

AN EXAMINATION OF BOKO HARAM CONFLICT AND FISHERS CHILDREN EDUCATION UNDER THE BACKGROUND OF SUSTAINABLE DEVELOPMENT GOAL IN BORNO STATE OF NIGERIA

Babagana ZANNA*
Bashala CHARLES**
Abba A. GONI*

*Federal College of Freshwater Fisheries Technology,
Baga, Borno State, Nigeria

**Centre for the Study and Promotion of Cultural Sustainability,
University of Maiduguri, Borno State, Nigeria

The study focused on an examination of Boko Haram conflict and fishers' children education under the background of sustainable development goal in Borno state of Nigeria. Interview for the research work was carried on available displaced fishermen and other people (IDPs) involved in fishing activities in major fish market of the state (Baga Motor Park) within the period of thirty (30) days; from 04th of the months, February to 04th March, 2022. Data for the study was obtained from a primary and secondary sources and was analyzed with the application of qualitative technique. The result of the study revealed that Boko Haram conflict does not affect the level of consciousness and commitment in the promotion of education but have negative effect on the free basic education and has affected long-life equitable and inclusive quality education learning opportunities of fishers' children education in the study area. Recommendation were made for the attainment of sustainable fishers' children education through formation of international forum, devising a means of reconstruction, rehabilitation and resettlement of the displaced fishers and vigorous sensitization campaign on awareness creation in the study area.

Key words: Boko Haram Conflict, Fishers Children Education, Sustainable Development Goal.

1. INTRODUCTION

Borno as part of Northern Nigeria initially received the western-style of education with suspicion and caution while compared to other parts of the country where western style of education was whole heartedly accepted and had gone far in its pursuit. Although, it was gradually accepted at a later period, as a result Borno State is educationally backward relative to other part of the country that had embraced western style of education at early stage in performance in the new educational landscape and more so with the eruption of Boko Haram insurgency it has caused serious setbacks in its socio-economic and educational drive of the state (Lamido, 2021).

Boko Haram started around the year 2002/2003 as a non-violent movement calling for the youth to shun the existing educational setting, avoid participating in politics and work towards ousting the entire Nigerian polity and replacing it with the sharia on their strict interpretation. After winning a number of youth who voluntarily accepted its call, the group, starting from 2009, turned violent and caused one of the most devastating uprisings and crises in recent Nigerian history, growing to become one of the most notorious militant groups globally, originated from Borno State and other 5 states of the northeast Nigeria which collectively remain the insurgents

major operational field and also the states remain with the highest victims inflicted (FGN, 2015).

In 2015 thirty-seven percent (37%) of the Internally Displaced Persons (IDP's) in Borno, Adamawa and Yobe States were between the age of six (06) and seventeen (17) years. It was also estimated that over 800,000 school-aged children were displaced in Local Government Areas of Borno State. This has significantly increased the number of out of school children. Over 910 schools had been destroyed with 1,500 schools forced to close in North East Nigeria since the Boko Haram incursion. Borno State authorities reported that 512 primary schools, 38 secondary schools and 2 tertiary institutions had been totally or partially destroyed in the state since 2010, over 611 teachers have been killed over half of which were from Borno and that 19,000 teachers had been displaced across the north since 2009 (UNICEF, 2015). According to UN, OCHA (1999) Internally Displaced Persons are persons or group of persons who have been forced or obliged to flee or leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of human rights or natural or human made disasters, and who have not crossed an internationally recognized state border.

Within the period of 2009 – 2015 Boko Haram targets were all on government educational facilities. Well planned and coordinated attacks became more brazen during day light with increased brutality and a greater focus on the education system. For example, over a period of just two weeks Boko Haram burned down at least twelve (12) schools around Maiduguri, Borno State capital in the year 2012. Boko Haram had burned 50 schools and 15, 000 school children had stopped attending school in the state due to continues waves of Boko Haram attacks on teacher and school children in May 2013. The violence had led the Borno State Government to closed public schools in twenty-two (22) out of the twenty-seven (27) local government areas of the state for at least two to three years and public secondary schools across the state for even longer although the blanket closure has been lifted in march, 2016 (Motunrayo, Mathew, Oladeler, Hadiza, Abba and Sani, 2016).

Past government of the state indicates that an estimated 49,000 children have been orphaned due to the armed conflict. Approximately, 11,000 abductees were released from Boko Haram captivity. Released abductees especially, girls have often experienced sexual, physical and psychological violence, which present challenges to their re-integration in to the educational

system. For example, an infamous attack in 2014 was the abduction of 275 girls from a boarding school in Chibok, Borno State (Zanna, Musa, Yusuf and Goni, 2021).

Education is a process of imparting and acquiring knowledge and skills about ideas, values, and concepts, borne out of learning practice and experience. This definition can be shared with others, particularly the younger generation; through formal and informal institutional arrangements, such as schools, knowledge so acquired whether in humanities, liberal arts, science and technology are subsequently applied to sustain present and subsequent generations in everyday life. Therefore, every human endeavor requires one form of knowledge or another. It is the proper nurturing, transmission and application of such knowledge that guarantees the development and sustenance of every society from day to day (Abiodun, 2002).

Universal Basic Education (UBE) in Nigeria was formally launched by President Olusegun Obasanjo on 30th September, 1999. The UBE program is intended to be universal, free and compulsory. According to the implementation guidelines due attention would be given to public enlightenment and social mobilization. The document also states that teachers will always be an integral part of the process

of conceptualization, planning and executing. Every society must therefore generously invest in the development, building and nurturing of the minds of its youth in order to ensure that when the current generation passes on, subsequent ones are adequately equipped with requisite knowledge that will keep the society vibrant and continuously progressive. Education is here regarded as the instrument of social change which could transform the society in significant ways. However, in order to bring this ideal in to reality, education opportunity must be made available to a large proportion of people in the society (E nukora, 2003).

According to the Brundland Commission (formally the World Commission on Environment and Development) defined Sustainable development in 1987 as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs.' The definition acknowledges that while development may be necessary to meet human needs and improve the quality of life, it must happen without depleting the capacity of the natural environment to meet present and future needs (UN WCED, 1987).

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by all United Nations Member States in

2015 as a Universal call for action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030. Nigeria, as a member nation of the United Nations, is part of the agreement of both the expired year 2000-2015 Millennium Development Goals (MDGs) and the current 2015-2030 Sustainable Development Goals (SDGs). The SDGs 4th goal reaffirms the commitment of the world to quality education for every child while emphasizing lifelong learning (UNDP, 2019).

Nigeria as a commonwealth country is committed to achieving the Sustainable Development Goals (SDGs). Nigeria was determined to adding value to its citizens through the provision of quality education at all levels. Government's commitment to all the Sustainable Development Goals (SDGs) especially SDG 4 and its ten (10) strategic targets which have direct bearing on the education of the child and vulnerable including persons with special needs (Iyabo and Tijani, 2020).

Education is the key element for achieving all the 17 Sustainable Development Goals: Education equips learners of all ages with the skills and values needed to be responsible global citizens, such as respect for human rights, gender equality and environmental sustainability. Investing in and strengthening education sector is key

to the development of any country and its people. Without investment in quality of education, progress on all other development indicators will stagnate. Education is the foundation for any nation or country to pursue sustainable development in its economic, social and environmental dimension. Education for Sustainable Development empowers learners to make informed decisions and take responsible actions for environmental integrity, economic viability and a just society, for present and future generations. It is holistic and transformational education for all people to learn the values, behavior and lifestyles required for a sustainable future and for positive societal transformation (Nevin, 2008). According to Umoh (2005) Education and Sustainable development are interwoven, intertwined, and interconnected. Development is geared towards producing or creating something new or more advanced for the society and its members. While on the other hand, education is a tool which can enhance the desired sustainable development. Thus, education and sustainable development are two sides of the same coin. The fact that education and sustainable development shows glaring connectivity probably explained why scholars emphasized the need for education for the purpose of achieving the desired sustainable development (Boyi, 2014).

Bukar and Kagu (2020) insecurity has affected Borno State and the entire North-East Nigeria from 2009 to date. Many people were killed and millions were displaced by activities of Boko Haram insurgency. The educational system in the state has suffered major set-back because of killing of many teachers and students and also abduction of both male and female students in schools, many schools were destroyed and burnt down by the sect members. The education in the north east Nigeria, which was poor prior to the insurgency, has worsened as a result of the attacks in schools and the kidnapping of students, with some being turned into suicide bombers, some were captured and recruited as bandits. This has forced most parents to keep their children away from schools.

Over-crowded classroom is another major challenges of education in Borno State as most of the schools outside Maiduguri are not operating due to the insurgency and nearly all schools are also affected in the city of Maiduguri. This type of atmosphere is not conducive for effective teaching and learning process as well as teacher and student relationship (Bukar and Kagu, 2020).

Human Rights Watch (2016) government diverted huge amount of resources from financing education and other essentials services to curtailing the insurgency.

This drastically reduced the budget for education in the affected states. Even after the insurgency, many of the existing school buildings were converted to camps for Internally Displaced Person (IDPs), further over-stretching the educational infrastructure and aggravating the educational backwardness of the region. The ability of parents to finance the education of their children has become all the way more difficult. This is because of the general poverty and stagnation of economic activities in the region, especially with the destruction of major markets, parks, and bridges. One of the most serious is the destruction of farmlands and especially the systematic devastation of agriculture which not only provides food and livestock but is the mainstay of the region's economy and employer of the majority of the sub-region's population.

Lamido (2021) education has remained a pivotal element that has always served as a foremost determinant and trigger mechanism for socio-economic development. As far as development is concerned, education is both a means and an end in itself. It is an indispensable pathway to development. It is development. The North East sub-region of Nigeria, even with its vast heritage of learning and scholarship, has remained backward in the present Nigerian competitive educational and development landscape. This has

been heightened by the multifarious damages in the area by Boko Haram which had monumental impact on educational infrastructure in the region.

Lawal, Ajayi and Imam (2021) Boko Haram insurgency has affected all the entire fabrics of Borno State especially the economic sector which the state internally generated revenue (IGR) is a subset. Although, the state has recorded a considerable increase in its revenue but in the three periods identified notably 2009, 2013, and 2016 there was a sharp drop in its internally generated revenue owing mainly to the increased spate of the activities of the insurgency.

Shettima (2017) considering the ongoing inputs to rebuild the northeast as a result of the damages caused by the Boko Haram insurgency and set it on the path of regeneration, growth and development, investment in education cannot be financed by government alone especially given the rising cost of education, dwindling nature of state revenues and competing demands on the nation's resources. Therefore, the need for intervention from non-governmental organizations will be of great importance.

UDHR (1948) the United Nations General Assembly at its third sitting in December, 1948, adopted the Universal Declaration of Human Rights (UDHR) as its working document. The Declaration was

made up of thirty items called articles and each item is stating a right that cannot be over ruled by any other law of humanity. The Declaration was the first step in the process of formulating the International Bill of Human Rights which was completed in 1966, and came in to force in 1976, after a sufficient number of countries had ratified them.

IBHR (1976) International Bill of Human Rights; article 26 and 27 are directly related to the education right. Article 26:

1. *Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.*
2. *Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups and shall further the activities of the United Nations for the maintenance of peace.*
3. *Parents have a prior right to choose the kind of education that shall be given to their children.*

4. *Article 27:*

5. *Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and share in scientific advancement and its benefits.*
6. *Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.*
7. *Omolayo (2001) the objectives of the UBE program as set up to meet the Millennium Development Goals (MDGs) and Education for All (EFA) Goals are:*
8. *Developing in the entire citizenry, a strong consciousness for education and a strong commitment to its vigorous promotion.*
9. *The provision of free, Universal Basic Education for every Nigerian child of school going age; reducing drastically the incidence of drop out from the formal school system (through improved relevance, quality and efficiency).*
10. *Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills, as well as ethical, moral and civic values needed for laying a solid foundation for life-long learning.*

Onno (2011) the National Policy on Education has the provisions for the teaching of art at all levels of Education. This is because the Nigerian government recognizes the role of art as one of the powerful instrument for self-reliant economy. It is one of the disciplines in our educational programs that avail trainees the opportunity to acquiring appropriate skills, abilities and competences in both mental and physical as equipment for the individual to live and contribute to the development of the society. As a result, the Universal Basic Education (UBE) of Nigeria favors the teaching of Art in the first nine years of schooling. Art is one of the core subjects, made compulsory to every Nigerian Child and it is free. Every stake holder will do well to embrace art as a subject because not only does art teach the physical and tangibles, it is also means of building empathy and peaceful coexistence of people within a multi-cultural society like Nigeria.

Dikwa (2022) Nigeria can only advance its economic growth and global competitiveness by providing enabling policies and programs for an accessible and reliable quality education. Education in Nigeria is often perceived as an exclusive service of the government and funding of education has continued to remain a collective service of the three tiers of government. The federal, state and

local governments in Nigeria have statutory responsibility to coordinate and promote education. The fact is that, most education policies and programs are government based and lack efficient strategy and structure for funding has posed a major impediment for achieving sustainable development in the education sector.

Johnstone (2006) higher education as an agent of change, national growth and instrument for the realization of collective aspiration should contribute to the development of the entire education system through teacher education, curriculum development and educational research, thereby providing the crucial mass skills and educated populace needed by any country to ensure genuine local sustainable development.

Okebukola (2012) the Nigerian government over the years have never met the United Nations Educational Scientific and Cultural Organization (UNESCO) recommendation of 26% of the total national budget allocation to education sector. It can therefore be posited that government priority to education is still very low. The fundamental justification for public funding of education is to ensure effective importation of the requisite knowledge, skills and capacities to improve the quality of life, enhance productivity and capacity to gain knowledge of innovations, so as to be able to participate proactively

in the growth and development process. That is, for the sake continuity of society and mankind, the new generation must be given the appropriate access to knowledge that previous generation have accumulated.

Dikwa (2022) unsurmountable pressure on the limited resources available, thereby resulting in dwindling promotions and static remunerations for personnel together with deteriorating working conditions. This overtime resulted in a high degree of “brain-drain” among the teaching/academic staff, incessant strikes actions, students’ riots, and boycotts of lecture and many others. All these have negative impacts on the quality of education in Nigeria and how sustainability, growth and development targets are attained. Therefore, Nigerian government should key in to World Bank initiatives, currently focusing its attention in private sector participation in educational development. Working conditions and staff welfare must be given adequate considerations to foster quality education.

Dougher and Pfaltzgralt (1997) socio-economic deprivation as root cause of violent conflicts and posit that aggression is constantly a corollary of frustration and relative economic deprivation.

Feleti (2006) government must attend to socio-economic deprivation,

which is most pervasive in the north creating higher levels of poverty and inequality. From the standpoint, the bloodshed is attributed to failure to meet the human needs of social actors. Its fundamental hypothesis is that all humans have basic needs and failure to achieve it can lead to conflict being seen as a way to survive. This model conceptualizes poverty as the real threat to security not only individuals, but of Nigeria as well. The solution that is urged is to pay more attention to sustainable development as the most functional way to prevent violent conflict rooted in economic deprivation.

3. PROBLEM SETTING AND RESEARCH OBJECTIVE

In the year 2015, Baga town a renowned fishing community for its high level of fish production in the shores of the Lake Chad Basin area, Kukawa Local Government Area of Borno State, Nigeria was attacked by Boko Haram Insurgents. This led to devastating effect on the whole community and its environs which resulted to the displacement of the entire people of the whole community to settled in three (3) Local Government Areas in temporary Internally Displaced Persons (IDPs) Camps such as the MOGCOLIS, Dalori II, Bakasi, Teachers Village, Tashan Kano Stadium, Farm Centre, Garba Buzu, Elmiskin, Khurso Bashir, Deribe, Muna Moforo, Muna

Ashiri, Muna Dalti and Fariya in Maiduguri, Jere and Konduga Local Government Areas in Borno State of Nigeria.

Prior to the displacement the Insurgents attacked had adversely affected the educational sector in such areas as the level of enrolment, staff strength and the status of infrastructure and other educational facilities as a result of kidnapping, destruction and attacked of young stars. The economic status of the people has been affected considering the fact that fishing as their major occupation to earn a living was no longer feasible and worsened after the displacement as extra income gotten from secondary occupational activities such as farming, cattle rearing and petty trading which serves to support some of their educational need were no longer carried out (Zanna, Musa, Yusuf and Goni, 2021).

The fishermen IDPs from Baga fishing community in Baga Motor Park Fish Market, Borno State of Nigeria where the fishermen IDPs struggle on daily basis to earn a living reveals that the experiences of the fishermen IDPs are demoralizing; their narratives involve how one's husband, relatives or child was murdered in cold bold in their presence by the Boko Haram Insurgents, how in the process of migrating people died due to thirst, hunger or lack of strength, how

people drowned in rivers as they could not swim and how some family members in the midst of the pandemonium got missing and still have not been traced, how they watch all their life's savings and assets both inherited and acquired razed down by fire set blazed by the Boko Haram Insurgents (Shallangwa and Tijani, 2020). Not to talk of bouncing back developmentally to their normal life; economically, educationally, socially, politically and otherwise to enroll their children's in to school.

As a result of the Boko Haram Insurgency the resources meant for the development of education and other sectors of the economy are been channel for the purpose of security to contain the insurgency, maintenance of the Internally Displace person's (IDP's), rebuilding of the affected communities and other similar expenditures.

These have substantially contributed negatively to the attainments of the objectives of the Universal Basic Education Program set up to meet the Millennium Development Goals (MGGs) and the Education for All (EFA) goals and the proposed Educational Sustainable Development Goals (SDGs) by the year 2030.

Many research works have been carried out on fish production and other fisheries related development studies in the study area but research work that integrates the effect of

conflict specifically on fishermen children education with particular reference to sustainable development goals is limited in the study area.

This research work was undertaken with the main objective of examination of Boko Haram conflict and fishers' children education under the background of sustainable development goal in Borno state of Nigeria. The specific objectives are to: -

1. Determine the implication of Boko Haram conflict on the level of consciousness for education and commitment to its promotion in the study area.
2. Ascertain the effect of Boko Haram conflict on free basic education in the study area.
3. Analyze the implication of Boko Haram conflict on equitable and inclusive quality education and life-long learning opportunities in the study area.

The outcome of this research work may serve as a guide for government, non-governmental organization, stakeholders and other individuals in the society for the development of education generally such areas as in the awareness creation, promotion, improved relevance, quality and efficiency and lying solid foundation for sustainably equitable education.

The study was carried out in Baga - Motor Park Fish Market, Maiduguri, Borno State of Nigeria. The concerned of the study was fishers and other people involves in fishing activities in the study area. Interview for the research work was carried within the period of thirty (30) days; from 04th of the months, February to 04th March, 2022. The period which coincided with the period of preparation for Ramadan Fasting. There was intensive fish production and marketing and associated fishing activities. Fish demand and supply was high at that period of major religious rite.

4. METHODOLOGY AND DATA

The research work was conducted in Baga - Motor Park Fish Market in Maiduguri metropolis, Borno State, Nigeria. Amos, Gidado and Yakubu (2021) Maiduguri Metropolis is the state capital of Borno State, located between latitude 11° 46' 18" N and 11° 53' 21" N and longitude 13° 02' 23" E and 13° 14' 19" E at the Northeastern part of Nigeria. The capital city has been the most populated as well as the largest city with landmass of 50,778 KM² and population of 2, 607,497 as at 2014 and presently 3.7 million due to the recent past unrest that push the rural population to Maiduguri. The targeted population of the study area consist of all the IDP's associated with fishing activities, fourteen (14)

fishing activities; production and sales of fishing cards for fish drying, net making, boat building (Kadai), mending of fishing gears, sales of fishing gears, making and sales of twine (ropes), fishing, sorting, packaging and un-packaging of fish, marketing, transportation, loading and off-loading of fish and hiring of canoes in the study area. All the fourteen (14) fishing activities engaged by the fishermen/women IDP's were considered regardless of their scale of production or operation, skillfulness and experience in the fishing activities.

Data for the study was obtained from a primary and secondary sources. The primary data was obtained through a face to face interview and the secondary source was obtained through journals, working papers and text books sources to elicit information on the Examination of Boko-Haram Conflict and Fishers Children Education under the Background of Sustainable Development Goals in Baga - Motor Park Fish Market, Maiduguri, Borno State of Nigeria.

The population of this study involved all the IDP's involved in fishing activities in the study area. In the first stage, the IDP's fishers involved in various fishing activities were purposely selected and were stratified in to three (3) groups based on the fishing activities. The first (1)

group comprised fishing activities; the production and sales of fishing cards for fish drying, net making, boat building, mending of fishing gears, sales of fishing gears, making and sales of twine (ropes). The second (2) group concerned with the activities of fishing, sorting, processing and preservation of fish, marketing, packaging and un-packaging of fish and the third (3) group was subdivided in to transportation, hiring of canoes, loading and uploading activities. The second stage was the selection of fishers in each of the group and relevant members of their family as applicable and others engaged in unspecified fishing activities but directly or indirectly related to the economic activities of fishing in the study area.

Qualitative technique was employed in the analysis of the data and was used to interpret the examination of Boko-Haram conflict and Fishers Children education under the background of sustainable development goals in the study area.

5. RESULTS & DISCUSSION

a. **Determination of the Implication of Boko Haram Conflict on the level of Consciousness and Commitment to the Promotion of Education**

The study reveals that Boko Haram conflict does not affect

the level of consciousness and commitment to the promotion of education in the study area due to the fact that there exists formal system of education in their ancestral home before the displacement. Some of the fishers' children are highly educated and have secured jobs in various organizations both in governmental and non-governmental organizations also form a contributory factor in the level of consciousness and commitment for the promotion of education in the study area. The government, non-governmental organizations and individuals' philanthropies have supported the promotion of education in the provision of infrastructural facilities, teaching and learning materials and other support services which is a clear indication of government, non-governmental organizations and individual philanthropies consciousness and commitment to the promotion of education in the study area. Thus the level of consciousness and commitment by the fishers, the government, non-governmental organizations, and individual philanthropies to the promotion of education has positively contributed in sustaining fishers' children education in the study area.

This result confirmed that of Erukora (2003) Universal Basic Education (UBE) in Nigeria was formally launched by President

Olusegun Obasanjo on 30th September, 1999. The UBE program is intended to be universal, free and compulsory. According to the implementation guidelines due attention would be given to public enlightenment and social mobilization. The document also states that teachers will always be an integral part of the process of conceptualization, planning and executing. Every society must therefore generously invest in the development, building and nurturing of the minds of its youth in order to ensure that when the current generation passes on, subsequent ones are adequately equipped with requisite knowledge that will keep the society vibrant and continuously progressive.

b. Ascertainment of the Effect of Boko Haram Conflict on Free Basic Education

Findings of the study shows that Boko Haram conflict have negative effect on the free basic education of fishers' children in the study area. The educational infrastructural facilities and other support services provided by the government, non-governmental organizations and individual philanthropies were destroyed by the insurgents in their original locality on displacement and after displacement; the fishers have become IDP's in Camps as such the educational facilities in IDP Camps

are inadequate; classroom buildings do not exist instead tent are being use as classroom or lessons are conducted under a tree, mats are used instead of furniture or on empty ground, congestion of number of pupils in classes, inadequate teachers, lack of qualified teachers.

This result is in line with the findings of Bukar and Kagu (2020) over-crowded classroom is another major challenges of education in Borno State as most of the school outside Maiduguri are not operating due to the insurgency and nearly all schools are also affected in the city of Maiduguri. This type of atmosphere is not conducive for effective teaching and learning process as well as teacher and student relationship.

But other aspects of teaching and learning materials and other support services are adequate such as the pupil uniforms, text books, excise books, pencil, school uniform, school bags, first aid box, toilet system, meal and other miscellaneous catered by the government, non-governmental organization and individual philanthropies. In spite the Boko Haram conflict, there has been continual support by the government and other intervention agencies which have deter the total collapse of fishers' children education and a product of such system will contribute positively in sustaining the development of education in the study area.

c. Analysis of the Implication of Boko Haram Conflict on Life-Long Equitable and Inclusive Quality Education Learning Opportunities

The study indicates that Boko Haram conflict has affected long-life equitable and inclusive quality education learning opportunities of fishers' children education in the study area both before and after displacement as a result of the fact that the fishers could not go for fishing activities because of the insecurity situation in the area before displacement thus income needed to cater for their children educational need was difficult to be attained although most of the major requirement were been catered freely by the government and other governmental organizations. The same was applicable to the children as well as the teachers and other workers of the school for the avoidance of attack by the insurgents before the displacement in their original localities. While in the IDP Camps after displacement majority of the fishers' children could not continue with their educational pursuits due to age barrier, school dropout, lack of sound educational background, poor economic status of the parent as a result of the insecurity interruption while in their original localities. Some of the fishers in the IDP camps that have extra economic activities rather than fishing are able

to secure source of income, other fishers that were able to fled with tangible assets are able to start new business on settlement, fishers that have benefitted from supports either from relations, family friends and closed associates, more so some that have benefitted from government, non-governmental organizations and individual philanthropies support program under exceptional circumstances on special ground. Fishers children that fall under such categories stood better chances of long-life quality education learning opportunities compared to the others.

This result confirmed that of Shettima (2017) considering the ongoing inputs to rebuild the northeast as a result of the damages caused by the Boko Haram insurgency and set it on the path of regeneration, growth and development, investment in education cannot be financed by government alone especially given the rising cost of education, dwindling nature of state revenues and competing demands on the nation's resources. Therefore, the need for intervention from non-governmental organizations will be of great importance.

6. SUMMARY AND CONCLUSIONS

Although Nigeria was determined to add value to its citizens through the provision of quality education at sustainable level

but the education in the Northeast Nigeria was poor and has worsened as a result of the Boko-Haram conflict which led the pupil system of education at a verge of total collapsed as shown in the outcome of the research work. The following recommendations are made for the attainment of sustainable fishers' children education in the study area:

The Nigerian government should device a means for vigorous sensitization campaign for awareness creation at all level of governance to improve the level of consciousness and commitment in the promotion fishers' children education at sustainable level.

Adopt a strategic measure to ensure proper reconstruction, rehabilitation and resettlement of all the displaced fishers in their ancestral localities while taking cognizance of the educational need as priority of the resettled communities at a sustainable (long-life equitable and inclusive equality education learning opportunities) level.

Initiative for the formation of global forum for the elimination of conflict formation in whatever form or basis should be put in place such agenda as; the identification of root causes of conflict, factors emanating to the escalation of conflict and identification of avenues for overcoming conflict at preliminary stage and also devising a means for remedy.

REFERENCES

- [1] Amos C., Gidado A.M. and Yakubu O. (2021) *Impact of Boko-Haram Insurgency on Housing Price to Income Ratio; Affordability in Maiduguri Metropolis: Exploring the Effects of Insurgency in Borno State, Nigeria*. Department of Economics, University of Maiduguri, Borno State of Nigeria. Book Chapter 7, pp110-121 ISBN:978-978-995-5169
- [2] Boyi A. A. (2013) *Education and Sustainable Development in Nigeria. Challenges and Way Forward*. International Letters of Humanities and Social Sciences (14), 65-72
- [3] Bukar A. and Kagu B. (2020) *Education and Sustainable Development in Borno State: Challenges and the way Forward. Cultural Sustainability, Performance and the Sustainable Development Goals in Time of Crisis*. Centre for the Study and Promotion of Cultural Sustainability, University of Maiduguri, Nigeria. Book Chapter, 12, pp.232-250. ISBN: 978-978-980-295-1
- [4] Dikwa M. K. (2022) *Public Lecture on Funding of Tertiary Institutions/ Education in Nigeria: Issues, Challenges and Way Forward*; Paper Presented by the Founder and President, Al-Ansar Foundation, Retired Permanent Secretary, Federal Ministry of Finance, Budget and National Planning Federal Republic of Nigeria in El-Kanemi Hall, University of Maiduguri, Borno State of Nigeria
- [5] Doughery, J. E. and Pfaltzgraff, R. I. (1997) *Contending, Theories of International Relations. A Comprehensive Survey* Pp. 608. New York: Longman
- [6] Enuhora G. O. (2003) Federal Ministry of Education: *Nigerian Education Sector Status Report*:Geoffrey. www.https://education.gov.ng.
- [7] Feleti, A. S. (2006) *Theories of Social Conflict*. Introduction to Peace and Conflict Studies in West Africa. Ibadan: Spectrum Books Limited
- [8] FGN (2015) Federal Government of Nigeria: *The Presidential Initiative for the North East (PINE). Long Term Economic Reconstruction and Development: Initiatives, Strategies and Implementation Framework*. 2015 – 2020, Presidential Initiative for the North East.
- [9] Human Rights Watch (2016) Nigeria: *Attack on Education in North-East Nigeria: “Boko Haram Targeting Schools, They Set the Classrooms on Fire”* <https://www.hrw.org/news/2012/03/07/nigeria-bokoharam-targeting-schools>
- [10] IBHR (1876) International Bill of Human Rights; Article 26, Three (3) *Education Right Declaration*. Who Are Youth? <https://freechild.org/who-https://www.un.org/en/sections/universal-declaration/history-d>

- [11] Iyabo K. and Tijani A. I. (2020) *Achieving Cultural Sustainability Through Art Education for Nigerian Youths using Sustainable Development Goals in Times of Crisis. Cultural Sustainability, Performance and the Sustainable Development Goals in Time of Crisis*. Centre for the Study and Promotion of Cultural Sustainability, University of Maiduguri, Nigeria. Book Chapter, 27, pp.536-557. ISBN: 978-978-980-295-1
- [12] Johnstone C. J. (2006) *Disability Studies and Disaster Services: Putting the "DS"*. Review of Disability Studies: An International Journal, 2(3), 108-116. <https://www.researchgate.net/publication/281723859>
- [13] Lamido A. A. (2021) *Revitalizing Education in North – Eastern Nigeria: Exploring Waqt in the Post – Bko Haram Era: Exploring the Effect of Insurgency in Borno State, Nigeria*; Department of Economics, University of Maiduguri, Borno State, Nigeria. Chapter 2 Page 17 -34. Lamidomabudi@gmail.com. Economicsunimaid1bkchapter@gmail.com. ISBN 978 – 978 – 995 – 516 – 9.
- [14] Lawal I. M., Ajayi M. A. and Imam I. (2021) *Boko Haram Insurgency and Internally Generated Revenue of Borno State: A Case of Adopting Islamic Social Finance*; Exploring the Effects of Insurgency in Borno State, Nigeria. Department of Economics, University of Maiduguri, Borno State of Nigeria. Book Chapter 3, pp35-46 ISBN:978-978-995-5169
- [15] Motunrayo F.A., Mathew P., Oladele A., Hadiza M., Abba J.M. and Sani M. (2017) *“Teaching in Distress” An Assessment of Impact of Protracted Violence due to Insurgency on the Primary School Teaching Work Force in Borno State of Nigeria*. Education Data Research and Evaluation in Nigeria (EDOREN). Ukaid, British Pp. 4.
- [16] Nevin E. (2008) *Education and Sustainable Development, Policy and Practice: A Development of Education Review* 6, 49-62.
- [17] Okebukola F. (2012) *The views of Nigerian Teachers in Public Private Primary Schools on the Teaching of Early Literacy in English*. DOI: 10.1111/j.1741-4369.2011. 00605.x <https://www.researchgate.Net/publication/264207248>
- [18] Omolayo, D. M. (2001) *“Teacher Motivation for Effective Implementation of UBE Objectives in Nigeria”* Being a paper presented at the 3rd National Annual Conference of the National Association for the Advancement of Knowledge held at the Federal College of Education, Osiele Abeokuta
- [19] Onno R. (2011) *Nigeria’s Youth: Turning Challenges into Opportunity*. Country Director for Nigeria Africa Region. Retrieved on 23rd October, 2018 from <http://>

- siteresources.worldbank.org/
NIGERIAEXTN/
- [20] Shallangwa Z. M. and Tijani A. I. (2020) *Culture and Resilience Building: A Case of the Internally Displaced Persons of Borno State, North East Nigeria*. Cultural Sustainability, Performance and the Sustainable Development Goals in Time of Crisis. Published in 2020 by Centre for the Study and Promotion of Cultural Sustainability, University of Maiduguri, Borno State of Nigeria. Pp.285-306.
- [21] Shettima, K. (2017) *Murtala Mohammed Memorial Lecture*; Daily Trust, 14th February, 2017, pp.3
- [22] UDHR (1948) *Universal Declaration of Human Rights* Working Document United Nations General Assembly Third Sitting. Who Are Youth? <https://freechild.org/who-https://www.un.org/en/sections/universal-declaration/history-d>
- [23] UN OCHA (1999) *Handbook for Applying the Guiding Principles on Internal Displacement*. Washington, DC: OCHA/The Brooking Institute. Pp.25-34
- [24] UNDP (2019) *United Nations Development Programme; Annual Report 2019*. <https://www.undp.org/content/undp/home>
- [25] UNICEF (2015) United Nation Children's Education Fund (UNICEF) *Nigeria Response for Internally Displaced Children and Women in North – East Nigeria*. <https://www.Unicef.org/appeals/files/UNICEF - North East - Nigeria – Snapshot. 3rd Feb. 2015>.
- [26] Zanna B., Musa M., Yusuf A.B., and Goni A. A. (2021) *Impact of Boko Haram Insurgency on the Development of Education in Borno State: The Case of Federal Fisheries College, Borno State: Exploring the Effect of Insurgency in Borno State, Nigeria*. Chapter 6, Page 97 – 109, zannafisheries@gmail.com. Economicsunimaid1bkchapter@gmail.com. ISBN 978 – 978 – 995 – 516 – 9.