

BASIC EDUCATION, GOOD GOVERNANCE & CHALLENGES OF INSECURITY IN NIGERIA

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Abstract

The government has identified basic education as one of the key cornerstones of its longstanding development strategy. But, the current insecurity challenges in Nigeria have disrupted the service delivery in basic education. Through the destruction of school physical infrastructure, injuries and deaths. People are affected psychologically and emotionally with full of anxiety, depression and the constant fear of violence, which keeps students and teachers out of classrooms. In a state where management of resources and the education sector is on the increase, good governance is impossible. The paper maintains that government should from time to time organise security awareness programmes for staff, students and host communities for them to improve their commitment to sharing information and intelligence on suspicious persons or activities in their area.

Keywords: Basic Education, Good Governance, Insecurity

The importance of basic education as a foundation of education that exposes children to the learning process requires utmost attention by the government and its agencies. Nigeria has experienced several educational reforms and the most recent one was curriculum reform at the basic education level.

For successful implementation of basic education, the government has to provide basic education schools with enough security. A key to providing an effective lesson lies in the planning, organizing, presenting and thinking that guide the lessons before they ever reach students. Teachers need to think about how their lessons should be planned, executed, and assessed before instructional delivery. It is clear today that both teachers and students are in fear during and after school hours because of insecurity. Teachers will not be able to prepare themselves for the lesson and students also will not be ready to learn, and cause some students to drop out either from school or be absent periodically, which will affect students from having a sound basic foundation in education. This is against the goals of the universal basic education programme to reduce drop-out at the basic education level. (Nigerian Educational Research and Development Council (NERDC), 2013) said reduce the rate of dropouts dramatically through increased relevance, consistency, and successful education from the formal school system.

The security challenges like kidnappings, ritual killings, Boko Haram, religious killings, political riot are embedded in Nigeria for over a decade. Imhonopi and Urim (2012) said several crimes such as abductions, cultism, robberies, bomb attacks, cultism, ethnic clashes, banditry, and other violent crimes have grown more common in Nigeria since 2009. This paper, therefore, is to broaden the discussion by looking into basic education, good governance & the challenges of insecurity in Nigeria.

(Jacob & Samuel, 2020) said the Nigerian government kept developing educational policies and programme to satisfy numerous United Nations commitments on educational development and access and Universal Basic Education Act 2004 was among many others. The Universal Basic Education Act establishes the legislative basis for the UBE Program, which makes basic education not only free but also mandatory. As a result, the UBE Commission (UBEC) was formed to ensure that the UBE Program was properly implemented (World Bank, 2017).

Conceptual Clarification

Basic Education

Kanno and Onyeachu (2015) Basic education is the fundamental educational level. This means that foundational education influences the stability of the whole educational structure, including all subsequent levels of education. Basic education is described by the Nigerian National Policy on Education (FGN, 2004) as the sort of education obtained from elementary school through junior secondary school. Basic education has grown more important in making various educational levels function to create a good outcome for national progress and security. Basic education has achieved significant goals in producing productive citizens; as a result, basic education protects our values and encourages others to adopt them (FRN, 2004).

Nigeria, according to Amadioha (2016) the original advances made at making education universal to her people could be traced to the 1950s and 1960s when the Nigerian regional government brought to light Universal Primary Education (UPE). The Universal Basic Education programme, backed up by the UBE Act of 2004, is a special the intervention of the government, which improved on the former National Primary Education operated from the 1970s till early 2000 (Akor & Samuel, 2020). Universal Basic Education (UBE) is precisely a reformed programme in Nigeria's basic education delivery system (from primary to junior secondary school class 3). Universal Basic Education (UBE) is the programme that arose from the World Conference on Education for All, which was held in Jomtien, Thailand, intending to ensure that everyone has access to basic education (Dike, 2000).

Governance

Governance is a process through which government successfully manages its resources to ensure adequate accountability and transparency across all of its sectors. Ogundiya, (2010) explained that the way governments used authority to manage and distribute a country's

social and economic resources is known as governance. It is the procedure through which the government develops and implements policy decisions that have an impact on the financing and delivery of education to a country's population. Governance is said to be good when it possesses the basic elements that make it acceptable to the generality of the people. These elements include among others freedom, accountability, and public involvement (Ochoga & Shishi, 2019).

- **Good Governance**

Different people viewed good governance differently, for example, Abdullahi, (2019) stated that good governance is the act of translating the desire of the people into public policy via the establishment of regulations that allow for the effective delivery of services to all citizens of the country. Ochoga and Shishi, (2020) stated that good governance may be defined as the creation and execution of policies that have a good influence on the country's population.

Good governance is essential to income growth, elimination of poverty, good education, and long-term stability(Kola, Gana & Olasumbo, 2017). Good governance is defined as the capacity to deliver a good education to children and adolescents to develop the complex nature of their knowledge, skills, attitude, and values that can be used to improve their lots and sustain their nation (Abdullahi, 2019). Therefore, good governance is one of the cornerstones to attaining educational objectives because it encompasses the duties of government, educators, Policymakers, parents, and all other stakeholders jointly to set the policies, goals, and fund for education.

Many educational programme like safe school initiatives, universal basic programme, girl child education and women education has been slowed down by the various forms of insecurity problem facing the country(Jacob & Samuel, 2020). Also, political instability has affected educational policy implementation in Nigeria. As there was uncertainty in the continuity in polices implementation between governments. This is an act of bad governance; many of the difficulties in developing nations' educational systems may be traced back to bad governance.

- **Security**

According to Nmom (2013), security is "a peaceful state of mind of an individual, a group, a state, or a country at a certain point in time and place." Therefore, protecting the generality of the people, nation's physical integrity and territory is a collective responsibility of the government but currently, Nigeria is facing serious security challenges, that have put every citizen in anxiety and fear. We used to think that corruption and power failures were the worst of our issues, but now insecurity in the country has taken center stage (FinIntell, 2013).

- **Insecurity**

Effiom and Edinyang (2013) stated that insecurity is described as the state of being exposed to danger andinjury. This definition reflects the lack of or insufficient protection against danger. The scope of insecurity is wide as it includes all the day-to-day violent crimes which force the country to lose its safety in most parts of the country that push the

government in rue. This reflects physical insecurity which is the most obvious type of insecurity that leads to many other kinds of insecurity such as economic, social and political insecurity.

The Impact of Governance on the Basic Education in Nigeria

Good governance is characterised as “a crucial tool to translate the activities of developmental partners’ into tangible benefits for the people (Hallak& Poisson, 2006). Alas, these people have not well utilised the resources and power for their benefits, which frustrated basic education as specific and Nigeria as a whole.

Over the years, different Nigerian administrations have taken a variety of steps to accomplish the objective of the country's national education objectives and to comply with the various international protocols to which Nigeria is a signatory. Nigeria's commitment to implementing international protocols such as Education for All (EFA), the United Nations Millennium Development Goals (MDGs), and her own moderate development strategy, the National Economic Empowerment and Development Strategy (NEEDS), has sparked changes in the educational system (Federal Republic of Nigeria, 2013).

Jacob and Samuel (2020) highlighted those educational programmes and policies are created to comply with different United Nations resolutions on accessibility to and growth of education. The following are a few examples of educational policies and programmes: the Child act law 2003, Universal Basic Education Act 2004, National Policy on HIV and AIDS for the Education Sector in Nigeria 2005, National Gender Policy 2006, National School Health Policy 2006, the Safe School Initiative (SSI) in Nigeria 2014, National Policy on Inclusive Education in Nigeria 2016 and National Home-Grown School Feeding Programme 2016. There is a substantial connection between government and basic education implementation capabilities. Hence education has been considered as a critical component of the development of every nation of the world including Nigeria and basic education is the foundation of all education levels.

Basic education has been designated by the government as one of the major pillars of its long-term development plan. As a result, Nigeria has implemented many important educational reforms, the most notable of which is the introduction of the Universal Basic Education (UBE) Act of 2004, which mandates that state and local governments provide free, compulsory, and universal basic education, covering grades 1-9, for every school-aged Nigerian child (World Bank Group, 2015). Although the Nigerian Constitution establishes the goal of universal, free, and compulsory education, its provisions in reality divide responsibility among the three levels of government without effectively enabling or permitting local governments to take on those responsibilities. A revision of the UBE Act was proposed by the National Council of Education as early as 2007, and the issue is still on the political agenda. Several provisions, including the expansion of its scope to include a senior secondary school, are being considered for modification (World Bank Group, 2015).

Government-mandated equity in access to basic education by giving Free and compulsory UBE services. It was shown in the UBE legal framework that anybody who

collect money from students in basic education, or families who do not take their children to school, is subject to a fine. However, this policy was not enforced because UBEC lacks the money to fully repay schools for the income lost as a result of the fee-free policy's implementation, schools may shift to alternate modes of fee collection, such as PTA payments, essentially defeating the law's purpose.

Based on the 1999 constitutional requirement, the Universal Basic Education Act of 2004 established the regulatory for basic education at the federal, state, and local levels by coming up with ad-hoc executive agencies. At the federal level, the UBEC is tasked with monitoring the overall data in basic education implementation and reporting to the President on the development of the UBE programme.

The State Universal Basic Education Board (SUBEB) is accountable for monitoring and evaluating personnel and UBE programme at the state level, while the Local Government Education Authority (LGEA) is responsible for the same at the local level. Furthermore, SBMCs conduct monitoring operations at the school level, but they have not been able to assure their accountability or performance (World Bank Group, 2015).

The quality of teachers is an important determinant of children's learning outcomes and teachers' motivation is a key factor in child learning. Therefore, for Government to achieve a quality of basic education learning outcome about 2 percent of the Consolidated Revenue Fund has been dedicated to funding the UBE programme under the direction of the Universal Basic Education Commission (UBEC). So far, the programme has successfully implemented essential changes such as automatic payment of teachers' salaries, which has shown to be highly efficient in minimizing payment delays and possible leakages (World Bank Group, 2015). However, these faced challenges in developing competent and motivating teachers at the basic education level due to weak or inadequate teachers' incentive schemes.

The current legislative structure for basic education only contains a portion of the essential legal elements for efficient policy implementation, and it has a restricted amount of success and resulted in inadequate budget provision. The existing ad hoc framework has failed to fortify efficiency in operations and ensure reliable and consistent policy implementation at the educational institution level; at the national level, policy orientation and teamwork across states is largely ceremonial instead of substantive, and the local level of government is effectively side-lined from policy implementation (World Bank Group, 2015). Due to a lack of resources and political will, the government's capacity to execute educational policies and practices has been restricted (UNICEF, 2017).

World Bank Group (2015) in its document described governance as institutional effectiveness (both concerning procedures and social progress), responsibility (political, economic, professional, and social), and integrity (in policy action and service delivery on the front lines). On accountability, the federal government used the Lewis and Pettersson (2009) analytical framework in its federal system that connects governance to improved educational outcomes by enabling people to express their opinions, influence policies, enhance delivering

services, monitoring, and increase the accountability of leaders and service employees providers.

Corruption is a bad thing that impacts many aspects of people's life. (Kola, Gana & Olasumbo, 2017). It is an aspect of bad governance. Corruption at all levels of government is hurting the education system, particularly basic education. In a state where corruption is on the increase, good governance is impossible. All these were attributed to the leaders who have no good vision for the nation. They put their ambitions, ethnic and religion first before their nationhood. Despite the significance placed on education policy creation in Nigeria, some obstacles impede the implementation of education policies, which hurts academic performance. Because the insurgent group opposes children going to school, they have disturbed the educational system in North-eastern Nigeria, which has had a significant detrimental impact on basic education since 2009.

Challenges of Insecurity to Implementing Basic Education

Nigeria has had various inter-tribal crises, communal conflicts, religious disturbances, and disputes in the past, which the government was able to resolve with the help of security forces. As such those security challenges were resolved through fruitful dialogue with the parties involved and it had little or no harm to schools, (Emmanuel&Suleman, 2018).But, the ongoing insecurity challenges in Nigeria have disrupted the service delivery in basic education. Through the destruction of school physical infrastructure, and the constant fear of violence, which keeps students and teachers out of classrooms. Most of the schools were attacked and vandalized the facilities provided for teaching and learning which consequently hinder the curriculum delivery. Many basic schools in Borno and the Yobe States have been attacked by insurgents on many occasions; certain basic schools, particularly in Baga communities in the state's northern region, have been closed for two years (BSMOE, 2015).Boko Haram attacked basic schools at Damagun, Damaturu, and Potiskum, all in Yobe state (Human Rights Watch,2015)These attacks on schools left them with dilapidated buildings and absent/inadequacy of school facilities leading to an insecure learning environment. Children's learning is harmed by an unsafe school atmosphere (Akintunde &Selzling-Musa, 2016).

The attackers also set fire on most of the basic schools in the region example the oldest primary school in northeast Nigeria (Yerwa Central Primary School Maiduguri) where about 36 classrooms and offices were set ablaze in September 2010 (Human Rights, 2015).(Ibrahim 2013) said unidentified assailants set fire to Gwange I Primary School in Maiduguri, Borno state, on March 11, 2013, and burned it down. Two days later, unknown assailants allegedly set fire to Gwange III Primary School in the same city. On the night of May 14, 2014, unidentified attackers razed two elementary schools in Shedarki and YelwanDarazo communities in Bauchi state, according to news reports Agence France-Presse (2014). Boko Haram fighters invaded a school in Chikide, Borno state, in November 2014, setting classrooms on fire, killing eleven students and three teachers. In the same raid, they kidnapped many women and children (Human Rights Watch, 2015).

Insecurity leading to scores of deaths of security personnel, political leaders, government workers, students and teachers were not exempted. Eric (2012) stated that not only pupils or students and their teachers at a targeted school were affected but including others. Adesulu (2019) point out that between 2009 and 2018, around 2,295 teachers were murdered and 19,000 others were displaced in Borno, Yobe, and Adamawa States, whereas an estimated 1,500 schools were damaged from 2014, with over 1,280 casualties among teachers and students.

Many school pupils in northern Nigeria have been forced to drop out due to insecurity. Daily Trust (2021) reported that the number of school pupils drop-out is rising across the country, these was attributed to insecurity, poor facilities, poverty and other issues. Example Kaduna and Katsina state, residents believe insecurity is one of the major causes of school dropouts, especially in remote rural areas where banditry assaults are becoming more frequent. In Benue State, Insecurity, caused by herders/farmers attacks and community conflict, is attributed to the high number of out-of-school children. Since Chibok schoolgirls were abducted on April 14, 2014, and the students were scared of being kidnapped, therefore they stayed away from school in the most affected parts of the states (Abdulrasheed et al., 2015). The daily trust has confirmed that insurgency had sent millions of kids out of school in Borno, Yobe and Adamawa states. Bwala (2012) said due to insecurity in Borno State, approximately 85% of school students do not attend school. Insecurity in Nigeria's northern part has hampered the government's basic education strategy in terms of access and quality.

Conclusion

This paper has looked at basic education, good governance & challenges of insecurity in Nigeria. It is believed that basic education when effectively implemented could be profitable and therefore should be properly taken care of. Good governance is essential to high-quality education therefore, good governance ensures management of schools by providing resources for teaching and learning, provision of accountability and transparency, recognizing the feeling of the teachers and students and involving them in the decision on educational policy to achieve educational goals and objectives. The attacks being unleashed on the education sector in Nigeria in general and in the Northeast region, in particular, have shown that the government has failed to adequately protect schools. As a result, the educational sector has suffered setbacks in its operations whereby the achievement of basic education objectives could be a failure.

The Way Forward

For the effective delivery of basic education to attain its noble objectives, the following should be considered:

- a. Install CCTV cameras and deploy sufficient protective guards for schools.
- b. government should from time to time organise security awareness programme for staff, students and host communities for them to improve their commitment to sharing information and intelligence on suspicious persons or activities in their area.

- c. Government should demonstrate good governance in strengthening the management of schools and provide appropriate and adequate educational resources towards the realization of quality teaching and learning of basic education.
- d. Government should rebuild destroyed schools and seek the general public on the need to contribute to the development of schools.
- e. The government in collaboration with other stakeholders should organise a sensitization campaign on the effect of pupils drop-out of school and addresses the way forward.

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