

Boko Haram Terrorism, The Girl Child and Sustainable Development in North-East Nigeria

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Abstract

The study interrogates the link between Boko Haram terrorism and sustainable development in North-East region of the Nigerian state. Although a good number of associated literatures have highlighted the challenges of Boko Haram on sustainable development especially in the North-East region of Nigeria. However, the conversations appear to have underemphasized its implications on gender equality in the region. Thus, the study is aimed at filling this gap. The researcher employed the application of the relative deprivation theory. The framework see deprivation as a condition creating fertile grounds for recruitment of youths into violence/Boko Haram terrorist organization. The study was purely qualitative relying mainly on documentary reports. Data was gathered through secondary source and analysis were done through a historical and institutional process. Findings of the study showed that Boko Haram impacts negatively on education, particularly on the girl child as it deters them from enjoying quality education vis-à-vis their male counterparts and this impacts significantly on gender inequality in North-East Nigeria. Strengthening security networks to put an end to terrorism in North-East region of Nigeria, educating the populace to understand the role of women in nation building and development through mass media campaigns, the need for more gender equality campaigns by balancing the role of men and women, boys and girls in development planning/processes are recommended as the most likely means to curtail the challenges of Boko Haram as it affects girl child schooling and by extension gender equality.

Keywords: *Boko Haram, Sustainable development, Terrorism and Gender Equality.*

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Background to the Study

The incidence of terrorism internationally increased tremendously since September 11, 2001 (Oluwadare, n: d, p.1). Over the years, there have been numerous forms of domestic and international terrorism all over the world (Aduku & Benjamin, 2019). The frequency of terrorism has assumed a global range as no nation is prevented from its impact (Okafor, 2017). Hence, terrorism has caught the full attention of nations all over the world as it is fast becoming an endemic that needs to be stopped (Owede & Daniel, 2018). However, intensive efforts embarked upon by the international community to stem its growth have not yielded the desired results (Oluwadare, n: d).

The development of societies in a way to accommodate the wants and demands of her citizens for peaceful co-existence has been dynamic. For many decades, issues relating to security have taken centre stage as the development process has been preoccupied with the discourse on how societies should function for the benefit of its people (Oluwadare, n: d). To create an atmosphere that will secure universal economic and social progress, the United Nations Organization created a platform for sustainable development goals in 2015 (Akin & Adeola, 2019).

One of the gravest fears to world harmony in modern days is the incidence of terrorism. In Nigeria, there is unwarranted danger to our very existence holistically. This is engendered by the occurrence of terrorism posing a danger to the very foundation of Nigeria. (Aduku & Benjamin, 2019). The growth of this treacherous organization in the Nigerian state has introduced a terrorist dimension into Nigeria's illegal cosmos (Okafor, 2017). In 2012, the deadly organization killed a total of 1,132 people in 364 attacks making them assume the position of the second deadliest sect of terrorist group in the globe. In the following year, Boko Haram became the most dangerous terrorist organization for causing the dead of a minimum of seven (7) persons at a time (Aghedo & Osumah, 2014).

Hence, the phenomenon of terrorism has continued to dominate political discourse both in academic and non- academic circles. The problem of this conservative element called Boko Haram has complicated development challenges in Nigeria (Emmanuel & Eme, 2017). Sadly, the social and economic situation of the Nigerian state is being aggravated by terrorist activities and attacks which has ravaged the Nigerian state in the North-Eastern region like wildfire (Akin & Adeola, 2019). Terror has continued in the North-East part of Nigeria caused by Boko Haram terrorism. The deadly actions of Boko Haram have troubled the Nigerian state and its resources meant for social, economic and political development are being taken to provide a panacea to the menace. This is with the purpose of obliterating the nefarious deeds of the deadly organization in the Nigerian state especially in the North-East region (Africa Report, 2014).

The North-East region of Nigeria has been the worst prey to the nefarious activities of Boko Haram. States like Taraba, Gombe, Bauchi, Yobe and Borno states are classic examples under the terrorist attacks. Boko Haram terrorism has compulsorily dislodged more than 2million people and caused citizens lack of access to essential services and their

means of survival. There has been loss of social cohesion, forceful migration, destruction of infrastructures of high economic values and productive forces essential for the well-being of the people. Lives have been ruined and properties maimed to the disadvantaged of the region. This has heightened food insecurity among 5.1 people million in states like Borno, Adamawa and Yobe (United Nations Development Programme, 2017).

National development relies heavily on the quality of her citizen's education. Thus, all societies globally give total priority to the improvement and sustenance of her educational programmes as the bedrock to societal advancement. Etymologically, Boko Haram means battle/war against modern educational system and standards. This is more prevalent in the North-East region of the Nigerian state. In 2013, 882 schoolrooms were demolished in Borno state. Similarly, all schools between the month of June to September was also closed down in Yobe State, in 2013 still (Awortu, 2015). More so, the central government of Nigeria on the 14th of March 2014 ordered five (5) schools made up of Unity Schools all in Adamawa, Borno and Yobe states respectively to be shot down. This made a total of 10,000 students to reposition to neighbouring educational centres (Awortu, 2015). Due to persistent deadly attacks by Boko Haram terrorist sect, most parents resolved to withdrawing their children from educational centres of learning. This has further heightened the educational backwardness of the North-East region known statistically as the most educationally backward region in Nigeria (Awortu, 2015).

In 2030, the United Nation have resolved to achieve quality education as one of its key sustainable development goals. The national development plan of every society is hinged on quality education constituting a key variable to its goal. However, educational advancement has been impeded by the nefarious actions of Boko Haram in the region. Its impact has further drawn the educational calamity of the North-East region 15 years more recessive (Akin & Adeola, 2019). Sustainable development goal 5 which lays emphasis on gender quality, particularly girl child education has also been negatively affected by the activities of Boko Harm due to the high percentage of girl child out of school in the Northern part of Nigeria. This is stimulated by the significance of gender equality to the development plan and processes of societies.

There exist an abundance of literature affirming the negative impact of terrorism (Boko Haram) on development in the North-East region of Nigeria (Akin and Adeola, 2019, Wakama, 2018, Nkwede & Nwogbaga, 2017, Awortu, 2015 & Ogege, 2013). However, little study exists on the impact of Boko Haram Terrorism on its impact on education particularly as it affects/concerns the girl child and its implication on gender equality in the region. Consequently, the primary purpose of this research, is to examine Boko Haram's terrorism on the girl child education and its implication on gender equality in the North-East region of the Nigerian state.

The Problem

Boko Haram poses serious threat to the Nigerian State this threat has ruined the social and economic structure of Nigeria (Aduku & Benjamin, 2019). This has ruined the social and

economic foundational structure of the North-East region of the Nigerian state. Thus, pushing background the very unfortunate educational development of the region in a more pitiable way. By implication, the development pursuit of the region has been farther away from its attainment (Akin & Adeola, 2019). Boko Haram terrorist organization has consistently wrecked the North-Eastern region of the Nigerian state since 2009. States like Borno, Adamawa, Yobe, Bauchi, Gombe and Taraba are its core sufferers. The negative impact of this deadly group has been enormous, ranging from 14.8 million persons brutally affected. The records of forceful migration were estimated to be 2.3million while there are also records of 177 thousand Nigerian refugees in bordering countries (Presidential Committee on the North-East Initiative, 2016).

The incessant setback by the Boko Haram terrorist organization has become a major danger to the attainment of the SDG's in the North-East region of the Nigerian state. Thus the basic substance that constitute the key to the attainment of the SDG's have had a profound adverse consequence in the region (Akin & Adeola, 2019). There has been total 27,000 persons killed in addition to a forceful migration of several persons (Akin & Adeola, 2019). This forceful migration has caused a disruption of major industrious resources and profitable organization vital to the survival of the people. Agriculture constitutes a primary source of livelihood in the North-East region of Nigeria. The percentage of the people in farming occupation, pastoralism and fishing activities constitute about 80%. This is in regard to states like Borno, Yobe and Adamawa respectively (Akin & Adeola, 2019).

Available studies (Akin & Adeola, 2019, Wakama, 2018, Nkwede & Nwogbaga, 2017, Awortu, 2015 & Ogege, 2013) on the Boko Haram terrorist attacks on the North-east part of Northern Nigeria focuses on its impact on security, livelihood and education. However, little study has been done on its impact on the girl child education, particularly its implications on gender equality which is numbered goal five (5) of the sustainable development goals. This study intends to fill this gap. Thus, the thrust of this paper focuses on how Boko Haram impacts on the girl child education and its implication on gender equality. The North-East became a choice because Boko Haram terrorist attack seem to be more prone over there and is the birth home of the treaded terrorist organization.

Study Objectives

- i. To clarify how Boko Haram terrorism poses threat to girl child education in North-East region of the Nigerian state.
- ii. To explain Boko Haram's impact on gender equality and its implications on sustainable development in North-East Nigeria.

Research Question

The study is geared towards answering the following questions;

- i. Does Boko Haram activities really threaten girl child education in North East Nigeria?

- ii. How will this affect gender equality and sustainable development in North in North East Nigeria?

Hypothesis

- i. Boko Haram activities are ineffectual on girl child education in North-East region of the Nigerian state.
- ii. Boko Haram terrorist activities are futile to in gender equality/ disparity in North East Nigeria.

Study Area

The North East Zone of Nigeria covered about 280, 419km² (one third of Nigeria's total land area). The North-East geopolitical zone of the Nigerian has been reported to be a major contributor to national net food production by the National Bureau of statistics, 2010. Borno, Adamawa, Yobe, Bauchi, Gombe and Taraba State constitute such states (Yunusa & Deepika, 2019).

Clarification of Terms

Boko Haram: This is a radical Islamic extremist group which, according to Onuoha (2012), literally mean "western education is a sin or is forbidden" (Michael, 2016 & Salisu, et al., 2015).

Terrorism: The activities of terrorist have long existed in global history. These activities have existed in all epochs of human history. Etymologically terrorism as a word is coined from a latin origin 'terrere' which means to 'scare' (Kokona & Sayid, 2019). This research study defines terrorism as an unauthorized violent attack to put panic with the purpose of threatening government and citizens to realize its set objectives, be it political, ideological or religious (Opukri & Ebiefa, 2013).

Sustainable Development: This research study defines sustainable development as a development initiative/plan that considers both present and future needs of people in a given society (Barry & Bass, 2002, Kates et al., 2005, Willard, 2010, Diesendorf, 2014 & Vienna, 2014).

Gender Equality: This research study sees gender equality as a societal configuration where both sexes are allowed to partake in their rights and privileges in prizes, chances, ranks and control in the scheme of societal affairs (Lori, 2013, 4).

Theoretical Framework:

The research study adopts the relative deprivation theory. Relative deprivation is formally defined as an actual or perceived lack of resources required to maintain the quality of life (e.g. diet, activities, material possessions) to which various socioeconomic groups or individuals within those groups have grown accustomed, or are considered to be the accepted norm within the group (Longley, 2021). The theory suggests that people who feel they are being deprived of something considered essential in their society (e.g.,

money, rights, political voice, status) will organize or join social movements dedicated to obtaining the things of which they feel deprived (Longley, 2012).

Where there is prospective chance for variation, conflicts become inevitable. This could range from where a person originates, sex, place of worships and beliefs, occupation and civil organizations (Granville, 2020). In the view of Schaeter (2008, 69), the awareness of an individual as regards to what is due her in the scheme of things; needs, expectations and wants and what comes in reality. Similarly, there could be deliberate rejection of honest privileges and corresponding welfares (Walker and Smith, 2012). This ugly incidence may lead to anger as people feel deprived of their deserved needs, wants and demands while other groups of same interest are being attended to comparatively (Granville, 2020). This fuels anger that often leads to violent conflicts.

Galtung (1969), sees societal configurations that prevents people from the attainment of basic needs that creates good healthy conditions of living. This theory blames conflict/violence on the structure and organization of societies and human reactions to it. For example, people's response to injustice, marginalization, exploitation, poverty, etc. (Ibaba, 2011).

The relevance/application of the relative deprivation theory becomes glaring to the emergence of Boko Haram terrorism in North-East Nigeria. Firstly, many Nigerian citizens have held unto the assertion that they are being denied their rightful place in the affairs of the country intentionally, thoroughly and tactically in regard to their financial, communal and governmental privileges deprived of and abused by the entity called Nigeria. This was obviously seen in the gospel against modern educational system by the dreaded terrorist group labelling it immoral and hence prohibited thus propelling the genesis of violent conflicts especially in the North-Eastern region of the Nigerian state.

The relative deprivation theory argues that the introduction of certain laws and structures of government, deprives the people of their basic rights/privileges and this results to insecurity.

They include thoughtful guidelines and well-planned configurations that ignites excruciating pains to the human self, harm, deprivation, exclusion, danger and oppression (Ibaba, 2011). Clear evidence of the poverty violence/terrorism debate is in Boko Haram recruitment as highlighted by the findings of Aghedo and Osumah (2014, 257), they noted that:

A careful investigation of the poor condition of progress stagnation bedevilling the North-East Region brings to limelight the Boko Haram justification amongst some people in the Nigerian state. This justification is propelled by the heights of lack and joblessness among the teeming populace. In addition, is their little level of educational attainment. These factors are further ignited by the fragile governance structure with high-rate dishonesty in government owned parastatals creating fertile grounds for Boko Haram conscription and activities.

Concurring on the above submissions, Kashim Shettima, former governor of Borno state, commented that:

The North-Eastern region of Nigeria which has been labelled a hub for Boko Haram is globally known as one of the most deprived regions with such a minimum level of infrastructure constituting it. Her citizens are known to be illiterates with a high level of joblessness saturating among its youths with little or no resources to be used for self-help; a high angry populace and high leadership deficit halting economic betterment and societal integration of the region (Aghedo & Osumah, 2014, 219).

This occurs due to heighten frustration which results from the inability of the people to realize their full potentials as it affects their survival and sustenance. Illiteracy, poverty, unemployment, hunger makes youths in the North-Eastern geo-political zone easy targets for mobilization into violence. By adopting both theories, this study intends to show how the above conditions birthed and create a fertile ground for terrorist recruitment in North-Eastern Nigeria.

Methodology

The study adopted the use of a mixed design. It combined documentary and historical designs and it's a purely qualitative study done through a documentary process (Jashim, 2010). It involves the collection of data from existing materials /documents (books, journal articles, conference proceedings etc.). This is used to state evidence, prove and fuse proof established earlier that, its purpose is to establish facts, verify and fuse evidence from the past to establish facts that guard or reject a premise in the present. This design is appropriate because of its ability to historically access the cause of events and its implications on present conditions. Data was gathered mainly from the secondary source. Data on the variables of Boko Haram terrorism and the challenges to sustainable development was therefore sourced from books, text, conference proceedings, journal articles, official publications, websites, reports, news magazines etc. The justification for sourcing for data from secondary source is due largely to the nature of the study.

Data analysis was done through historical and institutional process. Institutional and historical analysis were used as methods of social analysis due to the nature of the study. Violent conditions arising due to lopsided government policies, corruption and weak institutions of government. And these institutional deficiencies, which are expressed through the poor condition of the masses creates a fertile ground for youth recruitment into violence/terrorist organization. This is in line with the qualitative and historical approach to the analysis of data. The historical approach to the analysis of events to draw conclusions and make predictions about the future.

Boko Haram Terrorism, Girl Child Education and Sustainable Development in North-East Nigeria. Contending Conversations in the Literature: A review of the literature on Boko Haram Terrorism and Sustainable Development in North-East Nigeria highlights a plethora of issues and conversations. scholars have expressed divers opinions drawn

from their respective findings both on its causes and impact on development. Pouring through the literature for instance, Akin and Adeola (2019), Okafor (2017), Emmanuel and Eme (2017) and Adebayo, A. A (2014) concentrates on Boko Haram activities as it concerns development particularly on its social and economic dimensions.

Commenting on this, Akin and Adeola (2019), noted that Boko Haram terrorism destroyed the very foundation of the social and economic configuration of the Nigerian state especially in its North-East region. This has drawn development efforts of the people several years regressive. By implication, their development pursuit has been impeded beyond its expectation. Similarly, some scholars (Kokona & Sayid, 2019) focus on its impact on the rural economy as it destabilizes rural development particularly on the aspect of farming and hence, food security which is a key component of development focus as the rural agriculture is the main source of food security in Nigeria.

More so, other views (Granville, 2020, Aduku and Benjamin, 2019, The Kukah Centre, 2018, Africa Report, 2014 & Ogege, 2013) highlights the link between Boko Haram activities and its impact on security and by extension national security generally noting the place of peace in the achievement of the sustainable development goals. These scholars in their submission explained that issues concerning security are key in both domestic and external progress of states. Hence, both at domestic and global space, the creation of a healthy atmosphere for all and sundry are dependent on policy facilitators stroking variants of devices to checkmate anxiety.

Furthermore, the outbreak of Boko Haram terrorism has created undercurrents that has manifested as threats and attacks on states particularly within the North-East region. Commenting on this tragedy, Kukah Centre (2018), noted that since 2009, there has been series of ferocious attacks in the North-East region of the country propelled by Boko Haram organization. Its campaigns and the counter replies by the Nigerian state has statistically led to the dead of 25,000 innocent deaths. Also, possession is ruined, forceful migration of 2.1million persons. These persons are confronted with food insecurity. Still on its impact on security, is the emphasis on its implications on regional security. Onuoha (2014) and Oluwadare (n: d) emphasized that Boko Haram terrorist group on neighbouring countries such as Niger, Cameroun and Chad noting its implications on regional security.

Furthermore, Brechenmacher (2019 and Michael (2016) in their argument highlighted that in Nigeria, people are currently exiled mainly due to the terrorist activities of Boko Haram and also displaced millions around the lake Chad region. Aminu et al., (2020) explained that forceful push out of people is engendered by the activities of the terrorist group bedevilling the region. He noted that:

Without ability to make income flow due to non-availability of employment, youth are underprivileged to live a productive social life. More so, the lack of well-paid jobs has forced numerous youths to live filthy lives. Thus, such youths become easily recruited to becoming members of this terrorist group (15).

Also, Daniel (n: d), explained the implications of Boko Haram terrorist attacks on human rights violation. In addition, there have been series of kidnap of over 592 people mostly youths constituting of vulnerable girls, boys and women since 2014. Also, a total death of 935 people was reported by Human Rights Watch to have been killed in 164 outbreaks. Another version has it reported that 550 persons was slain by bombing and other deadly means. In the year 2011, 550 people were confronted and reported dead by the terrorist group. A high cruel devastation was also done on properties worth series billions of naira through explosives in the Northern Part of Nigeria (Ogege, 2013).

In another dimension, Nkwede and Nwogbaga (2017), Abdullazeez (2016), Isokpan and Durojaye (2016), Awortu (2015), Joda and Abdurashed (2015) and Afeikhen (n:d), centred their discourse and findings discussed the impact of Boko Haram activities on schooling in the Northeast region of the Nigerian state. Commenting on this point, Awortu (2015) noted that learning is a panacea for growth and progress holistically all over the globe. Thus, societies globally give reasonable focus on learning processes and planning. The activities of this deadly terrorist group negate modern educational process and standards as it wages war against it. This more prevalent in the North-East region of the Nigerian State. In 2013, Borno state recorded 882 classrooms being destroyed by Boko Haram activities. Same was obtainable in Yobe state where schools was locked down from the June to September.

Still expressing sadness over the menace of terrorism, Awortu (2015) noted that Nigeria has been struggling with educational inadequacy as such, learning structures and workers that can enhance our learning environment has been compromised by the dreaded activities of this terrorist group. This puzzle has been made worst by series of kidnaps targeted towards school girls, other students and even their teachers. Moloni, Azad and Malo (2019) in their expression on the tragedy of Boko Haram impact on education narrated that in Borno state alone, 15,000 adolescents have been stopped from attending schools or similar learning environment beginning from February 2013 in a source reported by its state ministry of education. This sad state of affairs is linked to the incessant attacks from the dreaded organization. Another version of report came forth by another state educationist official that 50 out of the 175 educational centres in Borno state have been wiped out by Boko Haram terrorist attacks. More corresponding sources gave examples of another deadly four (4) attacks of educational centres in Maiduguri were four (4) innocents teachers meant their untimely while another set of four (4) students mercilessly injured by the terrorist group in an afternoon.

More reports on the tragic experience of the of this fearless organization called to attention the killing of other sets of school teachers feeding committee in charge of primary and secondary feeding in the state of Borno, Nigeria. These actions in no measure has doubled the illiteracy statistics of the already low and pathetic level of education in the region. Therefore, wrecking the ship of societal growth, progress and development which narratives can only be changed by enlightened minds with innovative ideas though quality education. Thus achieving the global goals of sustainable development.

While acknowledging the available literatures on Boko Haram terrorism and the challenges of sustainable development particularly on its impact on education, scholars seem to have neglected the impact of Boko Haram on the girl child education, particularly, its implications on gender equality in North-East Nigeria. This becomes a major gap in the literature. Thus, this study intends to fill this gap. This paper takes interest in North-East Nigeria because Boko Haram terrorism originated from the regions and has impacted more on her people.

Boko Haram Terrorism, Girl Child Education and its challenges on Gender Equality in North-East Nigeria: A Discourse

The multidimensional nature of development finds expression in sustainable development. Sustainable development is all encompassing and inclusive framework of development. One of its core focus is gender equality. This state of affairs is informed by the active character of gender in our collective development. The way and manner social norms, rules, regulations and hierarchical power configurations of people of both sex and their choices constitute the meaning of gender (Ann et al., 2015). Societies are configured in such a way that both sexes differ in their dealings and experiences in social conditions of poverty, opportunities in the corridors of decision making, financial dealings and relations and basic admission to certain facilities aid to mark involvements.

The boundaries and encumbrances tied to checkmate the female gender, comparatively to the male counterparts in many societal configurations, be it social, economic, occupational structure and gaps has long being acknowledged in the World Bank report on development published in 2012. That to improve development in a sustainable fashion need both genders to effectively interacts especially the disadvantaged sex.

For a lasting peace and progress to be guaranteed, a growing body of experimental research has acknowledged that the equality of male and female genders seems more potent and realizable (Ann, 2015). In the report presented by the Presidential Committee on the North-East Initiative (2016, p.5), the North-East is depicted thus: 'the highest rate of deaths is rated at 0.80%. there is also a very low rate of manpower development in areas of educational admission, child and women death with high level of poverty in circulation in the North-East region of the Nigerian state'.

This presents the need for rapid development in a gender friendly manner as the conditions above impacts on women than men. Sadly, the activities of Boko Haram terrorism have compounded the already gender disparity in the North-East states. Thus, further impeding their development constraints. Scholarly findings Akin and Adeola (2019), Nkwede and Nwogbaga (2017) and Afeikhena (n: d) validates the impact of Boko Haram terrorism on the girl right education and by extension its implications on gender equality campaign. The dreaded Boko Haram terrorist limelight came to international recognition at the wake of its abducted of over 276 Chibok school girls in April, 2014 (Afeikhena, n: d). Also, 2018, 110 girls at Daptchi were abducted.

This has made schools unsafe for the children particularly the girl child that was hitherto begged to put efforts in modern education. There has been lack of admission of adolescent into schooling centres because of the incessant attacks on school facilities and its usage as homes to accommodate those who are being forcefully chased out from their respective place of abode. This has kept 2.9million children out of schooling with girls taking a chunk of 70%. Thus, making gender equality almost impossible due to the high rate of disparity among gender roles in development and by extension affecting the ability of the global goals realizable in this scenario.

Girl child education is very paramount to gender equality and by extension national development. The following were studies carried out by Joda and Abdulrasheed (2015). The incessant outbreaks of the activities of terrorist invading learning facilities have impeded a high percentage of girl's education in their place of learning. Consistent kidnapping of girls in their respective boarding homes or while on their way to school has drastically caused a low turnout of girls in their learning environment.

Educational programmes targeted at the girl child to enhance their all-round development are most left out. This state of affairs is caused by the absence of female teachers who are been persistently absent on account of forceful migration out of the dreaded region engulf with terrorist activities.

The female gender constituting both women and girls are on the run and have shown no interest in learning due to the mindless attacks from the terrorist group. No regular checking and evaluation by those at the helm of educational affairs particularly officials in charge of basic activities as it concerns girl's education due to their forceful migration out of the dreaded region due to Boko Haram persistent threats and attacks. Hence, most of such officials are out of their workplaces.

She further stressed that since the abduction of the Chibok girls in April 14, 2014 due to high rate of abduction, fear has enveloped such students. Thus, encouraging them to stay out of learning centres in the region. More so, her findings reveal that many respondents agreed that an unsafe environment negates learning processes which cannot be done in an unsecured. The activities of Boko Haram have kept most officials out of their official quarters of learning. By implications, this means the inspection of girl's education programme, cannot conduct periodic checking to monitor the level of development on girl's education programme in schools.

Hence, they cause violence in schools in North-Eastern part of Nigeria as the case of the abduction of the Chibok girls in Borno State and more than 100 school girls in Yobe State. This group on countless occasions have dispersed pamphlets and carried out sermons preaching against modern education among girls with a threat to kidnap such girls for acting contrary to their orders (Yunusa and Deepika (2019). A study carried out by Zenn et al (2013) reported that: within the North East region there is a shadow domain of sexual extortion under force. The terrorist mostly young men find it difficult to stay in bushes

without access to sex. Consequently, this terrorist group resolves to kidnap of women and girls in order to fulfil their crucial military, social as well as logistics roles. The kidnapping of the school girls is in accordance of the core characteristics of the Islamic revolutionary group which is centred on the intimidation of the female gender and their perpetual look down inferior status in relation to the male gender.

The vulnerability of the female gender in the North-East region of Nigeria to numerous criminals and radicals was largely associated to misconception of religious principles and cultural requirements in the region (Yunusa & Deepika, 2019). This impacts negatively on gender equality and by extension national development. This state of affairs is ignited by the low entry of women in places of learning and human development and by implication causing a low manpower force in the national workforce of societies. In addition, teaching the female gender makes it easy for an all-round education nationally due to the family roles and preparation of both male and women for character building and development which adds to growth and progress in a given society.

Societies where women are highly educated are known to achieve high growth rates and progress holistically while societies with low level of women attainment of education is known to wallow in in poverty and inadequate health. This is because education makes it easier for the female gender to imbibe basic cleanliness values and a culture of hygiene. Uneducated mothers would demonstrate their ignorance to their offspring's. education provided a platform for socio-economic development, fairness and these illiterate mothers will continue to perpetuate their unawareness to their children both male and impartiality (Iloegbunsim, 2006). Since women are tomorrow's mothers, it is highly necessary to provide a platform to educate them so as to prepare them for socio-economic and political challenges of tomorrow (Omorie and Abraham, 2009). Conclusively, Boko Haram terrorist activities has further compounded the social conditions where women cannot compete and share equal rights, power, status, opportunities and rewards. This also affects their daily lives in many aspects. Worst of all, safety or freedom from violence. Thus, worsening gender equality and denying the female counterparts their contribution to national development.

Summary, Conclusion and Recommendation

This study discussed the challenges posed by the activities of Boko Haram to sustainable development in the North-East region of the Nigerian state. Borno, Adamawa, Yobe, Bauchi, Gombe and Taraba constitute states in the region respectively. The study argued that while literature abounds on how Boko Haram activities has negatively impacted on sustainable development in the North-East region of Nigeria, the literature seems not to cover the impact of Boko Haram terrorism on girl child education particularly as it implicates sustainable development goal five (5) that centres on gender equality. Thus, the study was set out to fill this gap. To achieve this, the study focused on the challenges of Boko Haram on the girl child education and its implications on gender equality in the region.

The challenges of Boko Haram terrorist activities and its impact on sustainable development as it concerns the girl child education and its implications on gender equality and disparity in North-East region of Nigeria was the objective that propagated this study. Three (3) propositions guided this study. Firstly, the activities of Boko Haram terrorism are ineffectual on girl child education. Secondly, the activities of Boko Haram terrorism are futile in gender equality campaign and thirdly the activities of Boko Haram are ineffective in gender disparity in the region. The North-East region of Nigeria constituted the scope of this, and findings showed Boko Haram impacts on girl child education and impacts negatively on gender equality. Hence, the propositions were rejected.

The findings on the study showed that Boko Haram terrorism poses a challenge to sustainable development in North-East Nigeria. This ranges from its impact on education particularly on girl child education in North-East Nigeria. More importantly, the impact on girl child poses a challenge to gender equality campaign and increases gender disparity in North-East Nigeria. This in turn would affect women's place in relationships, the community and even in political arenas. Thus, worsening gender equality and denying the female counterparts their contribution to national development.

Recommendations

The following are recommended as the most like means to address the findings of the study.

1. Strengthening security networks to put an end to Boko Haram terrorism in North-East Nigeria.
2. Similarly, security personnel should be positioned in schools particularly girl's colleges to protect school girls from Boko Haram terrorist attacks.
3. Reorientation and sensitization of the place of women in politics, local governance, nation building and development through mass media campaigns.
4. There is need for more gender equality campaigns in development planning processes.
5. Strengthening of governance to reduce corruption, more responsive to their duties and obligations to citizens in the North-East region.
6. Developing programmes and strategies to give capacity to citizens to enable them get out of poverty would reduce their vulnerability for recruitment into the Boko Haram terrorist organization.
7. Government must priorities increasing girl's access to primary and secondary schools, and develop a program to upgrade Quranic education, ensuring equal access for girls.
8. The Government and Development Agencies must orchestrate and develop a community-based approach and sensitization to address social stigma around former Boko Haram members' wives and slaves as well as children fathered by Boko Haram members, including by dramatically increasing investment in schools in the North-East Region of Nigeria so as to allow the latter to attend school with other children in the region.

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