



Impact of Insecurity on Early Child Care Development and Education (ECCDE) Programme and Effective Counselling for Sustainable Development in Nigeria

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Abstract: Purpose: This paper examined the impact of insecurity on Early Child Care Development and Education (ECCDE) programme and effective counselling for sustainable development in Nigeria.

Methods: The paper depend on primary and secondary data. The data were generated from both print materials and online publications. Content analysis was adopted for the paper.

Finding: The paper discovered that disruption of Early Child Care Development and Education (ECCDE) administration, learning lose, unstable academic calendar, low enrolment, poor policies/programme implementation, teachers' death and reduction in the funding of early child education are the negative impact of insecurity on the Early Child Care Development and Education (ECCDE) programme in Nigeria.

Conclusion: This paper concluded that disruption of Early Child Care Development and Education (ECCDE) administration, learning lose, unstable academic calendar, low enrolment, poor policies/programme implementation, teachers' shortage and reduction in the funding of early child education are the impact of insecurity on Early Child Care Development and Education (ECCDE) programme in Nigeria.

Recommendations: The Federal government should be more proactive in dealing with security situation in the country to ensure that incessant closure of schools leading to disruption of academic calendar is controlled. The federal, state and local government should address all factors promoting insecurity in Nigeria.

Keywords: Early Child Care Development and Education (ECCDE), Learning, Insecurity, Impact.

Introduction

The Nigerian educational institutions are under attacks especially in Northern Nigeria. The higher institutions, secondary schools and the primary schools have all experienced one attacks or the other across the country especially in Northern Nigeria. Phenson, Ojie , Esin & Atai, (2014) observed that security lapses and challenges certainly do manifest on a daily basis in schools in Nigeria. Such challenges ranges from "youth restiveness, terrorism and insurgent attacks, kidnappings and hostage-takings for monetary ransoms, political assassinations, arsons, murders, cult-related activities, mass protests and so forth" The continuous attacks on educational institutions have led to closure of school by different state government.

Educational institutions in Nigeria are affected by the insecurity challenges. The Early Child Care Development and Education (ECCDE) programme is one of the forms of education in Nigeria that is affected by insecurity problems. The Basic Education is the education given to children aged 0-15 years. It encompasses the Early Child Care and Development Education (0-4) and 10 years of formal schooling. Early Child Care and Development Education however is segmented into ages 0-4 years, situated in daycare or crèches, fully in the hands of the private sector and social

development services, whilst ages 5-6 are within the formal education sector. The early child education is a sub-component of the Basic Education. The Early Child Education is an organized education designed to prepare the children for Basic Education. Early Child Education is the first education children receives as formal. The contribution of the early child education to the social economic, political and technology advancement cannot be underestimated. Salami (2014) observed that ECCDE is an important component of the Universal Basic Education (UBE) accommodating all forms of pre-primary education. The terms preschool education and kindergarten emphasize education around the ages of 2 to 5+ or 6years in the case of Nigeria (FRN, 2013). This paper is aimed to examine the impact of insecurity on the Early Child Care Development and Education (ECCDE) programme in Nigeria.

Concept of Insecurity

Insecurity is the state or event that put an individual or institutions into fear and threat and makes the individual or institutions unable to carry out any meaningful work. Olamosu (2000), in Ogunode, Godwin and Unoaku (2021), also viewed insecurity as a state or condition in the life of a social unit, system, organization or society in which the existence of a; problem assumes critical dimension to the extent that the survival or existence of the social system or structure is threatened. Best (2006), as cited in Ogunode, Godwin and Unoaku (2021), defined insecurity as a degenerated stage of conflict, threats to human security, intense violence characterized by fighting, death, injury, etc..

Table 1: Analysis of insecurity in Nigeria by Geopolitical Zones from June 2011 to June 2021

Geopolitical zone	Number of deaths due to insecurity in Nigeria from June 2011 to June 2021
South West	3,534
South South	5,710
South East	3,020
North Central	10,119
North East	44,247
North West	12,743
Total	79,373

Source: Adopted from Eons Intelligence (2019)

Table 1 has clearly indicated that the insecurity situation is more in the northern Nigeria with North East having the highest number of casualties and South East with lowest cases. The spate of attacks on institutions of learning, particularly in Northern Nigeria, has adversely affected the development and administration of education at all levels. Stakeholders in the education sector have recently found themselves in a dilemma on how to find solutions to incessant killings, kidnappings, abductions, destruction of schools and infrastructure by criminal gangs and insurgents. Efforts by federal and state governments to curb the high level of insecurity in the country have not yielded much results as lives and property are lost daily to the mindless activities of criminals. Many schools, including tertiary institutions in the north, have been closed as they are constantly attacked; students and staff killed or abducted and facilities burnt.

Ogunode, & Ojo (2021) submitted that insecurity is another big issue affecting the management of early child education in Nigeria. No any meaningful school management can take place in the under environment that is not secured. School administrators, teachers and students are not safe in the educational institutions in Nigeria due to the high rate of insecurity problem facing the country. Local media reported that Gunmen kidnapped three teachers from a primary school in northwestern Nigeria on Monday. The security commissioner for Kaduna state, said that authorities had received reports that both pupils and teachers had been abducted on Monday morning in the BirninGwari area. Primary schools in Nigeria usually admit children between 6 and 9 years old. Report from the local media observed that Since December, heavily armed gangs have abducted and then ransomed off more than 800 Nigerian schoolchildren, rocking Africa’s most populous country and drawing calls for urgent

action from the U.S., the European Union and Pope Francis. Hundreds of school campuses have been closed across four states for fear of more attacks, leaving an estimated 20 million Nigerian children out of school, the highest total in the world due to terrorism and criminality (The wall street Journal 2021).

Concept of Early Child Care Development and Education (ECCDE)

National policy on education FRN (2013) defined early childhood care education (preprimary education) is an education given in an educational institution to children aged 3-5 plus prior to their enrollment in the primary school. Nakpodia (2011) observed that the foundation of education of the child is the pre-schools education which forms an integral part of his or her early education which may be formal or informal, which is given in an educational institution to children aged 1 to 5+ prior to their entering the primary school. Maduwesi (1999) viewed early childhood care education as the education offered to children who have not yet reached the statutory age of beginning primary school. He further maintained that it is a semi-formal education arrangement, usually outside home where by young children from about the age of 3 years are exposed through play like activities in a group setting through mental, social and physical learning suited to their developmental stages, until the mandatory age of government approved formal schooling. Nakpodia (2003) opined that the educational level of the child provides for the physical, motor, health, nutritional, intellectual, aesthetic, emotional and social development of the pre-school child. If child education can provide these vital necessities which are fundamental in human life, it is not therefore unlikely to have an important and strong relationship with the pupils' performance at the primary school level and perhaps at the secondary and tertiary levels. National policy on education (2013) outlined the following as the objectives of early childhood care education: Effecting a smooth transition from home to the school, Preparing the child for the primary level of education, Providing adequate care and supervision for the children while their parent are at work (on the farm, in the market, office e.t.c), inculcating social norms and values, Inculcating in the child the spirit of inquiring and creativity through the exploration of nature, the environment, art, music and playing with toys. e.t.c., Developing in the children a sense of cooperation and team-spirit and Learning good habits and the rudiments of letters, numbers, colours, shapes and forms e.t.c.

Impact of Insecurity on Early Child Care Development and Education (ECCDE) on Nigeria

There are many ways the insecurity challenges in Nigeria has impacted negatively on the development of the Early Child Care Development and Education (ECCDE). Some of the impact include; disruption of Early Child Care Development and Education (ECCDE) administration, learning loss, unstable academic calendar, low enrolment, poor policies implementation, teachers' death and reduction in the funding of early child education.

Disruption Early Child Care Development and Education (ECCDE) Administration

The insecurity challenges in Nigeria especially in the North West, North East and South East part of Nigeria has disruption the internal administration of Early Child Care Development and Education (ECCDE). Whenever there is an attack on educational institutions, administration of the school is mostly affected. Ogunode & Ndubuisi (2021) observed that school administration is the internal administration of the school that deals with day-to-day planning, organizing and coordination of the school activities with the aim of achieving its objective. School administration is the indoor operation of the activities and programme of the school for the purpose of realizing its objectives. Abdulrahman (2018) opined that, school administration is associated with the day to day running of schools having appointed officers. These activities are shut down when the schools are closed down.

Learning loss

The insecurity problem facing some part of Nigerian states has affected the learning programme in the Early Child Care Development and Education (ECCDE) centers across the country especially in the North West zone, North East zone and South Eastern zone of Nigeria and has led to learning losses. Learning loss is the loss of knowledge and skills that students experience when they are not in school. Learning loss is the general and specific loss of knowledge and skills as a

result of breakdown in the learning process of the student due to school close down. Insecurity problems in some state and zone have led to closure of the entire educational institutions including the Early Child Care Development and Education (ECCDE) centres. For instance, Authorities in North-West, Nigeria had shut down more over 4,000 public primary schools including Early Child Care Development and Education (ECCDE) centres across the state, and over 4,000 public secondary schools were among the closed down schools. According to him, over 300, 000 to 400,000 thousand students and pupils are at home after the incidence of Chibok school students' kidnap without considering the effects on the internal administration of the school especially the learners (Tribune, 2021). All these school closure affected the learning programme of the children. Many children stayed off school for the period their schools were short down due to the insecurity challenges. Ogunode & Ndubuisi (2021) opined that the negative effect of the continuous closure of school by the states government in Northern Nigeria as a strategy to prevent further attacks on other educational institutions whenever schools comes under attack by Bandits or insurgents will obviously result to poor learning of students in the various schools affected. Learning is a process and a system that is planned from one stage to another, whenever a school is closed down as a result of external or internal crisis, this affects the learners and teachers because, teaching and learning will not take place and the students are mostly affected because they are always at the receiving side. Musa (2020) and Abdul (2020) agrees that the actions of the Northern States government in closing down educational institutions whenever there is an attacks in any educational institutions within a state is dangerous to educational development. Emmanuel (2018) and Olowoselu, Bello & Onuselogu, (2014) submitted that the inaccessibility of schools as a result of the inherent dangers therefore remains a serious challenge to the knowledge givers, the learners and also other critical stakeholders. In most schools attacked, the traumatic experience alone cannot easily be erased as such, experience instills fear on the teachers and the students alike and make it very difficult for them to return back to school. More so, the "planning , organizing, coordinating, financing and evaluating of all educational activities on students, teachers and school heads" in the schools attacked are often jeopardized while teaching and learning processes are hindered because the school environments are unsafe and learning can't be properly conducted and coordinated in an unsafe school environment. Guardian (2021); Ibrahim(2021); Ogunode & Ndubuisi (2021) observed that learning loss is the loss of academic skills and knowledge as a result of closure of schools that have lengthy breaks in the school calendar due to attacks from terrorists and bandits. Studies have shown that when learners are out of school for too long, it results into intellectual retardation and depreciation. Many students in Northern Nigeria are faced with this situation for which the state government consider as strategy for safety and security of the pupils and students.

Unstable Academic Calendar

The insecurity challenges in the Nigeria across some states also led to unstable calendar in the Early Child Care Development and Education (ECCDE) centres. Many Early Child Care Development and Education (ECCDE) centres were forced to close down for securities reasons. Sometimes these closure may last for weeks and months. The closure of Early Child Care Development and Education (ECCDE) centres in some states led to the instability in their academic calendar. Ogunode & Ndubuisi (2021) asserted that continuous closure of schools by the state government in the Northern Nigeria whenever there is any attack on educational institutions within or close to the state is also responsible for unstable academic calendar of various educational institutions in the states especially, the secondary schools which are the most affected in the region. Educational institutions operates on planned academic calendar which specifies the academic session, terms and weeks that school will open for teaching and learning. Scheme of work and syllables are there to be covered within the school calendar. Theses academic calendar and programmes of educational institutions are poorly implemented due to closure of school which is unhealthy for the development of education because, teaching and learning and other academic activities are intermittently disrupted.

Low Enrolment

Many Early Child Care Development and Education (ECCDE) centres may experience low resumption turn out after school closure due to the fear that parents would not send their wards to school because of the fear of attack on Early Child Care Development and Education (ECCDE) centres. Many parents may refuse to send their wards to the Early Child Care Development and Education (ECCDE) centres because of fear of their children being kidnapped. Ogunode & Ndubuisi (2021) noted that many parents and guardians in Northern Nigeria have lost interest in sending their children to schools due to incessant attacks by the bandits and kidnapping of school children for ransom. Many teachers, students have been kidnapped in Zamfara, Niger State and Kaduna state within a month. Musa (2020), Abu, (2021) and Gambo (2021) submitted that the continuous attacks on educational institutions in the North by Bandits and Boko Haram is discouraging parents to send their children to school because, they are afraid of attacks. Amnesty International's (2021) opined that attacks and school closures signal severe threats to education in Nigeria. The recent wave of kidnapping continues to worsen the education crisis in Nigeria's North, a region known for low levels of literacy and enrollment, and accounting for more than 70 percent of Nigeria's school dropouts.

The continuous attacks on school facilities including the Early Child Care Development and Education (ECCDE) centres in some part of the country has led to low enrolment of children in the various Early Child Care Development and Education (ECCDE) centres across the country especially the North East, North West and South East of Nigeria. The World-Bank (2017) Nigeria stands out globally in its number of out-of-school children. Though the number is debated in the country, the latest estimates (based on the 2013 Demographic and Health Survey, DHS) indicate that 13.2 million of basic education school age children, i.e. age 6- 14 years old, are out of school⁷. This figure includes children who never entered school as well as dropouts. Unfortunately, the trend is also negative, as this figure represents an increase of 3.3 million from the 2010 estimate. An overwhelming majority of out-of school children -- 12.6 million -- are in the North. Out-of-school rates are also higher among girls, in rural areas, and among the poorest in society. At the national level, the out-of-school rate increased from 24 percent in 2010 for children ages 6-14 years to 30 percent in 2013 and remained highest in 2013 among girls (32 percent vs. 28 percent for boys), in rural areas (41 percent vs. 11 percent in urban areas), and among the poorest (72 percent for the poorest quintile vs. 3 percent for the richest). At the same time, there is variation in the composition of the out-of-school population across different geographic zones in Nigeria, with relatively higher out-of-school rates among: girls in the North in particular; children of nomadic pastoralists throughout the country; boys who drop out in the South East and South South zones; the so-called area boys (loosely organized gangs of mostly male street children and teenagers) in the South West; children of migrant fishermen in the South South; and, the children in the North East displaced by the Boko Haram insurgency. The U.N. children's agency, UNICEF, says 2.8 million children in the north-East need education emergency support due to violence in the region. Unless this situation is urgently addressed, experts say many more children will be risking a bleak future.

Poor programme and Policies Implementation

The insecurity challenges has also led to poor implementation of policies and programmes of Early Child Care Development and Education (ECCDE) in many centres across the country especially states where insecurity problems are high. The federal, states and local government have designed many policies and programme to improve in the development of the Early Child Care Development and Education (ECCDE) in the country. These policies and programme are not fully implemented because of the insecurity challenges in these zones and states. Programme like the school feeding programme, safe initiative programme and girl-child education programme have been poorly implemented due to the securities challenges in some states across the country.

Teachers' Death (Care-giver)

Many professional teachers including care-giver have lost their lives to the insecurity challenges facing the country. Caregivers are crucial in implementing the Early Childhood Education programme curriculum. For any programme of the curriculum to be properly implemented, the implementer must be adequately qualified. Caregivers are key element to proper development of the child and consequently they are needed in greater number in all the Early Child Education programme. Teachers are the cornerstone or the hub of any educational system. The importance of Care-giver in curriculum planning, development and most importantly implementation cannot be overemphasized. Care-giver most at times are not involved during policy formulation even though they are expected to implement this curriculum (Ogunode, Yemi, Akinbusoye, 2021). As important as the care-giver and teachers are to the development of education, it is unfortunate that many of them have lost their lives to the insecurity problems in Nigeria. Ogunode, Akinsua-Ajape & Jegede, (2021) observed that many students, teachers, school administrators and supervisors have lost their lives due to insecurity challenges in the Northern part of Nigeria. Insecurity in Northeast part of Nigeria has led to the destruction of lives and properties. The insecurity challenges have led to school closure and suspension of academic calendar in all both early child education centres, basic education, secondary schools and higher institutions. No any meaningful development can take place in any educational institutions amidst insecurity. The insecurity in Nigeria has led to shortage of professional teacher (care-giver)

Reduction in the Funding of Early Child Care Development and Education (ECCDE)

The insecurity challenges facing the country is consuming a lot of financial resources leading to reduction of funds in other sector of the economy like the educational sector (Early Child Care Development and Education (ECCDE)). One of the sector the insecurity problem funding has affected for the past ten years is education. The education budget in Nigeria have been up and down and below the UNESCO 26% recommendations because of many factors like the insecurity funding. For instance, Study by Blueprint (2021) indicated that in 2011, education got N393.8 billion or 9.3 per cent of the total budget; N468.3 billion or 9.86 per cent in 2012; N499.7 billion or 10.1 per cent in 2013; N494.7 billion or 10.5 per cent in 2014; N484.2 billion or 10.7 per cent in 2015; N369.6 billion or 7.9 per cent of the total budget in 2016; N550.5 billion in 2017 representing 7.4 per cent of the total budget; N605.8 billion in 2018 or 7.04 per cent; N620.5 billion or 7.05 per cent in 2019 and N671.07 billion or 6.7 per cent in 2020 and N742.5 billion or 5.68 per cent of the total budget in 2021 (Blueprint 2021). 2022 got the sum of 7% of the total budget while the security budget gulped about N10 trillion in ten years. From 2015 to 2021 according to Blueprint, 2022, security budgets have been on the increase just as total national budgets increased. In 2015, when the national budget was N4.405 trillion, the total budget for the security sector was N988,892,506,442. In 2016, when the budget rose to N6.06 trillion, the security sector got N1.07 trillion, just as it got a total of N1.15 trillion in 2017 when the budget rose to N7.44 trillion. In 2018, the budget was N9.12 trillion while the security sector got a total vote of N1.35 trillion. And in 2019 and 2020, the budget was N8.92 trillion and N10.59 trillion, while security got N1.4 trillion and N1.8 trillion respectively. In the N13.59 trillion 2021 budget, defence and security got N1.96 trillion with another N722.53 billion about to be added through the supplementary budget. Nigeria's military budget is greater than the combined armed forces spending of the rest of West Africa. The funding covers the main security agencies, including the army, air force and the navy, the intelligence agencies as well as the Interior Ministry, which is in charge of homeland security, including the Nigerian Police Force. Checks indicated that an average of N1.3 trillion was yearly appropriated and fully disbursed to the agencies involved to take care of their capital and recurrent needs, including training and acquisition of soft and hardware for the purpose of upgrading their operations meant to keep the country safe (Blueprint,2022). Ifeanyi, Ogunode & Ajape (2021) observed that Nigeria as a country faces with the challenges of insecurity since 1999. The insecurity problems have many dimensions across the six geo-political zones. Every year huge amount of funds are budgeted to prosecute the war against the insurgencies and bandits in the Northern Nigeria. The funds that are supposed to be allocated for another sector of the economy like education

and health is reduced and added to the budget of defense. The huge amount of money spending every year on management of security in the country is contributing to the in poor funding of education.

Conclusion

This paper examined the impact of insecurity on the Early Child Care Development and Education (ECCDE) and effective counselling for sustainable development and the paper concludes that disruption of Early Child Care Development and Education (ECCDE) administration, learning loss, unstable academic calendar, low enrolment, poor policies/programme implementation, teachers' shortage and reduction in the funding of early child education are the impact of insecurity on Early Child Care Development and Education (ECCDE) programme in Nigeria.

Recommendations

This paper hereby recommends the following as ways to address the insecurity challenges facing the country especially the Early Child Care Development and Education (ECCDE) programme:

- 1) The Federal government should be more proactive in dealing with security situation in the country to ensure that incessant closure of schools leading to disruption of academic calendar is controlled. The federal, state and local government should address all factors promoting insecurity in Nigeria.
- 2) The government should employ more security personnel and deploy to the Early Child Care Development and Education (ECCDE) centres across the country.
- 3) Government should do the needful to restore public confidence that educational institutions 9 Early Child Care Development and Education (ECCDE) are safe and are not open to kidnapers and bandits.
- 4) Counsellors are to be deployed to affected schools to help rehabilitate children and teachers affected by the trauma of insecurity.
- 5) Professional Counsellors should launch massive and national campaign against school attack in Nigeria.

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