educational resources for REACH app	█	█										
Recruit REACH agents who will train high-literacy youth in camps	█	█										
Recruit drivers & mechanics from the local community to run the mobile learning units	█	█										
Finalise the design and schematics of mobile learning units	█	█										
Finalise the UI/UX design of the REACH app		█	█									
Procure storage container to be retrofit		█	█									
Procure equipment and facilities for shipping container		█	█									
Procure educational tablets & accessories for use with REACH app		█	█									
STAGE 2: TECHNOLOGY & INFRASTRUCTURE SETUP			█	█								
Retrofit storage container with solar, lighting, ventilation, etc.			█	█								
Build and test the REACH app to ensure functionality			█	█								
Test mobile learning unit ensure functionality				█								
STAGE 3: TRAINING OF PEER EDUCATORS				█	█							
Identify and select high-literacy youth in IDP camps				█								
Deploy mobile learning units to target IDP camps				█								
Conduct technical training sessions on learning unit and REACH app				█	█							
Conduct pedagogical training sessions on effective peer education				█	█							
Conduct entrepreneurial training sessions for skills development				█	█							
STAGE 4: IMPLEMENTATION OF PEER EDUCATION						█	█	█				
Create a schedule for educational sessions						█						
Run educational sessions through the Peers to Peers model						█	█	█				
Provide periodic training & workshops for peer educators						█	█	█				
Organize periodic visits to hear from low-literacy youth						█	█	█				
Provide support, resources, and assistance for youth involved						█	█	█				

STAGE 5: MONITORING AND EVALUATION											
Retrieve data on engagement and learning outcomes										█		
Analyse and evaluate project impact for internally displaced youth											█	
Analyse and evaluate successes, obstacles, and lessons											█	
Share findings with stakeholders and partners												█
Map out strategy for future iterations and project scale-up												█

3.3 Project Resources

3.3.1 Technology & Materials

The development of Project REACH as an end-to-end solution will involve the use of the following technologies:

a. Mobile Learning Units

The mobile learning units will be developed by retrofitting small storage containers to possess the features of a learning environment. Each unit will be equipped with a solar power system to provide a reliable source of energy, given the lack of electricity access at the IDP camps. Provisions will also be made for lighting and ventilation that is low-cost but effective. As illustrated in Figure 8, wheels will be installed on these mobile learning units to enable movement by an appropriate vehicle.

Figure 8   Mobile Learning Unit Diagram

b. The REACH App

The REACH App is an offline application containing knowledge-based and skill-based educational resources to facilitate the training of high literacy youth, and ultimately, the learning process of low-literacy youth. The offline capability of the application is crucial for IDP camps, given their nature as underserved communities with little to no internet connectivity. The app will also feature interactive

games, quizzes, and simulations to enhance knowledge acquisition and youth engagement, while reinforcing the power of education to drive transformative change in the lives of young people. Figure 9 shows the app's User Interface, which has been designed to be intuitive and easy to use by all parties involved.

Figure 9   User Interface of the REACH App
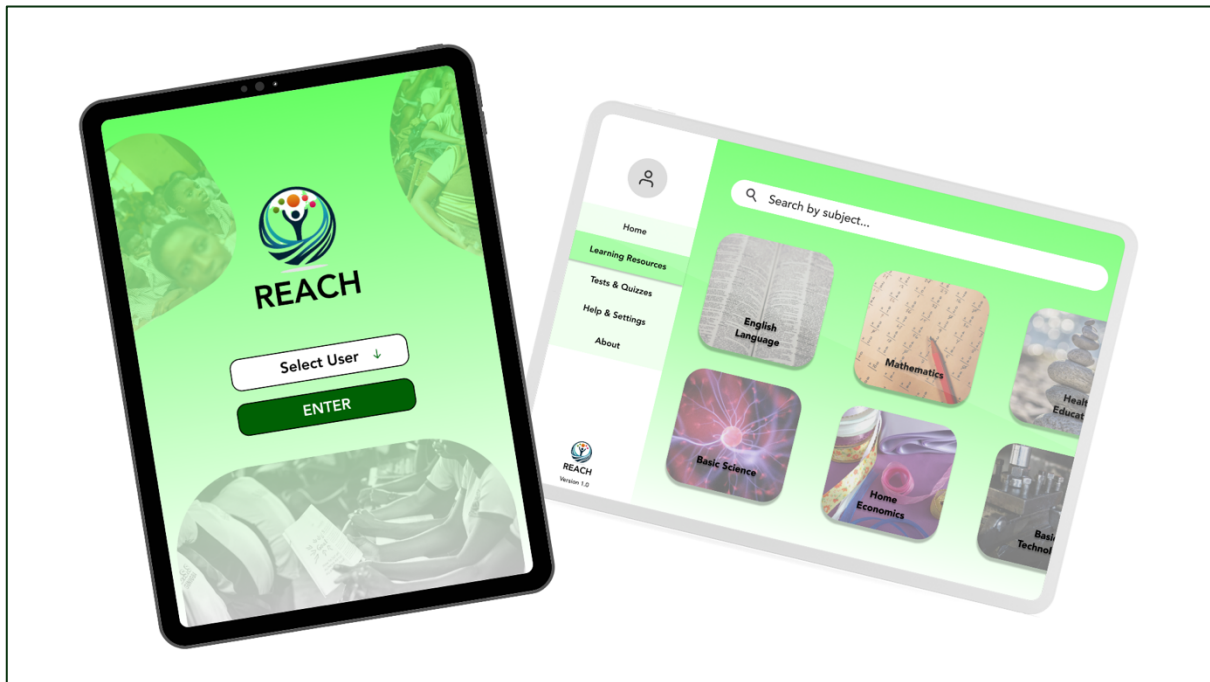
c.   The Educational Tablets

The REACH app will be installed on low-cost tablets which also feature the brand identity of Project REACH. The hardware and software components of these tablets will also be optimised in line with the project agenda. With respect to hardware, tablets will provide sufficient storage space for educational content via the REACH app and long-lasting battery life, while being protected with cases to improve dust resistance, water resistance, and fall protection. With respect to software, attention will be paid to the processes of installing updates to the REACH app, optimising the functionality of the tablets, preventing the installation of irrelevant content or applications, and ensuring smooth functionality.

3.3.2   Budget & Finances

We propose a budget for our pilot project as shown in Table 2. The amounts shown in the budget are based on an analysis of past humanitarian initiatives within and beyond the IDP category, conservative cost estimates for each stage of project implementation, the cost of goods and services in Nigeria, and the dynamics of Nigeria's economic inflation. Also, the table presented in this document uses the Euro currency to allow for a better understanding of financial requirements.

Table 3   Budget for Pilot Project

	PHASE (€)	ITEM (€)	COST PER UNIT (€)	QUANTITY (€)	TOTAL (€)
	1 PREPARATION	Logistics for on-the-ground assessment personnel (travel, accommodation, etc.)	500	5	2500
		Logistics for meetings & workshops with stakeholders & partners (materials, welfare, etc.)	100	4	400
		Digitalisation of educational resources & content development			2000
		Recruitment & preparation of REACH Agents	300	4	1200
		Professional refinement of mobile learning unit design	500	1	500
		Professional refinement of REACH app UI/UX design	500	1	500
		Procurement of shipping container	2500	1	2500
		Procurement of equipment & facilities for shipping container			500
		Procurement of educational tablets & accessories	200	4	800
	2 TECHNOLOGY & INFRASTRUCTURE SETUP	Retrofitting of shipping container (labour costs)	800	1	800
		REACH app development & testing	750	1	750
		Testing of mobile learning unit	300	1	300
	3 TRAINING OF PEER EDUCATORS	Hiring of drivers & mechanics for the mobile learning unit	500	4	2000
		Training materials & resources			500
		Stipends for REACH agents (2 months)	1000	4	4000
		Logistics of training sessions	100	8	800
	4 IMPLEMENTATION OF PEER EDUCATION	Educational materials & supplies			500
		Logistics for periodic workshops & visits	400	4	1600
		Logistics for peer educator support			2500
		Tools and software for data collection			1500
	5 MONITORING AND EVALUATION	Monitoring & evaluation materials & supplies			1000
		Logistics for monitoring & evaluation activities	150	5	750
		Logistics for monitoring & evaluation meetings	100	4	400
		Report preparation and dissemination			1000
		Miscellaneous Expenses (due to cost increase)			3000

	Contingencies (10% of Budget)			3230
	GRAND TOTAL			**35,530**

Source: Developed by Team.

3.3.3 Stakeholder Mapping

Project REACH will be implemented in collaboration with several external stakeholders who will provide technical, organizational, financial, advisory, and otherwise support. These stakeholders are identified in Table 4, alongside their roles, the benefits they enjoy from collaborating with us, and how they will be engaged.

Table 4   Analysis of Key Stakeholders

STAKEHOLDER	ROLES	INCENTIVES	ENGAGEMENT MECHANISMS
IDP camp management Personnel	Facilitate logistics and implementation of Project REACH	Improved youth welfare; enhanced educational provision; positive camp community outlook	Regular meetings to coordinate project activities; involvement in decision making; sharing progress updates
Parents and guardians of target youth	Encourage and support youth participation in Project REACH	Improved educational outcomes for families; revenue generation prospects	Informational sessions; community engagement meetings; operation of feedback channels
Ministry of Humanitarian Affairs, Disaster Management, and Social Development (federal, state, local)	Provide regulatory & policy oversight for Project REACH; facilitate coordination with other government ministries, departments, and agencies; support fundraising process	Advancement of ministerial mandate; enhanced reputation through project impact; improved institutional capacity	Formal partnership agreements; joint monitoring & evaluation, sharing progress updates, knowledge exchange & capacity building in humanitarian affairs
Ministry of Education (federal, state, local)	Ensure educational content on the REACH app aligns with national curriculum & standards	Improved educational outcomes in IDP camps; strengthening of educational frameworks; achievement of National Policy on IDPs	Collaboration for educational content development; sharing progress reports; joint monitoring & evaluation
International Agencies (UNICEF, UNESCO, UNHCR, IOM, etc.)	Provide technical, financial, and advisory support while leveraging domain expertise and experience to improve Project REACH	Enhancement of educational outreach for underprivileged youth; improved effectiveness of programs;	Formal partnership agreements & exchanges; joint monitoring & evaluation; sharing progress updates

		advancement of organizational mission	

Source: Developed by Team.

Other stakeholders capable of playing an instrumental role in the success of Project REACH include universities and research institutions, consultancy companies, educational technology (EdTech) firms, education-oriented NGOs, mental health professionals, media and communications agencies, human rights organizations, student bodies, social workers, urban development authorities, and former internally displaced youth. Table 5 maps these stakeholders on an Interest-Influence Matrix, based on perceived levels of interest in and influence over the success of Project REACH. During the implementation of our pilot project, conscious efforts will be made to engage the high interest-high influence stakeholders and concretely involve them in project operations.

Table 5   Interest-Influence Matrix

	Low Interest	High Interest
Low Influence	• Urban development authorities • Consultancy companies • Student bodies	• Parents & guardians of youth • Universities & research institutions • Education-oriented NGOs • Media & communications agencies • Social workers • Former internally displaced youth
High Influence	• EdTech firms	• IDP camp management personnel • Ministry of Humanitarian Affairs • Ministry of Education • International agencies • Human rights organizations

Source: Developed by Team.

3.4   Project Value

At its core, Project REACH has been established upon the belief that there is nothing more empowering for underprivileged youth than the hope for a better future. Every part of the project, from the use of technology-enabled learning facilities to the peer-to-peer model of education, has thus been designed to instil this hope in the hearts and minds of internally displaced youth. Our educational initiative, then, is not only about the transfer of knowledge and the improvement of literacy among youth but also about the motivation of these young people to pursue their dreams and make their mark on the world.

The following subsections and frameworks further contextualize the value of Project REACH, while highlighting its potential to change the status quo in the short, medium, and long terms.

3.4.1   Innovative Advantage

To convey the innovative nature and whole-system coverage of Project REACH, we have adapted the Design for Social Sustainability Framework (Corsini and Moultrie, 2019). Originally designed for humanitarian projects involving digitally fabricated products, the components of this framework are highly relevant to service-based social impact projects like REACH, as they demonstrate how the benefits of the core solution translate to a change in paradigms. Table 6 shows the framework as applied to Project REACH.

Table 6   **Design for Social Sustainability Framework**

| Paradigm	**Advancement:** Cultivation of entrepreneurial skills leads to revenue generation, self-employment, and economic contribution		**Empowerment:** Project REACH puts the power of change in the hands of internally displaced youth, minimising dependency on external entities	
Process	**Local Manufacture:** Mobile learning units and REACH app are designed and developed locally	**Local Control & Repair:** Technological components are controlled, repaired, and maintained locally	**Collaboration:** Engages with a breadth of stakeholders across public & private sectors and civil society	
Product	**Need:** Meets the educational needs of internally displaced youth, and fosters a sense of self-worth	**Quality:** Education is founded upon official WAEC curricula and powered by durable technologies	**Transparency:** Ensures accountability in resource allocation, maintains communication channels with stakeholders, and prioritizes monitoring & evaluation measures	**Systems:** Project REACH breaks the cycle of systemic poverty and community exclusion promotes large-scale social change, and alters the course of young people's lives towards positive outcomes
	Suitability: Promotes community ownership and preserves sociocultural relevance	**Adjustability:** Mobile learning units are able to move between various camps where there is demand		
	Access: Offline learning through the REACH app eliminates internet dependency, and solar power is cost-effective for energy needs	**Inclusivity:** Project REACH targets youth who are internally displaced and lack access to quality education	**Scalability:** Peer-based model of learning is replicable in other IDP camps, and REACH app can be installed & updated across multiple devices	
	Usability: REACH app is user-friendly and can be understood with little to no tech experience	**Complementarity:** Integrates with existing logistics networks and sociocultural structures		

Source: Developed by Team.

3.4.2   Potential Outcomes & Impact

To better capture the all-round outcomes of Project REACH for internally displaced youth and convey how it meets their needs, we have used the Max-Neef Model of Human Scale Development (Max-Neef, 1991). A critically acclaimed improvement on Maslow's Hierarchy of Needs, the Max-Neef Model conceives of human needs as falling into axiological and existential categories, while noting that needs are best satisfied at the intersection of these categories. Figure H illustrates how REACH seeks to meet these needs for youth in IDP camps.

Figure 10   The Max-Neef Model
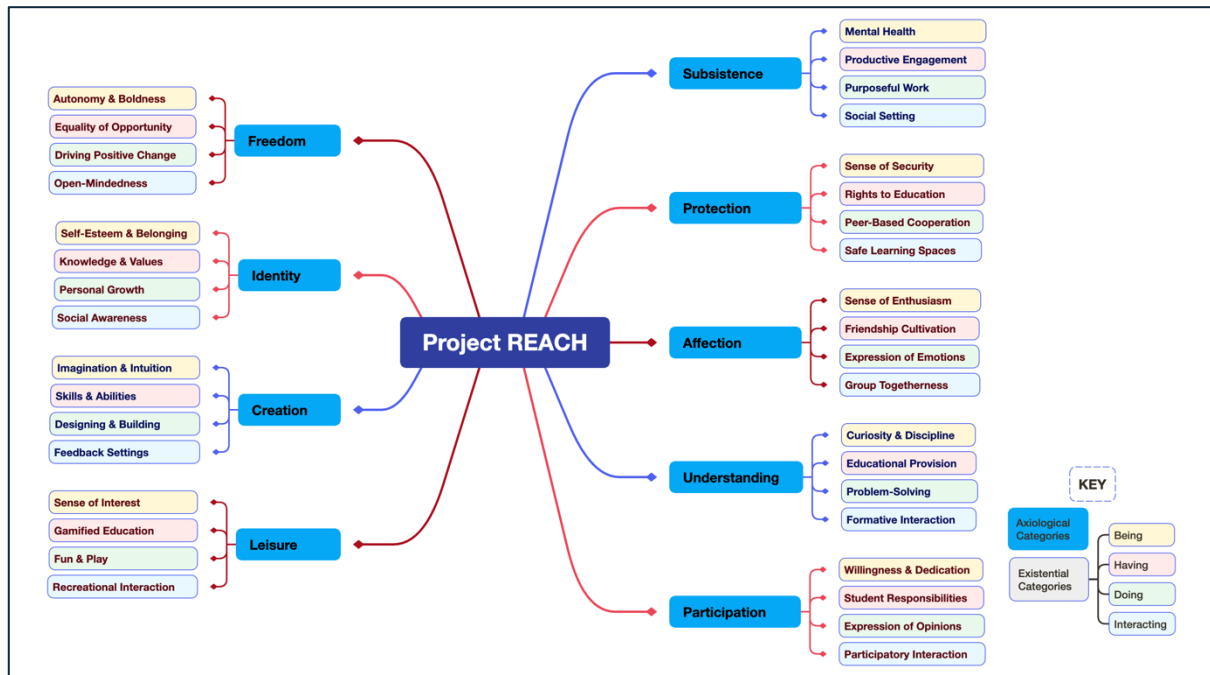
Source: Developed by Team.

Viewed from a temporal lens, Project REACH has the potential to unlock unprecedented levels of transformation for youth in Nigerian IDP camps. In the **short term**, the project will provide immediate access to education for low-literacy youths, while improving the teaching skills and leadership competencies of high-literacy youths. This will be supported by an increase in economic opportunities for these youths due to the cultivation of entrepreneurial skillets. In the **medium term**, the project will result in improved educational attainment by internally displaced youth across the country, while increasing the literate population and advancing Nigeria's educational agenda. The community cohesion achieved through the peer-based educational model will also raise a generation of youth who possess the calmness to understand social problems, the creativity to build effective solutions, and the confidence to take tangible action. In the **long term**, Project REACH will become the go-to model for improving educational access in IDP camps, expanding across all levels of the post-primary educational curriculum and nurturing the youth to become knowledgeable in all areas of interest. While closing the pipeline of youth involvement in criminal and terrorist activities, it will open the pathway for youth participation in socioeconomic development.

3.4.3   Legal, Political, and Institutional Contexts

Project REACH builds upon and is strengthened by Nigeria's existing corpus of legal structures and frameworks for IDPs. Alongside the 1948 Universal Declaration of Human Rights and the UN Guiding Principles on Internal Displacement, the Nigerian Constitution provides a basis upon which our project can be understood, valued, and implemented. Nigeria is also a signatory to multiple regional and international agreements that commit to ensuring adequate welfare for IDPs, including the Kampala Convention of the African Union (AU, 2009). Thus, Project REACH is not only poised to support Nigeria in achieving its mandates and meeting its targets for IDPs, but also uniquely positioned to drive whole-system change through the positive externalities of educational access.

The legal frameworks supporting humanitarian aid in Nigeria have laid the foundations for its National Policy on Internally Displaced Persons (FMHADMSD, 2021), which aims to strengthen the mechanisms by which vulnerable populations can realise their dignity and rights while attaining individual and collective wellbeing. Project REACH supports this Policy in two key respects. On the one hand, it

mitigates the adverse impacts of youth internal displacement by redirecting their time, talents, and energy towards positive and productive engagements. On the other hand, it prevents the root causes of internal displacement by increasing the population of literate youth, thus reducing the likelihood of violent communal clashes and insurgency.

According to the institutional arrangements laid out in the National Policy, the Federal Ministry of Education operates in synergy with the Federal Ministry of Humanitarian Affairs, Disaster Management, and Social Development (FMHADMSD) and the United Nations International Children's Emergency Fund (UNICEF) to manage the educational component of IDP affairs. This collaboration cascades down to the state and local levels, creating an integrated network of public sector partners for Project REACH. Additionally, our project will tap into the progress of these institutions to appropriately engage the leaders of the IDP camp communities; exchange resources and knowledge with other stakeholders, and refine the monitoring, evaluation, and learning processes.

CHAPTER 4
STRATEGIC ANALYSIS

4.1   SWOT Analysis

Strengths	Weaknesses
• Self-replicating innovative approach • Peer-to-peer education model • Mobile learning units • Offline digital library (REACH app) • Alignment with national curriculum • Solar-powered infrastructure	• Resource intensive • Dependence on high-literacy youth • Scalability challenges • Limited initial content on the REACH app • Potential technology maintenance issues • Dependence on stakeholders
Opportunities	**Threats**
• Scalability to other IDP camps • Potential for partnerships • Integration with existing structures • Economic empowerment through skills • Funding	• Security concerns in IDP camps • Funding sustainability • Potential resistance to new methods • Changing demographics in camps

4.2   Challenges and Mitigation Strategies

Challenge	Severity	Solution
Security concerns	High	• Leveraging existing security protocols within the IDP camp. • Collaborate with local authorities for enhanced security measures. • Implement strict protocols for REACH agents and participants. • Provide security training for REACH agents. • Park mobile vans for learning hubs at secure locations within the IDP camp. • Establish emergency response plans and communication systems. • Engage community leaders to promote a secure environment.
Funding Sustainability	Medium	• Diversify funding sources by engaging multiple donors (NGOs, governments and private sectors). • Establish partnerships with international organizations. • Apply to grants focused on promoting education in marginalized areas. • Develop a compelling impact narrative to attract long-term donors
Resistance to Project REACH	High	• Conduct a pre-campaign within the IDP camp targeted at communicating Project REACH objectives.

		• Engage with community stakeholders. • Engage parents, guardians, and camp management.
Technology Malfunction/Maintenance	Medium	• Implement regular maintenance schedules for all tech equipment. • Train camp residents in basic troubleshooting and maintenance. • Maintain solar battery backups. • Continuously improve the REACH app and offline digital libraries • Partner with tech companies for hardware support and maintenance.
Language	Medium	• Using translators at the beginning of project implementation. • Include language classes as part of the curriculum.
Limited Initial Content on REACH App	Low	• Collaborate with educational experts to rapidly develop comprehensive content. • Partner with existing educational platforms to integrate relevant content • Implement a content creation pipeline involving educators and subject matter experts
Dependence on High-Literacy Youth	Medium	• Develop a robust identification and support system for high-literacy youth. • Implement incentive programs to encourage participation and retention. • Explore partnerships with local schools and universities to identify potential REACH agents.

4.3 Project Feasibility

Project REACH adopts a context-based approach that allows for its practical implementation. Drawing inspiration from proven programs such as the 'Instant Network Schools' (INS) by the Vodafone Foundation and UNHCR, which has positively impacted digital education in refugee camps across Kenya, Tanzania, and the Democratic Republic of Congo, through using existing classrooms as multimedia learning hubs. Additionally, the 'School on Wheels' program in India has shown that mobile educational initiatives can effectively improve literacy rates among marginalised youth (Sharma, 2011), further offering valuable insights into the feasibility of Project REACH's approach. While sharing similarities with the INS program, Project REACH adopts an offline-based approach with the use of solar-powered mobile learning units (school on wheels) and offline digital libraries, acknowledging the possibility of diverse contextual constraints. This adaptability is crucial for scalability, as highlighted by Unwin et al. (2017) in their study of ICT for education projects in developing countries.

Nigeria's commitment to achieving the Sustainable Development Goals, particularly SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities), provides a supportive policy environment for initiatives like Project REACH. Project REACH will aim to integrate itself into the existing Nigerian educational framework by aligning the academic content in the REACH app with the curriculum established by the Nigerian Educational Research and Development Council, especially specific to junior secondary school education. This educational learning process involves REACH agents training high-literacy youths in the IDP camps, aiming for these youths to use a peer-to-peer model and then teach their lower-literacy peers. Using local youth as educators and developing content aligned with the national

curriculum, promotes acceptance within the IDP community and ensures contextually appropriate education. This approach creates a sustainable and scalable model that empowers the youths and fosters community engagement, while also not addressing the potential shortage of external educators in the project timeline. Technological feasibility is demonstrated through solar-powered mobile learning units and offline digital libraries, addressing the lack of electricity and internet connectivity in IDP camps. The success of similar solutions in the INS program underscores REACH's practicality and effectiveness.

Project REACH is strongly supported by its alignment with successful global initiatives, its careful adaptation to local contexts, its integration with existing structures, its innovative use of technology, and its comprehensive approach to addressing the needs of IDP youth. While promising, Project REACH may face challenges. The security situation in northeastern Nigeria remains volatile, which could impact implementation (OCHA, 2023). Additionally, the project's success will depend on continued community buy-in and support from local authorities. Despite these potential hurdles. Project REACH's design incorporates lessons from similar projects and considers the specific context of Nigerian IDP camps, positioning it well for successful implementation and lasting impact on youth education in IDP camps.

4.4 Considerations for the Future

4.4.1 Project Scalability
Project REACH's self-replicating model ensures scalability, with high-literacy youth becoming future REACH agents, ensuring compound growth in the number of youth being educated. The pilot project in Yola North LGA, Adamawa State, will serve as a proof of concept. With successful implementation and positive outcomes, the project can be scaled to other regions in Nigeria and beyond. The scaling process will involve:

1. Pilot implementation in Yola North LGA, Adamawa State
2. Expansion to other IDP camps within Adamawa State
3. Scaling to other states in northeastern Nigeria
4. Potential expansion to other regions of Nigeria with IDP camps
5. Possible scaling to other West African countries facing similar challenges

This phased approach allows for continuous learning and adaptation as the project expands.

4.4.2 Potential Partnerships
To ensure the success and sustainability of Project REACH, we have identified key potential partners:

- Government bodies: Ministry of Humanitarian Affairs, Disaster Management, and Social Development; Ministry of Education (federal, state, local levels)
- International agencies: UNICEF, UNESCO, UNHCR, IOM
- Academic institutions: Universities and research institutions
- Private sector: Educational technology (EdTech) firms
- Civil society: Education-oriented NGOs, human rights organizations
- Online learning platforms: Coursera

These partnerships will provide diverse expertise, resources, and support crucial for the project's implementation and growth.

4.4.3 Monitoring, Evaluation, and Learning (MEL)
A robust MEL framework is essential for assessing Project REACH's impact and guiding its continuous improvement. Key Performance Indicators (KPIs) include:

1. Number of youth trained (high literacy and low literacy)
2. Improvement in literacy levels
3. Completion rates of educational programs

4. Number of youth transitioning to further education or employment
5. Number of REACH agents trained
6. The number of IDP camps reached
7. Technology utilization rates

The MEL process will involve regular data collection, analysis, and reporting, with findings used to refine and enhance the project's strategies and operations.

CHAPTER 5

ADVANCING DEVELOPMENT GOALS

The United Nations 2030 Agenda for Sustainable development goals provide a blueprint for peace and prosperity of people globally. These 17 Sustainable Development Goals (SDGs) include no poverty; zero hunger; good health and well-being; quality education; gender equality; clean water and sanitation; affordable and clean energy; decent work and economic growth; industry, innovation and infrastructure; reduced inequality; sustainable cities and communities; responsible consumption and production; climate action; life below water; life on land; peace, justice and strong institutions and partnerships for the goals. Some of these goals pertaining to the education of internally displaced youths will be further examined.

SDG 1- this Sustainable development goal seeks to end all forms of poverty by providing access to basic services which includes the education to everyone. Internally displaced youths in Nigeria are disproportionately affected by poverty due to the loss of livelihoods and income, destruction of homes and lack of access to basic amenities. The goal of Reach is to bridge the educational gap which exists for internally displaced youths in Nigeria through mobile education. This aids to break the poverty cycle they are faced with and prevent them from being exploited economically through child labour, trafficking or armed groups.

SDG 4- Quality Education: This goal seeks to achieve fair, equitable quality education for all youths including internally displaced youths through equal access to affordable, and quality technical, vocational, and tertiary education. It also seeks to eliminate gender disparities in education through equal access for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations which comprises of internally displaced youths. The achievement of this goal in relation to internally displaced youths will be in form of continued education in a safe and inclusive learning environment with qualified teachers and relevant curricula.

SDG 10: Reduced Inequalities: The internally displaced youths are faced with numerous inequalities as a result of the disruptions which they have faced. This SDG goal seeks to reduce inequality in various ways which include education through inclusive educational environments that accommodate the specific needs of internally displaced youths, equality and non-discrimination of the internally displaced youths. The education of the internally displaced youths in Nigeria will reduce inequalities and contribute to their social and economic inclusion.

SDG 16: Peace, Justice, and Strong Institutions: This goal aims for peaceful and inclusive societies, access to justice, and effective institutions across this world. This includes the access to education for internally displaced Nigerian youths which could be in form of creating a stable educational environment, safe learning environments free from violence and conflict and efficient utilization of educational resources for the displaced youths.

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