THE IMPACT OF INSECURITY ON SECONDARY SCHOOLS IN NORTHERN NIGERIA

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ABSTRACT

The study examined the impact of insecurity on Secondary Schools in Northern Nigeria. The objectives of the study are to identify factors responsible for insecurity in the zone and to find out the common causes of insecurity in Schools. The paper adopted a survey method and content analysis was utilized for data analysis. The paper utilized Queer Ladder and Structural functionalist theories. The finding from the study revealed that, the nonchalant attitude of the Schools towards security, porous school, incompetent and unskilled guards, incomprehensive security policy; lack of awareness and manpower, and school as a soft target as factors responsible for insecurity in our Schools. The paper identified illiteracy, terrorism, poverty, weak state institutions, injustice, and foreign influence are some of the causes of insecurity in Nigeria. The study found that death, low enrolment, disruption of an

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academic programme, and destruction of basic Schools' infrastructural facilities were some of the negative impacts of insecurity on Secondary Schools in Northern Nigeria. Based on the findings of the study, it was recommended that the government at all levels and relevant stakeholders must put their hands on the desk to cubing the menace of insecurity in Nigerian society.

Keywords: Security, Insecurity, Impact, Secondary, School

INTRODUCTION

Security has remained a critical issue of great concern for many nations in the world. No nation or society can boast of being completely free from the problem ensued by insecurity. In the last two decades, countries like Israel, North Korea, the USA, Russia, and South Korea, have experienced different forms of security challenges ranging from transnational violence; Terrorism, Kidnapping, Insurgency, socio ethnoreligious crises, has emerged in countries like Kenya, Afghanistan, Sudan and Nigeria (Isaactomason, 2022).

In Nigeria, the issue of security has occupied center stage, since the country's return to democracy in 1999(Joseph, 2013). And on daily basis, the media has continued to highlight and discuss the incessant cases of security threats ranging from ethnoreligious violence, communal clashes, youth unrest, religious extremism, election violence, insurgency, terrorism, cattle rustling, suicide bombing, armed robbery, kidnapping, riots, and other forms of social vices which plagued and threatened socio-political and economic survival of Nigeria as a democratic state (Ojukwu, Nwanma 2015). Several factors are responsible for incessant insecurity as observed by Manga (2019); Osaat & Peter (2021) including but not limited to weak security system corruption, unemployment, porous borders, poverty, and religious extremism, and so on.

It is a well-known fact that Insecurity has affected many Schools in Northern Nigeria. Iyabo (2018) submitted the recent abduction of 110 Dapchi female students and the sagacious kidnapping of over 300 girls in a hostel in Chibok on 14th April 2014; and on February 29th, 2016. Boko

Haram and the bandit have in recent times posed grave security challenges to Nigeria where the bandits stormed Schools and kidnapped students in Tegina, Niger State. Similarly, on February 7th, 42 people including students, teachers, and family members were kidnapped by bandits from Science College Kagara, Niger State have been released after 10 days in captivity (Premium Time, 2021). Olusola (2021) reported that about 800 secondary school students have been kidnapped, maimed, raped, and killed in coordinated attacks by bandits and terrorists. The trend and dynamics of insecurity in Nigeria are worrisome especially when there exist many security challenges in the polity.

Research into the dynamics of insecurity in Nigeria has indicated that Insecurity not only impedes education, it also causes infrastructural and facilities decay and poor enrolment of children. According to UNICEF, about 10.5 million children aged between 5-14years are out of school in Nigeria. And the statistics are worst in Northern Nigeria with about 60% net attendance rate (Iyabo, 2018). This indicates that most Schools in Northern Nigeria are not safe.

In response to the challenges, the government has designed various policies and reform programmes to curtail the menace. However, despite all efforts by government and government and NGOs the situation is very bad. It is against this background that this study was conducted to evaluate the impact of insecurity on Secondary Schools in Northern Nigeria.

LITERATURE REVIEW

Conceptual framework and theoretical review

The primary requirement for any society to survive is security. The concept of security has evolved to mean different things to different people. Many perspectives and theories on security have evolved to explain and sometimes realize and legitimize state action within the security prism (Umar and Mohammad, 2016) as cited in Abbas and Mshelia (2022). According to Ewentan and Urhie (2014) security is the prime responsibility of the state. In his Social Contract Theory, Thomas Hobbes argued that security should be embedded in both theory and

practice of modern statehood as, without it, life will be solitary, brutish, nasty, 'poor', and 'short'.

The origin of the concept is traced to it Latin root ‘se’, which means ‘without’ and ‘curus' means 'anxiety. Therefore, security means freedom from anxiety, fear, threats, attacks, frustration, and so on. It is however argued that security is the complete absence of threats to peace; absence of hunger, poverty, and squalor, national integration, stability, and the provision of fundamental needs of people as well as the protection of lives and property (Shedrack, 2019, Ogunode, 2021). The absence of security is insecurity.

Insecurity, according to Achumba et' al (2013) as cited in Ogunode et' al, (2021) is the antithesis of security and has attracted such common variables as won't of a safety, danger, hazard, uncertainly, want of confidence, state of doubt, lack of protection, instability, trouble and being unsafe among others. Hassan (2014) views insecurity as negative feelings involving fear, anxiety, uncertainty, and injustice among others. Insecurity is a degenerated stage of conflict, threats, and attacks on human security, and intense violence is characterised by fight, warfare, injury, and death (Best, 2016). Insecurity is a threat that negatively affects teaching and learning activities in such Schools (Ogunode, et al, 2021). Paul (2015) posits that insecurity is the state of being subject to danger, anxiety, injury, fear, worry, and the feeling of being unsafe.

According to Blend (2005) cited in Ogunode. et al (2021) insecurity is the state of anxiety stemming from the concept or alleged lack of protection against threats. This implies inefficient freedom from danger. This definition suggests many forms of insecurity such as human, economic, physical, national, health, and political insecurity. (Onifade, Imhonopi, & Urim 2013) conceived insecurity as a condition in which human and national security are comprised by internal or external forces exacerbated by weak economic, military, and/or human resource development conditions. It is, however, believed that the government can fight insecurity if there is avoidance of compromise and personal interest (Accusing fingers are now pointed at the government on the issue of insecurity in Nigeria.

From the foregoing definitions, therefore, insecurity can be said to be a severe condition characterized by fighting, conflict, death, injury, and warfare that subject human societies or individuals to feelings of or state of fear, anxiety, uncertainty, lack of protection, and inadequate freedom from danger. It is noteworthy that, no country or society can adequately develop when the level of insecurity of that country/society is high. In recent times in Nigeria, many communities have been ravaged by insecurity. This is because insecurity has remained one major issue that plagued many Nigerian communities. The 2014 Global report on security indicated that Nigeria is one of the countries in the world that is ravaged by high-profile crimes such as Book Haram, insurgency, terrorism, banditry, kidnapping, election, and ethnoreligious violence among others. These criminal activities grossly affected the fabric of every system and sub-system in Nigeria, one of which is the education sector.

According to Lehr (2014), the noble goals of education can never be achieved in an unsafe environment or vacuum. The world is achieved in a safe, secure, conducive, and serene environment. And if for any reason there is a feeling of insecurity of any kind within and outside the school system, both teachers and students are likely to be negatively affected, the consequence of which may hinder students' academic performance.

For more than two decades, Secondary Schools have been under attack by Boko Haram insurgent groups, armed bandits, and kidnappers. Other security challenges such as election violence, ethno-religious violence, warfare, and terrorism have affected many secondary Schools, especially in the Northern part of Nigeria. Secondary Schools have become soft targets for kidnapping for ransom by terrorist groups and bandits.

Mkintunde and Musa (2016) cited in Adams, Adedeji, Majekodun, Kalinde & Adams (2021), an insecure school environment affects students' learning. This is because it triggers trauma and toxic stress that negatively affect student comprehension. They further observed that insecurity equally affects general school attendance, and enrolment as parents pull their children out of school while in some

extreme cases of insecurity, Schools are shut down indefinitely (Amech, 2015). Also, attacks on Schools usually lead to the destruction of lives and school facilities. Amonze Ngozi, National Programme Officer, Education, UNESCO has however condemned the incessant Schools attacks and kidnapping of children for ransoms and shutting of Schools, saying that the attack on the educational system is an attack on the future of Nigeria, as government resources and funds meant for other developmental projects will be channeled for tackling and addressing the situation of insecurity.

FACTORS RESPONSIBLE FOR INSECURITY IN SCHOOLS IN NORTHERN NIGERIA

Insecurity in Schools is attributed to internal and external factors as observed by scholars and other security experts. The fact that the school is not attacked by external forces doesn't mean that the internal security of the school is good enough to eliminate all anxiety and fear of attacks/threats on Schools (Manga, 2019). However, the following are factors that are responsible for insecurity in Schools.

i. **The Nonchalant attitude of school management toward security issues** According to Jill, (2000) cited in Manga, (2019) school administrators show a nonchalant attitude and lack holistic and pragmatic security plans that spell out what security tasks need to be performed, whom to be held responsible, how security work should be carried out when it must be done, and why its needs to be done. This is because some of the administrators do not efficiently recognize, direct, supervise, coordinate, and monitor the security situation in the Schools.

   It is however noted that, despite the incessant attacks on Schools by bandits and terrorists, many Schools don't have security guards. And, where they exist, you will find out that they are old, feeble, and weak men, who lack the needed strength, and good eyesight to perform security jobs effectively.

ii. **Incompetent and unskilled guards**: According to Manga (2019), many security guards in Schools do not have the requisites for security duties and patrol the school environment both during the

day and at night guarding the school facilities. He also observed that the guards do not have the needed skills for intelligence gathering and scouting and in many cases, they lack the general knowledge of security operations.

iii. **Porous school**: it has been observed by the researchers that most public Schools in Nigeria lack defensible fences which will serve as protection for the students. Thus, students' lives are exposed to all kinds of dangers and attacks as bandits, insurgents, and kidnappers can easily access the school and harm innocent students. Equally, students are exposed to danger and harm over the porosity of school premises due to the lack of a perimeter fence which allows an increase in external attacks. Where a fence is provided, the fence is broken down into rubbles.

iv. **Poor and incomprehensive security policy by the ministry of education**: According to Manga (2019) many Schools administrators lack a holistic school security plan in place and as such the administrators do not efficiently supervise and monitor security activities in their Schools.

v. **Lack of security awareness among student**s: It is rightly observed by the researchers that, most secondary School students are not aware of their security let alone a strange threat from external forces. Sadly, most of the students attacked by insurgents/bandits or kidnappers in their Schools do not know security alerts when faced with the threat of criminals.

vi. **Lack of manpower for recruitment and training of security personnel** Often the government does not appropriate money or funds for the recruitment and training of security in public Schools for the safety of students in most states in Nigeria.

vii. **Schools as soft targets**: According to Akor et al (2021); Sadiq Ahmed, Yaba, Saidu, Olayede, Bashir, Okeke, Ibrahim, (2021) Boko Haram, Bandits, and Kidnappers have found Schools as soft for leaders, students, and school administrators in recent times state that currently experienced mass abduction of teaching students include Maiduguri, Yobe, Niger, Kano, Katsina, Kebbi, Sokoto, Zamfara and Kaduna states. These attributed to the monster of

insecurity in Nigeria. This issue requires urgent and pragmatic attention to address the menace.

CAUSE OF INSECURITY IN NIGERIA.

Seji, Egbule & John (2020); Adam et al (2021); Osaat & Peter (2021), and Akor et al, (2021), have identified a plethora of factors as causes of insecurity in Nigeria. They include but are not limited to the following: Fragile state, weak institutions, poverty, illiteracy, religious extremism/violence, communal crisis porous borders, militancy, terrorism, kidnapping, armed banditry, a weak judiciary, weak security system, foreign influence, bad governance, corruption, farmer-herder conflict, school as a soft target, inequality, drug abuse, injustice, political factor and of course the globalization of insecurity across the world.

TYPES OF INSECURITY IN NIGERIA

Ogunode (2021); Chinelo (2022); Udo, (2019); Anagbogu (2015) have identified the following types of insecurity in Nigeria. These include:- militancy, kidnapping, banditry, ethno-religious crisis, Boko Haram insurgency, the proliferation of ammunitions, oil bunkering, religious fanaticism/extremism, communal crisis, election crisis, riots, and violent protests; armed robbery, murder, drug/human trafficking, herder-farmer conflict, youth thuggery, juvenile violence, suicide bombing, sporadic killing by gunmen, violent agitation for resource control in Niger Delta, Nigeria.

According to Achumba et al (2013) cited in Clinelo (2022) considers insecurity is a condition where there exists vulnerability to harm, loss of life, property, or means of livelihood. Ishaq et al (2019); Otite (2012) cited in Chinelo (2022), attributed these to government failure and lapses on the side of the security agents to handle security issues seriously and head-on.

INCIDENCES AND CASES OF INSECURITY IN SECONDARY SCHOOLS

According to Abdullahi and Terhemba (2014) cited in Ojukwu and Nwanma (2015) insecurity cases have been widely reported in many

Primary and Secondary Schools in some states in Nigeria and abroad. Ekejiuba and Ametaron, (2014) cited in Ojukwu & Uwanba (2015) reported that from 2000-2022, there were more deaths and cases of abduction of students, teachers, and other staff of Schools across the country since independence. There are several cases of insecurity in Schools have been reported. Some of these cases include the terrorist attack on 18th December 2011 of Nigeria Air Force staff which injured many students. Another case occurred in 2012, where 15 school children were kidnapped in a Bus on their way to school in Aba, Abia state. The kidnappers demand Twenty Million Naira for ransom.

On February 28, 2012, the insurgents burnt down Gomari Primary School in Maiduigiri (Isah & Yakubu, 2018). On October 2, 2012, over 40 students were murdered in cold blood at Federal Polytechnic, Mubi, and Adamawa. In 2014, Nigeria witnessed the abduction of 276 Chibok girls while in school. On November 16, 2021, it was reported that Boko Haram insurgents have taken over five (5) communities in Rafi and Shiroro local councils of Niger State (The Guardian, 16 November 2021 in Chinelo, 2022).

No fewer than 618 Schools have remained closed in six northern states over the fear of attack and abduction of pupils and members of staff. The six states where some Schools have remained closed are Kano, Katsina, Niger, Sokoto, Yobe, and Zamfara. In Sokoto, the state government has closed all boarding Schools along border towns. The state Commissioner for Security and Career Affairs, Col. Garba Moyi (rtd), said the measure was to avoid the abduction of pupils just as it happened in Katsina, Niger, and Zamfara States. The paper reported that 16 boarding Schools were affected. In a reaction to the abduction of 279 pupils of Government Girls Secondary School in Jangebe, Talata Mafara LGA, Governor Bello Matawalle shut down 10 Schools along the borders with Sokoto and Katsina States. In Katsina, the state government had initially shut down all its 38 boarding Schools after the abduction of 344 pupils of Government Science Secondary School, Kankara.

In the wake of the abduction of 42 persons from the Government Science College, Kagara, the state government had closed only the

boarding Schools in Rafi, Mariga, Magama, and Shiroro LGAs, which were believed to be prone to bandits' attacks. With the closure of all secondary Schools in the state, about 496 Schools were affected. The Information Officer of the State Ministry of Education, Alhaji Jibrin Kodo, said that 56 boarding Schools with two of them mixed are affected while the rest of the Schools in the state are day Schools. Boko Haram insurgency started with grievances that mobilized communities in the Northern parts of Nigeria to propagate extremists' ideology and violence.

The Cable (2021) reported that on December 11, 2020, 344 male students were abducted from their hostels at Government Science Secondary School, Kankara, Katsina State. Two weeks later, on December 20, 2020, 80 pupils of the Islamiyya School, Mahuta, Kaduna State were abducted. Furthermore, on February 17, 2021, 27 students were abducted from GSS College, Kagara, Niger State. In Zamfara State, 279 girls were abducted on February 26, 2021. The Federal College of Forestry Mechanisation, Afaka, Kaduna State also had 39 of its students kidnapped on March 11, 2021(Premium Times, 2021). The bandits attacked again on April 20, 2021, and kidnapped 23 students of Greenfield University, Kaduna State (The Guardian, 2021). Three (3) more students were kidnapped on April 24, 2021, from the Federal University of Agriculture, Makurdi, Benue State. Most recently, six (6) University of Abuja officials and family members were kidnapped from the University staff quarters on November 2, 2021 (African Research Bulletin, 2021). Although some of the victims of these abductions have been released some have lost their lives, unfortunately.

THEORETICAL FRAMEWORK

They are a plethora of social theories set to explain the phenomenon of insecurity. However, this paper adopted structural functionalism and Queer Ladder Theories (QLT) to guide its analytical framework.

Structural Functionalism

Functionalism is a traditional sociological theory whose origin is traced to Auguste Comte (1798-1857). Other pioneer scholars include Herbert

Spencer (1820-1903 and Robert Merton (1920-2003). The theory compares society with a living organism in its analogy. It argues that human society just like an organism has structures; family politics, economy, religion, education, technology, industry, and social control (security); and these structures work together in an interrelated, interconnected and interdependent manner for the survival of the whole, and to promote solidarity and stability (Ritzer, 2014; Okakon, 2010; Olabisu et al, 2017).

The central assumption of the theory is, it sees society as a system and institutions as sub-systems or parts that work together for the survival of the whole. These parts or structures are strongly related independently, and each performs a certain function toward maintaining the whole. The role could be **manifest or latent** and they have continued to hold society together. And should any of these parts fail to perform their expected role, it affects the whole negatively and the society becomes dysfunctional and the consequence will be "anomie" normlessness.

Applicability of the Theory

According to functionalism, all the structures of society have to work together for the survival of the whole. However, should any of the parts becomes dysfunctional, it affects the whole. To the theme of this paper, therefore, insecurity could be attributed to the failure of the social control institutions (court, police, and correctional) that is saddled with the responsibility of protecting the lives and property of people in society. The role discrepancy and obligations of the agencies created to check insecurity are interwoven and sometimes appear blurry and are thus affected by anomalies like corruption and inconsistencies. These generate insecurity, like armed robbery, kidnapping, banditry, assassination, insurgency, terrorism, communal clashes, drug/human trafficking, and so on.

The critics of the theory however argued that insecurity provides legitimate occupation and career development for some people in the various security agencies in Nigeria despite the sorrows and fears it inflicts on the general survival of Nigerian society.

Queer Ladder Theory

The Queer Ladder Theory (QLT) is traced to an American Sociologist, Daniel Bell (1919-2011). He pioneered the idea of "Queer Ladder Theory" in his attempt to explain the phenomenon of organized crime as means through which individuals attain socioeconomic empowerment and social upward Mobility. The central assumption of the theory is that organized crime such as the current incidence of banditry and kidnapping for ransom, armed robbery is instrumental behavior; and it is considered a means to the end; it is a form of social mobility struggle for socio-economic advancement; and it is considered as a measure to accumulating wealth and build power by the perpetrators and syndicates.

It is often argued that organized crimes thrive in contexts where the government has failed in its capacity to dictate, deter and sanction crime poor; where corruption is endemic, and where the prospect for legitimate livelihood and opportunities are getting slimmer (Nwoye, 2000; Loyman, 2001 cited in Rosenje & Adeniyi (2022). Under these prevailing situations, the chances to indulge in crime are high, while deterrence from criminal tendencies is very low. This means that people will engage in criminal activities when they consider that the benefits of committing a crime out weight or surpass the costs and/or risks involved.

Applicability of the Theory

The theory provides us with an understanding that the prevalence of insecurity in Nigeria's north-central and North East. It is rightly observed that the prevalence of insecurity has been driven by the criminal quest for economic accumulation in vulnerable societies and institutions where students are the soft target.

According to Resenja and Adeniyi (2022). The situation has been worsened by the prevailing socio-economic challenges attendant livelihood crisis in Nigeria and Nige State in particular. In addition to the seemingly nonchalant attitude of the indolent government toward arresting the horror and ugly situation, the theory provides us with an understanding of the untoward pattern and nature of social mobility in

society. It, therefore, explains that those who engage in kidnapping, banditry armed robbery, and other forms of actions that threatened the people, do so as a desperate innovative means through which they acquire economic and socio-political empowerment (Mustapha, 2019).

THE IMPACT OF INSECURITY ON SECONDARY SCHOOLS IN NIGERIA

There is no gain in saying that insecurity has done more harm than good to the existence of Nigeria as an independent nation. The socio-political and economic landscape in Northern Nigeria has been ravaged by endemic insecurity, ranging from banditry, kidnapping, farmer-herder conflict, communal clashes, armed robbery, assassination cattle rusting, and destruction of basic in fractures and so on. The menace has negatively impacted the basic institutions of learning, especially secondary Schools that become a soft target of the criminal elements' activities. However, scholars have identified the following effects of insecurity on Secondary Schools.

Destructions of infrastructural facilities:

Akor et al (2021) reported that many School facilities like classrooms, administration blocks, ICT facilities, tables, chairs, and instructional materials have been destroyed by bandits in many of the affected areas. School sites had been damaged by the changing weather and climate as grasses have grown thick and students and facilities in educational institutions in Northern states across the country (Seji, et al, 2020).

Disruption of the academic programme:

Insecurity has always disrupted the academic programme of not only secondary Schools but all institutions of academic learning. Over time a lot of Schools have shut down their academic programmes. This is seeking admission into academic institutions at all levels. For instance, Kagara Science College and all other boarding Schools were shut down owing to the kidnapping of students. Reports have indicated that many parents and students vowed never to send their children to

boarding Schools. Ogunode and Ahaota (2021) posit that the continuous closure of schools by the government, whenever there is any attack, is also responsible for the unstable academics of various institutions especially, the Secondary Schools which are most affected in the region. Schools operate on a planned academic calendar that specifies academic sessions, terms, and which that school is open for teachers, and the learning scheme of work & syllabus is to cover within the plan.

Death of students:

According to Ogunode & Fatima (2021) the constant attacks on basic Schools in the northern region have caused the death of many innocent children sent to Schools while others were kidnapped, local media reported that some students abducted by a bandit in Niger State have died in the process. UNICEF reported that in 2020, there have been 20 attacks on Schools in Nigeria, and about 1,436 children were abducted and 16 of them died (Ogunode, 2021).

Lack of confidence by parents/guardian:

Okafor (2014) cited in Sunday et al (2022) posited that as a result of insecurity, parents have vowed not to release their children to school again. In short, some households have relocated from their original homes to peaceful parts of the country. Reports both on print and electronic media show that many parents/guardian have left their home of origin and spread across the country where there is relative peace.

Secondary school administration:

The School administration system depends on external influences (Chinelo, 2022). Thus, they are affected by the level of crime, victimization, and violence in the society as they promote fear and loss of lives and property. And the challenges of insecurity need to be effectively handled by the relevant agencies and departments by providing a better policy framework to curb the recurrence of attacks on Schools in Nigeria.

Reduction of manpower:

Insecurity has posed a serious challenge to manpower development in the country. According to Ogunode, 2021 reported that many teachers, students, and nonteaching staff have been killed and some have been missing by the menace of insecurity UNESCO global education monitoring report cited in Ogunade (2021) said, 19,000 teachers have been displaced in the region, attacking access to education. It also observed that Boko Haram and bandit have killed 2,300 teachers in Nigeria's North-East since 2009 (Osaat, 2022).

Insecurity has claimed the lives of many teachers; parents and guardians, who have been sponsoring and training their children in school. Death of parents and guardians has threatened many children leading them to total withdrawal from school (Osaat, 2021). The consequence of this is the quality of education is reduced since the educational sector will be made to face the challenges of inadequate and inefficient manpower.

Other impacts of insecurity on secondary schools as observed by Ogunode (2021) includes low enrolment, retention, and low completion rate; slows down girl child education; slow down the development of basic education, some Schools have been reduced to IDP camps in some of the affected areas in Nigeria.

CONCLUSION AND RECOMMENDATIONS

The paper examined the impact of insecurity on a secondary school in Northern Nigeria. The paper has also identified the causes, types, and incidences of insecurity as well as its impact on secondary Schools. It has been discovered that insecurity is caused both by internal and external factors including the porousness of schools and the country's borders, illiteracy, unemployment, bad governance, poverty, weak security and judiciary, and so on. Some of the security challenges that negatively impacted secondary Schools in Niger State include but are not limited to armed banditry and robbery, kidnapping, communal clashes; farmer-herder conflict, and so on. Generally, insecurity has impacted natively on the Secondary Schools in the zone because lives and property were lost, low enrolment of students, death of students,

low manpower, the effect on students' performance, and infrastructural decay. Based on these, the paper recommended that:

- Government as well as relevant stakeholders, including police, Schools authority, parents, traditional rulers, and security intelligence experts should put all hands on the desk to design an effective policy for curbing insecurity in Nigeria.
- **Enhancing School Infrastructural facilities:** This may be in the form of providing basic defence mechanisms that creates boundary such as walls and barbed wire to halt any form of abductions directed at Schools.
- **Recruitment of Guards in Schools**: School authorities should work with the relevant security agencies, to provide armed guards that can serve as repelling force or intimidating likely attackers.
- **Security Awareness for all:** Staff and students should be provided with safety and security awareness training. This will help them recognize threat warning signals and then alerting vigilantes and formal authorities.
- **School Security Plan**: Detailed security plan should be made known to all students and staff to equip them with basic response strategies that will aid in quick response against possible threats and attacks
- Putting in place monitoring mechanisms such as CCTV cameras to ensure that the school premises are on constant surveillance for safety and security.
- **Location of school:** Government must take cognizance of locating Schools. Schools should not be located in a secluded environment without provisions of adequate security requirements and the already existing Schools must be provided with access roads and basic security facilities to avert threats.

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