

ASSESSING PROVISION OF EFFECTIVE EMERGENCY EDUCATIONAL SERVICES FOR REFUGEE CHILDREN IN BOKO HARAM INSURGENCY REFUGEE CAMPS OF YOLA SOUTH LOCAL GOVERNMENT AREA OF ADAMAWA STATE, NIGERIA

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ABSTRACT: *Providing refugee children with access to effective educational services is critical during periods of displacement. The purpose of this study was to assess provision of access, teacher, curriculum and peace education for effective emergency educational services for refugee children in Boko Haram insurgency refugee camps of Yola South Local Government Area of Adamawa State. Data was collected using teachers assessment of effective provision of educational services for refugee children of boko haram insurgency questionnaire (TAEPEIDPQ) consisting of twenty (20) items. The findings of the study was that most of the refugee children of Boko Haram insurgency had no access to effective emergency educational services, teachers were not provided for effective educational services, curriculum was not supported and peace education was not provided by federal, state and local governments, Non-Governmental Organizations (NGOs), international donor and aid agencies for refugee children in Boko Haram insurgency refugee camps of Yola South Local Government Area of Adamawa State. The study concluded that the four standards for provision of educational services to refugee children in Boko Haram insurgency refugee camps were not effective. Recommendations of the study include that Federal, State and local government, NGOS, donor and international aid agencies should provide access, teachers, curriculum and peace education for effective educational services to all refugee children in Boko Haram insurgency refugee camps of Yola South Local Government Area, Adamawa State.*

KEYWORDS: Emergency Educational Services, Refugee Children, Boko Haram, Insurgency Refugee Camps, Yola South Local Government Area, Adamawa State, Nigeria.

INTRODUCTION

In 2002, Nigeria came to reality with a new security challenge arising from activities of Boko Haram sect. Boko Haram is a jihadist militant organization based in North Eastern Nigeria, Cameroon, Niger and Chad (Ngare, 2012). The sect originated precisely in Borno and Yobe states of Nigeria, but its activities are pronounced across the entire North Eastern Nigeria.

Boko Haram insurgency according to Brock (2012) came to lime light in 2009 when security agencies clamped down on the sect members who had resisted a law requiring motor cyclist to wear helmets. This sparked a furious backlash. Police stations and government offices in Borno state were burnt into ashes while hundreds of criminals released in a jailbreak in aftermath of the violent confrontation between the sect and government forces. This marked the beginning of the sectarian violence that spread in some Northern parts of Nigeria.

In 2012, Boko Haram initiated a campaign of suicide bombing, a phenomena witnessed for the first time in Nigerian history. The federal government responded to these security threats by declaring an anti terror war on the sect. The escalation of the insurgency in between 2012 and 2013 led to the declaration of state of emergency on three north eastern states of Borno, Yobe and Adamawa. The outcome of these activities created unprecedented humanitarian emergencies for north eastern Nigeria (Okoli, Chukwuma & Iortyer, 2014).

The past five years saw complex humanitarian emergencies that became house hold names and created the growing interest in emergency educational services in the North Eastern Zone of Nigeria. By the year 2014, Boko Haram insurgency had left large number of the population of Adamawa, Borno and yobe states residents as refugees in camps all over Yola South local government area of Adamawa State. Most of the refugees were from seven Local Governments of the three states -Gwoza, Madagali, Michika, Gombi, Hong, Mubi North and Mubi south (Adamawa State Emergency Management Agency, 2014).

These local Governments were at the centre of Boko Haram Insurgency which resulted to 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 the boko haram internally displaced persons lived in camps or settlements similar to refugees in bole, namtari, mbamba and wuro jebbe of yola south local government area, but others lives in the homes of their relatives or alongside, normal populations where they are less conspicuous and more difficult to quantify.

The refugee children of boko haram insurgency are people who went through heart breaking, sometimes appalling suffering. Yet in camps and settlements, villages and towns all over yola south local government area of Adamawa state, they very often look to effective educational services as there major or even their only hope for a decent future. All educational activities for refugee children and displaced affected populations as well as disaster victims, are considered emergency educational services.

Effective educational services is provided in 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). Educational services can be defined as adequate educational project activities that enable structured learning to continue in times of acute crisis or long term instability (Nicolai, 2003). It is educational services that protects the well being, fosters learning opportunity, and nurture the overall development (Social, emotional, cognitive and physical) of children affected by conflicts and disasters (Kadiri, 2007). Schooling is the greatest hope for a life that will transcend the poverty that breeds violence which in turn intensifies poverty. Education allows these people to overcome despair. As a result of the boko haram insurgency, many schools were closed in 2014. Many schools in rural villages in the north eastern part of Nigeria remained closed and in need of reconstruction. Providing children with access to effective emergency educational services is critical during periods of displacement. Access to appropriate educational services can facilitate an easier return to normal life following the end of a conflict. Children without access to education are more vulnerable to recruitment into sex slavery or other criminal activity and may be denied effective emergency educational services.

Education is the fundamental right of all children in all situations. The 1989 convention on the rights of the child calls for states to make primary education compulsory and free to all, and to encourage the development of accessible secondary and other forms of education (Overseas

Development Institute, 2003) In a refugee 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). The provision of adequate emergency educational services for refugee children is obviously critical. Children must receive emergency educational services to which they are entitled. Providing refugee children with effective emergency educational services during period of boko haram insurgency will aid children return to society following period of insurgency and to reduce the likelihood of children victimization by criminal entities (Busch, 2005).

It is only through, effective emergency educational services that refugee children can cope with refugee situations. Children expose to violence, and aggressions need to have effective educational services 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 provision of effective educational services for refugee children can develop positive attitude which are important to confront such situations.

It is also vital to develop a curriculum that best cater for effective educational needs of crisis stricken population and to ensure that no social group are excluded or denied the right to education. The humanitarian authorities must make gallant effort to provide effective educational services 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 effective provision of educational services for boko haram displaced persons. Restoration of access to educational services should be one of the brightest priorities of refugee children as it provides hope for the future. Provision of effective educational services 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 (Midttun, 2000). It 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 emergency educational services sector diagnosis through the monitoring of implementation 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 crisis communities of Numan, Loko, Dumne, Garkida and Gurki in Adamawa state. The findings 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 principle of managing education under emergency situation is in terms of damages caused to the entire education system. The damages are also caused in terms of access, resources, curriculum and coordination of education system. Badau & Oloweselu (2015) also conducted a study 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 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.

Conceptual Framework

United Nations High Commission for Refugees (UNHCR) identified seven standards critical to the effective provision of educational services for refugee children. The standards include access, gender equality, teacher quality, curriculum, relevance, peace education and language (United Nations High Commission for Refugees, 1994). This study concerned itself with standards of access, teachers, curriculum and peace education. It seeks to examine the effectiveness of this provision as measured by the four out of seven UNHCR standards.

Statement of the Problem

It is clear that effective emergency educational services can be part of the solution to refugee children of boko haram insurgency. Failure to provide such effective educational services will have an adverse impact not only on individual refugee children affected by boko haram insurgency but on the host state. The absence of such effective educational services can be destabilizing locally and may be a threat to the national and state security. The effective provision of educational services to boko haram insurgency refugee children will increase the likelihood of future political and economic stability in the entire north east zone. The people's lives and their education system have been disrupted. The population's special needs are effective emergency educational services if it is to recover from the trauma and build a better future. This study focused on access, teachers, curriculum and peace education as standards of effective emergency educational services. It was carried out to determine the extent to which standards of effective emergency educational services for refugee children were effective in the refugee camps of Yola South Local Government Area, Adamawa State.

Purpose of the Study

The purpose of the study was to assess:

1. The extent to which refugee children had access to effective emergency educational services in boko haram insurgency refugee camps of Yola South Local Government Area, Adamawa State.
2. The extent to which teachers were provided for effective emergency educational services in boko haram insurgency refugee camps of Yola South Local Government Area, Adamawa State.
3. The extent to which curriculum activities were provided for effective emergency educational services for refugee children in boko haram insurgency refugee camps of Yola South Local Government Area, Adamawa State.
4. The extent to which peace education was provided for effective emergency educational services in boko haram refugee camps of Yola South Local Government Area, Adamawa State.

Research Questions

The following research questions were formulated to guide the study;

1. What is the extent of refugee children's access to effective emergency educational services in boko haram insurgency refugee camps of Yola South Local Government Area, Adamawa State?

2. What is the extent of teachers provided for effective emergency educational services for refugee children in boko haram insurgency refugee camps of Yola Local Government Area, Adamawa State?
3. What is the extent of curriculum activities for effective emergency educational services for refugee children in boko haram insurgency refugee camps of Yola Local Government Area, Adamawa State?
4. What is the extent of peace education provided for effective emergency educational services for refugee children in boko haram insurgency refugee camps of Yola South Local Government Area, Adamawa State?

Hypotheses

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

1. There is no significant difference in the opinions of international aid agencies and non-governmental organizations representatives on refugee children access to effective emergency educational services in boko haram insurgency refugee camps of Yola South Local Government Area, Adamawa State.
2. There is no significant difference in the opinions of international aid agencies and non-governmental organizations representatives on teachers provided for effective emergency educational services in boko haram insurgency refugee camps of Yola South Local Government Area, Adamawa State.
3. There is no significant difference in the opinions of international aid agencies and non-governmental organisations representatives on curriculum activities for effective emergency educational services in boko haram insurgency refugee camps of Yola South Local Government Area, Adamawa State.
4. There is no significant difference in the opinions of international aid agencies and non-governmental organizations representatives on peace education provision for effective emergency educational services in boko haram insurgency refugee camps of Yola South Local Government Area, Adamawa State..

METHODOLOGY

The design used for the study was descriptive survey. The population of the study was made of sixty (60) international aid agencies and non-governmental organizations representatives from Bole, Mbamba, Namtari and Wuro jebbe refugee camps of yola south local government area. (Adamawa State Emergency Management Agency Profile,2015). All the sixty (60) representatives comprising of 30 international aid agencies from United Nations High Commission for Refugees (UNHCR), UNICEF and UNESCO and 30 non-governmental organizations from Danjuma Foundation and, Atiku Foundation were utilized for the study.

The researcher developed a close ended questionnaire with twenty (20) items tagged Effective Emergency Educational Services for Refugee Children in Boko Haram Insurgency Refugee Camps Assessment Questionnaire (EEESRCBHIRCAQ) with a five point response scale

ranging from” Highly effective” “Effective” “Moderately effective” “Slightly effective” “Ineffective”. The questionnaire was based on the adapted four standards out of seven UNHCR standards involve in emergency educational services for the refugee children of Boko Haram insurgency. These include access, teachers, curriculum activities and peace education. A total of 20 items were developed. Content validity was determined by two validators from Science Education Department, Modibbo Adama University of Technology Yola, Nigeria. The reliability of the instrument was determined through a pilot test which gave a Cronbach Alpha reliability coefficient of 0.69. The researcher administered the instrument during a pilot test and also handled the main administration. Sixty (60) questionnaire 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 it shows effective and below 2.5 is ineffective. Testing the null hypotheses was that when z -calculated is higher than z -critical, the hypotheses is rejected. But when z -calculated is lower than z -critical, the hypotheses is not rejected.

Analysis and Results

Results 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 refugee children access to emergency educational services in boko haram insurgency refugee camps of yola south local government area, Adamawa State.

Table 1: Mean and Standard deviation of international aid agencies and non-governmental organisations representatives on refugee children access to emergency educational services for Boko haram insurgency refugee camps of yola south local government area, Adamawa State.

S/N	Emergency Educational services	X ₁ N=30		X ₂ N=30		μ	Remark
		\bar{X}_1	σ_1	\bar{X}_2	σ_2		
1.	Systematic bias on access of different groups to education	3.46	0.50	3.28	0.90	3.37	Effective
2.	Minority groups treated inclusive and respect	2.76	0.85	2.68	1.07	2.72	Effective
3.	All children have access to school in their vicinities	1.87	1.13	3.00	0.93	2.44	Effective
4.	All children have access to school in their languages	3.00	0.99	2.65	1.01	2.82	Effective
5.	Girls attend school in their equal to boys in primary schools	2.78	0.87	2.67	0.97	2.72	Effective
	Overall mean		2.81				Effective

Source: Field Work,

X₁ for international aid agencies representatives

X₂ for non-governmental organisations representatives

The data in Table 1 above shows that the overall mean (2.27) indicates effective by respondents. This means that refugee children had access to effective emergency educational services in boko haram insurgency refugee camps of yola south local government area, Adamawa State.

Research Question 2: What is the extent of teachers provision for effective emergency educational services for refugee children in boko haram refugee camps of yola south local government area, Adamawa State?

Table 2: Mean and Standard deviation of international aid agencies and non-governmental organisations representatives responses on teachers provision for emergency educational services in boko haram insurgency refugee camps of yola local government area, Adamawa State?

S/N	EmergencyEducational services	X ₁ N=30		X ₂ N=30		μ	Remark
		\bar{X}_1	σ_1	\bar{X}_2	σ_2		
1.	There was intentional bias in inputs to education	1.99	0.89	1.99	0.87	1.99	Ineffective
2.	There was equitable recruitment of male and female teachers from different ethnic group	1.80	1.03	2.22	1.02	2.01	Ineffective
3.	There were sufficient number of teachers different in the pupils mother tongue	1.70	0.62	2.04	0.78	1.87	Ineffective
4.	Costs of education was affordable by middle and low income families	2.84	0.83	2.37	0.94	2.60	Ineffective
5.	There was committee support to teachers	1.80	1.70	2.29	0.85	2.05	Ineffective
	Overall Mean		2.10				Ineffective

Source: Field Work,

X₁ for international aid agencies representatives

X₂ for non-governmental organisations representatives

The data in Table 2 above shows that the overall mean (2.10) indicates effective by respondents. This means that teachers were not provided for effective emergency educational services for boko haram insurgency refugee camps in yola south local government area, Adamawa State.

Research Question 3: What is the extent of support for curriculum activities for refugee children for emergency educational services in boko haram insurgency refugee camps of yola south local government area, Adamawa State?

Table 3: Mean and Standard deviation of international aid agencies and non-governmental organisations representatives response to curriculum activities in effective emergency educational services for refugee children in boko haram refugee camps of yola south local government, Adamawa State.

S/N	Emergency Educational services	X ₁ N=30		X ₂ N=30		μ	Remark
		\bar{X}_1	σ_1	\bar{X}_2	σ_2		
1.	School religious education policies aggravate taboo	2.49	1.11	2.78	0.93	2.64	Effective
2.	There were recreational activities for young people	2.16	1.08	2.66	0.88	2.41	Ineffective
3.	Textbooks for history, geography and minor ethnic groups are bad and dominant groups are goods	2.38	0.75	2.70	1.07	2.55	Effective
4.	Active services that focuses on building skills, values and knowledge are supportive of a peaceful feature	3.11	0.51	2.62	0.96	2.87	Effective
5.	There were gender biases or stereotypes in teaching materials	2.30	1.06	2.84	0.97	2.57	Effective
	Overall Mean		2.60				Effective

Source: Field Work,

X₁ for international aid agencies representatives

X₂ for non-governmental organizations representatives

The data in Table 3 above shows that the overall mean (2.60) indicates effective by respondents. This means that curriculum activities were supported for emergency educational services for book haram insurgency refugee camps of yola south local government area, Adamawa State.

Research Question 4: What is the extent of peace education provided for effective emergency educational services in boko haram insurgency refugee camps of yola south local government area, Adamawa State?

Table 4: Mean and Standard deviation of international aid agencies and non-governmental organizations representatives on peace education for effective emergency educational services for boko haram insurgency refugee camps of yola south local government area, Adamawa State.

S/N	Emergency services	Educational	X ₁ N=30		X ₂ N=30		μ	Remark
			\bar{X}_1	σ_1	\bar{X}_2	σ_2		
1.	Enhancing knowledge of community mechanisms for building peace and resolving conflict		3.35	1.37	3.04	1.29	3.19	Effective
2.	Understanding nature of conflict and peace		2.76	0.85	2.68	1.07	2.72	Effective
3.	Understanding rights and responsibilities of children and parents		3.00	0.99	2.65	1.01	2.82	Effective
4.	Sense of justice and equality		2.49	1.11	2.78	0.98	2.64	Effective
5.	Joy in living		2.38	0.75	2.71	1.07	2.55	Effective
	Overall Mean			2.78				Effective

Source: Field Work,

X₁ for international aid agencies representatives

X₂ for non- governmental organizations representatives

The data in Table 5 above shows that the overall mean (2.78) indicates effective by respondents. This means that peace education was provided in emergency educational services for refugee children in book haram insurgency refugee camps of yola south local government area, Adamawa State.

Hypotheses 1: There is no significant difference in the opinions of international aid agencies and non-governmental organizations representatives on refugee children access to effective emergency educational services for boko haram insurgency refugee camps of yola south local government area, Adamawa State.

Table 5: Z-test difference in the opinions of international aid agencies and non-governmental organizations representatives on refugee children access to effective emergency educational services for boko haram insurgency refugee camps of yola south local government Area, Adamawa State.

Respondents	\bar{X}	σ	N	Df	Standard error	Z-cal	Z Cri	Remark
x_1	30.20	68.613	30	28	15.128	1.315	0.345	S
x_2	10.60	40.407	30					

x_1 for international aid agencies representatives

x_2 for non-governmental organizations representatives

The data in the table 5 show that t-calculated (1.36) was greater than the z-critical or table value, therefore, this hypotheses which state that there is no significant difference in the opinions of international aid agencies and non-governmental organizations representatives on refugee children access to effective emergency educational services has been rejected. The result showed significant difference in the opinions of international aid agencies and non-governmental organizations representatives on children access to effective emergency educational services.

Hypotheses 2: There is no significant difference in the opinions of international aid agencies and non-governmental organizations representatives on teachers provided for effective emergency educational services for boko haram insurgency refugee camps of yola south local government area, Adamawa State.

Table 6: Z-test difference in the opinions of international aid agencies and non-governmental organizations representatives on teachers provided for effective emergency educational services for boko haram insurgency refugee camps of yola south local government area, Adamawa State

Respondents	\bar{X}	σ	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 international aid agencies representatives

x_2 for non-governmental organizations representatives

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 significant difference in the opinions of international aid agencies and non-governmental organizations representatives on teachers provided for effective emergency educational services.

Hypotheses 3: There is no significant difference in the opinions of international aid agencies and non-governmental organizations representatives on support for curriculum activities for effective emergency educational services for boko haram insurgency refugee camps of yola south local government area, Adamawa State.

Table 7: Z-test difference in the opinions of international aid agencies and non-governmental organizations representatives on support for curriculum activities in emergency educational services for boko haram insurgency refugee camps of yola south local government area, Adamawa State..

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

x_1 for international aid agencies representatives

x_2 for non-governmental organizations representatives

In table 7, the z-calculated was 1.9 while z-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 international aid agencies and non-governmental organizations representatives on peace education for effective emergency educational services in boko haram insurgency refugee camps of yola south local government area, Adamawa State.

Table 8: Z-test difference in the opinions of international aid agencies and non-governmental organizations representatives on peace education for effective emergency educational services for boko haram insurgency refugee camps of yola south local government, Adamawa State.

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

x_1 for international aid agencies representatives

x_2 for non-governmental organizations representatives

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 which rejects the null hypotheses. This indicates that there is a significant difference between the opinions of the two groups.

Findings of the Study

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

1. That refugee children had no access to effective emergency educational services for boko haram insurgency refugee camps of yola south local government area, Adamawa State.
2. That teachers were not provided for effective emergency educational services for boko haram insurgency refugee camps of yola south local government, Adamawa State.
3. That curriculum activities was not supported for effective emergency educational services in boko haram insurgency refugee Camps of yola south local government area, Adamawa State.
4. That peace education was not carried by governments, non-governmental organizations, donors and international agencies for effective emergency educational services in boko haram insurgency refugee camps of yola south local government area, Adamawa State.

Discussion of Findings

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

The findings in table 1 showed that research question 1 was effective by the respondents. This means that children had access to effective emergency educational services book haram insurgency refugee Camps of yola south local government area, Adamawa State. This findings is not 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.

This findings of research question 2 and table 2 indicated ineffectiveness by the respondents and there is significant difference in the opinions of international aid agencies and non-governmental organisations representatives on teachers provided for effective emergency educational services. This confirms the assertion of Sinclair (2002) and Agbotte (2004) that financial/material/human resources during emergency educational services were ineffective. 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 teachers were not provided for effective emergency educational services is not far from reality.

There was effectiveness in the opinions of respondents and significance difference between international aid agencies and non-governmental organizations representatives on curriculum activities for effective emergency educational services as indicated by the finding of research question 3, table 3 and of hypotheses 3 table 7. It is not consistent with Badau (2012) who found out that emergency peace education 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 rescued persons in malkwohi refugee Camp of Adamawa state (Badau, 2012).

The finding in respect of research question 4, table 4 and hypotheses 4 table 8 showed effective emergency educational services by respondents and that significant difference exist in the opinions of international aid agencies and non-governmental organisations representatives on peace education. This agreed with the assertions of UNESCO (2001) which state that the training of head teachers and senior teachers as mentors who can provide school support to nearby trained or untrained teachers is in adequate for effective emergency educational services.

This was not supported by the IIEP - world bank (2003) which opined that peace education was carried out through federal, state and local governments efforts to provide security for emergency educational services in conflict affected areas. Priorities include the strengthening of the Federal and State Ministry of Education and State Universal Basic Education Boards through its initiation of national dialogue on education policies (Badau, 2008). Thus, it can be concluded that the Federal, state and local governments, NGOs, donor and international agencies did not provide access, teachers, curriculum activities and peace education for refugee children in boko haram insurgency refugee camps of yola south local government area, Adamawa state.

RECOMMENDATIONS

The following recommendations came out of this findings:

1. The Federal, State, Local Governments, NGOS, donor and international agencies should make effective emergency educational services accessible to all refugee children of boko haram insurgency refugee camps in yola south local government area, for continuity and hope for the future.
2. Teachers should be provided by federal ,State, and local governments, NGOs, missionaries, international and donor agencies for refugee children in boko haram insurgency refugee camps of yola south local government area,Adamawa State..
3. Curriculum activities for refugee children in boko haram insurgency refugee camps should be supported by Federal and State Ministries of Education, Local Education Authorities, Missionaries Federal and State Emergency Management Agencies, NGOS, Donor and International Aid Agencies.
- 4 Peace education for refugee children in book haram insurgency refugee camps of yola south local government area, should be diversified to include all ethnic groups in the camps for effective emergency educational services.

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