

Gender and Sexual Violence: Challenges of Female Education in Maiduguri Internally Displaced Persons Camps, Northeast Nigeria

***¹Adam Gana Bawa¹, Supreet Kaur², Pedada Durga Rao³**

^{1,2}Department of Sociology, Lovely Professional University, Punjab, India

³Department of Social Anthropology, Bule Hora University, Ethiopia

Abstract

Access to education is a fundamental human right and a global development priority as the Universal Declaration of Human Rights states. Yet millions of females among the world's ever-growing Internally Displaced Persons population, education remains aspiration rather than reality. Life in displacement presents perpetual limited access to schooling. Perhaps, Gender and sexual violence pose a threat for the possible realization of female quality and equal access to education. Internally Displaced Persons are at high risk of Gender and Sexual Violence due to lack of protection. A sample of 403 Internally Displaced Persons and Camps Officials were randomly and proportionately selected across five major Camps for the purpose of this study. Interview and Questionnaire are used as instruments to obtain information and as well the obtained information are analysed utilising simple percentage as statistical tool. Finally, the study concludes that the disruption to education caused by conflict, sexual violence and displacement among Internally Persons in Maiduguri are severe. However, it is recommended that there is need for urgent action from governments and other stakeholders to invest in education as a core part of the conflict recovery in Maiduguri.

Keywords: Challenges, Education, Female, Gender, Violence

1. Introduction

Poor economic conditions, gender discrimination and violence had presented challenges to the development and promotion of education everywhere in the world especially in **Internally Displaced Persons (IDPs)** camps Maiduguri. Female education is believed to be human right and a global development priority by most development partners including World Bank. [1] Development experts have observed the place of gender equality in education as panacea for poverty eradication and development. In the same way, discrimination and violence destroys the potentials of girls and women in developing countries and prevent them from pulling themselves out of poverty. [2] By description, female education is more than merely getting female into school, thus it is about ensuring that female learn and feel safe while in school; have the opportunity to complete at all levels of education, acquiring the knowledge and skills to compete in the labour market. Female education includes gaining socio-emotional and life skills necessary to navigate and adapt to a changing world; make decisions about their own lives; and contribute to their communities and the world. However, recent study indicates that girls' education includes given girls' equal educational opportunities and eliminating barriers preventing girl's equal access to education and a means for the realization of gender equality. [1]

In the same direction, studies revealed that conflict, displacement and gender violence are threats for the realization of girl's equal access to quality education. [3] However, gender discrimination/violence and the IDPs deteriorating economic conditions

today constitutes the challenges of female education living thousands of girls out of school. Gender and sexual violence undermine the immense contributions girl's education can make towards national development and share prosperity. Education being the process of transmitting cultural values of the society from one generation to another as well as of developing responsible individuals through inculcation of right values, skills and norms of their society can be use as tool for the protection of the younger generation especially female folk. In other words, education, in every society is intended to provide knowledge and skill that support society's resilience so that individual can live with dignity and it lays the foundation for meaningful life in the future.

No wonder, the Sustainable Development Goals (SDGs) promised to leave no one behind. However, thousands of IDPs especially girls continue to live without access to education. [3] Despite the fact that, education provides individuals with emotional and psychological development which guaranteed peaceful coexistence. Therefore, girl's education in Maiduguri needs heavy investment as well as policies that eradicate barriers against equal access to education. According to Global Compact on IDPs education, girl education constitutes education in emergency environment since the girls are vulnerable facing limited livelihood opportunities, lack of shelter, basic needs and up course education. Thus, Gender Sexual Violence (GSV) characterized features of IDPs education because IDPs receive less information about rights, available services, disease prevention, safety support, physical security and limited access to psychological support service. [4,5]

In addition, it is stated that girls were significantly more likely to experience both physical and sexual violence. [6] Thus, GSV in Maiduguri includes denial of basic resource. [7] Hence, investing in future of the IDPs has the potentials to uplift families and the world in general. Female education supports economic growth, building peace and fight climate change. Thus, education of women and girls today faced tremendous challenges not only in IDPs camps but elsewhere especially in developing countries like Nigeria as a result of crisis, conflict, displacement and gender discriminations. It is in line with this background, the present study aimed to explore challenges of female education and effects of GSV in Maiduguri IDPs camps Northeast Nigeria. However, the objective of this present study is to examine the effects of GSV on female education as well as to study the place of female education in fighting GSV in the area under study.

2. Overview of Gender and Sexual Violence

Gender and sexual violence (GSV) are the most pervasive yet least visible human rights violation in the world. [8] GSV by definition is an act of physical, sexual, mental or economic harm inflicted on a person because of socially ascribed power imbalances between males and females. It is also described as a threat of violence, coercion and deprivation of liberty, whether in public or private life. In all societies including Maiduguri Northeast Nigeria, female have less power than men-over their bodies, decisions and resources. Social norms that condone men's use of violence as a form of discipline and control reinforce gender inequality and perpetuate gender and sexual violence. According to studies across the globe, women and girls especially adolescents face the great risk of GSV. [9]

However, GSV takes different forms which include sexual, physical and emotional abuse. It also includes intimate partner violence, child marriage, female genital mutilation,

trafficking for sexual exploitation, female infanticide and survival sex. Intimate partner violence occurring at staggering rates in every country especially less developed countries. Girls and women may also experience GSV when they are deprived of nutrition and education. Whereas sexual violence as one form of GSV and is often defined as any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work. [10] Coercion can cover a whole spectrum of degrees of force. Apart from physical force, it may involve psychological intimidation, blackmailing or other threats for instance, the threat of physical harm, of being dismissed from a job or of not obtaining a job that is sought. It may also occur when the person aggressed is unable to give consent for instance, while drunk, drugged, asleep or mentally incapable of understanding the situation. Sexual violence includes rape or physical force or otherwise coerced penetration even if slight of the vulva or anus, using a penis, other body parts or an object. Rape of a person by two or more perpetrators is known as gang rape. Sexual violence can include other forms of assault involving a sexual organ, including coerced contact between the mouth and penis, vulva or anus. [10]

Sexual violence occurs in times of peace and armed conflict situations, is widespread and is considered to be one of the most traumatic, pervasive, and most common human rights violations. Sexual violence is a serious public health problem and has a profound short or long-term impact on physical and mental health, such as an increased risk of sexual and reproductive health problems, an increased risk of suicide or HIV infection. Murder occurring either during a sexual assault or as a result of an honor killing in response to a sexual assault is also a factor of sexual violence. Though, women and girls suffer disproportionately from these aspects, sexual violence can occur to anybody at any age; it is an act of violence that can be perpetrated by parents, caregivers, acquaintances and strangers, as well as intimate partners. It is rarely a crime of passion, and is rather an aggressive act that frequently aims to express power and dominance over the victim. Sexual violence remains highly stigmatized in all settings, thus levels of disclosure of the assault vary between regions. In general, it is a widely underreported phenomenon, thus available data tend to underestimate the true scale of the problem.

3. Review of Related Literature

3.1 Gender and Sexual Violence: Challenges of Female Education

There are 129 million out of school girls globally with 32 million and 97 million for both primary and secondary school age. [10] Although, globally, primary and secondary school enrolment rate are getting closer to equal for girls and boys with 89 percent and 90 percent respectively. Two thirds of all countries have gender parity in primary enrolment, however, completion rate for girls is lower in low-income countries where only 63 percent of girls in primary school complete primary school, compare to 6 percent of boys in primary school. In low-income countries, secondary school completion rate for girls also continue to lag, with 36 percent of girls completing secondary school compare to 44 percent of boys. [11]

Apart from economic growth and development as reason for disparities in educational attainment of rich and poor countries. Fragility, conflict and sexual violence has also starker

the educational gap between boys and girls. According to some studies, conflict, displacement and violence countries, girls are 2.5 time more likely to be out of school than boys and at the secondary school level, are 90 percent more likely to be out of secondary school than those in non-conflict, displacement and violence context. [11] Girls are on average 4 percent points less with poor learning ability than boys. In many countries, enrolment in tertiary education slightly favour young women, however, better learning outcome is not translated into better work and life outcome for women. Thus, there is a huge gender gap in labor force participation rate globally. Based on this above, the challenges of girl's education can discuss base on the following sub-headings:

3.2 Poverty and Female Education

Poverty is defined as inability to meet some daily basic needs and is regarded as the root cause of all evil. Poverty is the most important factor that determines whether or not a female can access education. [1] In other words, in low-income countries poverty is one of the most important factors for determining whether a female can access and complete her education. Studies consistently reinforce that female who face multiple disadvantages such as gender discrimination and violence with their families earning less income, especially IDPs living in camps or remote or underserved locations or who have a disability or belong to a minority ethno-linguistic group are farthest behind in terms of access to and completion of education. [1]

Above all female in areas where parents don't have to pay school fees, it can be difficult to keep up with the costs of transportation, textbooks, or uniforms. Parents also often rely on girls' income to support the household, and sending a female to school means they spend less time helping in the home. [11] These families of IDPs cannot afford the costs of school, they're more likely to send male child than female child. Studies has also revealed that parents have to make the decision between buying necessities like food over sanitary napkins, girls are forced to stop learning because they don't/can't manage their periods. Report also added that families will also allow their female to enter child marriages if they can no longer afford to provide for them. [4]

3.3 Child Marriage and Female Education

Child marriage happens all over the world but occurs disproportionately in developing countries due to various reasons. Some parents believe that they are protecting their children from harm or stigma associated with having a relationship outside of marriage, but child brides who miss out on education are also more likely to experience early pregnancy, malnourishment, domestic violence, and pregnancy complications. For families experiencing financial hardship, child marriage reduces their economic burden, but it ends up being more difficult for girls to gain financial independence without education. [4]

There are about 700 million women around the world who were married as girls, thus it is reported that in sub-Saharan Africa, 4 in 10 girls are married under the age of 18, and South Asia, where about 30 percent of girls under 18 are married, has the highest levels of child marriage. [12] Child marriage is also a critical challenge. Girls who marry young are much more likely to drop out of school, complete fewer years of education than their peers who marry later. They are also more likely to have children at a young age and are exposed to

higher levels of violence perpetrated by their partner. In turn, this affects the education and health of their children, as well as their ability to earn a living. Indeed, girls with secondary schooling are up to six times more likely to marry as those children with little or no education. Report revealed that more than 41,000 girls under the age of 18 marry every day. [1] Putting an end to this practice would increase female expected educational attainment, and with it, their potential earnings. It is estimated that the ending child marriage could generate more than US\$500 billion in benefits annually each year. [1]

3.4 Menstruation and Female Education

Once a month from the time a girl attains puberty, there is a chance for her miss the school and working for a significant portion of her life since she has her period. Menstruation is stigmatized around the world and the cultural shame attached to the natural process makes girls feel too embarrassed to fully participate in society. In Nepal, for example, menstruating women are seen as impure by their community and banished to huts during their cycles. [13] Some girls end up skipping class because they cannot afford to buy sanitary pads or they do not have access to clean water and sanitation to keep themselves clean and prevent diseases. When schools lack separate bathrooms, girls stay home when they have their menstrual periods to avoid being sexually assaulted or harassed. Girls with special needs and disabilities disproportionately do not have access to the facilities and resources they need for proper menstrual hygiene. [14,5]

3.5 Household Chores and Female Education

Forced domestic work creates low self-esteem in girls and a lack of interest in education. Adult responsibilities, like taking care of sick parents or babysitting siblings, tend to fall on girls. [16] Around the world, girls spend 40 percent more time performing unpaid chores including cooking, cleaning, and fetching water and firewood collection than boys. Some of these chores put girls in danger of encountering sexual violence. [12] The girls between 10 and 14 years old bear the most disproportionate burden of h of household chore compared to boys in Burkina Faso, Yemen, and Somalia. In Somalia, girls spend the most amount of time on chores in the world, averaging 26 hours every week. [12]

3.6 Gender-Bias and Female Education

Gender-bias can take many forms, including physical and sexual abuse, harassment, and bullying. The surviving rape, coercion, discrimination, and other types of abuse affects girls' school enrolment, lowers their participation and achievements, and increases absenteeism and dropout rates GPE 2020 cited from Plan International. It is estimated that 246 million girls and boys are harassed and abused on their way to school every year, but girls are disproportionately targeted. [17] Tanzania found that almost 1 in 4 girls who experienced sexual violence reported the incident while traveling to or from school, and nearly 17 percent reported at least one incident occurred at school or on school property. [14] Parents are less likely to let their daughters travel to school if they have to travel long unsafe distances.

In addition, gender bias within schools and classrooms may also reinforce messages that affect girls' ambitions, their own perceptions of their roles in society, and produce labour

market engagement disparities and occupational segregation. When gender stereotypes are communicated through the design of school and classroom learning environments or through the behaviour of faculty, staff, and peers in a child's school, it goes on to have sustained impact on academic performance and choice of field of study, especially negatively affecting young women pursuing science, technology, engineering, and mathematics (STEM) disciplines. [4]

3.7 Conflict, Crisis, Violence and Female Education

Girls and women in conflict and crisis-affected areas encounter more obstacles to attend school. An estimated 39 million girls and adolescent girls in countries affected by armed conflict and natural disasters lack access to quality education. Refugee girls are half as likely to be in school as refugee boys. [18] In South Sudan, 72 percent of primary school-aged girls do not attend school, in contrast to 64 percent of primary school-aged boys. [19] Similarly, in Afghanistan, 70 percent of the 3.5 million out-of-school children are girls. Around the world, there are three times as many attacks on girls' schools than boys' schools. When schools are ambushed, children run the risk of death or injury, infrastructure is destroyed, and education systems are weakened long-term. Without education, girls lack the skills they need to cope with the crisis and help rebuild their communities. [19]

More so, Violence also prevents girls from accessing and completing education; often girls are forced to walk long distances to school placing them at an increased risk of violence and many experience violence while at school. Most recent data by global women institute estimates that approximately 60 million girls are sexually assaulted on their way to or at school every year. [20] This often has serious consequences for their mental and physical health and overall well-being while also leading to lower attendance and higher dropout rates. estimated 246 million children experience violence in and around school every year, ending school-related gender-based violence is critical. Adolescent pregnancies can be a result of sexual violence or sexual exploitation. [21] Girls who become pregnant often face strong stigma, and even discrimination, from their communities. The burden of stigma, compounded by unequal gender norms, can lead girls to drop out of school early and not return. [21]

3.8 Trafficking and Female Education

The number of girls reported as human trafficking victims is on the rise. Of all the trafficking victims reported globally in 2016, 23 percent are girls compared to 7 percent of whom are boys. Traffickers exploit girls for forced labour and marriage, but most are pushed into sexual exploitation. Women and girls who are trafficked face high rates of physical and sexual violence as well as mental and physical health issues. This form of abuse puts girls on track to get stuck in a cycle of poverty and slavery that stops them from receiving an education. People living in areas affected by armed conflict in Africa, the Middle East, and Asia are particularly vulnerable to human trafficking, especially when they are separated from their families and end up traveling alone. [4]

In the Middle East, girls and young women living in refugee camps are commonly married off without their consent and are sexually exploited in neighbouring countries as a result of the rise of the militant Sunni group Islamic State (ISIS), trafficking has skyrocketed in Iraq. [22] Up to 10,000 women and girls in Iraq have been abducted or

trafficked for sexual slavery and sent to Syria, Jordan or the United Arab Emirates. In Myanmar, due to the conflict between government forces and the Kachin Independence Army, ethnic Kachin women and girls are commonly trafficked to China, where the “one child policy” led to a shortage in the number of potential wives and mothers. [23]

3.9 COVID-19 and Female Education

COVID-19 is having a negative impact on girls’ health and well-being and many are at risk of not returning to school once they reopen. The prevalence of violence against girls and women has increased during the pandemic; jeopardizing their health, safety and overall well-being. [24] As school closures and quarantines were enforced during the 2014-2016 Ebola outbreak in West Africa, women and girls experienced more sexual violence, coercion and exploitation. School closures during the Ebola outbreak were associated with an increase in teenage pregnancies. [24] Once schools re-opened, many “visibly pregnant girls” were banned from going back to school. With schools closing throughout the developing world, where stigma around teenage pregnancies prevails, the probability of an increase in drop-out rates as teenage girls become pregnant or married. Their household work burden might increase, resulting in girls spending more time helping out at home instead of studying as girls stay at home because of school closures. This might encourage parents, particularly those putting a lower value on girls’ education, to keep their daughters at home even after reopening the schools. Moreover, the girls risk dropping out of school when caregivers are missing from the household since they typically need to replace the work done by the missing caregivers, who might be away due to COVID-19-related work, illness, or death. Therefore, more girls than boys helping at home, lagging behind with studying, and dropping out of school with the current COVID-19 pandemic [24].

3.10 Attempts to Overcome Female Education Challenges

The sustainable development Goal (SDGs) Goal 4 aims to ensure inclusive and equitable quality education for all, especially girls and women, by 2030. Several organizations such as UN Women working to meet this goal through various strategies, from advocating to revise school curriculums and policies, to promoting equal access to technology in schools. [25] It is Prioritizing girls secondary education initiative that tackle discriminatory gender norms, and address menstrual hygiene management in schools. [17] Education Cannot Wait, the world’s first fund dedicated to education in crisis and conflict, is promoting safe learning environments, improving teachers' skills, and supporting gender-responsive education programs. [17] The Malala Fund, founded by Pakistani activist and Nobel Prize winner Malala Yousafzai, is investing in local education activists, advocating to hold leaders accountable, and amplifying girls’ voices. [25]

4. Methodology

This study as descriptive survey design was based on the sample of 403 comprised of 36 camp officials and 367 IDPs. The sample was drawn from five major IDPs camp namely: Bakasi, Dalori, Mohammed Goni, Muna and Teachers Village all in Maiduguri Northeast Nigeria. The sample was drawn randomly and proportionately from the major camps using

simple random sampling technique. The analysis of obtained data was made using SPSS 20.0 version and simple percentage was used to analyze the data.

4.1 IDPs Camps of Respondents

The distribution of the camps officials based on the various IDP camps was presented in table 1. Data obtained were analysed using frequency and simple percentage.

Table 1: Distribution of Respondents across the five Internally Displaced Persons Camps

S/N	Name of IDPs camp	Frequency	Percentage
1.	Bakasi Camp	6	6
2.	Dalori Camp	8	8
3.	Mohammed Goni Camp	7	7
4.	Muna Camp	7	7
5.	Teachers' Village Camp	8	8
Total		36	100.0

Table 1 reveals that 18 percent of the respondents were interviewed in Bakasi camp, 22 percent were interview in Dalori camp, 19 percent were interviewed in Mohammed Goni camp, 19 percent of the respondents were interviewed in Muna camp while 22 percent were interviewed in Teacher's village IDPs camp.

5. Results of the Study

Table 2: Challenges of Internally Displaced Persons at Work, School or Moving around Reported by Camp Officials (N= 36)

Statement	SA	A	UD
DA DS			
Most women in this Camp are working. 25% 69%	0%	6%	0%
Girls are mostly in schools or working place. 3% 5%	17%	72%	3%
Women and Girls face challenges. 0% 3%	36%	61%	0%

Table 2 gives general questions for the respondents related to GSV in IDPs camps in Maiduguri Metropolis, Borno State. It is revealed that about 6 percent of the camp officials agree that most women don't spend their times working. About 72 percent of the camp officials agreed that girls are mostly in schools or working place while 61 percent of the camp officials agreed that women and girls face challenges when they move around in the Camp.

Table 3: Internally Displaced Persons Experience Gender and Sexual Violence Reported by the Camp Officials (N=36)

Statement	SA	A
-----------	----	---

UD	DA	DS		
			Women and Girls are at risk of increase GSV.	22%
78%	0%	0%	0%	
			Women are more at risk than Girls.	8%
70%	0%	8%	14%	
			Women and Girls are safe when they leave the IDP Camp.	16%
78%	3%	0%	3%	
			Going to school, town or crossing border might put women and girls at risk.	42%
55%	0%	0%	3%	
			Girls have different GSV risk factor with women	26%
71%	0%	0%	3%	
			GSV incidences in the camps include Rape, Survival sex, physical violence etc	22%
75%	3%	0%	0%	
			GSV occur once in the camp not always.	6%
50%	36%	5%	3%	
			GSV among IDPs is very high.	11%
56%	19%	6%	8%	

Result from table 3 revealed that all camp officials agree that the danger zones where Women and Girls are at risk of increase GSV in this IDPs Camp includes homes, water points, and schools, 78 percent of the camp officials agree that women are more at risk than Girls and they are different risk zones for women and girls, 95 percent of the camp officials agree that women and Girls are not safe when they leave the IDP Camp, 97 percent of the camp officials agree that visiting another area and going to school and town or crossing border might put women and girls at risk. It is also revealed that 94 percent of the camps officials agree that girls have different GSV risk factor with women, 97 percent of the camp officials also agree that rape, Survival sex, Physical violence and denial of basic resources are the kinds of violence incidences against women and girls in the various IDPs camps, and 56 percent of the camps officials agree that always and not once in a while sexual violence occur in this camp.

Table 4: Challenges of Gender and Sexual Violence and Female Education Reported by Camp Officials (N=36)

Statement	SA	A
UD DA DS		
Is there Women educational empowerment to curb GSV.	97%	3%
0% 0% 97%		
Social Services, community base and women help in fighting GSV.	97%	3%
0% 0% 97%		
Current GSV response and prevention is very effective.	97%	3%
0% 0% 97%		

Table 4 reveals that all camp officials agree that women educational and empowerment programs curbs GSV, and they are with the view that social service agencies, community and Women Organizations play a vital role in fighting GSV; and all the camp officials also agree that the current GSV prevention and response strategies relating to IDPs in Maiduguri IDPs camps are very effective.

Table 5: Challenges Face by Victims of Gender and Sexual Violence Reported by Internally Displaced Persons (N=367)

Statement				SA	A
UD	DA	DS			
GSV challenges faced includes denial of basic resources, harassment etc.					36%
62%	0%	1%	1%		
Partner or guardians act angrily upon you without you knowing the reasons.					17%
68%	0%	3%	12%		
Your Partner or guardians humiliate you in front of others and attempt.					67%
23%	0%	2%	8%		
You are being sexually abuse including rape or other force sexual activity.					4%
2%	1%	57%	36%		
Your being threatens if report to authority for illegal activity or if you resist					76%
10%	1%	1%	12%		
Poverty and weak social norms are main causes and challenges of GSV.					90%
10%	0%	0%	0%		

Table 5 shows that 98 percent of the respondents agree that the problems/challenges they faced in the camp includes denial of basic resources, harassment and attack from opposite sex when they move around, 89 percent of the respondents agree that their partners/guardians keep track of everything they do, monitor where they go and with whom they are at all times and prevent them or discourage them from seeing friends, family, or going to work or school, 87 percent of the respondents also agree that their partner or guardians insist that they reply right away to their texts, emails, calls, or demands to know their passwords to social media sites, email, and other accounts, 87 percent agree that their partner or guardians act jealously, constantly accuse them of cheating, 87 percent of the respondents agree that their partner/guardians make any attempt to control them on how you spend money or on use of medications or birth control, 90 percent of the victims of GVS agree that their partner/guardians make everyday decisions for them, such as what they wear or eat, 86 percent of the victims of GSV agree that their partner or guardians demean them, put them down by insulting their appearance, intelligence, or interests.

It was also reported that 85 percent of the victims of GSV agree that their Partner/guardians humiliate them in front of others and attempt to destroy their property or things that they care about, 91 percent of the respondents agree that their partner/guardians act angrily upon them or have a quick or unpredictable temper, so that they never know what might cause a problem, 89 percent of the respondents agree that their partner/Parents blame them for their violent outbursts and physically harm or threaten to harm them, themselves,

and members of their household, including children or pets, 85 percent of the respondents agree that their partner/guardians hurt them physically, such as hitting, beating, pushing, shoving, punching, slapping, kicking, or biting them, only 6 percent of the respondents agree that they are being sexually abuse, including rape or other forced sexual activity, 5 percent of the respondents agree that incorrectly assuming consent for a sex act in the past mean that it is the same as the person must participate in the same act in the future, 5 percent of the respondents agree that incorrectly assuming consent for one activity means consent for increased levels of intimacy.

Majority (about 87 percent) of the respondents agree that their partner/guardians threaten to turn them in to authorities for illegal activity if they report the abuse, or if they resist and finally 99 percent of the victims of GSV agree that poverty and weak social norms are the main causes and challenges of GSV among IDPs in Maiduguri

6. Discussion

Emotional, physical and sexual violence are all forms of gender-based violence which have tremendous effects on female education especially in areas affected by crisis, conflict and displacement like Northeast Nigeria. Although, specific forms of violence have a distinctive nature and can occur in isolation, attempt to categorized violence can be somewhat artificial given the boundaries between the acts of violence often become blurred. For instance, sexual violence is often inflicted through the use of physical force and or psychological intimidation. Study on violence against women in Nigeria suggests overlaps in the forms of violence with 33 percent of female experience one form of violence (Physical, sexual or emotional) and 19 percent experience two form of violence prior to 18 age and 6 percent experience all the three forms of violence. Female were significantly more likely to experience GSV. [7]

However, table 2 show that majority of the respondents agree that females are mostly in schools or working place and consented that female especially heads of household faces challenges when they move around in the IDPs Camp. To corroborate this, WFP, 2000 reports that IDPs in Maiduguri Northeast Nigeria face life threaten challenges such as denial of basic resources which is a form of GSV. [8] Similarly, all the respondents agree that IDPs the danger zones where female are at risk of increase GSV in the IDPs Camp includes homes, water points, and schools, officials conclude that female are more at risk of GSV though women and girls have different risk zones. Also, majority of the respondents agree reported that females are not safe when they leave the IDP Camp or visit another area like going to school, town or crossing border might put women and female at risk of GSV.

The report shows that girls and women in conflict and crisis-affected areas encounter more obstacles to attend school. [18] An estimated 39 million girls and adolescent girls in countries affected by armed conflict or natural disasters lack access to quality education. Refugee girls are half as likely to be in school as refugee boys. In South Sudan, 72 percent of primary school-aged girls, do not attend school, in contrast to 64 percent of primary school-aged boys. [19] Similarly, in Afghanistan, 70 percent of the 3.5 million out-of-school children are girls. Around the world, there are three times as many attacks are on girls' schools than boys' schools. When schools are ambushed, children run the risk of death or injury,

infrastructure is destroyed, and education systems are weakened long-term. Without education, girls lack the skills they need to cope with the crisis and help rebuild their communities. [19]

In addition, all the camp officials agree that women educational and empowerment programs curb GSV and viewed that social service agencies, community and Women Organizations play a vital role in fighting GSV. Majority of the respondents agree that the magnitude of GSV in the IDPs in Maiduguri is very high and agree that the current GSV prevention and response strategies relating to IDPs in Maiduguri is very effective and finally almost all respondents agree that the causes and challenges of GSV among IDPs in Maiduguri are very immense. Global Goal 4 aims to ensure inclusive and equitable quality education for all, especially female by 2030. Several organizations such as UN Women, UNICEF and UNESCO etc working to meet this goal through various strategies, from advocating to revise school curriculums and policies,

Finally, Table 5 gives the responses of the victims of GSV across the five IDPs camps under study. Results revealed that almost all the respondents agree that the problems/challenges they faced in the camp includes denial of basic resources, harassment and attack from opposite sex when they move around. At the same time majority of the respondents agree their parents or guardian put them down by insulting their appearance, intelligence, or interests. However, murder occurring either during a sexual assault or as a result of an honour killing in response to a sexual assault is also a factor of sexual violence. Though women and girls suffer disproportionately from these aspects, sexual violence can occur to anybody at any age; it is an act of violence that can be perpetrated by parents, caregivers, acquaintances and strangers, as well as intimate partner. [25] It is rarely a crime of passion, and is rather an aggressive act that frequently aims to express power and dominance over the victim. Sexual violence remains highly stigmatized in all settings, thus levels of disclosure of the assault vary between regions. In general, it is a widely underreported phenomenon, thus available data tend to underestimate the true scale of the problem. [8]

Therefore, one can conclude that globally GSV has tremendous effect on female education since 129 million girls are out of school and this has affected school enrolment rate. Gender parity in primary school and completion rate is lower in almost all countries. However, in low-income countries, secondary school completion rate for girls also continue to lag, with 36% of girls completing secondary school compare to 44 percent of boys. [23]

7. Conclusion

Women IDPs are at high risk of sexual abuse since they lack adequate protection as a result of destroyed family network by the conflict and displacement. The global disruption to education caused by conflict, sexual violence and displacement are without parallel and the effects on learning are severe. The crisis brought education systems across the world to a halt, with school closures affecting more than 1.6 billion learners especially displaced persons and refugees. Schools remain closed for millions of girls and women, and millions more are at risk of never returning to education especially in Maiduguri IDPs camps, Northeast, Nigeria. Evidence of the detrimental impacts of GSV on female education offer a harrowing reality: Female education losses are substantial, with the most marginalized girls and women often disproportionately affected. Therefore, the State of the Global Education Crisis particular that of Maiduguri IDPs camps: A Path to Recovery charts a path out of the global education crisis

and towards building more effective, equitable and resilient education systems in Maiduguri IDPs camp where females are most vulnerable due to the deteriorating women economic conditions and worse of it due to sociocultural beliefs and practice of the people. Women are considered second class citizens when it comes to decision making and given equal opportunity to develop their full potentials.

8. Recommendations

It is recommended that the basic reading and mathematics skills are the foundation for all learning. But even before the insurgency, more than half of all 10-year-old population in middle and low-income countries could not read or understand a simple story. We need urgent action from governments and other stakeholders to invest in education as a core part of the conflict recovery. It may fail to achieve the SDGs by 2030. Without ambitious action on basic reading and mathematics, with a focus on the most marginalized children including IDPs. The conflict has exacerbated this learning crisis and children in almost every country have fallen behind in their learning. Without urgent action, millions of students may fall behind in their learning that they will be left behind. It is not enough simply to reopen schools. We need a global effort to tackle the IDPs education crisis head on. Education is a fundamental right, perhaps every female deserves equal access to quality education. Therefore, concern agencies and government should formulate policies that shall reach and retain all girls and women in school, assess learning at all level of female education, prioritize teaching the fundamentals, increase catch-up learning and progress beyond what was lost and finally develop psychosocial health and well-being to make ready girls and women to learn.

9. References

1. World Bank, (2018). Not Educating Girls Costs Countries Trillions of Dollars, Says New World Bank Report. Washington: Retrieved on 12/5/2022 from www.worldbank.org/education
2. Mitchell, A. (2012). Theory of change for tracking violence against women and girls. UKaid: gender and Development Network. www.gadnetwork.org.uk/the-vviolence-against-women/
3. Agbonifo. J. U., (2020). The Plight of IDP Women: A Gender and Intersectional Analysis of the Experiences of Internally Displaced Women in IDP Camps Borno Nigeria. International Institute of Social Studies. Hague: Netherland.
4. Rodriquez, L. (2019). Seven Obstacles to girls' education and how to overcome them. Retrieved on 7/5/2022 from <https://www.globalcitizen.org/en/content/barriers-to-girls-education-around-the-world/>
5. Dilnaz and Rao, P.D. (2020). Cultural Practices of Menstrual Hygiene among Bakarwals of Kashmir, Journal of International and Computational Science, 13(10):77-83.
6. UNGEI, (2022). Unlocking the gender transformative power of education. Retrieved on 15/5/2022 from <http://www.ungei.org/resources/files/SDGsEnglish.pdf>
7. UNICEF, (2014). National survey on violence against children in Nigeria. Abuja, Nigeria: US Centre for disease control and prevention, National centre for injury prevention and control, division of violence control.

8. World Food Programme, (2000). Protection of Internally Displaced Persons, Inter-Agency Standing Committee IASC) Policy Paper, New York, December 1999, Consultation on
9. Internal Displacement Monitoring Centre, Global Report on Internal Displacement, (2020). Available at link; Internal Displacement Monitoring Centre, Number of IDPs by Age at the End of 2019, 2020.
10. Watts, C., and Zimmerman, C. (2002). Violence against women: global scope and magnitude. *The lancet*, 359(9313), 1232-1237.
11. UNICEF, (2016). Girls spend 160 million more hours than boys doing household chores everyday. Retrieved on 14/5/2022 from <https://www.unicef.org/press-releases/girls-spend-160-million-more-hours-boys-doing-household-chores-everyday>
12. GPE, (2020). Girls cannot learn when facing violence in school. Retrieved on 15/5/2020 from <https://www.globalpartnership.org/blog/girls-cannot-learn-when-facing-violence-school>.
13. UNICEF, (2021). State of the global education. Retrieved on 14/5/2022 from www.unicef.org.
14. Al-fanarmedia, (2018). Somali girls' education. Retrieved on 13/5/2022 from <https://www.al-fanarmedia.org/2018/03/many-somali-girls-education-ends-brutal-ritual/>
15. Plan International, (2018). Because I am a girl campaign. Retrieved on 15/5/2022 from <https://plan-international.org/because-i-am-a-girl/violence-at-school>
16. UNHCR, (2017). Education report-Left behind: Refugees Education in crisis. Retrieved on 15/5/2022 from <https://www.unhcr.org/herturn/>
17. ECW, (2020). Education cannot wait. Retrieved on 14/5/2020 from <https://www.educationcannotwait.org/show-humanity-for-her-education-cannot-wait-for-girls-in-conflict-and-disasters/>
18. Ellsberg, M. et al. (2021). If You Are Born a Girl in This Crisis, You Are Born a Problem": Patterns and Drivers of Violence Against Women and Girls in Conflict Affected South Sudan. Global Women's Institute, The George Washington University, 2140 G Street NW, Washington. DC 20052, USA.
19. UNGEI, (2022). Unlocking the gender transformative power of education. Retrieved on 15/5/2022 from <http://www.ungei.org/resources/files/SDGsEnglish.pdf>
20. Selby, D. (2018). Child Marriage of Syrian Refugees in Jordan Doubled in 3 Years. Retrieved on 14/5/2022 from <https://www.globalcitizen.org/en/content/child-marriage-syrian-refugees-jordan/>
21. Batha, E. (2016). Iraqi women trafficked into sexual slavery - rights group. Retrieved on 14/5/2022 from <https://www.reuters.com/article/us-iraq-trafficking-women/iraqi-women-trafficked-into-sexual-slavery-rights-group-idUSKBN0LL1U220150217>
22. HRW, (2019). "Give Us a Baby and We'll Let You Go". Trafficking of Kachin "Brides" from Myanmar to China. Retrieved on 15/5/2022 from <https://www.hrw.org/report/2019/03/21/give-us-baby-and-well-let-you-go/trafficking-kachin-brides-myanmar-china>.
23. John, N. Casey, SE. Carino, G. and McGovern, T. (2020). Lessons Never Learned: Crisis and gender-based violence. Developing World Bioeth. Retrieved on 15.5.2022 from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7262171/>.
24. UNICEF, (2022). Gender action plan. Retrieved on 14/5/2022 from <https://www.unicef.org/education/girls-education>.

25. UN Women, (2021). Sustainable development goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Retrieved on 15/5/2022 from <https://www.unwomen.org/en/news/in-focus/women-and-the-sdgs/sdg-4-quality-education>.
26. GEM report, (2015). Threats to girls education. Retrieved on 14/5/2022 from <https://www.malala.org/aboutE>