

The Impacts of Boko Haram Insurgency on Educational Infrastructure and Facilities in North-East Nigeria

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Abstract

This study examined the impacts of the Boko Haram insurgency on educational infrastructure and facilities in North-East Nigeria, especially within Yobe State. This state has suffered the destructive activities of the sect, particularly towards western education. The region is one of the most destabilized geo-political zones in Nigeria due to the activities of the sect. Boko Haram insurgency destroyed 512 schools in the Northeast, displaced nearly 3 million people, and was responsible for 350,000 deaths. Yobe State is the second most affected state by the activities of the insurgent in terms of destruction of education infrastructure in the region after Borno State; then followed by Adamawa State. The article employed the Documentary Research Method (DRM) and applied document analysis that permits the utilization of documentary sources of data and systematic review and evaluation of available documents. The findings revealed the destruction of 609 buildings and other infrastructural and equipment. Some of the schools attacked included Bindigari and Central Primary School in Damaturu, Government Day Secondary School in Damaturu, and Government Secondary School in Mamudo. Federal Government College Buni Yadi and College of Agriculture, Gujba. The study further revealed that schools in the area were indefinitely closed at the peak of the conflict in 2014, and thousands of staff and students were displaced. The study recommends to the relevant authorities the reconstruction and rehabilitation of the affected educational infrastructure through enhancement of security operation within the buildings, provision of security to schools and the region, and prevention of future re-occurrence.

Keywords: Boko Haram, Educational Institutions, Insurgency, Insecurity Education Infrastructure and Facilities,

INTRODUCTION

The ongoing thirteen-year Boko Haram insurgency is one of the most violent, destructive, and debilitating internal security challenges bedeviling North-East Nigeria since independence. The impacts of the attacks on the six states in the region have been observed and recorded. Adamawa, Borno, and Yobe have experienced significant physical destruction and movements of displaced persons, which crippled their local economies and livelihoods. Bauchi, Gombe, and Taraba states have been affected by the spill-over effect of the conflict, particularly from the point of view of Internally Displaced Persons (IDPs) trooping into their

administrative boundary, which has imposed an economic and social burden on the host states, World Bank, (2015, cited in Avis, 2020).

Insurgent activities have displaced about 3 million people and are responsible for approximately 350,000 deaths in Northeast Nigeria (Reuters, 2021). According to UNICEF and EU reports, the Insurgency has killed 2,295 teachers and destroyed 1,400 schools since 2009 in North-East Nigeria (2021). The conflict was also responsible for the dropping out of 120,000 students from attending schools (Nwokolo, 2022). Though, h deaths attributed to

Boko Haram violence has substantially decreased since the sect's activity peaked in 2014. The group has been pushed out from several Northeast states and local governments by the Nigerian army in collaboration with neighboring countries like Benin, Cameroon, Chad, and Niger through the Multinational Joint Task Force (MJTF). According to the 2022 Global Terrorism Index (GTI), Nigeria improved from the fourth position in 2021 to sixth in 2022 (as cited in Nwokolo, 2022).

The origin of Boko Haram is usually traced to the year 2001 when a group known as Nigeria Taliban (in line with the agenda of Taliban in Afghanistan) emerged and started operation near the bank of River Yobe in Yunusari Local Government Area. The group came to the public and became known in 2003 when it attacked the Yunusari Local Government secretariat in Kanamma and the local police Station. Consequently, the group moved to Gwoza hills near a border with Cameroun for military drilling, after which it went underground. Hence, the group endeavors were peaceful and restricted to advocacy through preaching and mobilization for membership. The rise of the *Jama'atu Ahlis-Sunnah Lidda'awati Wal Jihad* group, which in Arabic means *People Committed to the Propagation of the Prophet's Teachings and Jihad*, otherwise known as *Boko Haram* in Northern Nigeria as a violent group began in 2009 after a clash with the state security forces. The name Boko Haram was given to the group by the public and media based on the opposition to western education. Moreover, Thurston (2018), observes that the word *Boko*, in the Hausa language, denotes more than just Western education to Boko Haram includes more broadly *people who operate within Western-style frameworks and institutions* or *Westernized people*. At various times, the group attacked police stations, prisons, police and military barracks, markets, educational institutions, mosques, churches, banks, filling stations, and public property, amongst others (Ibrahim and Hamman-Obels, 2017). Ibrahim and Hamman-Obels, (2017) stated that Boko Haram initially condemns western education and modern science, it preached against secular education in particular, a factor responsible for hatred and attacked on educational institutions. It described the Nigerian government as *Thaagut*; an *Arabic* word meaning *ungodly*. Mass media called them Boko Haram because of their frequent attacking and describing western education as forbidden.

Ezirim & Onuoha, (cited in Foyou, Ngwafu, Santoyo, and Ortiz, 2018:66) define terrorism as "the premeditated use, or threat of use, of violence by an individual or group to cause fear, destruction and/or death, especially against unarmed targets, property or infrastructure in a state, and is intended to compel those in authority to respond to the demands and expectations of the individual or group behind such violent acts."

The Boko Haram evolved and operated in Northern Nigeria but came to prominence only in 2009 as a result of violent confrontation with the state security forces in Maiduguri; consequently, violently suppressed in July 2009. Thereafter, it went underground, re-strategized, and resurfaced in October 2010. The group was under the leadership of Muhammad Yusuf, who resided in Maiduguri. The movement was peaceful until 2009

violent clashed that resulted in the death of the leader (Mohammed, 2017:54).

The attack on schools leads to destruction of classrooms building, schools records, instructional materials, and above all responsible for loss of lives of the teachers, pupils, students, and displacement, and thereby affecting educational achievements at various levels in the region (Mohammed, 2017). The impacts of the insurgency was equally emphasized during the 2022

National Delegates Conference of the Nigeria Union of Teachers by the Chief Executive of Teachers' Registration Council of Nigeria (TRCN), Josiah Ajiboye, who said:

The ruinous impact of the 13-year-old insurgency on education in the Northeast more than 2,295 teachers while about 19,000 others were displaced between 2009 and 2022. Boko Haram, whose underpinning philosophy is "western education is sinful," also led the destruction or forced closure of some 1500 schools while more than 600,000 children have lost access to education due to the armed conflict (Thisdaylive, 2022).

In Yobe state, the Nation (2016), reported that

Public buildings and facilities worth ₦7 billion were destroyed, while private property and assets worth over ₦7.4 billion were also destroyed during the mayhem. Other destruction includes 1,098 classrooms and 4,209 rooms from the health facilities, 5,162 assorted vehicles, and 109,267 livestock were all destroyed (the Nations, May 2016).

Has the crises continue to aggravates, the Federal Government of Nigeria including the sub-national governments have collaborated with partners and neighbors in the fight against terrorism; Cameroon, Chad, Niger, Benin, and Nigeria (members of the Multinational Joint Task Force - MJTF) have greatly contributed in intelligence gathering and mobilization of troops to areas attacked by Boko Haram (Foyou, Ngwafu, Santoyo, and Ortiz, 2018)

Statement of the problem

Since 2009, persistent conflict in North-Eastern Nigeria has led to the loss of lives and properties, destruction of critical infrastructure, displacement of millions of people, and the destabilization of the economy, health, and education systems in the region. These developments have had attendant effects on the productivity and development of the region and the country at large, given scarce national resources. The conflict is one of the most violent, destructive, and debilitating of the nation's internal security challenges since independence. A number of studies have investigated and reported the impact of this crisis in the North East region of Nigeria (Mohammed, 2017; Ibrahim & Hamman-Obels, 2017; Usman & Dabai, 2020).

In view of this, Avis, (2020) & Ibrahim and Hamman-Obels, (2017) examined Boko Haram's various acts of destruction to education infrastructure, health facilities, markets, and farms; closure of cattle markets, and restricted access to lands with

consequent negative impact on livelihoods, are considered to have adversely affected the developmental outcomes of the region. Nwokolo (2022) maintained that security challenges have affected governance and economic growth in Nigeria. The Guardian (2021), reported that “the Nigerian government has spent at least ₦8 trillion on security provisions in the last six years in an effort to address security challenges in the country”.

The North-East states are Borno, Gombe, Bauchi, Yobe, Taraba, and Adamawa states. This study observed that the BAY states of Borno, Adamawa, and Yobe are worst hit by the destructive impact of the insurgency. Critical review of theoretical and empirical literature revealed a gap in the investigation of impact of Boko Haram insurgency on educational infrastructure and facilities. Most studies concentrated on the causes of the insurgency, displacement, humanitarian condition of the IDPs among others. This study intends to look at it critically from the point of view the consequences of the insurgency acts particularly on the educational infrastructure and facilities. Insurgent violence and terrorism carried out by Boko Haram and Islamic State’s West Africa Province (ISWAP) remains the major driver of insecurity across North-Eastern Nigeria and the Lake Chad region.

Nwokolo (2022) report on Nigeria’s Security Situation Analysis indicates that some factors were responsible for terrorism in Nigeria; corruption, poverty, unemployment, religious extremism, and illiteracy. Illiteracy most importantly creates poverty and backwardness in the BAY states of the Northeast, hence, continuous destruction of schools and classrooms might sustain retardation of education and the poverty. Research shows that poverty level is higher in the North-East region than other region of the country. Also, the impact of external terror groups operating in Somalia, such as the Islamic State in Syria and the Levant (ISIS or ISIL), Al-Qaeda, and Al-Shabab, is another factor influencing terrorism in Nigeria.

Hence, the concern of this study is to examine the impact of Boko Haram insurgency on educational infrastructure and facilities in North-East Nigeria - with a specific focus on Yobe State, where the effects of the insurrection are greatly affected and suggest way out from the quagmire.

Objectives of the paper

The general objective of the study is to find out the impact of Boko Haram insurgency on educational infrastructure and facilities in Yobe State, North-East Nigeria. The specific objectives were:

- I. To find out the circumstance that led to the emergence of the Boko Haram sect.
- II. To determine the consequences of the insurgents’ attack on educational infrastructure and facilities in Yobe State.
- III. To recommend measures for reconstruction and rehabilitation of the affected educational infrastructure and facilities in the State.

Study area and methodology

The area of study is Yobe State, Nigeria. It is located in the Northeast Geo-Political Zone of Nigeria. The state was carved out of Borno State on 27th August 1991, it’s situated within latitude

and longitude 11o N and 13.50 E respectively. The state covers an estimated area of 47,153 square kilometers and shares international boundary to the north with the Republic of Niger, to the west with Jigawa and Bauchi States, to the east with Borno State, and to the south with Borno and Gombe States. The choice of Yobe states to represent the North-East for this investigation is considered strategic considering the level of destruction of educational infrastructure and facilities in the area.

Based on the projected 3.2% growth rate per annum, Yobe’s population is 3.5 million. With 70% rural population, Yobe state has 12% and 32% female and male literacy rate respectively spread across its 17 Local Government Areas (NPC, 2008). Islam is the predominant religion of the citizens and Kanuri, Fulani, Hausa, Bade, Ngizim, Kare-Kare, Bolewa and Ngamo are their major ethnic groups. Farming, commerce, and trade are considered the main occupations of the citizens. Yobe like most Northern states in the Nigeria operates a pluralistic education system with both Islamic and western systems serving the populace.

Research Methodology

Research, a process of systematically collecting and analyzing of valid and reliable information in a given context, involves establishing the purpose, approach, design, methods, analysis, interpretation, and conclusion of such an undertaking. The components include the study area, method of data collection and analysis as well as instrument of data collection and analysis. The research employed Documentary Research Method (DRM). A document is a written text by individuals or groups for a particular purpose. Available documentary data were used in addressing the objectives of the study. Specifically, published documents in line with research problem for the study such as textbooks, journals, research projects among others (Ahmed, 2010 & Mogalakwe, 2006).

Regarding data analysis; document analysis that deals with critical examination of qualitative (documentary) research data was applied. Bowen (2009:27) sees document analysis as a systematic procedure for reviewing documents - both printed and electronic (computer-based data) material. As a technique of qualitative research, it requires examination and interpretation to elicit meaning, gain understanding, and develop empirical knowledge about a particular concept; Corbin & Strauss, (as cited in Bowen, 2009:27).

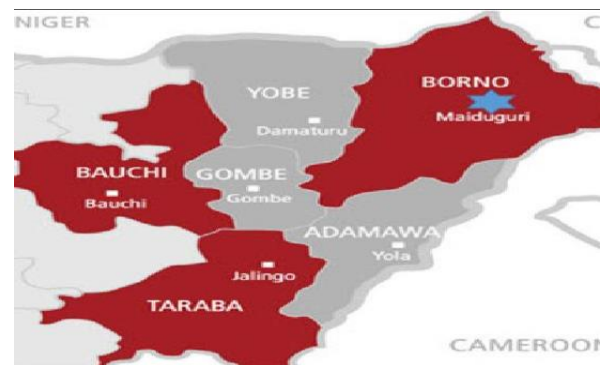


Figure 1 showing the North-East Region, Nigeria

Boko Haram insurgency and destruction of educational infrastructure and facilities in the North East region of Nigeria

The violent attack has negative impact on educational sector in the North-East Zone particularly in Borno, Yobe, and Adamawa states. The impact range from death of pupils, students, and staff in the educational institutions. It also include the destruction of classrooms and other educational infrastructures in the region.

It has been noted severally, that the road to destroy a given society is to destroy their education. Therefore we can conclude that the targets of the insurgents are not the destruction of the building or other educational infrastructure, but rather the education system itself. O'Malley (2010) observes that:

Attacks on education, particularly where they lead to schools being kept closed or out of operation for a number of years, may have the opposite effect of undermining the chances of successful social and economic development by creating instability and fragility at the village, *and community* level. This works on two levels. First, by undermining confidence in the government's ability to govern; and second because education is the foundation for every type of development whether it is economic, social, or political. The drive to get millions of children back into school in Afghanistan following the overthrow of the Taliban provided hope for the recovery of the country after years of destruction of educational infrastructure during the preceding wars, which left a third of the country's 8,000 schools in ruins and 80 percent of the population illiterate...(2010:19).

Therefore, the government, the community, and international community should be able to see beyond the obvious and take the proper action to dispel the intention of the insurgents; group, not only in Yobe state both the entire North East region. Thus, governmental efforts in paramount in reversing the impacts of the Boko Haram on education.

In line with this, Abbas (2017), conducted a study on Gaidam Regime's Social welfare Performance in Achieving Democratic Consolidation in Yobe State. Through qualitative research design, the study specifically interviewed key stakeholders in Yobe state. Thus, data collection technique involves semi-structured open-ended interviews purposively with key informants and analysis of documents. The raw data were analysed using transcription and sorting to develop trends, patterns, and themes emerging from expressed view of informants. Part of the findings of the study particularly with regards to educational development indicated that Boko Haram insurgency has seriously added to the existing challenges of education infrastructure in the state over the years. In a report, it showed that the total numbers of public buildings and facilities destroyed spread across the 12 LGAS was 1,098 with education having 609 of its buildings being destroyed (YBSG, 2016). Hence, 55.5% of the public and private infrastructures

destroyed by insurgents in the state were in the education sector (YBSG, 2016) that should be rebuilt.

To justify this position previous studies have shown that in most post-conflict areas, education is expected to play more stabilizing factors (Diwakar, 2015; USAID, 2011). In the case of Yobe state, this might have led to the prioritization of education, because dealing with limited resources as under this regime had to deal with many other social welfare responsibilities. Diwakar (2015) assured that the starting point to solve this problem could be an assessment of the cost of destroyed infrastructure which may provide a foundation for short as well as long terms measures by the regime to address post-conflict situation. Some of the schools attacked included Bindigari Primary School, Central Primary School, Damaturu, Government Day Secondary School, Damaturu, and Government Secondary School Mamudo. Federal Government College Buni Yadi and College of Agriculture, Gujba were also attacked. At regular intervals, the state had to suspend teaching and learning for that reason (Raji, 2017).

Figure 1: showing one of the structure destroyed by the insurgency.



Retrieved from Independent newspaper, (2013).

Usman, Ibrahim, and Yerima, (2018) examined the effects of insurgency on basic education facilities in Mandaragirau District, Biu, Local Government Area of Borno State. The study indicated that the emergence of Boko Haram since 2002 in the North Eastern Nigeria has affected several sectors of the Nigerian economy. Education sector in particular due to several attacks on schools, killings, and abduction of students, killing of teachers, and total destruction of school structures leading to indefinite closure of schools in the region, thus, halting all educational activities in the area. The findings revealed that Boko Haram's attacks on schools with bombs and other Improvised Explosive Devices (IED) in Mandaragirau District, resulting into killing, abducting, and kidnapping of school children in the area creating fear and displacement of families in the locality. The study further revealed that schools in the area were indefinitely closed during the peak of insurgency and this has significantly affected the day-to-day running of the schools and consequently, affecting education of children in the area. The study recommend that free and compulsory education should be provided to all, especially at the basic education level. Security agents should be deployed to protect all educational facilities in crisis-affected area.

Usman and Dabai (2020) undertook a study titled: Boko Haram Insurgency: Repercussions on Educational Institutions in Adamawa State, Nigeria. The paper interrogated the repercussion of Boko Haram attacks on educational institutions in Adamawa State. With regard to methodology, the population of the study comprised students and staff of Adamawa State University, Mubi and the Federal Polytechnic, Mubi; questionnaires were administered and an in-depth interview conducted as instruments for data collection. A sample population of 300 respondents was employed for the study. Cluster and accidental sampling techniques were employed for generation of the sample.

The group attacked Universities, Polytechnics, Colleges, Secondary and Primary schools with IEDs, rocket, suicide bombs, grenades, and gun shootings. As a result, school structures were destroyed, and thousands of staff and students displaced by Boko Haram insurgents. The study discovered that the attacked have affected academic activities, structures, manpower, and coping strategies of the affected institutions as well as the communities. The study recommended that government should improve security situation, and the affected institution should be assisted by the government and Civil Society Organizations for improvement of academic activities.

Ibrahim and Hamman-Obels (2017) stated that Boko Haram has attacked security formations, schools, markets, banks, Islamic scholars, Christians, traditional rulers, politicians, public servants, and lately all non-members of the group. Indeed, the group attacked the thirteen states of the North-East and North-West zones of Nigeria. Despite the fact that the region is one of the least developed regions in the country even before 2009 Boko Haram insurgency;

Given the impacts of the insurgents on educational structures, Mahmood (2021), examined the impact of Boko Haram Insurgency

on Educational Activities in Borno State. The research was guided by four specific objectives. The study used descriptive survey design that allows generation of primary data using questionnaire and interview. The population of the study consists of the staff and students of public secondary schools in Maiduguri, the capital of Borno State. A purposive sampling and simple random sampling techniques were adopted for selecting the schools and the staff from the affected schools. A sample of 150 staff and students were drawn from the population, comprising of 30 Teachers, 20 Administrators, and 100 students of 2020/2021 academic session.

The findings shown that Boko Haram insurgency have negatively affected students enrollment in most public secondary schools in Maiduguri, Borno State, contributed to low school attendance and responsible for destruction of school facilities and infrastructure. Based on the findings of the study; government and security agents should be vigilant on what is happening in the society and security agents should give special attention to the schools and students of the region with all necessary action to protect them from the physical and psychological attacks from the Boko Haram insurgency.

The aims and objectives of the Boko Haram might not be clearly reveal to the policymakers and the general public. However, it one reflects on the contribution of education to economic and social development, suffice to say that the insurgents' persistence attacks on the school structure and education facilities might be to undermine the youths of the region and deprive them of economic and social achievement in the future. This will then propel the efforts of the governments of the region and particularly Yobe state government on where to direct their efforts towards curbing the attacks on educational infrastructure.

Boko Haram's Timeline of Tragic Assaults on schools

Table 1 Boko Haram's Timeline of Tragic Activities

Date	Place of Attack	Casualties	Nature of Attack
April 11, 2012	Damaturu		Boko Haram attack and bomb Fika Primary school
Aug 19, 2012	Yobe		Boko Haram attacked and blew up the primary school in Damagum
Sep 6, 2012	Yobe	15 killed	In a series of 6 coordinated attacks, the capital of Yobe state Boko Haram militant attack 2 primary schools killing approximately 15 students
Oct 18, 2012	Yobe	23 killed	Boko Haram attacked an Islamic seminary school and 2 primary schools in Potiskum town killing approximately 23 students
Oct 25, 2012	Yobe	4 killed	Boko Haram attacks Potiskum town and sporadically shooting into Chadi Primary school and killed 4 students
Nov 16, 2012	Yobe		Gasamu Science Boarding Primary School was attacked by Boko Haram and they burnt 15 classrooms
June 18, 2013	Yobe	11 dead	Boko Haram attacks GSS Damaturu, shooting sporadically, killing 7 students, 2 teachers, and 2 gunmen. Headed to the staff quarters killing 2 another teacher, 6 students sustained various degrees of injuries

July 6, 2013	Yobe	42 dead	Boko Haram attack GSS Mamudo in Potiskum LGA. killing 41 students and a teacher
July 6, 2013	Yobe		Boko haram set fire to the GSS Potiskum. Killing 46 school children's and staffs and wounded 4 others
Sep 29, 2013	Yobe	41 died	Boko Haram stormed a dormitory of college of agriculture in Gujba. Killing 40 students and a teacher
Feb 25, 2014	Yobe	29 died	Boko Haram invaded a co-educational, FGC boarding school in Buni Yadi killing 29 male students, injured 59, abducted some female students, some girls ordered to quit school and get married or be killed in next attack
Nov 10, 2014	Yobe	49 died	Boko Haram attacks Potiskum town killing 49 student and injuring 75 in GSS Potiskum
February 19, 2018	Dapchi		110 students kidnapped after Boko Haram invaded the Government Girls Science Technical College (GGSTC)
20th April, 2022	Geidam		Boko Haram bum staff quarters of Government Science and Technical College Geidam.

Source: Okpaga, Ugwu, and Innocent (2012: 88-89) with input from the authors.

Table clearly shows the timeline for Boko Haram attacks on educational institutions in Yobe State. The attacks resulted in deaths of many students, teachers, and destruction of school infrastructure.

The findings of this study are consistent with many previous findings in other contexts where conflict affects education and educational development in general. In Iraq for instance; Vidya (2015) studied the effect of armed conflict on education from experience of Iraq. It shows devastating effects of conflict on human capital formation and the development of education. The findings of the study revealed that conflict leads to the destruction of school infrastructure, displacement, and deaths of students and education administrators.

Abbas's (2017) study revealed clearly the negative consequences of Boko Haram insurgency on education infrastructure in Yobe State, particularly between 2011 and 2015. An informant argues, "It is easy to destroy but it very difficult to rebuild". This means that the complete rebuilding of this destroyed education infrastructure may take a longer time to achieve as is expected under this political system with competing for democratic demands and responsibilities on government. Similarly, Diwakar (2015) advanced that rebuilding destroyed schools guarantee the continued education of young boys and girls that are very crucial for the future of the region affected by conflict. Evident shows that the destructive activities of the insurgents did not stopped on the destruction of the educational infrastructures alone, but the remaining building were also occupied by the IDPs. Proving that without stringent action to contain and stop the insurgents' attacks, it will take longer period to put education back on track in the region.

Government efforts to repair the damages on educational infrastructure and the need for reinforcement

It has been noted that differing types of measures are needed to tackle both short, medium and longer-term effects of attacks on education, depending on whether the effects are being addressed

before, during, or after the conflict, whether the attacks and threats of attack on education are ongoing and, importantly, whether fear of future attacks is continuing. Also, depending on whether the government and the communities have not being psychologically affected by the destruction, whichever is the case, will determine outcome of the efforts. Having understand the contribution of education to the state's economic, social, and developmental growth, and also the seeming intention of the insurgents to thwart these development, the government must not be slack in tackling the activities of the insurgent with the most aggressive developmental policy that can ensure a quick educational bounce back or even bouncing forward.

It is worth noting that the communities in Yobe state are previously backward educationally, and if our assumption that community that is backward education wise, is like to lack growth and endure poverty. However, it is good to observe that the generality of the communities in Yobe state and the government did not surrender to the whims and caprices of the insurgents and their aims to halt the pursuit of western education in the state. The government in conjunction with UNICEF launched tent classes in some IDPs camps. The USIP's Education Crisis Response (ECR) is another education intervention that keeps on reminding the insurgents that the communities are not giving up the provision and pursuit of education in the state.

Figure 2: showing some pupils taking lesson in tent classroom to demonstrate their determination to continue the pursuit of education



Source: Dailytrust: Oct 2015

The state government is also making efforts singularly or sometime in conjunction with international organizations. For instance, in 2015, the Yobe State government announced the rehabilitation of over 300 classrooms and provided infrastructure in schools destroyed by insurgents across the state (The Guardian, 2015).

By 2018 (Vanguard, 2018) reported **Governor** Ibrahim Gaidam in efforts to reverse the devastation inflicted by *Boko Haram* insurgents on the education sector in the state, has spent N3.5 billion on renovation, rehabilitation, and upgrade of seven secondary schools. These schools includes, GGS, Nguru, GSS, Fika; GSS Gwio-Kura; GSS Yunusari; GSS Nangere; Government Girls College, Damaturu, and GSS, Damaturu.

By 2021 the State Universal Basic Education Board (SUBEB), in conjunction with UNICEF and assistance from German Government have assisted in rebuilding and renovating schools in the Northeastern region, most especially, Yobe State. The construction of classroom and office block in Dawayo and Azamkura were reducing pressure on existing structures. Several modern primaries, junior secondary, and senior secondary schools are either being built or upgraded to modern standard.

However, this study will like to see a situation where the relocated schools to Damaturu are return back to their original location. Schools such as Federal Government College Buni-Yadi, College of Agriculture-Gujba, Government Secondary school Babangida, etc. these will not only encourages the members of the immediate communities benefit from the it, it will also boost the economic development of the area.

Summary of major findings

- i. The findings of the study revealed that Boko Haram insurgency destroyed schools structures in Yobe State; a total of 609 buildings were destroyed. While several educational/instructional materials were either destroyed or vandalized.
- ii. The study further showed that the conflict was responsible for death of pupils, students, and teachers.
- iii. The Boko Haram insurgency was also responsible for displacement of communities in the state, which by extension resulted in destruction indefinitely / closure of schools at the peak of Boko Haram insurgency in 2014 – 2016 which has had serious implications on education in the state.
- iv. The conflict led to drop out of many pupils and students; added to the rate of out of school pupils and students in the state thus growing the level of backwardness in the state.

Recommendations

Based on the findings of the study, the following recommendations were made:

- I. The government of Yobe state in conjunction with the Federal Government and other states in the North-East region should ensure speedy reconstruction of the

destroyed school building to be able to drafts the youth back to school in order not to be a tool in the hand of the insurgents.

- II. Federal Government of Nigeria and state governments in North East Region should ensure proper security in the region and the entire nation. This will reduced the numbers of IDPs as well as out of school children, thus boost the level of our education and by implication economic and social development.
- III. There is the need for governments at all levels to intensify efforts to tackle Boko Haram insurgency in the country.
- IV. There is the need for collaborative efforts of stakeholders for redesigning a campaign to remobilize youth back to the classes. Not only the teacher should be giving improve skills, qualification, and remuneration.

Conclusion

This study examined the impact of the Boko Haram insurgency on educational infrastructure and facilities in of the worst-affected states in the North-Eastern region of Nigeria, which is Yobe State. Yobe State is second after Borno State considering; the destruction of educational infrastructure and facilities. Boko Haram insurgency was responsible for the destruction of educational infrastructure and facilities in the North East, such as; classrooms, instructional materials, laboratories, and buildings, killing students and teachers as well as displacement of about 3 million people. In a nutshell, Boko haram destroyed about 254 schools in Northeast Nigeria. It is the interest of the government in the region to be able to dig into the genesis of the crisis and as part of the solution attempt to address it for active management of the calamity.

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