



The Influence of Educational Recreational Kits on Participation and Attendance of Students in Emergency under Accelerated Learning Program (ALP); a Mixed Research Article conducted in Mekelle IDP Sites, Tigray

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ABSTRACT

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This paper analyzed the influence of provision of education recreational materials on the participation and attendance rate of internally displaced children in 8 selected internally displaced people (IDP) sites with accelerated learning programs (ALP) out of 26 sites camping in Mekelle, Tigray using mixed research type and sequential explanatory design. Sequential mixed methods sampling was used to select 8 IDP sites for quantitative conveniently and 4 IDP sites for qualitative purposefully. The data collected from secondary and primary sources have been analyzed using paired samples statistics and T tests in the quantitative part and using thematic descriptions in the qualitative part. The study revealed that the provision of educational recreational materials to children in ALPs significantly increases the participation and attendance rate of the ALP children for which the mean of the attendance rate after provision ($M = 68.50$) is greater than before provision ($M = 59.25$), and T tests $t(7) = -9.839$, $p = .000$, $p < 0.05$ which is also supported by the qualitative result that students, teachers and parents also assured that. As a result, the provision of educational recreational materials to ALP children has a significant influence on their participation and attendance rates. This recommends governments, philanthropists, local and international humanitarian and development agencies, and others to initiate with this intervention and conduct further study on how it meets the cognitive, psychosocial, and developmental needs of the children beyond its influence on participation and attendance rates of children attending education in emergency programs.

Keywords:

Accelerated learning program (ALP), Attendance rate, Emergency, Education in emergency, Educational recreational materials, Internal displacement, Internally displaced persons (IDP), Participation

1. INTRODUCTION

All individuals have a right to education. This right is articulated in many international conventions and documents, including the Universal Declaration of Human Rights (1948); the Convention Relating to the Status of Refugees (1951); the Geneva Convention (IV) Relative to the Protection of Civilian Persons in Time of War; the Covenant on Economic, Social and

Cultural Rights (1966); the Convention on the Rights of the Child (1989); and the Dakar World Education Forum Framework for Action (2000), promoting Education for All. Despite the global right for education, people are denied not only education but also other rights due to emergency. Around the world, girls and boys in regions affected by conflict and violence experience attacks on their education, through bombing, torching and the military use of schools. Military groups routinely kill, maim, rape, recruit, abduct and traumatise schoolchildren and teachers with impunity. Those fleeing hostilities may find themselves in new conflict zones as factions and frontlines shift (SCI,2020; IDMC,2021; Carlos et al, 2012). Globally, 82.4 million people were internally displaced across the globe and it has been also reported that 48 million were

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displaced as a result of conflict and violence (69.4% in Sub-Saharan Africa) by the end of 2020 and 20 million of them are children under 15 years' old who need special care and education (IDMC,2021; UNHCR, 2021). The conflict in Tigray with the federal government of Ethiopia, which erupted in November 2020 is part of this crisis that has created a major humanitarian crisis with large part of the region's 5.7 million inhabitants in need of emergency assistance and 1.4 million children become out of school (UNICEF, 2021).

Emergencies affect education opportunities for learners differently, depending on the nature of the emergency and the attitudes toward different members of society (such as girls, marginalized groups, children with disabilities etc.). When a conflict or natural disaster erupts, education is generally the first service interrupted and the last resumed (Rohingya Refugee Response, 2017). Attendance can be affected through large class sizes, further marginalization of vulnerable children, lack of educational supplies, and lack of overall capacity of the school (Nicoli, 2003; Ari,2010). Children denied to the right of education due to such crisis are more likely to be future poor adults, and start another cycle of poverty for their own children. Since chronic poverty is inheritable, children in poor households are at high risk of staying poor in their future adult lives. Therefore, these children are closer to inherit the poverty of their families; and then they may transfer their poverty to their own children, and also over generations and lives (Ari, 2010; Nicolai, 2003). But, education is beyond a right, it is both life-saving and life-sustaining (INEE, 2004; UNESCO, 2006). In response to this, different humanitarian aid agencies provided education in emergency (EiE) programs such as accelerated school readiness (ASR) and accelerated learning programs (ALP) (UNICEF, 2011). In emergency situations, education programs are generally developed as transitional programs. They are put into place as an emergency response, either as a stopgap, or when formal education does not exist or cannot be accessed by sections of the population (Alicia et al, 2016). Agencies provide recreational kits to ALP students and studies indicated that these kits offer young children access to play, stimulation and early learning opportunities and permits them to experience a sense of normalcy (UNICEF,2011; UNESCO,2006). But, it is important to know the influence of the educational recreational materials on the participation and attendance rates of the children same to the formal programs which this paper intended to study rather than simply considering the children to recreate and recovering from stress and trauma.

The study is aimed to analyze and explore the influence of provision of education recreational materials on the participation and attendance rate of internally displaced

children in selected accelerated learning program (ALP) classes in Mekelle IDP sites. Eight IDP sites have been selected for quantitative analysis of the attendance rate of students and of which four were selected for qualitative analysis of both participation and attendance of the ALP students. It is significant to contribute on the intervention of education in emergency programs by multiple local and international NGOs, education institutions, and government sectors so as to use the practical experience of the implementation of the education for internally displaced children beyond the specified study area.

It has initiated with two specific objectives. The first is to analyze the influence of the provision of educational recreational materials on the attendance rate of internal displaced children attending ALP classes which was more studied by quantitative approach followed by qualitative. The second is to explore its influence on the participation of internal displaced children" which was more studied using qualitative design.

2. LITERATURE REVIEW

2.1. Emergency and Internal Displacement

An emergency is defined as a crisis situation that overwhelms the capacity of a society to cope by using its resources alone. An emergency response can be carried out in the context of an acute or a chronic emergency, with causes varying from armed conflict and political instability to natural disaster (SCI,2001). Emergency scenarios include civil conflicts, complex chronic emergencies, which involve multiple civil conflicts with international involvement, natural disasters and development induced displacement. There are complex types of emergencies such as civil conflict, complex chronic, and natural disasters. Population groups affected by emergencies are refugees, internally displaced persons (IDPs), non-migrants, and returnees (Sinclair, 2002; UNESCO,2006).

Internal displacement is a growing phenomenon, the result of wars, instability, human rights violations, disasters and climate change (UNICEF,2018). The most common definition of IDPs is the one presented by the UN Secretary-General in 1992, which identifies them as "persons who have been forced to flee their homes suddenly or unexpectedly in large numbers, as a result of armed conflict, internal strife, systematic violations of human rights or natural or man-made disasters, and who are within the territory of their own country" (Forced Migration Online, 2012; GPC,2021; HEART,2016; UNESCO, 2006).

The emergencies that lead to displacement are generally complex. They result from a range of factors, including political instability, conflict, violence, inequality, and poverty, and are often exacerbated by natural disasters, health emergencies, and environmental instability (HEART,2016). IDPs can live under

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threat of physical attack, sexual- or gender-based violence, and run the risk of being separated from family members. They are frequently deprived of adequate shelter, food and health services, and often lose their property, land or their access to livelihoods. IDPs may be discriminated against for being displaced or for coming from a faraway place. They often lack identity cards, which makes it more difficult for them to access basic services and prevents them from exercising their political and civil rights. They can struggle for years or even decades with psychological trauma experienced during displacement (GPC,2021; Nicolai,2003).

2.2. Education in Emergency

Internally displaced children face significant challenges in exercising their right to education, from infrastructure, capacity and resource constraints to persistent insecurity, social tensions and discrimination. (UNICEF,2018, IDMC,2021; Carlos et al, 2012). During displacement, schools that remain open may become further overcrowded, while other schools may be occupied by armed groups and displaced communities (Department for International Development (DID), 2017). Teachers may leave conflict-affected areas or change professions. The lack of education services can increase children's vulnerability to abuse, child marriage, child labour and recruitment into armed groups. Furthermore, most of these children and adolescents have experienced a high level of stress, necessitating psychosocial support. A child's right to education does not end in times of displacement. In these circumstances, education plays a critical role as a building block of recovery, resilience and long-term development (SCI,2020; Ari, 2010; DID,2017).

Education in emergencies is the provision of quality education opportunities that meet the physical, protection, psychosocial, developmental and cognitive needs of children affected by emergencies, which can be both life sustaining and lifesaving (SCI,2009). Education in emergencies refers to education for populations affected by unforeseen situations such as armed conflict or natural disasters (Sinclair, 2001). It is a set of linked project activities that enable structured learning to continue in times of acute crisis or long-term instability (Nicolai,2003). Education in emergency programs include accelerated school readiness (ASR), accelerated learning programs (ALP), and others conducted in child friendly spaces (CFS), alternative learning spaces (ALS), and temporary learning spaces (TLS) (UNICEF, 2009 & 2011; SCI, 2008 & 2009).

A protective and safe environment or space is significant to provide education for internally displaced children. Child Friendly Spaces/Environments (CFS/Es,) are 'places designed and operated in a participatory manner, where children affected by natural disasters or armed conflict can be provided with a

safe environment, where integrated programming including play, recreation, education, health, and psychosocial support can be delivered and information about services/supports is provided. Generally, Child-Friendly Spaces refer to relatively short to medium term programme responses. They are very often operated from tents and/or temporary structures (e.g. in schools, under a tree or a vacant building) (UNICEF, 2009; SCI, 2008). Accelerated learning programmes (ALPs) deliver a condensed version of the school curriculum for out-of-school children and youth, with the aim of providing them with the basic learning foundations and enabling them to re-enter the formal school system.

Evidence from evaluations indicate that ALPs have been effective at enrolling over-age and out-of-school youth, particularly populations that have been marginalized or stigmatized (HEART,2016; Shah, 2015). They are flexible, age-appropriate interventions that promote a rapid re-entry to education for disadvantaged groups and over-age out-of-school children and youth who missed out or had their education interrupted due to conflict or displacement. They offer certified knowledge and skills equivalent to primary education, enabling students to return to formal education at appropriate grades, to enter skills based technical and vocational education, or to join the workforce directly. Their structures differ in their speeds of acceleration, the age they target and their approach to teaching and learning (UNICEF,2011; SCI,2008,2009,2020; UNESCO,2006).

2.3. Educational Recreational Materials

For children attending in education in emergency programs at IDP sites provision of educational recreational materials is essential to increase the participation of the children and attendances so as to meet the cognitive, psychosocial, and developmental needs of children in emergencies. The recreational Kit offers young children access to play, stimulation and early learning opportunities and permits them to experience a sense of normalcy. The Kit contains materials to help caregivers create a safe learning environment, help children develop skills for thinking, speaking, feeling and interacting with others. Contents include: puzzles and games; counting circle and boxes to stack and sort; board books and puppets for storytelling; art supplies; soaps and water containers for promoting hygiene (UNICEF,2011, SCI, 2008, 2009; UNESCO, 2006).

Beyond their contribution to the participation and attendance of children, educational recreational kits have educational, economic and logistical advantages. Under its educational benefits, kits accomplish their basic goal of providing the necessary materials to support educational activities during emergencies. They enable children to engage in meaningful

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learning activities while administrative capacities are being restored at a national level. As kits enable the fast recommencement of classes and other educational activities they provide a signal to the community of hope for the future. The materials increase access to schooling and improve attendance. Kits can facilitate teachers' sense of effectiveness and security by providing them with materials suited to working in difficult conditions with large numbers of children (UNESCO, 2006; UNICEF, 2011; SCI, 2009).

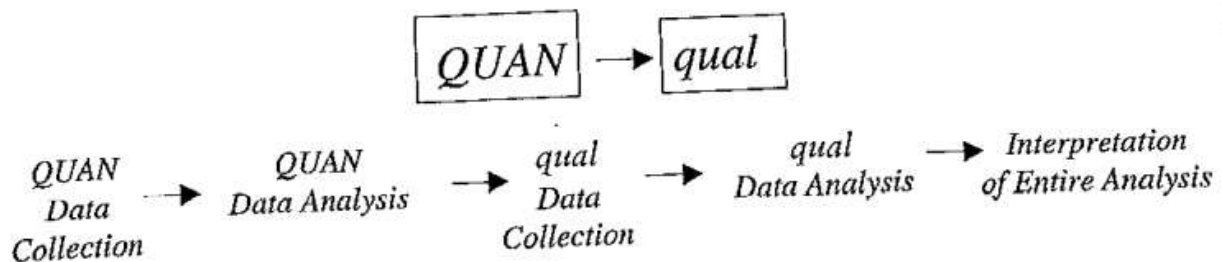
3. METHODOLOGY

The study was intended to analyze the influence of the provision of the educational recreational materials on the participation and attendance of children attending accelerating learning program (ALP) of the education in emergency programs for internally displaced children at selected Mekelle IDP sites. The research type of this article is mixed which includes both quantitative and qualitative research methods. Its design is sequential explanatory design in which the collection

and analysis of quantitative data in a first phase of research is conducted and followed by the collection and analysis of qualitative data in a second phase that builds on the results of the initial quantitative results.

In the quantitative phase, provision of recreational materials on the ALP sites with pre-test and post-test interventions was conducted using quasi-experimental design in which the participation and attendance rate of the children in the selected ALP sites were measured in two different period of times, one was before provision of the educational recreational materials, and the second one was after the provision. The dependent variables are participation and attendance rate, and the independent variable is educational recreational material. In the qualitative phase, participants from the selected ALP sites were interviewed on before and after the provision of the educational recreational materials and their responses were interpreted in line with the results from the qualitative phase.

Therefore, this study is conducted using sequential mixed methodology indicated in the figure below.



Participants and sampling methods

There are 27 IDP sites in Mekelle city receiving Accelerated School Readiness (ASR) and Accelerated Learning Program (ALP) of education in emergency programs provided by different NGOs such as Imagine 1 Day, Save the Children, READ II, and Daughters of Charity. Conveniently, 8 ALP sites from 16 Imagine 1 Day ALP sites were chosen in this study considering the access and availability of data and the provision of educational recreational materials in the project of the NGO. Accordingly, 30% of the total IDP sites in Mekelle city and 50% Imagine 1 Day ALP sites have been participated in the study. All the ALP children in the 8 selected ALP sites have participated in the study before and after the provision of the educational recreational materials in the quantitative phase of this study. In the qualitative phase, 4 students, 4 teachers and 4 parents, 12 participants in total were purposefully participated in the study. The sampling method used here was sequential mixed methods sampling.

In the quantitative phase, data was collected using both secondary and primary sources in which the number of IDP and ALP sites using created data collection templates. The participation and attendance in the 8 selected ALP sites before the provision of the recreational materials was collected from the registration, attendance sheet documents and face to face count inside the temporary learning spaces (TLS) where the children attending their ALP. After the provision of the educational recreational materials, participation of children and attendance rate were collected directly from the face to face presence of the children in the TLSs. During the data collection process, 8 ALP facilitators or teachers have participated. In the qualitative phase, data was collected from primary sources which is directly from the participants by interviewing the selected 4 students, 4 teachers, and 4 parents using interview questions, observations and focus group discussions.

Data analysis

In the quantitative phase, the collected data both before and after the intervention of educational recreational materials on

Data collection techniques and tools

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the participation and attendance rate of children in accelerated learning programs of selected IDPs in Mekelle was analyzed using computer excels and SPSS. Pre-tests was conducted to obtain the participation of children and attendance rate in the 8 selected ALP sites before the provision of the educational recreational materials. After obtaining the result of the pre-test, the 8 selected ALP sites were provided with educational recreational materials for individual and collective use of the children attending in the ALP of the education in emergency program. After a month of the intervention of the recreational materials at each selected ALP sites, post-test was conducted to obtain the participation and their attendance rate as an outcome of the provided educational recreational materials. To compare and analyze the participation and attendance of the children before and after results of the intervention, comparing means using paired-samples statistics and T test has been conducted using the SPSS software. In the qualitative phase, the data collected using interview questions was categorized in themes, interpreted with analytical and descriptive words for before and after provision of educational recreational materials. Finally,

both quantitatively and qualitatively analyzed results were analyzed and interpreted with integrated result.

4. RESULTS AND DISCUSSIONS

The results of the study have been analyzed and discussed in two categories. The first one is to see the influence of the provision of the educational recreational materials on the increase or decrease of the attendance rate of children at the 8 selected ALP sites using statistical tests and the second one is on both the participation and attendance of the same ALP sites using qualitative analysis. Finally, the integrated quantitative and qualitative results are analyzed.

4.1. The Quantitative Analysis on Attendance of ALP Students

In the quantitative analysis stage of this study, attendance rates of the children in the ALP classes have been registered before and after the provision of the educational recreational kits is analyzed using paired samples statistics and T test as indicated in the tables below.

Table 1: Paired Samples Statistics (Attendance Rate)

		Mean	N	Std. Deviation
Pair 1	Attendance rate of girls before provision of educational recreational materials	58.2500	8	8.20714
	Attendance rate of girls after provision of educational recreational materials	68.5000	8	9.72478
Pair 2	Attendance rate of boys before provision of educational recreational materials	59.6250	8	8.34844
	Attendance rate of boys after provision of educational recreational materials	68.1250	8	8.02563
Pair 3	Total attendance rate of children before provision of educational recreational materials	59.2500	8	7.99553
	Total attendance rate of children after provision of educational recreational materials	68.5000	8	8.81557

The analysis from the paired samples statistics for attendance rate of children in table 1 above shows that the attendance rate in the 8 ALP sites is improved after the provision of the educational recreational materials with total attendance mean after provision (M =68.50) is greater than the total attendance mean before provision (M =59.25); and the attendance rate means for girls (M = 68.50) and boys (M = 68.13) after the provision are greater than means for girls (M = 58.25) and boys (M = 59.63) before the provision of the materials.

The standard deviation in the total attendance rate (SD = 8.82) after provision is greater than the before (SD = 7.99) and indicated that the spread of the attendance scores after the

provision is larger than before the provision. The standard error mean before (SE= 2.83) and after (SE = 3.11) shows that we can expect similar result in others 8 ALP classes of the 8 IDP sites. As a result, the provision of educational recreational materials for internally displaced children under accelerated learning program of education in emergency programs improves the attendance rate of the children. International humanitarian agencies which have experiences in different conflict affected countries have developed educational kits to improve the attendance rate of internally displaced children in their education in emergency programs (UNESCO,2006; UNICEF,2021; SCI, 2020).

Table 2: Paired Samples Test (Attendance Rate)

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		Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pair 1	Attendance rate of girls before provision of educational recreational materials - Attendance rate of girls after provision of educational recreational materials	-10.25000	3.65474	-7.933	7	.000
Pair 2	Attendance rate of boys before provision of educational recreational materials - Attendance rate of boys after provision of educational recreational materials	-8.50000	4.10575	-5.856	7	.001
Pair 3	Total attendance rate of children before provision of educational recreational materials - Total attendance rate of children after provision of educational recreational materials	-9.25000	2.65922	-9.839	7	.000

The analysis of the paired samples test in table 2 above for attendance rate of ALP children reveals the t values at 7 degrees of freedom and the p values. The total attendance $t(7) = -9.839$, $p = .000$; boys attendance $t(7) = -5.856$, $p = .001$ and girls attendance $t(7) = -7.933$, $p = 0.000$ indicated that all the t values are negative and this shows that the mean of the attendance of children after the provision of the educational recreational materials is higher than the mean before the provision of the materials. The p values for all pairs ($p < 0.05$) shows that the mean scores before and after the provision of the recreational materials for all pairs differ significantly and provision of the materials has improved the attendance of ALP students significantly at IDP sites.

Realizing from the attendance mean difference (total = -9.25, girls = -10.25, and boys = -8.50) in in table 2 above, the attendance rate of the ALP children after they received the recreational materials is greater than before the provision. These attendances mean differences are also less than all respective standard error means (total = 0.94, girls = 1.29, and boys = 1.45) which supports the true null hypothesis “The provision of educational recreational materials for IDP sites with ALP programs of education in emergency improves the attendance rate of internal displaced children”. The analysis is 95% confident that the true (population) mean differences fall between their respective upper and lower limits such as the total attendance difference in means = -9.25 (95%CI: -11.41 to -7.03), girls = -10.25 (95%CI: -13.31 to -7.19), and boys = -8.50 (95%CI: -11.93 to -5.07). Falling the mean differences between the upper and lower limits indicated the statistical significance of the before and after provision of the educational recreational materials on the influence of children’s attendance.

4.2. Qualitative Analysis of Participation and Attendance of ALP Students

4.2.1. Before Provision of Recreational Kits

Four participants each from students, teachers and parents have been asked about the participation and attendance rate of ALP students before the provision of the educational recreational kits and their respective responses are recorded and analyzed in this section.

Students Experience

Four students from Elshaday, Hawelti, Adi-Haqi, and Kisanet IDP sites in Mekelle city have been interviewed about their attendance and participation experience on their ALP education before the provision of the educational recreational materials and explained their responses as follows.

A female student from Elshaday IDP site (SE) explained as “I was mostly missing classes, feeling less interested to participate and learn as there was nothing recreation material in my class rather experiencing trauma. My parents were not accepting the ALP program in the crises time as they were believing that education might not delivered at the time of protracted crises.”

A male student from Hawelti IDP site (SH) shortly expressed as “I had low awareness about education in the context of emergency, and my attendance rate in class was low.”

A female student from Adi-Haqi IDP site (SA) said “Before Imagine 1 Day provided us all the recreational materials for our teaching-learning process, we used to write everything on A4 size blank paper which was a big problem for us to be engaged and we also used to use a single exercise book for four subjects.” A male student from Kisanet IDP site (SK) also noted as “Before received teaching aid and recreational materials, we were in a difficulty to carry out home works. In addition to that, we couldn’t even be able to read and write as we wish to do. There was no way to practice paintings and other student exercises.”

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Understanding from SE, SH, SA and SK students, before the provision of the educational recreational materials, students were missing classes, feeling less interested in education, experiencing trauma and stress, lacking awareness about education in emergency, were losing active participations and engagements, and their parents were not interested to send them to the ALP education.

Teachers Experience

Four teachers from the same IDP sites have been interviewed their experience on the attendance rate and participation of their ALP students before the provision of the education recreational materials and responded as follows.

A female teacher from Elshaday IDP site (TE) said “Due to the lack of recreational materials, the students were not attentively following their class and lacking interests to attend and be engaged. Their care givers were also lacking interest to send them.” A female teacher from Hawelti IDP site (TH) explained as “Before the provision of the materials, attendance rate for students was very low, and we teachers also lack understanding about the context of education in emergency.”

A male teacher from Adi-Haqi IDP site (TA) responded as “Before students were provided with recreational materials, we can say that they almost were not students to interact and engage them. Besides, lack of books, pen, pencil and other teaching aid materials were the factors forcing students to have little appetite for education.” A male teacher from Kisanet IDP site (TK) experienced as “To mention the problems we had before the arrival of teaching aid and recreational materials in Kisanet IDP: students were not learning through recreational modalities. There were no activities to help and refresh the minds of students. They were not supported with creating active learning environment.”

The interviewed teachers (TE, TH, TA and TK) indicated that before the provision of the educational recreational materials, students were not following up their education attentively, having less interest to come to the program and their care givers were hesitating to send them to the temporary learning spaces (TLS). Both the teachers and students don't understand the context of education in emergency. The attendance rate and participation of the students were low. The teaching-learning processes were not interactive and creative.

Parents Experience

Four parents from the four IDP sites were asked about the attendance and participation of their children in the ALP classes before the provision of the education recreational materials and responded as follows.

A female parent from Elshaday IDP site (PE) responded as “Before the provision of the materials, we were lacking awareness and were not sending our children. Because of the

stress and trauma of the family of children, they were not bothering about education in crisis time.” A female parent from Hawelti IDP site (PH) shortly said “We were not sending our children to an empty classroom that cannot relax our children.” A male parent from Adi-Haqi IDP site (PA) explained as “Before Imagine 1 Day purchased teaching aid materials for my daughter, she was not interested to go to school and the situation was a very stressing condition for me.” A male parent from Kisanet IDP site (PK) shared as “In the beginning of the program, our children were disturbing us at the temporary shelter to be engaged with recreational activities and were hurt by sharp things in the surrounding to play.”

As indicated in the PE, PH, PA and PK parents' responses, they were lacking awareness to send their children to the ALP education program, were experiencing stress and trauma before the provision of the recreational materials. Parents and care givers were not comfortable to send their children to an empty temporary learning spaces (TLS) that cannot relax their children both at home and school.

4.2.1. After Provision of Recreational Kits

The four participants each from students, teachers and parents who were interviewed their experience before the provision of the recreational kits have also interviewed their experience on the participation and attendance of ALP students after the provision of the kits and their responses are analyzed in this part.

Students Experience

Four ALP students from Elshaday, Hawelti, Adi-Haqi, and Kisanet IDP sites were interviewed about their attendance and participation on their ALP classes after the provision of education recreational materials and responded as follows.

A female student from Elshaday IDP site (SE) responded as “After we used the materials, our attendance increased and fully engaged with the materials to participate more. We have learnt theory in practical way. Students are increasing their interest to learn ALP program in the chronic time. Parents also understanding the significance of the program and sent their children to class.” A male student from Hawelti IDP site (SH) explained as “We all attend at class with consistency and understand what we learn in class. We are free from anxiety because of the recreational materials. We prepare teaching aids ourselves with creativities. We improve our writing and reading skill.”

A female student from Adi-Haqi IDP site (SA) said “After the teaching guide materials were fulfilled, it enabled us to think mindfully about our education both in class and out of it. This in turn assisted us to properly work class and home works on time and improved the relationship we had with our teachers. It was also instrumental in making our results get improved

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significantly.” A female student from Kisanet IDP site (SK) also indicated as “As soon as teaching aid and recreational materials are being distributed for us, we managed to work home works and assignments appropriately. Moreover, the mathematical devices enabled us to develop numerous paints and shapes that boosted our innovative capacity.”

After the provision of the educational recreational materials, the interviewed students (SE, SH, SA and SK) indicated that the attendance rate, participation, engagement, and interest of students increased. Students loved the practical learning through demonstrating the existing materials and preparing teaching aids themselves. They are in capable of thinking mindfully, working home works, improving relationships with their teachers, becoming creative and improving their academic competencies.

Teachers Experience

Four teachers from the four IDP sites were asked about the participation and attendance rate of the ALP students they taught and their experiences are recorded as follows. A female teacher from Elshaday IDP site (TE) responded as “Recreational materials improve students reading and writing skill. Help students know and identify letters and words easily. Enhance family follow up to their children what to learn.” A female teacher from Hawelti IDP site (TH) explained that “Students themselves prepare teaching materials because of the resources. Build self-confidence. Learn theory in practical way. Attend classes with consistency.”

A male teacher from Adi-Haqi IDP site (TA) explained more as “After the provision of teaching aid materials, the teaching-learning process has come up with significant positive changes such as; Students’ willingness to accomplish tasks/assignments enhanced; They become satisfied with the teaching aid materials provided for them; The culture/ practice of class attendance and attentiveness during class hours increased; it helped them enhance their happiness and joy. In addition to the above points, we, the teachers and parents become happy and motivated by the provision of teaching and recreational materials delivered. Especially teachers were happy and motivated to have got familiarized with new sort of opportunities of teaching materials. These all sets of scenarios created conducive environment for us to accomplish our tasks properly.”

A male teacher from Kisanet IDP site (TK) cleared as “After rendering the teaching aid and recreational materials by Imagine 1 Day, Students able to learn through recreational modalities; The students begin to love the content of the education delivered; Students became happy and dedicated to come to school; The number of students in class increased; It created good spirit for us, the teachers, to carry out their duties.”

From the summarized response of the interviewed teachers (TE, TH, TA and TK), we can learn that the participations, attendance rates, interests, happiness and motivation of the students have been improved after the provision of the recreational materials. The materials created conducive environment for the children to learn practically, prepare teaching aids, read, write and compute properly, improve their awareness towards education in emergency, and created good spirit for both teachers and children to carry out their respective duties.

Parents Experience

The four parents who were asked their experience before the provision of the recreational materials were also asked about the experience after the provision of the materials to their children. A female parent from Elshaday IDP site (PE) said “After the materials, I am seeing children are adding knowledge, improving their writing and reading skills. My child is getting healing from his stress and trauma.” A female parent from Hawelti IDP site (PH) repeated as “our children who received recreational materials are developing their knowledge and are free from stress.”

A male parent from Adi-Haqi IDP site (PA) explained about the recreational materials on his daughter as “She developed a strong sense of interest to go to school like formal students do. It enabled her to read, write and calculate appropriately and also work her homework on time.” A male parent from Kisanet IDP site (PK) expressed that “Because of the fulfillment of the educational necessities, my kids become so eager to go to school. They used to frequently ask me whether time for school is reaching. Besides, they managed to decrease spare time and devote for reading, writing, and working out assignments. As a result of it, I became happy and want to thank your organization for making such a big favor for my kids.”

After the provision of the educational recreational materials, the above interviewed parents assured that they developed interest and awareness to send their children to education in emergency at their IDP sites. Their children are eager to go to school, adding knowledge, recovering from stress and trauma, improving their writing, reading and computing skills, and able to do their home works with confidence.

4.3. Interpretations

Understanding from the quantitative analysis result, the paired samples statistics used in this study, the total attendance means of the ALP students after provision ($M = 68.50$) is greater than the total attendance means before provision ($M = 59.25$) of the educational recreational kits. The standard deviation in the total attendance rate ($SD = 8.82$) after provision is greater than the before ($SD = 7.99$) and indicated that the spread of the attendance scores after the provision is larger than before the

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provision. The standard error mean before (SE= 2.83) and after (SE = 3.11) shows that we can expect similar result in others 8 ALP classes of the 8 IDP sites. The paired samples T test, the total attendance $t(7) = -9.839$, $p = .000$; indicated that all the t values are negative and this shows that the mean of the attendance of children after the provision of the educational recreational materials is higher than the mean before the provision of the materials. This statistical analysis indicates that the provision of educational recreational kits improves the attendance and participation of ALP students in the education in emergency programs in IDP sites.

The statistical result is also supported by the qualitative result in which interviewed students SE, SH, SA and SK from IDP sites indicated that after the provision of the recreational kits, their attendance rate, participation, engagement, and interest to education have been increased. The interviewed teachers TE, TH, TA and TK have assured that after the intervention of the recreational kits, the participations, attendance rates, interests, happiness and motivation of the students have been improved and created conducive environment for both children and teachers to conduct practical teaching-learning processes. Interviewed parents PE, PH, PA and PK also assured that they developed interest and awareness to send their children to the accelerated learning program and their children are eager to go to school, adding knowledge, recovering from stress and trauma, improving their writing, reading and computing skills, and able to do their home works with confidence after the intervention of the educational recreational kits.

5. KEY FINDINGS

The quantitative results of this study found that the attendance rate of ALP students in education in emergency programs without educational recreational kits is less than those who have kits ($M = 59.25$ before is less than $M = 68.50$ after provision of kits and $t(7) = -9.839$, $p = .000$ and $p < 0.05$). From the qualitative result, ALP students themselves with no recreational materials stated that they were missing classes, feeling less interested in education, experiencing trauma and stress, lacking awareness about education in emergency, and were losing active participations and engagements. Teachers discovered that children with no the kits were not following up their education attentively, had less interest to come to school and their attendance rate and participation were low accordingly. Parents were also lacking awareness to send their children to the ALP education program considering the stress, trauma and lack of recreational activities to their children.

After provision of educational recreational materials, the quantitative result of this study found that the attendance rate of children attending ALP increases ($t(7) = -9.839$, $p = .000$). The

qualitative result from interviewed students, teachers and parents also supports this result in which the provision of recreational kits improves the attendance rate, participation, engagement, and interest of students to attend their education and improve their academic competencies after recovering themselves from stress and trauma of crisis situations. The materials create conducive environment for the children to learn practically, prepare teaching aids, read, write and compute properly, and created good spirit for both teachers and children to carry out their respective duties. Parents develop interest and awareness to send their children to education in emergency at their IDP sites.

6. CONCLUSIONS

Internally displaced persons shall enjoy, in full equality, the same rights and freedoms under international and domestic law as do other persons in their country. They shall not be discriminated against in the enjoyment of any rights and freedoms on the ground that they are internally displaced (UNOCHA, 2003; UNESCO, 2006). The same is true for their children, their right to education. A child's right to education does not end in times of displacement, it is his /her right. Displaced parents have nothing resource not only to education of their children but also for their holistic life during displacement time. As a result, the participation and attendance of the children in the education in emergency programs at IDP sites have been compromised due to the lack of educational recreational materials as noticed in different conflict affected countries and in Mekelle IDP sites of this study (UNICEF, 2021; SCI, 2020).

The quantitative analysis result indicated that the total attendance means after provision of the materials ($M = 68.50$) is great than the mean before provision ($M = 59.25$) and $t(7) = -9.839$, $p = .000$ and $p < 0.05$ and it shows that the attendance mean scores before and after the provision of the recreational materials differ significantly and has improved the attendance of ALP students significantly. Accordingly, it is possible to conclude that the provision of educational recreational materials to internally displaced children in accelerated learning programs of IDP sites has a positive influence on the increment of participation and improvement of attendance rates as it is further proved by the qualitative result of interviewed students, teachers and parents in the selected IDP sites in Mekelle.

Following the findings of this study and other experiences in conflict affected countries, it would be great if governments, philanthropists, local and international humanitarian and development agencies initiate with intervention and provision of holistic educational kits to IDP sites in Mekelle and other areas for education in emergency programs of the internally

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displaced children not only for the influence on participation and attendance rates but also to meet the cognitive, psychosocial, and developmental needs of children in emergencies that also needs further study.

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