Re-positioning Nigeria's Educational System for National Security

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Abstract: The study is an appraisal of Nigeria's educational system and its responsiveness to national security. It took an introspective evaluation of the general state of security in Nigeria with a view to finding out if the system of education in practice has had any meaningful impact. The study further interrogated the national policy on education which is based on her philosophy of education as articulated through the nation's national objectives in other to demonstrate the extent to which the citizenry have imbibed and deployed them as tools for national security. In other to achieve the purpose of this paper, the researchers relied on the secondary sources of data and reviewed so many scientific articles on the existing body of knowledge on the subject. This study discovered that although the policy makers and educational planners had made adequate provisions in the curriculum, there is a lacuna between the policy objectives and the policy outcomes. It is obvious from this paper that the education system in Nigeria has not contributed significantly to the national security question. The system has not encouraged the students in particular and the public in general to volunteer security information that could lead to safety of lives and property to law enforcement agencies. Hitherto, Nigeria's educational system is not geared towards provision of job creation and employments, hence, the need to reposition it. Among other things, this study recommends that national security and defense studies should be included in the curriculum and scheme of work from elementary school till the first year in the university.

Key Words: 1 Education, 2 Human Security,3 Insurgency,4 Terrorism, 5 National Security

1. Introduction:

National security would ordinarily mean a state of being safe within a territorial border. However, the threat to national security has recently made it a source of concern to both government and her citizenry in Nigeria. It has also drawn the attention of the international community and as such making it an issue of discourse. The sense of safety once experienced by Nigerians has become a memory in the figment of their imagination as virtually every part of the country has witnessed one form of security threat or another and it ranges from such visible threats like political violence, killing, kidnapping, rape, violent ethnic and religious rivalry, armed robbery attack, Boko Haram insurgency, herdsmen and farmers clash, armed banditry, police brutality, etc., and non-visible threats to national security like, hunger, unemployment, intimidation, oppression, poverty, injustice, corruption, capital flight, relocation of businesses by multinational companies, electoral malfeasance and a whole lot of others.

Accordingly, Oke (2020), contends that insecurity in Nigeria has attained an infamous status and has generally affected all the facets of the national life. There is no sector that is speared by this hydra-headed monster and it appears to be gathering momentum and alarming dimensions on a daily basis. The Nigerian State has lately been confronted with constant security issues with some parts of the country being worst hit. These security challenges which have social, economic, political and environmental dimensions, have affected the nation's stability and wellbeing adversely. The various dimensions of security challenges include: terrorism, wanton destruction of lives and properties, economic sabotage, oil theft and bunkering, environmental degradation, separatist agitations, rape and the girl-child abuse. Notably among these which have attracted government's attention lately are the *Boko Haram* insurgency, armed banditry and the Fulani herdsmen and farmers' clashes. The activities of both groups have led to viciousdevastation of properties and countless loss of lives especially within Benue, Taraba, Adamawa, Nasarawa and Borno States as flash point areas and pockets of killing in some other parts of the country.

The use of terror strategies by agitated groups to end real or perceived injustice has become rampant with its negative effects, seen and felt by the citizens. The horrendous spate of killings and destruction of properties, disruption of social activities with many internally displaced persons in camps, increasing poverty level, health challenges, food shortages and uncertain academic calendar, seem to portray a country moving towards anarchy. It is a well-known fact that security threat is integral to human existence. Thus, since the recorded human history, the society has been bereft of the required security for socio-economic and political development. However, no system thrives in the atmosphere of mounting insecurity.

The government on her part has made various efforts to address these issues, for example, the Federal Government initiated the criminalization of acts of terrorism by passing the Anti-Terrorism Act in 2011, embarked on fundamental surveillance as well as the scrutiny of criminally related infractions, intensifying of physical security procedures around the country aimed at preventing or disrupting possible attacks, consolidation of security agencies through the provision of security gadgets, the development and dissemination of security guidelines in the mass media. Notwithstanding these efforts, the pace of insecurity in the country is still high. Furthermore, Nigeria has constantly ranked low in the Global Peace Index (GPI, 2019). This is why the pathway of ensuring and sustaining national security is of utmost importance, as neither meaningful development nor progress can be achieved in the absence of security. Meanwhile, the use of statepowers alone has already been shown to be counterproductive, serving only as a repressive element of violence which invariably breeds more violence and at such inimical to national security.

The bedrock of any society and its development is education; this is because the nature of a country's education system is reflected in the various sectors of the society. This is the reason education is

considered as one of the main indicators of human security as defined by the United Nations Human Development Index. This connection between education and security also explains why it is the most likely tool for ensuring and sustaining national security. According to Alemike (2013), education and security can impact each other positively or negatively depending on the context. The context here describes the level of accessibility to education to make it impactful to self and society.

To a large extent, it has variously been debated that Nigeria's educational system is not tailored towards galvanizing and mobilizing her citizenry towards participation and contribution to effective national security consciousness. This deficiency is made manifest from the primary and basic education curriculum and indeed, all through the scheme of work in the entire strata of education in Nigeria. It has been observed that there is no conscious effort by the planners and administrators of education system to inculcate the habit of national security among the learners. The situation is exacerbated during emergency challenges; the public does not know what to do either to assist victims or where to turn for help. Worst still, the citizens find it extremely difficult to volunteer vital national security information either to the relevant government departments or the law enforcement agencies. This is so because the masses do not know the benefit of national security to the wellbeing of the nation and the populace.

2. Conceptual clarification:

Education is seen by many as being synonymous with such other agents or processes of change of a man's personality, outlook and mental development as learning, culture, knowledge and instruction. This makes education to be a process or an activity, a discipline, an enterprise, a product as well as a system. As a process, it is considered to be a tool employed to achieve a goal. Ojo (2000), explains this further by stating that the process is a transformational one which aims at allfacets of man's personality with the view of adjusting, developing, changing, and re-orientating it from its original, rough or natural state, through contact with and assimilation of knowledge, tested experiences and new information attained formally or informally. Indeed, it is easy to measure the standard of education in each country by the state of the roads and homes, the quality of efficiency and services in their offices and hospitals, the state of their economy, the type of politics that is practiced, the level of morality of its citizens and of course, the level of its internal security.

Therefore, it is safe to state that education is the process by which each generation of human beings learns the things that were known by human beings before them. It includes both the teaching and the learning of this knowledge. According to Illustrated World Encyclopedia (n.d.), education makes the difference between men and animals. In every generation men learn new things, and none of the new knowledge is ever lost because it is taught to the next generation. Education is more important than anything else in the world. Men have been able to survive and become civilized and build powerful nations mainly because of education. In other words, education is the act of conveying or inculcating general knowledge, abilities, skills, techniques, enhancing the powers of reasoning and judgment, and generally, of making oneself and others intellectually ready for mature life.

There are different methods to conceptualizing security which invariably is the direct opposite of insecurity. The paper, therefore, seeks to look at the concept of security to aid a good understanding of the concept of insecurity. The need for security was the bedrock of the social contract which the citizens voluntarily and willingly entered with the State, wherein the people freely relinquished their rights to a Sovereign (Government) which, in turn, guarantees the protection of all. On the   strength of this, security represents the system put in place to prevent, avoid,decrease, or amelioateferocious conflicts, and threats that emanate from other states, non-state actors, or structural sociopolitical and economic predispositions (Stan, 2004). For ages, issues pertaining to security have been on the centre-stage in the development discourse. Numerous efforts have been made since the collapse of the former USSR and subsequent end

of Cold War to redefine the concept of security from a state-centric viewpoint to a more expansive dimension that places importance on individuals in which human security that encapsulates elements of national security, human rights and national development become the foremost indicator for giving explanation to the concept.

Security, in the opinion of Ibidapo-Obe (2008), refers to the condition that exists as a result of the establishment of procedures for the protection of lives, information and property against unfriendly individuals, influences and actions. It is the existence of circumstances in which persons in a given society can go about their usualeveryday functions without any molestations to their lives or belongings. It encompasses all strategies designed to secure and protect the citizenry and the resources of persons, groups, organisations, businesses and the nation against sabotage or viciousincidence (Eme, 2011). Security can equally be explained as stability and continuity of livelihood (stable and steady income), predictability of everyday life (knowing what to expect), defense from crime (feeling safe), and freedom from psychological torture (safety or protection from emotional trauma which results from the reassurance or knowing that one is needed, recognized, loved, cared for and secure in one's community or neighbourhood and by individuals around (Nwanegbo, Umara and Tersoo, 2017).

At the centre of this discourse, efforts have been made to expand and deepen the concept of security from the realm of the states to societies and individuals on one hand, and from military to non-military matters on the other hand (Nwanegbo and Odigbo, 2013; Krahmann, 2003). In the opinion of Nwanegbo and Odigbo (2013), the diverse approaches to the conceptualization of human security in the theoretical literature can be classified into two key divides. First is the neo-realist theoretical dimension that sees security as theprincipalduty of the State. The other second element is the postmodernist or plural view, which conceptualizes security as the task of non-state actors and dislocates the State as the chief supplier of security. Advocates of this approach contend that the concept of security drives further than a military resolve of threats. These contenders are of the opinion that government should be more concerned with the economic security of citizens than the security of the state. This is because the corereasonsfor insecurity are economic in nature. Certainscholars in conceptualizing security placed emphasis on the lack of threats to peace, stability, national cohesion, political and socio-economic fundamental objectives of a country (Igbuzor, 2011; Oche, 2001; Nwanegbo and Odigbo, 2013).

Accordingly, there is a commonagreement in the modern literature that security is relevant to national cohesion, stability, harmony and sustainable development. It is, thus, obvious that national security is a requisite for economic wellbeing, growth and development of any nation (Oladeji and Folorunso, 2007). In the intelligence community, there is a unanimity that security does not necessarily mean the absence of threats or security concerns, but the presence of a robust apparatus to react proactively to the challenges occasioned by these threats with pragmatism, proficiency, skill and in goodtime. The concept of insecurity suggests diverseconnotations such as: lack of protection; risk; danger; uncertainty; lack of safety, and absence of security. To Beland (2005), insecurity is a condition of panic, fear, horror, ornervousness as a result of absence or lack of protection. Achumba et al (2013) sees insecurity from two standpoints. Firstly, insecurity is the state of being prone or open to danger or threat of danger, where danger is the state of being vulnerable to injury or harm. Secondly, insecurity is the condition of being predisposed to hazard or anxiety, where anxiety is an indistinct unlikable emotion that is experienced in expectation of somewhatadversity.

These descriptions of insecurity depict a key point that the victims of insecurity are not only uncertain or unaware of what would happen but they are also susceptible to the threats and dangers when they occur (Olabanji and Ese, 2014). In this paper, insecurity is seen as anything that obstructs peace and security; it could be religious, ethno-regional, civil, social, economic, and political. As long as it gives rise to recurring crises, and may lead to gratuitous obliteration of lives and property. Consequently, Kufour

(2012), defined insecurity as the state of fear or anxiety arising from a tangible or alleged lack of protection. It refers to absence or inadequate freedom from danger. The above definition reflects physical insecurity which is the most obviousform of insecurity, and it orchestrates into many other kinds of insecurity such as economic, cultural and social.

National security which also means internal security, traditionally refers to territorial security, the preservation of the state, its frontiers, peoples, institutions and values from exterior invasion or attack. In 1994, however, the United Nations Development Programme (UNDP) Human Development Report re-defined the concept of national security to synchronize with what it recognized as human security. According to Dambazzu (2016), it consists of all-encompassing change from the exclusive stress on national security to greater stress on the security of persons. Also, Anan (1998) stated that, it means more than the absence of conflict but it should include education, health, democracy, human rights, safety against environmental degradation and the duplication of deadly weapons.Iredia (2011) defined national security as the capacity of a State to conquer any form of its challenges no matter how gigantiousthe challenge is. He claimed that national security is much wider than military prowess, defense or law enforcement and pointed out other basic dimensions like job, water and food security. From the foregoing, national security is a multifaceted concept which considers the total safety of man in terms of psychological, political, economic, physical and social, in fact, all aspects of human existence within a defined territory.

3. **The nexus between education and national security and its implication in Nigeria**

Nigeria's national policy on education rests on her philosophy of education as articulated in the nation's national objectives. According to Okoroma (2006), they include the building of (a) a free and democratic society (b) a just and egalitarian society (c) a united and self-reliant nation (e) a land of bright and full of opportunities for all citizens. These national objectives were the basis upon which the January 1977 government policy statement on education was drawn. Obebe (2004) explains that this policy is from pre-school through university level and they include:

1. the inculcation of national consciousness and unity,

2. the inculcation of the values and attitude for the survival of the individual and the Nigerian Society,

3. the training of the mind in the understanding of the world and,

4. the acquisition of appropriate skills, abilities and competences both mentally and physically, as equipment for the individual to live and contribute to the development of his society.

Among these four cardinal objectives, the fourth which is not more important than the others but requires a great attention in order to address the threat posed by population explosion, which presently is estimated to be over 211,000,000 million- population which unemployment rate stands at 32.5% (Countrymeters 2021, Varrella, 2021). This constitutes a great threat to national security, as an unproductive 9 society can become an instrument for other societal vices. Eregha (2014) explains this point when he stated that a country's population can either be an asset or a disadvantage to it. This huge human capital urgently requires appropriate skills, abilities and competencies to enable her to become productive to self and society and this can only be achieved through the instrument of quality and qualitative education.

Another point of concern is that although Nigeria cannot actually be classified as educationally backward as government efforts in education over the years have generally increased the literacy level, however, this cannot also explain the influx of university graduates into the larger society and labour

market each year, yet the irreconcilable rate of unemployment even among these same youths. To this end, in his empirical analysis, Pritchet (1990) suggested that many countries while having large educated populace remain unable to make substantialadvancement. This situation aptly captures the predicament Nigeria also finds herself. This finding generated the question of while education increases globally, what exactly then hinders a country's progress? By this, we mean all forms of progress, security inclusive. Although there exists no precise answers to this question but a major area of agreement amongst academia is the nature, type and quality of education available.

4   Factors militating against human and national security in Nigeria.

4.1   Quality of education: According to the 1999 Nigeria's Constitution (as amended) the totality of education in Nigeria can first be viewed from the extent to which government has lived up to her constitutional responsibilities in: (i) ensuring that there exists equal and adequate opportunities at all levels (ii) promoting science and technology (iii) strive to eradicate illiteracy and (iv) provide free, compulsory, and universal primary education where practicable. However, the reality in the educational sector shows a very low level of government commitment. For instance, there is increase in the number of out of school children, which according to a survey conducted by the United Nations Children's Fund (UNICEF, 2018), indicates that the population of children that are not in school in Nigeria has risen from 10.5 million to 13.2 million, the highest in the world. This staggering figure of out-of-school children is due to a number of factors such as inadequate funding, lack of infrastructural facilities, disruptive activities of Boko Haram, insurgents and armed bandits; insufficient and unqualified number of teaching personnel. Yet one very disturbing problem amongst the many associated with inadequate funding, has manifested in the new practice which leaves secondary school teachers with no option but to adopt alternative-to-practical especially in the areas of Sciences and Vocational Technology. This negates the promotion of science and technology in the nation. Education cannot be the bedrock that ought to impart other areas of the nation positively if it is not given the necessary priority it deserves. This leads one to ask: to what extent can a society that is not technologically inclined contend with modern day national security challenges? Or how can security personnel that do not possess the requisite training and intelligence of being proactive adequately respond to threats to internal security?

4.2   Ethnicity and religious factors: These factors have posed a great threat to the nation's security. The diverse cultural and religious differences which are products of Nigeria's history have always fanned the embers of suspicion, fear, aggression and violence leading to large scale destruction of lives and properties. Recent examples include: the Boko Haram terrorist group, Fulani herdsmen/farmers clashes, the Indigenous Peoples of Biafra (IPOB) agitation, the El-Zak Zaky movement, to name but a few. Recent reports by Amnesty International indicate that in the first half of 2020 alone, at least 1,126 people were killed by bandits in northern Nigeria, with unspecified number of people killed in other parts of the country and several thousands of others internally displaced. These ethno-religious conflicts not only have direct devastating consequences on national security but also on the quality of education available to the citizens.

4.3   Poverty and Unemployment: Poverty which refers to denial of life's basic needs such as food, shelter and clothing is a threat to national security. Many poor people easily resort to crime or become easy tool for perpetuating violence in Nigeria due to the hopeless situation in which they find themselves. This situation also applies to the educated but unemployed persons. Statistics shows a quarterly rise in unemployed youths from 2018-2020. In the fourth quarter of 2020, 38.5% of the labour force aged 15-24 years in Nigeria was without employment, depicting an increase compared to the previous quarters. In the

same period, the total unemployment rate in the country amounted to 17.5%. This figure was estimated to rise further in the years ahead (Varrella, 2021). This is a serious challenge to national security.

4.3 Weak security system and apparatus: The lack of resourcefulness in intelligence gathering, information sharing and inadequate security apparatus has even made many to lose faith in the national security architecture. Of course, poor education will result to unprofessional conduct and lack of motivation which will invariably affect the security output in the country at large. The managers of the nation's security systems still deploy obsolete and archaic devices to combat threats to security in this modern era. Certainly, out-of-date equipment and mechanism cannot sufficiently address the sophisticated security challenges of the 21st Century.

4.4 Increasing population: Ordinarily, this factor should not usually constitute a problem if there is adequate data base and articulated economic policies. In fact, the Western world has learnt to cherish large population and harness the potentials in it. For example, large population enhances a country's market size and provides adequate labour and ready army to man and coordinate the national security and defense. But as it stands today in most developing countries in general and Nigeria in particular, this is a major challenge to national security as there exist no proper data and information on migration of persons across the nation's porous borders. To make matters worse, there seems to be a near absence of the data capturing the number of births and deaths at any given time in Nigeria. This poses grave concern to any nation's security set-up.

4.5. The Menace of Corruption: Corruptionrepresents the greatest obstacle to national security and constitutes yet another impediment to the implementation and attainment of educational goals in Nigeria. In some instances, funds that were earmarked for the critical segments of the economy especially the educational sector are usually siphoned into private pockets. Furthermore, indicators of corruption could be seen in the lack of provision of sufficient data that would facilitate the objectives of educational planning, management and decision making. According to Danladi(2006), sometimes, funds set aside for educational development are ploughed into political campaigns for the pursuit of personal aggrandizement and ambition. The general consequence of this is the abysmal decline in the standard of living of the people and particularly, in the educational system with its attendant repercussions on national security lapses.

5. Repositioning Nigeria's education system to be responsive to national security.

A former Nigeria's Minister of Education, Professor RaqayyatuRufai (cited in Orikpe, 2013), canvassed for reform of the education system as a way of curtailing security challenges threatening Nigeria. In her presentation, Prof. Rufai advocated for complete overhaul of the school curricula at all levels of education with the main target of giving the recipients a type of education that has its focus on the development of the mind, soul and body, taking into account the security needs of the country. In other words, the ex-Minister envisaged a synergy between the liberal, vocational and entrepreneurship education. One can safely surmise that the type of education that is given to the citizens will determine their responses to their society and environment. Through education, values, ethos and morals are inculcated. As a socialization agent, it transmits ethics and culture from one generation to another. It can influence the youths either way. Education and security can impact each other positively or negatively depending on the divide one stands. This is so because education enables persons, groups, societies, nations and cultures to explore, appreciate, understand and advance their physical and social milieus for the fulfilment of their needs.

A well-educated citizen has a wide-rangingor broad view of issues as against narrow and unsophisticated or parochial person with little or scant education. Education enables citizens to be tolerant of other people's religions, belief systems, cultures, worldviews, idiosyncrasies, limitations and

promotes social harmony and security. Many conflicts often arise from ignorance and manipulation of ethnic and religious identity, and misinterpretation of information, often fake news and hate speeches. In fact, quality education system produces tolerant citizenry who are able to appreciate and live with people from diverse ethnic, economic, religious and cultural milieus and other forms of identities. It is a trite fact that if a country bequeaths the right type of education to its citizens, it becomes difficult for such citizens to turn against their country. It is equally unrealistic to talk of security in the absence of quality and all-encompassing education. To this end, Radda(2013), maintains that education, when well imparted and utilised, has the potency of promoting national security. This is because it is essentially the uneducated jobless youths and educated jobless counterparts that get easily drawn to crimes, thereby, constituting insecurity in any country.

The high rate of youth unemployment lays credence to the faulty foundation of the Nigerian educational system.Jega (2002), argues that the mass of unemployed youth in both rural and urban areas of Nigeria needs little motivation or mobilization to take part in riots and reprisal attacks given the inducement or opportunity for looting that often accompanied their escapades. It appears poverty and joblessness especially amongst the youth is important casual and facilitating factors in violent conflicts in Nigeria.This is true as hoodlums hijacked the peaceful protests of citizens hash tagged *ENDSARS,* to drive home their demands to end Police brutality, highhandedness and good governance in Nigeria. The miscreants and street urchins took advantage of the amorphous groups to unleash terror across the length and breadth of the country maiming innocent citizens, looting shops, businesses burning down police stations and carting away arms and ammunition. It, therefore, stands to reason that a poorly educated citizenry to a large extent constitutes insecurity and national threat.

Thus, Nigeria needs the right kind of education that will make its products self-reliant and job creators rather than job seekers. To tackle the insecurity challenges confronting Nigeria today, her educational system has a lot of roles to play by equipping every high school lever and college graduate with vocational and entrepreneurial skills. Such recipients should be trained and horned toward being self-employed and employer of labour at the same time.Akinwumi (2004) recognized the relationship between education and national security establishing that, Nigeria's education system had amplified rural-urban migration, and that many of the youths had migrated to different urban cities in search for employment opportunities that are non-existent. This resulted into dashed hopes and subsequent frustration. Many of the young people take to crime in other to make ends meet and survive. Accordingly, unemployment has been the cannon fodder in the orgy of violence and violent conductin the country. Unemployment makes people vulnerable to poverty, lack and penury. So, when poor education intertwines with poverty, it breeds a fertile ambiancefor activities that constitute threats to national security. Consequently, a rise in crime rate may be a direct result of unemployment and poverty. Little wonder Joshua, Ibietan, and Azuh (2016) argue that lack of quality education, unemployment and poverty prepare the grounds for insurgency that has been the greatest threat to Nigeria's security.

Furthermore, the introduction of vocational and entrepreneurship studies into the curricula at the different levels of education in Nigeria will be a veritable instrument to reinforce the popular liberal education. What is needed by the government at all levels is to sufficiently supply the required personnel and material resources to make these programmeseffective, functional and efficient. It is now obvious that liberal education alone has not properly equipped the recipients/youths with necessaryabilities and skills for leading a productive adult life. According to Orikpe (2013), it is also no news that graduates of our tertiary institutions have been populating the crime world due to their inability to secure meaningful employments and jobs upon graduation. This situation calls for the amplification of the emphasis on vocational and entrepreneurial education to prepare graduates with occupational survival skills - to be able to identify and even initiate and harness investment and business opportunities that are ubiquitous

in the society. The present worldeconomic crunches and rising cases of underemployment have significantlyhighlighted the need for practical entrepreneurship and vocational education which will concomitantly reduce national insecurity largely occasioned by youth joblessness and consequent poverty.

The type and quality of education in Nigeria is determined by the major stakeholder which is the Federal Government in collaboration with other tiers of government. They are responsible for formulation, implementation and monitoring of policies for quality assurance in the system. Therefore, the onus lies with the government to reposition her education system to be responsive to national security. This can be done through emphasis on human capital development using the tool of education. And this was the focus of the National Policy on Education (2004) which laid emphasis on Science and Technology and Vocational and Technical education as a means of rescuing Nigeria from socio-economic problems. In other words, Vocational and Technical Education will amongst others ensure (i) the provision of manpower in the applied science and technology and business particularly in craft, advanced craft and technical level, (ii) the provision of the technical knowledge and vocational skills necessary for agricultural, commercial and economic development and (iii) the giving of training that will impact the individual which shall be necessary for self-reliance.

There is no doubt that Nigeria has always had good policies but the lack of proper policy implementation has often been the problem. And this is where repositioning of the education system lies. Government needs to properly implement these laudable policies in order to foster socio-economic development which at the long run will ensure national security.

5   Conclusion

There is no doubt; there is a connection between education and national security. Both are important to a country's development, while national security is expected to create an environment of safety and stability which will foster socio-economic and political development, however, the absence of quality education will hinder such, as the mind of the citizenry would not be developed and able to accept changes in values necessary for societal coexistence and development. Therefore, education and educational policies are veritable tools by which endemic problems of society are addressed.

6   Recommendations

The following recommendations are hereby proffered:

Education Planners: this study recommends that national security and defense studies should be included in the curriculum and scheme of work in schools from elementary till the first year in the institutions of higher learning. It will not be enough to merely add it to the curriculum, it should be properly taught, monitored and evaluated to ensure that the desired results are obtained. Our convictions stem from the fact that most nations such as Israel, France, South and North Korea, etc, that face similar security challenges like Nigeria that inculcated security studies into their school curricular achieved remarkable results in both short and medium terms.

Human Capital Development: building of human capital development by focusing on proper implementation of overall policies on education but more particularly on science, technology, vocational and technical education which can be achieved through: adequate government funding; proper monitoring through competent educational administrators; encourage research development through funding; create government joint partnership programmes that will raise value system, by motivating and encouraging students in these areas by using such means as scholarship, sponsorship and reward; and, re-orientating the public on the wrong perception of technical and vocational programmes.

Governance: This is a product of good leadership that will have the political will and sincerity to address the challenges of ethnic and religious divisions and other social economic issues through: supporting and upholding professional ethics in the armed forces by re-evaluation and re-orientation of security personnel for optimal performance through educational training and adequate funding.

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