



CONFLICT, DISPLACEMENT AND LIFE AS SELF-SETTLED INTERNALLY DISPLACED CHILDREN: AN APPRAISAL OF SOCIAL AND EDUCATIONAL CHALLENGES IN KADUNA AND KANO STATES NIGERIA

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ABSTRACT

This explorative study used descriptive survey as research design to reach out and aggregate experiences of self-settled IDC in localities in Kaduna state and Kano states North-East Nigeria. Both multistage and purposive sampling techniques deployed in the study allows to unearth 212 self-settled IDC in Kaduna state and 170 in Kano state as participants in the study. The instrumentation used is the modified Qayumi, et.al. (2020) questionnaire on educational need assessment survey of the IDC in Afghanistan. Data collected were analyzed using the Statistical Package for Social Sciences which elicited both the descriptive, inferential and test of the assumptions made in the study. The findings in the study reveals that majority of settled IDC studied are 11-15years old (56%), followed by those in the age brackets of 6-10years 13%, as those 1-5year are only 6%. In addition it is shown that 73% of the sample are male, while only 27% are female. The years in displacement shows that majority of the respondents (60%) spent 6-10 in displacement and as resettled persons. While, 29% of the sample are on 11-15 years, as only 11% of the sample were in 1-5years of displacement. Majority of the respondents state of education is Primary school at 44%, as only 33% of the respondents attends Junior Secondary Schools. Some 9% of the respondents attends Senior Secondary School, as only 6% each of the respondents gained Diploma or graduates. Majority of the respondents (89%) work to help sustained their life as settled IDC, only 20% of the respondents reported not engaging in any forms of manual work in this regard. The educational challenges reported by most subjects of the study are poor access to free and quality education, inability to pay school fees, lack of access to personal learning resources and transportation to school. The study recommends among other things that, the Federal Government through its National Population Commission should development elaborate research framework to engage in detailed nationwide study of the self-settled IDC outside Borno and Yobe states.

KEYWORDS: displacement, internally displaced children, self-settlement, social and educational challenges.

INTRODUCTION

From 2010 when the Boko-Haram spiraled out of control in rages burning schools and homes of victims in the North-East; Nigeria, displacement of people and children intensified within region. This is as victims (families, community leaders, religion leaders etc.) variously activate salient ethnic/tribal cultural, support mechanism in forms of affine, cultural, religious ties to seek for either fostering or adoption of their children outside the North-East both for the reasons of physical and psychological protections from harms; or for, continuation of school and general safety (Mohammed, 2020). First this victim support mechanisms started within neighboring's states in the zone of the epicenter centers of the crisis (North-East). As the calamity grew, however support and fostering of the IDPS spread to states and other geo-political zones of Nigeria: North-East, Anambra State, South-South: Edo state, and South-West: Lagos State (Adesote and Ajayi, 2021). Over, the course of the violence in the northeast Nigeria (2010-



date) it has become necessary to review the lived experiences of some of this violence displaced children fostered outside North-East Nigeria. Thousands of Adamawa, Borno and Yobe states children and families continued to be displaced both locally in the nation and outside. The phenomena of Internally Displaced Children (IDC) has created a 'salient' front in the history, political, socio-cultural and economic in communities, societies and states, institutions and agencies (governmental and non-governmental), neighboring the North-East state in Nigeria worthy of exploration.

PROBLEM STATEMENT

The instability in Northern Nigeria as a result of the insurgency of Boko-Haram (BH) in the northern region have uprooted several families and family structures, sending and turning husbands, wives and children into displaced persons and refugees within and outside the nation (Adesote and Ajayi, 2021). It is believed that, three-quarters of the world's 25 million people internally displaced by conflict are women and children (International Displacement Monitoring Committee, 2019). The relationship between violence conflict, displacement of children and their resettlement especially outward from the crisis region still receive little academic attention in Nigeria, even has it is clearly multi-consequential to both the individual (s) affected and the host communities and persons. This is as the resettlement of these displaced people especially children assume many forms bordering on formal arrangements (settled into camps with or without family members), informal resettled (in communities/societies with relatives e.g. extended family members, towns people: people with origin from Borno state etc.) and semi-formal resettled (with NGOS, associations, philanthropists, etc.). All these arrangements have their challenges and consequences on the children development. The implications of children displacement and resettlement informally is the concern of this study which randomly selects states of Kaduna and Kano states northwestern Nigeria as a starting points of investigation of the phenomena IDC in North-West Nigeria. In this way the study aims as follows:

1. Identify and provide an enumerated sample of self-settled IDC studied.
2. Examine the educational and social challenges of self-settled IDC in Kaduna and Kano states.
3. Examine the sources of support for the self-settled IDC in Kaduna and Kano states.
4. Recommendations measures to improve the lived experiences and conditions of self-settled IDC studied.

LITERATURE REVIEW

Displacement

Internal displacement may be environmentally-induced, development-induced or conflict-induced (Bugomil, 2012). The United Nation Commission on Human Rights (UNCHR, 2007) defined internally displaced persons (IDPs) as "persons who have been forced to flee their homes suddenly or unexpectedly in large numbers, as a result of arm conflict, internal strife, systematic violations of human rights, or natural or man-made disasters and who are within the territory of their country". Report by International Displacement Monitoring Centre (IDMC, 2014), shows that internal displacement is most common in the developing countries of Middle-East, Asia, Latin America and Africa. Over 77% of the World internally displaced persons live in ten (10) developing countries of Syria, Columbia, Iraq, Sudan, Democratic Republic of Congo, Pakistan, South Sudan, Somalia, Nigeria and Turkey (IDMC, 2015).

Displacement is a constant feature of violent conflict. Boko-Haram crisis in the North-Eastern Nigeria, has resulted in large-scale displacement within the state. In June 2016, 88% of all IDPs identified in Nigeria originated from Borno, and most had fled to other areas within the state. Consequently, Borno hosts around 1.6 million IDPs in Nigeria, that is almost 80% of all IDPs. It was reported that, most IDPs reside with host communities in urban areas, close to markets and key services. While, the influx of so many people into the cities and towns has stretched services and impacted the wellbeing of host communities (Liman, 2020). Only 10% of IDPs reside in formal many other displaced persons resided in informal camps, and only the populations in formal camps have free access to services (ACAPS, 2016).

According to ACAPS (2016) households displaced to neighbouring states (including Bauchi, Gombe, Jigawa, and Taraba) are being resettled with the assistance of local State Emergency Management Agencies (SEMA) and National Emergency Management Agencies (NEMA). Many difficulties in the coordination of resettling activities mean that the capacity for assistance varies by region. But in every situations of conflict and displacement age and gender determine how one cope and adjusted to the situations, mostly it seen the vulnerability of children make their situations precarious (World Vision, 2019). In Africa where emphases and importance is placed on child bearing with fewer emphases on commitments to conventions and convictions on child care



(Abdullahi and Kurfi, 2014), examination of the effects of displacement of children resulting from the prolonged violent crisis in the North-East became significant phenomena. As it is observed that despite their perceived vulnerability the IDC in secured and better conditioned environment demonstrate resilience and survival tendencies (APA, 2010).

Internally Displaced Children

All over the world, children are living lives with no clear future after being forced to flee their homes. Driven out by conflict, extreme poverty, droughts, food shortages, or political turmoil, children and their families live in refugee settlements, with host communities who themselves struggle to cope, in the shadows, in between laws and chaos (World Vision, 2018). World Vision (2018) reported that, children on the move experience violence in more extreme, more complex and potentially more damaging ways than those living in their home communities. The impact displacement and migration has on children coupled with violence, leave children especially vulnerable. This is because normal children safeguards have been stripped away, placing them in situations of high risk, abuse or exploitation, and often spurring continuing cycles of fear and aggression (Internal Displacement Monitoring Center, 2020).

The word children with reference to the global south (developing countries; Nigeria inclusive), resonates with such phenomena as abandonment, neglect, abuse, trafficking, child labor and child soldiers, this is as the children may reside live with relatives or non-relatives (Abdullahi and Hashim, 2014). American Psychological Association (2010) observed that displaced children and their families demonstrate profound strength and resilience in their survival strategies, coping mechanisms, and abilities to adapt within what are often completely unfamiliar environments. The APA report was based on its assessment on the psychosocial effects of war on children and families who are refugees from armed conflict residing in the United States. The report reviewed the research on the psychosocial effects of war on children and families, identifies areas of needed culturally and developmentally, and provides recommendations for culturally and developmentally informed practice and programs for the IDC.

There are variations in the nature of the internally displacement of children world over, this mostly is due to violent conflict which induced forced migration (UNICEF, 2020). On these unfortunate journeys of displacement children are exposed to various forms of inhumanity, abuse and calamities that exacerbated their vulnerabilities as children. Children in displacement due to violent conflict such as the ongoing violence associated with the Boko-Haram insurgency in the northeast Nigeria have been largely hosted in the IDP camps within the safe vicinity of the crisis center (North-East), under legal and procedural standards established by both Federal, the State governments affected and the plethora of the local and global agencies operational in the regions. Nonetheless, studies have continued to reveal inadequacies in the IDC welfare and well-being relating to nutrition, hygiene, education/schooling, safety from abuse and exploitations (UNICEF, 2015 and Mohammed, 2020). APA (2010) also pointed out that although there is a dearth of empirical studies documenting the effectiveness of available therapeutic interventions for war affected children and families, APA was of the opinion that the present literature indicates promising initiatives in individual treatment methods, family therapy and group work in schools and other community settings. The finding from this study, there could strengthen literature gap as infer in APA assertion.

Theoretical Framework

Draper (2021) has rightly mirrored the dearth in political theory to explain internal displacement. Hence, this study uses the Sen (1993) capability approach to explain the life of the self-settled IDC in the two states of North-Western Nigeria. Sen posited in the capability approach that, social arrangements should be primarily evaluated according to the extent of freedom people have to promote or achieve functioning they value. Robeyns (2003) identified, core characteristic of the capability approach as a focus on what people are effectively able to do and to be, which their capabilities is. Thus, capability approach becomes a broad normative framework for the evaluation of individual well-being and social arrangements, the design of policies and proposals about social change in society. The capability approach is used in a wide range of fields, most prominently in development thinking, welfare economics, social policy and political philosophy. In this study capability approach was used to mirror how self-settled IDC used new found peace and freedoms and resourceful environment to surviving: living, learning and socially stabilizing.



METHODOLOGY

Study Area

The study is conducted in Kaduna and Kano States. Specifically, Kanuri/Barebari communities like Ungwan Sarkin, Ungwan Shanue in Kaduna and Taludu in Kano were the main focus and starting point of the study. In Kaduna state data were also collected in Hayi Rigasa, Ungwan Dosa and Hajj Camp Mondo localities.

Research design

The study adopts descriptive survey. Descriptive survey was found suitable for the study due to its capacity to allow for reaching out to scattered subjects (Creswell, 2010). This explorative study of the life in displacement used a quantitative research design to reach out and aggregate experiences from large possible sample that are observed.

Target Population, Sample size and sampling technique

The target population are IDC from the crisis in the North-East Nigeria, self-settled in the study area, and are from ages 10-17 years in each of the state of study. Both multistage and purposive sampling techniques are employed to unearth 212 self-settled IDC found in Kaduna state and 170 found in Kano state participated in the study by filling out the instrument of the study. Instrumentation: the study adopts and modifies the Qayumi, et al. (2020) questionnaire on educational need assessment of the IDC in Afghanistan.

Data Analysis

Data collected were analyzed using the Statistical Package for Social Sciences to organize the collected data and to elicit both the descriptive and inferential and to test the assumptions made in the study.

FINDINGS

Table 1: Distribution of Some Socio-Demographic Characteristics of Respondents

Variable	Category	Frequency	Percent
State	Kaduna	212	55.5%
	Kano	170	44.5%
Age	1-5 years	24	6.3%
	6-10 years	48	12.6%
	11-15 years	213	55.8%
	16 years +	97	25.4%
Sex	Male	280	73.3%
	Female	102	26.7%
Years in displacement and resettlement	1-5 years	43	11.3%
	6-10 years	230	60.2%
	11-15 years	109	28.5%

Table 1 demonstrates the socio-demographic characteristics of respondents. A majority of the respondents are 11-15 years old (56%), followed by those in the age brackets of 6-10 years (13%), as those 1-5 years are only 6%. In addition, it is shown that 73% of the sample are male, while only 27% are female. The years in displacement shows that a majority of the respondents (60%) spent 6-10 years in displacement and as resettled persons. While, 29% of the sample are on 11-15 years, as only 11% of the sample were in 1-5 years of displacement.



Table 2: Socio-Demographic Characteristics of Respondents with Care Giver

Variable	Category	Frequency	Percent
Relationship with caregiver/guidance/custodian	Aunty	16	4.2%
	Uncle	23	6.0%
	Grandfather	13	3.4%
	Grandmother	37	9.7%
	Distant relative	282	73.8%
	tribesman/towns man	11	2.9%
Type of residence/home	Apartment	314	82.2%
	House	25	6.5%
	rented settlement	30	7.9%
	Others	13	3.4%

Table 2 display the nature of respondent's relations with Care Giver, Guidance or custodian. It is shown that majority of the respondents resides with distant relatives (73%), as some 10% of the respondents lives with their grandmothers and 6% of the respondents lives with uncles.

Table 3: State of Schooling and Economic Prolificacy (manual work)

Level of education	No schooling	10	2.6%
	Primary	168	44.0%
	Junior secondary	125	32.7%
	Senior secondary	35	9.2%
	Certificate/Diploma	22	5.8%
	Graduate	22	5.8%
Working?	Yes	305	79.8%
	No	77	20.2%

Table 3 shows that majority of the respondents state of education is Primary school at 44% as only 33% of the respondents attends Junior Secondary School. Some 9% of the respondents attends Senior Secondary School, as only 6% each of the respondents gained Diploma or graduates. Majority of the respondents work to help sustained their settled life (80%), only 20% of the respondents reported not engaging in any forms of manual work in this regard.

Descriptive Analysis

This section presents a descriptive analysis of each item of the questionnaire using mean and standard deviation, or frequency and percentages.

Table 4: Compare the experiences of IDC in study area

Item	Mean	Std. Deviation	Remark
Hunger/ sleeping without food	4.20	.402	High effect
Dropping out of School	3.38	1.804	High effect
Psychological trauma (sleepless night/crying)	3.35	.479	High effect
Rejection	1.55	.498	Low effect
Abused (social etc.)	1.45	.498	Low effect
Abused (economic child labour, street hawking, etc.)	3.70	.461	High effect
Personal Safety	3.26	1.508	High effect
Tranquility in family	3.35	.479	High effect
Experience disease	4.20	.398	High effect



The experiences of the factors in table 4.3 are rated on a scale of 1-5 as they currently negatively affect the respondents. 1 being lowest negative impact and 5 being highest negative impact. Items with a mean score greater than 3 have a high effect, while others have a low effect. It is observed that only two of the listed items have a low negative effect on the respondents.

Table 5: Sources of Support (Financial) For Care and Management in Displacement/Resettlement

Item	Yes	Percent	Remark
Government	132	34.67%	No
Philanthropy	253	66.33%	Yes
NGO	138	36.00%	No
International organization	134	35.00%	No
Community based organizations	251	65.67%	Yes
Others	248	65.00%	Yes

It is observed from table 5 that the respondents agree with philanthropy, community based organization and others as the only sources of financial support for care and management in displacement and as resettlement.

Table 6 Sources of Support (Social) For Care and Management in Displacement/Resettlement

Item	Yes	Percent	Remark
Do you have access to referral service (health)	132	34.67%	No
Access to referral service (social worker trained/municipal worker)	134	35.00%	No
Registered/documentated by any government	135	35.33%	No
Community acceptance	248	65.00%	Yes

It is observed from table 6 that the respondents agree with community acceptance as the only sources of social support for care and management in displacement/resettlement.

Table 7: Educational challenges of IDC in study area

Items	Mean	Std. Deviation	Remark
Access to free education	4.96	.208	High impact
Access to quality of education	3.99	.276	High impact
Access to referral service (education)	1.96	1.267	Low impact
Inability to pay school fees	4.58	.613	High impact
Bullied	1.71	.946	Low impact
Disgraced	1.02	.152	Low impact
Ability to attend school (transportation/manageable distance)	4.20	.425	High impact
Performance in school (Ability learn)	2.99	.135	Low impact
Access to personal learning resource	3.95	1.522	High impact
Access to school learning resources (library, playground/field etc.)	2.18	.432	Low impact

The educational challenges in table 7 are rated on a scale of 1-5 as they currently negatively affect the respondents. 1 being lowest negative impact and 5 being highest negative impact. Items with a mean score greater than 3 have a high impact, while others have a low impact. It is seen that half of the listed items have a high negative impact on the respondents

Hypothesis Testing

Hypothesis 1: The null that the educational challenges of internally displaced children does not differ significantly based on their states is tested using independent samples t-test at 5% level of significance



Table 8: Educational Challenges

State	Mean	Std. Deviation	Std. Error Mean	t	Df	Sig. (2-tailed)
Kaduna	32.2972	.72947	.05010	8.952	380	.000
Kano	30.6118	2.61807	.20080			

The analysis in table 8 shows that the p-value of the t-test (0.000) is less than 0.05 we therefore reject the first null hypothesis and conclude that the educational challenges of internally displaced children differ significantly based on their states

Hypothesis 2: The null that the sources of financial support for internally displaced children does not differ significantly based on their states is tested using of independent samples t-test at 5% level of significance

Table 9: Financial Support

State	Mean	Std. Deviation	Std. Error Mean	t	Df	Sig. (2-tailed)
Kaduna	3.0047	.40725	.02797	-.289	380	.773
Kano	3.0176	.46757	.03586			

The analysis in table 9 shows that the p-value of the t-test (0.773) is greater than 0.05 we therefore do not reject the second null hypothesis and conclude that financial support for internally displaced children does not differ significantly based on their states.

Hypothesis 3: The null that the sources of social support for internally displaced children does not differ significantly based on their states is tested using of independent samples t-test at 5% level of significance

Table 10: Social Support

State	Mean	Std. Deviation	Std. Error Mean	t	Df	Sig. (2-tailed)
Kaduna	1.0755	.45034	.03093	-1.727	380	.085
Kano	1.1588	.49081	.03764			

The analysis in table 10 shows that the p-value of the t-test (0.085) is greater than 0.05 we therefore do not reject the first null hypothesis and conclude that the sources of social support for internally displaced children does not differ significantly based on their states.

SUMMARY OF MAJOR FINDINGS

- a) Majority of settled IDC studied are 11-15years old (56%), followed by those in the age brackets of 6-10years 13%, as those 1-5years are only 6%. In addition it is shown that 73% of the sample are male, while only 27% are female. In addition it is shown that 73% of the sample are male, while only 27% are female. The years in displacement shows that majority of the respondents (60%) spent 6-10 in displacement and as resettled persons. While, 29% of the sample are on 11-15 years, as only 11% of the sample were in 1-5years of displacement.
- b) Majority of the respondents state of education is primary school at 44%, as only 33% of the respondents attends junior secondary school. Some 9% of the respondents attends senior secondary school, as only 6% each of the respondents gained diploma or graduates. Majority of the respondents work to help sustained their settled life (80%), only 20% of the respondents reported not engaging in any forms of manual work in this regard.
- c) The major educational challenges reported by most subjects of the study are poor access to free education, quality education inability to pay school fees, access to personal learning resources and transportation to school.
- d) Respondents reported and agreed that philanthropy, community based organization are the only sources of financial support for care and management in resettlement. This as sources of social support for subjects does not differ significantly based on their states of resettlement (Kaduna or Kano). The same is observed of financial support for the subject.



DISCUSSIONS

Majority of settled IDC studied are 11-15years old (56%), followed by those in the age brackets of 6-10years - 13%, these are prime ages in child maturation. And for those children, that have passed through horrifying life experiences as the northeast Boko-Haram crisis and finding themselves in newer social milieu concern and designing of adequate and effective psycho-socio and economic most be emphases by state and non-state actors towards recalibrating these IDC traumatic experiences for self-worth and the effective adjustment to living. Some 6%. Of the IDC studied are 1-5years these are delicate formative years for children that suggest where such children are to be cared for or grow must ensure physical, psychological, social, health and safety. All these, suggest viability of guardian or custodian. In addition it is shown that 73% of the sample are male, while only 27% are female.

With the support and in the protections of their caregivers, the IDC studied have come to acclimatize and build life and lived however socially, financially and educationally constrained in their host communities. This is made possible by the long standing cultural network of support build and grown around the precariousness that followed the IDC sojourned to their present state of living. But as undocumented settled IDC, while, building life and maturing into their settled communities, their adjustments mechanism are few largely as a result of their eclipse from state and non-state actors radar. In this sense there is limitation in support and provision booths so self-development of the IDC (education and general wellbeing) and clear strategizing for reconnections back to Borno where the need be.

CONCLUSIONS

This study examine one salient and often neglected aftereffects of the Boko-Haram crisis in the northeast Nigeria, which is internally displacement of children into the other region of the nation. Northwestern states of Kaduna and Kano are chosen to explore this phenomena, where it was found that this phenomena of IDC through sociocultural mechanization in affine and even distant relatives ties and links developed to socialized IDC into their new found communities and home albeit with a lot of challenges (social, economic and financial), making the need for a deeper and expanded exploration, discuss and programming on the life of these humans.

RECOMMENDATIONS

From the foregoing, the study recommends thus:

- a) The Federal Government should:
 - i. Through its National Population Commission (NPC) should development elaborate research framework to engage in detailed nationwide study of the self-settled IDC outside Borno state.
 - ii. From the reports of the NPC on the state of settled IDC in the nations, the FG through, Federal Emergency Management Agency (FEMA) should coordinate, with Federal Ministry of Health and Federal Ministry of Education should design and coordinate educational, health and empowerment support for the IDC as identified.
 - iii. Should liaise with state governments in North-East states of Borno and Yobe as the epicenter where this IDC were displaced from and the host government Kaduna and Kano (and others that might be revealed) for adequate documentation towards tracing their sojourn and for posterity sake.
- b) The state governments:
 - i. In Kaduna and Kano through their LGA welfare offices should use their local capacity and networks to trace and know the need of North-East self-settled IDC in their locality in the hope of extending desired social, health and psychological support.
 - ii. Synergize with other welfare agencies such as CBO and philanthropists towards building a robust financial support for the self-settled IDC in their sojourn in their host communities.
- c) NGOS should:
 - i. Employ their financial and technical capabilities in supporting identification of the self-settled IDC outside the radar of government. These category of IDP experienced violent conflict and are spread throughout the country, and sure lived with a lot of challenges (psychological, social, education and financial).
- d) The academia:



- i. Need to expand research on IDC with a particular focus on self-settled IDCs social, psychological, educational, financial needs with a view to building concepts and theories that help adjustments and reconnection of the IDC back home (northeast) when the need arises.

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