Original Research Article

Educational Principles in Relation to Cultural Connectedness among Internally Displaced School Children in the Locality of Zamai

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Abstract: ***Objective:*** The objective of this article is to examine the cultural logic in the field of education to be used in favour of displaced school-age children in the locality of Zamai, Far North Region. ***Methodology:*** As the study is qualitative in nature, descriptive, analytical and interpretative, the data collection techniques are: in-depth interview, direct observation, observation grid, simultaneously with documentary research. The theory of social representations of Jodelet (1993), Herzlich (1972) and Laplantine (1987) was used as a guideline for this analysis. ***Results:*** The results reveal that formal education is real when parents commit themselves, with some means and mechanisms that are generally their own, to accompanying their offspring to success. Families made more vulnerable by poverty, aggravated by insecurity and forced displacement, do not have the capacity to support their children's education. This constantly imposes on them the socio-cultural changes, the cultural logics that underpin the education of internally displaced children in their new environment. ***Conclusion:*** Geographical accessibility, retention of IDP pupils at secondary level, socio-cultural factors related to the parents' religion, and the approximate appreciation of IDPs in formal education are the factors that explain the increase in school drop-out among this vulnerable group in Zamai. The perspective of "cultural reliance" for quality education among children vulnerable to displacement leads to the emergence of a new paradigm, that of the indissociable conceptual couple deliance/reliance.
Keywords: Internally displaced persons, cultural variability, education, socio-cultural environments, reliance.

INTRODUCTION

Conflict, violence, and disasters internally displaced 27.8 million people in 2015, subjecting "*an increasing number of men, women, and children to the trauma and dislocation of forced displacement within their own countries*" (BMI, 2016: 2). After the Lake Nyos disaster, Cameroon has been confronted since the end of 2014 with the phenomenon of internal displacement as defined by the United Nations. Thus, the same year, it signed the legally binding Kampala Convention on this issue. It is increasingly affected by the effects of the insurgent movement of the Islamic State in West Africa (EAIO), formerly Boko Haram. The increase in attacks and incursions by Jihadists in Nigeria, Cameroon, and bordering countries has created displacement of populations from areas of conflict and violence. Up till date, it is difficult to put an exact

figure on the number of people who have died as a result of Boko Haram's incursions, as the government's figures fall far short of the reality. But already, people have left their usual places of residence and lost almost everything, especially farmland. 218 elementary schools have closed, and 58% of displaced children in Mayo-Sava, 24% in Mayo-Tsanaga, and 26% in Logone and Chari do not attend school (RAMIFOT, 2015). Access to food remains problematic as plantations and granaries have been destroyed or burned and livestock forcibly removed by Boko-Haram. 31% of the displaced population has serious problems with access to food, including 20% to drinking water and 18% to health care and toilets (RAMIFOT, 2015). The localities of Golé kakadjolé, Djalingo, Gawar, Kossohone, Tourou, Toufou, Wandai, Woula, Zamai, and Zileng in Mayo Tsanaga Division receive IDPs every day.

According to reports, their displacement represents a considerable strain on already weak educational systems, hence the importance of writing an article on education and the variability of socio-cultural environments in relation to children's education, development, and emergency support in crisis situations. Consequently, in view of the current events in Cameroon, thousands of children in the Far North Region are actors and victims of the conflict that has been going on there since 2014. The particularity of this research is that in addition to being situated between forced migration, terrorism, and formal education, it takes a holistic look at the schooling of internally displaced children. It highlights endogenous perceptions, traces the history and origin of asymmetrical warfare and, above all, highlights the civilizational stakes of children's education in a conflict zone, because as UNESCO states, "*in a crisis situation, education must be saved*".

Cameroon has an estimated 711,056 internally displaced persons (OCHA, 2021) with approximately 357,631 of them (48%) being children in the Far North Region. Out of this lot, 165,000 are based in the Mayo Tsanaga Division (IOM, 2020). The education community recorded 27,820 pre-school and primary school children of IDPs who dropped out of school in the Far North Region (MINEDUB, 2017). From publications and media reports on the conflict situation in Cameroon, it is not an open secret to confirm that the Far North Region is facing an educational crisis. It is noted that the Mayo Tsanaga Division hosts 15,803 displaced persons for a total of 27% of the displaced population in the region (IOM, August 2017). It is important to note that Mokolo with its two Zamai sites is one of the sub-Divisions hosting the largest number of IDPs in Mayo-Tsanaga Division. It is for this reason that we chose this part of the country, in this case Zamai, in Mokolo as the study site.

Between July 17, 2014, the date of the first Boko Haram incursion in Kolofata and today, similar attacks have been recorded throughout the Far North Region of Cameroon. These attacks have resulted in the deaths of thousands of people, leaving many widows and orphans forced to abandon their villages. These "*internally displaced*" children lived in a safe environment that was conducive for their schooling. The children in the first site at Zamai, whose average ages varied between 5 and 10 years, were either taught in French or English in their initial schools, although their languages are Kanouri and Arabic. The families in their own ecological and socio-cultural environment did what they could for the integration of schooling and education of their offsprings. In other words, they are forced to move from village to village. This opens up constant socio-cultural changes on them, as they meet new friends, teachers, and socialisation, since the classroom and the school constitute micro-societies that sometimes have distinct realities. Contact with facilitators/educators creates a socio-cultural construction of formal education among school-age IDP children in Zamai. Thus, there is a need for cultural continuity in the educational practices of these children. The perception of alternative learning to schooling typical of this socioculture and the recurrence of early and forced marriages, dropouts and other school wastage are the distinctive features of such a venture, the construction of formal education among school-age IDP children in Zamai. The principles of flexibility, malleability and solubility must be the foundation of educational provision for school-age IDPs in Zamai. The effective codification of the "*accelerated education*" approach and the educational formalization of alternative learning are the mechanisms on which existing approaches for this vulnerable group should be based.

This article is a modest contribution to the debate on the educational provision for internally displaced children in Zamai. Over the years priority has been given to social science research in general when it comes to refugees and nationals. To the best of our knowledge, although Cameroon has ratified the Kampala Convention, assistance to IDPs has not been well documented. This paper, far from being a simple exercise in ethnography, allows Development Anthropology to further explore this terrain of IDPs in Cameroon, partly in the Lake Chad Basin. Practically, it could provide answers on the socio-cultural perspectives of formal education for IDP children. This places it between the issues of schooling for survival and accelerated education where the different actors adopt Edgar Morin's cultural "*ethic of reliance*". Government authorities and organizations in charge of educating internally displaced children will then have to make effective decisions for education in conflict situations. This study will further stimulate public policy or public action to ensure not only the protection of displaced children affected by armed conflict, but also to improve their schooling.

METHODOLOGY

This research is qualitative in approach, descriptive, analytical and interpretative. Spatially, data were collected in the locality of Zamai in Mokolo and surrounding towns in the Far North Region in order to gain more information on the care of displaced school-age children. In terms of time, the field survey was carried out in several phases from January 2019 till date, in order to update the data. The documentary review enabled the originality of this article to be presented. It was carried out simultaneously with field research in various libraries in the city of Yaoundé and the study site, information services of institutions in charge of the education of internally displaced children in Cameroon, such as MINEDUB, where we were able to obtain regulatory texts from the central and decentralised services of this ministry. The same is true of private libraries and internet sites ('Google scholar' or

cairn info.). This anthropological research is based on empirical data. Prior to the fieldwork, an information note indicating the purpose and period of the study, and the profile of the investigator, was sent to the administrative authorities. Several categories of informants were interviewed, namely Students, MINEDUB/MINAS and NGOs, officials, members of the host community. The point of saturation was attained after 20 interviews, that is, until when no new information seemed feasible. The interviews were conducted individually in the locations requested by the respondents, and recorded using a tape recorder, and sometimes with Android phones. In addition, five focus group discussions were held with female and male children, supervisors, parents, and civil society actors. Each interview was conducted in the usual language, French, and lasted about 40 minutes. However, as most of the population is illiterate or uses other local languages, the assistance of a translator was requested. Thus, at the beginning of the interviews, it was explained to the informants that their statements were anonymous and confidential. Respondents were informed that they could withdraw from the study at any time. The consent of these informants was obtained orally. Any recording of the interviews was done with the oral consent of the interviewee. The respondent was given the opportunity to answer questions freely and to express his/herself as widely as possible. The fieldwork was carried out using interview guides. The main themes were: the cultural logic underlying the education of internally displaced children in their new environment, and the development of several interview guides according to the categories of informants. This made it possible to collect information on people's knowledge of the integration of school-age children in Zamai, the attitudes of members of the host community, and the strategies implemented for the adequate care of this vulnerable group simultaneously with note-taking. This technique also took into account the onomatopoeia, hesitations and non-verbal expressions of the respondents. This research took place in a particular context where it is not obvious to use the usual collection techniques. Direct observation according to the indications contained in the observation guide was therefore the main technique used. All informal interviews were taken into account.

The data collected, through the techniques mentioned above, were analysed and interpreted with respect to Anthropological research methods. Content analysis was used to process the data. The information was classified by headings, categories according to themes, sub-themes, direct observations, and the identification of verbatims to be used to highlight the authenticity of the data collected. In order to integrate this article into anthropological concerns, mainly development anthropology, the theory of social representations of Jodelet (1993), Herzlich (1972) and Laplantine (1987) was applied for the interpretation of these data. The mobilisation of all these techniques does not prevent the introduction of error into the research process. During direct observation, the researcher's attention may change when certain important events are taking place in relation to the research objectives. As for indirect observation, the respondent tends not to give himself/herself fully to the researcher and most often seeks to give the official versions of the facts during the interviews, to the detriment of daily practices. In view of the above, it is safe to say that despite the methodological rigour, the study is limited insofar as even after the data has been collected, biases can creep in during the transcription, analysis and interpretation of the data.

RESULTS

Particular emphasis was placed on interviews with IDP children of school age so that they could narrate in the form of life stories their itinerary from the crisis zones to the host zones, the history of the IDPs, the education of their children, the situations and circumstances of departure, fears, the routes taken to reach the host camps, and daily life in the host towns. The habits and customs of the Zamai community in Mokolo were taken into account. The informants were therefore reassured from the outset that their information would be kept confidential. Our various field visits enabled us to spend hours, even days, with internally displaced children in their host schools, to the point where the learners identified the researcher with the emergency teachers who had come to manage the educational crisis. This long stay at the study site facilitated the observation of as many facts and gestures as possible relating to the population of the subject of the study, the actors, their way of life, the insertion of displaced pupils into the classrooms, the spontaneous attitudes of the informants with the objectives of the research, because one learns more by observing. This familiarity with IDPs gave the opportunity to enter into their intimacy, thus giving an idea of the representations that the host populations have of this social stratum that is a victim of the crises and forced to move. The same applies to communication between displaced people in schools and their new teachers in the IDP camps in Zamai and in other towns in the Far North Region. To immortalise some of the school infrastructures, photographs were taken.

Mayo Tsanaga Division, whose capital is Mokolo, is not only the largest in the Far North Region geographically, it is also a sanctuary for victims of the armed conflicts that are perpetually raging in this part of Cameroon. Its strategic position in the heart of the Region makes the locality of Zamai in Mokolo the one that hosts two sites for the resettlement of internally displaced persons from different cultural backgrounds.

Education of Displaced School-Age Children in Relation to the Cultural Link

Cameroon, affected by three crises in the East and Adamaoua, North-West and South-West, and Far-

North regions, has more than 1.5 million school-age children among its victims (OCHA, 2022). The country is estimated to have 711,056 IDPs (OCHA, 2021) with approximately 357,631 of whom 48% are children in the Far North Region with 165,000 in the Mayo Tsanaga Division (IOM, 2020). The Sustainable Development Goals, mainly Goal 4, is to "ensure equal access to quality education for all and promote lifelong learning opportunities" by 2030. On this basis, the Cameroonian Government, in collaboration with UN agencies, is supporting children's teaching/learning activities, making schools vulnerable to attacks by armed groups, putting the girls and boys who attend them at risk (OCHA, 2021). In addition to the crises, this extreme region is plagued by natural disasters. Long periods of drought, recurrent floods whose impact is increasing due to climate change, force thousands of victims into involuntary displacement. This recurrent annual phenomenon exacerbates the vulnerability of communities and increases the drop-out rate of internally displaced pupils in schools which, even in a normal situation, do not offer all the potential necessary for a normal education: the number of pupils is well above the norm, or the capacity is low.

How then can we think of connection as an opening in an already weakened system? During forced displacement, cultural diffusions occur. This article examines how these cultures conceive of knowledge acquisition, learning systems, orientation and reorientation before and in contact with the hosts. This intermingling of cultures implies the creation of a new universe that would take into account the cultures of origin and host localities in order to facilitate an interaction between teachers/trainers and learners. As a discipline that also deals with the 'everyday' or 'face-to-face' to use Marc Augé's terms, Anthropology will add to the overall science of a phenomenon, terrorism, that is imposed on children in school in a context where there is talk of 'education for all'. The strategy of the humanitarian community is to move "from emergency to emergence" according to Ms Allegra Baiocchi, humanitarian coordinator. Internally displaced persons, dragging school-age children, are hosted in communities that are often already poor and underserved. They have a low capacity of school infrastructures that cannot contain the additional number of distressed pupils. They also face increased pressure on basic social resources and services (health, food, education, etc.) as these shocks affect the physical, mental and educational well-being, standard of living, resilience and carrying capacity of host communities. Therefore, crises are an opportunity to teach all members of a community new skills and values. It is imperative that education in emergencies is appropriate and relevant. One education professional says: "*Education should provide basic literacy and numeracy, provide curricula that are relevant to the needs of learners and encourage critical thinking*". (Interview with Informant 11 on 08/09/2019).

Education can create a culture of safety and resilience by, for example, providing hazard education, encouraging the use of schools as community centres for disaster risk reduction, and empowering children and young people to become experts in disaster prevention.

Establishing Safe and Appropriate Spaces for Internally Displaced Students

Since the crisis in the Lake Chad Basin, there has been a significant humanitarian deployment in the Far North Region, which has been affected by the war against Boko Haram. Humanitarian access in the four affected divisions remains difficult due to insecurity caused by Boko Haram's activism, the dilapidated state of the roads for humanitarian actors, the application of operating procedures and security measures for armed escorts, the major investment in reliable means of communication such as satellite telephones etc. Despite the difficulties in providing education to IDPs, schools and other learning spaces are a key support point beyond education, for example in the areas of protection, nutrition, water and sanitation and health services. Schools or public buildings remain the most appropriate spaces.

The Importance of Inclusive Education

Coordination between those working in the education, protection, environmental, shelter, disaster prevention, water and sanitation, health and psychosocial sectors, is crucial to establishing safe and appropriate spaces for learners. Educational opportunities also mitigate the psychosocial impact caused by conflict or disaster by providing a sense of routine, stability, structure and hope for the future. In the view of one informant, "*the importance of inclusive education, participation and tolerance, conflict resolution, human rights, respect for the environment and disaster prevention. By strengthening problem-solving and coping skills, education enables learners to make informed decisions about surviving and caring for themselves and others in a dangerous environment*". (Interview with Informant 8 on 08/09/2020). Parents of school-age IDPs are sufficiently demonstrative of the lack of interest in formal education. Thus, it is imperative to establish the conceptualisation of the cultural linkage of schooling for children made vulnerable by the war against Boko Haram, hence the importance of examining the different teaching methods in Zamai locality.

Typology of Teaching Methods in Zamai Locality

Theoretically, pedagogy is often organised into several categories based on two major parameters: a teacher-centred approach in relation to the learner, the use of high-tech equipment to alleviate the problems of low technology, the categorisation of traditional and modern teaching methods in didactics.

Direct Teaching

It should be noted that whether in the IDPs' home town or in the host town, the Cameroonian education system is based on direct teaching, which is nothing other than a teacher-led teaching method. Here, in a classroom, the teacher stands in front of the students and gives the lessons as this informant explains: "*The teacher stands in front of a classroom and presents the information. A kind of explicit and guided lecture to the students. Everything has always worked in a classroom this way. Unfortunately not all lessons are necessarily better taught with direct instruction*". (Interview with Informant 12 on 08/09/2020). In a crisis education context, direct teaching does not seem to be appropriate. Already, the classrooms that accommodate a surplus of students in real time do not have the appropriate equipment (tables, benches, blackboards, large classrooms, etc.). To remedy this, teachers now associate the type of teaching with the task. It includes the following stages: presentation of the new concept, guided practice, correction, individual application and evaluation/examination.

Indirect Teaching

This approach is close to constructivist learning theories, where teachers challenge students to think critically, make decisions and solve problems, especially when realistic, problem-based learning scenarios are adopted. Indirect teaching is a student-led learning process in which the lesson does not come directly from the teacher. "*For this type of teaching, we take into account the cultures of origin of our students; the trauma that they have undergone when they came to our school because of armed conflicts. They are the ones who guide the teaching. They propose topics and we discuss them collectively with the other students*". (Interview with Informant 5 on 06/09/2020). The main point is that students actively participate in the learning process by conducting research, using critical thinking skills to solve problems. This strong active involvement of students strengthens their skills in relation to the concepts learned.

Interactive Teaching

Interactive teaching, using the human cognitive function, allows for the instruction of students by actively involving them in their learning process through regular teacher-student interaction, student-student interaction, the use of audiovisuals and practical demonstrations. This method can be practical if one is in an environment where all the conditions are present: the institutional framework, the teaching materials, etc. It has been shown in previous chapters that schools or some IDP centres are not electrified. "*Here in Zamai, we can't do audio-visual teaching. We don't have electricity. There is not even internet. How can we show the audio-visual lessons to the students. Even though students are constantly encouraged to be active participants, their IDP status does not give them the means to do so*". (Interview with Informant 2 on 06/09/2020). Interactive teaching is also beneficial to the teacher in several ways: Students' achievements are noticeable. Another added: "*Teachers who use interactive teaching styles are better equipped to assess how well students are mastering a given subject; teaching is flexible: applying training methods that involve two-way communication allows you to make quick adjustments in processes and approaches and the more students are engaged, the more fun you have*". (Interview with Informant 02 on 06/09/2020). Interactive teaching improves the learning process, dispels student passivity.

Independent Learning

This is the set of teaching methods in didactics that encourage personal initiative, self-improvement and self-confidence in learners. In other words, students study at their own pace, independently of the work assigned to them by teachers. Furthermore, students who learn regularly outside the classroom acquire a body of knowledge and make connections between that knowledge. The effect is that they are better equipped to solve problems and to analyse or evaluate accurately and fluently. By studying independently, students effectively multiply the amount of time they spend learning, compared to those who rely solely on classroom instruction. According to several studies, independent study benefits students in their acquisition of knowledge and their ability to accurately judge their own skills.

Only in the context of education in crisis situations, where the prevalence of school drop-out is very high due to the instability of IDPs, it is not always obvious how to apply the independent study method. It is true to say that modern pedagogical technique that takes into account problematic strata of children require specific curricula.

Learning Objectives

The curricula applied in the education system are the tunnel through which the new man would appear. Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of the learners. Although not exclusive, among children affected by forced displacement, curricula will be developed with their new cultural ecology in mind. This requires specific actions. Experts say that a curriculum is a plan of action to help learners improve their knowledge and skills. It applies to both formal and non-formal education programmes and must be relevant and adaptable to all learners. It includes learning objectives, learning content, assessments, teaching methods and materials. Learning objectives" identify the knowledge, attitudes and skills that will be reinforced through educational activities to promote the cognitive, social, emotional and physical development of learners. Learning content" refers to the teaching

subjects, such as literacy, numeracy and life skills: "Assessment" is the measurement of what has been learned in the form of knowledge, attitudes and skills for the learning content covered. 'Learning methods' is the approach chosen and used for the presentation of learning content to encourage all learners to acquire knowledge and skills; 'teaching materials' include books, maps and charts, supplementary study materials, teachers' guides, equipment, toys and other teaching and learning materials.

Communication Skills for Learning

The content and key concepts of life skills learning should be appropriate to the age, different learning styles and environment of the learners. Life skills improve learners' ability to lead independent and productive lives. "Content and concepts should be context specific and may include hygiene and health promotion, including sexual and reproductive health, HIV and AIDS; child protection and psychosocial support; human rights, citizenship, peace-building and humanitarian law education; disaster risk reduction and survival skills, such as mine and unexploded ordinance education; culture, recreation, sport and the arts, such as music, dance, drama and visual arts; livelihood skills and vocational and technical training; knowledge of the local and indigenous environment; and protection skills related to the particular risks and threats faced by girls and boys. The content of learning is the basis of learners' livelihoods. The content of vocational training programmes should be determined by employment opportunities and should include on- the-job practices such as apprenticeships. In conflict-affected communities, content and methodologies for conflict resolution and peace education can improve understanding between groups. They can provide communication skills that will facilitate the education of internally displaced children in the host community such as Zamai. Care should be taken when implementing peace education initiatives and ensuring that communities are prepared to address conflictual or painful issues.

Background, Age and Developmental Level

Recent psychological research shows that school programmes need to be age-appropriate and compatible with the developmental level of learners, such as their sensory, mental, psychosocial and physical development. Age and developmental level can vary greatly in formal and non-formal education programmes in emergencies through to the recovery phase. Curricula and methods therefore need to be adapted.

On the one hand, the lack of development can foster instability and conflict leading to displacement, as can the lack of early warning, preparedness, disaster risk management and adaptation mechanisms in disaster-prone countries. Lack of development can also be an obstacle to the return of people to devastated areas and affect other settlement options. Displacement

can also undermine or even reverse the development process of an area and always increase the risk of impoverishment and perceived marginalisation. On the other hand, well-designed development interventions can help prevent displacement by stabilising fragile areas and reducing the risks associated with disasters. Displacement can even create opportunities for development. Displaced people can have a positive influence on their communities, boosting the local economy and creating opportunities.

It is with this in mind that in the Far North of the country, which hosts a large flow of IDPs, the government and its partners, namely NGOs and UN agencies, have set up a programme to train teachers specialising in the management of education or schooling in the host schools or training institutions. This is in response to concerns that: "Teachers need to be helped to adapt their teaching to the needs and level of the learners with whom they work. In emergency situations, formal and non-formal education programmes need to be enriched with knowledge and skills specific to the emergency context (Interview with Informant 10, 20/10/2021). These specific trainings focus on special curricula for vulnerable groups of children such as: displaced children, children who have lost close relatives due to armed conflict; children enlisted in the war by the Islamist sect Boko Haram, learners who are older than their class or who are returning to school after long periods without schooling.

However, it is important to mention that since IDPs come from several ethnic groups and speak different languages, in a state of emergency the most spoken language will be identified for inclusion in this programme; if for example it is Mafa, not all school-age IDP children understand or speak Mafa. So if there are maybe 10 in a school and they speak 10 different languages, the programme will not be able to be translated into all 10 languages. And even if it is possible to do so, the teacher is not in a position in such a short time to express himself in all 10 languages. "*We are asked to teach in the local language so that the learners understand, but can we speak all the languages there? For example, apart from French, I only speak Mafa. But we have children who speak Fulfulde, Toupouri, etc.*". (Interview conducted with Informant 3 on 20/10/2022).

In the context of this article, it is still not clear how to meet all the requirements of the LEP, as IDPs often do not know how long they should stay in the host country. They are called upon to move from one moment to the next to other cities that offer them the best living conditions. Moreover, to speak of age requirements in terms of learners being too old in a context where, culturally, parents do not put the emphasis on establishing the birth certificates of their offspring. The question now arises as to what criteria should be taken into account in order to say that such

and such is older or not. "*When these internally displaced persons arrive at our institution, it is difficult to determine their exact age. Even their parents do not know their own age, let alone that of their children".* (Interview with Informant 7 on 20/10/2021).

Curriculum Development in an Emergency Context

For some years now, Cameroon has been facing destabilisation, insecurity and repeated attacks in some parts of the country. There is no need to recall that the rebels' focus is on education. Given that there is an established curriculum in the Cameroonian school system and that it is applied throughout the country, but it was established on a regular system, without conflict. Given that every child of school age has the right to education in Cameroon, it is imperative that the competent education authorities, in collaboration with learners, teachers, teachers' unions and affected and host communities, systematically adapt this education system to the education of internally displaced children in various localities such as Zamai.

In other words, curriculum development is a long and complex process that must be carried out by competent and accepted education authorities. If formal education programmes are re-established during or after emergencies, the recognised national curriculum for primary and secondary education will need to be adapted. As one respondent stated, "In the case of children who have been forcibly displaced, this curriculum may be supported in lessons by examples from the cultures of the villages of origin in communion with those of the host towns or villages. In other cases, it may be useful to use curricula adapted from other similar emergencies. Learners, teachers, teachers' unions and affected communities should be actively involved. Textbook review committees, including representatives of different ethnic groups and other vulnerable groups, can help avoid perpetuating prejudice (Interview with Informant 12, 23/10/2021). However, this collaboration should not create areas of tension in the process of removing divisive messages from textbooks. In the case of IDPs, curricula should be adapted to all IDPs and host communities. This includes IDPs who undertake to return to their villages of origin, those who decide to settle permanently in the host locality, or newly arrived IDPs in the town of Zamai for example. This requires extensive regional and inter-agency coordination that takes into account, for example, language skills (Mafa is the most widely spoken language in our study area), and recognition of examination results for certification.

Education Policy Planning

Formal and non-formal education programmes reflect international and national policies and legal frameworks. The planning and implementation of education activities are integrated with other emergency response sectors. Education programmes in emergencies are linked to national education plans and strategies and are integrated into long-term education sector development. Education authorities develop and implement national and local education plans that prepare for and respond to current and future emergencies. Above all, there are sufficient financial, technical, material and human resources to develop education policy effectively and transparently and to plan and implement education programmes.

Epistemological Perspectives on Education for School-Age IDP Children

Epistemological perspectives focus on teaching and learning, core competencies, education and learners' rights, education and diversity, education and language, learning materials, education and professional development.

Teaching and Learning through Core Competencies

The formal curricula and examinations used for IDP education are recognised in the Cameroonian education system. From now on, the Ministries in charge of education in collaboration with partners take into account these vulnerable groups in the development of curricula. Without abolishing the existing curricula, they are adapted to social, economic and cultural realities. In our study site, for instance, curricula, textbooks and supplementary materials cover the core competencies of basic education: functional literacy, numeracy, early learning, life skills, health and hygiene practices, essential knowledge, life skills, attitudes and practices needed for learners to live with dignity and participate actively and meaningfully as members of their communities. Increasingly, curricula, textbooks and supplementary materials are gender sensitive, recognise cultural diversity, prevent discrimination and promote respect for all learners. As one respondent testified, "*Learning content, materials and teaching are also adapted in the language(s) of the learners or locally purchased teaching and learning materials are provided promptly in sufficient quantity. In Zamai, it can be said that the curricula implemented to educate IDP children require more appropriation and adaptation to the age of the learners, their level of development, language, culture, abilities and lifestyle"* (Interview with Informant 6 on 20/10/2021). For new perspectives, formal and non-formal curricula should integrate lessons on disaster risk reduction, environmental education and conflict prevention, psychosocial well-being and protection needs of learners among others. Core competencies should be reinforced through practical application. There should be early childhood development interventions for very young children. Good foundations in childhood are the basis for the acquisition and mastery of life skills.

Qualification of Teachers in Crisis Situations

The teacher is an instructor, facilitator or animator in a formal or non-formal education programme. In a crisis context, teachers, in addition to their initial training, receive specialised or specific

education and training to deal with learners from diverse backgrounds. This category of teachers very often belongs to these communities in crisis or in the host communities. Therefore, they have experiences as they sometimes live in the same conditions as IDPs. As one informant put it: "*Teachers trained for crisis education may have different experiences or backgrounds. They may be older learners or community members. Teachers need skills and knowledge to help learners and the community to prevent and mitigate disasters in the future. They may need support to integrate risk reduction and conflict prevention into teaching and learning. This will include the information and skills needed to identify and prevent potential hazards and disasters facing the community*". (Interview with Informant 8 on 20/09/2022). The training of specialised teachers focuses on their ability to adapt teaching materials according to the school curriculum. In this regard, they learn to create effective and appropriate teaching materials using locally available materials. Their training includes the ability to address sensitive issues such as discrimination and the relevance of formal education. The same is true of gender teaching strategies by getting male and female teachers to understand gender equity and apply it in a mixed classroom, regardless of religious affiliation. Training for female education staff and women in the community can reinforce positive changes in the classroom and in the community at large.

Recruiting Teachers in Crisis Situations

Education professionals, in this case teachers, are recruited from within the host community whenever possible, to reinforce those already in place before the crisis. They are better equipped to ensure interaction between IDPs and members of society because they have knowledge of local social, economic and political issues. In this context of precariousness, these teachers, who are known and accepted by community members, are generally seen as the parents' teachers. As a result, they are paid less than teachers from other regions or cities. "If teachers are recruited from elsewhere, additional remuneration, such as transport and accommodation costs must be provided. If the learning site is set up for IDPs or internally displaced persons, hiring qualified teachers and other education personnel from the host community can improve relations. An acceptable teacher cadre is one in which a sufficient number of teachers and other education personnel are recruited by a representative selection committee through a participatory and transparent process, according to transparent selection criteria that take into account diversity, equity and competencies.

Job descriptions and clear, appropriate and non-discriminatory guidelines are developed prior to the recruitment process. But in practice, qualified teachers with recognised qualifications who may be competent to provide psychosocial support to learners traumatised by the crises are still not being recruited. "*If qualified

teachers no longer have their diplomas or other documents because of the emergency, their teaching skills will have to be assessed. If there are not enough qualified teachers, people with little or no teaching experience may be considered for recruitment. These teachers will need training based on an assessment of their educational background and teaching experience*". (Interview with Informant 10) on 20/10/2021). Job descriptions do not discriminate on the basis of gender, ethnicity, religion, disability or other areas of diversity. They include as a minimum: roles and responsibilities, clear reporting lines and a code of conduct.

Wherever possible, teachers should be recruited who speak the mother tongue(s) of the learners. Where necessary and appropriate, intensive courses in the national language or the language of the host city are recommended. In some situations, it may be necessary to work actively towards gender balance in the recruitment of teachers and other education personnel. "*Recruitment criteria may need to be reviewed in agreement with the selection committee. The minimum age for teachers and other education personnel should be 18 years according to national labour instruments, laws and regulations. Occasionally, it may be necessary to recruit younger people to serve as facilitators, assistants or tutors*". (Interview with Informant 5 on 15/08/2021). Finally, where possible, reference checks should be carried out on all teachers and other education personnel recruited to ensure that learners are not put at risk. The field survey reveals areas in crisis or host villages where teaching is done by men in uniform to ensure the safety of the population.

Recruiting Teachers and Other Education Personnel from within the Affected Population

We are operating in an environment where education professionals, particularly teachers, are drawn from or recruited in crisis areas and host towns. They suffer the same atrocities as IDPs or have family members who have been affected living in these areas. "*Teachers and other education personnel, often recruited from within the affected population, may face the same distress as learners. This will need to be addressed through training, monitoring and support*" (Interview with Informant 4, 15/07/2021). Teachers should not be expected to take on responsibilities that would be detrimental to their own psychosocial state or that of the learners. It appears that the psychosocial needs, rights and development of learners, teachers and other education personnel are still not taken into account in all stages of the emergency. Like internally displaced children in school, the education professional is trained to recognise signs of distress in learners. "*They must be able to take steps to respond to distress, such as referral mechanisms to specialist services so that learners can receive more support. There must be clear guidelines for teachers, education administration staff and community members on how to provide

psychosocial support to children in and out of the classroom". (Interview with Informant 3 on 16/06/2021). This vulnerable, traumatized, distressed group needs education that has a predictable structure, positive discipline methods and shorter learning periods to develop their attention span. The Government of Cameroon and its partners are working to involve them more in cooperative recreation and learning activities. Appropriate teaching methods and content aim to build learners' confidence and hope for the future or sustainable human development.

According to d'Anand and Sen, "*sustainable human development*" is none other than "the expansion of the essential freedoms of people living today, accompanied by reasonable efforts to avoid the risk of seriously compromising those of future generations". The objective of development is to maintain the freedoms and capabilities that enable people to lead meaningful lives. Therefore, non-equitable development is inconceivable in the context of sustainable human development. Despite recent progress, substantial data limitations are a barrier to measuring sustainability. Most definitions of sustainable development take into account the principle that the opportunities available to the future population should not differ from those available today, but generally do not adequately address sustainable human development, which is nothing more than the expansion of freedoms and capabilities that enable people to lead lives that they find satisfactory beyond basic needs.

Motivation of Education Professionals in Crisis Situations

The system of remuneration for education professionals in charge of the school integration of IDPs is quite complex. In fact, it depends on adherence to the working conditions and code of conduct. One informant stated: "*One should try to avoid conflicts of interest between public and private sector teachers. Adequate remuneration is sufficient to allow education professionals to devote themselves to their professional activity without having to seek other sources of income to meet their basic needs. If necessary, an appropriate system for the payment of teachers and other education personnel should be restored or created as soon as possible*" (Interview with Informant 4, 15/07/2021). The payment system must respect the education authorities in charge of remuneration. Coordination between stakeholders (education authorities, unions, community members, committees and associations, UN agencies and NGOs) is the basis for a sustainable remuneration policy and practice that contributes to development. Compensation can be monetary or in kind. The system must be fair and sustainable. In situations of forced displacement, teachers and other qualified education personnel opt for high salaries, even if they have to cross borders. It is important to take into account market forces, such as: the cost of living; the demand for teachers and other professionals; the level of salaries in other similarly qualified professions, such as health care; and the availability of teachers and other education personnel.

Accreditation and Support for Training

In emergencies, education authorities should, wherever possible, use teachers from crisis areas or from the villages of origin of internally displaced children attending school, in collaboration with those from host institutions and external agencies, to develop acceptable training programmes tailored to the needs of learners and teachers. "*Wherever possible, education authorities should take the lead in designing and implementing formal and non-formal in-service teacher training activities*" (Interview with Informant 8, 15/07/2021). Where education authorities are not able to lead this process, an inter-agency coordinating committee can provide input. These institutions play a vital role in rebuilding a sustainable education sector; emergency response interventions, dialogue on in-service training programmes designed for teachers, mechanisms for teacher certification at the national level; incorporating additional elements into training relevant to the emergency, such as addressing psychosocial needs; identifying local trainers to prepare and implement appropriate training for teachers; providing capacity building in facilitation and training skills. If well-trained and unavailable trainers are lacking, strengthen institutions providing pre-service or in-service teacher training: review teacher training curricula and manuals; include updated or emergency-related content and provide practical teaching experience, such as an internship as an educational assistant or intern.

Education of Internally Displaced Children and Socio-Cultural Diversity

The education of internally displaced children in Zamai is not only focused on the normative programmes or curricula of the Cameroonian education system. The cultural diversity of crisis areas, including that of host towns, is not sufficiently taken into account, as one informant recommended: "*...it must be taken into account in the design and implementation of educational activities at all stages of an emergency situation up to the recovery phase. This means including learners, teachers and other education personnel from different backgrounds and vulnerable groups, promoting tolerance and respect*". (Interview with Informant 5 on 14/07/2021). Thus, the notion of gender is not to be neglected; the standard of living of parents or close relatives in charge of displaced children, the physical and mental state; school performance, the distribution of pupils in classrooms according to age; an intercultural, multi-ethnic education model, religion. The field survey reveals that in an environment where there is precariousness, or the standard of living of the populations, it is not easy to literally take on the school curricula, materials and teaching methods to the point of systematically bringing

the populations to change attitudes and behaviour. "*Teachers may need help to modify existing teaching materials and methods if textbooks and other materials are to be revised. This leads to greater recognition and respect for the rights of others*. (Interview with Informant 6 on 15/09/2021). This is a long process, due to the instability of the Zamai IDPs, although sometimes education professionals opt to modify existing teaching materials and methods.

Education and Language of Instruction in Crisis Situations

One of the main difficulties in IDP education is the language of instruction. It has been observed that, coming from different villages in addition to the host locality, IDP children attending school do not speak a single language. To limit marginalisation, the community, education authorities and other stakeholders need to be involved in making decisions about the language(s) of instruction in a consensual manner. Teachers should be able to teach in the language(s) understood by the learners and communicate with parents and the wider community. The usual languages in the study site are: Arabic, Kanuri, Toupuri, Mafa, English, French, Choa Arabic, etc. The use of specialised languages and methods allows for the full inclusion of the hearing and visually impaired. Additional courses and activities, especially early childhood learning, should be available in the language(s) of the learners. For example, the government may require host schools for IDPs to meet their standards, particularly the use of their language(s) and curriculum. It is important to know the rights of IDP learners. However, as Areso points out, "The category of 'internally displaced person' has no legal basis and does not give people legal status at the international level. Sovereignty guarantees states full control and authority over their national territory and citizens, which limits the intervention of the international community in internal affairs. Therefore, it is the responsibility of state governments to intervene in internally displaced populations". Carolina Eraso (2009: 34). It is important to consider what opportunities they will have in the future and what they need to be able to

continue their education in the communities after the emergency. In cases of prolonged displacement, learners should be given the opportunity to learn the language of the host community. This allows them to function in the host community and continue to have access to education and learning opportunities.

Education and Professional Development

It is clear that in a training environment, teachers and other education personnel receive periodic, relevant and structured training, adapted to the needs and circumstances. Learning opportunities are provided for teachers and other education personnel according to their needs. Training is contextually relevant and reflects learning objectives and learning content. Training is recognised and approved by the relevant education authorities. Training courses are provided by qualified trainers and complement ongoing training, support, guidance, monitoring and supervision in the classroom. Through training and ongoing support, teachers become effective facilitators of the learning environment and use participatory teaching methods and materials. The training addresses knowledge and skills for formal and non-formal curricula, such as hazard awareness, disaster risk reduction and conflict prevention.

Learning Materials

It is essential that learners are assessed at the start of an emergency. For IDPs or those who have been displaced, this will include materials from their country or region of origin. Materials should be adapted or developed as necessary and made available in sufficient quantity for all. They should include formats that can be used by learners with disabilities. Education authorities should be supported to monitor the storage, distribution and use of materials.

School Infrastructure

Schooling for IDPs should not be limited to school supplies. The classrooms that house these students must meet the standards of construction that are beneficial for the acceptable functioning of learners.

Classroom on an undeveloped site in Zamai
Source: Damien Noma (2022)

As can be seen in the image above, IDPs are not accommodated in acceptable school facilities. Sitting on the floor without benches, the walls made of local materials are not conducive to teaching during the climatic fury. Moreover, speaking of Western-style schools, this posture of pupils in makeshift classrooms is no different from that of Koranic teachings.

Continuity of Education

National education laws and policies should ensure continuity of education for all. National and local contingency plans for schools should cover known, expected and recurring hazards, including small-scale disasters, such as recurrent flooding, which can have cumulative negative effects on education. The special needs of vulnerable children and young people should be taken into account. In areas where there are no emergency or disaster response elements in education, the emergency is an opportunity to create them. Early childhood development services for pre-school children and their parents are included in education policies and programmes. These services may include: early care and parenting groups; playgroups; inclusion of young children in activities within a safe space; links to health, nutrition and other services. "*These should be allowed to complement national education provisions to ensure that the educational needs and rights of all learners are met. The host country will facilitate their access so that they can establish programmes and facilities and respond quickly and safely to emergencies. This may include expedited visa requirements and special customs rules for learning and support materials* (United Nations and national education plans). In a country like Cameroon, which has a national youth policy, the emergency situation in crisis areas provides an opportunity to strengthen intersectoral work on education focused on young people in emergency situations. In other words, youth issues are central to any collaborative work on intersectoral policy and programme planning and implementation. Thus, the focus is on analysing the diverse interests of youth sub-groups, including the education of those in disaster areas, internally displaced children of school age, and the risks posed by various forms of youth participation. A national youth policy complements national frameworks on: education; technical and vocational education and training; emergency preparedness. This continuity of education is valid for all social strata facing the crisis situation (the host populations).

School Working Conditions in Crisis and Host Areas

By any standard, there can be no education system if teachers and other education personnel do not work under clearly defined conditions with adequate remuneration. Thus, remuneration systems and working conditions are set by the Cameroonian government in collaboration with all stakeholders in charge of IDP education, on the basis of contracts to ensure regularity of remuneration. The realities on the ground are different. In Zamai, the school facilities accommodate a very high number of IDPs. However, teachers were not prepared to teach this number. Most educators complain of underpayment. They do not always have the possibility to claim their rights or to organise themselves to negotiate the terms and conditions of work. The most urgent thing is to manage the crisis. In the same sense, we are what we are by virtue of culture (an acquired, learned process and not by nature) according to Mbonji Edjenguèlè. And Pierre Fonkoua, when presenting the new challenges of education in Africa, says that we must decolonise education, reconsider youth, which has been neglected until now, in the educational process, conduct research on management methods and integrate intercultural education into our system.

School on an undeveloped site in Zamai
Source: Damien Noma (2022)

Especially since, according to Bourdieu, it is education that is "*a form of symbolic violence done to children from working-class backgrounds that constrains and alienates them*". Job descriptions, working conditions, tasks, responsibilities; remuneration; attendance obligations; working hours and days; duration of the contract; code of conduct; support, supervision and dispute resolution mechanisms are to be included in the contract, with the aim of professionalising the function of teachers in the learning environment and in the community. It defines for communities, education authorities and other stakeholders the services expected of teachers in return for their remuneration and provide a framework for appropriate teacher behaviour.

Teaching and Code of Conduct

A code of conduct sets clear standards of behaviour for teachers and other education personnel. These standards apply in the learning environment and during educational activities and events. The code of conduct specifies the mandatory consequences for those who fail to comply. Education professionals are required to protect IDPs to the best of their ability; maintain high standards of ethical conduct and behaviour; and ensure a protective, healthy, inclusive, non- discriminatory environment for all learners. This includes not engaging in sexual or other harassment, exploitation of learners (labour or sexual favours), bullying, insults, violence and discrimination; not teaching or encouraging knowledge or actions that contradict human rights, non-discrimination principles and maintaining regular attendance and punctuality.

Class Size in IDP School Facilities

From the perspective of sustainable development, it is important to place particular emphasis on class size, with realistic, locally defined limits to include all children of regular, school-age IDPs including those with disabilities. At the same time, teacher recruitment should take into account the pupil/teacher ratio, based on national standards, especially in crisis areas. A ratio of 40 students per teacher has been recommended in some cases. However, stakeholders are encouraged to study and determine what is locally appropriate and realistic. In our study site, classrooms are observed to exceed 100 students per class for one teacher. As one informant put it: "*In establishing pupil/teacher ratios and teaching, in some cases humanitarian and development organisations may have their own standards for pupil/teacher ratios. Here we take into account the realities on a practical level.* (Interview with Informant 6 on 15/07/2021). The anthropology of education explores the arsenal of cultural items of a socio-educational acculturation of children to the world. In short, it is about 'social construction' (Edongo Ntede, 2016). A great deal of research exists on education in crisis situations. The particularity of our topic on the education of children who are victims of and fleeing suicide attacks is that it brings together the realities of 'asymmetric' warfare, terrorism, forced migration or displacement and of course formal education. This research has an important developmental perspective, for in exploring aspects of the reality of displaced children's schooling experience, the nagging issue of their future, if they continue to be nationals, is not lost. The trilogy Child- Education-Culture is therefore the foundation on which educational anthropological research is based. In concrete terms, the anthropology of IDP education will only add value to our scientific chapel if we look at the Mafa and Fufoule cosmogonies, which are the host populations, and, of course, the Arab-Shua cosmogonies of these IDPs. A holistic view (behavioural, biological, historical) and the daily life of the IDPs will make it possible to identify the relationship between education as a 'social solution' and the displaced peoples.

In order to optimise the performance of school-going IDPs, appropriate methods of assessment and validation of learning outcomes are used. In addition, learners' achievements are recognised and credits or diplomas are awarded accordingly. Graduates of technical and vocational programmes are assessed to judge the quality and relevance of the programmes to the crisis environment. Automatically, the assessment methods are seen by learners as fair, reliable and non-intimidating. According to the INEE, assessments are relevant to the educational and economic needs of learners in the future. Indeed, upon arrival, IDPs live in more precarious housing conditions. They suffer from greater food insecurity in the early years with little access to basic services, inadequate access to electricity, water and sanitation according to studies by the Internal Displacement Monitoring Centre. Yet their needs are not covered by the current level of assistance. Fighting, conflict and natural disasters cause multiple displacements, particularly in places where humanitarian agencies have limited access, resulting in exacerbated vulnerabilities for IDPs. Sustainable development cannot be envisaged in a country threatened by internal insecurity, crisis or conflict. The main issue with insecurity is that conflict is a brake on development.

In formal education programmes, assessment is done in such a way that what learners have learned and the results of the examinations can be recognised by the education authorities. For IDPs, efforts are made to obtain recognition by the education authorities of the region of origin. Those in charge of vocational and technical education and training need to ensure that they meet national certification criteria. End-of-course documents may include diplomas and certificates of completion. Effective assessment methods take into account the following elements: relevance of tests and examinations; consistency of assessment methods; opportunities for absent learners; timing of assessments during and at the end of education; frequency; a secure

and appropriate framework for formal assessments; transparency of assessment results. For one education staff, "this means that they must be fair, reliable and done in such a way that they do not increase fear or distress. Learners should not be harassed in exchange for good grades or promotion to the next grade or programme. To ensure that these conditions are met, it may be useful to have surprise checks by supervisors and community members (Interview with Informant 10, 15/07/2021). Community members can assist in the evaluation of learning processes and teaching effectiveness. This is useful in classes with very large numbers of students in relation to the courses being taught. Learning objectives and assessment criteria should be determined from the curriculum. Where possible, assessments are modified from the content taught rather than from a standard curriculum so that they can reflect what has actually been learned rather than what has not been taught. Assessments should be designed and implemented according to a code of ethics.

Preservation the Right to Education

The goal of inclusive education, which aims to ensure that all students are included in the education system regardless of marginalisation and disadvantage, is ambitious but essential. Although anecdotal evidence of these barriers and impacts exists, comprehensive evaluations are still lacking. Formal and non-formal education programmes must provide inclusive educational activities that meet rights and education objectives. They must be in line with national legal frameworks. Educational interventions, including early childhood development and youth activities, should be linked to activities in other sectors, such as water supply, sanitation and hygiene promotion, nutrition, food security and food aid, shelter, health services and economic reconstruction. Areas covered include nutrition, recreation, culture, prevention of abuse and early childhood education for children under six. The Convention on the Rights of the Child is particularly important because it addresses both children's right to education and their rights within the education process, such as the right to be consulted about decisions that affect them, the right to be treated with respect and the right to know their rights.

Displaced students in school, education professionals, in this case teacher, have the status of civilians, or school infrastructure. They are protected from armed attack under the Geneva Conventions, which are part of international humanitarian law recognised by all countries. National authorities and stakeholders are called upon to support efforts to develop this protective status in national laws and practices. This includes preventing the use of schools for military purposes.

In times of insecurity, in order to address violence that threatens the continuity of education and the protection of children, it is essential to advocate for education, human rights and humanitarian law as they relate to education. Monitoring and reporting attacks on or occupation of learners, staff and schools is essential. This ensures respect for the dignity of victims and leads to a coordinated response, investigation and prosecution.

Resources and Security of Schools in Times of Crisis

The field survey revealed that the sites of operational schools for IDPs in school are selected according to the security measures put in place by the Cameroonian government and its partners to deal with known potential dangers and threats. Similarly, schools are designed and built to be resilient. Sufficient space must be provided so that education is not disrupted if schools are requisitioned as temporary emergency shelters. As the informants recommended: "*National authorities, humanitarian agencies, donors, NGOs, communities and other stakeholders should work together to ensure adequate funding for education in emergencies. Coordination of resources should be country-led and integrated with existing coordination mechanisms*". (FGD conducted on 19/10/2021 in Zamai). This can only be done when the context is favourable. In addition, resource allocation must be balanced between: physical components, such as additional classrooms, textbooks and teaching and learning materials, and qualitative components, such as teacher training courses and supervision, teaching and learning materials. Resources should be allocated for systematic and centralised reporting of attacks on education and for the collection, analysis and sharing of education data. "*Internal displacement can interrupt children's education, harm their well-being and hinder their development. It can reduce their future livelihood opportunities, creating a cycle of poverty that continues even after displacement. Failure to include internally displaced children in quality education can have long-term consequences for them, their families and their communities. It can also impact on their country's progress towards the Sustainable Development Goals. Yet, as this paper shows for the first time, most displaced children are excluded from education policies*". Felipe Verdugo-Ulloa (2018: 22).

Those involved in the development and implementation of education policies have set up a system for sharing information on policies and strategic responses to mitigate conflict and disaster. They use local languages to make information easy to understand and accessible to all. However, in a context such as the massive influx of IPRs in Zamai, it is not easy to rely on laws, regulations and policies developed on the basis of reliable information. Data from education information and management systems should be linked to information on areas and population groups exposed to certain types of emergency. This is a preparedness strategy that contributes to national and local education planning. Where possible, education data collected by

the community should be entered into a national education management information system.

DISCUSSIONS

Many theories in the social sciences and humanities deal with the issue of formal education in different ways. Francis Bacon (1561-1626), Galileo (1564-1642), René Descartes (1591 - 1650), who are positivists, emphasise the uniqueness of science, the use of a method that is absolutely that of the exact sciences, thus including the "*experimental*", the implementation of quantifiable and measurable procedures, the objectification of observation, and statistical processing. According to realists such as Michelson (1852-1931), Rutherford (1871-1937) and Bohr (1885-1962), there is a risk of "*reducing education to a questioning of means alone, while overlooking the aims of education*". On the other hand, socioconstructivism with Perret-Clermont, Gilly, Doise and Mugny, and Piagetian constructivism plunge us into the current debate. With his work, Vygotsky expresses the difference between what the child will learn if he is alone, and what he can potentially learn if he is given help. In this debate, the school is a "*major cultural issue*" everywhere in the world according to Jean Pierre Warnier. For, under the guise of education, a strong cultural policy is subject to a national project. "*It is an economic, political and cultural project*" (Warnier, 1999). In the West, there are myths of cultural innovations and production of modern science as a fact of culture. According to Warnier, science in the West is "*knowledge of universal value*" (Warnier, 1999: 19). In this case, the author of Globalisation of Culture says that such Cultural Policies of Education "can only take into account particularisms if these do not represent a threat of political irredentism and are not dying". Finally, is equal opportunity possible? It is possible and even desirable according to recent analyses. All that is needed is to "*combat school failure in a system that sees more and more pupils entering the sixth form without being up to standard, to combat the uniformity of a single education that does not take into account the disparities between pupils, to ensure the protection of pupils and especially that of young girls by reinstating places of education in civility and citizenship*" (Niamkey, 2000). Course content could be linked to human rights and international humanitarian law and life skills. However, as Eraso points out, "The category of 'internally displaced' has no legal basis and does not give people legal status at the international level. Sovereignty guarantees States full control and authority over their national territory and citizens, which limits the intervention of the international community in internal affairs. Therefore, it is the responsibility of State governments to intervene in internally displaced populations. Carolina Eraso (2009: 34). In seeking asylum elsewhere, IDPs do not enjoy the legal rights stipulated under the 1951 Convention or the 1967 Protocol.

Experiential learning is a finding of Kolb (1984) that addresses key elements of learning by doing, how it works and the characteristics that contribute to meaningful practice. As a widely accepted theory, primary and secondary teachers can use this model to support teaching practice and the learner experience. Inclusive education can help people to think critically about political messages or conflicting sources of information. The barriers to schooling for crisis victims, with a socio-cultural reality that is inane to parents and some other actors in the education community, have been mentioned in the previous chapters. The expression "inanity" of Latin etymology, "*inanitatem*", from "*inanis*", means void. Taken in a proper sense, it is a "state of being empty." Emptiness which refers to vanity in more socio-anthropological contexts. Corneille (1684) already spoke of "*the talks of his century as having too much inanity*".

The design of curricula and contents of formal education is the responsibility of the educational authorities. Curricula and content must reflect the needs, rights of learners, and particular needs of education personnel in a crisis context, according to budgetary and time constraints. Speaking of curricula, those in charge of education state: "*The content of training may include knowledge of core subjects, such as literacy, numeracy and life skills, depending on the context, with health education; pedagogy and teaching methodologies, such as positive discipline and classroom management, participatory approaches and inclusive education; codes of conduct for teachers and other education personnel, including condemnation of gender-based violence against learners and appropriate mechanisms for reporting and referral; principles of disaster risk reduction and conflict prevention; psychosocial development and support, addressing the needs of both learners and teachers and the existence of local services and referral systems; human rights principles and perspectives and humanitarian law to understand their meaning and purpose and how they relate, directly and indirectly, to the needs of learners and the responsibilities of learners, teachers, communities and education authorities; other contextually appropriate topics.* Curricula adapted for vulnerable children are not totally separate from other curricula. They are, however, specific.

Education laws and policies should reflect an understanding of the social, economic, security, environmental and political dynamics in the emergency context. In this way, education plans and programmes can address the needs and rights of school-age IDP children and society as a whole to avoid social divisions or potential conflict in host areas. The context analysis requires extensive consultation with the community. The education authorities make the continuity and restoration of quality education, with free and inclusive access to schooling, a priority. As Carolina states,

"*However, the problem arises when these states are unable to protect displaced populations or deliberately refuse to do so. Given these circumstances, which became a real challenge for the international community with the end of the Cold War, the issue of forced internal displacement emerged as a matter of international concern*. The first report of the UN Secretary General on "Human Rights and Internally Displaced Persons" was published in 1992. Eraso, C. (2009: 34). It is in this vein that national norms establish that national laws, regulations and education policies ensure that the protective status of schools, IDPs, teachers and other education personnel, as set out in international humanitarian and human rights law, is respected. Therefore, Cameroon's education policies respect, protect and fulfil the right to education and ensure the continuity of education in schools, rebuilt or replaced in a participatory and inclusive manner. They are also supported by action plans, laws and budgets that allow not only for a rapid response to emergencies, but also for IDP host schools to use the curriculum and language of the region of origin. They allow non-State actors, such as NGOs and UN agencies, to work with the Cameroonian government to establish education programmes in emergencies.

Education should be an integral part of national emergency preparedness frameworks. Resources must be made available to provide effective educational interventions quickly. International stakeholders supporting national or local education programmes should promote emergency preparedness interventions for education within development programmes. "*Displaced children often have lower enrolment and completion rates than their non-displaced peers. Disruption of education can affect the mental health of displaced children and increase psychosocial instability. It can affect social cohesion and undermine security in the short and long term. This can have repercussions on the socio-economic development and stability of the country, slowing progress towards the Sustainable Development Goals*". Felipe Verdugo-Ulloa (2018: 22). Preparedness frameworks should include explicit provisions for children and young people's participation in community-level interventions.

Relevant information on policy, planning and implementation, including practices to prevent corruption (in both monetary and non-monetary forms) should be shared between central and local authorities, communities and other humanitarian stakeholders. Transparency is important to enable effective monitoring and accountability. There must be confidential, culturally appropriate systems for dealing with complaints of corruption, as well as policies to encourage people to report corruption and to protect those who do.

Education authorities must ensure that education reaches all groups equally. According to international law, IDPs should have the same rights to education as nationals at the primary level. At higher levels, IDPs should have access to education, recognition of certificates, diplomas and degrees, remission of fees and costs, and access to scholarships on the same terms as host country citizens. Internally displaced learners retain the same rights to education as those who have not been displaced. They are covered by national and international human rights laws and the Guiding Principles on Internal Displacement. "*Internally displaced persons enjoy the same rights and freedoms under international and domestic law as the rest of the population of the country on an equal footing. They shall not be discriminated against in the enjoyment of any rights and freedoms on the basis of their status as internally displaced persons* (Principle 1). National education plans should indicate the measures to be taken in current or future emergencies. They should specify decision-making, coordination, security and protection mechanisms for inter-sectoral coordination. Plans should be based on an understanding of the context and should include indicators and early warning mechanisms for disasters and conflicts. They should be supported by appropriate policy and education frameworks. There should be a system for regular review of national and local education plans.

According to the United Nations, more than 515,000 crisis-affected school-age children (50% girls) are in need of education sector assistance in the Divisions affected by the Lake Chad Basin crisis (LEG, 2022). Given these statistics, one would expect the IDP phenomenon to be eradicated. However, over the years, the number of IDPs has increased, which has had a negative impact on the education of the school-age population. In pedagogy, a well-schooled child generally evolves in an environment that is familiar to him/her, with friends and teachers, with whom he/she develops a "sacred union" whose ideal is to obtain good results in order to ensure his/her integration into society. Formal education is then real when parents commit themselves, with some means and mechanisms that are generally their own, to accompanying their offspring to success. However, families made more vulnerable by poverty, aggravated by insecurity and forced displacement, do not have the capacity to support their children's education, as they are deprived of everything necessary for quality schooling. The education community has recorded 27,820 pre-school and primary school children of IDPs who have dropped out of school in the Far North Region (Minedub, 2017). This goes against the SDGs (Sustainable Development Goals). In Cameroon, a few years after the ratification of the Convention on the Rights of the Child (1993), the African Charter on the Rights and Welfare of the Child (1997), and the participation of the Cameroonian government in the United Nations Extraordinary

Summit for Children in 2002, work on the elaboration of a Child Protection Code was initiated in 2004 by the Ministry of Social Affairs with the technical and financial support of UNICEF. There is only one advocacy project for a child protection code.

CONCLUSION

Internal displacement can interrupt children's education, harm their well-being and hinder their development. It can reduce their future livelihood opportunities, creating a cycle of poverty that continues even after displacement. Education can contribute to conflict, if it reinforces inequality and social injustice by denying some learners access to education; or if curricula or teaching methods are biased, then schools can be a target during conflict, or students and education staff can be attacked on their way to school. Well-designed education reform in the immediate aftermath of an emergency is necessary to ensure the protection of education systems and to put conflict-affected societies on the path to sustainable peace and development. The perspective of 'cultural relationality' for quality education among children vulnerable to displacement leads to the emergence of a new paradigm, that of the indissociable conceptual couple deliance/reliance, a dialectical synthesis of modernity and postmodernity relationality. Deliance and reliance are ontologically inseparable.

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