



Promoting Peace Education for Boko Haram Internally Displaced Persons in Refugee Camps of Adamawa State, Nigeria

Kabiru Mohammed Badau

Department of Physical Sciences Education, Modibbo Adama University of Technology, Yola, Nigeria
badaubadau@mautech.edu.ng

Abstract: This study investigated promoting peace education for Boko Haram insurgency internally displaced persons in refugee camps of Adamawa State. This is significant for the achievement of sustainable development goals (SDGs), related to education in 2030. These can only be achieved through success in promoting peace education contexts. The purpose of the study is to determine inclusion, socialization, social capital and social benefits of education in promoting peace education for Boko Haram internally displaced persons in refugee camps of Adamawa State. To achieve this, five research questions and five research hypotheses guided the study. Descriptive survey research design was adopted for the study. The population of thirty (30) academics and practitioners in the field was utilized for the study without randomization. Data was collected using researchers instrument titled "Promoting peace education for Boko Haram Internally Displaced Persons Determination Questionnaire (PPEBHIDPDQ)". The validity and reliability were determined using Cronbach coefficient alpha. The data collected were analyzed with mean and standard deviation for answering research questions and t-test for testing the hypotheses at 0.05 level of significance. The findings of the study were that inclusion, socialization, social capital and social benefits of education were not promoted in peace education programmes for Boko Haram internally displaced persons in refugee camps of Adamawa State. The study also concluded that inclusion, socialization, social capital and social benefits of education were not promoted in peace education for Boko Haram internally displaced person in refugee camps of Adamawa State. The study recommended among others that inclusion should be promoted in peace education programmes for Boko Haram internally displaced persons in refugee camps of Adamawa State for continuity and hope for the future.

To cite this article

[Badau, K. M. (2019). Promoting Peace Education for Boko Haram Internally Displaced Persons in Refugee Camps of Adamawa State, Nigeria. *The Journal of Middle East and North Africa Sciences*, 5(1), 1-9]. (P-ISSN 2412- 9763) - (e-ISSN 2412-8937). www.jomenas.org. 1

Keywords: Promoting Peace Education, Boko Haram Internally Displaced Persons, Refugee Camps, Adamawa State.

1. Introduction:

Boko Haram was founded as Jama'atu Ahlis Sunna Lidda'Awati Wal Jihad by Yusuf. The fundamental ideology was that "western education is forbidden". After its foundation in 2002, Boko Haram increasing radicalism led to a violent uprising in July 2009, in which the leader was executed. Its unexpected resurgence following a mass prison breaks in September 2010, was accompanied increasingly by sophisticated attack initially on soft target and progress into 2011 to include suicide bombing on police and United Nations office building in Abuja. The government's establishment of a state of emergency at the beginning of 2012, extended in the following year to cover the entire northeast region of the country (Babatunde, Unwanaobong & Olaurewaju, 2014).

The past six years saw complex humanitarian emergencies that became household names and created a growing interest in promoting peace education in the North East Zone. By the year 2014, Boko Haram insurgency had left two million(2,000,000) of the population of Adamawa,

Borno and Yobe States as internally displaced persons (Adamawa State Emergency Agency, 2014).

These states were at the center 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 of refugees but others live in the homes of their relatives or alongside, normal populations where they are less conspicuous and more difficult to quantify (Badau, 2014).

The victims of Boko Haram insurgency are people who have been through heartbreaking, 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. Most education programmes for refugees

and displaced conflict-affected populations, as well as disaster victims, are considered as promoting peace education.

Peace education is the process of promoting knowledge, skills, attitudes and values needed to bring about behavioral changes that will enable children, youth and adult to prevent conflict and violence both overt and structural to resolve conflict peacefully and to create condition conducive to peace, whether at an intra-personal, interpersonal, intergroup, national or international level (UNICEF, 1999). The term covers many areas from advocacy to reform from basic education to social justice. This peace education programmes are designed to develop peoples construction and peacefully skills, values, and behaviors. Ideally, this complements and supplements the process of peacebuilding whereby communities and nations develop social and economic justice and legal reform (UNICEF, 2014).

Peace education programme teaches the skills and values associated with peaceful behaviors. It is enabled and encourages people to think constructively about issues, both physical and social and to develop constructive attitudes towards living together and solving problems that arise within communities through peaceful means. It also allows the learners to practice these skills and help them to discover the benefits for themselves so that they psychologically own the skills and behaviors (International Network for Education in Emergencies, 2014). Peace education is the greatest hope for a life that will transcend the poverty that breed violence which in turn intensify poverty. Education allows these people to overcome despair.

Peace education is the fundamental right of all children, not only those living in displaced 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 circumstance and to contribute to other families and communities (Badau, 2015). In Nigeria, children displaced due to attacks by Boko Haram in 19 out of the 42 camps did not have access to any forms of peace education by June 2015 (UNHCR, 2016).

It is only through peace education that children can cope with displacement situations. Children exposed to violence and aggression 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 peace education in displaced situations can develop a positive attitude which is important to confront such situations.

It is also vital to develop a curriculum that best cater for the need of crisis-stricken population and to ensure that no social group is excluded or denied the right to peace 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 peace education for Boko Haram displaced persons. Restoration of inclusion to peace education should be one biggest priority of internally displaced persons as it provides hope for the future. Peace education can thus be seen as an investment in solution to crises as well as being the fourth pillar of humanitarian response alongside nourishment, shelter and health services (Midtum, 2000). Promoting learning that emphasizes the values & tolerance and peace, help build violent and more constructive societies.

2. Statement of the Problem:

It is clear that peace education can be part of the solution to Boko Haram internally displaced persons and that the absence of such education will be destabilizing locally and may be a threat to the national and state security. The people lives and their education system have been disrupted. The population special needs are peace education if it is to recover from the insurgency and build a better future. It's critical to note that not all types of education help to keep the peace, in fact, the wrong sort of peace category can encourage prejudice and intolerance or teach a distorted view of history which can exacerbate the crisis. Education systems play a role in reflecting and amplifying ethnic inequality in society.

3. Purpose of the Study:

The purpose of the study was to determine:

1. The extent to which inclusion was promoted for Boko Haram internally displaced persons in the Refugee Camps of Adamawa State.
2. The extent to which socialization was promoted for Boko Haram internally displaced persons in the Refugee Camps of Adamawa State.
3. The extent to which social capital was promoted for Boko Haram internally displaced persons in the Refugee Camps of Adamawa State.
4. The extent to which social benefits of education was promoted in Refugee Camps of Adamawa State.

4. Research Questions:

The following research questions were raised to guide the study.

- To what extent was inclusion promoted for Boko Haram internally displaced persons in the Refugee Camps of Adamawa State?
- To what extent was socialization promoted for Boko Haram internally displaced persons in the Refugee Camps of Adamawa State?
- To what extent was social capital promoted for Boko Haram internally displaced persons in the Refugee Camps of Adamawa State?

To what extent was social benefits of education promoted for Boko Haram internally displaced persons in Refugee Camps of Adamawa State?

5. Hypotheses:

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

There is no significant difference in the opinions of academics and practitioners on the promotion of inclusion for Boko Haram internally displaced persons in the Refugee Camps of Adamawa State.

There is no significant difference in the opinions of academics and practitioners on the promotion of socialization for Boko Haram internally displaced persons in Refugee Camps of Adamawa State.

There is no significant difference in the opinions of academics and practitioners on the promotion of social capital for Boko Haram internally displaced persons in Refugee Camps of Adamawa State

There is no significant difference in the opinions of academics and practitioners on the promotion of social benefits of education for Boko Haram internally displaced persons in Refugee Camps of Adamawa State

6. Theoretical Framework and Literature Review:

A theoretical framework was developed for analyzing the promotion of peace education for sustainability of peacebuilding. The 4rs framework developed normative, but the non-prescriptive vision of the broad components of a peaceful and just society and applies these to the education sector in conflict-affected contexts. The 4rs combines the dimension of recognition, redistribution, representation, and reconciliation, linking the work of Fraser (1995, 2005). Galtung (1976, 1990) and Lederach (1995, 1997). This framework was developed as a core transformation that may contribute to post-conflict societies moving towards sustainable peace or positive peace as Galtung (1990), refers to – involve redistribution, recognition and representation to bring about greater social justice as suggested by the work of Traser (2005), together in the post-conflict issues of reconciliation. Redistribution provides a range of remedies to social injustice used by unequal distribution of resources, exclusive system of participation in economic structures and lack of equal (educational, health, employment) opportunities.

Recognition entails possible solutions to the injustice that have to do with status inequalities that prevent some people from equal or full interaction in institutionalized cultural hierarchies often related to little acceptance or space for cultural, ethics, linguistic, racial, gender, age or other diversities. Representation leads us to analyze the absence of transformative politics of framing of multiples scales (global, national, local) and leading to this the (un)equal participation in decision making or claim-making process of all citizens (Traser, 2005).

Reconciliation is a process which is crucial for post-conflict societies to prevent a relapse into conflict and incorporates education role in dealing with the past and historical memory, truth and reparations, transitional justice, processes issues related to bringing communities together, processes of forgiving and healing and the broader process of social and psycho-social healing (Hambe, 2007).

Peace education is an umbrella term that includes a wide range of programmes offered as part of formal and non-formal education to different populations in different contexts throughout the world. This focuses exclusively on practitioners oriented and academic literature developed to the delivery of peace education curriculum in refugee camps. Practitioner-oriented studies tend to defend the inclusion in peace education as an essential component of basic quality education (UNICEF, 1999). This is essential for instilling in children and youth impacted by war and conflict peaceful behaviors, values, and attitude that build towards a culture of peace. The peaceful resolution of conflict and prevention of violence whether interpersonal or society, overt or structural is a positive value to be promoted on a global level through education. The focus of peace education according to UNICEF, (1999) is on behavioral change. The release of best practice and guide to peace education commissioned and released by UNICEF (1999), UNESCO (2002), UNHCR (2001) was responsible for the founding of the Inter-agency Network for Education in Emergency (INEE) and the establishment of the field of education in emergencies. Peace education programmes were ultimately included in several emergency education programmes in camps, in both cause and effect of the number of academics and practitioner's literature devoted to peace education released throughout this time (Monaghan, 2015).

Focus on inclusion for peace education are implemented to mitigate conflicts in camps, that arise in part due to shortfalls and/or inequitable service provision to different population or refugee by implementing partners (Tebbe, 2006). Peace education programmes have been and will continue to be limited in their impact if not complied with broader structural interventions related to ensuring educational access and quality (Samura, 2013). Design well peace education programmes with appropriate concepts and pedagogy in school camps can even help rebuild communities after conflict/crises. In particular, integrated school camps can promote inclusion, build tolerance and positively influence minority group identity: such schools can see success in internally displaced person camps. Programmes depend on the availability of motivated engaged and well-trained teachers and the availability of a curriculum that includes aspects like education on human rights, citizenships, culture, environment and social justice (World Education Blog, 2016).



Promoting peace education in displaced situations is the process of promoting the knowledge, skills, attitude, and values needed at brought about behavior changes that will enable children, youth and adult prevent conflict interpersonal, intergroup, national or international level (UNICEF, 1999). The human responsibility is social transformation by promoting inclusion, socialization, social capital and social benefits of education (UNICEF, 2011). Kotite (2012) reported that each step of peace education programmes from sector diagnosis through the monitoring of implement action strategies should identify the core vulnerabilities of the education sector crisis. 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 (2015) used a survey method to conduct a research on management of emergency peace education programmes for boko haram internally displaced persons in yola refugee camp of Adamawa state, Nigeria. The findings of the research indicate that children had no access, resources, curriculum, and capacity building for emergency peace education programmes. The study concluded that federal, state and local governments, NGOS, donor and international aid agencies did not provide access, resources, curriculum activities and coordination of capacity building for boko haram internally displaced persons in yola refugee camps of Adamawa state.

UNICEF (2011) grouped human responses for the promotion of Peace education under emergency situations into inclusion, socialization, social capital and social benefit of education. These responses are presented in form of social transformation standard that must be met or that can be measured as an indicator of success in promoting peace education programmes under emergency situations. The response is peace education should be “inclusive” while promoting or indicator would be whether inclusiveness can be observed in the ongoing peace education programmes as in education is inclusive.

6. Methodology:

The design used for the study was a survey. The population of the study was all the thirty (30) academic and practitioners from Ministry of Education, NGOS , donor and International aid agencies devoted to peace education in the refugee camps of Mbaba, Sangere, Damare, Namtari, Chambagi, Shangali (Adamawa State Emergency Agency Profile, 2014). All the academics and practitioners were utilized for the study without randomization. The researcher developed a close-ended questionnaire titled “Promoting Peace education programmes for Boko Haram Internally Displaced Persons Refugee Camps Determination Questionnaire” (PEPBHIDPRCDQ) with a five-point rating scale ranging from very high extent (VHO), High Extent (HE), Moderate Extent (ME), Low extent (LE), and very Low Extent (VLE). The

questionnaire was based on the four human responses in promoting peace education programmes for the internally displaced persons. These include inclusion, socialization, social capital, social benefits of education. A total of 16 items were developed with 4 from each response. Content validity was determined by two validators who were senior lecturers 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 0.92. All the 30 questionnaires administered were retrieved representing one hundred percent (100%). The research questions were answered using mean and standard deviation. The decision point for research questions was that when the mean is 2.5 and above, it shows the high extent and below 2.5 as low extents. SPSS 22 was utilised for testing the hypotheses. Testing the hypotheses was that when t-cal is higher than t-crit, the hypotheses are rejected. But when t-calculated is lower than t-critical, the hypotheses are not rejected.

7. Results:

Results of the data analysis followed the order in which the research questions and hypotheses were raised.

Research Question 1: To what extent was inclusion promoted for boko Haram internally displaced persons in refugee camps of Adamawa State?

The data in Table 1 shows that the overall mean (2.53) indicates high extent by respondents. This means that inclusion was promoted in peace education programme for Boko Haram in refugee camps of Adamawa State.

Research Question 2: To what extent was socialization promoted for Boko Haram internally displaced persons in the refugee camp of Adamawa State?

The data in Table 2 shows that the overall mean (2.11) indicates low extent by respondents. This means that socialization was not promoted in peace education programmes for Boko Haram internally displaced persons in Refugee Camps of Adamawa State.

Research Question 3: To what extent was the promotion of social capital for Boko Haram internally displaced persons in the Refugee Camps of Adamawa State?

The data in Table 3 shows that the overall mean (2.62) indicates high extent by respondents. This means that social capital was promoted in peace education programmes for Boko Haram internally displaced persons in Refugee Camps of Adamawa State.

Research Question 4: To what extent was social benefits promoted Boko Haram internally displaced persons in Refugee Camps of Adamawa State?

The data in Table 4 shows that the overall mean (2.84) indicates high extent by respondents. This means that social benefits of education was promoted.

Table 1: Mean and Standard deviation of academics and practitioners responses on promotion of inclusion for boko haram internally displaced persons in refugee camps of Adamawa State.

S/No.	Inclusion programmes	\bar{X}	X^1 N = 15 α_1	\bar{X}_2 N = 15 \bar{X}_2	α_2	μ	Remark
1.	Inclusion of national education programme policy related to free and compulsory education	3.46	0.50	3.28	0.90	3.37	High extent
2.	Equality in access in different levels and types of education	2.76	0.85	2.68	1.07	2.72	High extent
3.	Equality and equity in the distribution of resources	1.87	1.13	3.00	0.93	3.19	High extent
4.	Curriculum content and language sensitive to delivery	0.33	0.99	2.65	1.01	2.82	High extent
	Overall mean					2.53	High extent

Source: Field work, X_1 = Academics, X_2 = Practitioners

Table 2: Mean and Standard Deviation of Academics and Practitioners responses on promotion of socialization for Boko Haram internally displaced persons in the Refugee Camps of Adamawa State.

S/No.	Socialization programmes	\bar{X}	X^1 N = 15 α_1	\bar{X}_2 N = 15 \bar{X}_2	α_2	μ	Remark
1.	Role of Academics and school staff in socialization and values	1.99	0.89	1.99	0.87	1.99	Low extent
2.	Teaching methods and pedagogies	1.80	1.03	2.22	1.02	2.01	Low extent
3.	The official curriculum, what is included and how it deals with the past conflict	1.70	0.62	2.04	0.78	1.87	Low extent
4.	The hidden curriculum, norms and values, hidden at school	2.84	0.83	2.37	0.94	2.60	High extent
	Overall mean					2.11	Low extent

Source: Field Work, X_1 = Academics, X_2 = Practitioners

Table 3: Mean and Standard Deviation of Academics and Practitioners on social capital was promoted for Boko Haram internally displaced persons in the Refugee Camps of Adamawa State.

S/No.	Social capital programmes	\bar{X}	X^1 N = 15 α_1	N = 15 \bar{X}_2	α_2	μ	Remark
1.	Community school relationship, school management and parent	2.49	1.11	2.78	0.93	2.64	High extent
2.	Codes of conduct for Academics and pupils transparent decision-making	2.16	1.08	2.66	0.88	2.41	Low extent
3.	State school relationships central authority and decentralization	3.11	0.51	2.62	0.96	2.87	High extent
4.	Civil society- school relationships, role of NGOS voluntary groups in peace promotion	2.30	1.06	2.84	0.97	2.57	High extent
	Overall mean					2.62	High extent

Source: Field Work, X_1 = Academics, X_2 = Practitioners



Hypothesis 1: There is no significant difference in the opinions of academics and practitioners on the promotion of inclusion for Boko Haram internally displaced persons in the Refugee Camps of Adamawa State.

The data in Table 5 shows that t-calculated (1.315) was greater than the t-critical or table value. Therefore, this hypothesis which state that there is no significant difference in the opinions of academics and practitioners on inclusion in peace education programmes has been

a significant difference in the opinions of Academics and practitioners on social capital in promoting peace education programmes for Boko Haram internally displaced persons Refugee Camps of Adamawa State.

Hypothesis 4: There is no significant difference in the opinions of academics and practitioners on the promotion of social benefits of education for Boko Haram internally displaced persons in Refugee Camps of Adamawa State

Table 4: Mean and Standard Deviation of Academics and Practitioners responses on the promotion of Social benefits of Education for Boko Haram internally displaced persons in Refugee Camps of Adamawa State.

S/No.	Social benefits of education programmes	\bar{X}	X_1	\bar{X}_2	M	Remark	
			N = 15 α_1	N = 15 α_2			
1.	Economic reforms on schools and improved educational opportunity at all levels of education attractions of going to crises	3.35	1.37	3.04	1.29	3.19	High extent
2.	Education also raises awareness of direct and social of conflict	2.76	0.85	2.68	1.07	2.72	High extent
3.	Low levels of secondary school enrolment lowered opportunity costs of participating in crises	3.00	0.99	2.65	1.01	2.82	High extent
4.	Education reinforced political education stability through improve civic education	2.49	1.11	2.78	0.98	2.64	High extent
	Overall mean					2.84	High extent

Source: Field Work, X_1 = Academics, X_2 = Practitioners

rejected. The result showed a significant difference in the opinions of the academics and practitioners on the promotion of inclusion for Boko Haram internally displaced persons in the Refugee Camps of Adamawa State.

Hypotheses 2: There is no significant difference in the opinions of academics and practitioners on the promotion of socialization for Boko Haram internally displaced persons in refugee camps of Adamawa State.

In Table 6, the t-calculated was 2.608, while t-critical was 1.98. Since t-calculated was high than t-critical, the null hypotheses were rejected. The result t-test showed that there is a significant difference in the opinions of academics and practitioners on socialization for promoting peace education programmes for Boko Haram internally displaced persons in Refugee Camps of Adamawa State.

Hypothesis 3: There is no significant difference in the opinions of academics and practitioners on the promotion of social capital for Boko Haram internally displaced persons in Refugee Camps of Adamawa State

In Table 7, the t-calculated was 1.9 while t-critical was 0.92. Since the t-calculated was more than t-critical, the null hypotheses were rejected. Thus, the difference in the opinions of the two groups was significant. It indicated

The t-calculated in Table 8 showed a value of 2.10 while t-crit was 1.13. Thus the t-calculated was far above the t-critical which rejects the null hypothesis. This indicates that there is a significant difference between the opinions of the two groups on social benefits of education for Boko Haram internally displaced persons in refugee camps of Adamawa State.

7. Findings of the Study:

The findings of the study showed:

1. That inclusion was not promoted in peace education programmes for Boko Haram internally displaced persons in refugee camps of Adamawa State.
2. That socialization was not promoted in peace education programmes for Boko Haram internally displaced persons in refugee camps of Adamawa State
3. That social capital was not promoted in peace education programmes for Boko Haram internally displaced persons in refugee camps of Adamawa State
4. That social benefits of education were not promoted in peace education programmes for Boko Haram internally displaced persons in refugee camps of Adamawa State

Table 5: *T-test difference in the opinions of academics and practitioners on promotion of inclusion for Boko Haram internally displaced persons in Refugee Camps of Adamawa State.*

No	Respondents	\bar{X}	SD	N	df	Std. error	T-cal	T-Crit	Remark
1.	Academics	30.20	68.613	15	28	15.128	1.315	0.345	S
2.	Practitioners	10.60	40.407	15					

Table 6: *T-test difference in the opinions of academics and practitioners on promotion of socialization for Boko Haram internally displaced persons in refugee camps of Adamawa State.*

No	Respondents	\bar{X}	SD	N	df	Std. error	T-cal	T-Crit	Remark
1.	Academics	5.40	3.028	15	28	0.184	2.608	1.98	S
2.	Practitioners	1.29	1.195	15					

Table 7: *T-test difference in the opinions of Academics and practitioners on promotion of social capital for Boko Haram internally displaced persons in Refugee Camps of Adamawa State.*

No	Respondents	\bar{X}	SD	N	df	Std. error	T-cal	T-Crit	Remark
1.	Academics	22.14	58.431	15	28	14.321	1.93	0.92	S
2.	Practitioners	6.80	20.120	15					

Table 8: *T-test difference in the opinions of academics and practitioners on promotion of social benefits for Boko Haram internally displaced persons in Refugee Camps of Adamawa State.*

No	Respondents	\bar{X}	SD	N	df	Std. error	T-cal	T-Crit	Remark
1.	Academics	2.40	1.025	30	28	0.283	2.10	1.113	S
2.	Practitioners	1.05	0.335	30					

8. Discussion of Findings:

The findings of the study were discussed in relation to the four responses for promoting peace education programme as raised in the purpose of the study.

The finding in table 5 showed that a null hypothesis was rejected. This means that inclusion was not promoted in peace education programmes in the Refugee Camps. This finding is not consistent with current observations and opinions of educationist as expressed by the literature on the subject. Badau&Oluweselu (2015) among others found out that children had access to peace education programmes in Boko Haram internally displaced persons in refugee camps of Adamawa State

This finding of hypothesis 2 and table 6 indicates that there is a significant difference in the opinions of academics and practitioners on social capital provided for peace education programmes. This confirms the assertion of Agbotte (2004)- that financial/material/human resources during peace education programmes were inadequate. It was supported by Kotite (2012) that school Academics had

no access to complete set of textbooks, Academics guide, handbooks and motivational materials for field trainers, supervisors, head Academics, and teachers. Therefore, the finding that socialization was not provided for peace education programmes is not far from reality.

The significant difference in the opinions of academics and practitioners on the promotion of peace education programmes as indicated by the finding of hypotheses 3 table 7 is not consistent with Badau & Oluweselu (2015) who found out that emergency peace education supported curriculum activities for boko haram internally displaced persons in Adamawa state. This was corroborated by Pigozzi (1999) and Mittun (2000) who expressed that curriculum activities did not conform to normal national education programmes for IDPS and refugees. The federal, state and local governments, NGOS and donor agencies did not support curriculum activities for Boko Haram internally displaced persons in Yola refugee Camp of Adamawa state (Badau, 2015).

The finding in respect of hypotheses 4 table 8 show that significant difference exists in the opinions of academics and practitioners on social benefits of education 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 inadequate.

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 a national dialogue on education policies (Badau, 2015).

Thus, it can be concluded that the Federal, State government, and local governments NGOS, donor and international aid agencies did not promote inclusion, socialization, social capital and social benefits of educations for internally displaced persons in Refugee Camps of Adamawa State.

9. Recommendations

The following recommendations came out of the findings of the study

1. The Federal, State, Local Governments, NGOS, donor and international aid agencies should make peace education inclusive to all Boko Haram internally displaced persons in refugee camps for continuity and hope for the future.
2. Socialization should be promoted by Federal, State and Local governments, NGOS, international and donor agencies for Boko Haram internally displaced persons in refugee camps of Adamawa State.
3. Social capital for Boko Haram internally displaced persons should be supported by Federal, State and local governments, Federal State Ministries of Education, Federal and State emergency management agencies, donors and international aid agencies.

Social benefits of education for Boko Haram internally displaced persons should be promoted to include all ethnic groups in the refugee camps of Adamawa State.

Corresponding Author:

Kabiru Mohammed Badau, Ph.D.
Department of Physical Sciences Education, Modibbo Adama University of Technology, Yola, Nigeria
E-mail: badaubadau@mautech.edu.ng

References:

1. Adamawa State Emergency Management Agency, (ASEMA, 2014). *Adamawa State emergency Profile*. Adamawa State planning commission.

2. Agbotte, A. (2004). *The management of internally displaced persons: "The Benue experience"*. A paper presented in the national conference of Directors and Head of Disaster Management Organizations in Nigeria, 6.7 July.
3. Babatunde, M. M., Unwana-Obong, U. D., & Olanrewaju, M. K. (2014). Historical Antecedents of Boko Haram Insurgency and its Implications for Sustainable and Educational Development in North Central Nigeria. *Journal of Education and Practice*, 5(22): 59-65.
4. Badau, K& Oluweselu, A. (2015). Management of emergency peace education for boko haram internally displaced persons in yola refugee camp of Adamawa State. *Journal of social science*,2(1),36-45.
5. Fraser, N. (1995). From redistribution to recognition? Dilemmas of Justice in a past socialist age. *New Left Reviewed*, 1(212), 68-93.
6. Fraser, N. (2005). Reframing Justice in globalized World. *New Left Review*, 36, 79-88.
7. Galtung, J. & Ejiors, C. (1996). Cultural Violence. *Journal of Peace Research*, 27(3): 291-305.
8. Galtung, J. (1976). Three Approaches to Peace: Peace Keeping. In *War and Defense: Essays in Peace Research 2*: 282-304.
9. Hamber, B. (2007). Forgiveness and reconciliation: Paradise Lost or pragmatism? *Peace and conflicts*,13(1),115-125
10. International Network for Education in Emergencies, (2012). *Peace education*. INEE.
11. Kadiri, D. (2007). Promoting Peace Education through Non-formal Adult Education in Nigeria. In Bukar K. W (2007) *Issues in Education Theory and Practice*. Yola: Alati Communication Ltd.
12. Kotitie, P. (2012). Education for conflict prevention and peacebuilding: meeting the challenges of the twenty-first century. Paris: IIEP.
13. Lederach, J. P. (1995). *Preparing for Peace: Conflict transportation cultures*. Syracuse: Syracuse University Press.
14. Lederach, J. P. (1997). *Building Peace: Sustainable reconciliation in divided societies*. Washington, D. C: Us Institute of Peace Press.
15. Midttum, O. (2000). *Education in Emergency and Transition Phase Still a right and of need OSLO*: Norwegian Refugee Council.
16. Monagham, C. (2015). *Education for durable solutions. Histories of schooling in Kenyas dadaab and kukama refugee camps*. Unpublished doctoral dissertation, university of Virginia.
17. Piszozzi, M. (1999). *Education in Emergencies and Reconstruction in Emergency Situation, Analysis of strategies and Practice*. Paris: UNESCO Publication.
18. Samura, F. (2013). Peace Education for reconstruction and Peacebuilding in Pest War Africa Societies. *African Conflict aid peacebuilding review*, 3(2), 1-2.

19. Tebbe, K. (2006). *Peacebuilding Methods for the post-conflict education system*. Submitted to the School of International Service of the University, M.Ed. in International Peace and Conflict studies.
20. UNESCO, (2002). *Peace Education Programme*. UNESCO.
21. UNESCO, (2006). *Guide for Planning Education in Emergency and Reconstruction*. UNESCO
22. UNHCR, (2001). *Peace Education*. UNHCR
23. UNHCR, (2016). *No more excuses provide education to forcibly displaced people*. GEM Report
24. UNICEF, (1999). *Peace education: Theoretical background*. Network: UNICEF.
25. UNICEF, (2011). *The Role of Education in Peacebuilding: Literature Review*. New York: UNICEF.
26. UNICEF, (2014). *Learning for Peace*. New York: UNICEF
27. World Education Blog, (2016). *Education how to keep the peace*: GSM

Received August 26, 2018; revised September 02, 2018; accepted November 19, 2018; published online January 01, 2019