



Managing Education for National Security

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School Security in the Context of Increasing National Insecurity in Nigeria

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Abstract

This paper examined the rising wave of insecurity in educational institutions taking a cue from the global increase in terrorism. The paper explored the concept of terrorism looking at its meaning, development and growth and its gradual manifestation into educational institutions. The importance of the paper despite previous researches is its inclination to the educational sector as it hinges on what could be done to improve on the new wave of school killings and destruction of the future lives of students and teachers. The researchers in this study explored new ways of introducing safety regulations, training and awareness to the school system. The challenges of insecurity to the educational sector as; closure of schools for unnecessarily long periods, poor understanding of security logistics by school personnel, absence of security infrastructure in schools and poor educational policies on security were explored. The study also examined some security models that could be useful for school administrators and made recommendations. Among recommendations made include the step up in awareness creation by school and non school personnel, improved training for staff and students on identification and prevention of attacks.

Introduction

Insecurity has become a grave issue of concern globally. In previous times, the level of insecurity applied mostly to properties and treasures. In the evolving periods in global development, insecurity especially to lives and properties has become a subject of concern as it has become applicable in educational circles. It is worthy of note that in recent years, tertiary institutions have had to fight such vices as cultism. Cultism began to pose serious concerns when it degenerated to the extent of taking human lives in tertiary institutions in Nigeria. At this point in this write up, it will be necessary to describe insecurity. What is insecurity?

According to Ewetan (2013), insecurity derives from security while security in itself is the presence of confidence in humans at any point in time. Security according to the websters dictionary online is the absence of fear or threat to human existence. As stated earlier, the concept of insecurity has become traumatic in recent times due to the global wave of terrorism and its effect on educational institutions. In the conception of the Global Terrorism Index (GTI, 2011), terrorism involves the use of brute force or illegal force to meet a goal. In the analysis of terrorist indices and attacks of countries between 2002 and 2011, GTI (2011) gives the information presented in Table 1

Table 1: Ten Countries Most Affected by Terrorism in 2011

S/N	Countries	Weighting
1	Iraq	9.56
2	Pakistan	9.05
3	Afghanistan	8.67

4	India	8.15
5	Yemen	7.30
6	Somalia	7.24
7	Nigeria	7.24
8	Thailand	7.09
9	Russia	7.07
10	Phillipines	6.80

Source: Extracts from Global Impact on Terrorism (2011)

The methodology adopted by GTI (2011) to reach a conclusion on the weighting and rankings of countries on terrorism are as follows; total numbers of terrorists incidence in a particular year, the qualities of such strikes measured by the level of fatalities in terms of weapons and level of injuries and deaths sustained and the approximate levels of destructions recorded. In the publication of GTI (2011), it is expressed that countries experiencing terrorism appear to have common denominators that correlate with corruption, unemployment and political instability. In the 2011 rankings, Nigeria is rated 6th most terrorized nation in the world. According to the Annex of Statistical Information (ASI,2013), Nigeria had 546 terror attacks in which 1,386 people were killed and 1,019 persons injured. The ASI (2013) document recorded that among perpetrators of terror attacks are; Taliban that executed 525 attacks in 2012 alone, Boko Haram executed 364 attacks, Al-quada 204 attacks and Al-shabaab with 121 attacks. The Boko haram attacks were principally in Nigeria. The document further explained that the attacks under reference are usually characterized with suicide bombings, kidnappings, hostage taking and the use of explosives. The ASI (2013), recorded that there were 325 terror attacks on educational institutions in 2012 alone globally.

In a similar publication, the United Nations Education Scientific and Cultural Organization (UNESCO, 2007) gave some information on terror attacks on educational institutions. UNESCO (2013) explained that in the years before 2007, some nations were prone to real attacks by terrorists on educational institutions. Nations in this category include; Iraq, Afghanistan, Colombo, India, Nepal etc. Most institutions attacked were females schools with severe damages. Table 2 contains some information on UNESCO(2007) discoveries.

Table 2: Attacks on Educational Institutions Prior to and in the year 2007

S/N	Country	Type of Institution	Nature of Damage	Organization Responsible	Remarks
1	Russia Besslian North Ossetia. Sept 1, 2004	Primary and Secondary Schools	900 pupils and 400 parents taken hostage with 186 children eventually dead in a shootout between security forces and the gunmen	Unidentified gunmen	Shock to the whole world
	Iraq	Primary, Secondary and Tertiary	186 university Professors killed in Iraq alone,	Unidentified Gunmen with	

S/N	Country	Type of Institution	Nature of Damage	Organization Responsible	Remarks
2	2003-2005 Jan 16 th 2007 Jan 15 th 2007	University (girls) in Mustansiriya University in Iraq	296 school staff killed in 2005 with 86 students and teachers killed At least 70 girls killed with 170 injured DVC kidnapped	sectarian motives Unidentified gun men with sectarian motives	
3.	Afghanistan Jan 2007 2006	School Schools generally	School Principal kidnapped 187 schools destroyed, 100 university students killed	Taliban Militants	
4.	Nepal Between 1996 and 2006	Educational Institutions	145 teachers and 344 students killed, 10,621 teachers abducted, 743 teachers arrested and tortured	Maoists	
5	Sudan	All institutions	Enlisted 4,500 child soldiers in 2003 aged between 14-18 years and abducted 108 children in May 2006	Sudan Liberation Army	
6.	Colombo Between 2000 and 2006	All Institutions	Murder of over 310 students and teachers with over 27 kidnapped school workers		
7.	Democratic Republic of Congo (2003)	All Educational Institutions	288 schools damaged with 30,000 children enlisted in combat military activities	Rebels and Militants	
	Nigeria	Atlas Cove oil	5 killed with		

S/N	Country	Type of Institution	Nature of Damage	Organization Responsible	Remarks
8.	2009	Depot	several casualties	MEND	
	2010	Eagles Square, Abuja	Bomb Explosion- 8 killed	MEND	
	2011	Coordinated attacks on Maiduguri	67 killed including school children	Boko-haram	
		Bayero University	16 killed with several injured	Boko-haram	

Source: UNESCO (2007) and author's personal compilations

Table 2 shows the extent of damage done by terrorism to education. It is envisaged that if this atrocities are left unaddressed, they might assume unimagined dimensions in the next few years. The growth of terrorism according to Ajayi (2012) is ascribed to various times ranging from 2000 and above. However, the dimension of terrorism that is most notorious is the attack on educational institutions. Globally, educational institutions are often treated as hollowed and revered places that are never attacked in times of extreme war. The new wave of terrorism and its effects on educational institutions calls for a new direction for education.

However, it will be necessary to explain here the types of security that could be applicable to educational institutions.

Types of Security and their Applicability to Educational Institutions

The American National Schools Board Association (NSBA, 2013) expressed that safety in schools of whatever type is not negotiable. In the Constitution of the Federal Republic of Nigeria (FRN, 1999), the issue of security was well addressed. In FRN (1999), it specifically stated that government shall provide security for the nation and people of Nigeria. However, in the wake of recent attack on schools in the United States of America (USA), the NSBA has to come up with resolutions especially for American schools that are applicable globally. While it is a constitutional responsibility to provide security, the type of security goes beyond mere pronouncement. The NSBA (2013) identifies the responsibility of all schools to give adequate safety and security against disasters, accidents, injuries and provide as well as prepare, proactive plans that investigates perceived disasters. Its policy includes that schools must continue to research into various ways and methods to provide adequate security cover for all school children and students when in school.

The foregoing in Nigeria brings to question, the vulnerability of school children in Nigeria especially children in public schools. Between the years 2010 till date in Nigeria, there have been several media reports of missing school children unaccounted for till date whenever a natural disaster occurs. Some cases are those of children schooling under environments that are not conducive resulting in building collapses. What types of safety measures and security should schools provide? From the point of view of this paper,

schools should be able to provide environmental security, personal security, social security and possibly economic security.

In the opinion of this paper, environmental security or safety is make the environment free from all harms whatsoever. In this regard, it is expected that the environment is secured with adequate infrastructure. It becomes ridiculous to bring children to a school where there is no school fence and even when this exist, it is a ridicule of it as several leakages that enable people come into the school at will without the notice of the school authorities exist. In Nigeria, the education regulator which is the government will force private schools owners to comply but it is doubtful if government will comply. Till today, only few public schools can boast of such

The doubts in the possibilities of personal security in most government schools cannot be imagined. Personal security involves the absence of fear or whatever form of intimidation in the school environment. The pupil or students and in some extreme cases teachers have their personal securities to content with as there is no prediction of when ethnic or political upheavals ensure. In such circumstances, no one in any school environment can be said to be immuned against the consequences of such occurrence. However, economic security has to do with the ability of parents and governments to fend for their children. Children have no books or uniforms and some hardly get any food to eat before school. No mid day meal is provided in schools. Social security under such situations are nil.

From the illustrations in Figure 1, a sixth item there is the political security of students. Such political security involves their abilities and willingness as well as a guarantee of their freedom to fully associate and express their opinions on issues and several other matters. It is evident that this is most distorted in some of the countries listed in Tables 1 and 2 where terrorists and militants enter into schools to either kill, rape, abduct, maim or conscript students into military schools. The viciousness with which militants strike in schools globally have began to give room for much concern. In Nigeria, the dreaded Islamic group Boko-Haram and the Taliban in Afghanistan have never hidden their disdain for both female education and western education.

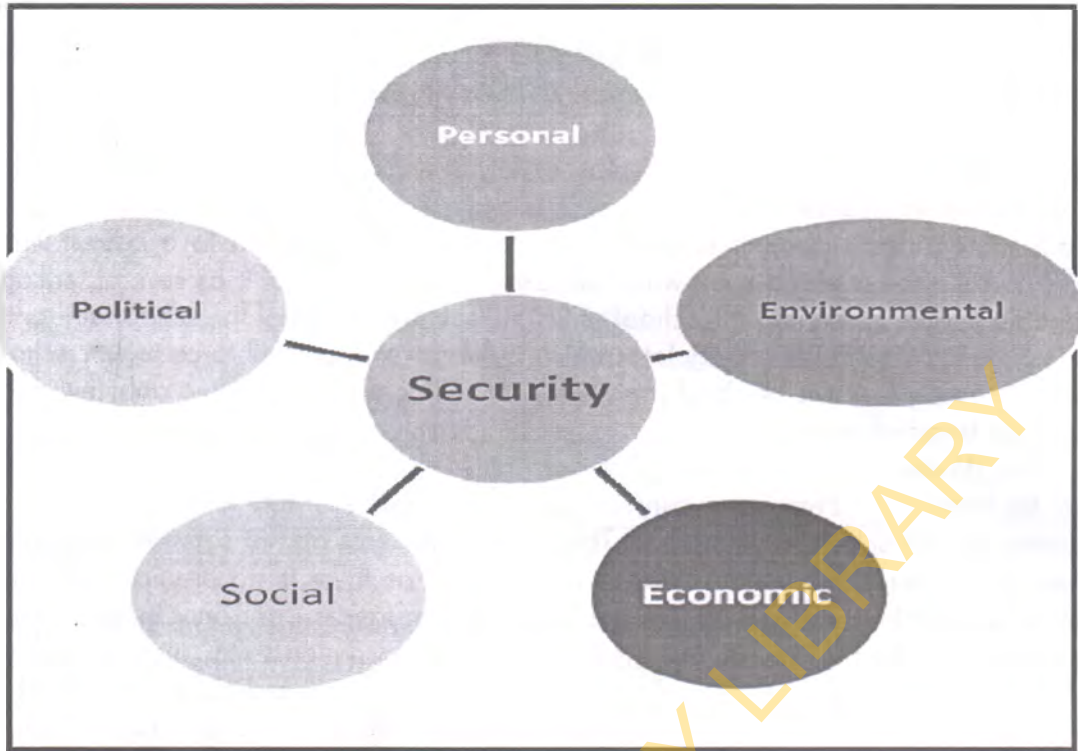


Fig: An Illustration of the types of security expected in the school system.

Challenges of Educational Institutions to the Rising Wave of Terrorism in Nigeria

In the last few years, sectarian violence has been visiting our schools in Nigeria especially secondary schools. In some cases, it is observed that several factors make such invasion possible. Terrorists invade secondary schools and universities unhindered with unfettered access.

1. Absence of Security Infrastructures in Schools

The absence of major schools security infrastructure enable extremists to violate the sanctity of Nigerian institutions at whatever level. Despite researches that have shown the dearth of infrastructure in schools like that of Adeyemi and Uko-Aviomoh (2004), much has not been done to address those lapses. While Adeyemi and Uko-Aviomoh (2004), investigated the quantity and quality of manpower and infrastructural requirements in some tertiary educational institutions, it is observed that security infrastructure as school fence, school gate, security personnel and documentations are not taken seriously especially in rural schools that are so porous (entry and exit). In some cases where school security fence is provided, it is either a perimeter fence or a fence with leakages at several points making easy for school children to go out of school unnoticed or visitors enter the school unnoticed. In some cases, gatemen and security officials man only the official entry while there are several unofficial entries and exits in such schools. The dangers cannot be over emphasized as any terrorist can gain access to any point within the school to either kidnap, abduct or plant explosive devises which effect are so predictively destructive.

2. Poor Security Training for Staff, Pupils and Students of Educational Institutions

Security training (personal, social or environment) has not been seen as serious until recent developments. As casually observed by this author, most secondary and primary schools in Nigeria have security personnel that hardly have any training on security matters. This is very much unlike the tertiary institutions where applicants for the post of Chief Security Officer (CSO) must have basic training in any of the military or paramilitary

organizations in Nigeria. Under such situations, it becomes possible for senior security officials to train newly recruited officials that have no previous exposure to military trainings. In the secondary schools, there are no security personnel in most of them. Where security is available, they have no training of whatever sort on prevention of crime, aborting crimes or reading crime motives of prospective clients. This serves as a big challenge to secondary and primary educational institutions in Nigeria. It is also unfortunate that secondary school Principals are not in a position to address such lapses.

3. Poor Government Attitude towards Educational Security in Nigeria

Though several scholars may question why emphasis on government provision of security, the constitution of the Federal Republic of Nigeria (FRN, 1999), makes it imperative that government should secure its territory. While the problem of educational insecurity could be said to be relatively new does not exonerate the Federal and State governments (FGN) from the neglect of school security over the years. In recent years only the advent of democracy in 199 made some state governments to begin to fence off educational institutions from the public. Under previous regimes, most schools served as transit points for villagers going from one place to the other. Again, societal criminals often use educational institutions as avenues for carrying out nefarious activities including armed robbery as such places were extremely insecure and becoming vulnerable avenues for crime in the dark.

4. Educational Curriculum does not target Insecurity in Nigeria

It is not the opinion of this paper that a special subject be established in schools known as security. There are such subjects or activities in schools in which co-curricular and extra-curricular activities operate.

5. Absence of Political Will to fight Insecurity

Fighting terrorism which affects educational institutions become challenging and cumbersome when there is a clear cut procedure for dealing with the malaise or evident disunity by national leaders in perception of 'insecurity'. While insecurity in Nigeria has continued to pose severe challenges, it appears through casual observations and media reports that there is no leadership cohesion in dealing with the scourge of insecurity. Discordant tunes emanate from national leaders either on the basis of religious faith, ethnicity, political engineering etc. However, the bottom line lies that whichever way, the nation suffers.

Implications of Insecurity in Schools

Several implications abound when there is palpable insecurity in countries.

1. According to UNESCO 2007, the fear of insecurity will result into mass exodus from educational institutions. The implications of a mass exodus from educational institutions have both short, medium and long term effects. The short term effect is that there will be retrenchment in schools as there will be no pupils and students to teach. A medium and long term effect will be the increase in illiteracy, absence of unemployable nationals and increase in social vices and crimes.
2. Another implication of schools insecurity is the future stagnation in economic growth and development. With the absence of students in schools, it is evident that in some years to come, the economy of such a country will come under threat.
3. The success of militants and terrorists will change the political and ideological orientation of nations. Such successes with either result in specific faiths leading

nations or destroying the secularity of any nation. Any threat to Nigeria's educational system is a direct threat to its educational objectives and philosophy as enshrined in the National Policy on Education (FRN, 2004).

4. In the event of terrorists attacks Schools are usually closed down. When there are no terror attacks but insecurity in an environment, educational institutions are usually closed down. Such closures have implications on the educational development of such environments especially when they are peculiar environments. As much as possible in this case, there must be moves to ensure schools are not unnecessarily closed down

Recommendations and Way Forward

After a careful examination of the subject, it is the opinion of this paper to make the following recommendations.

1. Full and Complete Regulation of Schools Infrastructure

The regulator of educational provision in Nigeria which is the government must ensure the full compliance to security regulations in schools. It is well known that every state in Nigeria has a blue print approved for schools establishment. It is in our opinion that this document be revised as a way of proactive approach to school security. When such documents came into existence, what was in vogue was safety but today general insecurity is the order of the day. Issues as school gate, fence, security personnel etc must be addressed in the documents. While previous documents spoke about the nature of buildings, compositions etc, it never spoke about the issue of security.

2. Introduction of Security Training through Extra or Co-curricular Studies

While most countries do not support the introduction of arms of any sort into the school system, this paper opines that training should be introduced into schools especially as it involves civil defence. In co-curricular activities, environmental monitoring using locally improvised GPS, information Technology (IT) devices to track militant activities should be introduced to schools. Civil defence spots as Taekwondo and Para-military training using dummies should be taught in schools during extra-curricular activities. The purpose is not to confront terrorists and militants but to be able to escape from the scene of dangers.

3. Adequate Funding of Schools

With the rising way of insecurity in schools and glaring evidences that government cannot fund the schools alone, it is advisable that government permit the payment of tuition fees in public secondary schools. Politicizing education cannot help the present situation. Rather than improvising GPS (Global Position System), the government can purchase such equipment from tuition payments and use it to monitor the school environment.

4. Whipping out Corruption

It has been the contention of several scholars, the issue of corruption in Nigeria has been over flogged. Some contend that because of corruption, school fees must be abrogated. Others argue that the nation is so blessed that there should be no school fees. It is well known that the level of funding of educational institutions is not within the capacity of government hence the present challenges in education. This paper recommends that government re-instill the peoples confidence in its ability to provide services by whipping out corruption. When it is seen that what money is paid for is realized, the nation and its educational sectors will move forward.

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