

**MANAGING MULTICULTURAL EDUCATION PROGRAMMES FOR
REHABILITATING BOKO HARAM INTERNALLY DISPLACED PERSONS IN
REFUGEE CAMPS OF NORTH EASTERN NIGERIA.**

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ABSTRACT: *Inclusion in multicultural education is a fundamental tool for child protection even under crisis situations. The purpose of this study was to examine, inclusion, teachers, curriculum and education policy in managing multicultural education programmes for rehabilitating Boko Haram internally displaced persons in refugee camps of North Eastern Nigeria. Four research questions and four hypotheses guided the study. The population of the study comprises of all the sixty(60) male and female volunteer teachers in the refugee camps. All the sixty(60) male and female volunteer teachers were utilized for the study. Data was collected using teachers assessment of multicultural education programmes for rehabilitating boko haram internally displaced persons questionnaire (TAMCERBHIDPQ) consisting of twenty (20) items, with likert response scale of Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree. Mean, standard and z-test were used for analyzing data. The study found among others that most of the children of Boko Haram internally displaced persons had no inclusion in multicultural education programmes, teachers were not provided for multicultural education programmes, curriculum was not supported and education policy was not coordinated by Governments, Non-Governmental Organizations (NGOs), international and donor agencies for rehabilitating Boko Haram internally displaced persons in refugee Camps of North Eastern Nigeria. The study concluded that the four minimum standards of inclusion, teachers, curriculum and education policy for managing multicultural education programmes were not provided for rehabilitating boko haram internally displaced persons. Recommendations of the study, among others included that Federal, State and local governments, NGOS, donor and international agencies should make multicultural education programmes inclusive for rehabilitating Boko Haram internally displaced persons in refugee camps of North Eastern Nigeria.*

KEYWORDS: Multicultural Education Programmes, Boko Haram Internally Displaced Persons, Refugee Camps, North Eastern Nigeria.

INTRODUCTION

During the past five years complex humanitarian emergencies became the order of the day and the resultant consequences created the growing interest in multicultural education in the North East Zone. By the year 2014, Boko Haram insurgency had left large numbers of the population of Adamawa, Borno and Yobe states in refugees camps. Most of the refugees were from different ethnic groups in the three states of the North Eastern Nigeria(National Emergency Management Agency(NEMA), 2014).

These states which were at the centre of complex humanitarian emergencies, suffered massive internal population displacements. Statistics regarding boko haram internal displacements are

less readily available. This is partly because there has been less access to and assistance for internally displaced populations. Most of this internally displaced persons (IDPS) lived in camps or settlements similar to those of refugees but others lived in the homes of their relatives or alongside, normal populations where they are less conspicuous and more difficult to quantify. Many of them were also abducted to boko haram camps in sambisa forest and were rescued by the Nigerian military troops. They were settled in various refugee camps in North Eastern Nigeria.

The internally displaced persons 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 North Eastern Nigeria, they very often looked to multicultural education as their major or only hope for a decent future. All rehabilitation programmes for cultural diversity of refugees displaced and conflict affected populations as well as disaster victims, are considered multicultural education programmes.

Multicultural education according to Banks(2008) refers to any form of education or teaching that incorporates the histories, texts, values, beliefs and perspectives of people from different cultural backgrounds. It is education that protects the well being, fosters learning opportunities and nurtures the overall development (Social, emotional, cognitive and physical) of children affected by conflicts and disasters (Kadiri, 2007). Schooling through multicultural education is the greatest hope for a life that will transcend the poverty that breeds violence which in turn intensifies poverty. Multicultural education allows these people to overcome despair.

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 (Badau, 2012). Multicultural education is a cultural and ethnic strength that enriches a society with prejudice. This is the approach used by teachers to effectively promote diversity among internally displaced persons in refugee camps (Anderson & Madigan, 2005). 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 refugee camp (Robertson & Breiseth, 2008). It is only through multicultural education that children can cope with displacement situations. According to Kadiri (2007) 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. The management of multicultural education programmes in displaced situations can therefore help them to develop positive attitude which are important to confront such situations.

It is also vital to develop multicultural education curriculum that caters for the need of crisis stricken population and to ensure that no social group are excluded or denied the right to education. The management must make gallant 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. Multicultural education can thus be seen as investment in solution to crises as well as being the fourth pillar of humanitanan response alongside nourishment, shelter and health services (midttum, 2000). Management of multicultural 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 emergency education programmes 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) finding that although 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 emphasise the need for identifying core vulnerabilities for effectiveness of interventions provided (see also Badau and Oluweselu, 2015. INEE(2004),UNESCO(2006),UNICEF(2006),IIEP/WORLDBANK,(2003) and Sinclair (2003) grouped the principles of managing education programmes under emergency situations into inclusion, teachers, curriculum, and coordination of education policy. These principle are presented inform of standards that must be met or that can be measured as indicators of success in managing multicultural education programmes under emergency situations. The principle is that education should be “inclusive” while the standard or indicator would be whether inclusiveness can be observed with success in the ongoing multicultural education programmes.

It is clear that multicultural education programmes can be part of the solution to rehabilitating boko haram internally displaced persons and that the absence of such education will be destabilizing locally and may be a threat to the national and state security. The people lives and their education system have been disrupted. The population special needs are multicultural education if it is to recover from the trauma and build a better future. These study focused on inclusion, teachers, curriculum and coordination of education policy as thematic areas of multicultural education programmes for rehabilitating boko haram internally displaced persons. It was carried out to determine the extent to which standards of multicultural education programmes were successful in refugee camps of North Eastern Nigeria. The objectives of the study were to determine:

1. The extent to which children had inclusion into multicultural education programmes for rehabilitating boko haram internally displaced persons in the refugee camps of North Eastern Nigeria.
2. The extent to which teachers were provided in multicultural education programmes for rehabilitating boko haram internally displaced persons in the refugee camps of North Eastern Nigeria.
3. The extent to which curriculum was supported in multicultural education programmes for rehabilitating boko haram internally displaced persons in the refugee camps of North Eastern Nigeria.

4. The extent to which multicultural education policy programmes were coordinated for rehabilitating boko haram internally displaced persons in the refugee camps of North Eastern Nigeria.

Research Questions

The following research questions were raised to guide the study;

1. What is the extent of children inclusion in multicultural education programmes for rehabilitating boko haram internally displaced persons in the refugee camps of North Eastern Nigeria?
2. What is the extent of teachers provision for multicultural education programmes for rehabilitating boko haram internally displaced persons in the refugee camps of North Eastern Nigeria?
3. What is the extent of support for curriculum in multicultural education programmes for rehabilitating boko haram internally displaced persons in the refugee camps of North Eastern Nigeria?
4. What is the extent of education policy coordination in multicultural education programmes for rehabilitating boko haram internally displaced persons in the refugee camps of North Eastern Nigeria?

Hypotheses

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

1. There is no significant difference in the opinions of male volunteer teachers and female volunteer teachers on children inclusion in multicultural education programmes for rehabilitating boko haram internally displaced persons in refugee camps of North Eastern Nigeria.
2. There is no significant difference in the opinions of male volunteer teachers and female volunteer teachers on the teachers provided for multicultural education programmes for rehabilitating boko haram internally displaced persons in the refugee camps of North Eastern Nigeria.
3. There is no significant difference in the opinions of male volunteer teachers and female volunteer teachers on support to curriculum in multicultural education programmes for rehabilitating boko haram internally displaced persons in the refugee camps of North Eastern Nigeria.
4. There is no significant difference in the opinions of male volunteer teachers and female volunteer teachers on the coordination of education policy in multicultural education programmes for rehabilitating boko haram internally displaced persons in the refugee camps of North Eastern Nigeria.

METHODOLOGY

The design used for the study was descriptive survey. The population of the study was all the sixty (60) volunteer teachers provided by Adamawa, Borno and Yobe States Ministries of Education and Missionary Schools (National Emergency Management Agency Profile, 2014). All sixty (60) volunteer teachers comprising of 30 females and 30 males were utilized for the study.

A researcher developed close ended questionnaire with twenty (20) items tagged Teacher Assessment of multicultural Education Programmes for Rehabilitating Boko Haram Internally displaced Persons Questionnaire (TAMEPRBHIDPQ) 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 standards involved in multicultural education programmes for the internally displaced persons. These include inclusion, teachers, curriculum and coordination of education policy. A total of 20 items were developed with 5 from each standard. Content validity was determined by two validators who were senior lecturers from Science Education Department, Modibbo Adama University of Technology Yola, Nigeria. The reliability of the instrument was determined through a pilot test which gave a Cronbach Alpha reliability coefficient of 0.69. All the 60 questionnaires administered were retrieved. 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 agree and below 2.5 is disagree. Testing the hypotheses was that when t-calculated is higher than t-critical, the hypotheses is rejected. But when t-calculated is lower than t-critical, the hypotheses is accepted.

Results

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

Research Question 1: What is the extent of children inclusion in multicultural education programmes for boko haram internally displaced persons in the refugee camps of North Eastern Nigeria.

Table 1: Mean and Standard deviation of Male and Female volunteer teacher’s response on inclusion in multicultural education programmes for rehabilitating Boko haram internally displaced persons in refugee camps of North Eastern Nigeria.

S/N	Multicultural Education Programmes	X ₁ N=30		X ₂ N=30		μ	Remark
		\bar{X}_1	σ_1	\bar{X}_2	σ_2		
1.	Systematic bias in inclusion of different groups to education	3.46	0.50	3.28	0.90	3.37	Agree
2.	Minority groups treated inclusive and respect	2.76	0.85	2.68	1.07	2.72	Agree
3.	All children have access to school in their vicinities	1.87	1.13	3.00	0.93	2.44	Agree
4.	All children have inclusion to school in their languages	3.00	0.99	2.65	1.01	2.82	Agree

5.	Girls attend school in their equal to boys in primary schools	2.78	0.87	2.67	0.97	2.72	Agree
	Overall mean					2.27	Agree

Source: Field Work,

X₁ for male volunteer teachers
X₂ for female volunteer teachers

The data in Table 1 above shows that the overall mean (2.27) indicates disagreement by respondents. This means that children had no inclusion in multicultural education programmes for rehabilitating boko haram internally displaced persons in refugee camps of North Eastern Nigeria.

Research Question 2: What is the extent of teachers provided for multicultural education programmes for rehabilitating boko haram internally displaced persons in refugee camps of North Eastern Nigeria?

Table 2: Mean and Standard deviation of Male and Female volunteer teachers responses to teachers for multicultural education programmes for rehabilitating boko haram internally displaced persons in refugee camps of North Eastern Nigeria.

S/N	Multicultural Education Programmes	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 multicultural education	1.99	0.89	1.99	0.87	1.99	Disagree
2.	There was equitable recruitment of male and female teachers from different ethnic groups	1.80	1.03	2.22	1.02	2.01	Disagree
3.	There were sufficient number of teachers different in the pupils mother tongue	1.70	0.62	2.04	0.78	1.87	Disagree
4.	Costs of multicultural education was affordable by middle and low income families	2.84	0.83	2.37	0.94	2.60	Disagree
5.	There was committee support to teachers for multicultural education	1.80	1.70	2.29	0.85	2.05	Disagree
	Overall Mean					2.10	Disagree

Source: Field Work,

X₁ for male volunteer teachers
X₂ for female volunteer teachers

The data in Table 2 shows that the overall mean (2.10) indicates disagreement by respondents. This means that teachers were not provided for multicultural education programmes for rehabilitating boko haram internally displaced persons in refugee camps of North Eastern Nigeria.

Research Question 3: What is the extent of support for curriculum for multicultural education programmes for rehabilitating boko haram internally displaced persons in refugee camps of North Eastern Nigeria?

Table 3: Mean and Standard deviation of Male and Female teacher's response to curriculum for multicultural education programmes for rehabilitating boko haram internally displaced persons in refugee camps of North Eastern Nigeria.

S/N	Multicultural Programmes	Education	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	Agree
2.	There were recreational activities for young people		2.16	1.08	2.66	0.88	2.41	Disagree
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	Agree
4.	Active programmes that focuses on building skills, values and knowledge are supportive of a peaceful feature		3.11	0.51	2.62	0.96	2.87	Agree
5.	There were gender biases or stereotypes in teaching materials		2.30	1.06	2.84	0.97	2.57	Agree
	Overall Mean						2.60	Agree

Source: Field Work,

X₁ for male volunteer teachers

X₂ for female volunteer teachers

The data in Table 3 showed that the overall mean (2.60) indicated agreement by respondents. This meant that curriculum was supported by multicultural education programmes for rehabilitating book haram internally displaced persons in refugee camps of North Eastern Nigeria.

Research Question 4: What is the extent of coordination of education policy in multicultural education programmes for rehabilitating boko haram internally displaced persons in refugee camps of North Eastern Nigeria?

Table 4: Mean and Standard deviation of Male and Female Teacher's on coordination of education policy for multicultural education programmes for rehabilitating boko haram internally displaced persons in refugee camps of North Eastern Nigeria .

S/N	Multicultural Programmes	Education	X ₁ N=30		X ₂ N=30		μ	Remark
			\bar{X}_1	σ_1	\bar{X}_2	σ_2		
1.	There was transparency, accountability and inclusiveness of all stakeholders in education decision-making		3.35	1.37	3.04	1.29	3.19	Agree
2.	Decentralized decision- making supports of ethnic divisions and exclusiveness of women		2.76	0.85	2.68	1.07	2.72	Agree
3.	Education reforms packages incorporate a conflict analysis of the education sector		3.00	0.99	2.65	1.01	2.82	Agree
4.	Stakeholders are represented in public policy consultations, national and regional committees		2.49	1.11	2.78	0.98	2.64	Agree
5.	There was clear policy position to remedy divisive elements such as ethnicity, gender inequality, religion and poverty		2.38	0.75	2.71	1.07	2.55	Agree
Overall Mean							2.78	Agree

Source: *Field Work*,

X₁ for male volunteer teachers
X₂ for female volunteer teachers

The data in Table4 showed that the overall mean (2.78) is indication of agreement by respondents. This meant that education policy was coordinated in multicultural education programmes for rehabilitating boko haram internally displaced persons in refugee camps of North Eastern Nigeria.

Hypotheses 1: There is no significant difference in the opinions of male volunteer teachers and female volunteer teachers on children inclusion in multicultural education programmes for rehabilitating boko haram internally displaced persons in refugee camps of North Eastern Nigeria.

Table 5:Z-test difference in the opinions of male and female volunteer teachers on children inclusion in multicultural education programmes for rehabilitating boko haram internally displaced persons in refugee camps of North Eastern Nigeria.

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

x_1 for male volunteer teachers

x_2 for female volunteer teachers

The data in the table 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 volunteer teachers and female volunteer teachers on children inclusion in multicultural education programmes has been rejected. The result showed significant difference in the opinions of the male volunteer teachers and female volunteer teachers on children inclusion in multicultural education programmes.

Hypotheses 2: There is no significant difference in the opinions of male volunteer teachers and female volunteers teachers on the teachers provided for multicultural education programmes for rehabilitating boko haram internally displaced persons in refugee camps of North Eastern Nigeria.

Table 6: Z-test difference in the opinions of male volunteer teachers and female volunteer teachers on the teachers provided for multicultural education programmes for rehabilitating boko haram internally displaced persons in refugee camps of North Eastern Nigeria.

Respondents	\bar{x}	∂	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 volunteer teachers

x_2 for female volunteer teachers

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 volunteer teachers and female volunteer teachers on the teachers provided for multicultural education programmes.

Hypotheses 3: There is no significant difference in the opinions of male volunteer teachers and female volunteer teachers on support for curriculum in multicultural education programmes for rehabilitating boko haram internally displaced persons in refugee camps of North Eastern Nigeria.

Table 7: Z-test difference in the opinions of male volunteer teachers and female volunteer teachers on support for curriculum in multicultural education programmes for rehabilitating boko haram internally displaced persons in refugee camps of North Eastern Nigeria.

Respondents	\bar{x}	σ	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 volunteer teachers

x_2 for female volunteer teachers

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 in the opinions of male volunteer teachers and female volunteer teachers on coordination of education policy in multicultural education programmes for rehabilitating boko haram internally displaced persons in refugee camps of North Eastern Nigeria.

Table 8: Z-test difference in the opinions of male volunteer teachers and female volunteer teachers on coordination of education policy in multicultural education programmes for rehabilitating boko haram internally displaced persons in refugee camps of North Eastern Nigeria.

Respondents	\bar{x}	σ	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 volunteer teachers

x_2 for female volunteer teachers

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.

Findings of the Study

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

1. That children had non inclusion in multicultural education programmes for rehabilitating boko haram internally displaced persons in refugee camps of North Eastern Nigeria.
2. That teachers were not provided for multicultural education programmes for rehabilitating boko haram internally displaced persons in refugee camps of North Eastern Nigeria.
3. That curriculum was partially supported for multicultural education programmes for rehabilitating boko haram internally displaced persons in refugee Camps of North Eastern Nigeria.

4. That the coordination of education policy was not carried out by governments, non-governmental organizations, donors and international agencies in multicultural education programmes for rehabilitating boko haram internally displaced persons in refugee camps of North Eastern Nigeria.

DISCUSSION

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

The findings in table 1 showed that research question1 was agreed by the respondents. This means that children were included in multicultural education programmes in the refugee Camps. 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 disagreement by the respondents and there is significant difference in the opinions of male volunteer teachers and female volunteer teachers on teachers provided for multicultural 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 resources were not provided for emergency education programmes is not far from reality.

There was agreement by respondents and significance difference in the opinions of male volunteer teachers and female volunteer teachers on curriculum for multicultural education programmes as indicated by the finding 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 Mittum (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 for boko haram internally displaced persons in refugee Camps of Adamawa state.

The finding in respect of hypotheses 4 table 8 show agreement by respondents and that significant difference exist respectively, in the opinions of male volunteer teachers and female volunteer teachers on coordination of education policy agreed with the assertions of UNESCO (2001) which state that the training of head teachers and senior teachers as mentors who can provide school support to nearby trained or untrained teachers is in adequate.

This was not supported by the IIEP - world bank (2003) which opined that the coordination of education policy was carried out through federal, state and local governments efforts to provide multicultural education programmes in conflict affected areas. Priorities include the strengthening of the Federal and State Ministries 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 governments, NGOS, donor and international agencies did not provide inclusion, teachers, curriculum and coordination of

education policy for rehabilitating boko haram internally displaced persons in refugee Camps of North Eastern Nigeria.

RECOMMENDATIONS

The following recommendations came out of this findings:

1. The Federal, State, Local Governments, NGOS, donor and international agencies should make multicultural education programmes inclusive for rehabilitating boko haram internally displaced persons in refugee camps for continuity and hope for the future.
2. Teachers should be provided for multicultural education programmes by federal, State, and local governments, NGOs, international and donor agencies for rehabilitating boko haram internally displaced persons in refugee camps of North Eastern Nigeria.
3. Curriculum for multicultural education for rehabilitating boko haram internally displaced persons in refugee camps should be supported by Federal and State Ministries of Education, National and State Emergency Management Agencies, Donor and International Agencies.
4. The coordination of multicultural education policy for rehabilitating boko haram internally displaced persons in refugee camps should be diversified to include all ethnic groups in the camps.

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