

Management of Emergency Peace Education Programmes for Boko Haram Internally Displaced Persons in Yola Refugee Camp of Adamawa State Nigeria

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Abstract

Education is a fundamental right of children even under emergency situations. The purpose of this study was to assess, access resources, curriculum activities, coordination of capacity building in managing emergency peace education programmes for Boko Haram internally displaced persons in Yola Refugee Camp of Adamawa State. Data was collected using teachers assessment of emergency peace Education for Internally Displaced Persons questionnaire (TAEPEIDPQ) consisting of twenty (20) items. The findings of the study was that most of the children of Boko Haram displaced persons had no access to emergency peace education, resources were not provided for emergency peace education, curriculum activities were not supported and coordination of capacity building were not carried out by Governments, Non-Governmental Organizations (NGOs), international and donor agencies for Boko Haram Internally Displaced Persons in Yola Refugee Camp of Adamawa State. Conclusion and recommendations on how to manage emergency peace education were offered.

Keywords: Emergency peace education, Boko haram, Internally displaced persons, Yola Refugee Camp

1. Introduction

The boko haram was founded by a group known as Jama'atuAhlus-Sunnahlidda AwatiWal-Jihad in Maiduguri 2002 by Ustaz Mohammed Yusuf. In 2004, it moved to Kanamma, Yobe State where it set up a base called "Afghanistan" used to attack nearby police outposts, killing police officers. Yusuf is hostile to democracy and secular education system with a vow that this war that is yet to start would continue for long if the political and educational system was not changed. (www.najiagists.com).

The term Boko mean "Western education or non-Islamic education and the Arabic word Haram meaning literally "forbidden". Boko haram opposed not only western education, but western culture and modern science as well. After the killing of their leader Yusufu himself, when he was taken to custody by Nigeria security forces, Boko haram embark on various attacks in various parts of the north east zone under their new leader Abubakar Shekau who succeeded Yusufu. The boko haram movement became militant in 2009.

From 2009 till date, book haram in pursuit of their ideology have engaged in arson, bombing, shooting, stabbing with disdain and impunity, targeting important national events, public institutions, markets and sometimes Christian places of worship, Christian festival and most recently the mosques. Apart from the Boko haram targets, they sometime engage in sporadic bombings of the major northern Nigerian towns and cities as it did happened in Kaduna, Zaria, Jos, Kano, Maiduguri and damaturu among others. When this happens, they kill indiscriminately both muslims and Christians. They have killed rich and poor, young and old, male and female, weak and strong, elites and commoners, northerners and southerners alike. Since 2009, Boko haram has constituted a serious security treat in the north eastern part of Nigeria (Babatunde, Unwana, Obong, & Olanrewaju, 2014)

The past five years saw complex humanitarian emergencies that became house hold names and created the growing interest in emergency peace education in the North East Zone. By the year 2014, Boko Haram insurgency had left 10,000 of the population of Adamawa and Borno states as refugees in Yola. Most of the refugees were from six Local Governments - Gwoza, Madagali, Michika, Gombi, Hong, Mubi North and Mubi south (Adamawa State Emergency Management Agency, 2014).

These local Governments which were at the centre of complex humanitarian emergencies, suffered massive internal population displacements. Statistics regarding boko haram internally displacements are less readily available. This is partly because there has been less access to and assistance for internally displaced populations. Most of this internally displaced persons (IDPS) lived in camps or settlements similar to those refugees but others lives in the homes of their relatives or alongside, normal populations where they are less conspicuous and more difficult to quantify.

The victims of boko haram insurgency are people who have been through heart breaking, sometimes appalling suffering. Yet in camps and Settlements, villages and towns all over Adamawa state, they very often look to peace education as there major or even their only

hope for a decent future. Peace education is the process of acquiring the values, the knowledge and developing the right attitude, skills and behavior to live in harmony with oneself and with others. It serve as leading encounter that arouse from people the deserve for peace, non violent alternatives for managing conflict and skill for critical analysis, structural arrangements that produce legitimate justice and equality (UNICEF, 1999). All programmes for refugees and displaced conflict affected populations as well as disaster victims, are considered Emergency Peace Education Programmes. Some of the emergency peace education programmes are protection, nutrition, health and training support.

An emergency peace education is a crisis situation created by conflicts or disaster which have destabilized, disorganized or destroyed the education system, and which require an integrated process of crisis and post crisis support (IIEP, 2012). It is education that protects the well being, fosters learning opportunity, and nurture the overall development (Social, emotional, cognitive and physical) of children affected by conflicts and disasters (Kadiri, 2007). Schooling is the greatest hope for a life that will transcend the poverty that breeds violence which in turn intensifies poverty. Education allows these people to overcome despair.

Education is the fundamental right of all children in all situations. In a displaced situation like boko haram insurgency, children are frequently denied this right, they are also denied opportunity to develop and acquire the skills, knowledge and competence to better cope with the prevailing difficult circumstances and to contribute to other families and communities (Badau, 2012).

It is only through, peace education that children can cope with displacement situations. Children expose to violence, and aggressions need to be educated in basic societal values, to develop a sense of respect towards each other and other populations and banish prejudices in order to live in a mixed community, thus reducing tension (Kadiri, 2007). The management of emergency peace education in displaced situations can develop positive attitude which are important to confront such situations.

It is also vital to develop a curriculum that best carter for the need of crisis stricken population and to ensure that no social group are excluded or denied the right to education. The management must make gallant effort to keep education alive during the crises. Classes are sometimes held in the open air, in homes and basements or in damage buildings of various kinds. All stakeholders should therefore be involved in the management of emergency peace education for boko haram displaced persons. Restoration of access to education should be one of the brightest priorities of displaced persons as it provides hope for the future. Peace education can thus be seen as investment in solution to crises as well as being the fourth pillar of humanitanan response alongside nourishment, shelter and health services (midttum, 2000). This calls for coordination between education and other humanitarian officials to establish child friendly, safe spaces in an emergency where children play, regain a sense of normalcy,

1.1 Statement of the Problem

It is clear that peace education can be part of the solution to boko haram insurgency and that the absence of such education will be destabilizing locally and may be a threat to the national and state security. The people lifes and their education system have been disrupted. The

population special needs are emergency peace education if it is to recover from the insurgency and build a better future.

1.2 Purpose of the Study

The purpose of the study was to assess:

1. The extent to which children had access to emergency peace education programmes for boko haram Internally Displaced Persons in the Yola Refugee Camp of Adamawa State.
2. The extent to which resources were provided for emergency peace education programmes for boko haram Internally Displaced Persons in the Yola Refugee Camp of Adamawa State.
3. The extent to which curriculum activities were provided in emergency peace education programmes for boko haram Internally Displaced Persons in Yola Refugee Camp of Adamawa State.
4. The extent to which capacity building programmes were coordinated in Yola Refugee Camp of Adamawa State.

1.3 Hypotheses

The following hypotheses were formulated to guide this study using 0.05 level of significance for decision making.

1. There is no significant difference in the opinions of male volunteer teachers and female volunteer teachers on children access to emergency peace education programmes.
2. There is no significant difference in the opinions of male volunteer teachers and female volunteer teachers on the resources provided for emergency peace education programmes.
3. There is no significant difference in the opinions of male volunteer teachers and female volunteer teachers on support to curriculum activities in emergency peace education programmes.
4. There is no significant difference in the opinions of male volunteer teachers and female volunteer teachers on coordination of capacity building carried out in emergency peace education programmes.

2. Literature Review

Management of peace education in emergency situations is a response towards crisis, insecurity and instability through education (Badau, 2012). It is a process of creating peace which includes developing mutual understanding, collaborative, inter-communal dialogue and social reconstruction between people for educating children in conflict crises and disaster situations (IIEP-UNESCO, 2006).

Kotite (2012) reported that each step of peace education programme from sector diagnosis through the monitoring of implement action strategies should identify the core vulnerabilities of the education sector crises. Through this process, the vulnerabilities can be reduced through capacity gap analysis, strategic planning, policy formulation and ensuring that risk reduction indicators are included in monitoring and evaluation frameworks.

Badau (2012) used a survey method to conduct a research on management of education in emergency situations in crises communities of Numan, Loko, Dumne, Garkida and Gurki in Adamawa state. The findings of the research indicate that children had access to emergency

education, resources were not provided, the curriculum activities were supported and capacity building was not carried out by governments, NGOs, donor and international agencies in emergency education programmes.

Badau (2008) pointed out that applying the principle of managing education under emergency situation is in terms of damages caused to the entire education system. The damages are also caused in terms of access, resources, curriculum and coordination of the education system.

Sinclair (2003) groups the principle of managing peace education under emergency situation into access, resources, curriculum activities, and coordination of capacity building. These principle are presented inform of standard that must be met or that can be measured as indicator of success in managing peace education programmes under emergency situation. The principle is education should be “inclusive” while the standard or indicator would be whether inclusiveness can be observed in the ongoing education programmes as in education is inclusive.

3. Research Methodology

The design used for the study was survey. The population of the study was made of all the thirty (30) volunteer teachers provided by Adamawa state ministry of education and missionary schools (Adamawa State Emergency Agency Profile, 2014). All thirty (30) volunteer teachers comprising of 10 females and 20 males were utilized for the study.

3.1 Instrumentation

The researcher developed a close ended questionnaire with twenty (20) items tagged: Teacher Assessment of Emergency Peace Education for Internally Displaced Persons Questionnaire (TAEPEIDPQ) with a five point response scale ranging from “strongly disagree” “Disagree” “No opinion” “Agree” “Strongly Agree”. The questionnaire was based on the four principles involved in emergency peace education for the internally displaced persons. These include access, resources, curriculum activities and coordination of capacity building. A total of 20 items were developed. Content validity was determined by two validators from Science Education Department, Modibbo Adama University of Technology Yola, Nigeria. The reliability of the instrument was determined through a pilot test which gave a Cronbach Alpha reliability coefficient of 0.69. SPSS version 17 was use for analysis. The decision point for testing the hypotheses was that when t- calculated is higher than t- critical, the hypotheses is rejected. But when t-calculated is lower that t-critical, the hypotheses is accepted.

The researcher administered the instrument during pilot test and also handled the main administration. Thirty questionnaire representing one hundred (100) percent.

4. Method of Data Analysis

Results of data analysis are hereby presented and they follow the order in which the hypotheses were raised.

Hypotheses 1: There is no significant difference in the opinions of male volunteer teachers and female volunteer teachers on children access to emergency peace education programmes.

Table 1. T-test difference in the opinions of male volunteer teachers and female volunteer teachers on children access to emergency peace education programmes

Respondents	\bar{X}	σ	N	Df	Standard error	T-cal	T Cri	Remark
x_1	30.20	68.613	20	28	15.128	1.315	0.345	S
x_2	10.60	40.407	10					

x_1 for male volunteer teachers.

x_2 for female volunteer teachers.

The data in the Table 1 show that t-calculated (1.315) was greater than the t-critical or table value, therefore, this hypotheses which state that there is no significant difference in the opinions of male volunteer teachers and female volunteer teachers on children access to emergency peace education programmes has been rejected. The result showed significant difference in the opinions of the male volunteer teachers and female volunteer teachers on children access to emergency peace education programmes.

Hypotheses 2: There is no significant difference in the opinions of male volunteer teachers and female volunteers teachers on the resource provided for emergency peace education programmes.

Table 2. T-test difference in the opinions of male volunteer teachers and female volunteer teachers on the resources provided for emergency peace education programmes

Respondents	\bar{X}	σ	N	Df	Standard error	T-cal	T Cri	Remark
x_1	5.40	3.028	20	28	0.184	2.608	1.98	S
x_2	1.29	1.195	10					

x_1 for male volunteer teachers.

x_2 for female volunteer teachers.

In Table 2, the t-calculated was 2.608, while t-critical was 1.98. Since T-calculated was higher than t-critical, the null hypothesis was rejected. The result of the t-test showed that there is significant difference in the opinions of male volunteer teachers and female volunteer teachers on the resources provided for emergency peace education programmes.

Hypotheses 3: There is no significant difference in the opinions of male volunteer teachers and female volunteer teachers on support for curriculum activities in emergency peace education programme.

Table 3. T-test difference in the opinions of male volunteer teachers and female volunteer teachers on support for curriculum activities in emergency peace education programmes

Respondents	\bar{X}	σ	N	Df	Standard error	T-cal	T Cri	Remark
x_1	22.14	58.431	20	28	14.321	1.93	0.92	S
x_2	6.80	20.120	10					

x_1 for male volunteer teachers.

x_2 for female volunteer teachers.

In Table 3, the t-calculated was 1.9 while t-critical was 0.92. Since the t- calculated was more than t-critical, the null hypothesis was rejected. Thus, the difference in the opinions of the two groups was significant._

Hypotheses 4: There is no significant difference in the opinions of male volunteer teachers and female volunteer teachers on coordination of capacity building carried out in emergency peace education programmes

Table 4. T-test difference in the opinions of male volunteer teachers and female volunteer teachers on coordination of capacity building carried out in emergency peace education programmes

Respondents	\bar{X}	σ	N	Df	Standard error	T-cal	T Cri	Remark
x_1	2.40	1.025	20	28	0.283	2.10	1.13	S
x_2	1.05	0.335	10					

x_1 for male volunteer teachers.

x_2 for female volunteer teachers.

The t-calculated in Table 4 showed a value of 2.10 while t-critical was t13. Thus, the t-calculated was far above the t-critical which rejects the null hypotheses. This indicates that there is a significant difference between the opinions of the two groups.

4.1 Findings of the Study

The hypotheses tested in the study showed:

1. That children had no access to emergency peace education programmes in boko haram displaced persons Yola Refugee Camp in Yola, Adamawa State.
2. That resources were not provided for emergency peace education programmes in boko haram internally displaced persons refugee Camp in Yola, Adamawa State.
3. That curriculum activities were not supported for emergency peace education programmes in boko haram internally displaced persons refugee Camp in Yola, Adamawa State.
4. That the coordination for capacity building was not carried out by governments, non-governmental organizations, donors and international agencies in emergency peace

education programmes in the boko haram internally displaced persons refugee Camp in Yola, Adamawa State.

5. Discussion of Findings

The findings of the study were discussed in relation to the four principles of emergency education programme as raised in the purpose of the study.

The finding in Table 1 showed that a null hypothesis was rejected. This means that children had no access to emergency peace education programmes in the refugee Camp. This finding is not consistent with current observations and opinions of educationist as expressed by the literature on the subject.

Badau (2012) among others found out that children had access to emergency peace education in the crises communities of Numan, Loko, Dumne, Garkida and Gurki in Adamawa state.

This finding of hypotheses 2 and Table 2 indicate that there is significant difference in the opinion of male volunteer teachers and female volunteer teachers on resources provided for emergency peace education programmes. This confirms the assertion of Sinclair (2002) and Agbotte (2004) that financial/material/human resources during emergency peace education programmes were inadequate. It was supported by Kotite (2012) that school teachers had no access to complete set of text books, teachers guide, hand books and motivational materials for field trainers, supervisors, head teachers and teachers. Therefore, the finding that resources were not provided for emergency peace education programme is not far from reality.

The significance difference in the opinions of male volunteer teachers and female volunteer teachers on curriculum activities for emergency peace education programmes as indicated by the finding of hypotheses 3 Table 3 is not consistent with Badau (2012) who found out that emergency peace education supported curriculum activities for crises communities Adamawa state. This was corroborated by Pigozzi (1999) and Mittun (2000) who expressed that curriculum activities did not conform to normal national education programmes and that the federal and state government, NGOS and donor agencies did not support curriculum activities for boko haram internally displaced persons in Yola refugee Camp of Adamawa state.

The finding in respect of hypotheses 4 Table 4 show that significant difference exist in the opinions of male volunteer teachers and female volunteer teachers on coordination of capacity building agreed with the assertions of UNESCO (2001) which state that the training of head teachers and senior teachers as mentors who can provide school support to nearby trained or untrained teachers is in adequate.

This was not supported by the IIEP - world bank (2003) which opined that the coordination of capacity building is carried out through federal, state and local governments efforts to provide security for education programmes in conflict affected areas. Priorities include the strengthening of the federal and state ministry of education and state universal basic education Boards through its initiation of national dialogue on education policies (Badau, 2008).

6. Conclusion

Thus, it can be concluded that the Federal, state governments, NGOS, donor and international agencies did not provide access, resources, curriculum activities and coordination of capacity

building for boko haram internally displaced persons in Yola refugee Camp of Adamawa state.

7. Recommendations

The following recommendations came out of this findings.

1. The Federal, State, Local Governments, NGOS, donor and international agencies should make emergency peace education accessible to all boko haram internally displaced persons in Yola refugee camp for continuity and hope for the future.
2. Resources like human, financial and material resources should be provided by federal, State, and local governments, NGOs, international and donor agencies for boko haram internally displaced persons in Yola refugee camp.
3. Curriculum activities for boko haram internally displaced persons should be supported by federal and state ministries of education, federal and state emergency management agencies, donor and international agencies.
4. The coordination of capacity building for personnel of boko haram internally displaced persons should be diversified to include all ethnic groups in the refugee camp.

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