Integrating Information And Communication Technology In Teaching Drama To Children In Emergency Situations

Mohammed Umaru

Department Of Computer Science
Federal College Of Education, Yola. Adamawa State
umarsamu@yahoo.com

Abstract: Disaster (natural or man- made) make people flee from their original communities to another place for safety. When people are displaced, women and children happened to be the most vulnerable among others. They face a lot of challenges which include inadequate food, cloth, shelter, health and education among others. These challenges made them to live a difficult life in the camps or hosting communities pending when they would be resettle back to their original communities. Education in times of emergencies is organised to engage children in learning as a continue process until when they would properly be resettled either in their original community or elsewhere. This paper looked into the need for the children education in the time of the displacement and emergencies, the integration of ICT during the teaching of a particular creative concept (drama) for efficient and effectiveness, difficulties one might encountered when educating children in emergency situation and finally recommendations were also made.

Keywords: Integration, ICT, Drama, IDPs Children, Education in time of emergencies.

INTRODUCTION
Nigeria on its part has been suffering in both natural and artificial disasters such as flood, erosion, disease, political violence, religion violence, communal and ethnic violence and insurgency among others. These disasters claims many lives and properties and resulted to communities' displacement. When these disasters occurred, people devastate because of mortality, destruction of infrastructure and livelihoods, and the need to flee one's home or community (Dryden-Peterson, 2011). These cases constitute a very worrisome development to the economic, social, political, health, education of the affected communities. The tremendous disaster which keeps the country so worrisome is the attack launched by the insurgents in most part of state in the country against western education. The activities forced people to leave their homes and one of the measures of severity of the act in addition to casualties and duration according to Weiss & korn (2006), cited in Ellen & Kudzai (2012) is the extent to which people have been displaced from their communities. When conflict occurred, women and children happened to be the major vulnerable. Children are drop out of schools, the school as social environments may no longer be available, some were burnt or destroyed, learning materials are scarce, and some of the teachers were killed while some flee to another community for safety. The effect of conflict on communities are identified and noticed. Drydon-Peterson, (2011) opined that displacement has negative effect on children's physical and psychosocial health and made it to be difficult in preventing their right such as child trafficking, recruitment into the armed forces, sexual violence and education among others.

FIGURES OF THE INTERNALLY DISPLACED CHILDREN IN NIGERIA
United Nation High Commissioner for Refugee (2009) had it that globally, there are more than 43.3 million refugees and IDPs and 27 million are children and youth who are forcibly displaced by armed conflict. Children and youth are left behind in terms of better access to quality educational opportunities. The numbers of Internally Displaced children in Nigeria as a whole cannot be ascertain. This is because most of the IDPs including children are not living in camps; they live either in their relative's home or hosting communities (UNHCR, 2009). However, the International Organization for Migration (IMO) set up a Displacement Tracking Matrix (DTM) in July 2014 to support the Nigerian government in collecting and disseminating data on the Internally Displaced Persons (IDPs). The DTM assessment as at April, 2015 came up with the figure 1, 538,982 as registered internally displaced persons (IDPs) including children. Majority of the IDPs are women and children. It is said to have believed that the number of the IDPs is increasing due to the fact that there have been violence and flood disaster in some part of the country as from May to October. Prior to the setup of the displacement tracking matrix (DTM), the IDMC had published the IDPs figures to about 3.3 Million in Nigeria.

THE CONDITIONS OF CHILDREN IN THE DISPLACEMENT
It is very difficult to make a general comment about the situations and conditions displaced children are, they are in situation of having needs and been vulnerable resulting from their displacement and this tends to heighten the existence of people being vulnerable. Among the conditions cited in the (UNGP, 2009), include:
➢ Trauma, loss and fear;
➢ Separation from family members, social groups and communities;
➢ Lack of shelter or problems related to camps;
➢ Loss of properties;
➢ Vulnerable to recruitment from armed groups;
➢ Lack of education.

EFFECT OF CONFLICT ON EDUCATION
Conflict result to malady, resentment, revenge, unimaginable wilful prostitution and deviation from normal course of social interaction. Conflicts also turn the entire fabric of societies in to pieces. These include residents,

home, schools, health institutions, religious institution among others (Sommers, 2002). Conflict and emergencies can go on for many years or even decades, leaving many IDP children to grow up without education as well as deprived of the protection and support that going to school can provide (French & Mooney, 2005). The following are among the negative effect of conflict on education;

- It results to the death and displacement of both teachers and students;
- Led to the burning and destruction of infrastructures;
- Teaching and learning materials may no longer be available, some might be burnt and some might be destroyed;
- The educational system was left with no training and re- training of teachers that seem to be one of the durable solutions to teachers experienced to problems regarding professionalism;
- Conflict also limit or reduce the number of enrolment of the school children and increase the number of teacher's absenteeism;
- Educational objectives are difficult to be achieved or attained; this is because schools, teachers, learners and teaching and learning materials might not be adequate;
- The quality of education given in the conflict areas cannot be ascertain, because it suffers from inadequate basic necessities such as food, shelters among others (UNESCO, 2010);
- As a result of the economic difficulties which accompany by conflict, the poorest in the society might opt to take their children out of school and put them to work to maintain the existing level of consumption (Shemyakina, 2006);
- The school calendar may be interrupted, and this can affect the expected year of graduating pupils or students;
- Parents may face difficulties of gender disparities, this is because, in conflict areas it is difficult to control the issues of sex violence, as a result of that parents may keep their children at home.

WHAT IS EDUCATION IN EMERGENCIES?
Education in Emergencies is defined as the set of linked project activities that enable structured learning to continue in times of acute crisis or long- term instability (Nicolai, 2003). Education activities in emergencies differ depending on the nature of the disaster and the cultural context of the communities. Some of the culture may be difficult to cope with due to the people beliefs, norms and values. But most times, when facing difficulties, people tend to abide by other means in sustaining their lives instead of going strictly to what their culture and tradition teaches.

WHY EDUCATING CHILDREN AT THE TIME OF EMERGENCY?
Significant numbers of children are denied education during disaster due to the difficulties they face. Save the children, a non- governmental organization believes that education must be seen as a fundamental component of humanitarian assistance. It is the organization's policy to integrate education into both its emergency preparedness and response phase (Nicolai, 2003). Educating children at the

times of emergencies is every body's responsibility; this is because the education in emergency aimed at building the children toward their futures endeavour. Education efforts in emergencies can be based on three core principles:

- The child's right to education: - all children have the absolute right to basic education that is the primary school level. This is established as human right in the earliest United Nations declarations in the 1948 Universal declaration of Human Right, that children have the right to free and compulsory primary education without discrimination and is now enshrined in international law (Nicolai, 2003).
- The child's right for protection: - crisis leaves children in the state of being vulnerable; this is because some of their parents/ guardians might have been killed or displaced to unknown communities, while some may be handicaps as a result of various degree of injuries sustained . Many of these children witnessed the violence or destructions, and often face continued threats to their security or fear of repeated disaster (Nicolai, 2003). On emergencies level, there are several components of education that when combined together play a part in addressing children's protections. These components are;
  - ❖ A safe supervised environment;
  - ❖ Engagement in structured activities;
  - ❖ Care for vulnerable groups;
  - ❖ Learning to cope with increased risk.
- A community's priority of education: - for quite a long, communities have been contributing to education such as providing teaching and learning materials to schools, teachers to teach as their community services, building block of class rooms situated in their communities and even schools itself. This effort is done to enable the community to have educational ingredient for efficient and effective teaching and learning of their children. When crisis began, the communities may face difficulties in terms of educating their children and this plays negative role in their future, they might not have all they could to discharge their role in the communities as elders when the time come. Therefore, it leads them to be vulnerable parent.

DRAMA

DRAMA: - is seems to be a subject in curriculum taught in school or a particular art practice that involves role, tension, time and space. Drama in education referred to as a powerful teaching and learning tool with profound positive effects on a student's cognitive, social, emotional, and physical development; drama is hands-on, experiential learning and engages mind, body, voice, and emotions to interpret and convey to others information and ideas(Clerk, 2013). Children often from their earliest years use imaginative play to explore order and make sense of themselves and the world about them. One of the aims of drama is to communicate ideas and feelings through language, expression and movement, in real and imaginary contexts. Drama is highly regarded as an effective and valuable teaching strategy because of its unique ability to engage reflective, constructivist and active learning in the classroom as well as enhancing oral skills development (Miccoli, 2003).

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The societal setting which individuals live is dynamic, as a result of that; it has undergone rapid development in technologies. The rapid and extensive developments of information technology have transferred the contemporary industrialized societies into a digital society (Global Village). In an educational context, the acronym ICT stands for Information and Communication Technology and refers to the technological equipment available for educational use (Chrysanthou, 2008). ICTs are generally regarded as technologies that support an individual's ability to manage and communicate information electronically. Information and communication technology are promoting and detecting changes in economy, business, culture and the world at large. Because of the roles ICT plays within our societal settings, one can describe it as an agent for change in the life of an individual or groups. Many educators and education authorities believed that ICT can help children develop their competencies already in their early years. A number of researchers concerned with the issue have proved that an ICT influence young child's live even before they go to school (Kalas, 2013). Siraj- Blatchford & Whitebread (2003) pointed out that young children are growing up in a world, which not only contains but is also increasingly shaped by ICT.

IMPORTANT OF ICT ON CHILD EDUCATION IN TIME OF EMERGENCIES.

Information and Communication Technology (ICT) such as mobile phones, computers and the Internet are often seen as accelerators of development processes. In most situations, these devices paly vital role in achieving results for the most marginalized communities and the most vulnerable children, mothers and families (UNESCO, 2013). The important of integrating ICT to child education in time of emergencies include;

❖ New technologies are important, it engage and motivate pupils into learning as they are in a state of trauma, loss and fear;
❖ ICT helps pupils to keep focus on learning goals indicating their concentration to the learning;
❖ Software tool can be used in creating cartoon imagery to help pupils who were learning English as an additional language to construct sentences.
❖ Using ICT as a medium to motivate under achieving boys in studying poetry;
❖ ICT can provide powerful tools in the fight against extreme poverty, including in emergency (UNICEF, 2009) in future;
❖ Research also had it that ICT contributed effectively to pupils' personal development by encouraging independent and cooperative working. Commonly, pupils worked together at computers, usually carefully and considerately, following their teacher's protocols;
❖ It enable the child to put into practice of what he or she learned;
❖ Teaching and learning that was done through ICT enable children to recalled what they have learned every time everywhere;
❖ It helps in the development of their cognitive approaches.

INTEGRATING ICT AND DRAMA FOR CHILD DEVELOPMENT IN TIME OF EMERGENCIES

The Nigerian basic educational system (primary education) is enriched with the following subjects starting from Mathematics, Language and literature, science and ending with art subjects (Baziukaite & Straksiene, 2008). The basic demanding task ahead of our current educational system is to prepare learner to participate actively in a knowledge-based society, in which knowledge is the most crucial resource or tool for social, economic and political transformation. For this paper, it is planned to focus on the integration of ICT in teaching drama to enable children to learn effectively in time of emergencies. Drama skills are recognition of emotions and mimic and improvement of speaking quality while on the other hand, ICT skills are typing a text, managing a standard voice recorder, and manipulating other standard computer software (Baziukaite & Straksiene, 2008). Modern programme on Primary education curriculum is oriented to the development of learner's ability of competences for self- reliance. The content of it programme development does not eliminate planned subjects, but enable teachers to have better understanding that the goal of the educational process is a child with developed personal competences, but not the subject that should be taught by a teacher and learned by a pupil (Educational Standard, 2003) cited in (Bazukaine & Strakeseine, 2008). According to the report of the United Nation Commission on Science and Technology for Development (2013), noted in the UNHCR's operation for technological development that access to ICT has been facilitated and promoted the significant and tangible benefits for the refugees and Internally Displaced Persons including children. ICT is an important tool that can be integrated for empowering these communities to enable them to achieve a greater degree of self- reliance. For educators to be concern with teaching and learning processes, the areas which traditionally seen as creative (including drama) may actually have a significant roles to play in educating for the digital age. This indicates more of shift in focus from decoding receiver processes to encoding producer processes and learning (Hall, 1980). Therefore, ICT plays significant role in teaching and learning drama. This is because the ICT tools can be used in typing the story to be told, voice recording and the creation of dialog coverage which would later be played for them (children) to watch carefully their actions and discuss on the entire dialogue created for motivation and correct the area where necessary. For teaching and learning drama to effectively take place and for visible transformation to be seen among these children who have been in a state of trauma, hunger, difficulties, a lot of effort need to be put in place by the teachers. These efforts include encouragement through motivation and creating conducive atmosphere that will make them to feel at home. If that is done, then the identification of the right ICT educational resources should follow. If the right ICT educational tool are identified, it will go a long way in enhancing their learning process and the children can do excellently well when they are given room to create or do things on their own. New perspectives of linkage between drama and information and communication technology is an area of our interest.

CHALLENGES FACED DURING EDUCATION AT THE TIME OF EMERGENCY

❖ New technologies are impacting considerably young children's lives, young children have difficult to access these technologies;

❖ When the basic needs such as water, food, cloth among other are inadequate in the times of emergency, teachers may find it difficult for attainment of objectives;

❖ Parents are sometimes unaware of their children exposure to the ICT tool; they felt to provide maximum support for their children;

❖ Most times some of the schools have inadequate ICT facilities, they found it difficult to integrate ICT in the field of drama to teach children;

❖ Teachers are often- informed and lacking confidence relation to ICT;

❖ Provision of ICT in early educational settings varies considerably, and is often very limited;

❖ Communication between parents and educators about children's experiences in the area is often non-existent.

CONCLUSION

IDPs children in a broad context are regarded as vulnerable and needy, there situations and conditions in the time of emergencies are dangerous and worrisome to the communities and the country at large. Children are referred to as the leaders of tomorrow; scholars unanimously agreed that education is the basic tool used in equipping a child to become responsible person in the society. ICT seems to be one of the tools used in education; it helps learners to learn faster and to be able to support children's realization of their intellectual potential most especially in the field of drama. The integration of ICT in teaching and learning drama makes the children to be able to play and watch back their actions for corrections which made it to be more interesting, encouraging, efficient and effective.

RECOMMENDATIONS

Bridging the gaps in education that displacement so often entails for children during the times of emergencies is critical to their development, safety and well-being. Steps that should be taken to help ensure that IDPs children have access to quality education include:

• Prioritizing education for IDPs, at the earliest stages of emergencies, including by systematically providing ICT tools for effective teaching and learning drama;

• Hiring technical teachers, especially, to control the operation of the ICT tools in educating children in time of emergencies;

• Parents and teachers should be enlighten on the important of using ICT tools for effective teaching and learning drama;

• Sponsoring feeding programs to encourage school enrolment and support children's realization of their intellectual potential in drama in time of emergencies;

• School administrators should put more effort in providing ICT tools to enable the children learn effectively.

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