EFFECTS OF HERDERS- FARMERS CONFLICTON GIRL CHILD EDUCATION IN NUAMAN LOCAL GOVERNMENT AREA, ADAMAWA STATE

NDOYA TSUNDUDAYA ISHAKU
DEPARTMENT OF BANKING AND FINANCE ADAMAWA STATE POLYTECHNIC, YOLA.

MOMSIRI B. MAIGARI
DEPARTMENT OF BUSINESS AND MANAGEMENT, ADAMAWA STATE POLYTECHNIC, YOLA.

UMAR ILIYA
DEPARTMENT OF PUBLIC ADMINISTRATION ADAMAWA STATE POLYTECHNIC, YOLA

HELEN PATRICK
DEPARTMENT OF PUBLIC ADMINISTRATION, ADAMAWA STATE POLYTECHNIC YOLA.

KEYWORDS
Girl Child Education; Insurgency; Abduction; herders-farmers

ABSTRACT
This study examined the effects of Herders farmers clashes on Girl Child Education in Numan local government area. the study reveals that as a result of the clashed, many girls' child in numan local government are badly affected because they are being subjected to kidnaping, rape and abduction. The research also reveals that most of the reasons behind the clashes were as a result of scarce space for agricultural and grazing activities in the area and the menace has eating deeply into the fabrics of the local government. The research also highlighted the recent efforts made by Government and Non-governmental organizations in the areas affectted by Herder's farmers clashes to improve access to Girl Child Education. some of the research objectives are: to ascertain the effects of clash on girl child education, to uncover some of the efforts made by various policy makers in tackling insecurity. It was recommended among others that religious/ traditional leaders and Community-Based Organizations should actively encourage girls' Education in their respective communities and government should be proactive in combatting insecurity in the area affected in other to improve girl child education. The methodology used in gathering information is qualitative research design such ascontent analysis from text books, journal, internet material.

Conflict theory was also used a guiding frame work of the research.

Introduction

Education is a potent force that brings about change in the attitude, thought, behaviour, skills, values and interest of individuals (Offor 2019). It is these changes that bring about cognitive, psychomotor and affective orientation required for overall development. These changes could be learnt formally in school and are very crucial to members of a society for growth and development. Education is the process through which individuals are made functional members of their society. It is a process through which the young acquire knowledge and realizes her potentialities and uses them for self actualization, to be useful to herself and others. In every society education connotes acquisition of something good and worthwhile (Offor & Orisa, 2017). Education is very important for every child. It is one of the fundamental human rights that should be availed to all citizens irrespective of age, nationality and sex. But in the process exercising such civic right to education girl child have been encountering obstacles in the form of conflicts ranging from kidnapping, religion, ethnic and farmers harder. The most familiar of all in the case of numan local government is Herders' farmers clashes which have been the problem in numan for a longer period oftime and persistence of such conflict posed a maximum damage to the social life of girl child education in the local government and its surrounding villages. The conflict exposes girls to so many dangers and retrogressively affected their educational level.

Methodology

Research Design: The study used qualitative research such as content analysis from text books and other established material such as journal and newspaper in determining the effects of farmers-herders'conflicts on girl child education within some numan local government.

Objectives of the Study:

1. To ascertain the effects of conflicts on girl child education.
2. To uncover government determination in conflict management.
3. To uncover some of the importance attach to of educating a girl child.

Literature Review

Education

Offorma (2009) defines education as the process of providing information to an inexperienced person to help him/her develop physically, mentally, socially emotionally, spiritually, politically and economically. According to her, the fact that at graduation ceremonies, one hears the vice-chancellors pronounce the words while awarding degrees to their institutions graduates you have been found worthy in character and learning can be attributed to the definition of education as given above. She added that it means that the individual has acquired adequate and appropriate knowledge, skills, attitudes and values, known as cognitive, psychomotor and effective behaviours to be able to function optimally as a citizen. These behaviours are the focus of training individuals in institutions of learning. According to Chidebulu (2010), education is a process of cognitive, effective and psycho motive development of an individual with a view to moulding the individual for a total contribution to the development of the community and the promotion of cultural heritage. This means that if one is educated, he tends to develop himself and become productive in the society, thereby promoting his cultural heritage.

Furthermore, according to Whitehead, education is the acquisition of the art of the

utilization of knowledge, that is, education is not just acquiring knowledge but the utilization of knowledge acquired for the benefit of the society (Whitehead Cited in Oladipo, 2007). To Gowon (2007), education is a process and system of providing information, knowledge, skills and training with an aim of changing a condition and situation. The change expected is usually positive in nature, and the education could be formal or informal. This definition is crucial in the case of Nigerian women whose condition needs to be changed for socio-economic transformation.

Girl Child Education

The concept of girl-child education incorporates the necessary attitude, cultural and behavioural training which parents give to their daughters at home to enable them become useful, resourceful and respectful citizens of their countries. It also includes the functional teaching or training in skills acquisition which many girls undertake in the shades of seamstress or in computer training centres, weaving/fashion designing centres as well as catering and interior decoration centres, etc. Most importantly, the concept is over specialized and highly controlled trainings acquired in schools, colleges and other institutions of higher learning, (Chidebelu, 2009).

Ejikeme (2000) captured this fact when he said that denying girlchildren access to early childhood education makes them socially excluded, creating room for them to grow up to become illiterate women in later life and be classified as disadvantaged candidates for adult education, women empowerment programmes and other women rescue remedial or support programmes that smack off underdevelopment. Unfortunately, the right of a girl-child to access quality education has been denied and there are consequences. Though some of the challenges are deeply rooted in our traditional background, they have affected the society at large. Mangvwat, (2005) agree with this when she says that operation and discrimination against women and girls have been so deeply ingrained, for so long in virtually every culture.

Conflict

According to Max Weber (1968)- a social relationship will be referred to as conflict in so far as action within it is oriented intentional to carrying out the actor's own will against the resistance of the other party or parties. Thus, the social interaction of conflict is defined by the desire of each participant to impose his will upon the other's resistance.

Gillin and Gillin (1948)- 'Conflict is the social process in which individuals or groups seek their ends by directly challenging the antagonist by violence or threat of violence

Causes of Herdsmen and Farmers Conflicts in Adamawa State

a. destruction of crops by cattle and other property (reservoirs, irrigational facilities and infrastructure) by the herdsmen themselves are the main direct cause for conflicts cited by the farmers.

b. burning of range lands, fadama and blockage of stock routes and water points by crop encroachment are important direct reasons cited by the herdsmen.

c. increasing rate of cattle theft which is often accompanied by violence.

d. antagonistic perception and beliefs among farmers and herdsmen could compound conflict situation, especially due to failing institutions and fierce competition for resources. According to Tukur (2013) the cause of herdsmen and farmers conflicts in Nigeria include destruction of crops, contamination of streams by cattle, zero grazing of land, disregard for local traditional authorities, female harassment, harassment of nomads by host communities' youths, indiscriminate bush burning, defecation of cattle on roads, cattle theft and straying of cattle.

Some Solutions for Farmers-Herdsmen Conflict in Adamawa State

Numan local government is located in Adamawa state and is the most affected local government in the state. In an effort to curtail the continues conflict between farmers and herders in numan local government Adamawa state in general, Adamawa state government have provided some solution these include the following; security and legal actions, creation of grazing reserves, development programmes, cattle colonies and national livestock transformation plan, organized dialogues and negotiations, and comprehensive livestock development plan. Development Programmes To correct the anomaly associated with land tenure and ensure effective utilization of arable land for both farmers and herders in Nigeria, agricultural development agencies like River Basins, Agricultural Development Projects (ADP), Directorate of Food, Road and Rural Infrastructure (DFRRI), National Agricultural Land Development Agencies (NALDA) etc. were introduced as panacea for improved agricultural projects (Marietu& Olarewaju, 2009). It is important to stress the activities of the upper class in the society who have taken advantage of the flaw in the 1976 Land Use Decree to appropriate large parcels of land to themselves. This development created peasants' revolts in the different parts of Nigeria.

Cattle Colonies and National Livestock Transformation Plan As a long-term solution, the government, in January 2018, announced a new plan to establish ''cattle colonies'' across the country. According to Agriculture Minister Audu Innocent Ogbeh, each colony was to cover 5,000 hectares (about 25km by 20km) and would be a cluster of ranches, with resources and facilities including grass, water, veterinary services, mills for converting agro-waste to livestock feed, schools, hospitals and markets, all secured by agro-rangers. States were expected to provide land and the federal government would bear development and maintenance costs – possibly with support from the UN Food and Agriculture Organization, the International Fund for Agricultural Development and others.

Ranchers and herders were to pay "a small fee". The government argued that benefits would include protection from cattle rustlers, fewer farmer-herder disputes, healthier stock, higher meat and dairy production, and more revenue for state governments (International Crisis Group, 2018).

Creation of Grazing Reserves In 1965, the northern regional government of Nigeria initiated one of the first attempts to respond to the crisis of pastoralism that was linked to emerging conflicts between farmers and herders in the country. The Northern Region Grazing Reserves Law of 1965 created corridors for the passage of migrating livestock and 415 grazing reserves throughout the country. The reserves were envisioned to section off large swathes of land to be exclusively used by herders to graze their livestock. While initially considered a legislative solution, population growth, urbanization, and migration encroached on these designated areas, reducing herders' access and usage of the reserves. In addition, herders were often unable to find sufficient pasture and water within the confines of the reserves due to climate changes and poor maintenance. Keeping livestock in one place increases the animals' vulnerability to disease and banditry, which incentivized herders to keep their herds moving outside the boundaries of the reserves. The federal and state governments have been derelict in the upkeep of these reserves to meet these concerns of farmers and herders. Amidst the absence of a concrete response plan to label and enforce the law on cattle routes by governments at all levels, existing reserves are being distorted (Kwaja& Ademola-Adelehen, 2018).

Effects of Conflicts on Girl Child Education

Harder farmer conflict is an international issue that had not been tackle yet, numan local government have been witnessing a series of attacks for the past years in which have a negative impact on the education of girl child and threatening the coexistence of people. During the conflict,people including girl child were deserted some were killed in the process of the clashed. The communities affected in numan and demsa local government are, nzumosun, mpan, dong, lawaru and Fulani dowaya communities all in numan local government and its environ(www.premiumtimesng.com 2017). The activities have negatively affected Girl Child

Education in numan local government, Adamawa State. These negative impacts include the killing, abduction, and kidnapping of primary and secondary schools' girls. Even though,religion leaders, communities leaders, politician, state and federal Governments are making several efforts towards tackling the menace and improving girl child education, among others. These efforts are still ongoing and have achieved the desired objectives. Therefore, this research is desirable; the results will provide Govt/Management, lawmakers and other related agencies with a guide and recommendation that will be a decisive measure to be adopted for prompttacklingof herders' farmers clashes for improved Education of girls and policy making.

In many communities, schools have been destroyed. In others where schools are still standing, the frequent attacks on educational institutions have instilled fears in parents who either relocated or are unwilling to send their children to school.

Dukku, 2015). Thus, the majority of the girl child ends up not in schools but out of school after the clash; or they will end up in overcrowded IDP camps with deplorable educational facilities and at the mercy of development workers and other criminals that could also turn into monsters and abuse the girl child sexually, (Ibrahim, 2019)

Girls' access to Education depends largely on encouragement from families in society and the provision of School infrastructure, instructional materials and safety of girls in schools by the Governmentt. Joda (2015).

Importance of Girls' Education

Napoleon Bonaparte says that "Give me an educated mother I will give you an educated nation.". Education is a basic right and more importantly a catalyst for economic growth and human development. It is a crucial tool for breaking the barrier of poverty. Specifically, primary education is the critical enabler required to improve the economic and social scenario in many pockets of the nation. Therefore, some of the importance of girl education can be discuss bellow;

Decrease Infant Mortality: Children of educated women are less likely to die before their first birthday. Girls who receive an education are less likely to contract HIV & AIDS, and thus, less likely to pass it onto their children. Primary education alone helps reduce infant mortality significantly, and secondary education helps even more. Awareness about diseases leads to healthy population and prevention of diseases.

Decrease Maternal Mortality: Educated women (with greater knowledge of health care and fewer pregnancies) are less likely to die during pregnancy, childbirth, or during the postpartum period. Increased education of girls also leads to more female health care providers to assist with prenatal medical care, labour and delivery, delivery complications and emergencies, and follow-up care.

Decrease Child Marriage: Child marriage – in some cases involving girls as young as 7-8 almost always results in the end of a girl‟s schooling. The result is illiterate or barely literate young mothers without adequate tools to build healthy, educated families. On average, for every year a girl stays in school past fifth grade, her marriage is delayed a year. Educated girls typically marry later, when they are better able to bear and care for their children.

Decrease Population Explosion: Educated women tend to have fewer (and healthier) babies. According to a UNESCO, literate women had an average of 2.5 children while illiterate women had an average of six children.

Increase Involvement In Political Process: Educated women are more likely to participate in political discussions, meetings, and decision-making, which in turn promote a more representative and effective government.

Decrease Domestic & Sexual Violence: Educated girls and women are less likely to be victims of domestic and sexual violence or to tolerate it in their families.

Decrease Support for Militancy: As women become more educated, they are less likely to support militancy and terrorism than similarly educated men.

Improve Socioeconomic Growth: Educated women have a greater chance of escaping poverty, leading healthier and more productive lives, and raising the standard of living for their children, families, and communities. They can share the burden of men in the different walk of life. They can serve the society as teachers, lawyers, doctors and administrators. They can work at banks, hospitals, government offices and large businesses. They can play an important role during war.

Theoretical Framework

The Structural Functionalism

The Structural Functionalism evolves from the idea of Durkheim (1858-1917). It was concerned with how societies maintain internal stability and survives over time. It sought to explain social cohesion and stability through the concept of solidarity. All social and cultural phenomena are therefore seen as being functional in the sense of working together to achieve the state of equilibrium and are perfectly deemed to have a life of their own. Thus, structural functionalist emphasizes the conditions necessary for interdependence of both the cattle herders and crop farmers on the use of common resources as well as specialized areas. There is clear demarcation between different types of conflicts in farmer-herdsmen relations. Farmers increasingly compete with herdsmen for farmland, pastures, water, trees and the use of range land in general (Akpaki; 2002).

Conceptual Clarification

Girl Child education

Girl Child education, refers to the aspect of education that aims at developing the skills and knowledge and girl and women from all caste, race and background. This includes educating at schools, colleges, health education, professional, technical and vocational education.

Insecurity

The concept of insecurity used in this research, as attributed to lack of peace in the area. meaning any activities of kidnaping, abduction, banditry, herders' farmers clashes that affect the peaceful existent of people in an environment, irrespective of religion, tribalism or any form of dichotomy in the environment affected. In the case of girl child insecurity, the research reveals that they are more exposed to danger because of their nature or gender.in numan local government and it environ, have been experiencing the clashes between pastoralist and famers that have become a bane for economy and girl child education.

Abduction

This is an act perpetrated by criminals on innocent citizen by forcing them into captivity and subjecting them into abuse, rape and severe hardship under their captors. The act normal takes by both sides of the parties involves in the clash. In this case, the abduction in numan local government as a result of the clashes affected both harders and famers in the communities. In this context of abduction, girl's child is always affected because they are the soft target, they may not have strength to run during the attack that make them more vulnerable to the evil act and they always fall victim of it.to some extend, the abductors do request for money for their abductees to be free or been kill in the process.

Farmers and Herdsmen Violent

Conflict in this research, farmers-herdsmen, violent conflict is typically used to refer to conflict between farming and herding groups in the society. The phrase separately is misleading because most farmers nowadays turned to herdsmen rear livestock, while many herdsmen are crop farmers on a seasonal basis. Farmers-herdsmen violent conflict is referred to as the physical competition over resources between crops producers and cattle grazers in a given area.

Tabele 1.1. Selected primary schools affected and numbers of school girls

Schools	Before the clash	After the clash
Dowaya Fulani	120	82
Lawaru	130	102
Dong	120	109
Ban	180	142
Nzumosu	280	220

Source: *from school's records 2019*

It was established from above table that there are significant effects of harder's farmers clashes on girl child educationin numan local government. The above data shown that before the clashed number of girls are high while after the clashed there was a declined in the number. As stated in the literature review, this could be as a result of fair of further attacks, forceful migration, or death that affects the number of girls in schools under reviewed.

Discussion of Findings

The findings revealed that farmer herders' conflict in numan local government severely affect the Education of the girl-child as a vulnerable group. Innocent children are made to pay the ultimate price for a war that is not of their making and miss the beauty of childhood. The finding further reveals that both sides especially, Fulani and Bahama people lost their relatives and some up to now couldn't trace their family, because the clashes forces relocation and untimely evacuation.

It has been reveals that scarce resources are one of the fundamental geneses for conflict between farmers and herders in numan local government because, in which had affected the girl child education, because both sides struggle for space for their various economic activities

More to that, finding also reveals that girl child education is verry vital to the development of the society, because educating women is like educating the nation.

In the quest for finding lasting solution, the study revealed that government provided the following majors which includes; security and legal actions, creation of grazing reserves, development programmes, cattle colonies and national livestock transformation plan, organized dialogues and negotiations, and comprehensive livestock development plan.

As shown in table 1.1, before the conflict between harders and farmers in some selected communities in numan local government and it neighboring towns, the study reveals that the number of girls in school was higher than the number of girls in school after the conflict, this can be associated with the following reasons; fear of attacks, forceful migration or death.

Conclusion

As mentioned earlier, this paper examines the effect ofherder's farmers clashes on Girl Child Education in numan local government, Adamawa state. From finding we can therefore, conclude that the activities of harder farmer clashes in numan local government posed a great danger to girl's lives and the member of the society because, such attacks expose girl child not only to lack of education but also lead to killing, adoption rape and other vises.From the finding of the research, one of fundamental causes of conflict which resulted to lack of girl child education is scarcity of space, in that regard, proper allocation and distribution of space will be of help in curtailing the conflict.

Recommendations

The following could be considered:

1. There is need for relevant authority to creation equal level playing ground to both parties.

2. Security Awareness for all: Staff and students should receive safety and security awareness training. This will help

them recognize threat warning signals and alert vigilantes and formal authorities.

3. Authority should enhance the continuation of teaching even in the IDPs camp.

4. Creation of grazing and farming area- since most of the clashes do occur as a result of battling for space, therefore, relevant authorities are being advice to create enable environment for both parties.

References

1. Ahmad S. Abdullahi and Jamilu I. Mukhutar, (2022). Armed Banditry as a Security

Challenge in Northwestern Nigeria, African Journal of Sociological and Psychological Studies (AJOSAPS), Volume 2, 1, June 2022.

2. Bello, a (2013). Herdsmen and farmers conflicts in North Eastern Nigeria: causes,

repercussionsand resolutions, MCSER-CEMASSapienza, Univ. of Rome, in A

3. Crane, M. (2007). Security in Nigeria. Retrieved, May 30, 2023, from

4. Chidebelu, N.P. (2001). Advancing the frontiers of Girl-child education in Nigeria, concepts,

challenges and prospects. Yakubu Gowon Foundation Forum, Plateau State, Nigeria Resang 18 Press Ltd.

http://www.cfr.org/nigeria/security-nigeria/p10029

5.Dukku, A. (2018). The Role of Traditional Leaders In Improving Access To Quality

Education for Girls In Northern Nigeria, Presented at the 1st Northern Nigeria Traditional Leader's Conference on Out-of-School Children from October 11 to 12th, 2018, in Kaduna, Kaduna State, with the theme Building Collective Commitment and Action on Out-of-School Children in Northern Nigeria: Issues and Responsibilities. Organized by the Federal Ministry of Education, Universal Basic Education Commission (UBEC), National Commission for Mass Education and Sultan Foundation for Peace and Development in collaboration with UNICEF

6.Ejikeme, G.G. (2000). ―Socio-economic and cultural conditions of the girl-child‖:

Implication

for radical social works services in Nigeria. Jos: Deka Printing Pres

7. Fatima Mohammed Joda (Ph.D.) and OlowoseluAbdurasheed (2015), Effects Of

Insurgency On Girls Education In North Eastern Nigeria, European Journal of Education and Development Psychology, Vol.3, No.1, pp.44–50, March 2015, Published by European Centre for Research The Beam: Journal of Arts & Science, Vol. 15, Issue 1 (July, 2023) ISSN: 1118-5953 Available Online At http://uaspolysok.edu.ng/thebeamjournal/ 10 Umaru Ali Shinkafi Polytechnic Sokoto, Nigeria Training and Development UK (www.eajournals.org.

8.Hoffman, I, Umar, B and Tukur, H (2008). Crisis and Cooperation over control and

management of Zamfara Reserve, Nigeria. Gefu, J.O Clement, B.I.A and Maisamari, B (Eds). Thefuture of transhumane pastoralism inwest and Central Africa: strategies, dynamics, conflicts and intervention, Shika-zaria: National Animal Production Research Institute

9. Offorma, &Onyishi. (2015) The challenges of insecurity in Nigeria:

Athematic exposition. Interdisciplinary Journal of Contemporary Research in Business.3 (8). 172-185. 5.

10.Isokpan AJ and Durojaye E "Impact of the Boko Haram Insurgency on the Child's Right to

Education in Nigeria" PER / PELJ 2016(19) - DOI http://dx.doi.org/10.17159/1727-3781/2016/v19n0a1299 Isokpan A.J. and Durojaye E. (2016),

11. Jari Pam Kangyyang and Amah Mary Aipe (2021). Herders, Banditry and Kidnapped

activities: A threat to secondary school in Nigeria. In Ochigbo, Beetseh, and Abubakar ed., Global Insecurities: Challenges and the ways forward. 1st ed. Akure: Science and Education Development Inst., Nigeria, pp. 82-91.

12. Kwaja, C. (2017) Attacks on Farmers has costs 6500 lives, $13bn in 5 years; Viewpoint

Nigeria; 25 September

13. Mustapha Alhaji Ali , Ummu Atiyah Ahmad Zakuan& Mohammad Zaki bin Ahmad

(2018). The Negative Impact of Boko Haram Insurgency on Women and Children in Northern Nigeria: An Assessment. American International Journal of Social Science Research.3 (1), 27-33. DOI: 10.54655/aijssr.v3n1p279. United Nations Children Education Fund (UNICEF) Facts Sheet (2007). Accessed on 21/6/2023 at http://www.unicef.org/wcaro/WCARO Nigeria Factsheets Girls Education.pdf

14. Tukur, A (2013). Conflicts between transhumant pastoralist and farmers in Nigeria: the way

out. World Press.com.Retrieved https://pastoralist2. Word press.com. Nov, 2014.

15.United Nations Children Education Fund (UNICEF) Facts Sheet (2007). Accessed on

21/6/2023 at http://www.unicef.org/wcaro/WCARO Nigeria Factsheets Girls Education.pdUnited Nations Children Education Fund (UNICEF) Facts Sheet (2007). Accessed on 21/6/2023 at http://www.unicef.org/wcaro/WCARO Nigeria Factsheets Girls Education.pd

16. Unizik Journal of Educational Research and Policy Studies Vol.4; https://unijerps.org January-June, 2022