

# Capacity Building of the Nigerian Armed Forces and Security Challenges

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## ABSTRACT

July 2019 marks the eleventh year since the Boko Haram insurgency in Nigeria gained international recognition. A series of riots which lasted between 25th July and 30th July 2009 and smeared four North-eastern Nigerian states Bauchi, Kano, Yobe and Borno, sequel to the death of Mohammed Yusuf, metamorphosed into a gangrenous cancer eating deep into the social order and security of Nigeria. This conflict is believed to have claimed over one hundred thousand lives and led to the displacement of over 2.3 million people from their homes in the northern-eastern region of Nigeria, and other nations on the Lake Chad Basin – Chad, Cameroon, and Niger. Even though the Nigerian government claims that it has technically defeated the insurgent group with remarkable successes in military raids which reduced the territorial control of the terrorist group in 2015/2016, Boko Haram still persists and has proven to be adaptive in its tactics and strategies. Further compounding the protracted nature of the crisis are the threats emanating from the existence of other violent groups like the Indigenous People of Biafra (IPOB), the Niger Delta Avengers (NDA) and the Fulani herdsmen. Likewise, there are allegations against the Nigerian military of its human rights abuses and law of armed conflicts violations by different international organizations like Amnesty International (AI). Most of these issues have been tied to poor training and mentorship of the military to confront the current insecurity issues of the nation. Even though Nigeria is home to a variety of military training schools and camps, there are still loopholes in the training of the soldiers. This is because these military training schools are run by mentors trained in conventional armed battles and not asymmetrical warfare as the different insurgent groups tend to adopt guerrilla warfare strategies in their approach. Consequently, the construction of a training school primarily focused on unconventional warfare and the involvement in properly directed trainings and courses in counter-terrorism so as to deal with non-conventional forces and internal insurrections is a must for the Nigerian Armed Force if warding-off unprecedented attacks from insurgents groups is to be ensured.

**KEYWORDS:** *capacity building, training, mentorship, Nigerian Armed Forces, insecurity, unconventional warfare*

## 1. INRODUCTION

July 2019 marks the eleventh year since the Boko Haram insurgency in Nigeria gained international recognition. A series of riots which lasted between 25<sup>th</sup> July and 30<sup>th</sup> July 2009 and smeared four North-eastern Nigerian states Bauchi, Kano, Yobe and Borno, sequel to the death of Mohammed Yusuf, metamorphosed into a gangrenous cancer eating deep into the social order and security of Nigeria. This conflict is believed to have claimed over one hundred thousand lives and led to the displacement of over 2.3 million people (Duke, Agbaji & Bassey, 2017) from their homes in the northern-eastern region of Nigeria, and other nations on the Lake Chad Basin – Chad, Cameroon, and Niger. Even though the Nigerian government claims that it has technically defeated the insurgent group with remarkable successes in military raids which reduced the territorial control of the terrorist group in 2015/2016, Boko Haram still persists and has proven to be adaptive in its tactics and strategies.

Further compounding the protracted nature of the crisis are the threats emanating from the existence of other violent groups like the Indigenous People of Biafra (IPOB), the Niger Delta Avengers (NDA) and the Fulani herdsmen attacks. Likewise, there are allegations against the Nigerian military of its human rights abuses and law of armed conflicts violations by different international organizations. For instance, according to Amnesty International (AI) (2016), the Nigerian security has been involved in serious human right and dignity violations. AI wrote reported that between August 2015 and August 2016 the Nigerian security forces, led by the military, have embarked on a series of chilling campaigns of extrajudicial executions and violence resulting in the deaths of at least 150 ‘peaceful’ pro-Biafra protesters in the Southeast of the country (AI, 2016).

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issues of the nation. Even though Nigeria is home to a variety of military training schools and camps, there are still loopholes in the training of the soldiers. This is because these military training schools are run by mentors trained in conventional armed battles and not asymmetrical warfare as the different insurgent groups tend to adopt guerrilla warfare strategies in their approach. Consequently, the involvement in properly directed trainings and courses in counter-terrorism so as to deal with non-conventional forces and internal insurrections is a must for the Nigerian Armed Force if warding-off unprecedented attacks from insurgents groups is to be ensured. The former Nigerian Chief of Army Staff, Lt. Gen. Onyeabo Ihejirika, conceded to this when he said that in order to effectively provide for domestic security operations, the redirection of the military's training is a prerequisite step (Utebor, 2010; Azinge, 2013).

It is against this background that this paper attempts to discuss capacity building and to ascertain the extent to which its strands – military training and mentorship – serve to curb violent crises which threaten the survival of population, their livelihood and national security in Nigeria. The study, also, delves into an analysis of military training and mentorship in Nigeria looking at the different capacity building schools and their distinct duties and approaches.

### 1.1. STATEMENT OF THE PROBLEM

From 2009 to 2019, the peace and security of the Nigerian state have been smeared by some major national security challenges – the Boko Haram, the Fulani Herdsmen, IPOD, and NDA. These insecurity issues has led to the Nigeria being unsettled and losing foreign direct investments in huge proportions. Duke, Agbaji and Etim (2016) wrote that FDI flows fell to 4693.83 million USD in 2014 from 5608.45 million USD in 2013, and further fell to 3064.17 million USD in 2015. These statistics are quite similar to the World Bank's where FDI flows fell from 8841.11 million USD in 2011 to 7069.93 million USD in 2012, 5562.87million USD in 2013, and to \$4655.85 million USD in 2014 (Duke et al, 2016). Likewise, they have also led to the death of over one hundred thousand lives and led to the displacement of over 2.3 million people (Duke et al, 2017) from their homes in the northern-eastern region of Nigeria, and other nations on the Lake Chad Basin – Chad, Cameroon, and Niger. In the midst of all these, one particular issue is constant, the poor training of the Nigerian military to combat the insurgent groups. This is not to say that other factors do not count like poor funding, inadequate arms and other logistical supports, and corruption in the military, among others. This problem is unique because even if all other factors are checked and adjusted, the military will fail because it is not equipped with the requisite skill to combat an enemy adopting unconventional warfare tactics.

## 2. CONCEPTUAL ANALYSIS

### 2.1. CAPACITY BUILDING

Capacity building is a theoretical approach to social or personal development that deals with knowing and working towards the realization of the organizational goals and objectives through the training, exposure and enlightenment of personnel to enhance their abilities which will enable them to achieve sustainable result. The Danish Ministry of Defence defines capacity building as an important task for the defence sector which includes advice, training, education, and mentoring within the security sector. Its overall

objective is to prevent conflict from evolving by enabling, receiving nations to take care of their own security (Danish Ministry of Defence, 2016).

Capacity building as a concept gained wide popularity in the early 1990. Several governmental, non-governmental and international organizations like the World Bank, United Nations (UN), etc., used the concept to connote the development of the personnel. The wide application of the concept has made it seize to enjoy a universally accepted meaning. Capacity building could also mean capacity development. Capacity building is the strengthening of skills, competencies and abilities of people in order at which they are able to effectively work towards the achievement of organizational goals and objectives. Specifically, capacity building encompasses scientific, technological, organizational, institutional and resource capabilities.

The Danish Ministry of Defence defines capacity building as an important task for the defence sector which includes advice, training, education, and mentoring within the security sector. Its overall objective is to prevent conflict from evolving by enabling, receiving nations to take care of their own security (Danish Ministry of Defence, 2016). UNDP (2003, in Nwankwo & Okorie, 2015) defined capacity building to cover human resources development and the strengthening of managerial systems, institutional development that involves community participation and creation of an enabling environment. For Agunyai (2015), it is the planned programs that will impart skills acquired into productive uses to solve wide range of individual and national problems (especially national security issues).

### 3. CAPACITY BUILDING POTENTIAL OF THE NIGERIAN ARMED FORCES: A LOOK INTO MILITARY TRAINING AND MENTORSHIP.

The military is a dynamic and versatile body used in diverse situations ranging from war fighting to complex humanitarian emergencies such as disaster relief and disease control. Meeting the demands of these hugely different operational situations in the face of conflicting financial base demands that the armed services find new and innovative ways of performing their roles. In these times of rapid change, any force that lacks the needed flexibility in its operational and administrative processes will wither and fail (Nigerian Navy, 2012). This calls to mind the need to increase or build-up the capacity of the military. The Danish Ministry of Defence defines capacity building as an important task for the defence sector which includes advice, training, education, and mentoring within the security sector. Its overall objective is to prevent conflict from evolving by enabling, receiving nations to take care of their own security (Danish Ministry of Defence, 2016). UNDP (2003) in Nwankwo and Okorie (2015) described the term as encapsulating the development of manpower base and the fortification and reformation of administrative frameworks as well as advancements in institutional make-ups, activities, and projects which usually fast-track involvement in community developmental programs and the establishment of an enabling environment. For Agunyai (2015), capacity building connotes those well-structured programs which will ensure that a number of national and individual challenges (especially national security issues) will be resolved through the effective impartation and application of acquired skills and expertise.

### 3.1. TRAINING AND THE NIGERIAN ARMED FORCES

Training plays a significant role in the transformation of the defence sector in Nigeria. As a matter of fact, military training can be traced to the creation of the Royal British West African Frontier Force (RBWAFF) which evolved into the Armed Forces of the Federal Republic of Nigeria at independence in 1960. This was obtainable because the new personnel needed to be trained in the art of defending the territory and the nation's interest with the use of lethal force (Egbo, 2001). The form of training received at this early stage was mainly that preparing the indigenous armies toward assisting the British army during the World Wars. However, from 1960 military training changed direction towards that of peace-making. This was in line with attaining the foreign policy of Nigeria, especially that of maintaining peace and stability in Africa (Akinboye, 1998). Malan, Nhara and Bergevin (1997) was of the view that the invitation of the Nigerian police and army to be involved in the United Nation's peacekeeping tour in DR Congo in 1960 marked the beginning of the era of Nigeria's training for peacekeeping missions. This military education and/or training which primarily involved the learning of tactical and rudimentary skills like first-aid and field hygiene, map-reading, patrolling, post duties, etc., was kick-started so as to ensure that military personnel (both combatants and health workers) were ready to go on tours in areas where they are needed to maintain global peace.

Training in the Nigerian military depreciated during the Civil War (1967-70) where young men were recruited without proper training into the military so as to preserve the unity of the nation as against the secessionist push of the Biafran military. After the Civil War, the nation had a very large military force without proper training - over 250,000 military personnel in 1977 (Malan et al, 1997). However, sequel to her invitation by the United Nations to be engaged in military operations in Lebanon, the Nigerian military realized that more dedication was required than what was the case in DR Congo. In that, in Lebanon, a lot was required vis-à-vis personnel, military materiel, military logistics and communications. During this particular operation, as Malan et al (1997) observed, the Nigerian air and naval forces joined the army and they were saddled with the additional duties of executing, inter alia, the transportation of personnel and military hardware, and the erection and maintenance of water points and roads. It, thus, became a necessity for Nigeria's military to partake in middle-level and advanced military trainings, courses, and tours if effectiveness and efficiency in the discharge of military duties is to be pursued and attained. It was for this reason that the Naval and Air Force Training Commands, Armed Forces Command and Staff College, Jagi, and the Infantry Corps Centre and School (ICCS), the Centre for Peace Research and Conflict Resolution (CPRCR), the Foreign Service Academy, the National College, and the International Training Institute for Peace, the Department of Army Training and Operation (DATOPS) supervised by the Chief of Training and Operations, Army (CTOP 'A') (Nigerian Army, N.d), were established so as to train the military in line with internationally credited curricula. To that extent, therefore, this involvement of Nigeria's entire military was quite similar to the ECOWAS-initiative in the ECOWAS operation in Liberia.

Adeniyi (2015) corroborated this while adding that the nation's military personnel were trained at the Nigerian

Army Peacekeeping Centre (NAPKC) which was created in 2009. In order to meet international best standards and the training criteria of the African Union and ECOWAS especially vis-à-vis courses offered, the NAPKC broadened its gamut of training to encompass peculiar courses which the United Nations Institute for Training and Research (UNITAR) has approved. Aside broadening its sphere of training, the NAPKC partners with a number of international (non-) governmental organizations such as the Africa Contingency Operations Training and Assistance (ACOTA), Pacific Architecture Engineers (PAE), the German Technical Assistance Team (GTAT), Peace Operation Training Institute (POTI), and the British Training and Monitoring Team (BTMAT) (Adeniyi, 2015) so as to strengthen Nigerian's military's Pre-Deployment Training (PDT)

It is most worthy to note here that the training institutes in Nigeria over the years have broadly been dedicated towards training the military for peace keeping missions. This is because the issue of terrorism was not peculiar with the nation, thus, a recent development requiring urgent, and somewhat difficult, actions. Also, Malan et al (1997) observed that the military wing which has throughout Nigeria's history been overwhelmingly involved in peacekeeping missions is the Army which is also the biggest arm of the Armed Forces in Nigeria. Little wonder a larger proportion of expertise and aptitude for peacekeeping operations is most often than not discovered more in the Army.

More so, there is the Nigerian Defence Academy (NDA), Zaria, created in 1964 owing to the necessity to teach military personnel in the Nigerian Armed Forces; the National War College, Abuja; the National Defence College, Abuja; the Training and Doctrine Command HQ (TRADOC) located in Minna, Niger State which is responsible for doctrinal, training and combat development of the military; the Nigerian Military School, Zaria, etc. (NDA, 2016). The Nigerian Air force promotes the Air Force Military School located in Jos and the Nigerian Air force (NAF) Training Command located in Kaduna.

As one of Nigeria's institutes for peace and conflict studies and peacekeeping training among all the arms of the Nigerian military, the National War College prepares both indigenous and foreign top military officials and civilians alike through the in-depth studies of command-cum-policy operations. This is done via a number of means like the organization of conferences, classroom discussions, simulated military campaigns, and other on-field drilling activities. Added to this is the fact that the institute creates linkages with other institutes and government agencies like the International Training Institute for Peace and the Defence Ministry in other to facilitate the utilization of a standard and current peacekeeping training guide and to encourage more researches into peacekeeping missions and the proposition of more ideal ways to curb the escalation of violence in nations (Malan et al, 1997).

The military training institute in Nigeria which alone awards its trainees with University-equivalent degrees is the Nigerian Defence Academy (NDA), Zaria. The impartation of military crafts and values, erudition and/or scholarship, and expertise in the art of war which every young and upcoming officer needs to be well equipped with for the task of national defence in the nearest future is the primary purpose

for setting up the Academy. Training in the Academy is handled by the Directorate of Military Training (DMT). A Director, who must have reached the rank of a Brigadier-General, superintends the Directorate and is answerable only to the Commandant. The Directorate focuses on the training of cadets into all the service arms of the military so as to create a common spirit of loyalty and devotion to the Nigerian military. There are four training-wings which the Directorate of Military Training oversees. They comprise the Army-, Air Force-, Naval-, and Short Service-wings all of which run the regular, direct short service, and the short service courses, though with the exception of the Naval and Air Force wings which do not run the short service course. These Wings teach areas of knowledge spanning from simulated and/or on-field training to techniques of military operations (air, land, and sea), military logistics, rudimentary engineering, military materiel (Nigerian Defence Academy, 2016).

The Command and Staff College, Jaji, is a defence establishment which is geared at enhancing the professional prowess of the military officials of the three arms of the Nigerian military and civilians in the defence ministry through the in-depth studies of command-cum-staff operations. The College is one with an international reputation and recognition. Small wonder, military personnel from countries within and outside the African continent like Tanzania and Guyana have been accepted to study at the institution (Malan et al, 1997). The duration of the training course in the College is ten months and out of this ten month duration, two to three weeks are spent for studies on International and Humanitarian laws, and three to four weeks are dedicated to learn about peacekeeping activities.

Also, there is the Infantry Corps Centre and School located in Jaji, Kaduna. As discussed by Malan, et al. (1997), military education at the Centre is fundamentally reserved for military and paramilitary personnel of the Nigerian defence sector. A Commandant, who must have attained the rank of Brigadier-General, superintends the School. He is seconded by a Deputy-Commandant, who must have attained the rank of Colonel, and to whom the Training Team of the school is responsible. As with most of the other military institutions in Nigeria, the training courses of the Infantry Corp Centre and School focuses more on the impartation of skills and professional experiences on peacekeeping issues. The School is sub-categorized into distinguishable departments (administrative, logistic, and general staff departments) and each one of them are overseen by a military personnel who must have attained the rank of Colonel. Although its structures and curricula were designed majorly to suit the teaching of peacekeeping courses, however, basic military training (usually not predicated on peacekeeping operations) are also handled by the school. That is why five other training facilities at different locations in the country – in Bauchi, Kachia, Kontagara, Lantale, and Nsukka - were erected (Malan et al., 1997).

The Armed Forces Command and Staff College (AFSC), Jaji, Kaduna State is a training institute majorly involving the three service arms of the Nigerian Armed Forces. When the staff college was kick-started in 1976, only two courses were offered. However with time and following the tripartite configuration of the college where there is the land (army),

maritime (navy) and aerial (air force) departments, three courses were offered by the College, and these three courses were structured according to the ranking of the military. The courses comprise a one-year Senior Course for Majors and their equivalents, a twenty-week Junior Course for Captains and their equivalent, and a Staff Duties Course for Senior Non-Commissioned Officers of the three services ([www.wikipedia.org](http://www.wikipedia.org), 2019).

Training of Nigerian Air Force (NAF) personnel is mainly coordinated by the Nigerian Air Force Training Command, Kaduna. Aside this Training Command (TC) situated at Kaduna, other facilities exist in different parts of the nation which were constructed primarily for the training of Air Force personnel, and there comprise, among others, 303 Flying Training School, at Kano; 305 Helicopter Group, at Enugu; 330 NAF Station, at Jos; 333 Logistics Group, at Kaduna; 335 Base Services Group, at Kaduna; 337 Base Services Group, at Enugu; 339 Base Services Group, at Kano; 347 and 349 NAF Hospitals, at Jos; 345 Aeromedical Hospital, at Kaduna; and the Aeromedical Centre Project at Kaduna. As have been stated earlier in the work, the undertaking of peacekeeping and communication skills training courses is an essential component of the training of all three arms of the Nigerian military. In this vein, in the case of the Air Force certain institutions specifically provide the needed peacekeeping training courses as well as advanced-operations military personnel trainings. There are, among others, the Operational Conversion Unit; Officers Engineering Training School; Flying Instructor School; Airmen Technical School; Air Traffic control school, Air Provost school, Advance Helicopter school; School for Electronics and Communication; Operational Helicopter Unit; Supply Management School; and C-130 aircraft Operational Conversion Unit ([www.wikipedia.org](http://www.wikipedia.org), 2019).

The Naval Training Command (NAVTRAC) controls, guides, and harmonizes the military education, training and indoctrination of all officers in the Nigerian Navy. NAVTRAC is under the jurisdiction of the Navy Headquarters, as such, the later steers the activities and affairs of the former. Superintended by the Forward Operating Commander (FOC) and seconded by nine Principal Staff Officers (PSOs) - the Chief Security Officer; the Command Technical Training Officer (CCTO); Command Logistic Training Officer (CLTO); Command Academic Training Officer (CATO); Command Medical Training Officer (CMTO), etc. – NAVTRAC possesses under it some training units. These comprise, inter alia, the Sea Training Unit at Victoria Island, Lagos; NNS QUORRA, Apapa, Lagos; Nigeria Navy Engineering College (NNEC), Sapele; the Nigerian Navy Finance and Logistics School (NNFLS) at Owerri, Abia State; Nigerian Naval College ONURA and the Nigerian Navy Basic Training School (NNBTS) Onne, Port Harcourt, etc. ([www.wikipedia.org](http://www.wikipedia.org), 2019). It is worth reiterating that as is the case with the other arms of the Armed Forces, the Nigerian Navy plays prominent roles in peacekeeping operations within and outside the African continent. As a matter of fact, it does not joke with its engagement in peacekeeping operations because naval officers are usually rated vis-à-vis the amount of peacekeeping courses and trainings received, and tours participated. NAVTRAC coordinates all peacekeeping training courses, and under the framework of ECOWAS and ECOMOG, NAVTRAC has added to its naval training tasks maritime policing, maintenance of peace and humanitarian

aids, and sea transport of military personnel and materiel, which are all entrenched within the on-field exercises and simulated battles of the Navy (Malan, et al., 1997).

### 3.2. MENTORING AND THE NIGERIAN ARMED FORCES

Another aspect of capacity building is mentoring. Mentoring is the volitional and wilful developmental interrelationship based on deep rooted trust and mutual deference which is found between two or more persons; where a person (or people) of greater knowledge guide(s) a person (or people) of lesser knowledge (Harvey, Schoomaker & Preston, 2005). Mentoring is propelled in individuals and organizations by the desire to have prodigious heirs to successfully continue the pursuit and attainment of specific plans and objectives. Now, in trying to discuss efforts of the Nigerian Armed Forces in mentoring, the view of Rear Admiral (Rtd.) G. J. Jonah will be brought to perspective. Rear Admiral Jonah, recording how he felt as a cadet from the National Defence Academy who was, alongside his colleagues, assigned the position of sub-lieutenant to oversee all their activities while they (he and other cadets) boarded a vessel set for sail, Jonah (2014) had this to say:

*As young men we were very inquisitive, wanting to know everything at once. The officer was very dutiful and ensured that we were schooled in the traditions and culture of the NN. He also responded appropriately with great wisdom to our questions on various issues. In fact, he made us develop the right attitude to meet the professional demand of the naval environment. I remember, as a young officer how I was involved in the mentoring of ratings as a divisional officer in the various ships and establishments. It is interesting that as the naval officer advances in rank his status improves from that of a divisional officer of ratings to that of a mentor of his subordinate officers. The NN by its traditions and unit culture provides several opportunities for mentoring of her personnel. Take for instance; watch-keeping on board is a very informal way of mentoring subordinates personnel. The experience watch keeper is the mentor while the inexperienced assistants, in case of officers, are mentees...This obviously shows that the NN has a very good structure for mentoring to improve the professional knowledge and career projection of her personnel.*

There is a close link between mentorship and training. Both are aimed at the all-round development and expertise of the individual(s) involved. However, while training is confined to superior-inferior relationships, mentoring exists between contemporaries and transcended this to include rapport between seniors and juniors (Army Leader Field Manual, FM 6-22, cited in Thomas & Thomas, N.d, 1). To that extent, therefore, mentoring does not emphasis ranks but it transcends that to focus on the amount of experience one has which allows that person to be able to nurture and/or develop another person (or people).

### 4. CAPACITY BUILDING OF THE NIGERIAN ARMED FORCES AND SECURITY CHALLENGES

Irrespective of the plethora of military training commands, camps and courses as well as the mentoring processes that are carried out in the Nigerian Armed Forces, the questions arise: to what extent have these training and mentoring improved the performance of the military? What are some of the loose ends that require tightening up? The Nigerian

military is a conventional armed force which had only possessed training in conventional armed combats. However, in recent times, the Boko Haram sect and other insurgent groups like MENDS, Niger Delta Avengers, etc., which adopt guerrilla warfare tactic have shown the Nigerian Military that it is ill-trained. Corroborating this view, J. Peter Pham, Director, African Centre at Washington D.C., stated that the training imparted and received by the military is not adequate to tackle non-conventional forces because Nigeria's military personnel pursue with gusto training courses in peacekeeping and peacekeeping tours under the auspices of the UN, AU, ECOWAS, and ECOMOG. Thus, for Peter Pham, embarking on non-conventional warfare is not a forte of the Nigerian armed forces since their training conditions them to basically ideas of peacekeeping and other aspects of conventional warfare (Baker, 2015). In short, there is misdirected staff training, one which cannot compete against a completely different strategic approach of guerrilla warfare.

Another issue is the application of force. How much force is required to restrain an internal insurrection? On the basis of the fact that the first and fundamental responsibility of the armed force is to ensure the defence and security of the nation, lives and property of citizens in war situations, the training direction of the Nigerian Military, from its inception, as Azinge (2013) argued, has been broadly based on the total annihilation of aggressive external forces within the minutest of time and guided by the rules of engagement or armed conflicts. The description above is what is required in a conventional warfare. Is this brute amount of force needed in internal crises? Fundamentally, no! This is because since domestic defence operations are underpinned in the pursuit, maintenance, and sustenance of law and order amongst the indigenous citizens, just a small amount of violence and/or restraint is needed. When the reverse is the case, i.e., the use of brute force in domestic security operations, the reason is not farfetched as it is tightly linked to the pattern of training and indoctrination received by the military officers. Little wonder, the Nigerian military in its fight against insurgency in the northeast of Nigeria vis-à-vis the pursuit of its constitutional mandate to protect the nation from both internal and external hostile forces has been accused of violating the human rights of its citizens, especially girls and women.

Consequently, the involvement in properly directed trainings and courses in counter-terrorism so as to deal with non-conventional forces and internal insurrections is a must for the Nigerian Armed Force if warding-off unprecedented attacks from insurgents groups is to be ensured. The former Nigerian Chief of Army Staff, Lt. Gen. Onyeabo Ihejirika, conceded to this when he said that in order to effectively provide for domestic security operations, the redirection of the military's training is a prerequisite step (Utebor, 2010; Azinge, 2013). The government's attempts to negotiate for foreign assistance for counter-terrorism training is laudable. PM News (2013) reported that in a view to increase the Nigeria's military's capability to fight terrorism and other insurrections head-on, the Nigerian government collaborated with the UK, the USA, and other Western European countries, and this led to the positive result of the training of 150 military personnel, drawn from the three service arms of the Nigerian Armed Forces and the training of 739 officers from the Foreign Special Forces.

Despite this, there is little or no information about an established military school (s) in Nigeria focused on training the personnel of the Nigerian armed forces on unconventional warfare. This has its disadvantages and spells doom for the nation. Since in international politics there is no permanent friends but only permanent interests, what happens when the relations between Nigeria and the other nations it collaborates with become sour? What will be the fate of the military training exercises? How will the nation tend to develop its military to meet the growing national and human security demands? These and many more questions peck at the need to develop military schools (at least, one) for training the Nigerian military in unconventional warfare.

## 5. CONCLUSION AND RECOMMENDATION

### 5.1. CONCLUSION

It has been the purpose of this study discuss the concept of capability building. This paper specifically chose two strands of capacity building as it pertains to the training and mentorship to analyse the state of the personnel of the Nigerian Armed Forces in their efforts to confront and quail the distinct insurgent groups orchestrating violence in the polity. Insecurity is not just limited to military security as it also affects the social and economic progress of the state through loss of foreign direct investments, loss of lives, livelihood, growing poverty, and humanitarian supports.

The military, being a dynamic and versatile body used in diverse situations ranging from war fighting to complex humanitarian emergencies such as disaster relief and disease control, needs to be constantly updated with modern tactics that meet the national security needs of the day. As such, since we live in a world of rapid change, any armed force that lacks the needed flexibility in its operational and administrative processes will wither and fail. To do this, the Nigerian military has a vast number of training schools which brought it accolades as it engaged in peacekeeping missions all around the globe. However, with the intervention of unconventional warfare by different insurgent groups like Boko Haram, the military has shown inadequacies in this regards. Though there are trainings and courses directed at counter-terrorism so as so deal with internal insurrections and to abide by the international norms against the abuse of human rights, these courses and training are not enough as the relationships between Nigeria and the other partnering nations may fail.

### 5.2. RECOMMENDATION

From the foregoing it evident that to correct this flaw in the system of training Nigerian soldiers, the following recommendations are required:

- A. There is a need for the establishment of a Nigerian military training school in the art of unconventional warfare. The partnerships between Nigeria and other nations like the UK, USA, and France may wane, thereby, leading to the cancellation of such training arrangement, and worse, resulting in a large base of untrained military personnel in asymmetrical warfare.
- B. While these school will be under construction, there is a need for the curricula of the various existing training commands, units, sub-units, and courses to be refurbished so as to meet the need of the contemporary insecurity in Nigeria.

- C. The Nigerian government should strive to resolves the issues that prompt the different existing insurgents groups to rise in the first. Some of these issues border on marginalization, poverty, access to grazing lands, and so on.

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