



## Planning Emergency Education Programmes For Boko Haram Internally Displaced Persons in Damare Refugee Camp of Adamawa State, Nigeria

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**Abstract:** Learning environment is a fundamental tool for child protection even under emergency situations. The purpose of this study was to determine the planning of learning environment, education personnel, learning and education policy in emergency education programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State. Four research questions and four hypotheses guided the study. The population of the study comprise of sixty (60) male and female humanitarian workers in damare refugee camp. All the sixty (60) humanitarian workers were utilized for the study. Data was collected using planning emergency education programmes for boko haram internally displaced persons questionnaire (PEEPBHIDPQ) consisting of twenty (20) items on a five-point Likert response scale of strongly agree, agree, no opinion, disagree and strongly disagree. Descriptive statistics of mean and standard deviation were used for answering the research questions and z-test was also utilized for testing the hypotheses at 0.05 level of significance. The findings of the study were that learning environment inclusion, education personnel provision, learning activities promotion and education policy coordination strengthening were not applied in planning emergency education programmes in boko haram internally displaced persons in damare refugee camp of Adamawa State. The study concluded that the four domains in planning emergency education programmes were not applied for boko haram internally displaced persons in damare refugee camp. Recommendations of the study included that Federal, State and local governments, NGOS, donor and international aid agencies should include all the domains in planning emergency education programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State.

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### 1. Introduction:

The past five years saw complex humanitarian emergencies that became house hold names and created the growing interest in emergency education in the North East Zone (Badau and Oluweselu, 2015). By the year 2014, Boko Haram insurgency had left a large number of the population of Adamawa, Borno and Yobe states as refugees in damare refugee camp of Adamawa State. Most of the displaced refugees were from six Local Governments -Gwoza, Madagali, Michika, Gombi, Hong, Mubi North and Mubi south (Adamawa State Emergency Management Agency, 2015).

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 (RPS) lived in camps or settlements similar to those refugees but others live in the homes of their relatives or alongside, normal populations where they are less conspicuous and more difficult to quantify (National Emergency Management Agency, 2015). Many of them were displaced by boko haram insurgency and were settled in damare refugee camp of Adamawa State.

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 education as there major or even their only hope for a decent future. All programmes for refugees and displaced conflict-



affected populations as well as disaster victims, are considered emergency education programmes.

An emergency 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). Education in emergencies can be defined as a set of project activities that enable structured learning to continue in times of acute crisis of long-term instability (Nicolai, 2003). It is education that protects the wellbeing, 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 emergency 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 planning of emergency 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 are excluded or denied the right to education. The planning must make a 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 planning of emergency education for boko haram displaced persons. Restoration of access to education should be one of the brightest priorities of internally displaced persons as it provides hope for the future. Emergency 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 (midttum, 2000). Planning emergency education programmes 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 planning emergency 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 indicated 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 principles of managing education under emergency situations is in terms of damages caused by the entire education system. The damages are also caused in terms of access, resources, curriculum and coordination of education system.

Badau & Oluweselu (2015) also conducted a study on the management of emergency peace education programmes for boko haram internally displaced persons in yola refugee camp of Adamawa State, Nigeria. The findings of the study reveal that access, resources, curriculum and capacity building were not provided in emergency peace education for boko haram internally displaced persons in yola refugee camp of Adamawa State. INEE(2004), UNESCO(2006), UNICEF,2006), IIEP/WORLD BANK, (2003) and Sinclair (2003) grouped the domains of planning emergency education programmes under emergency situations into learning environment, education personnel, learning and education policy coordination. These domains are presented inform of standards that must be met or that can be measured as an indicator of success in planning education programmes under emergency situations. The domains are education should be “inclusive” while the standard or indicator would be whether inclusiveness can be observed with success in planning emergency education programmers as in education is inclusive(Sinclair, 2003).

## 2. Statement of the Problem:

It is clear that planning emergency education programmes can be part of the solution to boko haram insurgency displacement and that the absence of such education will be destabilizing locally and may be a

threat to the national and state security. The people life's and their education system have been disrupted. The population special needs are emergency education if it is to recover from the insurgency and build a better future. These study focused on learning environment, education personnel, learning and education policy coordination as domains of planning emergency education programmes. It was carried out to determine the extent to which domains of planning emergency education programmes were applied in damare refugee camp of Adamawa State.

### 3. Purpose of the Study:

The purpose of the study was to assess: The extent to which learning environment was included in planning emergency education programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State, assess the extent to which education personnel provision was strengthened in planning emergency education programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State, assess the extent to which learning activities were promoted in planning emergency education programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State, and to assess the extent to which education policy coordination was drawn in planning emergency education programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State.

### 4. Research Questions:

The following research questions were raised to guide the study;

What is the extent of learning environment inclusion in planning emergency education programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State?

What is the extent of education personnel provision strengthening in planning emergency education programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State?

What is the extent of learning activities promotion in planning emergency education programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State?

What is the extent of education policy coordination strengthening in planning emergency education programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State?

### 5. Hypotheses:

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

H0: There is no significant difference in the opinions of male and female humanitarian workers on the inclusion of learning environment in planning emergency education programmes for boko haram internally displaced persons in the damare refugee camp of Adamawa State.

H0: There is no significant difference in the opinions of male and female humanitarian workers on the provision of education personnel for emergency education programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State.

H0: There is no significant difference in the opinions of male and female humanitarian workers on the promotion of learning activities in planning emergency education programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State.

H0: There is no significant difference in the opinions of male and female humanitarian workers on strengthening education policy coordination in planning emergency education programmes for boko haram internally displaced persons in the damare refugee camp of Adamawa State.

### 6. Methodology:

The design used for the study was a descriptive survey. The population of the study was made of all the sixty (60) humanitarian workers comprising of the ministry of education officials, volunteer teachers, religious bodies, donor agencies, international aid agencies, state emergency management agency and national emergency management agency personnel (Adamawa State Emergency Agency Profile, 2014). All sixty (60) humanitarian workers comprising of 30 females and 30 males were utilized for the study.

The researcher developed a close ended questionnaire with twenty (20) items tagged planning of Emergency Education Programmes for Boko Haram Internally Displaced Persons Questionnaire (PEEP BHIDPQ) with a five-point Likert response scale ranging from "strongly disagree" "Disagree" "No opinion" "Agree" "Strongly Agree". The questionnaire was based on the four domains in planning emergency education programmes for internally displaced persons. These include learning environment, education personnel, learning activities and education policy coordination. A total of 20 items were developed to collect the relevant data. 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 0.65. The researcher administered the instrument during a pilot test and also handled the main administration. Sixty questionnaires representing one hundred (100%) percent were returned. The research questions were answered using mean and standard deviation. SPSS version 17 was used for testing hypotheses. The decision point for research questions was that when the mean is 2.5 and above, indicated agree and below 2.5 is disagree. Testing the hypotheses was that when z- calculated is higher than z- critical, the hypotheses is rejected. But when z-calculated is lower that z-critical, the hypotheses is not rejected.

**7. Results:**

The result of data analysis are hereby presented and they follow the order in which the research questions and hypotheses were raised.

Research Question 1: What is the extent of learning environment inclusion in planning emergency education programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State?

Table 1: *Mean and Standard deviation of Male and Female humanitarian workers responses on learning environment inclusion in planning emergency education programmes for Boko haram internally displaced persons in damare refugee camp of Adamawa State*

Planning Emergency Education Programmes for learning environment inclusion	X1 N=30		X2 N=30		μ	Remark
	$\bar{X}_1$	$\sigma_1$	$\bar{X}_2$	$\sigma_2$		
Access to quality and relevant education opportunities	3.46	0.50	3.28	0.90	3.37	Agree
Learning environment are secure and safe	2.76	0.85	2.68	1.07	2.72	Agree
Promote the protection and the psychosocial well-being	1.87	1.13	3.00	0.93	2.44	Agree
Educational facilities promote the safety and well-being	3.00	0.99	2.65	1.01	2.82	Agree
Educational facilities are linked to health, nutrition, psychosocial and protection services.	2.78	0.87	2.67	0.97	2.72	Agree
<b>Overall mean</b>	<b>2.27</b>				<b>Agree</b>	

Source: Field Work,  
X1 for male humanitarian workers  
X2 for female humanitarian workers

The data in Table 1 above shows that the overall mean (2.27) indicate disagreement by respondents. This means that learning environment was not included in planning emergency education

programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State?

Research question 2: What is the extent of education personnel provision in planning emergency education programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State?

Table 2: *Mean and Standard deviation of Male and Female humanitarian workers responses on education personnel provision in planning emergency education programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State.*

Planning emergency Education Programmes for education personnel provision	X1 N=30		X2 N=30		μ	Remark
	$\bar{X}_1$	$\sigma_1$	$\bar{X}_2$	$\sigma_2$		
A sufficient number of appropriately qualified education personal are recruited	1.99	0.89	1.99	0.87	1.99	Disagree
Educational personal are recruited through a participatory and transparent process from different ethnic groups	1.80	1.03	2.22	1.02	2.01	Disagree
Recruitment is based on selection criteria reflecting diversity and equity	1.70	0.62	2.04	0.78	1.87	Disagree
Education personnel have clearly defined conditions of work and are appropriately compensated	2.84	0.83	2.37	0.94	2.60	Disagree
Support and supervision mechanisms for education personnel function effectively	1.80	1.70	2.29	0.85	2.05	Disagree
<b>Overall Mean</b>	<b>2.10</b>				<b>Disagree</b>	

Source: Field Work,  
X1 for male humanitarian workers  
X2 for female humanitarian workers

The data in Table 2 above shows that the overall mean (2.10) indicates disagreement by respondents. This means that education personnel were not provided in planning emergency education programmes for boko haram internally displaced persons in damare refugee camp in Adamawa State.

Research Question 3: What is the extent of learning activities promotion in planning emergency education programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State?

Table 3: Mean and Standard deviation of Male and Female humanitarian workers response on learning activities promotion in the planning of emergency education programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State.

Planning emergency education Programmes for learning activities promotion	X1 N=30		X2 N=30		$\mu$	Remark
	$\bar{X}_1$	$\sigma_1$	$\bar{X}_2$	$\sigma_2$		
Culturally, socially and linguistically relevant curriculum are used	2.49	1.11	2.78	0.93	2.64	Agree
Formal and non-formal education are provided appropriate to the particular context and needs of learners	2.16	1.08	2.66	0.88	2.41	Disagree
Educational personnel receive periodic, relevant and structured training according to the needs and circumstances	2.38	0.75	2.70	1.07	2.55	Agree
Instruction and learning processes are learner centered, participatory and inclusive	3.11	0.51	2.62	0.96	2.87	Agree
Appropriate methods are used to evaluate and validate learning outcomes	2.30	1.06	2.84	0.97	2.57	Agree
<b>Overall Mean</b>	2.60					<b>Agree</b>

Source: Field Work,  
X1 for male humanitarian workers  
X2 for female humanitarian workers

The data in Table 3 above shows that the overall mean (2.60) indicated agreement by respondents. This means that learning activities were promoted in planning emergency education programmes for book haram internally displaced persons in damare refugee camp of Adamawa State?

Research Question 4: What is the extent of education policy coordination strengthening in planning emergency programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State?

Table 4: Mean and Standard deviation of Male and Female humanitarian workers on educational policy coordination strengthening in planning emergency education programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State.

Planning emergency Education Programmes for education policy coordination strengthening	X1 N=30		X2 N=30		$\mu$	Remark
	$\bar{X}_1$	$\sigma_1$	$\bar{X}_2$	$\sigma_2$		
Education authorities prioritize continuity and recovery of quality education	3.35	1.37	3.04	1.29	3.19	Agree
Education include free and inclusive access to schooling	2.76	0.85	2.68	1.07	2.72	Agree
Education activities take into account international and national policies	3.00	0.99	2.65	1.01	2.82	Agree
Education policies considered international and national laws, standards and plans	2.49	1.11	2.78	0.98	2.64	Agree
Education policies considered the learning needs of affected population	2.38	0.75	2.71	1.07	2.55	Agree
<b>Overall Mean</b>	2.78					<b>Agree</b>

Source: Field Work,  
X1 for male humanitarian workers  
X2 for female humanitarian workers

The data in Table 4 above shows that the overall mean (2.78) indicates agreement by respondents. This means that education policy coordination was strengthened in planning emergency education programmes for book haram internally displaced persons in damare refugee camp of Adamawa State.

Hypotheses 1: There is no significant difference in the opinions of male and female humanitarian workers on the inclusion of learning environment inclusion in planning emergency education programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State.

Table 5: Z-test difference in the opinions of male and female humanitarian workers on learning environment inclusion in planning emergency education programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State.

Respondents	X	$\bar{\theta}$	N	Df	Standard error	Z-cal	Z- Cri	Remark
$x_1$	30.2	68.6	30	28	15.128	1.315	0.345	S
$x_2$	10.6	40.4	30					

X\_1 for male humanitarian workers  
X\_2 for female humanitarian workers

The data in table 5 show that z-calculated (1.315) was greater than the z-critical or table value, therefore, this hypothesis which states that there is no significant difference in the opinions of male and female humanitarian workers on the inclusion of learning environment in planning emergency education programmes has been rejected. The result showed a significant difference in the opinions of the male and female humanitarian workers on the inclusion of learning environment in planning emergency peace education programmes.

Hypotheses 2: There is no significant difference in the opinions of male and female humanitarian workers on the provision of education personnel in planning emergency education programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State.

Table 6: Z-test difference in the opinions of male and female humanitarian workers on the provision of education personnel in planning emergency education programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State.

Respondents	X	$\bar{\theta}$	N	Df	Standard error	Z-cal	Z- Cri	Remark
$x_1$	5.40	3.028	30	28	0.184	2.608	1.98	S
$x_2$	1.29	1.195	30					

X\_1 for male humanitarian workers  
X\_2 for female humanitarian workers

In table 6, the z-calculated was 2.608, while z-critical was 1.98. Since z-calculated was higher than z-critical, the null hypothesis was rejected. The result of the z-test showed that there is a significant difference in the opinions of male and female humanitarian workers on the provision of education personnel in planning emergency education programmes.

Hypotheses 3: There is no significant difference in the opinions of male and female humanitarian workers on promoting learning activities in planning emergency education programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State.

Table 7: Z-test difference in the opinions of male and female humanitarian workers on promoting learning activities in planning emergency education programmes for boko haram internally displaced persons in the damare refugee camp of Adamawa State.

Respondents	x	$\bar{\theta}$	N	Df	Standard error	Z-cal	Z- Cri	Remark
$x_1$	22.14	58.431	30	28	14.321	1.93	0.92	S
$x_2$	6.80	20.120	30					

X\_1 for male humanitarian workers  
X\_2 for female humanitarian workers

In table 7, the z-calculated was 1.9 while t-critical was 0.92. Since the z-calculated was more than z-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 and female humanitarian workers on education policy coordination strengthening in planning emergency education programmes.

Table 8: Z-test difference in the opinions of male and female humanitarian workers on strengthening coordination of education policy in planning emergency education programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State.

Respondents	X	$\bar{\theta}$	N	Df	Standard error	Z-cal	Z- Cri	Remark
$x_1$	2.40	1.025	30	28	0.283	2.10	1.13	S
$x_2$	1.05	0.335	30					

X\_1 for male humanitarian workers  
X\_2 for female humanitarian workers

The z-calculated in table 8 showed a value of 2.10 while z-critical was z-1.13. Thus, the z-calculated was far above the z-critical which rejects the null hypotheses. This indicates that there is a significant difference between the opinions of the two groups.

To sum up: The research questions answered and hypotheses tested in the study showed:

1. That learning environment was not included in planning emergency education programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State.
2. That education personnel were not provided in planning emergency education programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State.
3. That learning activities were not promoted in planning emergency education programmes boko haram internally persons in damare refugee Camp of Adamawa State.
4. That the coordination of education policy was not strengthened by governments, non-governmental organizations, donors and international agencies in emergency education programmes for boko haram internally displaced persons in damare refugee camp of Adamawa State.

### 8. Discussion:

The findings of the study were discussed in relation to the four domains of planning emergency education programmes as raised in the purpose of the study.

The findings in table 1 showed that research question 1 was agreed by the respondents. This means that learning environment was included in planning emergency education programmes in damare refugee Camp. These findings are consistent with table 5 which rejected the hypotheses. Badau (2012) among others found out that children had access to emergency education in the crises communities of Numan, Loko, Dumne, Garkida and Gurki in Adamawa state.

These findings of research question 2 and table 2 indicated disagreement by the respondents and there is a significant difference in the opinion of male and female humanitarian workers on education personnel provision for emergency education programmes. This confirms the assertion of Sinclair (2002) and Agbotte (2004) that financial/material/human resources during emergency 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 education personnel were

not provided for emergency education programme is not far from reality.

There was agreement by respondents and significance difference in the opinions of male and female humanitarian workers on learning activities promotion in planning emergency education programmes as indicated by the finding of research question 3, table 3 but hypotheses 3 table 7 indicated a significant difference in the opinions of male and female humanitarian workers. This is not consistent with Badau (2012) who found out that emergency education programmes supported curriculum activities for crises communities 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 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 research question 4, table 4 show agreement by respondents and hypotheses 4 table 8 indicated that significant difference exists in the opinions of male and female humanitarian workers on education policy coordination strengthening as 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 education policy was not strengthened through federal, state and local government's 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, 2008). Thus, it can be concluded that the Federal, state governments, NGOS, donor and international agencies did not include learning environment, educational personnel provision, learning activities promotion and education policy coordination strengthening in planning emergency education programmes for boko haram internally displaced persons in damare refugee Camp 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 include learning environment in planning emergency

education programmes to all boko haram internally displaced persons in damare refugee camp for continuity and hope for the future.

2. Education personnel should be provided by federal, State, and local governments, NGOs, international aid and donor agencies for boko haram internally displaced persons in damare refugee camp of Adamawa State.

3. Learning activities for boko haram internally displaced persons in damare refugee camp should be promoted by federal and state ministries of education, federal and state emergency management agencies, donor and international aid agencies.

4. The coordination of education policy for boko haram internally displaced persons in damare refugee camp should be strengthened for all affected population in the damare refugee camp.

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