SECURITY AND SECURITY MEASURES FOR SCHOOLS OPERATING IN DOMAINS PRONE TO INSURGENCY IN NIGERIA

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Abstract

The security of school has become an indispensable issue in this era of pervasive terrorism. This is because schools are singled out for attack by terrorists, resulting in the destruction of school plants, deaths of teaching, non-teaching staff as well as students and leading to prolonged closure of schools. This development has hampered the issue of access, promoted dropout and scale down teachers' interest in schooling. Thus, the need to understand security and security measures in order to prevent intruders, control crimes, deters threats and promotes safety in schools for effective teaching–learning. School security measures are strategies aimed at creating conducive climate for people to work assiduously without fear, threats or risks in schools. These measures are capable of preventing terrorists from easily gaining access to schools for attacks. In this discourse, the issues of security and security measures were explored to bring out their significance in promoting safe school in order to enhance academic exercises and to guarantee the security of individuals as well as school plants for the growth and development of the country. Therefore, the various issues underpinning the understanding of education security and security measures were discussed for the purposes of encouraging their understanding and practicability even in northeast seriously affected by Boko Haram terrorism in Nigeria.

Key words: Security, School Security, Human Security, Security Measures, Security Education

Introduction

In the past, security was primarily built around the state. The state was conceived as the most supreme entity that its functionality has bearing on the level of security provided. The primary goal of security was for the protection and defence of the state and its territorial integrity. According to Morgan (2007), the reasons for this development were: states have been the central actors in international affairs; and security has been considered their most important concern. The sovereignty of the state was considered as the most important factor that deserve absolute security for its survival and effective operations domestically and in international affairs. This insight increased the drive to protect the state through the development of military might, acquisition of sophisticated armament, and strategic territorial protection. The logic in this action stemmed from the fact that if the state is secured, the people in it will equally be protected and secured. The state as an entity emerged and became a reality in the seventeenth century. During this period, the understanding and practice of security was all about defending and safeguarding the state from internal and external aggressions, because the state was considered as the focus of international relations as well as its ardent player. Thus, security was defined in relations to the state as the ability of states and societies to maintain their independent identity and their functional integrity (Buza, 1991). This description revealed that security was the main instrumentality of the state to function as expected in order to achieve its set priorities and sustain itself. The defence of the referent elements in the state was considered as a function of the security of

the state. However, the devastating havoc of the Second World War on people, the collapse of the cold war, the issue of state collapse: whether in the form of failed or fragile and the engagement of states in interstate violent conflicts which increased the level of suffering of people, quicken the need to redirect global attention to the reconsideration of the concept of security. This development caused scholars and policy makers to look at the issue of security more critically beyond its state-centric occupation. This development gave birth to the idea of human security, which is centred on improving the welfare and wellbeing of people by protecting them from fears, threats, and risks that may emanate from their domains and externally. Thus, the post-cold war era welcomed the unique reconsideration of security from a wider perspective, involving the protection of the core values of people and equally meeting their needs. This development created room for the discussion of security from different angles, which however, are subsumed in human security.

By implication, the idea of security was broadened to accommodate the reality of the present time. According to OECD/DAC Guideline (2001), security is an all-encompassing condition in which people and communities live in freedom, peace and safety, participate fully in the governance of their countries, enjoy the protection of fundamental rights, have access to resources and basic necessities of life, and inhabit an environment which is not detrimental to their health and well being. This description revealed that security embraces all aspect of societal prospects and human endeavours geared towards promoting freedom and safety of people and their properties. In this sense, the focus on people, their values and properties are aspects of security that specifically deal with the issues of personal and physical security. The nitty-gritty of personal security is the provision of freedom and protection of individuals from threats and dangers, while guaranteeing the safety of social institutions and individuals' properties is physical security. Thus, school security relates more squarely to personal and physical security. This is because the school is made up of both human and material resources which are integral components of the larger society. School personnel and students as well as the material resources in schools are liable for protection and safety in this era of pervasive terrorists attacks, in which schools have become a subject of attack. The 21st century is characterised with school attacks. School as a social organisation is singled out for attacks by terrorists worldwide. School attacks are indicative of "targeted violence" aimed at educational institutions, by rebel or terrorist groups with a view to sending strong signals to state authorities (Mohammed, Alimba, Momodu and Ika, 2016). It is a deliberate act in which schools are singled out for attacks in order to send signals to the state as its custodian. It is an intentional act that has become pervasive and highly devastating in the world today. According to Coursen-Neff and Sheppard (2010), of the 72 million primary school-age children not currently attending school worldwide, more than half—39 million—live in countries afflicted by armed conflict. In many of these countries, armed groups threaten and kill students and teachers and bomb and burn schools as tactics of the conflict. In school attack, teachers as well as students are maimed, injured and killed, while school buildings and materials are destroyed by various means such as bombing, burning e.t.c.

O'Malley (2010) posited that the effects on education of such incidents will be felt long after the funerals have taken place, through loss of teachers and intellectuals, flight of students and staff, fear of turning up to class, grief and psychological trauma among students and personnel, damage to buildings, materials and resources, and degradation of the education system through staffing recruitment difficulties and halted investment. In Nigeria, the educational system in the northeast has experienced all these challenges as a result of the attacks of Boko Haram on schools in Borno, Adamawa and Yobe States, where the insurgency is most active. Boko Haram insurgency which started in 2002, went violent in 2009 because of the negligence and poor management methods of the Nigerian government. Since the militant Islamic sect went violent, schools have been massively attacked in the morning, afternoon and night depending on their planned target and design in Borno, Adamawa and Yobe States. The attacks on schools resulted in the killing of students, teachers and destruction of school buildings and closing down of schools for a very long period in the aforementioned states already marked as educationally backward. According to Mohammed, Alimba, Momodu and Ika (2016):

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by 2013, no schooling of any sort was taking place in 22 out of 27 local government areas of Borno State, out of fear of Boko Haram. In 2014, no functional school existed in 7 out of 21 local government areas of Adamawa State and 2 educational zones out of 3 in Yobe State. In fact, in Yobe State, all the schools were relocated to the state capital, Damaturu. In Adamawa State, Boko Haram attacks led to the destruction of 115 schools in 8 local government areas thereby forcing 285,632 students and 8,150 teachers to stop attending schools (p.6-7).

The turn of events on school attacks by Boko Haram reached its climax when on the 14th April 2015, about 279 secondary school girls at Chibok were abducted in Borno State. Also, recently, on the 19th February 2018, over 110 female students were abducted by Boko Haram at Government Girls Technical College, Dapchi in Yobe State. These attacks especially that of Chibok elicited both local and international condemnations. The nature and dynamics of security threats emanating from Boko Haram have led to the closure of schools, and finally when the militant sect was technically defeated by the Nigerian Military Task Force, according to the government, in late 2015 and earlier 2016, schools that were reopened witnessed low turn up by teachers and students because they were still harbouring fear because the memories of what happened was still fresh. Based on this preliminary introduction, this study reviewed security measures that can be adopted by schools operating in areas vulnerable to Boko Haram insurgency in northeast, Nigeria. Therefore, to achieve the specific objectives of this discourse, human security was examined, in addition with security education and education security. The reasons for school attacks by terrorists were x-rayed to create a deeper understanding of the phenomenon. The nature of security threats in schools and its dynamics were expatiated including the issue of security measures needed to promote safe school in insurgency inflicted areas in Nigeria.

Concept of Human Security

Human security emerged as an area of focus because there was little or no tangible improvement in the conditions of people despite the level of investment in state security. The currency gained by the concept is attributed to the 1994 UNDP Human Development Report. The Report described human security as freedom from fear and freedom from want. This description makes human beings as the referent element in security discourses rather than the state. The UN Deputy Secretary-General Louise Frechette (1999) considered human security in its simplest form as all those things that men and women anywhere in the world cherish most: enough food for the family; adequate shelter; good health; schooling for the children; protection from violence whether inflicted by man or by nature; and a states which does not oppress its citizens but rules with their consent. Kofi Annan (2000), a former Secretary-General of the United Nations, reported that the building blocks of human security are: reducing poverty, achieving economic growth and preventing conflict. Human security is all about how to make people free from threats and to promote their wellbeing and welfare in order to able them enjoy life to the fullest. The 1994 UNDP Human Development Report classified the components of human security into seven elements namely: (i) Economic Security (ii) Food Security (iii) Health Security (iv) Environmental Security (v) Personal Security (vi) Community Security and (vii) Political Security.

Table 1: Possible Types of Human Security Threats

S/No	Type of security	Examples of Main Threats
1	Economic Security	Persistent poverty, unemployment
2	Food Security	Hunger, famine
3	Health Security	Deadly infectious diseases, unsafe food, malnutrition, lack of access to basic health care
4	Environmental Security	Environmental degradation, resource depletion, natural disasters, pollution
5	Personal Security	Physical violence, crime, terrorism, domestic violence, child labor
6	Community Security	Inter-ethnic, religious and other identity based tensions
7	Political Security	Political repression, human rights abuses

Source: UNDP Human Development (1994)

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Table 1 showed the different types of security that directly have bearing on human beings and the nature of threats that are linked to them. It is imperative to note that threats to human security are mutually reinforcing and interconnected in two ways. First, they are interlinked in the sense that each threat feeds on the other. For example, violent conflicts can lead to deprivation and poverty which in turn could lead to resource depletion, infectious diseases, education deficits, etc. Second, threats within a given country or area can spread into a wider region and have negative effects on regional and international security (Human Security Unit, 2009). Therefore, the two major elements that are at the heart of achieving the goal of human security are protection and empowerment

(i) Protection

Protection is the measures put in place to safeguard somebody or something. It is the strategies often employed by "states, international agencies, NGOs and the private sector to shield people from menaces" (Commission on Human Security, 2003). According to the Commission, protection is the norms, processes and institutions required to protect people from critical and pervasive threats. Protection implies a "top-down" approach. It recognises that people face threats that are beyond their control (e.g., natural disasters, financial crises and conflicts). Human security therefore requires protecting people in a systematic, comprehensive and preventative way. States have the primary responsibility to implement such a protective structure (Commission on Human Security, 2003). The protection of people is a signal to the effect that their security and core values are the business of everybody, while the state remains a key leading factor in protecting people and creating the enabling environment for them to achieve their goals. Also, groups such as regional and international organisations; civil societies and non-governmental actors; and the private sector have pivotal roles to play in shielding people from societal threats, risks and menaces.

(ii) Empowerment

Empowerment is a people-based activity that involves inducing people with power to enable them to perform optimally. Short and Greer (2001) stated that empowerment is the ability to take care of one's own growth, to solve one's own problems and to believe that they posses skills and knowledge necessary to improve their own situation. According to Alimba (2013), empowerment is an act as well as a process that deals with the impartation of skills, knowledge and values that are required by people to make them act and sustain their modes of operations for optimal productivity. Therefore, empowerment can simply be described as a state of knowing, conceiving, deciding and acting (p. 5). Empowerment is the "strategies that enable people to develop their resilience to difficult situations". It implies a "bottom up" approach that aims at developing the capabilities of individuals and communities to make informed choices and to act on their own behalf. Empowering people is not only to enable them develop their full potentials but also to allow them to find ways and to participate in solutions to ensure human security for themselves and others structure (Commission on Human Security, 2003). The empowerment of people to acquire the necessary knowledge and skills needed to make them know what to do, how to do it and when to do it regarding issues relating to security threats is all about security education.

Security Education

Apart from the fact that the state has responsibility to protect its members from threats and dangers that may possibly be caused by human beings or natural phenomenal, it is equally required of people to help themselves were necessary in order to guarantee their security. For this to happen, there is the need for individuals to acquire knowledge and skills on how and when to react to certain security threats that may emerge in their environments. Security education is creating awareness and enlightenment about security issues in an environments. According to Adejoh (2015), security education is used to connote the form of education that employs various educational approaches to inculcate in recipients a level of security alertness and/or expertise that would make them active participants in the promotion of the safety and security of self

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and country. It is the process of learning to improve one's security consciousness through education for proactive responses to risks and dangers that may crop up in the office, school, home etc in the society. Security education has become so paramount since asymmetric warfare has taken the centre stage of international relations, due to its incessant occurrence and devastating effects worldwide. Security education is significant because it helps in knowing the first line of defense against security threats and risks before the invitation of the legitimate security agencies to intervene. The basic goals of security education are to:

(i) expose individuals to the existing security rules and regulations in a place
(ii) encourage individuals to understand the dynamic nature of threats and its emerging source(s) in their environments,
(iii) motivate individuals to be able to identify and categorise threats, whether it is an internal or external one, and
(iv) inspire individuals to know the first line of action to employ to react to threat in order to enhance self security and the security of people in a place.

It is important to note that security education is different from security training in the sense that the latter is an exercise carried out either to train security personnel or any aspect of training received on a particular subject matter on security issues by them. Security education is different because it is the creation of the right awareness on people to stimulate them to act appropriately to secure themselves before alerting the right security quarters for immediate intervention. Security education is meant to enhance personal security, which is the hallmark of the survival and growth of individual members of a society. It is highly significant in the determination of how people should operate in the school, knowing quite well that the educational system has become a subject of attack in this era, in which asymmetric warfare has become common in societies.

Personal Security

The essence of human security is to improve the security of individuals in a society. Personal security is concerned with the protection and safety of people at individual level. Being secured at that level of social relations will impact greatly on societal or collective security. Personal security is important for the growth and development of a society, because it is a yardstick that can be used to measuring how secured a place is. It stimulates and encourages both internal and foreign investment. Therefore, personal security is the protection of individuals from physical and structural violence, abuses of various types caused human factor and even the suffering induced by natural phenomenon. For many people, crime remains the greatest sources of stress and threat, particularly violent crime in a society. To guide against threats in ones' domain, in order to enhance personal security, it is important to observe the following measures:

(i) know your neighbours. It is important to have the knowledge of people living in one's vicinity. Know what they do for living and their movement patterns. This is essential to know when strangers are around the corner.
(ii) conduct regular checks on your environment before going to bed. Before going to bed ensure that the doors are locked, security lights are on and security appliances are well positioned for effective operation.
(iii) get phone numbers of police and other security agencies in strategic places in your house in case of emergency. The numbers should be properly placed in such a way that you can easily get them when needed without stress.
(iv) cultivate good rapport with your neighbours and community leaders. It is important for you to have good relationship with people in your area. They can be very helpful in the case of emergency.
(v) intelligence is the backbone of security. Seek after information about what is going on in your vicinity. The amount of information at your disposal will inform how you will plan and the nature of decision that will be taken at a particular time for protection and safety.

The degree of security consciousness that individuals develop overtime is likely to impact on their collective alertness wherever they found themselves. Thus, societies with maximum protection of individuals and their properties are likely to experience collective security. The presence of collective security shows that both human and material resources are safe in a place. Such a development will positively influence the security of schools in a domain. Therefore, personal security has the propensity to produce positive impact on education security, which has to do with the security of schools in a society.

Education Security

Education security is the protection of human and material resources from threats, risks and dangers emanating from school. The safety measures put in place at the different levels of education to safeguard human and material resources from internal and external aggression is referred to as school security. Thus, the nature of security provided at a particular level of education, be it primary, secondary or tertiary institutions is school security. The security system varies from one school to another depending on finance, interest and the environment in which a school is operating. Acknowledging the fact that school is a complex organisation because of its heterogeneous identity (that is, it comprises of people from different background, with distinct views and divergent goals) makes it to be absolutely susceptible to varied security threats, which may be induced internally or externally. Education is intricately linked to security, indicating that there is a direct connection between education and security. A secured school is likely to attract more students and enjoy parents' patronage. The public image of such a school will be high, boosting the efficacy of teachers and students and commanding the respect of parents. School security has become a serious issue in this global era characterised by pervasive terrorism. School security is a plan to protect the stakeholders in school from violent crimes and attacks by means of well articulated policies, methods as well as safeguarding its facilities to enhance the productivity of the system. However, the dynamic nature of the act of terrorism has changed the approaches to school security. According to Lawrence (2007), the focus of school security has changed because it requires well-developed security and safety plans as well as proper risk assessment. It involves strategies and procedures required to protect schools against crimes and threats. It is the measures put in place to protect both humans and material resources and to reduce violence occurrence in order to ensure the promotion of safe school. In the past, schools were the safest place to be, because it was considered as a sacred place and highly respected by all and sundry for its role and what it stands for in the society. Recent development contradicts this testimony because school attacks abound in the world today, and they are often conducted without any cogent reason. In most cases, the attacks may not in any way be related to the goals of the school, rather it may be based on a more religious, political and socio-economic activities of a state.

Cases of School Attacks

The cases of school attacks abound in this modern time. The reasons for the attacks are not a clear cut issue, however, research studies have identified some of the factors, which vary from place to place. School attacks usually lead to the destruction of school plants, deaths of both teaching and non-teaching staff, students and other workers related to the school. For instance, START (2013) reported that about 3,400 terrorist attacks were directed at educational institutions across 110 countries between 1970 and 2013. In the same vein, Choudhury (2014) reported that the Taliban destroyed over 830 schools between 2009 and 2013. In December 2014, over 140 people were killed in Peshawar school attack, while in January 2016, at the Bacha Khan University attack, about 20 lives were lost. These cases of school attacks are not different from what is happening in Nigeria as a result of the activities of Boko Haram.

In Nigeria, for instance, Boko Haram attacks on schools in Adamawa, Borno and Yobe States have been massive and devastating beyond the imagination of people. Mohammed (2014) reported that in Borno State, education has been singled out for violent attacks with lethal regularity since early 2012. This development was not only related to Borno State, the act was equally extended to Adamawa and Yobe States, where

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schools were intentionally attacked to the point where there were no functional schools operating in local government areas invaded and attacked. A study commissioned by UNICEF on Boko Haram insurgency and school attacks in North-eastern, Nigeria, found that by 2013, no schooling of any sort was taking place in 22 out of the 27 local government areas of Borno State, out fear of Boko Haram. The study further highlighted that in 2014, no functional school existed in 7 out of the 21 local government areas of Adamawa State and 2 educational zones out of 3 in Yobe State. In fact, in Yobe State all the schools were relocated to the state capital, Damaturu. The report equally indicated that in Adamawa State, Boko Haram attacks led to the destruction of 115 schools in 8 local government areas, thereby forcing 285, 632 students and 8,150 teachers to stop attending schools (Mohammed, Alimba, Momodu and Ika, 2016). The attack that elicited worldwide condemnation was the abduction of 297 secondary school girls in Chibok in April 2014 by Boko Haram in Borno State. In Adamawa, Borno and Yobe States, schools were massively attacked in line with the boasting of Abubakar Shekau, the leader of the sect, that "teachers and students found in schools will be killed and their schools burn". Those schools not touched were closed down for fear of being attacked for a long period of time.

Why are Terrorists Attacking Schools?

Schools were attacked by terrorists for reason best known to them. However, researchers have advanced some reasons why terrorists are attacking schools. The reasons are:

(i) School and its content are seen as a symbol of the state

Education is generally considered as representing the larger society. Therefore, schools are seen to be representing the state. Teachers and students are perceived as government properties, thereby representing the interest of the state. Thus, by attacking them, is considered as a direct attack on the government. Coursen-Neff and Sheppard (2011) indicated that non-state armed groups target schools, teachers and students for they often see schools and teachers as symbols of the state. Indeed in rural areas, they may be the only structures and government employees in the vicinity, serving multiple purposes.

(ii) Teachers and students are considered as defenseless people

Teachers and schools make high-visibility "soft" target because they are more easily attacked than the government security forces, and attacks on them are likely to garner more media attention to the assailants and their political agenda, and undermine confidence in government control (Coursen-Neff and Sheppard, 2011).

(iii) The role of school as a liberating element.

Armed groups attack schools because of its potentials to positively change people that consume it. Education makes people to be critical in their thinking and action. Therefore, schools are attacked by armed groups for their librating potential, which can be achieved when people receive education. In some countries, schools have been targeted because their curriculum is perceived to be secular or "western", in orientation. Schools are attacked in order to distort its transforming power. Education changes people to the extent that they will be liberated from ignorance and develop questioning minds to critically test and validate issues before adhering to them.

(iv) Prevent the girl child from being educated

Schools are attacked simply because of the education of girls. When girls are educated, they will develop critical mindset and make their involvement in terrorism impossible. Tony Blair Faith Foundation Education (2016) reported that the shooting of Malala Yousafzai was because of her active involvement in promoting education for Pakistani girls. The Taliban do not want girls to go to school for the fear of the transforming

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power education. The Taliban believed that they will be positively influence not to identify with them and their course. Rather they seek to indoctrinate and inculcate very narrow and extreme values that align with their interpretation of Islam. For example, the Taliban in Afghanistan are using madrassas to recruit females to promote their particular interpretation of Islam ("Afghanistan: Taliban forces", 2009). Malala is advocating education as a powerful tool that should be used to defeat the Taliban ideology and propaganda (Yousafzai and Lamb, 2013). As Malala explains: "the extremists are afraid of books and pens. The power of education frightens them" ("The Full Text," 2013).

(v)   To lessen the patronage of secular schools for they are regarded as 'un-Islamic'.

Secular schools are attacked to reduce their patronage with the hope that the patronage of Islamic schools will rise. Secular education is considered as "un-Islamic" because of its western orientation, which they believe promote corruption, poverty and all sorts of crimes existing in the world today. For instance, Boko Haram attacked schools because they were considered as "un-Islamic". In July 2013, the purported leader of Boko Haram, Abubakar Shekau in a video statement, said that Boko Haram were attacking schools because they are "un-Islamic" (Mohammed, el at, 2016). Thus, Abubakar Shekau reiterated in a video that "teachers who teach Western education, we will kill them. We would burn down their schools, if they are not Islamic schools". The attacks on schools "are also part of an insidious and well-thought strategy to erode the authority and legitimacy of the Nigerian state in the north and force children to drop out of secular schools and attend Islamic schools (Mohammed, el at, 2016).

(vi) As an act for retaliation

Secular schools are attacked by terrorists for the sake of retaliation. For instance, military's assault on Islamic schools in Maiduguri provoked the attacks on schools. According to Mohammed (2014) since the assault, education has been singled out for violent attacks with lethal regularity since early 2012 by the sect in northeastern part of Nigeria.

Security Threat in School

School as a social organisation harbours stripes that predispose it to security threat. This has to do with its heterogeneous characteristics, which create pathway for the development of complex social relations among people due to their "different orientations, ideas, views and backgrounds. The interplay of these variables, without conscious display of understanding and tolerance will trigger conflict in enormous proportions in the system"(Alimba, 2016). Thus, uncontrolled conflict can degenerate into security threat and risk for teachers and students in school. Security threats in school whether induced by man or nature have the potential to wreck havoc on the system and its environs. According to Ullman (1983):

> security threat is any action or sequence of events that: (i) threatens drastically and
> over a relatively brief span of time to degrade the quality of life for the inhabitants
> of a state; or (ii) threatens significantly to narrow the range of policy choices
> available to the government of a state or to private non-governmental entities
> (persons, groups, corporations) within the state.

Security threats in school have the capacity to produce adverse effect on teachers, non-teaching staff, students, school plants, records, and programmes. School security threat is any action that directly or indirectly conducted with the full intention to injure, inflicts pain, kills or endangers the lives of individuals as well as having the potential to damage facilities and distort programme in school. Security threat in schools induce fear and stress, which render schools unsecured. According to Elliott, Hamburg and Williams (1998),

fear in school affects the entire system by influencing teaching practices; children's readiness and capacity for learning; hiring and retention of teachers, administrators, and other school staff; the openness and accessibility of the campus; students rights to privacy; the physical building and grounds; and the quality of learning environment more generally (p.9).

The security threats in school can be categorised into: (i) internal security threat (ii) external security threat.

(i)   Internal Security threat

This type of threat is induced within the system. It can occur in the form of bullying, physical assault, crimes, fighting, name calling, gangersterism, extortion, hate speech, violent conflict, etc. Internal security threat is caused by those operating within the system, such as students, teaching and non-teaching staff etc. Even, the enrolment situations of schools can lead to large classes which can also induce threat in school.

(ii)   External Security Threat

The external threat emanates from outside the school. It can be caused by parents, P.T.A, government, community members, e.t.c. External security threat has the potential to impair the productivity of staff and the learning outcomes of students. It can lower school attendance, the school performance and in the long run can cause school closure. Equally, policies of the domestic and international governing bodies can cause threat in school. Such policies can give rise to unrest and clashes in the educational system.

Security Measures in School

School is composed of both human and material resources. The human resources are the teaching and non teaching staff, students, parents and other stakeholders that are directly or indirectly connected with the school. The connection depends on the nature of services rendered to the system. The material resources involve facilities such as school building, records, including money as well as programmes in school. These resources are expected to be protected from threat, harm and danger for the assurance of their longevity and performance of the system.   According to Lombaard and Kole (2008), security measures assess the vulnerability of risk and to introduce techniques and measures at schools, in order to create a stable, fairly predictable environment in which individuals may move freely.   Security measures are approaches that can be adopted to protect and manage school violence, reduce security risks, and ensure that the school environment is safe for learning (Laura, 2014). These measures are functional and operational methods that make schools free from crimes, threats and risks. It enhances the conduciveness of school to make teaching and learning process more effective. The advocates of school security measures suggest that these measures may not only reduce crime and disorder but also reduce student fear by sending a message that the school takes violence seriously and is actively doing something to curtail it (Phaneuf, 2006). School security measures work for good especially when the measures are well-thought out and are responsive to threats and risks emanating from within or outside the system. For schools to be secured, the security measures should embrace the following: human security measures, physical security measures, policy security measures and technological security measures.

(i)   Human security measures

This is the use of human element as a means of control and safeguarding a place. Human beings are functional and fundamental resources in security policy agenda and implementation. The human factor in security system determines what decision should be made, how and the nature of action to be taken. Bitzer and Hoffman (2006) posited that human element in security systems is often either overlooked or neglected completely. This may be to save cost or to run away from the inherent dangers associated with using human

factor in security systems. These reasons are considered feeble because human element in security system is not negotiable. According to (Jaarsveld, 2011):

> if an alarm is triggered at a school, a policeman or security guard will have to respond to the alarm in order for the technological aid to work effectively and for the intruder to be apprehended. Some of the human components in security could include guards, community and/or parental participation, school personnel, security officers, private security company personnel on contract who might also offer a rapid armed response service or police officers (p. 44)

One of the significant security functions of human being is patrolling. This is when individuals (guards and security officers) move around the premises inspecting and observing the activities taking place and the locations where incidents can occur on the premises in order to identify any risks (Jaarsveld, 2011). Human security measures also involve training teaching, non-teaching staff as well as students in security issues to enhance their security consciousness for appropriate reactions to threats in schools. Therefore, in preventing intruders such as Boko Haram from entering or attacking schools in Nigeria, hunters, civilian Joint Task Force (CJTF) and vigilante groups can be used as school guards for the safety and prevention of school threats and attacks. The use of these people as human security measures in securing schools will help them to be useful to themselves and the society in general.

(ii) physical security measures

Physical security measures are those barriers put in place to prevent access to a property or a facility. According to Lombaard and Kole (2008), the purposes of physical security measures are to (i) deter an intruder from entering the premises (ii) detect the attempted entry or presence if an intruder succeeds in penetrating (i.e getting through) the physical security barrier or measure in place (iii) limit the harm that can be done if an intruder manages to gain entry without being detected and (iv) detain the intruder by using silent alarm or alerting a security patrol(to respond) (p.88). Some of the physical security measures that can be adopted are the use of fence, locks and keys, safe and strong rooms, burglar proof, electronic equipment (e.g CCTV system, mental detectors, x-ray machines, card reader systems and alarm) and communication system (radio, telephone, intercom systems). These security gadgets should be strategically fixed in places where the school management can easily use them to control and monitor people so as to prevent intruders from having access to such places. The use of physical security measures in the northeast will help to monitor and prevent the illegal access of people into school including terrorists. Schools should be fenced and protected gates mounted where necessary to deter easy access to schools. After school day or closing period, classrooms and offices should be locked and burglar proof provided in places considered essential for the prevention of intruders. Although, these physical security measures are costly, but they are essential for the security of schools to promote safety. The P.T.A and community members gradually provide some of these facilities to safeguard schools and prevent Boko Haram from easily gaining access to schools for attacks. Equally, security lights should be provided for effective monitoring of schools especially at nights in northeast areas of Nigeria.

(iii) policy security measures

Policy is an important part of security measures. Where there are no policies to guide the ways the measures are conducted and implemented, the security facilities provided may become a problem instead of a protective device in schools. Policy sets guideline and provides direction as to how situations should be effectively managed and handled (Rogers & Schoeman, 2010). Policy security measures help to show the direction and limitation of what should be done, how things should be done, when they should be done and where they should be done for orderliness to reign in the system. The effectiveness of other security measures depend on the policies put in place to regulate their usage and operational patterns. For instance,

the zero tolerance policy operational in schools will help to enhance the achievement of safety which is the target of every security measure. This policy deals "with problems relating to school safety and discipline and state that no violence, crime or any other unauthorised activities will be tolerated. Those who violate the\ policies will be punished" (Jaarsveld, 2011). Thus, Policy security measures have its major limitation as implementation and enforcement. Where they are judiciously implemented, safety and discipline will be resuscitated in such schools. Security and safety policies are essential measures that should be provided in schools to guide the operational patterns of the other security measures for proper coordination in order to prevent violence, threats and risks which may lead to disorderliness and instability in schools in northeastern, Nigeria. Security and safety policies should be developed in schools to guide and drive other measures, for effective regulation of unwanted behaviours and also to discourage intruders from having access to schools easily in the region.

(iv) Technological Security Measures

Technological security measures are methods and procedures of applying machines, tools and technical knowledge for the furtherance of security and promotion of safety in a place or organisation. It involves the application of security technologies to prevent and reduce violence, crimes, and risks in order to promote security and safety. When security technology are applied in the form of physical security measures can function as excellent tools and a great contribution to the safety of schools and staff in schools and in reducing violence in schools (Green, 1999). Security technological tools are expected to be applied correctly within the school environment and be maintained after installation, otherwise they will not be effective (Jaarsveld, 2011). The aim of using security technologies is to reduce the opportunities to commit crimes or violence, to increase the likelihood that someone will get caught and to be able to collect evidence of some of the acts of violence being committed, thus making it easier to prosecute (Green, 1999). The provision of security technologies such as CCTV surveillance system, protective lighting, alarm, security gate e.t.c in schools in Nigeria, especially in areas where insurgents are operating in order to deter them from easily attacking schools. The introduction of technological security tools in schools will help to reduce a good number of threats, risks and crimes that often occurred for better operations of schools in Nigeria. Therefore, in rebuilding northeast, technological security measures should be put into consideration as a way of fortifying schools to reduce their degree of vulnerability to terrorism.

Operationality of Security Measures

The design and installation of security measures are geared toward the fulfillment of the following goals, namely: prevention, preparedness, response and recovery.

(i) Prevention

This involves stopping somebody from acting in a way or from doing something. It is believed that if such a person is not prevented, his/her actions are likely to induce threat or cause harm. Therefore, prevention is aimed at averting an incident considered as potentially dangerous to a system. Prevention involves collaborating with concerned stakeholders within and outside the school to deter intruders from gaining access to the school. Thus, to prevent an incident from occurring, schools should: (a) ensure that security policies and guidelines are provided (b) make sure that the channels of linkages with stakeholders either within or outside the system are explicit and sustainable (c) create a functional security committees (d) train students to be involved in the security processes in schools.

(ii) Preparedness

This is a state of being at alert to act in order to limit casualties or the degree of harms. It has to do with the level of readiness of schools to act as deem necessary to limit the occurrence of a situation having the

capacity to cause harm or induce threat. The alertness of schools to quickly limit the capacity of an incident from taking place is a major way of ensuring the security of a place.

(iii) Response

This is the ability to act quickly to forestall an incident. For a school to act as expected, it is imperative for the incident to be critically monitored and assessed in order to rightly guide the response plan to take the right course in the right direction.

(iv) Recovery

This is a process whereby the incident had occurred, but actions are taken to ensure that things return back to the normal state. This has to do with designing an action plan for immediate reaction to improve the state of affairs after a setback.

Conclusion

The essence of employing security measures is to promote safety and prevent schools from becoming a vulnerable entity. Thus, a safe school, simply put, is a secured school. A secured school will promote academic exercise freely and easily mitigate both uncomplicated and formidable security threats. School security measures are functional approaches installed in schools to protect and manage crimes, violence, reduce threats and ensure that school climate is safe for teaching and learning. The approaches that can be employed to promote safe school in Nigeria are by investing in security technologies and developing appropriate strategies that will physically enhance the development and implementation of security or safety policies in schools. Some of the technologies that can be provided in schools to deter intruders and promote safe school are CCTV camera, fencing of school, provision of security gates, use of padlocks, installing alarms, lighting systems and metal detectors. Also, added to these measures are promoting school-community partnership, provision of security guards, moderating entrance into schools, provision of visitors' note and provision of security agencies code numbers for handling emergencies in schools. School location is equally an important factor in safe school discourses. Thus, schools should be located in places where they would not be vulnerable to threats and attacks. The provision of these facilities will help to promote safe school even in north-eastern states and generally in Nigeria.

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