POLITICS OF IMPLEMENTING PEACEEDUCATION PROGRAMMESFORBOKO HARAM INTERNALLY DISPLACED PERSONS IN DIKWACAMPOF BORNO STATE, NIGERIA

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Abstract

Peace education can promote access, teachers, teaching and education policy during emergencies. Equally, it can reinforce and widen political, social and cultural divisions among internally displaced persons(IDPs). The purpose of this study was to examine the politics of access, teachers, teaching and education policy politics in peace education programmes for Boko Haram (IDPs) inDikwa camp of Borno State. Four research questions and four hypotheses guided the study. The population of the study comprises of all the two thousand 2000 male and female IDPs in the camp. Sixty(60) male and sixty (60) female IDPS was purposively sampled for the study. Data was collected using politics of peace education programmes for Boko Haram internally displaced persons questionnaire (PPEPBHIDPQ) consisting of sixteen(16) items, with Likert response scale of Very high level, High level, Moderate level, Low level, Very low level. Mean, standard deviation and test were utilized for analyzing data. The study found that access, teachers, teaching and education policy politics were implemented at a high level in peace education programmes for Boko Haram IDPS in Dikwa Camp of Borno State. The study concluded that politics of the four minimum standards of access, teachers, teaching and education policy in peace education programmes for Boko Haram IDPS was implemented at a high level. Recommendations of the study, among others included that Federal, State and local governments, non-governmental organizations (NGOs), donor and international aid agencies should implement peace education programmes with accessibility for all sexes, ethnic, cultural and religious groups for Boko Haram IDPS in Dikwa camp of Borno State.

Keywords: Politics, Peace Education Programmes, Boko Haram Internally Displaced Persons, Dikwa Camp, Borno State.

Introduction

In2002, 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 (Ngare, 2012).

During the past eleven years, complex humanitarian emergencies from Boko Haram insurgency became the order of the day and the resultant consequences created the growing interest in peace education programmes in the North East Zone. By the year 2014, Boko Haram insurgency had left large number of the population of Adamawa, Borno and Yobe states in Dikwa camp. Most of the IDPSwere from different gender, ethnic, cultural and religious groups in the three states of the North-Eastern Nigeria (National Emergency Management Agency (NEMA), 2014).

These states which were at the centre of Boko Haram insurgency, suffered massive internal population displacements (Borno State Emergency Management Agency, 2014). 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 DPS 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 (National Emergency Management Agency, 2014). Many of them were also settled in Dikwa camp in Borno State.

The IDPs of Boko Haram insurgency are people who have passed through heartbreaking, 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 only major hope for a decent future. Education can promote access, teachers, teaching and education policy programmes for Dikwa IDPSand 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 peace education programmes for IDPs and conflict-affected populations, as well as disaster victims along with political, religious and ethnic affiliations, are considered as politics of implementing peace education programmes (Banks, 2008).

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 peace education for their children, and more powerful groups seek to retain their advantage. In such a situation these controversies are to be intensified (Sinclair, 2003).

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). Peace 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(Anderson&Madigan,2005).It embraces differences in ethnicity, culture, gender and religion, class, race, globalization, new liberalism and ideology. When teachers and children come from different backgrounds, it can often lead to misunderstandings about behaviour and performances in the camps(Robertson & Breiseth,2008). It is only through peace education programmes that children can cope with displacement situations. According to Kadiri (2007), 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 implementation of 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 crisis are also in danger of maintaining or even worsening the entrenched exclusion or prejudice experienced by many people before crisis 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 crisis response (Save the Children, 2008)

It is also vital to develop peace 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. Peace education programmes can thus be seen as an investment in solution to crises as well as being the fourth pillar of humanitarian response alongside nourishment, shelter and health services (Midttum, 2000). Implementation of peace 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, 2003). Political, religious or ethnic differences are almost always components of

crisis (IIEP,2010). Peace 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 peace 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 peace 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 (Banks, 2008). 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 to peace education 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 (2008) pointed out that implementation standard of peace education programmes under crisis 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 (Badau and Oluweselu, 2015).

Inter-Agency Network for Education in Emergencies (INEE),2004), United Nations Educational Scientific and Cultural Organisation (UNESCO), 2006), United Nations Children Education Fund (UNICEF,2006), International Institute of Educational Planning (IIEP), IIEP/World Bank (2003) and Sinclair (2003) grouped the standard of implementing peace education programmes under crisis 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 peace education programmes under crisis situations. The standard is that peace education should be "inclusive" while the indicators should be whether inclusiveness can be observed with success in the implementation of peace 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 among ethnic groups with monopoly of political, administrative, cultural and economic conflict (Shah&Cardozo, 2015). Ethnic groups with monopoly of political, administrative, cultural and economic control and limit the success of minority to schooling. They are denied to be intellectually and culturally superior (Davies, 2004). This can result to schools having little influence in promoting national unity (Cardozo and Shah, 2015).

Some groups or individuals may have popular difficulties accessing peace education in an crisis situations. However, no individual should be denied access to peace education and learning opportunities because of discrimination (Smith, 2018). Peace 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 peace educational opportunities. Peace 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 peace education or who face obstacles to continuing their education (INEE, 2004).

Teaching and learning requires working closely with and receiving direction from the community to determine peace education needs. The curricula adopted should be relevant to the present and anticipated future needs of the leaners 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 crisis situations. Further, training to cope with the psychosocial needs of the target population should also be provided.

In areas of crisis, teachers like everyone also in the community have to come to terms with what they have experienced and try to rebuild their lives (INEE, 2004). Appropriate training of teachers is essential for the success of peace education in crisis programmes. Standards for training are found in the section on teaching and learning. Teachers 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 peace education programmes in their areas (IIEP,2010).

In peace education, there is often a lack of coordination with education programmes being conducted independently by different stakeholders. As part of the peace education response, an education plan that takes into account national and international education policies, upholds the right to education, is responsive to the learning needs of the affected population. Peace education should be coordinated within the larger initial humanitarian response of food, shelter, health, water and sanitations (Cardozo and Shah, 2015).

In peace education according to smith(2018), the differing constraints facing girls and boys are apparent on both the supply and the demand side of peace education. In IDP context, providing access to peace education for all girls and boys involving creating access to quality and relevant opportunities, paying particular attention to marginalized girls and boys and provide flexibility and open programmes with early childhood education programmes if needed (Jackie, 2006).

Teaching promote learner-centred participatory and inclusive instruction, reaching out to and engaging girls actively in class(Inter-agency Standing Committee,2017). 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 (Smith and Vaux, 2011). Strategies proactively to recruit and retain women teachers should be created and they participate in school meetings and professional development (Jackie, 2004). Policy decisions to reduce the cost of schooling, especially for girls should be advocated in peace education policies (IASC, 2017). Specific commitment to gender equality in coordination, statements/agreements between partners should be included in education policy for IDPs (Howgego, 2005).

Statement of the Problem

It is clear that peace education programmes can be part of the solution to Boko haram(IDPs) in Dikwa campand that the politicization of such peace education programmes will be destabilizing locally and may be a threat to the national and state security. The people life and their education system have been disrupted. The population special needs are peace education if it is to recover from the trauma and build a better future. When such peace education is politicized, it can worsen the displacement situation (National Emergency Management Agency Profile, 2014). This study focused on access, teachers, teaching and education policy politics as thematic areas of politics of implementing peace education programmes for IDPs. It was carried out to determine standards of politics of implementation of peace education programmes in Dikwa camp of Borno State

Research Questions

The following research questions were raised to guide the study;

1. What is the level of access politics on peace education programmes for Boko Haram IDPS inDikwacamp of Borno State?

2. What is the level of teachers politics on peace education programmes for Boko Haram IDPSinDiwacamp of Borno State?

3. What is the level of teaching politics on peace education programmes for Boko Haram IDPS in Dikwa camp of Borno State?

4. What is the level of education policy politics on peace education programmes for Boko Haram IDPS in Dikwa camp of Borno State?

Hypotheses

The following hypotheses were formulated to guide this study using0.05 level of significance for decision-making.

1. There is no significant difference between male and female IDPs on access politics in peace education programmes for Boko Haram internally displaced persons inDikwacamp of Borno State.

2. There is no significant difference between male and female IDPs on teacher politics in peace education programmes for Boko Haram internally displaced persons in Dikwacamp of Borno State.

3. There is no significant difference between male and female IDPs on teaching politics in peace education programmes for Boko Haram internally displaced persons in Dikwa camp of Borno State.

4. There is no significant difference between male and female IDPs on education policy politics in Peace education programmes for Boko haram internally displaced persons in Dikwa 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) IDPS in Dikwacamp (National Emergency ManagementAgency Profile,2014). One hundred and twenty (120) IDPS 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 Peace Education Programmes for Boko Haram Internally displaced Persons in Dikwa Camp Questionnaire (PPEPBHIDPSQ), with a five-point response scale ranging from "Very low level" "Low level" "Moderate level" "High level"

"Very high level" was the instrument used to generate data for the study. The questionnaire was based on the four implementation standards in peace 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 validates who were senior lecturers from physical Sciences Education Department, ModibboAdama University of Technology Yola, Nigeria. The reliability of the instrument was determined through a pilot test which gave a Cronbach AIpha reliability coefficient of 0.69. All the 120questionnaire 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 use 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 hypothesis 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 level of access politics on peace education programmes for Boko Haram internally displaced persons in Dikwa camp of Borno State?

Table 1: Mean and Standard deviation of Males and Females IDPS responses on the level of access politics in peace education programmes for Boko Haram internally displaced persons in Dikwarefugee camp of Borno State.

S/N	Access politics on PeaceEducation Programmes	X_1 N=60		X_2 N=60		μ	Remark
		$\overline{X_1}$	σ_1	$\overline{X_2}$	σ_2		
1.	Secured equal access to peace education	3.46	0.50	3.28	0.90	3.37	High
2.	Secured equally mentally and socially protected peaceful educational environments	2.76	0.85	2.68	1.07	2.72	High
3.	Plan for peacefuleducational facilities for all groups	1.87	1.13	3.00	0.93	2.44	High
4.	Provide peaceful education services for all groups	3.00	0.99	2.65	1.01	2.82	High
5.	Peacefuleducationalopportunities prevention caused by one sex, language and geographical location	2.78	0.87	2.67	0.97	2.72	High
	Overall mean						
						2.27	High

Source: Field Work,

$\quad\quad$ X_1 for male IDPS

$\quad\quad$ X_2 for female IDPS

The data in Table 1 above shows that the overall mean (2.27) indicates low level by respondents. This means that the level of access politics was low in peace education programmes for Boko Haram internally displaced personsinDikwarefugee camp of Borno State.

Research Question 2: What is the level of teachers politics on peace education programmes for Boko Haram internally displaced persons in Dikwa camp of Borno State?

Table 2: Mean and Standard deviation of Male and Female IDPS responses to teachers politics on peace education programmes for Boko Haram internally displaced persons in Dikwa camp of Borno State

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

Source: Field Work,

$\quad\quad$ X_1 for male IDPS

$\quad\quad$ X_2 for female IDPS

The data in Table 2 shows that the overall mean (2.10) indicates low level by respondents. This means that teachers politics was of low level in peace education programmes for Boko haram internally displaced persons in Dikwa camp of Borno State.

Research Question 3: What is the level of teaching politics on peace education programmes for Boko haram internally displaced persons in Dikwa camp of Borno State?

Table 3: Mean and Standard deviation of Male and Female IDPS responses on the level of peace education programmes for Boko Haram internally displaced persons in Dikwa camp of Borno State.

S/N	Teaching politics on peace education programmes	X_1 N=60		X_2 N=60		μ	Remark
		$\overline{X_1}$	σ_1	$\overline{X_2}$	σ_2		
	Curriculum was refined for all peace education learners	2.49	1.11	2.78	0.93	2.64	High

	2.16	1.08	2.66	0.88	2.41	High
Training and professional development of all peace education teachers						
Support for all teachers for peace education	2.38	0.75	2.70	1.07	2.55	High
Refined instruction and learning process for all peace education learners	3.11	0.51	2.62	0.96	2.87	High
Assessment of learning outcomes of peace education learners	2.30	1.06	2.84	0.97	2.57	High
Overall Mean					2.60	Low

Source: Field Work,

X_1 for male IDPS

X_2 for female IDPS

The data in Table 3showed that the overall mean (2.60) indicated low level by respondents. This meant that teaching politics was of low level in peace education programmes for Boko Haram internally displaced persons in Dikwa camp of Borno State.

Research Question 4:What is the level of education policy politics on peace education programmes for Boko haram internally displaced persons in Dikwa camp of Borno State?

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

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

Source: Field Work,

X_1 for male IDPS
X_2 for female IDPS

The data in Table4showed that the overall mean (2.78) is an indication of low level by respondents. This means that education policy politics was of low level on peace education programmes for Boko Haram internally displaced persons inDikwacamp of Borno State.

Hypotheses 1**:** There is no significant difference between male and female IDPs on access politics in peace education programmes for Boko Haram internally displaced persons inDikwacamp of Bono State.

Table 5: z-test responses of male and female IDPs on access politics in peace education programmes for Boko Haram internally displaced persons in Dikwa camp of Borno State

Respondents		$\bar{x}$	∂	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 the-critical or table value, therefore, this hypothesis which state that there is no significant difference in the opinions of male and female IDPs on access politics in peace education programmes has been rejected. The result showed significant difference in the opinions of the male and female IDPs on access politics in peace education programmes.

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

Table 6:z-test difference in the opinions of male and female IDPS on the teacher's politics for peace education programmes for Boko Haram internally displaced persons in Dikwa 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 teacher's politics in peace education programmes for Boko haram IDPS in Dikwa camp of Borno State.

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

Table 7:z-test difference in the opinions of male and female IDPS on teaching politics in peace education programmes for Boko Haram IDPS in Dikwa 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-calculated was 1.9 while z-critical was 0.92. Since the z- calculated was higher than-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 peace education programmes for Boko Haram IDPS in Dikwa camp of Borno State.

Table 8:Z-test difference in the opinions of male and female IDPS on coordination of education policy in peace education programmes for Boko Haram IDPS in Dikwa 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

Thez-calculated in Table 8 showed a value of 2.10 whilez-critical was 1.13. Thus, thez-calculated was far above the z-critical, thus was the null hypotheses 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 peace education programmes as raised in the research questions and hypotheses of the study.

The findings in table 1 showed that research question1 was on high level by the respondents. This means that access politics was of high-level peace education programmes inDikwaCamp. This finding is consistent with table 5 which rejected the hypotheses. Badau (2012) among others found out that all children had equal access to peace education programmes in the crises communities of Numan, Loko, Dunne, Garkida and Gurki in Adamawa state.

This finding from research question 2 and table 2 indicated high level by the respondents and there is significant difference in the opinions of male and female IDPs on teachers politics in peace education programmes. This confirms the assertion of Sinclair (2002) and Agbotte (2004) that financial/material/human resources during peace education programmes were politicised. It was supported by Kotite (2012) that school teachers had no equal access to complete set of textbooks, teachers guide, handbooks and motivational materials for field trainers, supervisors, head teachers and teachers. Therefore, the finding that teachers politics was of high level in peace education programmes is not far from reality.

There was high level between respondents and significance difference in the opinions of male and female IDPS on teaching politics in peace education programmes as indicated by the finding of hypotheses 3, table 7. It is not consistent with Badau (2012) who found out that peace education supported teaching activities for crises communities in Adamawa state. This was corroborated by Pigozzi (1999) and Midtum (2000) who expressed that teaching activities did not conform to normal national peace education programmes.

The finding in respect of hypotheses 4, table 8 show high level by respondents and that significant difference exist respectively, in the opinions of male and female IDPs on education policy politics in line with the assertions of UNESCO (2006) 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 (2003), which opined that the coordination of education policy was politicised by national governments efforts to provide peace 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 policyforBokoHaram IDPS inDikwa Camp of Borno State.

Summary of Findings

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

1. Those access politics was on high level on the implementation of peace education programmes for Boko Haram IDPS in Dikwacamp of Borno State.

2. That teachers politics was on high level on the provision of peace education programmes for Boko Haram IDPS inDikwacamp of Borno State.

3. That teaching politics was on high level in peace education programmes for Boko HaramDikwa camp of Borno State.

4. That the education policy politics was on a high level by Federal, State and local governments, Non-governmental organizations (NGOs), donors and international aid agencies in peace education programmes for Boko HaramIDPS in Dikwa 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 peace education programmes accessible for all sex, ethnic,

cultural and religious groups for Boko Haram IDPS inDikwa camp for continuity and hope for the future.

2. Teachers should be provided for peace education programmes by Federal, State and local governments, NGOs, international and donor agencies for all sex, ethnic, cultural and religious groups without politics for Boko Haram IDPSinDikwa camp of Borno State.

3. Teaching activities in peace education programmes for Boko Haram IDPS inDikwa 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 peace education policy for Boko Haram IDPS in Dikwa camp should be diversified to include all sex, ethnic, cultural and religious groups in the camp without political inclinations.

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