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MOBILE LIBRARY SENSITIZATION CAMPAIGN FOR INTERNALLY DISPLACED PERSONS (IDPS)

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Abstract

The recurring terrorist activities in northeastern states have displaced so many children and adults from their communities and homes. The IDPs are identified with deprived access to education and information, which is a necessity in the management and improvement of their livelihoods. This study aims at articulating the role of Mobile Libraries in sensitization campaigns for internal displacement persons (IDPs) study adopt quantitative research and the instrument used for data collection is structured questionnaire.

Keywords: Mobile library; Internally Displaced Persons (IDPs); Sensitization Campaign**;**

Introduction

Due to the prolonged conflict between the Federal Government of Nigeria (FGN) and the NonState Armed Groups (NSAGs) in the North-Eastern Nigeria which enters its 12th year continue to spread insecurity, loss of livelihoods and displacement of people. UNHCR (2022) reported that people living in local communities and IDP camps are deprived of access to quality education and information services. Thus, the sensitization of library to people especially internally displaced persons because necessary for the purpose of educating persons of concerns and giving them a high sense of belonging.

With the rapid growth in the ICT and web services, today's libraries have many options to market their services and fulfil the information needs of internally displaced persons who are not well-informed about many new and non-traditional services available for them. It is the responsibility of the library to develop strategies and organize

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awareness campaign as efforts to brand and market their services to the people through mobile libraries.

People regardless of their background, situation and ability should have access to quality education. The sensitization campaign of libraries would further enhance the reading and fast-track learning for displaced persons in camps and host communities. Addressing needs of IDPs and refugees in places where no public library exists in the vicinity was the development of a highly mobile information toolkit which was implemented in Burundi in 2014 with 24,000 visits in only 3 months and more than 3,000 registered users (Prentice, Weaven & Wong, 2020). Since then, Ideas Box has been setup for refugees and IPDs in places like Jordan or Ethiopia, as well as in poor communities in France, US and Australia. Evaluations have shown significant results on improving the quality of education, Child protection, Community building, trauma alleviation and peace building. In recent years, libraries all around the world demonstrate that they remain the truly universal institutions that provide free access to information to everyone, including the most informational need internally displaced persons.

Statement of Problem

Internally displaced persons legally remain under the protection of their own government, even though that government might be the cause of their flights (Benson, Onuoha & Mbagwu, 2018) who retain all rights and protection under both human rights and international humanitarian law. Therefore, the IDPs are in a situation of vulnerability entitled to all relevant guarantees of human rights including information provision and library services.

Uncountable peoples have lost their life, exposed to different abuse; abandon their homes, property and their family in Nigeria due to activities unleash by Boko haram, political disorder and natural disasters. As they do not cross an international border, they are considered as ‘internally displaced persons’ (IDPs) not refugees (Sambo, 2017). These group of people had been cut-off from several social amenities in including education. Several awareness campaign programs were conducted to encourage librarians to device means of assisting communities, but little attention was given to internally displaced persons. The National Library organized a training on job-seeking

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strategies and practice process for IDPs. In Jigawa State, library campaigns for promoting peaceful coexistence targeted at youths. It is important to note that none of these efforts have been targeted at IDPs and their camps in north-east Nigeria, particularly Borno State. Unfortunately, there are no records of sustained efforts made by libraries to provide information services to IDPs in north-east Nigeria (Ifijeh, IdiegbeyanOse, Iwu-James & Esse, 2018).

Research Objectives

The general aim of this research is to improve understanding of the strategies for sensitization campaigns for the establishment of Mobile Libraries in Borno state Nigeria. Specifically, the study seeks:

1. To ascertain the awareness level of mobile library among IDPs camps
2. To determine current state of the art of mobile library adoption in IDP camps
3. To determine acceptance level of the idea of mobile library adoption among IDPs

1.5 Research Questions

1. How does IDPs camp become aware of mobile library?
2. What are the current state of the art of mobile library adoption in IDP camps in Borno state?
3. What is the acceptance level of the idea of mobile library adoption among IDPs?

It has been observed that when people with special needs have greater access to books, literary materials, literacy support, and technological instruction that libraries provide, there is a greater likelihood that they will develop into accomplished readers. The findings of the current investigation will contribute immensely to the development of strategies needed in inculcating sense of reading culture among IDPs. This will enable the Nigerian Federal Ministry of Education to see the necessity to enforce laws that will ensure that mobile libraries are established in IDP camps.

The findings also have potential practical implications for the successful implantation of mobile library applications in vulnerable areas and IDP

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camps. Developing countries, particularly North-Eastern Nigeria, have been under researched in technology adoption literature, so the current research has the potential to uncover issues relevant to this particular context and provide a foundation for possible future research.

Reviewing of Related Literature

Need for Education and Information among Internally Displaced Persons

Information is instrumental to the development of any country because the level of education and information possessed by citizens is pivotal to national growth and productivity hence information is seen as the fifth factor of production (Adebayo 2012). Despite the value of information, it can only be maximized with a reasonable level of education. Consequently, education and information go together in the development of citizens including internally displaced persons.

Education and information are vital in poverty eradication especially among the internally displaced persons. One major challenge of developing countries like Nigeria is high poverty levels among their citizens. The situation is even worse among the IDPs in northern Nigeria. A long-term solution to this economic crisis is timely provision of education and mobile library information services to the citizenry. Education develops the IDPs and empowers them to maximally utilize information for creating sense or feeling of a daily routine and the establishment of routine activity.

Strategies to Create Awareness of Library Services

Internally Displaced Persons are library users or readers who are not aware of services and collection of library resources. To promote, market or campaign library and their resources librarian should try's different strategies of book fair events by engaging target audience as well as arranging different professional games and role play using library collection e.g. Library card winner, Best reader, Library Sign up card (Vyas & Parmar, 2020).

Libraries are challenged as never before to remain relevant to the community. With the rapid change in the Internet, today's library users have many options with which to access information.

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To remain relevant, libraries need to market their services to meet the target needs. Vyas &

Parmar (2020) submitted that the aims of Library Campaign include:

a. to raise awareness about the variety of programs and services offered;

b. to increase use of libraries at schools, at colleges and universities, in government, at work, and in daily community life;

c. to increase funding for libraries;

d. to involve librarians as stakeholders on public policy issues such as intellectual freedom, equity of access and the "digital divide;"

e. To encourage librarianship as a profession.

Advertising

During favorable budget years, library system needs to allocate funding towards the purchase of advertising in print and electronic media. This effort has been enhanced through media partnerships, Community Newspapers, and other media houses.

Community Outreach

The key reasons for outreach are to increase awareness of library programs and services, collaborate with community leaders and organizations to determine service needs, and develop partnerships. Participating in community outreach is a way for the library to connect with IDPs particularly in their camps. From camp visits to major cultural and educational events, library staff actively shares information about the many resources the library has to offer the community.

E-mail Subscription Service

Library users may choose to stay connected with the library through an e-mail subscription service. Subscribers receive regular emails informing them about library programming, services and current events. This tool is also used to share the monthly book selections with members of book clubs.

Social Media

Libraries can operate active Facebook account, which is managed and updated on a regular basis with posts promoting upcoming library programs and events,

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informing users of library news and sharing photos of what is happening in the libraries. Facebook posts include book recommendations, promotion of services and resource such as the library databases and 24/7 apps. A Twitter and Pinterest account, to push out library messages, to promote library services, resources and programming.

Staff Development

Through in-house trainings, webinars, workshops and conferences, library staff are informed about library resources and programs and are guided on the best ways to provide and share these resources with customers. This word-of-mouth marketing begins with staff and ends with a new patron walking through our doors.

Organizing Story-Talk Hour

This could be organized for evening of weekdays or Saturdays. Story telling is not new to some children who already have the opportunity at home. Story-telling is a universal activity as old as time itself. This activity is important for children's mental and emotional development. Traditional folktales and legends from different parts of the country could be used which would appeal to young people's sense of adventure and imagination which would stimulate love for reading African authors.

Creative Activities or Creative Writing

This involves the creativity of the child. Teacher librarians should encourage students to create puppets, either with paper, clay. Puppets can be used to act in stories. After a reading aloud session, or a story telling session, students could be asked to write a short story on what they were told or read to. This would provide wonderful stimulus for reading among children.

Mobile Libraries and Internally Displaced Persons

It is a fact that internally displaced persons are faced with enormous challenges hindering their continuing education and access to information. However, the crux of this paper is identifying a role for libraries, with a view to providing long term solutions to the challenges. Literature search reveals that libraries have played important roles in education and information services provision to displaced persons around the world.

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Several awareness campaigns were conducted to encourage librarians to device means of assisting internally displaced persons with information resources. It is a fact that in order for a mobile library to fulfill its purpose and offer services to its users it should work in an organized manner, be staffed with people who serve it and be included in a certain framework with some form of institutional recognition (Bikos & Papadimitriou, 2018). Novak 2016 observed that in 2015, the National Library organized a training on job-seeking strategies and practice for the interview process for IDPs. The training was done at the IDP's camp in Abuja. In Jigawa State, closed to the conflict areas, public libraries in collaboration with a non-governmental organization are promoting peaceful coexistence among communities through activities targeted at youths. Through the activities of these libraries, peace clubs have been established in local communities and camps to prevent communal clashes and promote peaceful coexistence through engaging over 700 youths in the program within six months. It is important to note that none of these efforts have been targeted at IDPs and their camps in north-east Nigeria. Unfortunately, there are no records of sustained efforts made by libraries to provide information services to IDPs in north-east Nigeria (Ifijeh, Idiegbeyan-Ose, Iwu-James & Esse, 2018).

Sambo (2017) studied the information needs of internal displacement persons (IDPs) in Borno State camps using evaluative research design. Simple random technique was used in selecting most affected five local governments including Ngala, Dikwa, Bama, Damboa, and Chibok out of 20 local government's utmost affected by insurgency in Borno State, Nigeria. Findings revealed that the information needs of IDPs include security (100%), health information (98%), foods/family and relationship (95%), new/current happening (93%), finance (91%), life decision (90%), property (74%), shelter (67%), among others. Use of information to relocate their family (99%) topped the list of the use of information by the IDPs. From the analysis of the study, State and Federal Government should take into consideration the IDPs information needs, provide adequate funding, shelters, foods, proper health care and security.

The information need of these IDPs can be achieved by the provision and adoption of mobile libraries, which is the central problem behind the current study.

Mobile libraries offer opportunities for remote access, they take the library to the target population. Expecting the IDP's to come to the public library building which may be far from their camps would be a herculean task. This service facilitates access to library resources. The mobile libraries provide relevant literature and information services to the IDPs to support information literacy. A typical example is the John Pofi Foundation Mobile Library Services in Jos which was targeted at educating and touching the lives of displaced children in north-central Nigeria.

Research Paradigm

Positivist research ontologically assumes that the world exists independently of humans and that human action is intentional and rational. It has the view that the world consists of physical and social communities that can be studied, captured and measured, usually with numerical (quantitative) data. Epistemologically, positivist research is based on theories and hypotheses and fixed relationships within phenomena, to be confirmed or refuted by empirical testing. Positivist studies generally attempt to test a theory or hypothesis to increase the understanding of phenomena objectively, by measurable properties, independently of the researcher and instrument. Theoretically, the researcher in this approach is a neutral and objective observer of the world who does not intervene in the phenomena or impose his/her feelings and personal values to it (Dube & Pare, 2003).

The study adopts the Positivist Research Paradigm as a dominant approach in library and information science studies as it is replicable and can be empirically tested, more rigorous, scientific, generalizable and reliable than other approaches.

Research Approach

For the purpose of this research, a quantitative research approach will be adopted for an indebt testing of objective and theories by examining the relationship among variables. The variables of the study are typically on quantitative measures that can be analyzed using statistical procedures. The form of inquiry in this research is based

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on the assumptions about testing theories deductively, building in protections against bias, controlling for alternative and counterfactual explanations, and being able to generalize and replicate the findings.

Therefore, the study adopts the quantitative approach of conducting research by collecting statistical data and analyzing using both descriptive and inferential statistics.

Research Method

The descriptive survey study method was used in conducting this research. This is a method of research which concerns itself with the present phenomena in terms of condition, practices, beliefs, processes, relationships or trends invariably, (Salaria, 2012). Descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research method is not simply amassing and tabulating facts, but includes proper analysis, interpretation, comparisons, identification of trends and relationships. This study method offers an opportunity to study a particular subject e.g. an organization in-depth or a group of individuals and usually involves gathering and analyzing information that may be both qualitative and quantitative

Population of the Study

Population of study for any research work refers to set of all participants that qualify for a study or the total set of observations from which a sample is drawn. Population of a study can be classified into listed population homogeneous population and heterogeneous population.

Data Presentation

Camps	No of Questionnaire Administered	No. of Questionnaire retrieved	Percentages (%)
Government Girls College camp	17,921	13,925	77.7%
EYN/CAN Centre camp	1,952	1,597	81.8%
Farm Centre	14,500	12,269	84.6%

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camp			
Government College camp	12,479	9,808	78.6%
Teachers Village camp	7,938	6,128	77.2%
Bakassi camp	10,083	8,368	83.3%
National Youth Service Corp camp	4,425	3,540	80%

Years	**Frequency**	**Percentage**
0-5	36822	41.8%
6-9	26681	32.1%
10 years above	19616	23.6%
Total	83119	100

Arabic Teachers	12,835	10,653	83%
College camp			
MOGCOLIS camp	2,907	2,503	86.1%
Sanda Kyarimi camp	15,711	14328	91.2%
TOTAL	**100,751**	83,119	82.5

4.1.2 Gender of the Respondents

Gender	**Frequency**	**Percentage**
Male	22.940	27.6.%
Female/Children	60179	72.4%
Total	83,119	100

Table 4.1.3 Qualifications of the Respondents

Qualification	**Frequency**	**Percentage**
FLSC	34744	41.8%
SSCE	32167	38.7%
A'Level	16,208	19.5%
Total	83119	100

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Marital Status	Frequency	Percentage
Single	15709	18.9%
Married	21112	25.4%
Widowed	31751	38.2%
Others	14546	17.5
Total	83119	100

Awareness level of mobile library. *In my camp*	**Frequency**	**Percentage**
People are aware of mobile library services	15959	19.2%
Many members are anxious to use mobile library services.	25102	30.4%
Members can easily access library information	14296	17.2%
Awareness of library service is lower	17871	21.5%
There are guidelines on how to acquire library services	9724	11.7%
Total	83119	100

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