SECURING THE LEARNING ENVIRONMENT IN CONTEMPORARY NIGERIAN EDUCATIONAL SYSTEM: IMPLICATION FOR SAFE SCHOOLS INITIATIVE IN NIGERIA

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ABSTRACT

This paper examines safe schools initiative and its implications for securing the learning environment in contemporary Nigerian educational system. Safer education is central to development and it is a fundamental building block for poverty reduction and human capacity development which is essential for inclusive economic growth. However, if the primary objective of education is to be met, it is very important that students stay in school and remain safe to complete their educations. This requires that classrooms must be a safe place for learning and should not entertain the problem of school-related violence against students. It requires that everyone in the educational system must do what is sensible to keep pupils and teachers safe and healthy as practically as possible. It was recommended that government should ensure sustainability of safe schools initiative in Nigerian schools so as to elicit conducive learning environment for students and teachers.

Keywords: Securing the Learning Environment, Safe School Environment, Safe Schools Initiative

Introduction

The Safe School Initiative is geared towards developing a framework that will reawaken the awareness and enthusiasm of every stakeholder within the educational sector towards taking proactive steps that will mitigate every risk exposure and crisis situations that comes with unsafe and unhealthy conditions and environment in our schools. The practical utility and benefit of this initiative is that it will make all concerned stakeholders to realize the risks that are unique to our educational institutions at the primary and secondary levels some of which are dependent on developments in the society (microcosm of society) and the risks faced by an educational establishment that are not different from those facing any other organization in the Nigerian society (educational institutions as an organization) so as to address the problem in line with global best practice. The aim is to bring to

proffer the means of dealing with the burning issue of how to manage the health and safety issues as regards schools in accordance to global best practice, with the objective of rekindling the awareness and interest of all stakeholders within the educational system in creating a safe and healthy school environment so as to maintain a positive and welcoming school climate that is free of accidents, crisis, hazards, violence, intimidation, and fear; an environment in which teachers can teach and students can learn (Nairaland, 2012). You are therefore urged as a stakeholder: either as a member of a school management board; a school administrator; a teacher; a parent/guardian; a student; a school clinical officer; school psychologist; social worker; guidance counselor; program officer; or even a family or friend outside the school community, to lend your voice and support to this initiative in order to encourage the safety and welfare of students and school staff, protect school property, and regulate the operation of the schools during a crisis, critical incident or medical emergency; prepare students and school staff to take appropriate actions in response to a natural, technological, or school specific hazards; and provide parents and community stakeholders with the policies, guidelines and procedures that schools will be utilizing during an emergency. As the global community has now turned its attention to the recent kidnapping of over 200 Nigerian girls and the horrific attacks on innocent children for wanting to go to school, there needs to be a response to counter the frequent and violent acts of terror against girls and boys.

The militant group, Boko Haram, has carried out violent attacks in the northern parts of Nigeria. Thousands of Nigerians have been killed and many more have been forced to flee their homes. Schools have been a primary target of the attack. Since 2011, Boko Haram, whose name means 'Western education is forbidden," has expanded its attacks to the direct target of schools, resulting in the destruction of school buildings and teaching materials and the abduction and killing of hundreds of teachers and students (Global Business Coalition for Education (GBCE) (2014). There is an urgent need for protection so that education can continue. The government should ensure that the right to education without discrimination becomes a reality for all Nigerians. Working alongside government authorities, the Safe Schools Initiative will provides a programmatic response for protection of schools and prevention of future attacks on schools. The "Safe Schools Initiative" entails a combination of (1) school-based interventions; (2) community interventions to protect schools; and (3) special measures for at-risk populations. The initiative could be implemented in Adamawa, Borno and Yobe states, already in a declared state of emergency, and expanded to others in the north and, as a national initiative, to cover the entire country. Based on National Bureau of Statistics, Nigeria (2010), there are approximately 5,362 public primary and secondary schools in these three states (See Appendix A). This memo provides a general framework for the Initiative based on best practices from global standards and initiatives, highlighting school and community-level actions and special provisions for schools in high- risk areas (GBCE,

2014). The appendix B includes the estimated number of schools by state. The author intends to examine the implications of safe schools initiatives on securing the learning environment in contemporary Nigerian educational system.

Safe Schools Initiative

A coalition of Nigerian business leaders, working with the UN Special Envoy for Education Gordon Brown, the Global Business Coalition for Education and A World at School launched, a "Safe Schools Initiative" at the World Economic Forum in Nigeria in response to the growing number of attacks on the right to education, including the kidnapping of more than 200 girls in April 14th, 2014. As part of the growing movement to "Bring Back Our Girls," the initiative is an initial $10 million fund, challenging matching investments by the government, to promote schools as safe spaces (GBCE, 2014). Starting with 500 schools as the pilots in northern states, the "Safe Schools Initiative" will focus on school and community interventions, with special measures for the most at-risk and vulnerable children. The initiative will build community security groups to promote safe zones for education, consisting of teachers, parents, police, community leaders and young people themselves. In the longer-term, the initiative will focus on bolstering the physical protection of schools, providing school guards and police in partnership with Nigerian authorities, training staff as school safety officers, providing communications tools and school counselors. The initiative will also work to help schools create school security plans and work with the government to develop a rapid response system so that even when faced with attacks, response units are set up to quickly repair or rebuild, and destroyed education material is replaced. Gordon Brown, UN Special Envoy for Global Education, is set to partner with Nigeria for the largest school expansion in the country's history to get out-of-school children into school. A petition with already over 400,000 signatures have been delivered to President Jonathan showing international support for creating safe schools in Nigeria so that every girl and boy is able to go to school and learn (GBCE, 2014). The Global Business Coalition for Education will solicit more corporate partners to support the expansion of safe schools in Nigeria to protect the right of children and young people to go to school and learn. "One of Africa's greatest assets is its young people who will drive its future development. The Safe Schools Initiative will help Africa Nigeria inclusive, to unlock their potential and in this light, could be seen as a crucial intervention," said Saadia Zahidi, Head of Gender Parity and Skills Initiatives, World Economic Forum. "Inclusive growth means building for the future. The Safe Schools Initiative is a public-private partnership that will help protect our greatest asset, our young people, by giving them a safe environment where they can acquire the skills they need to realize their full potential" (Obaigbena, 2014).

Creating a Safe School Environment
Actions Steps for students
Students have an important role to play in ensuring that their schools are safe and orderly. They can take steps to help make their schools places where learning can take place without disruption and without the fear of being victimized or bullied. They can:

- Participate in, or help develop, student government organizations and guidelines that promote a drug- and gun-free, safe, and orderly environment for learning.
- Volunteer to serve on decision making or advisory committees such as the group developing the overall Safe School Plan.
- Become advocates for programs such as peer mediation, conflict resolution, peer assistance leadership, teen courts, or anger management.
- Reduce conflict situations rather than making them worse. Practice good citizenship, and treat peers and teachers with respect.
- Report weapon possession, drug use or sale, bullying threats or intimidation, victimization, gang activity, or vandalism to school authorities and parents.
- Learn the consequences of gang involvement and alcohol, drug, and gun use and the methods for resisting alcohol, drugs, and tobacco. Use this understanding to help other students avoid alcohol or drug use or seek help if they are already involved in alcohol or drugs.
- Follow the school code of conduct, understand that rules are made for everyone, and recognize the consequences of violating the rules.
- Whenever possible, travel with others to and from school and to special school events. Students must always be aware of their surroundings.
- Work with teachers, principals, and other students in developing a community service program, where students give back to the community in a positive manner.
- Encourage their parents to come to the school and be involved in activities that support the school.
- Serve as a big brother/big sister, tutor, or mentor for a younger student.

Action Steps for Parents:
Parents play a key role in ensuring that their children are safe and drug-free. Without the active support and participation of parents, schools and communities cannot be safe. Parents have to be part of a school's effort to create an orderly, respectful environment. Some of the actions parents can take to assist schools are:

- Set standards of behavior, limits, and clear expectations for children both in and out of school and develop mutually agreed-upon rules about homework, extracurricular participation, grades, curfews, chaperoned parties, and places that are off limits.

- Teach standards of right and wrong and demonstrate these standards through example.
- Discuss with their children the school's discipline policies, reinforcing the belief that school rules support the rights of all students to attend schools with disciplined environments safe from influences of violence and alcohol or substance abuse.
- Encourage their children to talk about school, their social activities, their interests and problems, and even their walk to and from school.
- Be involved in their children's school life by reviewing homework, meeting their teachers, and attending school functions such as parent-teacher conferences, PTA meetings, class programs, open houses, plays, concerts, and sporting events.
- Build a network of other adults with whom they can talk about school safety issues and alcohol and drug use.
- Join a community association to ensure that issues related to alcohol, drugs, and violence are made part of the organization's agenda and that community groups work together to create a safe school corridor by supervising walking routes to and from school.
- Talk to their children about the consequences of drug and weapon use, gang participation, and violence and ensure that firearms that parents keep in the home or automobile are unloaded and inaccessible to children. Other dangerous weapons should also be kept out of the reach of children.
- Work with the school to develop a comprehensive Safe School Plan that incorporates a clearly articulated statement to students, parents, and the community regarding what will and will not be tolerated and that also provides a strong emphasis on programs to prevent violence and the use of alcohol and drugs.
- Monitor the programs their children watch, the video games they play, and the music they listen to regularly. Take time to explain to their children the actual nature and consequences of what is being said and done.
- Encourage their children to participate in school-sponsored, after-class activities to help limit the amount of time their children spend watching television (U.S. Department of Education, 2014).

Twenty Tips for Creating a Safe Learning Environment
Alber (2011) suggested twenty tips for creating a safe learning environment, viz:
1. Community Build All Year Long. Routinely include strategies and activities in your lessons, such as Save the Last Word for Me, that allow students to express their thoughts and ideas, build relationships, and practice collaboration. This will help grow and maintain a feeling of emotional safety in your classroom.

2. Post Student Work. When displays of essays, poems, projects, and exams dominate the walls, there is student ownership of the room. When they look around and see their own writing and thinking, they certainly experience a higher level of comfort than if they see store-bought posters. That said, if informational posters are needed, ask your students to create them.

3. Have Non-Negotiables. Along with classroom rules and procedures, students must know non-negotiables right out of the gate. My biggest non-negotiable? Name-calling. This resulted in an immediate consequence (a call to the Dean and removal from the classroom that day). We have to tackle such things as name-calling head on or else kids won't feel safe to be themselves, let alone learn.

4. Admit When You Don't Know. Students appreciate when we show our humanity. Saying "I'm not really sure. Does anyone else know or might they like to look that up for us?" is powerful stuff.

5. Read with Your Students. The message this sends: I like to read. I don't just tell you this and grade you on how much you read, I read side by side with you. You see my facial expressions as I struggle to understand something difficult and you see when I feel emotion at a sad or funny part. I am a reader, too.

6. Remain Calm at All Times. Once a teacher loses it with a class or student, it takes a long time to rebuild that feeling of safety and trust within those four walls. Step right outside the door and take a few breaths. It's worth it.

7. Take Every Opportunity to Model Kindness. They will follow.

8. Circulate. Mingling lets you monitor their work, yes, but it also gives you a close view of any tensions or negative energy brewing with groups or between students. Also, circulating gives you great opportunities to overhear a student sharing an idea or question that you can use with the whole class.

9. Address Grudges Early On. If tension is building between a couple of students, create time and space for them to talk it out while you mediate.

10. Write with Your Students. The message this sends: I like to write. I don't just tell you this and grade you on your writing, I write side by side with you. You see me struggle as I am drafting a poem or letter, and you see me contemplate new words, cross-out old ones and take chances as I revise. I am a writer, too.

11. Model Vulnerability. They will appreciate this. If we are asking kids to write and talk about times they have felt scared, alone, confused, etc., we need to be willing to do the same.

12. Follow Through with Consequences. A consequence must proceed a non-negotiable. Students need to know there's a consequence for those

serious infractions. They need evidence to believe they are safe in each classroom.

13. Smile Often. The antiquated saying in the teaching profession waits until Christmas to smile. This is just plain silly. Let the children see those pearly whites often and genuinely. The more smiles we offer to students, the more we will receive.

14. Use Every Opportunity to Model Patience. They will notice.

15. Give Kids a Chance to Problem Solve on there own. It's so much better when ideas and solutions come from the student. This is a chance for us to ask rather than tell: "What might be some things you can start doing so you complete your homework on time? How about I write them down as you tell them to me?"

16. Laugh with your Students. The message this sends: Learning doesn't have to always be so serious, nor do we. Sometimes, when tensions are high, like during testing or when crazy things are happening out in the world, we need to laugh together. It's okay.

17. Offer Options. If we start an assignment with, "You will have three choices," kids may even get excited and are often much more willing than when we say, "The assignment is...." By giving kids choices, we send a message that we respect their decisions.

18. Keep the Vibes Good. Students, no matter how young, know when a teacher is not happy. Joy can be contagious, but so too can misery. Maybe a vacation, a massage or even changing the grade level you teach will help re-kindle the flame between you and teaching when you are in a slump.

19. Sit with Your Students. Sitting in a chair made for a child is not the most comfortable thing for an adult. But joining a group of children at their table takes us off stage and lets us, even just for a few moments, become a member of the group. We might ask a strategic question, inquire about the group's project, or simply listen.

20. Art and Music Feed the Soul. (And they starve the beast.) Incorporate both of these routinely in your lessons.

Financing Safe Schools Initiative in Nigeria

President Goodluck Jonathan has directed the Minister of Finance, Dr. Ngozi Okonjo-Iweala, to start a trust fund with N1.6bn for the Safe Schools Initiative. The safe schools initiative came into being after the abduction of over 200 schoolgirls in Chibok, Borno State by Boko Haram on April 14, 2014 (Akasike, Adetayo & Uka, 2014). Okonjo-Iweala made this known to   State House correspondents after President Goodluck Jonathan met with a former United Kingdom Prime Minister, Gordon Brown; Governor Kashim Shettima of Borno and Governor Ibrahim Geidam of Yobe State. The meeting which held behind closed doors discussed the efforts

being made to make schools, especially in troubled parts of the country, safer for students. The minister added that while the private sector would add N1.6bn to the fund, Brown would raise some resources. The governors will also make commitments. She said government's intention was to ensure that school environments were safe for learning. Okonjo-Iweala said, we met with the President who has kicked off the Safe Schools initiative and Brown, a former UK Prime minister is here, the envoy of the Secretary-General of the United Nations bringing the wishes and support of the intentional community to back Mr. President's initiative. we have got their excellencies the governors of Borno, Yobe and Adamawa states, who are going to be working with us to make the communities and the schools safe so that our children who are in these areas can come back to school, and Mr. President has kicked off this initiative by instructing the minister to open a trust fund which we have already put ₦1.6bn. The private sector is also putting ₦1.6bn (Akasike, Adetayo & Uka, 2014). His Excellency, Gordon Brown, is going to be raising some resources and the governors are also putting in commitments. We are intent on trying to make sure that our children in the states have environments which they can come back to school and not have their education truncated. Brown said the international community would support Jonathan in his efforts aimed at rescuing the kidnapped Chibok girls. He added that the initiative was meant to make schools safer so that parents would easily release their children to learn. Part of the efforts, he explained, was to rebuild the Chibok School where the girls were abducted.

Brown added, "Every child is special, precious and unique. I have come here with the UN Secretary-General Ban Ki-moon giving me his support to do so; to send our sympathies and our solidarity and our support to the children of Chibok who have been crudely kidnapped and abducted and to give our support to the families of these girls and to the whole communities in Borno State (Akasike, Adetayo & Uka, 2014). I am here also to say that we wish as an international community to do everything we can to back up the efforts of President Jonathan and the governors of the states to make sure these girls are returned to their families and at the same time to make sure that every parent feels that they can send their children to school knowing they will be safe in future. That is why we are launching the Safe Schools Initiative and that is why the President has decided to set up this fund that will allow the international community as well as local donors to contribute to making our schools in this country safer. This safe schools initiative is for the whole country, but it is starting in the states which have the greatest problem with terrorism over recent months. It is our determination as an international community to help the families feel secure about their boys and girls going to school with the hope that they will be safe. That is why we are looking at security for the schools and how we can help the governors and how we can help the Nigerian people with fortifications, telecommunications, guards, safety equipment that will enable people to feel more secured about the schools. We also want to help in the rebuilding of Chibok schools

because we want parents of that area to be sure that when their girls are released, they can come home to a school that is rebuilt and safe. We also want to help in rebuilding the schools in other areas where schools have either been demolished or burnt down or vandalized, and we want over the long run to help Nigeria which is a great country with a great future and wonderful potential to enable it so that the 10.5 million boys and girls who don't go to school today are able to go to school (Akasike, Adetayo & Uka, 2014). I can assure you that round Europe, Asia, America and Latin America, there is massive support for Nigeria in this hour of difficulty facing terrorism and also in its ambition to be such a great country with great educational standards. Geidam promised that the governors in the three states where the initiative will start from would give the necessary cooperation to ensure that the programme succeeded. Shettima welcomed the development, saying terrorism boiled down to education, poverty and empowerment. He said, by the grace of God, we want to give you our commitment that we are going to pursue this thing with vigour, with all the resources human and materials in our disposal and please it will be completely devoid of politics. Times like this call for sobriety, maturity, for unity of purpose. At the appropriate time, we are going to play politics but this is not time for playing politics with the lives of people.

Safe Schools Initiative and Its Implications for Securing the Learning Environment in Contemporary Nigerian Educational System
As independent school resources are insufficient to address the frequency and scale of attacks, the "Safe Schools Initiative" will focus on school and community interventions, with special measures for the most at-risk and vulnerable. At the individual school level based on best global practice in the protection of schools, it is recommended that each supported school consider the following interventions to be a "Safe School":

1. Reinforced school infrastructure. Bolstering the physical protection of schools is necessary to shield staff and students and provide a means of self-defense. As recommended by the Global Coalition to Protect Education from Attack (GCPEA), this may involve the use of boundary walls and/or the installation of barbed wire as basic and cost-effective mechanisms. Additional measures should be taken for any student or teacher housing. The construction of boundary walls to thwart attacks and abductions has been implemented in 8,327 Afghani schools with first priority for girls' schools, this can also be replicated in Nigeria.

2. Armed guard(s). If appropriate, in collaboration with law enforcement or military personnel, schools may wish to be provided with guards. These may include the military or state-assisted paramilitary, police, or privately hired security. Armed guards could repel attacks and intimidate would-be attackers and are common practice in the Federally Administered Tribal Areas of

Pakistan, where school districts employ private armed security to thwart attacks. The use of armed guards may not always be appropriate.

3. Training staff as school safety officers. Staff at each school must be trained on security measures including procedures for evacuation of school buildings and communicating with security officials. Selected safety officers in schools must also ensure each classroom has an emergency pack containing supplies that must accompany each class when an evacuation occurs. All safety officers should have a way to communicate with local authorities should a school come under attack.

4. School counselor visits. Counselors can be based in each school or appointed to carry out regular school visits in several communities. They can greatly assist students who have experienced attacks in addressing trauma so that they are able to refocus on learning. Counselors may also help students cope with the perceived militarization of their schools that can occur with the presence of armed protection and is shown to decrease student learning if left unaddressed.

5. A school security plan. In line with guidance provided by local authorities, each school should have a safety plan so that all students know what to do in the case of an emergency. All staff and students must be familiarized with the plans and corresponding procedures. These must also be communicated to families and the broader community.

6. Part of a rapid response system. When schools are attacked, there should be a response unit so they are quickly repaired or rebuilt, and destroyed education material replaced. A senior official could be designated in each state to oversee the rapid system and ensure that education is made available at alternative locations until schools are rebuilt and secure conditions ensured (Global Business Coalition for Education, 2014).

Additional measures can be taken to involve the community in the protection of schools the Global Coalition for Protect Education from Attack (GCPEA) has provided several examples of community-based programs that can be adapted to the Nigerian context. Relevant community-based interventions that could be part of the Safe Schools initiative include;

1. Community Education Committees: As communities have specialized knowledge about their particular context and conflict dynamics, and may even know the individuals involved, they may be the best suited to devising practical solutions for protecting education from attack and for helping negotiate schools as peaceful zones. For example, UNICEF trained volunteers to serve as intermediaries between the community and the school management as part of Community Education Committees in Somalia. These committees help to reduce the influence of al-Shabaab in the schools,

particularly when respected elders and religious leaders participate. They have been successful in several regions in curtailing attack.

2. Teacher-Student -Parent Defense Units: By fostering these units, members work together to protect education, so that for example, parents warn teachers of imminent attack. Parents also get involved in school affairs, making inquiries of the administration about student participation in political camps at schools. All members work together to try to remove militia camps from school grounds. In Zimbabwe, students and community members formed voluntary groups in several schools.

3. Religious leader engagement: Engagement of religious leaders in the promotion of education has had a significant impact in reducing attacks. The Safe Schools Initiative in Nigeria could focus on engaging religious leaders to speak about the importance of education. For example:
   - In Afghanistan, in collaboration with community shuras and protection committees, respected imams or religious mullahs sometimes use their Friday speeches to raise awareness about the importance of education in Islam.
   - In Peshawar in Pakistan, prominent Muslims from the community delivered speeches about the importance of education and of sending students back to school in a program supported by UNICEF.
   - In Somalia, religious leaders have gone on public radio in government-controlled areas and visited schools to advocate against the recruitment of children.

4. Community-driven negotiations to develop and agree to codes of conduct for zones of peace. In some communities, collaboration among diverse political and ethnic groups in widely publicized mass meetings can lead to the development of "Safe School Zones." Undertaken in countries such as Nepal and the Philippines, the writing and signing of codes of conduct define what was and was not allowed on school grounds in order to minimize violence, school closures and the politicization of schooling. For instance, terms of the code in some cases included "no arrest or abduction of any individual within the premises" and "no use of schools as armed bases." The signatory parties kept their commitments, in general, and these efforts helped communities to keep schools open, improving protection as well as school governance (GBCE, 2014).

In some of the most at-risk locations, the Safe Schools Initiative may wish to advocate for special provisions with the government to improve overall security and ensure special provisions are in place particularly for schools in high-risk areas:

1. Consolidate schools through zoning. Consolidating schools ensures targeted and efficient use of available resources to maximize protection and prevention of attacks. Considerations include:

- Zone by Local Government Area (LGA): Consolidated schools should be made available in each LGA. This facilitates access to schools for teachers and students.
- Explore the use of shifts: With consolidation, there will be a dramatic increase in the number of students and teachers using select school infrastructure. Utilizing a shift-based system of schooling, which involves teaching a group of children in the morning and another in the afternoon, can minimize a strain on resources.
- Position consolidated schools in safer areas: Consolidated schools should be located in low- risk areas, preferably away from thick bushes that can compromise security efforts.

2. Provide security guidelines for private schools. Private schools, which are largely responsible for their own security, should be provided with security guidelines that must be followed to ensure the safety of their staff and students. Regular inspections could be carried out to ensure these guidelines are obeyed.

3. Utilize alternative solutions for schools in high-risk areas. In areas that are especially high-risk where schools are more likely to be under attack, it is important to employ alternative methods of education delivery that minimize the possibility of schools being targeted. This may include temporary or mobile schools community-based schools or distance learning provided by business, NGOs or UN agencies (GBCE, 2014).

Conclusion

The aim of Safe School Initiative is to bring to proffer the means of dealing with the burning issue of how to manage the health and safety issues as regards schools in accordance to global best practice, with the objective of rekindling the awareness and interest of all stakeholders within the educational system in creating a safe and healthy school environment so as to maintain a positive and welcoming school climate that is free of accidents, crisis, hazards, violence, intimidation, kidnapping and fear; an environment in which teachers can teach and students can learn. You are therefore urged as a stakeholder: either as a member of a school management board; a school administrator; a teacher; a parent/guardian; a student; a school clinical officer; school psychologist; social worker; guidance counselor; program officer; or even a family or friend outside the school community, to lend your voice and support to this initiative in order to encourage the safety and welfare of students and school staff, protect school property, and regulate the operation of the schools during a crisis, critical incident or medical emergency; prepare students and school staff to take appropriate actions in response to a natural, technological, or school specific hazards; and provide parents and community stakeholders with the policies, guidelines and procedures that schools will be utilizing during an emergency in Nigerian educational system.

Recommendations

To enhance and sustain the safe schools initiative in Nigerian educational system the following recommendations were made:

1. School administrators should use boundary walls and/or the installation of barbed wire as basic and cost-effective mechanisms. Additional measures should be taken for any student or teacher housing. The construction of boundary walls to thwart attacks and abductions has been implemented in 8,327 Afghani schools with first priority for girls' schools, this can also be adopted in Nigerian schools.

2. The community where the schools are located have specialized knowledge about their particular context and conflict dynamics, and may even know the individuals involved, they may be the best suited to devising practical solutions for protecting education from attack and for helping negotiate schools as peaceful zones.

3. School administrators should create a climate in which students feel comfortable sharing information about a potentially threatening situation, incorporate a mechanism into school policy to report potential or alleged threats and also provide ongoing training for school staff on how to properly respond to information about an alleged or potential threat.

4. School administrators should ensure staffs have detailed emergency crises management plans for their schools and environment, and they should also know how to respond to emergency situations.

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Appendix A
States in Designated States of Emergency

State	Number of Public Primary	Number of Public Secondary
Adamawa	1,890	296
Borno	1,668	206
Yobe	1,013	289
Subtotal	4,571	791
Total Public Schools in States of Emergency: 5,362		

Sources: National Bureau of Statistics (2010). Public primary schools data. Abuja: FGN Press.

Appendix B
Additional States not in designated State of Emergency

State	Number of Public Primary	Number of Public Secondary
Abia	1,605	653
Akwa Ibom	1,146	608
Anambra	1,038	504
Bauchi	2,601	288
Bayelsa	537	297
Benue	4,486	749
Cross River	1,017	487
Delta	1,006,	1,066
Edo	1,288	918
Ebonyi	1,138	103
Ekiti	788	210
Enugu	1,485	498
Gombe	1,734	171
Imo	1,269	380
Jigawa	1,868	781
Kaduna	4,341	235
Kano	4,813	683
Kastina	2,353	774

Kebbi	1,587	329
Kogi	3,188	163
Kwara	1,658	544
Lagos	986	569
Nassarawa	1,652	483
Niger	3,954	513
Ogun	1,921	332
Ondo	1,164	844
Osun	1,760	690
Oyo	2,992	902
Plateau	1,989	1,143
Rivers	1,667	800
Sokoto	1,967	535
Taraba	1,514	91
Zamfara	1,408	254
Abuja	477	85
Subtotal	**64,397**	**17,682**
National Total	**68,968**	**18,473**
Total Number of Public and Secondary Schools in Nigeria = 87,441		

Sources: National Bureau of Statistics (2010). Public primary schools data. Abuja: FGN Press.