



ASSESSMENT OF BOKO HARAM INSURGENTS' THREATS TO EDUCATIONAL DEVELOPMENT IN THE NORTHEAST NIGERIA: THE WAY FORWARD

**Temitope Francis Abiodun (Ph.D)¹, Opatoki Oluwatosin Omolayo²,
Adeyemo Damilola Tomisin³ and Obi Collins Chinedu³**

¹Institute for Peace and Strategic Studies, University of Ibadan, Ibadan, Nigeria.

²Ph.D Student in Media Anthropology, University of Ibadan, Nigeria

³Ph.D Student in Peace and Strategic Studies, University of Ibadan, Nigeria

ABSTRACT: *One of the main obstacles to sustenance of stable educational system and policies in the Northeast, Nigeria is insurgent attacks on school activities in the region. The Boko Haram, whose name in Hausa, the dominant language in northern Nigeria, means “Western education is forbidden”, has targeted and killed teachers, education workers and students. The brutal insurgency has affected every strata of life in the region, particularly education. Educational activities in the region are exposed to threats and attacks as a result of lack intelligence gathering, government security forces’ use of schools for military purposes which places schools at risk of attack; failure on the part of government to adequately protect schools coupled with the in conducive learning environment the students are exposed to. However, high level of corruption and degree of “politics” in the activities of Nigerian Army constitute parts of the various factors leading to security risks bedeviling educational activities in the region. This study interrogates the threats posed by insurgent attacks on schools and learning activities in the Northeast Nigeria; and assesses the concerted efforts of the Nigerian government, private and religious organizations in combating the menace with a plan to proffer solutions to the disheartening phenomenon. The study concludes that, government security forces’ use of schools for military purposes which places schools at risk of attack; failure on the part of government to adequately protect schools; in conducive learning environment for students, insecurity, failure of government to provide basic necessities of life and corruption stand as a cog in the wheel to appreciable efforts at arresting the menace. It also submits that there is need for collaborative efforts of state and federal governments, Nigerian Army and Police Force and national assembly and state assemblies in the region to solve the problem.*

KEYWORDS: Boko Haram, Insurgency, Corruption, Northeastern Nigeria, Counter-Terrorism, Education

INTRODUCTION

In 2002, three years after the return of civilian rule in Nigeria, Mohammed Yusuf, a young charismatic cleric, searching for a purer form of Islam, established a movement known as Yusufiya (meaning followers of Yusuf) in Maiduguri, Borno State, northeast Nigeria. Rejection of formal education gradually gained a central position of the group. The group which was christened the “Nigerian Taliban” by local people in the region later became popularly referred to as “Boko Haram” which in the Hausa language, means “Western



education is forbidden” (Wikipedia, 2016). The sect with a reference to Yusuf’s widely circulated sermons, condemned all aspects of Western education as being sinful as they contradicted Islamic principles and beliefs. These teachings lured many people in that part of the country, including students, school drop-outs, unemployed youth, who saw a radical form of Islam as the antidote to the alienating social inequalities and economic impoverishment that marked their lives. Yusuf’s followers also included high-ranking elites such as politicians, government officials, and wealthy businessmen. The group’s member population rose with young men from across northern Nigeria, attracted by Yusuf’s fiery gospel against unjust and corrupt secular governments. Mohammed Yusuf was later captured by the Nigeria Army on July 30, 2009 after years of violence in Maiduguri, and the Nigeria police executed him days later having been handcuffed at police headquarters in Maiduguri. This act thereafter, made the group increasingly radical (Wikipedia, op. cit).

However, in the year 2010, one of Yusuf’s deputies, Abubakar Shekau, took over the mantle of leadership and renamed the group “Jama’atu Ahlis Sunna Lidda’awati wal-Jihad,” an Arabic phrase with the meaning “People Committed to the Propagation of the Prophet’s Teachings and Jihad.” Under his leadership, Boko Haram became intensely violent with devastating consequences for school-age children. In March 2015, Shekau pledged Boko Haram’s allegiance to the Middle-East-based terror group Islamic State of Iraq and Syria (ISIS) and despite the unholy alliance, Boko Haram has largely continued to operate independently. The insurgent group was ranked as the world’s deadliest terrorist group in 2014 (Institute for Economics & Peace, 2015).

THEORETICAL FRAMEWORK

Scholars have tried to bring to limelight what prompts Boko Haram sects to carry out their attacks in the country. Many used religion to explain their act of violence, by arguing that there is something in their religion that makes them carry out heinous violence. This argument is deficient, because there is no significant relationship between being a Muslim and being a terrorist. The study adopts the Frustration-Aggression (F-A) Hypothesis, commonly called the Frustration-Aggression (F-A) Theory, is a seminal theory in Psychology which has been used several times in other fields of study to explain aggressive human behaviour. Central to the Frustration-Aggression theory is the tenet that there is a causal relationship between frustration and aggression. This conviction of a nexus between frustration and aggression was first held by a group of Yale University psychologists – John Dollard, Leonard W. Doob, Neal E. Miller, Orval H. Mowrer and, Robert R Sears in their co-authored monograph: *Frustration and Aggression* (1939). The theory was later revised by Neal E. Miller (1941) and Leonard Berkowitz (1969). Frustration to the Yale group is “an interference with the occurrence of an instigated goal-response at its proper time in the behavior sequence” (Dollard et al., 1939:7). In other words, it is a situation where the attainment of a desired goal of a person or group of people is hindered. Succinctly, aggression is a “sequence of behavior, the goal-response to which is the injury of the person toward whom it is directed” (Dollard et al., 1939:9).

According to Dollard and his colleagues, “the occurrence of aggressive behavior always presupposes the existence of frustration and, contrariwise, that the existence of frustration always leads to some form of aggression” (Dollard et al., 1939:1). Neal E. Miller two years



later reformulated the original assumption to “frustration produces instigations to a number of different types of response, one of which is an instigation to some form of aggression” (Miller, 1941:338). Berkowitz (1965) on his part pointed out that frustration does not immediately trigger aggression in a person or group of people but, creates a “readiness for aggressive acts” (Shaffer, 2005:275).

On Boko Haram insurgency, the Frustration-Aggression Theory makes us understand that the spike in the terrorist attacks on education and the North-Eastern region of Nigeria is as a result of the frustration of inability to achieve their personal goals: putting an end to Western education, foisting their personal Islamic religion on the people, unemployment and impoverishment of the locals. Since the goal of being gainfully employed to meet basic human needs and lead a decent life, foist a personal type of religion on the people in the country and putting an end to Western education has been hampered over time, the locals have taken out their frustration aggressively on the citizenry and government institutions whom they claim are blocking their chances. While the Frustration-Aggression Theory lenses can only make the user see frustration as the root cause of the aggressive behaviour of the Boko Haram insurgents in the North East, Nigeria.

METHODOLOGY

The method adopted in this research is content analysis, using mainly secondary data. The secondary data employed include existing literature on the topic such as books, internet, journals, newspapers, magazines, conference papers, UN and ECOWAS publications, periodicals and other related documents. In the course of the research, the researchers consulted the Yobe State University Main Library, Damaturu, Baze University, Abuja Main Library, Faculty of Law Library, Ekiti State University, Ado-Ekiti; and the Centre for Peace and Strategic Studies’ Library, University of Ilorin respectively.

Education in the Northeast Nigeria

Nigeria has a significant education challenge. About 62 percent of the country’s population is under 24 years of age; as a result of this, there exist a large number of school-age children which is about 30 million out of the country’s 170 million people (Federal Ministry of Education Report, 2013). In 1999, the federal government introduced a Universal Basic Education programme which was meant to provide nine years of free education from Primary to Junior Secondary School for children aged 6-15, but its implementation has faced serious challenges. Four years of Senior Secondary for children aged 15–17, and four years of tertiary education completes the nation’s formal education system. As poor or low quality education remains a problem in Nigeria, it is most common in the northern states, particularly in Yobe and Borno states in the northeast where there is a Muslim majority. Attendance in primary and secondary schools in the northeast is the lowest in the country. More than 52 percent of males and 61 percent of females aged six (6) and above in the north-east have received no education (Federal Ministry Education Report, 2013). Also, about 10.5 million primary school-age children were out of school in Nigeria in 2010, the latest year for which data are available. The stark reality is that 60 percent of out of school children live in the north (UNESCO, 2010).



Religious schools are part of Nigeria's education system, which is a shared responsibility amongst the federal, state, and local governments. Non-formal Islamic or Quranic education was first introduced in northern Nigeria by Fulani and Arab clerics and traders around the 14th century. Quranic school students called "Almajiri" travel far from home to study the Quran under their teachers known as "Tsangaya." However, the Christian missionaries introduced Western education to Nigeria in the mid-19th century and while it was readily accepted in the south but was largely rejected in northern Nigeria with the belief as an attempt to "christianize" the region's largely Muslim population (Ayodele, 2004:13). From about the late 1990s, some northern state governments began establishing "Islamiyyah," or modernized versions of *Tsangayas*. Islamiyyahs operate in the formal state-recognized school structures, receive government recognition and support, and combine Islamic education with basic conventional school subjects. *Tsangayas*, on the other hand, are largely mobile and they focus on Quranic recitation, and are funded by local communities. In addition, education received in *Tsangayas* – being basically religious – is not recognized by the Nigerian government as meeting the standards of the national education curriculum (Universal Basic Education Commission Report, 2011).

FACTORS THAT EXPOSED EDUCATION IN THE NORTHEAST NIGERIA TO INSURGENCY THREATS

Lack of Adequate Intelligence Gathering by the Security Agencies

Terrorism is an invisible battle, we need to know how to work with intelligence agencies on providing information on suspects while the security stakeholders in the country's security circles are urged to come together to brainstorm, to ensure enhanced intelligence-gathering and management, so as to combat emerging terrorism threats in the country. However, experts advised that intelligence received at any stage must be "timely, accurate and understandable" and should take full advantage of the use of the most sophisticated electronic means available (Akinterinwa and Ohain. 2011).

Government Security Forces' Use of Schools for Military Purposes

The indiscriminate use of school buildings and property in the northeastern region by the various government security agencies for military purposes such as camps, barracks, deployment, or weapons, ammunition, supply depots, military trainings, drills and other military purposes has placed the schools at risk of attacks by Boko Haram insurgents. There have been numerous instances whereby military trainings, equipment testing and missile launches are carried out in some school premises; this factor lends credence to the activities of the insurgents to be attacking the schools. This they (insurgent fighters) think that some various military arms and weapons are being kept there; thereby attacking the premise for possible poaching and destructions (Chothia, 2012).

Failure on the Part of Government to Adequately Protect Schools

Some of the attacks on schools might have been prevented by better physical protections and an enhanced security response to early warning signs and threats. Even as the spate of attacks on schools increased in the northeast, especially in remote rural places, many schools and dormitories had no perimeter fence or secure gates. In many cases, the insurgents had warned



the schools and sometimes local authorities of their intention to attack, but it appears the threats were either ignored or not taken seriously enough by the government. On March 15, 2014, teachers and students of Gava Primary School, near Gwoza, found a handwritten notice from Boko Haram threatening to kill any teacher or child who dared show up in the school. Village elders sent a team of people to ask help from government security forces based in Gwoza, yet the soldiers declined to visit the village because they had not received orders from the defence headquarters to leave Gwoza (Obasanjo, 2014).

Inconducive Learning Environment for Students

There are no modern learning facilities in almost 70 percent of the public schools existing in the northeastern part of the country. The inconducive learning environments the students are exposed to, make them lose confidence in education process and this factor easily makes it easy for the Boko Haram insurgents to change their (students) mind when captured for recruitment into its (Boko Haram) fold. In the north, many pupils and students receive teachings under trees and under some dilapidated roofs (Adamu, 2016).

High level of Corruption and Degree of “Politics” in the Activities of Nigerian Army

Finding reveals that there are some figures within and outside the government that are benefitting from the insurgency through contracts and supplies to government to treat the insurgents like freedom fighters rather than terrorists, so that they can continue to benefit from policies that prolong the attacks rather than curb it. Fighting against the insurgents is the role of Military, Police and other security agencies. There is significant result in the data gathered for this study which indicates the complicity of the Military, Police and other security agencies in the fight against the insurgents.

BOKO HARAM INSURGENCY AS THREAT TO EDUCATIONAL DEVELOPMENTS IN NORTHEAST NIGERIA

About 1 million children affected by the Boko Haram insurgency are in dire need of education. The devastating effect for the future of these children out of school and their lost years of education remain a huge challenge to rectify (OCHA, 2015). Boko Haram massively recruited students and out-of-school youths in Borno and parts of Yobe and Adamawa states, decimating efforts of federal and state authorities to bring education levels in the region on a par with other parts of the country. Those with formal education are reported to have torn up or burned school certificates to signify their rejection of Western education, sometimes encouraged by religious figures (Okinbaloye, 2015). In the same report, Abdulwaheed Nasiru, a primary school dropout facing prosecution for his role in the October 2, 2015, bomb attacks that killed more than 20 people in Abuja, Nigeria’s federal capital, allegedly told a court how a local Imam urged believers to join Boko Haram and destroy their educational documents. Recruitment and retention of members however became increasingly forceful under Shekau’s leadership (www.youtube.com, 2013). In another release, Shekau warned: "We are going to burn down the schools, if they are not Islamic religious schools for Allah." It was not an idle threat, as illustrated by the subsequent actions of the insurgents.

Besides, poorly-educated young men and boys, mostly from extremely poor homes, initially embraced membership of the group voluntarily in exchange for financial rewards and the



promise of paradise in the after-life. A teenage boy released from military detention in May 2013 said he helped Boko Haram burn schools because he was paid the equivalent of US\$25 (Newswatch, 2013). By early 2012, Boko Haram's initial tactics to enforce the rejection of Western education by issuing threats and intimidating and harassing students, teachers, and parents became more severe. The insurgents began to destroy burn and pillage school buildings and property, mostly at night and during non-school hours, further impacting education. But worse was to come. From late 2013, Boko Haram began to deliberately target and kill teachers, school administrators, and education officials. In October 2015, the Nigerian National Union of Teachers said over 600 teachers had been killed in the Boko Haram conflict in northern Nigeria. Students were also increasingly targeted, with male students often killed or forcibly recruited and female students abducted (Olukoya, 2015).

Also, about 314 school children had been killed between 2012 and 2014. Tens of thousands of people fled Boko Haram's brutal attacks to seek shelter in camps for internally displaced people (IDP) or to live with host families. According to UNICEF, 952,029 school-age children have been forced to flee the violence. More than 600,000 have lost access to learning due to the conflict. Boko Haram's attacks have been particularly devastating for school-age children largely among the nomadic people of northern Borno, near Lake Chad and the border with Niger, where educational opportunities have long been limited. According to a teacher hired by the government to teach nomadic children between Gobio and Ngazai, near the Niger border (Ban, 2015).

Boko Haram's attack on Government Secondary School, in the town of Chibok, Borno state, remains one of the largest school abductions committed by the group and has become emblematic of the group's strategy to target education. On the night of April 14, 2014, 276 girls were abducted from their dormitories. While 57 of the girls managed to escape, 219 remain captive two years later. Boko Haram justified the abductions as punishment for the girls' participation in Western education. In a Youtube video released in May 2014, Shekau said women and girls would continue to be abducted to turn them to the path of true Islam and to ensure they did not attend school. While most of the 57 schoolgirls who escaped that abduction have received support from private individuals and institutions, as well as the Borno state government, to continue their schooling elsewhere, the fate of the 219 in captivity remains uncertain. Though recently, the news of release of about 82 girls went viral in the country.

Boko Haram first began to deliberately target schools in 2009. Initially the attacks were sporadic and usually after hours. Often insurgents looted the property before torching and throwing bombs to destroy school buildings, equipment, books, other educational materials, school records, and certificates. Sometimes witnesses identified the attackers as former students. People purportedly speaking for Boko Haram to local and foreign journalists and on videos posted on the Internet, claimed the group's responsibility for some of the attacks reported in this section. One of the earliest documented attacks occurred on July 29, 2009, when the group attacked Success International Private School in Maiduguri, destroying six classrooms and a school office and after carrying out the attack, chants of "Allahu Akbar" or "Allah is great" rented the air (www.youtube .com retrieved January, 14, 2017).

The Sect has been burning and looting of schools since 2009. By January 2015, 254 schools had been rezed, as well as 276 partially destroyed in attacks in Adamawa, Borno, and Yobe states (NEMA, 2016). In March 2016, Borno state authorities reported that 512 primary



schools, 38 secondary schools and 2 tertiary institutions in the state had been destroyed in the six-year long conflict. Yerwa Central Primary School Maiduguri, established in 1915, is the oldest primary school in northeast Nigeria. Located close to the site of Mohammed Yusuf's mosque, many of its students were drawn to his preaching. The school was attacked twice between 2010 and 2012 while 36 classrooms and offices were set ablaze in September 2010. On April 2, 2012, about a dozen insurgents woke up sleeping students at Government Secondary School Daura, 20 miles west of Damaturu, Yobe state. Insurgents made students lie on the bare floor and recite Quranic verses, and forced a teacher to load the school bus with computers, a power generator, and school certificates. They then set fire to two blocks of six classrooms and the principal's office (National Emergency Management Agency, 2016).

Boko Haram insurgents specifically targeted mostly male students of secondary school age and above—both to prevent them from attending school and at times seemingly to retaliate against the active involvement of students in repelling the group's attacks or assisting government security forces. The tactics used include shootings, grenade and suicide attacks. In March 2013, for example, Boko Haram launched deadly attacks on several schools in Maiduguri and in towns in neighboring Yobe state as the vigilantes gained the upper hand against them. On June 19, nine students of Ansarudeen School, Maiduguri, Borno state were shot and killed in their classrooms while writing exams. Boko Haram later claimed that the attack was to punish students for helping government soldiers hunt for insurgents (Abiodun, 2016:141). As security tightened around Yobe State, Boko Haram began to adopt suicide bombings as a tactic, with lone insurgents slipping unnoticed into schools. The attacks have not only killed students and teachers, but resulted in injuries so severe that students have been unable to return to school. On May 8, 2015, a school attack in Yobe state killed one student and injured five when a lone gunman shot his way into the College of Administration and Business Studies, Potiskum.

Boko Haram has in many cases used schools for various purposes in areas where it has seized control, such as to harbour stolen goods, and for military aims, including detaining captives and to store and manufacture weapons. On November 2, 2015, some photographs from suspected Boko Haram members showing insurgents allegedly manufacturing rockets at an unknown location were received. An inscription on one of the machines shows the abbreviation of "GTCB," which was interpreted in the report to mean Government Technical College Bama (BBC News, 2016).

Attacks were made on teachers directly related to their occupation; the teachers were threatened by the Boko Haram leader Abubakar Shekau thus: "School teachers who are teaching Western education? We will kill them! We will kill them!" (www.youtube.com, 2016). According to figures released by the Nigerian Union of Teachers in October 2015, a staggering total of 611 teachers have been killed in Boko Haram attacks since 2009, including 308 teachers in Borno, 75 in Adamawa, 18 in Yobe, 25 in Kaduna, 120 in Plateau, 63 in Kano and two in Gombe states. Public school teachers were the initial targets of threats for being government workers and teachers in Western-style schools. Many received personal visits from insurgents to warn them to stop teaching while a teacher in Gwoza was made to tear her NCE (National Certificate of Education) and WAEC (West Africa Examinations Council) certificate respectively." (Olukoya, 2015).

Many schools in the northern border areas of Borno State closed down between 2012 and 2013 because of Boko Haram attacks or the pervasive fear of violence. A teacher at Mobbar



Central Primary School, in Damasak Local Government, painted a dismal picture of the situation in the northern part of the state. No schools have operated in 20 out of 27 local government authorities that make up Borno State since March 2014. Most people displaced from the 20 local government areas relocated to Maiduguri, apparently the most secure location in the state (FHR Reports, 2015).

According to the UN, of the 2.5 million people who have fled their homes in northern Nigeria due to the Boko Haram insurgency, 2.2 million are internally displaced. For about 10 percent of displaced children, who are living in camps, there is some access to primary and secondary education, though it is far from adequate. About 29,094 out of over 980,000 displaced school-age children were able to access education in the northeast while there was no existence of educational classes in the five camps visited in Maiduguri, Borno State (UNICEF, 2015).

EFFORTS TAKEN BY THE NIGERIAN GOVERNMENT, PRIVATE AND RELIGIOUS BODIES TO COMBAT THE MENACE

The Boko Haram insurgency came as a fiery furnace in the Northeastern region but the federal government of Nigeria with other private and religious bodies made some efforts aimed at arresting the menace as follows:

Declaration of State of Emergencies in the Region

Nigerian Government's response to the deadly attacks of Boko Haram sects has been a mix of hope and horror; a state of emergency was declared in Yobe, Adamawa and Borno states inhabited by the sects under the regime of former President Goodluck Jonathan. As a result of the declaration of state of emergency in Yobe, Adamawa, and Borno state, government troops launched sustained offensive against the Islamic sects, but this did not yield the desired results. Also, in its response to the attack, the Nigerian Government imposed a 24-hour curfew on the northern towns. That the Islamic sect was able to launch attacks on some military installations and other public institutions despite the fact that the state of emergency was still in place then, raises questions about the effectiveness of the Government's counter-terrorism policy (Abiodun, 2016).

Adequate School Security

Some of the attacks on schools might have been prevented by better physical protections and an enhanced security response to early warning signs and threats. Even as the spate of attacks on schools increased in the northeast, especially in remote rural places, many schools and dormitories had no perimeter fence or secure gates. As a result of these, the Nigerian government has made provisions for security in the schools in the northeast region.

Resettlement and Education for Children in the IDP Camps

According to the UN, of the 2.5 million people who have fled their homes in northern Nigeria due to the Boko Haram insurgency, 2.2 million are internally displaced. For about 10 percent of displaced children, who are living in camps, there is some access to primary and secondary education, though it is far from adequate. About 29,094 out of over 980,000 displaced school-



age children were able to access education in the northeast while there was no existence of educational classes in the five camps visited in Maiduguri, Borno State (UNICEF, 2015).

Interventions by Religious Groups

Religious groups appear to play an important role in providing services to IDPs in Maiduguri, Borno state. The Catholic Church, which had to close 19 of its schools in the northeast and lost about 30 percent of teaching staff due to migration from the northeast, has settled more than 7,000 of its members in private homes, preferring to keep them out of camps which are prone to attacks. It is also involved in providing relief materials to IDP camps, including scholarships to Catholic and other schools through its Justice Development and Peace Committees, JDPC. In addition, the Ekklesiyar Yan'uwa of Nigeria, EYN, or Church of the Brethren which is the biggest denomination in southern Borno and northern Adamawa runs camps for people displaced from those areas. The Federation of Muslim Women is one the most active faith based, women's rights organizations in northern Nigeria. The group provides support to IDPs in the northeast to improve education for Muslim girls, and to integrate literacy and vocational studies into Quranic education (Oritsejafor, 2015).

In Maiduguri, the Future Prowess Islamic Foundation funded through a grant from the Swiss Embassy provides free education for children orphaned by the conflict, including children of Boko Haram suspects killed by government forces and civilians killed by Boko Haram. It liaises with the Ministry of Women Affairs to provide assistance to 350 orphans of all faiths in federal government colleges, and another 40 under the Safe Schools Initiative. According to the director of the foundation, more than 1,000 orphans have been registered in Maiduguri IDP camps (Abiodun, 2016).

Safe-Schools Initiative

The Safe-Schools Initiative was launched by Gordon Brown, the former United Kingdom prime minister and UN special envoy for global education, in Nigeria on May 7, 2014, to help protect schools in the wake of the worldwide condemnation that followed the Chibok school abductions. At its launch, the Initiative sought to reach more than 500 schools in the northern states of Nigeria. It aimed at raising funds through a \$10 million pledge by a coalition of Nigerian business leaders, working with Gordon Brown, the Global Business Coalition for Education, and the campaign "A World at School." The implementation of the three components: transfer of secondary students to safe areas and boarding schools in other states; piloting of a safe school model in 10 schools in each of the 3 states; and provision of quality education to conflict-affected children living in IDP camps and host communities (PINE, 2015).

Education-In-Emergencies Working Group, Nigeria

UNICEF established a group, known as the Education in Emergencies Working Group in late 2015 as a coordination forum for operators of education programmes in four northeast states - Adamawa, Borno, Gombe and Yobe. Partners include more than 70 government agencies and programmes, national organizations, faith-based and community organizations, donors, UN agencies, as well as other international development and humanitarian agencies. The working group, is aligned with the Nigerian government's Presidential Initiative on the Northeast and the Safe Schools Initiative (Wikipedia, 2017).



Education-Crisis Response Program

The Education-Crisis Response is a three-year USAID funded programme scheduled to run from 2014 to 2017. The programme aims at providing non-formal education opportunities for internally displaced out-of-school children in the northeast Nigeria. It is implemented by a consortium of international organizations and local organizations including the Civil Society Action Coalition on Education for All and the Federation of Muslim Women Association in Nigeria. It initially focused on displaced children and their hosts in local communities in Adamawa, Bauchi and Gombe States while it expanded in 2015 to Yobe State where it has enrolled 209 IDP children in four temporary learning centers in Damaturu, the state capital (Wikipedia, 2017).

THE WAY FORWARD

The researcher carefully made some viable recommendations on how the menace could totally put to an end as follows:

To the Federal Government of Nigeria

- Impartially investigate and prosecute Boko Haram leaders responsible for recruiting or abducting children and other abuses of international human rights and humanitarian law, including unlawful attacks on schools, students, and teachers.
- Take immediate steps to stop the military use of schools in line with the Safe Schools Declaration and the Guidelines on Protecting Schools and Universities from Military Use during armed conflict.
- Make public the report of the fact-finding Committee established by the federal government on the abduction of Chibok schoolgirls, and provide all residents including relatives of the missing girls with public updates on efforts to recover the girls, to regain the community's trust.
- Take proactive steps to implement the plans, including the Victim Support Fund and the Presidential Initiative on the North East, for the rehabilitation and reintegration of victims of violence including students and teachers who were forcefully recruited or abducted during the violence.
- Ensure that students deprived of educational facilities as a result of the conflict are promptly given access to accessible alternative temporary schools, including with suitable school equipment, and adequately trained teachers, while their own schools are repaired or reconstructed.
- Ensure availability and accessibility of schools, effectively implement the Safe Schools Initiative, and work with school authorities, community leaders and parents to ensure better security for the northeast region's schools.
- Ensure that teachers and students, and women and girls generally, who experience sexual violence receive trauma support and ongoing counseling, as well as immediate access to treatment for injuries, emergency contraception, safe and legal abortion and



post-abortion services, and access to sexual and reproductive health and psychosocial support. Develop a plan to assist children born from rape to ensure adequate services and protection for them and their mothers.

To the State Governments in Borno, Adamawa and Yobe States

- It is recommended that the state governments in the northeast region should link up with the global telecommunication company, Etisalat that has, through its initiative tagged “Etisalat’s Adopt-A-School Initiative”, facilitated building of classrooms and ICT facilities in some selected schools in some state in the country such as: Girls’ Government College, Dala, Kano State, Edward Blyden Memorial Primary School, Okesuna, Lagos State, Akande Dahunsi Memorial High School, Ikoyi, Lagos; Igwe-Uwokwu Village School, Oju LGA, Benue State; and Nuhu Bamali Primary School, Fadi Sanka Community, Zaria, Kaduna State with provision of 30 desktop computers, libraries fitted with furnitures and water, to extend the gesture to their region too.

To the National Assembly and the State Assemblies of Adamawa, Borno, and Yobe States

- The National Assembly should make legislation to domesticate the International Criminal Court’s Rome Statute, which Nigeria ratified in 2001, including criminalizing under Nigerian law; genocide, war crimes, and crimes against humanity, consistent with the International Criminal Court’s Rome Statute definitions. Ensure such laws apply retroactively at least until July 2002, the date the Rome Statute entered into force for Nigeria.
- The State Assemblies should legislate to domesticate at the state level Child Rights Act, which was enacted at the national level in 2003 for the protection of children’s rights.

To the Nigeria Security Agencies

- Take reasonable steps in line with Nigeria’s responsibility under international human rights law to protect students, teachers, schools, and all those in Nigeria’s territory from violence, but should not use excessive force, mistreat and torture of detainees, or conduct arbitrary arrests in quelling the Boko Haram threat.
- Take steps to implement the Guidelines for Protecting Schools and Universities from Military Use during armed conflict to which Nigeria made a commitment by endorsing the Safe Schools Declaration in May 2015.
- Encourage use of the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict throughout the chain of command by incorporating them in military “doctrine, military manuals, rules of engagement, operational orders, and other means of dissemination.”
- Order commanding officers not to use school buildings or school property for military purposes such as camps, barracks, deployment, or weapons, ammunition, and supply depots. Draw upon examples of good practice, as reflected in the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict.



CONCLUSION

This study extensively discussed the various threats of Boko Haram insurgency to education in the northeast, Nigeria which was precipitated by some factors revealed through the research findings. The study dealt with the various efforts' Nigerian government in consonance with private and religious bodies have undertaken to kill the threat of the insurgents. This study finally concludes that the more effective strategies of combating the threats posed by Boko Haram terrorists to education in the northeast, Nigeria.

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