

Politics of Managing Emergency Education Programmes Implementation for Boko Haram Internally Displaced Persons in Bulunkutu camp of Borno State, Nigeria

Kabiru Mohammed Badau

Department of Physical Sciences Education, Modibbo Adama University of Technology, Yola, P.M.B.2076, Adamawa State, Nigeria

ABSTRACT

Education can promote access, teachers, teaching and education policy during emergency situations. Equally it can reinforce and widen political, social and cultural divisions. The purpose of this study was to examine the politics of access, teachers, teaching and education policy politics in emergency education programmes for Boko Haram internally displaced persons (IDPS) in Bulunkutu camp of Borno State. Four research questions and four hypotheses guided the study. The population of the study comprises of all the two thousand male and female internally displaced persons IDPS in the camp. Sixty (30) male and sixty (30) female IDPS was purposively sampled for the study. Data was collected using politics of emergency education programmes for Boko Haram internally displaced persons questionnaire (PEPIBHIDPQ) consisting of sixteen (16) items, with likert response scale of Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree. Mean, standard deviation and z-test was utilized for analyzing data. The study found among others that access, teachers, teaching and education policy politics was related to the implementation of emergency education programmes for Boko Haram IDPS in Bulunkutu Camp of Borno State. The study concluded that politics influenced the implementation of the four minimum standards of access, teachers, Teaching and education policy in emergency education programmes for Boko Haram IDPS. Recommendations of the study, among others included that Federal, State and local governments, non-governmental organisations (NGOS), donor and international aid agencies should make the implementation of emergency education programmes accessible for all sexes, ethnic, cultural and religious groups for Boko Haram IDPS in Bulunkutu camp of Borno State.

Keywords: *Politics, Emergency Education Programmes, Boko Haram Internally Displaced Persons, Bulunkutu Camp, Borno State*

***Corresponding Author**

Kabiru Mohammed Badau

Department of Physical Sciences Education, Modibbo Adama University of Technology



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INTRODUCTION

In 2002, Nigeria came face to face with a new security challenge arising from the activities of Boko Haram sect known as Yusufiyya movement. This genre of violence was fuelled by religious extremism. Boko Haram is a jihadist militant organization based in North Eastern Nigeria, Cameroon, Niger and Chad. The movement was founded by a radical Islamic cleric, Mohammed Yusufu [1].

During the past five years, complex humanitarian emergencies from Boko Haram insurgency became the order of the day and the resultant consequences created the growing interest in emergency education programmes in the North East Zone. By the year 2014, Boko Haram insurgency had left large number of the population of Borno and Yobe states in Bulunkutu camp. Most of the IDPS were from different gender, ethnic, cultural and religious groups in the two states of the North Eastern Nigeria [2].

These states which were at the centre of Boko Haram insurgency, suffered massive internal population displacements [3]. Comprehensive statistics regarding Boko Haram insurgency internal displacements are less readily available. This is partly because there has been less access to and assistance for internally displaced populations (IDPS). Most of this IDPS lived in camps or settlements similar to those of refugees but others lived in the homes of their relatives or alongside, normal populations where they are less conspicuous and more difficult to quantify [2]. Many of them were also settled in Bulunkutu camp in Borno State.

The IDPS of Boko Haram insurgency are people who have passed through heart breaking, sometimes appalling suffering. Yet in camps and settlements, villages and towns all over Borno State, they very often looked to emergency education programmes as their major or only hope for a decent future. Education can promote access, teachers, teaching and education policy programmes for Bulunkutu IDPS and insurgency affected populations. Equally, it can reinforce and

widen political, economic and cultural divisions. Education can worsen insurgency and conflict when certain groups are denied schooling or are discriminated against within it. Political, religious and ethnic affiliations or a combination of these, can directly affect access, teachers, teaching and education policy. All emergency education programmes for IDPS and conflict affected population as well as disaster victims along political, religious and ethnic affiliations are considered as politics of managing emergency education programmes [4].

The Federal, State and local governments, NGOs, donor and internal aid agencies supported education of varying quality for different groups of the population in the camp. In such instances, access, teachers, teaching and education policy may become politicized as less powerful groups demand better quality of education for their children, and more powerful groups seek to retain their advantage. In such a situation these controversies are to be intensified [5].

Education is the fundamental right of all children in all situations. In a crisis situation like the Boko Haram insurgency, children are frequently denied this right, they are also denied the opportunity to develop and acquire the skills, knowledge and competence to better cope with the prevailing difficult circumstances and to contribute meaningfully to their other families and communities [6]. Emergency education programmes is a cultural and ethnic strength that enriches a society with prejudice. This is the approach used by teachers to effectively promote diversity among IDPS in camps [7]. It embraces differences in ethnicity, culture, gender and religion. When teachers and children come from different backgrounds, it can often lead to misunderstandings about behavior and performances in the camps [8]. It is only through emergency education programmes that children can cope with displacement situations. According to Kadiri [9], children expose to violence, and aggressions need to be equally 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. The management of emergency education programmes in displaced situations can therefore help them to develop positive attitude which are important to confront such situations. In any crisis, agencies who respond to emergencies are also in danger of maintaining or even worsening the entrenched exclusion or prejudice experienced by many people before emergency. This exacerbation of discrimination happen by default, faction is not taken from the beginning to identify pre-existing and new patterns of discrimination and power which must then be challenged in emergency response [10].

It is also vital to develop emergency education programmes curriculum that caters for all the needs of crisis stricken population and to ensure that no social group are excluded or denied the right to education. The management must make gallant efforts 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. Restoration of inclusion to education should be one of the brightest priorities of internally displaced persons as it provides hope for the future. Emergency education programmes can thus be seen as investment in solution to crises as well as being the fourth pillar of humanitarian response alongside nourishment, shelter and health services [11]. Management of 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 [12]. Political, religious or ethnic differences are almost always components of crisis [13]. Education may be part of the crisis- the education system often reflects, conveys or even aggravates crisis along political, religious or ethnic lines. The denial of education may become a weapon of crisis in itself, through for example forced closure or attacks on schools by boko haram insurgents.

Minorities may be denied access, teachers, teaching and education policy altogether, or education may be used to suppress their language, traditions, art forms, religious practices and cultural values. Teachers use their position in the classroom to assert their ethnic, political or religious position, or teachers and schools may be seen as parties to the crisis and become targets of the warring parties [4]. Further challenges relate to conflicting parties manipulation of history and textbooks for political purposes. At the personnel level, instability can lead to frequent changes in senior personnel and, thus, to frequent policy changes. When children from different religious or ethnic groups speak different languages and have different traditions, the issues of access become more complicated. In these situations, educational authorities will need to consult widely with members and representatives of all groups when determining policies and practices related to language and curriculum.

Badau [14] pointed out that implementation standard of emergency education programmes under emergency situation is in terms of damages caused to the entire education system. The damages are also caused in terms of access, teachers, teaching and education policy politics of the education system which emphasizes the need for identifying core vulnerabilities for effectiveness of intervention's provided [14].

Inter-Agency Network for Education in Emergencies (INEE) [15], United Nations Educational Scientific and Cultural Organisation (UNESCO) [16], United Nations Children Education Fund [17], International Institute of Educational Planning (IIEP), IIEP/World Bank [12] and Sinclair [5] grouped the standard of implementation of emergency education programmes under emergency situations into access, teachers, teaching and education policy. These are

indicators that must be met or that can be measured as indicators of success in implementing emergency education programmes under emergency situations. The standard is that education should be “inclusive” while the indicators should be whether inclusiveness can be observed with success in the implementation of the emergency education programmes. In several contexts, research has shown that lack of equitable access to schooling among civilian population served as a grievance among conflicting parties and fuelled further conflict ethnic groups with monopoly of political administrative, cultural and economic conflict [18]. Ethnic groups with monopoly of political, administrative, cultural and economic control limit the success of minority to schooling. They were denied to be intellectually and culturally superior [19]. This can result to schools having little influence in promoting national unity Cardozo and Shah[18].

Some groups or individuals may have popular difficulties accessing education in an emergency situations. However, no individual should be denied access to education and learning opportunities because of discrimination [20]. Education providers must assess the particular needs of vulnerable groups with special needs such as adolescent girls and children to ensure that they benefit from educational opportunities. Educational interventions should focus not only on providing formal and non-formal educational services, but also on addressing the obstacles such as discrimination, school fees and language barriers, that exclude certain groups. In particular, additional opportunities, whether formal, non-formal or vocational, are needed to address the needs of girls and women who have no access to education or who face obstacles to continuing their education [15].

Teaching and learning requires working closely with and receiving direction from the community to determine education needs. The curricula adopted should be relevant to the present and anticipated future needs of the learners and thus correlate with information that the community needs due to circumstances changed by the crisis, such as life skills, peace education, civic education, awareness, health, nutrition, HIV/Aids, human rights and the environment. When those teaching are untrained, it is critical that they receive appropriate training not only in basic subjects especially relevant for emergency situations. Further, training to cope with the psychosocial needs of the target population should also be provided.

In areas of crisis, teachers and education personnel like every one also in the community have to come to terms with what they have experienced and try to rebuild the lives [15]. Appropriate training of teachers and other education personnel is essential for the success of education in emergency programmes. Standards for training are found in the section on teaching and learning. Teachers and education personnel also need support in the form of supervision. At the community level, parents, village leaders, community education committee and local government officials need training on how to monitor and support the emergency education programmes in their areas [13].

In emergency education, there is often a lack of coordination with education programmes being conducted independently by different stake holders. As part of the emergency response, education plan that takes into account national and international education policies, up holds the right to education, is responsive to the learning needs of the affected population. Education should be coordinated within the larger initial humanitarian response of food, shelter, health, water and sanitations [18].

In emergence education according to Smith[20], the differing constraints facing girls and boys are apparent on both the supply and the demand side of education. In IDP context, providing access to education for all girls and boys involving creating access to quality and relevant education opportunities, paying particular attention to marginalized girls and boys and provide flexibility and open programmes with early childhood education programmes if needed [21].

Teaching promote learner-centered participatory and inclusive instruction, reaching out to and engaging girls actively in class [22]. Develop gender sensitive curricula addressing the specific needs, perspectives and experience of girls and boys. Develop and implement code of conduct for male and female teacher [23]. Strategies proactively to recruit and retain women teachers should be created and they participate in school meetings and professional development [24]. Policy decisions to reduce the cost of schooling, especially for girls should be advocated in education policies [22]. Specific commitment to gender equality in coordination, statements/agreements between partners should be included in education policy for IDPS [25].

Statement of the Problem

It is clear that emergency education programmes can be part of the solution to Boko Haram internally displaced persons in Bulunkutu camp and that the politicization 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 trauma and build a better future. When such education is politicized, it can worsen the displacement situation [2]. This study focused on access, teachers, teaching and education policy politics as thematic areas of politics in emergency education programmes for IDPS. It was carried out to determine

the influence of politics on implementation of standards of emergency education programmes in Bulunkutu refugee camp of Borno State

Research Questions

The following research questions were raised to guide the study;

1. What is the influence of access politics on emergency education programmes for Boko Haram IDPS in Bulunkutu camp of Borno State?
2. What is the influence of teachers politics on emergency education programmes for Boko Haram IDPS in Bulunkutu camp of Borno State?
3. What is the influence of teaching politics on emergency education programmes for Boko Haram IDPS in Bulunkutu camp of Borno State?
4. What is the influence of education policy politics on emergency education programmes for Boko Haram IDPS in Bulunkutu camp of Borno State?

Hypotheses

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

1. There is no significant difference between male and female IDPS on access politics in emergency education programmes for Boko Haram internally displaced persons in Bulunkutu camp of Borno State.
2. There is no significant difference between male and female on teacher politics emergency education programmes for Boko Haram internally displaced persons in Bulunkutu camp of Borno State.
3. There is no significant difference between male and female IDPS on teaching politics in emergency education programmes for Boko Haram internally displaced persons in Bulunkutu camp of Borno State.
4. There is no significant difference between male and female IDPS on education policy politics in emergency education programmes for Boko Haram internally displaced persons in Bulunkutu camp of Borno State.

METHODOLOGY

The design used for the study was descriptive survey. The population of the study was all the two thousand (2000) refugees in Bulunkutu refugee camp [2]. One hundred and twenty (120) refugees comprising of 60 females and 60 males was purposively sampled through simple randomisation.

A researcher developed close ended questionnaire with sixteen (16) items tagged Politics of Emergency Education Programmes for Boko Haram Internally displaced Persons in Bulunkutu Refugee Camp Questionnaire (PEEPBHIDPBRCQ), with a five point response scale ranging from “strongly disagree” “Disagree” “No opinion” “Agree” “Strongly Agree” was the instrument used to generate data for the study. The questionnaire was based on the four implementation standards in emergency education programmes for the internally displaced persons. These include access, teachers, teaching and education policy. A total of 16 items were developed with 4 from each standard. Content validity was determined by two validators who were senior lecturers from Physical Sciences 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. All the 120 questionnaire administered were retrieved representing one hundred percent (100%) rate of return. 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 3.5 and above, it shows agree and below 3.5 is disagree. Testing the hypotheses was that when z-calculated is higher than t-critical, the hypotheses is rejected. But when t-calculated is lower than t-critical, the hypotheses is not rejected.

RESULTS

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

Research Question 1: What is the influence of access politics on emergency education programmes for Boko Haram internally displaced persons in Bulunkutu camp of Borno State?

Table 1: Mean and Standard deviation of Male and Female IDPS responses on the influence of access politics in emergency education programmes for Boko Haram internally displaced persons in Bulunkutu refugee camp of Borno State.

S/N	Access politics on Emergency Education Programmes	X ₁ N=60		X ₂ N=60		μ	Remark
		\bar{X}_1	σ_1	\bar{X}_2	σ_2		
1.	Secured equal access to emergency education	3.46	0.50	3.28	0.90	3.37	Agree
2.	Secured equally mentally and socially protected educational environments	2.76	0.85	2.68	1.07	2.72	Agree

3.	Plan for educational facilities for all groups	1.87	1.13	3.00	0.93	2.44	Agree
4.	Provide education services for all groups	3.00	0.99	2.65	1.01	2.82	Agree
5.	Educational opportunities prevention caused by ones sex, language and geographical location	2.78	0.87	2.67	0.97	2.72	Agree
Overall mean						2.27	Disagree

Source: Field Work,
 X_1 for male IDPS
 X_2 for female IDPS

The data in Table 1 above shows that the overall mean (2.27) indicates disagreement by respondents. This means that access politics influenced emergency education programmes for Boko Haram internally displaced persons in Bulunkutu refugee camp of Borno State.

Research Question 2: What is the influence of teachers politics on emergency education programmes for Boko Haram internally displaced persons in Bulunkutu refugee camp of Borno State?

Table 2: Mean and Standard deviation of Male and Female IDPS responses to the influence of teachers politics on the implementation of emergency education programmes for Boko Haram internally displaced persons in Bulunkutu refugee camp of Borno State.

S/N	Teacher politics on emergency Education Programmes	X_1 N=60		X_2 N=60		μ	Remark
		\bar{X}_1	σ_1	\bar{X}_2	σ_2		
1.	Recruit and select teachers for educational needs of all learners	1.99	0.89	1.99	0.87	1.99	Disagree
2.	Provide appropriate employment conditions and compensation for all teachers	1.80	1.03	2.22	1.02	2.01	Disagree
3.	Support and supervise teachers impartially with a highly transparent process	1.70	0.62	2.04	0.78	1.87	Disagree
4.	The role of the teacher is both in formal and informal setting	2.84	0.83	2.37	0.94	2.60	Disagree
5.	There was committee support to teachers for emergency education	1.80	1.70	2.29	0.85	2.05	Disagree
Overall Mean						2.10	Disagree

Source: Field Work,
 X_1 for male IDPS
 X_2 for female IDPS

The data in Table 2 shows that the overall mean (2.10) indicates disagreement by respondents. This means that teachers politics influenced emergency education programmes for boko haram internally displaced persons in Bulunkutu refugee camp of Borno State.

Research Question 3: What is the influence of teaching politics on emergency education programmes for boko haram internally displaced persons in Bulunkutu refugee camp of Borno State?

Table 3: Mean and Standard deviation of Male and Female refugees response on the influence of emergency education programmes for Boko Haram internally displaced persons in Bulunkutu refugee camp of Borno State.

S/N	Teaching politics on emergency Education Programmes	X_1 N=60		X_2 N=60		μ	Remark
		\bar{X}_1	σ_1	\bar{X}_2	σ_2		
1.	Curriculum was refined for all learners	2.49	1.11	2.78	0.93	2.64	Agree
2.	Training and professional development of all teachers	2.16	1.08	2.66	0.88	2.41	Disagree

3.	Support for all teachers	2.38	0.75	2.70	1.07	2.55	Agree
4.	Refined instruction and learning process for all learners	3.11	0.51	2.62	0.96	2.87	Agree
5.	Assessment of learning outcomes of learners	2.30	1.06	2.84	0.97	2.57	Agree
Overall Mean						2.60	Disagree

Source: Field Work,
 X_1 for male IDPS
 X_2 for female IDPS

The data in Table 3 showed that the overall mean (2.60) indicated disagreement by respondents. This meant that teaching politics influenced emergency education programmes for Boko Haram internally displaced persons in Bulunkutu refugee camp of Borno State.

Research Question 4: What is the influence of education policy politics on the implementation of emergency education programmes for Boko Haram internally displaced persons in Bulunkutu refugee camp of Borno State?

Table 4: Mean and Standard deviation of Male and Female IDPS responses on the influence of education policy politics on the influence of emergency education programmes for Boko Haram internally displaced persons in Bulunkutu refugee camp of Borno State.

S/N	Education policy politics on Emergency Education Programmes	X_1 N=60		X_2 N=60		μ	Remark
		\bar{X}_1	σ_1	\bar{X}_2	σ_2		
1.	Created education policy and standards for all refugees	3.35	1.37	3.04	1.29	3.19	Agree
2.	Supported rights to receive education for all refugees	2.76	0.85	2.68	1.07	2.72	Agree
3.	Prepared and responded to the educational needs of all refugees	3.00	0.99	2.65	1.01	2.82	Agree
4.	Clearly indicate a long term plan for further development for all refugees	2.49	1.11	2.78	0.98	2.64	Agree
5.	Joining the planning and implementing process of educational programme policy by all refugees	2.38	0.75	2.71	1.07	2.55	Agree
Overall Mean						2.78	Disagree

Source: Field Work,
 X_1 for male IDPS
 X_2 for female IDPS

The data in Table 4 showed that the overall mean (2.78) is an indication of agreement by respondents. This means that education policy politics influenced the implementation of emergency education programmes for Boko Haram internally displaced persons in Bulunkutu camp of Borno State.

Hypotheses 1: There is no significant difference between male and female IDPS on access politics in emergency education programmes for Boko Haram internally displaced persons in Bulunkutu camp of Bono State.

Table 5: z-test responses of male and female IDPS on access politics in emergency education programmes for Boko Haram internally displaced persons in Bulunkutu camp of Borno State.

Respondents	\bar{x}	σ	N	Df	Standard error	Z-cal	Z- Cri	Remark
x_1	30.20	68.613	60	28	15.128	1.315	0.345	S
x_2	10.60	40.407	60					

x_1 for male IDPS
 x_2 for female IDPS

The data in the table 5 show that z-calculated (1.315) was greater than the Z-critical or table value, therefore, this hypotheses which state that there is no significant difference in the opinions of male and female IDPS on access politics in emergency education programmes has been rejected. The result showed significant difference in the opinions of the male and female IDPS on access politics in emergency education programmes.

Hypotheses 2: There is no significant difference between male and female IDPS on the teachers politics in emergency education programmes for Boko Haram internally displaced persons in Bulunkutu camp of Borno State.

Table 6: z-test difference in the opinions of male volunteer teachers and female IDPS on the teachers politics for emergency education programmes for Boko Haram internally displaced persons in Bulunkutu camp of Borno State

Respondents	\bar{x}	∂	N	Df	Standard error	Z-cal	Z Cri	Remark
x_1	5.40	3.028	60	28	0.184	2.608	1.98	S
x_2	1.29	1.195	60					

x_1 for male IDPS
 x_2 for female IDPS

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 was significant difference in the opinions of male and female IDPS on the teachers politics in emergency education programmes.

Hypotheses 3: There is no significant difference between male and female IDPS on teaching politics in emergency education programmes for Boko Haram IDPS in Bulunkutu camp of Borno State.

Table 7: z-test difference in the opinions of male and female IDPS on teaching politics in emergency education programmes for Boko Haram IDPS in Bulunkutu camp of Borno State.

Respondents	\bar{x}	∂	N	Df	Standard error	Z-cal	Z- Cri	Remark
x_1	22.14	58.431	60	28	14.321	1.93	0.92	S
x_2	6.80	20.120	60					

x_1 for male IDPS
 x_2 for female IDPS

In Table 7, the z-calculated was 1.9 while z-critical was 0.92. Since the z-calculated was higher 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 between male and female IDPS on education policy politics in emergency education programmes for Boko Haram IDPS in Bulunkutu camp of Borno State.

Table 8: Z-test difference in the opinions of male and female IDPS on coordination of education policy in emergency education programmes for Boko Haram IDPS in Bulunkutu camp of Borno State.

Respondents	\bar{x}	∂	N	Df	Standard error	Z-cal	Z- Cri	Remark
x_1	2.40	1.025	60	28	0.283	2.10	1.13	S
x_2	1.05	0.335	60					

x_1 for male IDPS
 x_2 for female IDPS

The z-calculated in Table 8 showed a value of 2.10 while z-critical was 1.13. Thus, the z-calculated was far above the z-critical, thus the null hypothesis was rejected. This indicated that there was significant difference between the opinions of the two groups.

DISCUSSION

The findings of the study were discussed in relation to the four principles of emergency education programmes as raised in the research questions of the study.

The findings in table 1 showed that research question 1 was disagreed by the respondents. This means that access politics influenced emergency education programmes in Bulunkutu Camp. This finding is consistent with table 5 which rejected the hypotheses. Badau (2012) among others found out that all children had equal access to emergency education programmes in the crises communities of Numan, Loko, Dumne, Garkida and Gurki in Adamawa state.

This findings from research question 2 and table 2 indicated disagreement by the respondents and there is significant difference in the opinions of male and female IDPS on teachers politics in emergency education programmes. This confirms the assertion of Sinclair [5] and Agbotte [26] that financial/material/human resources during emergency education programmes were politicised. It was supported by Kotite [27] that school teachers had no equal 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 teachers politics influenced emergency education programmes is not far from reality.

There was disagreement between respondents and significance difference in the opinions of male and female IDPS on teaching politics in emergency education programmes as indicated by the finding of hypotheses 3, table 7. It is not consistent with Badau [6] who found out that emergency peace education supported teaching activities for crises communities in Adamawa state. This was corroborated by Pigozzi [28] and Midtum [11] who expressed that teaching activities did not conform to normal national emergency education programmes.

The finding in respect of hypotheses 4, table 8 show disagreement by respondents and that significant difference exist respectively, in the opinions of male and female IDPS on education policy politics agreed with the assertions of UNESCO [16] which state that the training of head teachers and senior teachers as mentors who can provide school support to nearby trained or untrained teachers was not politicised.

This was not supported by the IIEP - World Bank [12], which opined that the coordination of education policy was politicised by national governments efforts to provide emergency education programmes in conflict affected areas. Thus, it can be concluded that the Federal, State and Local governments, NGOS, donors and international aid agencies politicised access, teachers, teaching and education policy for Boko Haram IDPS in Bulunkutu Camp of Borno State.

Summary of Findings

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

1. That access politics influenced the implementation of emergency education programmes for Boko Haram IDPS in camps of Borno State.
2. That teachers politics influenced the provision of emergency education programmes for Boko Haram IDPS in camp of Borno State.
3. That teaching politics influenced emergency education programmes for Boko Haram Bulunkutu Camp of Borno State.
4. That the education policy politics was influenced by Federal, State and local governments, Non-governmental organisations (NGOS), donors and international aid agencies in emergency education programmes for Boko Haram IDPS in Bulunkutu camp of Borno State.

RECOMMENDATIONS

The following recommendations came out of this findings of the study:

1. The Federal, State, Local Governments, NGOS, donor and international aid agencies should make emergency education programmes accessible for all sex, ethnic, cultural and religious groups for Boko Haram IDPS in Bulunkutu camp for continuity and hope for the future.
2. Teachers should be provided by Federal, State and local governments, NGOs, international and donor agencies from all sex, ethnic, cultural and religious groups without politics for Boko Haram IDPS in Bulunkutu camp of Borno State.
3. Teaching activities in emergency education programmes for Boko Haram IDPS in Bulunkutu camp should be fully supported by Federal and State Ministries of Education, National and State Emergency Management Agencies, Donor and International aid Agencies without political affiliations.
4. The coordination of emergency education policy for Boko Haram IDPS in Bulunkutu camp should be diversified to include all sexes, ethnic, cultural and religious groups in the camp without political inclinations.

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