

Effects of Boko Haram Insurgency on Students' Enrolment and Performance in North-East Nigeria (A Case Study of Yobe State)



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ABSTRACT: Armed conflict has become a challenging phenomenon especially in the Northeastern part of Nigeria. The paper studies the effect of armed conflict on students' enrolment and performance in the Northeast region of Nigeria. The study being qualitative, utilized data obtained through key informants' interview and secondary sources. Hence, 48 respondents were purposefully interviewed due to their experience on the issue. Indeed, finding indicates that armed conflicts such as the Boko Haram insurgency in the Northeast Nigeria has negatively affected students' enrolment and their performance in schools due to students dropping out of school, as many males headed households in the region and Yobe State were either killed or displaced thereby leaving most women as widows and children as orphans. It is noted that many students who were affected by the Boko Haram crisis have either dropped out from school or have suffered one form of inconvenience or the other. In view of the findings, the paper suggests that government and all stakeholders in the education and development circle should as a matter of urgency intervene to save the current worrisome situation. It is also suggested that more needs to be done to fast track enrolment campaign drive that may assist the government, communities, traditional rulers, religious leaders, teachers towards enrolling students back to schools like their fellow counterpart.

INTRODUCTION

Nigeria is one of the largest countries in Africa, and it is blessed with both human and material resources. According to UNDESA (2018) Nigeria, has a projected population of more than 215,763,437 and 99,579,686, which 50.6% of the population are males and 97,071,362, 49.4%, are females. The Nigerian Northern women working system relates to tradition and controlled by cultural norms. Because of these women and children depend heavily on the bread winner of the family, who is the husband (Hogben et al., 2001). In Nigeria, women constitute approximately half of the population. Moreover, they also contribute to developing the society socially, politically, and economically. Yet, the activities of the insurgent group have affected them and their children educationally, economically, and psychologically (Ali, Zakuan, & Bin Mohammad, 2018). It is believed that children are the leaders of tomorrow, but unfortunately the insurgent group has affected their lives educationally, economically, and psychologically. This is because most of the children are turned to beggars, some are dropped out of school because their parents are killed or are disconnected from them. Furthermore, some children are traumatized because of the indiscriminate killing/slaughtering their parents in their presence (Ali, et al., 2018).

In a similar vein, even before the emergence of Boko Haram, Nigeria was characterized with the highest rates of internal ethno-religious and communal conflict in the world (Osaghae & Suberu, 2005). Right from the year 2009 to present time, Boko Haram insurgency has confounded the North-East states of Nigeria, particularly Adamawa, Borno, and Yobe states, and other parts of the neighboring nations of Lake Chad Region, Difa, Niger Republic, far Northern Cameroon and Chad, where millions of people were evacuated in the above-mentioned places and turned tens of thousands of women and children to traumatized widows and orphans in addition to many schools being attacked and destroyed.

Problem Statement

Armed Conflict is a threat to the students' lives and other innocent people. The negative effects of attacks and reprisals between the Boko Haram sects in Northeast Nigeria, Yobe inclusive, has negatively affected students' enrolment into schools in the Northeastern part of the nation especially Yobe State. Any kind of violent conflict is not only considered a threat to government or democracy but on student's enrolment and retention. It is acknowledged that students and youth are the backbone of development and nation building, but unfortunately armed conflict has affected their enrolment and performance in most schools located in the

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conflict affected areas. These shows that armed conflict is becoming a strong force because of established connections with International Terrorist Organizations (ITO). This transformation has made sect groups such as Boko Haram so robust and urbane that it has brought about an overwhelming insurgency in the Northeastern States of Nigeria, especially Borno and Yobe. In fact, the Nigerian government has been unable to overcome Boko Haram activities and was forced to declare a state of emergency in the affected states. The issues seeking answers in this study therefore are what and how the insurgent group affects students' enrolment and performance in school in the North-eastern part of the country, especially Yobe State, which poses grave threat to security of the State and the Nation in general. Given this, the study merits to examine the effects of armed conflict on student enrolment and performance in schools in the North-eastern part of the nation, with reference to Yobe State.

Objectives of the Study

1. To examine the effects of armed conflict on students' enrolment in school in Yobe State
2. To explore the consequences of armed conflict on students' performance in Yobe State
3. To identify how armed conflict affect students' enrolment and performance in Yobe State

RESEARCH METHODOLOGY

Although a general research methodology was provided for the assessment of government's performance in achieving democratic consolidation in Nigeria (Abbas & Ku Samsu, 2017], this paper focuses on expanded qualitative methodology for education and security stakeholders with basic expertise on students' security needs and concerns for overall education development. To understand the efforts towards students' enrolment and performance through safety during Boko Haram insurgency considered as one of the crucial elements of qualitative education outcomes, this study therefore utilised the qualitative research approaches that offers in depth views of education and security stakeholders in their most real-life experience considered appropriate for this study.

Selection of Stakeholders

To achieve objective of the study 48 education and security stakeholders in the state and the region were included through purposive sampling. In the first category, it involved politicians: commissioners, legislators, and election candidates. The second category includes administrators including permanent secretaries, chief executives, and directors in the Ministry of Education (MoE). The third categories were school principals and headmasters. Fourth, the civil society and education labour unions involved the National Union of Teachers (NUT); and School Based Management Committees (SBMC). Fifth, the development partners: United Nations Children's Education Fund (UNICEF). Sixth, community leaders (traditional and religious) were involved. Seventh, members of the security community both conventional and non-conventional were also involved.

Table: Categories of Education Stakeholders

Category	Number of stakeholders	Description of stakeholders
Politicians	6	Ruling & opposition party members
Senior administrators	6	MoE
Education providers	6	Professionals/support staff
Local civil society	6	Professionals & non-professional
Development partners	1	International/national/local
Community leaders	3	Traditional and religious
Total	28	Key Stakeholders

Table: Categories of Security Personnel

Category	Number of Securities	Description of Participants
Military Formations	4	Nigerian Army
Volunteers	4	Youth
State security services	3	State security services
Multinational joint taskforce (MJTF) and	6	Military and Para Military
Vigilantes' groups	3	Vigilantes' groups
Total	20	Security Agents

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Data Collection

For this study, in-depth interviews of key stakeholders and review of education documents were utilized. The interviews mostly carried out in Yobe state, Northeast Nigeria lasted about 25-80 minutes at the stakeholder's offices. Most questions were to understand efforts towards student's enrolment and performance within the purview of Boko Haram insurgency. For secondary sources, the documents reviewed include education guidelines that give views on education and its development in Nigeria. Also reviewed, includes Yobe Socio-Economic Reform Agenda (YOSERA, 2008-2015); Government Policy Documents, speeches of Governor Gaidam on students' enrolment and education overall development, 2014 Education Sector Medium Term Expenditure Framework (MTEF) and 2016 report on the impact of Boko Haram insurgency on education. Overall, these reviewed documents have provided this paper with relevant insights and guidance.

Data Analysis

The thematic analysis to qualitative research was utilised in this paper where the transcription, and coding of themes were achieved on the stakeholder's interview transcripts. To achieve the measurement credence, the Teacher/Student Ratio advocated by UNESCO, UNICEF, MDGs and SGDs while discussing student's enrolment and performance requirements were used. This helped the researchers to identify patterns and relationships between variables or themes that emerged from the interview data and documents. In the subsequent chapter, systematic analysis of the data will be majorly utilised to understand frameworks to analyse and discuss its major findings.

RESULTS AND DISCUSSIONS

Net Enrolment Rate and Trends

The Net Enrolment Rate (NER) in Yobe state over the years lags its counterparts especially at the basic education system. Hence, the regime's determination to address the gap seems relevant as inadequate attention to enrolment rates will make the achievement of MDG No2 (achieving basic education) difficult if not impossible. It must be noted that most informants indicated that the challenge of school enrolment in Nigeria remains an old phenomenon especially among northern states. Based on some data, there are more than 10 million out of school children in Nigeria (MDG, 2015; UNDP, 2015; UNICEF, 2015). With more than 47% of world's proportion of out of school children, Nigeria is thus undoubtedly a home to the largest number of out of school children anywhere in the globe (UNESCO, 2015). According to this report, 40% of Nigerian children between the ages of 6 and 11 years old do not attend primary school with northern part of the country recording the lowest school attendance rate over the years (UNICEF, 2015).

The study found that in Yobe state it is the right of any school aged child to have education as is the responsibility of government that must not be contemplated with. Most informants indicates that although progress has been achieved especially at primary level the general trend in school enrolment in junior and secondary schools have not shown significant improvement over the years. In fact, even the gradual increase showed a downward trend in 2015 as captured in the Table below.

Table: Enrolment Trends at Basic Education Levels from 2012-2015

Year	Primary	JSS	SSS
2012	551,817	61,962	42,586
2013	788,465	67,573	42,675
2014	796,488	70,932	41,748
2015	732024	68199	111098

Researchers reconstruct: Yobe State EMTSS, 2014 page 11-12 & recent data from SMoE, 2016

About school enrolment, a document analysis revealed an improvement in school Net Enrolment Rate (NER) especially at the primary school level. The Figure below generally indicates the NER of basic education levels (primary, junior, and senior secondary schools) in Yobe state from 2012-2015.

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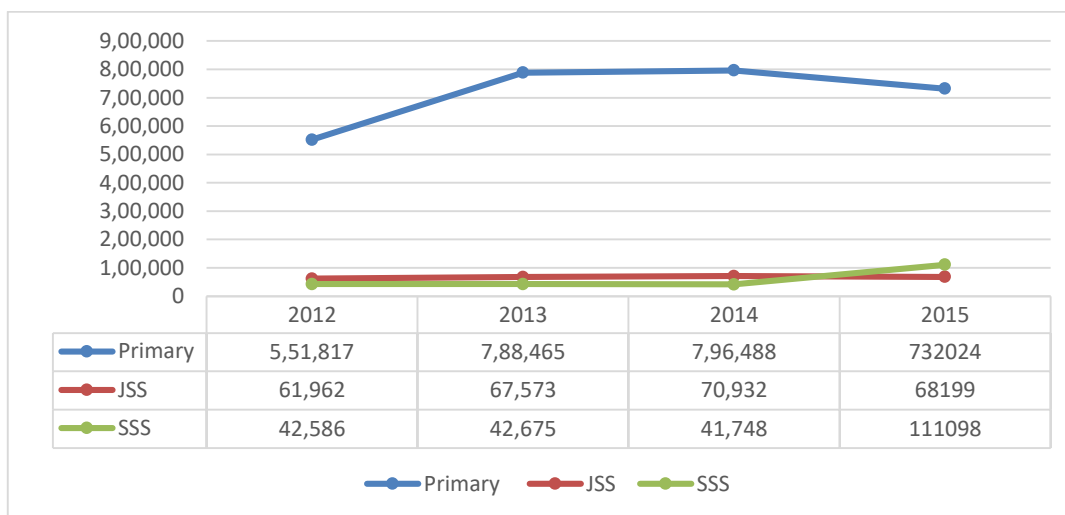


Figure: Net Enrolment Rates (NER) at Basic Education Levels from 2012-2015

Researchers reconstruct: Yobe State EMTSS, 2014 page 11-12 & recent data from MoE, 2016

As can be seen above, school enrolment rates, particularly at the primary level had significantly improved especially from 2012 to 2014 although it later declined in 2015. This improvement in primary school enrolment over the years, however, was not applicable in both junior and senior secondary schools (Figure above). Although in senior secondary schools in 2015 the state recorded improved enrolment from 41,748 students in 2014 to 111098 students (Figure 5.6), over the years (2009-2014) school enrolment was generally low. This challenge is said to be majorly due to insecurity associated with Boko Haram activities propelled by various attacks on schools and the killings of teachers and students. An earlier study by Diwakar (2015) revealed that although findings vary across countries, times, and situations, but studies suggest that conflict is negatively correlated with education attainment in most conflict areas, hence the Yobe situation may not be an exception.

Table: Eligible Population for Enrolment

YEARS	TOTAL	MALE	FEMALE
2018	1,099.37	569,304	530,063
2019	1,100.14	568,666	531,472
2020	110,023	67,699	532,530
2021	1,114.62	558,377	526,238
2022	1,056.77	543,784	515,985
2023	1,048.52	539,537	508,985

Source: (National Population Commission 2022; Ali, & Wakili, 2022)

The table above shows the eligible population for enrolment in the education sector as of 2018 to 2022. This indicates that the level of male and female enrolments in the education is very low because of the activities of the insurgent groups that has put fear in the minds of the general populace. Because of the poor enrolment of people in primary schools, the executive governor of Yobe state, Mai Mala Buni intervened by declaring a state of emergency on education across the state (Ali, & Wakili, 2022).

While significant success has been recorded across the globe since 2000 UN implementation of the education goals, there, however, appears to be gaps especially among the lowest performing countries (Tikly, 2011; Tikly & Barret, 2011; UNESCO, 2015; UNICEF, 2015). Overall, the poor performance and low educational situations are even made worse in some countries that are for instance battling with civil and political unrest such as war, famine, etc. (Shimeles & Verdier-Chouchane, 2016) as “these children of school going age are generally less likely to be enrolled in school during the time of conflict” (Diwakar, 2015:1704). In Yobe state, this suggests that in the amidst of conflict like Boko Haram insurgency which on several occasions have witnessed attacks, killings and burning down of schools, the insurgency was therefore considered as the major factor that led to the downward trend of school enrolment particularly at the heat of such crisis. In short this means, as fragile states like Yobe state bedeviled by Boko Haram insurgency are far from achieving political and economic stability, the ambition of universal access to basic education might, therefore, depict different scenario at regional, national and or sub-national levels.

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Special Interventions to Improve School Enrolment and Access

Beyond the trend of school enrolment, improved access to education is valued differently by informants as different reasons were advanced. For that, emphasis was made on 1) improved awareness on the importance of education because of continuous campaigns by stakeholders, 2) the introduction of UBE schools and 3) democratic and political opportunities that comes with acquiring western education.

At the level of government, it is important to note the declaration of state of emergency on the education sector, which was a deliberate decision of the executive governor of Yobe state to begin practical journey to revitalize the education sector from decades of neglect and insurgency that has affected the education sector since 2009 to date. This bold effort could not be farfetched from the damages caused by the insurgent groups in all educations and economic sectors (Ali, & Wakili, 2022). While there could be other reasons, a journalist shared that, school enrolment is increasing as people are now identifying the importance of education development because of the better awareness:

If you missed that (education) opportunity as a parent, I don't think people will now allow their children to miss that (education) opportunity too. The enrollment under the current democratic regime is seriously increasing due to this awareness among other reasons (CS1).

On the introduction of UBE schools, a former UBE school principal and a university lecturer shared his experience.

Being an experienced educationist who happens to be among pioneer principals to be posted by UBE in the then newly established programme in 2005, I will say that, since that period (2005) the level of enrolment since began to increase across all nooks and crannies of Yobe state. The UBE programme really helped many educationally disadvantaged children who hitherto have no future but were enrolled in primary schools and are probably now in other higher institutions of learning. I therefore strongly believe that the introduction and adoption of UBE have drastically improved the level of school enrolment in Yobe state over time (CS4).

Other informants advanced that the motivation is that most people especially in the rural areas of the state were expecting to be appointed or elected to public office after acquiring educational qualification such as SSCE or diploma in the current democratic set up. This education activist emphasized this view:

Most people, especially in rural areas of Yobe state, go to school because they want to be appointed to a political office. Others may just want to have the knowledge to contest in elections which are considered lucrative for earn means of livelihood which is also interesting (CS5).

With regards to opening access for school children, some informants advanced that the regime has addressed the prevalence of non-functional schools. For some, the regime's efforts in the expansion of infrastructure such as classrooms and other facilities including teaching-learning materials had improved the existing capacity of schools to cope with increased enrollment and thereby opening access to school aged children. To indicate how an educated citizen could support peaceful society and appreciate development this informant shares his view on improved access.

The regime's strategies to open access for school children are gradually working. With the expansion of school facilities, I believe the citizens are now getting the chance to be enrolled and educated. For me, since democracy is about people and their self-development, more education access means more chances were provided. This is significant for democracy and the development of our society politically, socially, and economically. The more we are educated the more we will support democracy to thrive for our overall social welfare development (RP3).

Interestingly, this reflects the regime's determination towards realising that children of both sexes (boys and girls) attends basic education in line with MDG number 2 of having access to basic education. This is particularly important as based on the recent perspectives, education is considered as fundamental human right (Anyanwu, 2016; Chatterji, Mohan, & Dastidar, 2015; Sen & Mukherjee, 2014; UNESCO, 2015). Hence, the influence of public investment in education development is becoming more important (Anyanwu, 2016; Lewin, 2015; Scheerens, Luyten, & Ravens, 2011; Soggi, Ciaschini & Toffoli, 2015) particularly for developing nations and democracies. Further, education development is also now considered an important element in combatting poverty, exploitation and promoting democracy (Shimeles & Verdier-Chouchane, 2016; Tickly, 2011; Tickly & Barret, 2011; USAID, 2011). It is therefore not surprising that this democratic regime at the sub national level like at the global level is spearheading its gradual education development.

Generally, whatever reason might have been advanced by the informants, school enrolment, particularly in basic education, have shown a gradual increase across the globe. Lewin (2015), Senadza and Hodey (2015) and USAID (2011), have all reported that access to basic education is said to be gradually increasing especially in the past 20 years with the increase in the pupil and student enrolment in most developing nations. Specifically, on Low Income Countries, more than 70% of the said children in those countries enrolled in the primary schools were said to have remained in the school until the last grade cycle (UNESCO, 2012). It should

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however be noted that although most developing nations have expanded their education coverage even to remote, rural, and poor communities including with girls (USAID, 2011), some countries, still show low enrolment rates in schools. Lewin (2015) advanced that this crisis is evident in vulnerable groups mostly found in rural or from poor households, especially girls, orphans, and disabled children, etc.

Unequal Access for underserved population

To advance the above position, some informants insist that access to education is skewed against children from rural areas that have less chance than those in urban areas this is even prior to the activities of Boko Haram insurgent. One of this top opposition politician in Yobe state explained thus:

Enrolment has not been appreciative especially in the rural areas when compared with towns as this regime had failed to address this long-time challenge in Yobe state. If you (referring to the researcher) visit rural areas today; there is nothing to write about with regards to school enrolment. It is still very low unfortunately in rural areas (OP6).

This opinion suggest that more children are likely to be enrolled if they live in urban areas than those in rural areas that are predominantly poor agrarian families hence leads to low enrolments (Diwakar, 2015). In addition, some informants advanced that access to education in Yobe state is skewed against children of poor families comparatively to those from the well to do ones. This opinion was emphasized by this opposition figure in the state:

First, let me start by saying that there is no equal access for children of the poor as education is now unfortunately considered the privilege of very few in the society. Secondly, most of the children of the poor are on the street daily trying to make their means of their livelihood thereby denying them access to basic education. So, even if education is declared free by the government, only the rich sons and daughters can enroll their children (OP1).

Similarly, previous study have shown that since children of poor families mostly provide labour for their survival and that of their families, such labour time for the children does not allow them to attend schools (Ningi et al, 2016; Shimeles & Verdier-Chouchane, 2016). It in view of this challenge that Unterhalter (2014) advanced that children from poor families hardly progress between education levels even if they are enrolled in the schools. In fact, even in countries with equitable access to education with highest HDI, unfortunately the cost of attending schools for poor families are still high which may affect their education attainment chances (Lewin, 2015; Owino & Miruka, 2014; Shimeles & Verdier-Chouchane, 2016; UNESCO, 2012; Unterhalter, 2014). It should not be surprising therefore that in Yobe state or Northeast Nigeria bedeviled by insurgency, the children from poor families and other disadvantaged groups still have lower chances of attending schools.

With regards to Girl Child Education (GCE), despite efforts made by the government, there is still a considerable gap between male and female pupil and students across schools in Yobe state (Figure below).

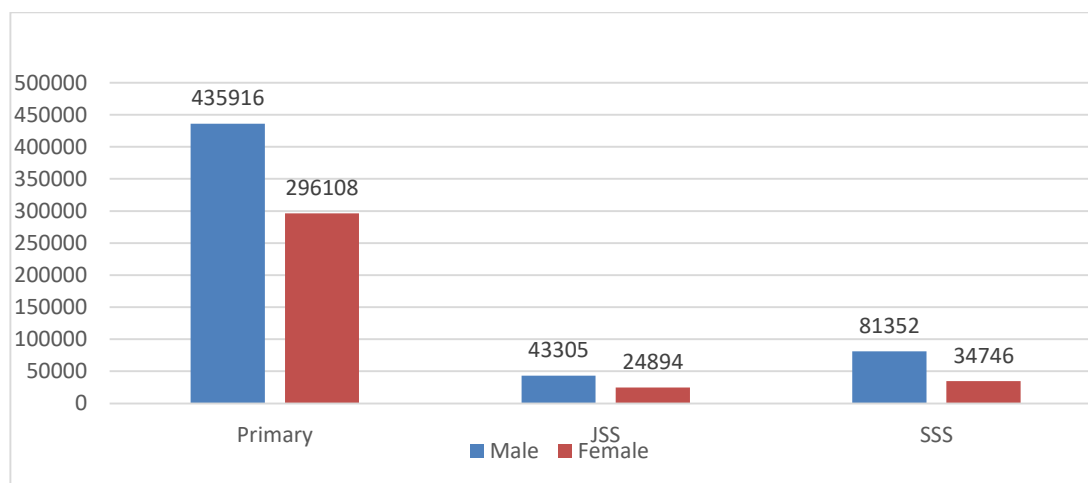


Figure: Enrolment of Boys versus Girls at the Basic Education Levels in 2015

Researcher's construct: 2015 data from SMoE

Based on this figure, gender distribution at basic education levels (primary, junior, and secondary schools) reveals a low representation of girls than boys (Figure above). Although the government had made significant efforts, the findings show no evidence of serious effort for expansion in terms of creating or building more schools for particularly girls that could have improved their access to education. This failure explains the reasons that there is still low enrolment rate of girls if compared with the boys in

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the basic education levels across the State. This further means that the regime's objective towards the achievement of MDG No3 (reducing gender parity between boys and girls) (Sen & Mukherjee, 2014; Unterhalter, 2014) was not achieved in Yobe state over time. In fact, this means it failed in tracking and choosing goals, targets and indicators towards guiding gender policies and monitoring educational development outcome (Sen & Mukherjee, 2014).

Education Achievements amid Boko Haram insurgency

Added to the disparity between the children from poor and well to do families, in Yobe state the completion and retention rate of the pupil in primary and secondary schools is not satisfactory as observed by most stakeholders. Because the largest number of students who dropped supersedes the number that enrolled. In short, this means that there are higher numbers of students that could not have completed their final JSS or SSCE examinations thus affecting enrolment even at higher levels. This is addition to the existing uneducated citizen which easily serves as potential recruits for the insurgents and other vices that are detrimental to education development and peaceful democratic society.

Again, although there are no exact official figures from the government on how many children from Yobe state were transferred and enrolled in other safer places across Nigeria due to Boko Haram insurgency the number is reported to be high. One of such examples is the report that in Nigeria about 2000 young boys and girls were kidnapped from 2014 to early 2016 alone (Ewan Walt, 2016), which scares away children from schools. Further, Walt (2016) reported that more than 900 schools were attacked, 600 teachers killed thus forcing hundreds of thousands of children out of school "in a country where more than 10 million were already deprived of schooling. In short, the Boko Haram crisis had negatively affected the pace of school enrolment in Yobe state and the region over the years.

Another aspect is by understanding the level of education achievements in national qualifying examinations in Senior Secondary School Examination (SSCE) in for instance West African Examination Council (WAEC). Its importance is that to be eligible for higher education particularly universities and other tertiary institutions of learning, students must pass WAEC or NECO with at least 5 credits including English and Mathematics. This further means access to higher education for students is in Yobe state and Nigeria is determined by the pass credit they acquire in the national examinations. Using WAEC result analysis from 2011 to 2015 in the state, its annual data show the proportion of students passing the examinations is very low. The Figure below provides the percentage of students passing the entry examinations (WAEC) in the state.

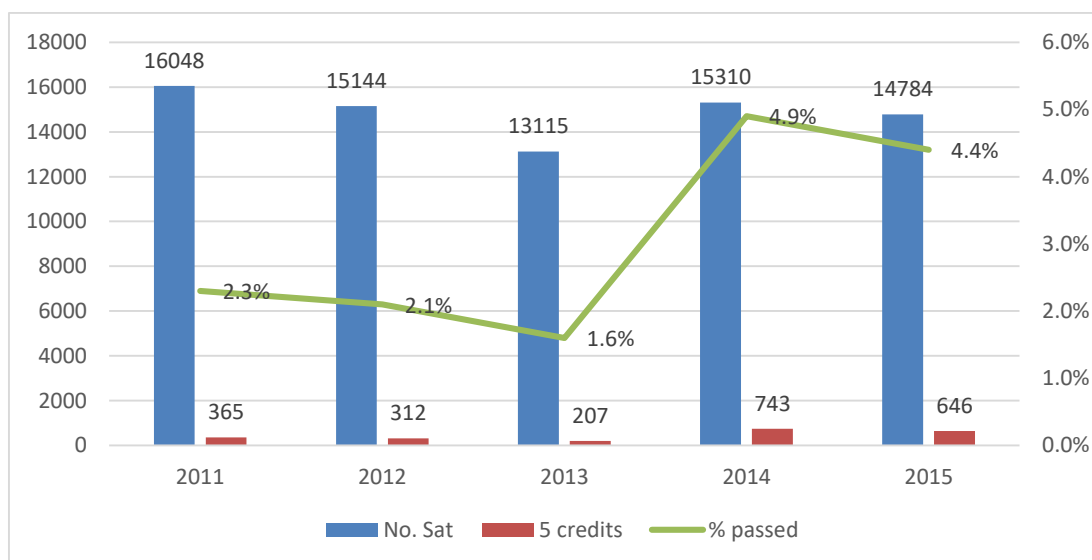


Figure: Percentage of Students Passing WAEC Examinations 2011-2015

(Source: WAEC Results Analysis from 2011-2015)

As can be observed in the figure above, in 2011, only 2.3% of students who sat for the WAEC examination passed (Figure 5.8). In 2012 (2.1%), 2013 (1.5%), 2014 (4.9%) and 2015 (4.4%) only passed. While this ugly scenario is not only peculiar to Yobe state as most northern states in the country have always record lower educational achievements (MDG, 2015; UNDP, 2015, UNICEF, 2015), the case of Yobe has been worst over the years. Hence, the continued low performance of students of national examination which will later qualify them for admission in tertiary institutions indicates that the position of the state as an educationally disadvantaged state in the country has not changed despite effort to address the challenges. Overall, the opinion of informants suggests that no improvement in students' performance in their national qualifying examinations.

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Although, the above remain the reality, this former UBE School principal and now a university lecturer, attributed this poor performance of Yobe students on not only the current security situation but also the lack of sound education and background before sitting for such national examinations.

The result is unfortunately very poor but mind you these are because of compounded problems over the years with consequences on the current insecurity situation. For instance, when UBE was introduced, many parents enrolled their children and wards without obtaining the prerequisite background requirement from primary school education. Today, it is the same categories of students without foundation or backgrounds that are being graduated from these secondary schools and this is the results. This is the impact of what they left behind appearing in their results. If you, however, compare them with students who got the foundational knowledge taught by the same teachers, you will observe there are differences in their results (CS4).

Based on this opinion, it seems that in Yobe state like in most developing societies, many efforts undertaken to retrofit education despite the obvious security challenges have always been faced with challenges that continue to affect its growth, development, and sustainability with negative consequences on democratic consolidation over the years. Generally, these challenges are further associated with inadequate number of teachers or shortage of qualified ones within the existing one, low productivity in education service delivery due to poor work condition and motivation among employees, etc. (Lewin, 2015; Phuong & Wolfgang, 2014; Tikly, 2011; Tikly & Barret, 2011).

In fact, in Yobe state like in other developing societies, most of these challenges are still evident and thereby militating against its current and future pace of education development. The fact still remains although, most developing nations have expanded their education coverage to remote, rural and poor communities including with girls (USAID, 2011), some earlier studies (Anyanwu, 2015; Lewin, 2015; MDG, 2015; UNICEF, 2015; USAID, 2011) advanced that some countries still show low enrolment and achievement rates in schools especially among the most vulnerable groups (rural and poor households, girls, orphans and disabled children, etc) in addition to the current security challenges.

POLICY IMPLICATIONS, CONCLUSION AND RECOMMENDATIONS

This study is significant for policy makers and development cycle because a clear stakeholder's understanding towards students' enrolment and performance is required by all development and education stakeholders. Similarly, Nigerian citizens particularly in Yobe state in the Northeast region plagued by decades of Boko Haram insurgency seeks wider views concerning delivery of democratic dividends associated with insurgency. The findings will also serve as vital reference to development partners, NGOs, CSOs, academia and other key stakeholders as it provides an informed account of the recurring problems, challenges, and the factors that shapes students' enrolment and performance in addition to demands for safer and peaceful teaching and learning atmosphere.

The most negative factors to students' enrolment and performance are insecurity occasioned by the activities of Boko Haram and other poor teaching and learning atmosphere. Generally, insecurity remains the most pronounced negative factor that confronted the efforts towards improving the student's enrolment as Yobe remains the second most devastated state in terms of several attacks by the insurgents. The terrorist had over the years destroyed many schools and killed or scared away various students and staff alike in the state. Consequently, this had created more vacuum in terms of the needed peaceful and conducive atmosphere for students and teachers to have a safe learning space. Also aggravated by the insurgency is the existing socio-economic milieu of the of the state which over the years remained dependent on the federal government for survival.

Generally, while there are indications of improvements in enrolments, especially in primary level, there is still a marked difference between enrolment of boys and girls in the state. Hence, the regime's development objective towards the achievement of MDG No3 was not achieved. Further findings also showed that the pass rate in WAEC examination has not been impressive as it remains generally very low. The low impact however it is found may not be unconnected with poor background of most students, Boko Haram insurgency, congestions in classrooms, non-availability of facilities, lack of qualified teachers in most rural schools among several others. Overall, the state must continue to reinvigorate education development not only for making progress towards achieving MDGs (now SDGs), but also as a fundamental pillar for the future as no society can prosper with an educated citizenry. Towards moving forward, policy makers should not just declare the "state of emergency" in the education sector but must also continue to prioritize safety and security of the students and their teachers wherever they are. It must also advance the payment of examination fees for national examinations, engage stakeholders through direct community engagement, mass media and live campaigns in preaching the importance of acquiring western and Islamic education using local languages. Towards achieving UNICEF's 1 teacher to 40 student ratios, the government needs to recruit more qualified teachers, especially at the primary level to fill the current gap. To improve student's performance, supervisory bodies (legislators, boards, inspectorate divisions, heads of schools, etc) must be empowered to carry out their monitoring and evaluation functions. By providing the required facilities and instructional materials needed for conducive teaching and learning, better performance of students in schools will ensure better

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education outcomes. To address the cultural gap, policy makers should make effort to establish special day schools for girls across the state to allow parents send their female children to school and stay at home after school hours.

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