

ASSESSING THE IMPACT OF INSURGENCY ON EDUCATION AND FOOD SECURITY IN CHIBOK LOCAL GOVERNMENT AREA, BORNO STATE, NIGERIA

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The study examines the impact of insurgency on educational systems and food security in Chibok Local Government Area of Borno State, Nigeria. Data for the study were collected using primary source from a randomly sampled respondents of 200 in the area. Descriptive statistical tools of analysis were used in analysing the data. Finding of the study revealed a considerable decline in student's enrolment in the study area likewise, the productive capacities of the rural farmers were slightly affected as a result of the activities of the insurgent groups and positive indication of the activities of security apparatus. However, lack of constant visitation of farmlands and fears of attacks have resulted to food insecurity. Therefore, the study recommends Government in prioritizing dialogues toward finding an end to the insurgent activities so as to boost agricultural activities that could lead to a rise in their purchasing power in order to sustain education and food security.

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Introduction

Security and safety are found to be among the basic human needs of a society and is essential for human survival and welfare. Virtually, every human activity has affected its economy directly or otherwise. The alarming level of insecurity in the world has fuelled crime rate and terrorist attacks in some parts. This has also resulted in leaving unpalatable consequences for the economic growth. These threats have led to national insecurity, increasing military budgets globally towards combating the increasing waves of crime, death toll by weakening all economic activities and remain a treat to food security Fact Sheet (2019). Education in this modern economy has become a basis for growth of the national economy. This is because, education is seen as an important factor of human capital investment. It has been discovered that, after the Second World War, several economists,

including Friedman and Kuznets (1945) in Bilyaminu, Baba Iya & Purokayo (2017) were instrumental in the development of the human capital theory to determine the importance and benefits of education for individuals in particular and society in general. The Boko Haram insurgency began in 2009, which have resulted to loss of lives and property in northeastern Nigeria, with Borno State bearing the brunt of it. This conflict has claimed an estimated figures of over 20,000 (thousands) lives, significantly destroying physical infrastructure, schools, disrupt social services, and discourages social cohesion among the people (World Bank, 2023).

The number of people dashing into serious food security challenges in the world and Nigeria in particular is increasing by the day. Currently, according to Food and Agricultural Organization (FAO); International Fund for Agricultural Development (IFAD); United

Nations Children Emergency Fund (UNICEF); World Food Programme (WFP) and World Health Organization (WHO), estimated over 822 million people are suffering from severe hunger in the world (FAO, IFAD, UNICEF, WFP & WHO, 2023). Although, in line with the Sustainable development Goals (SDG) indicators, an estimates of over 2 billion people are expected to be food insecure, including moderately food insecure individuals (FAO, 2022). By implication, this means that, for every nine people in the world, at least one is suffering from a severe food security problem. The insurgent group strategies of attacks, includes targeting schools, abduction of students as famously exemplified by the Chibok schoolgirls, killing of teachers, places of worships, burning houses, farm produce and animals which have severely crippled the educational system and economic activities of the locals and the nation at large. The resulting insecurity has led to school closures, displacement of students and teachers as well as breakdown in educational infrastructure. Over 20,000 people have died as a result of the violence, which has also severely damaged physical infrastructure, interrupted social services, and displaced social cohesion among the populace (World Bank, 2016). Approximately 2.3 million individuals are internally displaced, become refugees abroad, or return to their communities (United Nations High Commissioner for Refugees UNHCR, 2020).

Furthermore, the insurgent's activities has disrupted their agricultural activities leading them to food shortages and malnutrition. This in other ways has created a vicious cycle of poverty and insecurity resulting to exacerbating the already fragile food security situation. Even before the insurgency Chibok Local Government (LGA) and the state at large who boarders with Zambisa forest do have a

significant challenges in terms of educational rating in the country likewise food security, poverty, limited access to resources and inadequate infrastructure which have affected them in terms of provision of quality education and food security. These pre-existing vulnerabilities have been significantly implied by the conflict, creating a severe crisis. Factors such as land degradation, climate change and limited access to markets further exacerbated the food insecurity situation. Similarly, existing inequalities in access to education, particularly for girls, have been worsened by the insurgency.

Statement of the Problem /Justification

It so obvious that the activities of the insurgents groups has wreaked havoc in the Northeast Nigeria, with which Chibok LGA being one of the most affected region. Their activities has virtually lead to the destruction of infrastructures and displacement of communities. Its impacts on education and food security in the study area cannot be denied off also. Such frequent attacks has triggered school closure, both teachers and students have experienced significant psychological trauma due to violence, abduction of over 250 girls this has highlights the gender specific threats and the disrupted agricultural activities which form the backbone of Chibok economy leading to food insecurity in the region. Therefore, assessing the impact of insurgency on education and food security in the region is crucial for dignity and development of individuals and communities, strengthening education and food security as well as inform policy makers and other agencies on guiding the development and to support affected communities.

Objectives of the Study

The main objective of the study is to assess the Impact of the Insurgency on Education and

Food Security in Chibok Local Government Area of Borno State, Nigeria, while the specific objectives were to:-

- i. assess the impact of the insurgency on the educational sector in the Chibok Local Government Area of Borno State,
- ii. assess the impact of insurgency on food security status of the people of Chibok Local Government Area of Borno State

Research Questions

- i. How has the impacts of insurgency affected the educational sector in Chibok Local Government Area of Borno State?
- ii. To what extent has the insurgency affected food security status of respondents in Chibok Local Government Area in Borno State,

Concepts

- *Insurgency*- insurgency is seen as a “struggle between a non-ruling group and the ruling authorities in which the non-ruling group consciously uses political resources and violence to destroy, reformulate, or sustain the basis of one or more aspects of politics
- *Terrorism* - Terrorism and insurgency have been an insidious act and also an activity conducted daily over a long period and have been responsible for the physical and structural violence experienced by many people in Nigeria.
- *Food Security*- Food security is the availability of food in a country or region and the ability of individuals within that country to access, afford, and source adequate foodstuffs.
- *Education*- Education is a right, like the right to have food and security. Article 26 of the 1996 universal declaration of human rights states that, “everyone has the right to education

Literature Review

Related literatures were reviewed based on the objectives of the study which were as

follows: Ogbozor (2016) examined the causes and extent of Boko-Haram violent radicalism in Northeast, Nigeria. The research addressed some fundamental questions; what are the socioeconomic causes of the conflict? What are the core causes of conflict and its magnitudes? Result indicated a negative correlation between the conflict and socioeconomic condition; direct or indirect effects were also observed between the conflict and the rural livelihood. Likewise Mukhtar (2019) investigated the impact of Boko-Haram among households in Kano Municipal, using regression analysis and FSI. Finding showed that all the variables under conflict have negative influence on the food security status of households. FSI further reveals that 31% of the households are food insecure.

Mukhtar (2020) studied the extent to which conflict has impacted negatively to food security of households in Kano is of serious concern. The objective of this study is to examine the impacts of Boko-Haram conflict on food security status among households in Kano. Primary data were drawn from a sample size of one hundred (100) household heads from Gwale and Kano municipal areas. The research investigated household food security status by using Food Security Index (FSI) and Binary regression. Result from the FSI divulges that 69% of the households are food secure, with daily per capita energy consumption of 3,086 kcal while binary regression shows that all the variables under conflict have a negative impact on households' food status. Furthermore, food scarcity, market closure and high cost of foodstuff are significant at 10 percent, while unemployment and destruction of property are statistically significant at 1 percent. Households classified as food insecure adopt extremely severe coping strategies, severe coping strategies and less severe coping strategies in some cases.

Methodology

Study Area.

The study was carried out in Chibok Local Government Area of Borno State, North-east Nigeria. It has an area of 1,350 km². It shares boundaries with Damboa Askira/Uba and Biu Local Government Areas. It is located between latitude 9°02'6", and 10°10'N and between 13°11'11" and 13°44'E. It has land area of 500 km². (Borno State Minister of Land and Survey, 2008). Administratively, the Area is made up of eleven (11) wards with a projected population of 92,000 thousand people with an annual growth rate of 2.83% per annum (National Population Commission, 2006). Its people are predominately Kibaku (Chibok), with few Bura and Fulani. Majority of the people in the area are farmers involved in growing food crops such as maize, sorghum,

cowpea, groundnut, Bambara nuts, soya bean, and they rear animals such as cattle, goats, and sheep (BOSADP, 2005). Chibok gained international attention in April 2014 following the abduction of over 200 school girls by militant group Boko Haram.

Sources of Data

Data for the study were source directly from primary source, administering of structured interview and Secondary sources of data were used. 200 respondents were conveniently randomly sampled. Questionnaires were also validated by two senior academic staff of C.O.E Waka-Biu, with a reliability level at 5% confidence interval and the data collected were analyzed using descriptive statistics such as frequency distribution, mean and percentages and also using a statistical tool (SPSS 2.0).

Results and Discussions

Table 1: Impact of Insurgency on Education in Chibok

Variable	Frequency	Percentage (%)
Have schools been forced to close down due to insurgency		
Yes	192	96
No	8	4
For how long was the school shut down due to insurgency		
Not applicable	8	4
Less than 1 year	125	63.5
1-2 years	57	28.5
3-5 years	2	1
Above 5 years	8	4
How has the insurgency affected the functioning of school		
Very high	127	63.5
High	64	32.0
Low	4	2.0
Very low	5	2.5
Are structures being destroyed		
Yes		
No	198	99.0
	2	1.0

How serious was the destruction of the structures		
Not applicable		
Very high	2	1.0
High	108	54
Low	84	42
Very low	3	1.5
	3	1.5
What is the educational infrastructure mostly affected by insurgency?		
Classrooms	185	92.5
Libraries	10	10
Laboratories	5	2.5
Have teachers and students been displaced or unable to attend school		
Yes		
No	191	95.5
	9	4.5
How many times did you experience it?		
Some time		
1 term	10	5
2 terms	5	2.5
A whole session	1	0.5
1-6 times	2	1.0
Many times	8	4.0
Always	172	86.0
	2	1.0
Have schools been used for purposes other than education		
Yes		
No	190	95.0
	10	5.0
If yes, how has it affected the learning environment		
Very high	10	5.0
High	125	62.5
Low	62	31
Very low	3	1.5
What are the psychological distress or trauma as a result of the conflict's impact on education?		
Depression		
Anxiety	55	27.5
Post-traumatic stress disorder	25	12.5
Bipolar	79	39.5
Others	41	20.5
	0	0

Source: Field Survey, 2024

Table 1. Impact of Insurgency on Education in Chibok. The results indicates that 99 percent of responds that schools have been forced to close

due to insurgency, with 62.5 percent were shut down for less than a year, 28.5percent for 1-2 years, and 4% for over 5 years. Majority of the

respondents (95.5%) agreed that insurgency has a very high effect on school functioning, 4.5percent low and very low. Most of the respondents (96%) agreed that structures are destroyed during insurgency attacks, regarding the types of school structures destroyed, 91.5percent agreed that classrooms are mostly affected, 5percent, libraries, and 2.5 percent laboratories. 95.5percent agreed that students and teachers are displaced and unable to attend

school due to insurgency, with 86% experiencing this many times. Most schools (99%) have been used as IDP camps or military bases, affecting the learning environment. Among these, 82.5 percent had a very high, 12percent high effect. Finally, 27.5 percent of respondents believe that the insurgency have cause depression, 12.5 percent anxiety, 39.5 percent, post-traumatic stress disorder (PTSD), and 20.5percent bipolar disorder.

Table 4: Impact of Insurgency on Source of livelihood of the Respondents

Respondent occupation	Frequency	Percentage (%)
Farming as a Primary source of livelihood	106	53
Farming as a Secondary source	94	47
Other sources of income in 2009		
No. other source of income	198	99
₦35000	2	1.0
Other sources of income in 2023	198 (99)	99
No. other source of income	2	1.0
₦20000		

Source: Field Survey, 2024

The impact of insurgency on livelihood of the respondents indicates that 53 percent of the respondents reported that farming is their primary source of livelihood while 47 percent reported that farming is their secondary source. Other source of income in 2009, reported that 99 percent agree with 35000 Naira/ annum while in 2023 income from other source, 99 percent indicates that 2000 Naira was their income from other source, this indicate a decline in income as a result of the insurgency.

Conclusion

The study revealed that there is severe impact of insurgency on livelihoods and the education sector in Chibok Local Government Area of Borno State. The high dependency on farming as the primary source of income indicates vulnerability to disruptions in farming activities, leading to food insecurity and

economic hardship. The closure of schools and disruption of education have long-term consequences, with attacks on schools exacerbating fear and insecurity. Fluctuations in livestock ownership and value suggest challenges in maintaining livestock populations. The research also points to challenges in the effectiveness of humanitarian response and aid, with many respondents feeling that support was inadequate. The reliance on local vigilante groups for security highlights the importance of community-based approaches in enhancing security in the areas.

Recommendations

Based on the findings of this study, it is recommended that;

- (i) The community should explore alternative source of livelihood. This can include exploring opportunities in off- farm

activities to reduce vulnerability to food insecurity and economic hardship due to reliance on farming. The role of community-based security initiatives should be strengthened, such as local vigilante groups

- (ii) Government and NGOs. Should investigate the long-term consequences of school closures and education disruptions on individuals and the communities. This can include studying the effects on future employment opportunities, mental health outcomes, and overall community development.

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