

Effects of Boko Haram Violence on Western Schools System in Yobe State of Nigeria

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Abstract. The study is aimed at assessing the effects of Boko Haram Violence on Western schoolsSystem in Yobe State, Nigeria. One objective was formulated to guide the study, specifically to establish how Boko Haram violence has affected western schools system in Yobe State. A descriptive research design was adopted in which the instruments for data collection was a 10 items questionnaire based on 4-point Likert's scale of staff of Yobe State universal Basic education Board, teachers, head of schools and PTA/Community members were conducted as a means of generating primary data. The data collected was analyzed using the descriptive statistics of mean and standard deviation analysis through a statistical package for social sciences (SPSS 16.0 Version) using frequency tables and percentage. The study findings among other revelations discovered that Boko Haram has attacked schools resulting in the indiscriminate destruction of schools infrastructure and the teaching and learning materials, loss of teachers, killing and kidnapping of school children as well as recruiting children of school going age as suicide bombers and spies. This therefore, has negatively affected the quality and standards of western schools system in Yobe State. The study recommended that the federal government should ensure educational facilities are adequately secured, especially in the northern States to forestall attacks on the school which

claim the lives of pupils and their teachers alike, while also leading to wanton destruction of schools infrastructure. Equally, the schools being destroyed by the Boko Haram should be rebuilt and children should be encourage to go back to schools. Teachers, particularly in Yobe State and northern part of the country should be motivated by special allowances to amelioratethem from untold hardship they suffer as a result of Boko Haram violence. This ensure a high rate of retention of teachers in the school system. On schools internal security system daily school attendance record books should be adopted by the all schools in Yobe State, likewise students' movement record book should be introduced and kept by teachers with a daily report to the school head. This will make the school authorities to understand and have controls of the school internal security system during the school hours for the betterments of the students, teachers/personnel within the school environment and society at large.

Keywords: Boko Haram, Violence, and Western Schools System.

1. Introduction

Boko Haram cod- named as the Jama'atuAhliSunnahLidda'awatiwal-Jihad, which means People Committed to the Propagation of the prophet's Teachings and

Jihad was formed in 2000, at the onset, to propagate the teachings of the Holy Quran. Its leader, Mohammed Yusuf was a popular Islamic scholar and leader of the youth wing of Ahl-Sunnah, a salafi group. The salafi's dwell on the teaching of the founding fathers of Islam, which include the prophet Mohammed and the first four caliphs of the ancient Arabian Community. The group clamored for total Islamization of Nigeria and adoption of Sharia law (Adetoro, 2012; Eme & Ibieta, 2012, and International Crisis Group, 2014). Since 2009, faithful to its name, Boko Haram has targeted the Nigerian education system assaulting schools, students, and teachers in Borno, Adamawa, and Yobe States in Northern Nigeria. The insurgents' dislikes children attending schools, and also committed criminal offences ranging from kidnapping of school pupils and attacking teachers in schools (Adeyemi, 2014). By implication, Boko Haram translates to war against western schools especially in Yobe State, Nigeria.

Nigeria has historically been a violent-prone country due to its heterogeneous population along ethnic, religious, and cultural lines. From the colonial proclamation of 1900 to independence in 1960, the British controlled Nigeria through indirect rule, fueling the ongoing uneven development between the North and the South of the country. Nigeria underwent a successful, although not peaceful, transition from military to civilian rule in 1999, and it has held four elections since then (Eleonora, et al, 2017).

Violence in Nigeria is highly regionalized and has progressively taken various forms, spanning from the high levels of religious and ethno religious violence in the North, to the local insurgencies that mutated into criminality and maritime piracy in the Niger Delta region and the clashes between farmers and pastoralists in the Middle Belt region (Marc, Verjee and Mogaka, 2015). In the West African region as a whole, the nature of violence changed over the last decade from large-scale conflicts and civil wars to a new generation of threats such as rising election-related violence, extremism, and terror attacks, drug trafficking, maritime piracy, and criminality. In addition, wars are increasingly being fought on the periphery of the

state by armed insurgents who are both factionalized and in some cases militarily weak such as the Tuareg and Arab uprisings in Mali and Boko Haram in Nigeria.

Nearly fifteen million people have been affected by the violent radicalization of the Boko Haram members and the resulting military operations in the North-East of Nigeria since 2009. An analysis of the aggregated ACLED data for the North East zone conducted by Clionadh et al, (2010) over the 2003-2016 period reveals that the year 2009 was a turning point for the violence in the region. The Boko Haram violence has triggered an acute humanitarian and forced displacement crisis, with devastating social and economic impacts on the population, further deepening underdevelopment and regional inequalities. The fighting became particularly intense after 2013, and has led to the loss of at least 20,000 lives and the displacement of an estimated 2.1 million people internally and across international borders (World Bank, 2016). The most affected states are the north eastern states of Borno, Adamawa and Yobe, and the most affected groups are women, youth and the children's of schools going age which account for nearly 80 percent of the affected populations (International Organization of Migration, 2015). Sexual and gender-based violence during the insurgency was widespread, girls and women who experience sexual violence from Boko Haram members are stigmatized by their communities and girls are often used by the terrorist group as suicide bombers (World Bank, 2015). At the same time, men and boys especially schools going age also confront a range of threats, including violence, abduction, forced recruitment by Boko Haram and vigilante groups, and detention on suspicion of militancy sympathies (Ibid).

The violence has had particularly high consequences on the primary and post primary education systems, disrupting access to education and social services, especially for young people. Schools were damaged and destroyed, teachers were threatened and in some cases killed, and schools were transformed into shelters for IDPs. Schools that are in operation across the three States of Borno, Adamawa and Yobe are overcrowded and are largely unable to

meet the needs of the host population and IDPs (Eleonora, et al, 2017). The estimated total effect of the terror on the schools and education sector of the North is around US\$273million, 53 percent of which is accounted for by the affected States (World Bank, 2016). And fear of violence impedes attendance at schools, especially for girls (Nigeria Political Violence Research Network, 2013).

2. Statement of the Problem

Education in the Northern part of Nigeria Yobe State has been under disruption since 2012 by a group called Boko Haram. This group of insurgents has become a threat to many homes and specifically on school going age children and has eaten deep into the western schools. The immediate effect of violent attacks includes the loss of, injury to, or abduction of students, teachers, personnel and burning of schools and properties by Boko Haram. The officials of education system close 85 schools in Yobe State affecting nearly 120,000 students, after a spate of attacks by Islamic militants in an area that has the country's worst literacy rate (The Guardian, 2014).

More than 270 school girls kidnapped on the night of 14th April, 2014 from a school dormitory in Chibok, a town also in the Nigeria's troubled North East remain missing with only 163 having been either released, escaped or rescued so far at the time of this work and currently have been forced into marriage with members of Boko Haram (BBC, 2017). This therefore, has created a palpable fear and apprehension in the minds of educational practitioners, parents and students especially in Yobe State, making many of them to abandon schools and if left unchecked will lead to more undesirable consequences on western education in particular and the civilians in general. More so, the gap in knowledge which my study intends to fill is that despite of all the efforts of government to curb Boko Haram with huge budget to security, there is hardly any significance reduction on the insurgents in Northern Nigeria. Hence, the need for this study is to assess the effects of Boko Haram violence on western schools in Nigeria with particular reference to Yobe State.

3. Methodology

This study was a descriptive study of the survey type. The population of the study comprises of Basic school heads and teachers, staff of Yobe State universal Basic education Board, and PTA/community members in Yobe State, Nigeria. Purposive sampling procedure was used to select 12 basic schools and their school heads in most affected areas of the State who are believed to be much vulnerable of Boko Haram violence. While simple random sampling method was adopted to choose teachers, staff of Yobe State universal Basic education Board as well as PTA/community members that gave a sample of 312 respondents. The instrument for data collection was a ten (10) items questionnaire based on a four (4) point modified Likert's scales of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) was designed for the study. The instrument was validated by 3 experts from school of education, department of General studies education, Umar Suleiman College of Education Gashua, Yobe State- Nigeria. It was administered personally; all copies of the instrument administered were returned and found valid for analysis.

4. Literature Review

4.1 Time lines of Boko Haram Violence on Schools: Instances and Cases in Yobe State, North-Eastern Nigeria

Since 2012, Boko Haram has been waging almost daily war on Nigeria's northern territory especially against the police, military and educational institutions as their prime targets. Aside from using stolen and self – made explosives, imported guns and ammunitions, Boko Haram was reported to snatch vehicles at gunpoint and used the less exotic ones for suicide bombings (Okpaga et al, 2012). Sometimes also, they ride on bicycles with rifles to attack schools and school age children's. Their volatilities had so far claimed more than 1,000 live with properties worth millions of naira destroyed as can be seen in table below:

Table 4. 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 teachers, 6 students sustained various degrees of injuries
July 6, 2013	Yobe	42 dead	Boko Haram attack GSS Mamudo in Postiskum LGA. killing 41 students and a teacher
July 6, 2013	Yobe		Boko haram set fire to the GSS Potiskum. Killing 46 school childrens and staffs and wounded 4 others.
Sep 29, 2013	Yobe	41 died	Boko Haram stormed a dormitory of college of agriculture in Gujiba. Killing 40 students and a teacher
Feb 25, 2014	Yobe	29 died	Boko Haram invaded a co-educational, FGC boarding school in Buniyadi 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.

Source: Okpaga et al (2012: 88-89). *Activities of Boko Haram and insecurity question in Nigeria. Arabian Journal of Business and Management Review. 1 (9): 77-98*

4.2 Boko Haram Violence on schools

Several studies (Coursen-Neff & Sheppard, 2010; Amnesty International, 2013, and Jones & Naylor, 2014) have started many reasons for the attacks suffered by western education by insurgent and these include:

Insurgents often see schools and teachers as symbols of the state.

Since their grievances are against the governments and their policies, the insurgents see attacking schools as attacking one of the institutions that form parts of what gives the governments strength and relevance to the peoples they govern. The insurgents also are aware that western education is what touches all the citizens, so attacking it makes all citizens to feel impact of their campaigns.

Hatred for content of education offered

Sometimes schools are attacked because insurgents see the content of the education being delivered as against their religion or their ideology. For instance, they see education of girls (making women to be free and equal to men) as a violation of their religious tenets. Coursen-Neff & Sheppard (2010) noted that in

some countries, schools have been targeted because their curriculum is perceived to be secular or ‘western’, as in the case of Nigeria’s ‘Boko Haram’ which means ‘western education is forbidden’ because it is evil!

Recruitment of School Children for child Soldiers/Suicide Bombers

As Boko Haram attacks in Nigeria escalates, the group is building an insurgency that increasingly includes children, a practice finding increasing favor among the latest round of uprising in Africa (Ugwumba, and Udom, 2014). Thousands of children are serving as soldiers in armed conflicts around the world. Often they are abducted at school, on the street or at home. Others enlist “voluntarily”, usually because they see few alternatives. They may fight on frontlines, participate in suicide missions and act as spies, messengers or look outs. Girls may be forced into sexual slavery; Nigeria abducted Chibok girls as typical example. The northern region of Nigeria, where the attacks are concentrated, is a home to the majority of Nigeria’s 11 million out-of-school children. There, Boko Haram found young, uneducated fighters, easy to recruit from the ranks of vulnerable street kids and Almajiris, poor boys

who are sent to beg by Muslim religious leaders (Ugwumba, and Udom, 2014). In Maiduguri, human right watch researchers saw a video recording of the interrogation by security forces of a 14 year old boy, who described the role he played in Boko Haram operations. Such children are robbed of their childhood and exposed to terrible dangers and to psychological and physical suffering. They also face the risk of being uprooted from their homes and communities, internally displaced or refugees are Children in Nigeria being recruited as child soldiers by Boko Haram are denied access to education and killed or injured in indiscriminate attacks carried out in most affected areas in North Eastern Nigeria.

Large numbers of teachers and pupils are killed or traumatized

Coursen-Neff & Sheppard (2010) lamented that students, teachers, and schools have all been caught in the conflict in Yobe State, North-Eastern Nigeria. Insurgents have killed and threatened teachers; bombed and burned government schools and teachers’ housing facilities; and recruited children into their ranks from schools. Government military and paramilitary forces have occupied school grounds to establish bases. Such violations by both sides to the conflict impede the access to a quality education sought by hundreds of thousands of children (p. 6).

5. Results

5.1 Demographic data of the Respondents

This section determines the demographic characteristics of the respondents. To achieve this, questionnaires were administered to capture the respondents’ responses. Frequencies and percentage tables were employed to summarize the demographic characteristics of the respondents in terms of their gender, age bracket, marital status, qualification and work experience, as compiled in the tables below:

Table 5.1: Respondents Gender

Items	Frequency	Percentage
Male	288	73.1
Female	84	26.9
Total	312	100

Source; Field Survey (2018)

The results of the study from the table 5.1 above revealed that the respondents who participated in the study 288(73.1%) were male and only 84(26.9) were female. This implies that majority of the respondents were male within the study area.

Table 5.2:Age Bracket of the Respondents

Items	Frequency	Percentage
19-25	70	22.4
26-35	89	28.5
36-45	121	38.8
46 and above	32	10.3
Total	312	100

Source: Field Survey (2018)

The results of the study presented in table 5.2 revealed that most of the respondents, 121(38.8%) were in the age bracket of 36-45; followed by those who were in the age bracket of 26-35 years, 89(28.5%); 70(22.4%) of the respondents were in the age bracket 19-25 and only32(10.3%) were 46 years and above. This shows that majority of the respondents in the study were within the age groups of 36-41, 26-35 and 19-25 years respectively.

Table 5.3: Marital Status of the Respondents

Items	Frequency	Percentage
Married	210	67.3
Single	81	26.0
Divorced	21	6.7
Total	312	100

Source; Field Survey (2018)

The findings from the above table 5.3 revealed that most of the respondents on the study were married accounted for 210 (67.3%), followed by 81 (26.0%) were single with very few were divorcee which deposited at 21(6.7%). This implies that married among the respondents constitute the highest population.

Table 5.4: Qualification of the Respondents

Items	Frequency	Percentage
Grade II	74	23.7
SSCE	41	13.1
ND	49	15.7
NCE	92	29.4
HND	30	9.6
Degree	21	6.7
Master/PhDs	5	1.6
Total	312	100

Source; Field Survey (2018)

Table 5.4 above shows that 74(23.7) of the respondents possesses Grade II teaching

certificates, while 41 (13.1%) of the respondents own Secondary School Certificates in Education (SSCE). Also 49(15.7%) of the respondents were for holders of diploma’s (ND), while 92(29.4%) of the respondents were having National Certificates in Education (NCE),hence30 (9.6%) of the respondents were occupants of Higher National Diploma’s (HND), while 21 (6.7%) of the respondents obtained a Bachelor’s Degree and only 5(1.6%) of the respondents were for either Masters and or PhDs. This implies that majority of the respondents that participated in the studypossesses AdvancedLevel Certificates which makes them reliable informants for the investigations.

Items	Frequency	Percentage
1-10 years	64	20.5
11-20 years	149	47.8
Above 21 years	99	31.7
Total	312	100

Source; Field Survey (2018)

The results of the table 5.5 above indicates that 64(20.5%) of the respondents were in 1-10 years, while 149 (47.8%) of the respondents were 11-20 years of cognizant work experience and 99(31.7%) of the respondents were for 21 and above years having the working experience in different level of governments. This shows that majority of the study participants were respondents that have been in the teaching experience and/or serving with governments for not less than 1 year and between 1 to 21 years and above respectively.

Table 5.5: Work Experience of the Respondents

Research Question: How Have Boko Haram’s Violence Affected Western Schools in Yobe State, Nigeria?

Table 5.6: Descriptive Survey Showing the Perception of the Respondents on Boko Haram’s Violence on Western Schools.

Boko Haram violence on western schools	Mean	Std.dev	Decision
Boko Haram insurgents attack schools resulting in the loss of teachers, personnel, killing and kidnapping of schools children	3.12	0.838	High
Boko Haram attacks on schools also lead to the destruction of school infrastructure such as class rooms and instruction materials	3.32	0.818	High
Boko Haram have proved their anti-western education stand by expanding their attacks from state and security forces to schools and other educational institutions as their prime target	2.71	1.003	High
Boko Haram have recruited children of school age as wives and suicide bombers/spies	2.68	1.067	High
Boko Haram attacks on schools have psychologically traumatized students, teachers and other personnel, making them afraid of going to schools for fear of being attacked	3.21	0.901	High
Average Mean	3.008	0.9254	High

Source: Field Survey, (2018)

The objective of this study was to establish how Boko Haram violence has affected western schools in Yobe State, Nigeria. This was answered by the respondents as being high. This is because the overall average of means was 3.008 and ranked 3rdwith the corresponding standard deviation of 0.9254.

The findings in the above table 5.6 implies that most of the respondents strongly agreed that Boko Haram insurgents’ attacks on schools, and kidnapping of schools children lead to loss of teachers and other personnel, as well as the destruction of infrastructure, teaching and learning materials. Moreover, the results strongly agreed that Boko Haram have proved their anti -western schools stand by expanding their attacks from State and security forces to

schools and other educational institutions as their prime targets. Also, the respondents were strongly of the view that teachers, students and other personnel have experienced psychological trauma which has led to their keeping at home.

It is also evident from the above findings that the respondents strongly agreed to all items as stated in the table and this demonstrates how Boko Haram’s violence has affected schools and as such, have paralyzed almost all western educational development in Yobe State.

Discussion of the Findings

The objective of this study was to establish how Boko Haram Violence has Affected Western Schools in Yobe State, Nigeria.The study found that Boko Haram’s has attacked schools resulting in the loss of teachers, killing and

kidnapping of school children. Also most of the respondents highly agreed that group radicalism such as Boko Haram has led to indiscriminate destruction of schools infrastructures and the teaching and learning materials, however, it has transcend to the extent of recruiting children of school going age as suicide bombers, girls marriages and spies.

The above findings are similar to the findings of Coursen-Neff & Sheppard (2010) that student, teachers, and schools have been caught in the conflict in Thailand's southern border province. The insurgents have killed and threatened teachers; bombed and burned government schools and teachers housing facilities; and recruited children into their ranks from schools (Adebisi, 2016).

Majority of the respondents found Boko Haram insurgents as anti-western schools education thereby declaring schools and other educational institutions as their prime target. This finding agrees with that of O'Malley (2010) cited in Adebisi (2016) that majority of the respondents were strongly agreed that the perpetrators of insurgencies culminate in attack on schools students, teachers, other education personnel and western schools phenomenon as exemplified in Libya, Syria, Palestine, Mali, Afghanistan, Yemen, Cameroon, Chad, Niger, Sierra-Leone Liberia and Nigeria among other nations, the debilitating effects of insurgency on schools in these nations cannot be accurately estimated for the degree of its enormousness.

The study also found that the insurgents have recruited children of school age as wives and suicide bombers/spies. That thousands of children are serving as foot soldiers in armed conflicts around the world. Often they are abducted at school, on the street or at home. Others enlist "voluntarily", usually because they see few alternatives. They may fight on frontlines, participate in suicide missions and act as spies, messengers or look outs. Girls may be forced into sexual slavery; Nigeria abducted Chibok girls as typical example. The northern region of Nigeria, where the attacks are concentrated, is a home to the majority of Nigeria's 11 million out-of-school children.

There, Boko Haram found young, uneducated fighters, easy to recruit from the ranks of vulnerable street kids and Almajiris, poor boys who are sent to beg by Muslim religious leaders.

The above findings was confirmed in Maiduguri by the human right watch researchers saw a video recording of the interrogation by security forces of a 14 year old boy, who described the role he played in Boko Haram operations. Such children are robbed of their childhood and exposed to terrible dangers to psychological and physical suffering. They also face the risk of being uprooted from their homes and communities, internally displaced or refugees are Children in Nigeria being recruited as child soldiers by Boko Haram are denied access to schools system and killed or injured in indiscriminate attacks carried out in most affected areas in Northern Nigeria Ugwumba, and Udom, (2014).

6. Conclusion

The Boko Haram is a national and global threat to peace and education development. Since the rise of Boko Haram insurgency, Nigeria has not experienced peace especially in Yobe State, Nigeria. These attacks have destroyed basic schools infrastructure and the many lives of students, teachers and head of schools that can only be compared to the Nigerian civil war. The Boko Haram insurgency is a major challenge to Nigeria and has slowed down the nation's ability to achieve the Millennium Development Goals (MDGs), Education For All (EFA), and as well as the non-attainment of Nigeria's vision 2020 (Fatima and Olowoselu, 2015).

The study concluded that Boko Haram violence on schools were characterized by killing, assassination, abduction, kidnapping, suicide bombings and the use of both light/small arms resulted in the loss of teachers, students and personnel. The study has also identified the wanton destruction of schools infrastructure and teaching and learning materials as well as the recruitment of children of school going age into forced marriage/rape (girls) and were also use a suicide bombers/spies have proved their (Boko Haram) anti-western education stand on schools

and other educational institutions as their prime target of attacks.

7. Recommendations

Based on the findings of this study, the following recommendations were offered:

The study recommended that the federal government should ensure educational facilities are adequately secured, especially in the northern States to forestall attacks on the school which claim the lives of pupils and their teachers alike, while also leading to wanton destruction of schools infrastructure.

Equally, the schools being destroyed by the Boko Haram should be rebuilt and children should be encouraged to go back to schools. Teachers, particularly in Yobe State and northern part of the country should be motivated by special allowances to ameliorate them from untold hardship they suffer as a result of Boko Haram violence. This ensures a high rate of retention of teachers in the school system.

Federal Government should adopt policies which lead to creation of jobs to assuage the feelings of disaffected youths who get easily tempted to fight against institutions as a result of their frustrations.

Religious education should be taught in primary, secondary and higher institutions of learning in Nigeria. This can be achieved by educating the youths on issues of peace, violence through adopting Security studies into Nigeria's school curriculum.

On schools internal security system daily school attendance record books should be adopted by the all schools in Yobe State, likewise students' movement record book should be introduced and kept by teachers with a daily report to the school head. This will make the school authorities to understand and have controls of the school internal security system during the school hours for the betterments of the students, teachers/personnel within the school environment and society at large.

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