

## Safe School Initiative Programme and Human Security in Nigeria

**Niyi Jacob Ogunode**

*Department of Education, University of Abuja, Nigeria*  
[ogunodejacob@gmail.com](mailto:ogunodejacob@gmail.com)

**Evans Oluwagbamila Ayeni, Ph.D**

*Department of Political Science, Federal University Wukari, Nigeria*  
[ayeni@fuwukari.edu.ng](mailto:ayeni@fuwukari.edu.ng)

**Adebayo Adeniyi Daniel**

*Department of Environmental Sciences, Federal Polytechnic, Ugep, Cross River State, Nigeria*  
[adebayodaniels@fedpolyugep.edu.ng](mailto:adebayodaniels@fedpolyugep.edu.ng)

**Abstract.** This study examines the Safe School Initiative programme and human security in Nigeria. Safe School Initiative was introduced in Nigeria in 2014 to protect students in schools and provide a safe school environment that supports the smooth implementation of teaching and learning in schools. The implementation of the school initiative programme has since commenced in the North-East region of Nigeria. This paper discussed the implementation challenges of the Safe School Initiative programme in Nigeria. The paper employed the documentary research method, while content analysis was the method of data analysis. Therefore, secondary data were collected from both print and online publications. Content analysis was used to analyze the selection of literature for the study. The study revealed that the challenges such as funding shortage, corruption, weak monitoring and evaluation, poor involvement of stakeholders, insecurity problems and lack of political will that affected the implementation of the Safe School Initiative Programme hindered the achievement of human security. Based on the findings of this study, the paper recommends that both federal and state governments should work cooperatively to ensure adequate funding, enhance effective monitoring and evaluation systems, involvement of critical stakeholders and the establishment of community and city policing for the Safe School Initiative. The suggested solution will address security challenges, create a conducive learning environment for students and enhance their human security.

**Keywords:** Safe School Initiative Programme, human security, Nigeria

**Introduction.** Nigeria as a nation has been faced with a lot of insecurity problems for more than three decades now. Gever (2016) posited that Nigeria, the acclaimed giant of Africa, is today faced with a myriad of security challenges that have percolated all facets of her existence. Scholars have argued that the security problem in Nigeria is due to the inability of political authorities to provide people's basic needs which has posed a threat to human security (Ayeni, Sani & Haruna, 2023). The

high level of insecurity in the country has affected virtually every sector; hence education sector is not an exception. Corruption causes poverty and poverty causes insecurity (Muhammed and Ayeni, 2018). From social security to the security of lives and property, the story is the same. The prevailing mindless killings of innocent citizens orchestrated by the Boko Haram sect have become pronounced such that the word “security” or “insecurity” is now synonymous with Boko Haram and bandits.

The insecurity in Nigeria has led to attacks on educational institutions, especially in the Northern part of Nigeria. This insecurity has resulted in the abduction of students from various educational institutions in the region. Students, teachers and school administrators have been kidnapped and killed. For instance, it was reported that there was an abduction of secondary school girls in Chiko in the North-East. The committee found that some school girls from GSCE Chibok were abducted on the 14th of April, 2014 and that during the siege, 119 girls escaped, 276 were abducted while 57 of them managed to escape from the abductors when they were moved through a Zig-Zag route (Adetoyo, 2014). The above development has created serious concern among stakeholders in the education sector. As a result of the prevalence of abduction, Gever (2016) noted that different groups have carried out different protests under the dominant theme of ‘Bring back our girls.’ The campaigns have even gone viral on social media. One popular outcome of the Chibok girls’ abduction is the Safe School initiative. The above development shows that security is absent in Nigerian schools. Scholars like Ayeni and Beji (2018, p. 17) aptly capture what security is all about when they describe security as a state of not being financially, emotionally, psychologically and materially threatened. The role of security is germane for both teachers and students in schools to ensure that people do not develop disaffection in going to school to carry out their day-to-day activities.

This is even as many parts of Nigeria still need to be encouraged to go to schools, as there is still a high level of illiteracy in the country. The above is corroborated by a study conducted by the Africa Coalition on Maternal Newborn and Child Health (2013), the first eleven states with the highest number of out-of-secondary school girl children are from the North. The result showed that Kebbi (northwest) tops the list with 87.1%, Sokoto (northwest) 87.0%, Bauchi (northeast) 86.7% Jigsawa (northwest) 80.7% Yobe (northeast) 77.4%, Zamfara (northeast) 96.8%, Niger (north central) 73.8%, Katsina (north-west) 72.1% Borno (northeast) 70.9% Gumbo (northeast) 67.8% and Kano (north-west) 59.9%. When there are no security challenges and people are not going to school, one can imagine what it will be like when there are security challenges that can prevent people from going to school. Consequent to the security challenges in Nigeria, the Safe School Initiative was launched after the World Economic Forum on Africa (WEFA) in Abuja which took place between the 7th -9th of May 2014. It was launched by a coalition of Nigeria business leaders, former British Prime Minister and United Nations Special Envoy for Education, Mr Gordon Brown and the Global Business Coalition for Education to secure schools in the North-East geopolitical Zone of Nigeria. The coalition after launching it, provided \$10 million, with a request for matching funds from the Nigerian government that was promptly approved by President Goodluck Jonathan. The minister of finance and coordination minister for the Economy, Dr Ngozi Okonjo - Iweala who announced the approval of the \$10 million matching grant by the president barely three days after the request was quoted as saying the initiative would help to ensure the safety of schools to prevent a reoccurrence of the Chibok saga (*Daily Sun* editorial, 2014; Gever, 2016). The essence of the Safe School Initiative Programme is to enhance human security in school. Scholars capture the essence of the above initiative when they noted that, human security requires that people do not lose their lives as a result of the inability of the government to provide those things that are their responsibilities to the people (Ayeni, Andeshi, & Uzoigwe, 2022). Safe School Initiative is premised on the need to ensure that there is no threat to

human lives.

The initiative hopes to build community security groups, to promote safe zones for education, consisting of teachers, parents, the police, community leaders and young people themselves to have long-term physical protection of school, provision of school guards and police partnership with Nigerian authorities, training state school safety officers and provision of communication tools and school counsellors. The initiators of the project equally hope that it will help schools create security plans and work with the government to develop a rapid response system so that response units are put in place to briskly repair, rebuild or replace destroyed education materials. Also, the project intends to present a plan for the international community to partner with Nigeria on school expansion and improvement of their security to get the nation's out-of-school children back to school (*Daily Sun* editorial, 2014; Gever, 2016). Another intended benefit of the Safe School Initiative is to ensure economic development.

Consequent to the above, scholars have posited that the absence of an educated population is one of the missing links why developing countries like Nigeria find it difficult to achieve economic development (Ayeni, Abdullahi, Andeshi, 2021). Consequently, the essence of the Safe School Initiative is to make education achieve one of its cardinal roles, which is to achieve economic development. The Safe School Initiative, though, began as a private initiative; the Federal Government of Nigeria seems to have taken a leading role. For instance, the government through the minister of finance and coordinating minister of the economy was on November 7, 2014, quoted thus: The steering committee is a very comprehensive one, but today is very important because we are ready to start implementation of the first component of the safe schools initiatives. The components involve the transfer of students from the three states under emergency rules who want to study in other parts of the country. It is a purely voluntary programme (Ugwu 2014; Gever, 2016). It is important to analyse the concept, rationale and benefits of the Safe School Initiative programme in Nigeria and to critically look at the implementation challenges of the programme with the view to suggesting measures to aid the implementation of the programme in Nigeria.

The objective of this study is to interrogate the Safe School Initiative Programme and Human security in Nigeria.

The study intends to provide an answer to the question that says; how has the Safe School Initiative Programme enhanced human security in Nigeria?

## **Conceptual Clarification of Terms**

### **Safe School Initiative Programme**

In simple terms, the Safe School Initiative is an intervention aimed at ensuring that every child is offered a safe place to learn, play and realize their full potential, especially for children in emergencies and conflict. In essence, the intervention is to protect Nigeria children in schools from the insurgent attacks in the form of kidnapping, hostage taking, rape and outright killing by the hoodlums. Safe schools offer supervision, services and teaching to save children's lives in the short term and help them develop in the long term. Safe school initiative was borne out of a series of research, campaigns and programmatic activities in collaboration between Their World and the Global Business Coalition for Education to institutionalize safe schools and learning environments in times of conflict and emergencies (Their World, 2018; Manjo, 2024).

Manjo (n.d) cited Chester (2015), who observed the Safe Schools Initiative as a response to children

and schools affected by militants in the North Eastern states of Nigeria. The safe school initiative entails a combination of the transfer of secondary students to other states; support to education in internally displaced persons camps; and pilot safe schools models including community mobilization. The management of safe school initiatives in schools in Nigeria involves a synergy approach between the school authority, community members, parents, government and other stakeholders in the school system. The safe school initiative also involves a combination of three main management approaches i.e. school-based interventions, community-based interventions to protect schools and special protection measures for some risk populations. Nigeria's minimum standard for safe school defines safe school as a system that promotes the protection of students from violence, exposure to weapons and threats, theft, bullying and the sales or use of illicit substances on school grounds. It further defines school safety as school and school-related activities in which learners are safe from violence, bullying, harassment and substance use (NMS, 2021).

From the above, the Safe School Initiative programme can be viewed as a programme designed for school (education) sustainability in Nigeria. It is a programme to provide a safe school environment to support the smooth implementation of teaching and learning in the schools. Safe School Initiative programme is an organized and planned educational programme to solve the problem of insecurity in educational institutions across Nigeria, especially in North-east Nigeria. Safe school initiative programme is a programme designed and formulated to provide a safe school environment for teachers, students and school administrators and to support them to carry out the task of teaching, learning and provision of academic services. Safe School Initiative programme is a special programme with the aims of protecting students from violence, bullying, harassment, kidnapping, and exposure to weapons and threats and guaranteeing a peaceful environment for the implementation of teaching and learning.

### **Human security**

There are different definitions of human security based on the background and experiences of scholars. According to Homolar (2015), human security is a phenomenon intended to solve causes of human vulnerability like violent conflict, resource deprivation, human rights violations and environmental change among others. The above observation shows that human security is a concept that is projected to address the causes of violent conflict and human rights violations among others. The abduction of school students for instance can be categorised under violent conflict because it requires the use of force and weapons before victims of abduction can surrender to go with people who engage in such an act. Human security is designed to reawaken the government on the need to carry out their responsibility of protecting lives and properties in addition to providing a conducive environment that will enable people to address their human needs. Another definition that is related to the above is the one given by Ayeni, Andeshi and Uzoigwe (2022), human security requires that people do not suffer loss as a result of the inability of the government to provide those things that are their responsibilities to the people. This study adopts this definition because the independence variable, Safe School Initiative Programme is intended to ensure that parents, guardians and stakeholders of schools do not suffer losses that may arise from the abduction of students or even, the killing of some students by insurgency or militancy groups like Boko Haram and bandits among others.

### **Literature Review**

#### **Safe School Initiative Programme and Human Security in Nigeria**

Before the launch of SSI, schools in Nigeria were soft targets of Boko Haram and bandits. Children

are one of the most vulnerable groups in conflict-prone areas of the North. Since 2009, the prevailing security situation across the country remains uncertain, especially in the Northern part of Nigeria and pockets of insecurity are prevalent across other parts of the country with the abduction of students gradually becoming a norm and a weapon of war or negotiations. Since 2009, Nigeria has witnessed an unprecedented level of insecurity that is of significant concern because it affects children, parents, teachers, communities, the general population, and more importantly, the education sector. It has therefore been noted that for a country like Nigeria to attain the Sustainable Development Goal; four inequalities must be bridged (Manjo, 2024). This bridge can only be achieved in Education when teaching and learning can happen in a safe and protective learning environment. The achievement of a safe learning and teaching environment where there is the absence of fear of forceful abduction of schools is the ideal situation that human security is all about. The above is validated by scholars who argue that human security is the right of people to live in freedom and dignity, free from fear and want (Shani, 2017).

### **Benefits of the Safe School Initiative Programme**

The benefits of the Safe School Initiative Programme include the following;

1. Provision of safe school environment;
2. Ensure smooth implementation of educational services;
3. Guarantee completion of educational system;
4. Reduction in educational wastage such as school closure;
5. Support achievement of educational objectives;
6. Promote students' academic achievement and outcome;
7. Provide a healthy and stress-free learning and teaching environment for both teachers and students;
8. Support implementation of teaching and learning programme;
9. Support the execution of extra-curriculum activities in schools; and
10. Ensure effective school administration and management.

The essence of the Safe School Initiative Programme is to achieve human security for students, teachers, and other stakeholders of Schools. It should be noted that the human security that the Safe School Initiative Programme strive for is yet to be achieved by the larger society where Nigerian schools exist.

### **Theoretical Framework**

This study employed social role theory. Role theory was propounded by Ralf Dahrendorf, Robert K Merton and Gorge Herbert Mead in 1956. A social role refers to the behaviours and responsibilities expected of individuals in society. In terms of gender, social roles prescribe certain behaviours to men and women. Role theory is the theory that an individual's behaviour is the performance of roles that are organized into categories defined by society. Individuals aim to meet these roles, which encompass certain expectations, responsibilities, and behaviours (S.M 2022).

The implication of this theory to this paper is that the Safe School Initiative involves many stakeholders such as the government, non-governmental organisations, private institutions, students and parents. Each of the stakeholders has a unique role to play in the realization of the objectives of the initiative. It is expected that in the implementation of the Safe School Initiative, every stakeholder should identify their roles and play them as planned and expected.

### **Methodology**

This paper is a position paper. The paper adopted content analysis to select literature for the study. It is a documentary research-inclined paper that uses secondary sources of data from abstracts, books, journals, newspapers, case study reports and archival records that were sourced from online and print

resources. The large volume of published literature on this subject informs the need to employ the documentary research method, rather than the qualitative research method which is suitable for studying individuals, groups or organisations as a unit of analysis (Ayeni, Saman, & Sani, 2019).

## **Result and Discussion**

### **Safe School Initiative Programme and Human Security**

There are many challenges facing the implementation of the Safe School Initiative programme in Nigeria. The following are the challenges facing the implementation of the Safe School Initiative Programme, thereby making it difficult to achieve human security:

#### ***Funding shortage***

Money is the lifeblood of every organisation or society (Ayeni, 2017). Shortage of funds/money is a major problem that affects the implementation of the Safe School Initiative Programme (SSIP) in Nigeria. Though a lot of funds were provided and donated by international partners, those funds are not adequate to implement the programme across the affected states. UNICEF (2017) observed that one of the problems facing programme implementation in Nigeria is poor funding. Ogunode and Abubakar (2021) lamented that the Nigerian government in the past have initiated a lot of educational programmes and policies with other international institutions but those programmes have been poorly implemented due to poor funding plans. Ogunode, Olowonefa, Jegede & Musa (2022) concluded that one of the factors that affected the implementation of the Safe School Initiative programme in Nigeria is poor funding. Funding is critical in the implementation of programmes and policies in Nigeria. In addition to the above, poor budgetary allocation into the programme and educational policies has hampered the effective implementation of programmes and policies (Ogunode & Ahaotu 2020; Ogundele, & Ogundele 2021). This poor implementation of the programme is almost becoming a norm in Nigerian society, a development that is making people more vulnerable in meeting their human needs, thereby posing a challenge to human security.

#### ***Corruption***

Corruption has almost been accepted by people as a way of life (Ayeni, Tusayi, Joseph & Obatayo, 2018). Thus, corruption has penetrated almost all the public institutions in Nigeria. Corruption is almost the second name of political officeholders in Nigeria (Muhammed, & Ayeni, 2018, p. 322). Corruption is another factor hindering the effective implementation of the Safe School Initiative programme in Nigeria. The high level of corruption is affecting the delivery of social goods and educational services to the citizens. Nwafor, Uchendu & Akani (2015); Ololube, (2016); Osunyikanmi (2018) and Ogunode and Josiah, Ajape (2021) maintained that corruption practices in Nigeria institutions responsible for the implementation of the Safe School Initiative programme in Nigeria affected its smooth implementation in the selected states of the federation. Funds released for the execution of the programme were mismanaged and looted by some officials and political factors in governments. This is why scholars have argued that corruption poses a challenge to the well-being and sustainable peace of Nigerians (Ayeni & Sani, 2021). In 2020, Transparency International maintained in their annual report that 66 per cent of the money the Nigerian government allocate to education is stolen by corrupt officials. According to the report, corruption is commonplace in education systems across the Economic Community of West African States (ECOWAS (Premium Times, 2020). UNESCO (2014) reports on *Teaching and Learning: Achieving Quality for All* shows that Nigeria is among the 37 countries that are losing money spent on education because children are not learning. UNESCO disclosed that the menace is already costing governments USD 129 billion a year. The above is corroborated by scholars who submitted that corruption in Nigeria has been a source of worry and concern as it affects the national economy (Amaechi, Ayeni, & Madu, 2019).

Corruption affects government programmes, and this subsequently affects the economy which is supposed to make people better off to enhance their human security.

Despite the money being spent, the rejuvenation of primary education is not so soon because of poor-quality education that cannot ensure that children learn (NEEDS, 2014). This development has affected access to education, which is expected to empower people to enable them to provide for their basic needs (Ayeni, Sani, Idris, & Uzoigwe, 2019). Socio-Economic Rights and Accountability Project (2021) as reported by Punch urged the President, Major General Muhammadu Buhari (retd.), to “direct the Attorney General of the Federation and Minister of Justice Mr Abubakar Malami, SAN, and appropriate anti-corruption agencies to investigate allegations that \$30m safe school fund is missing, mismanaged or diverted, and to bring to justice anyone suspected to be involved, as well as recover any missing money.” SERAP urged him to “direct Mr Malami and appropriate anti-corruption agencies to investigate why the Safe Schools Initiative, established to bolster security at schools in response to the abduction of the Chibok schoolgirls has failed to stop frequent abductions of students, and to ensure the safety and security of Nigerian children in schools across the country. SERAP also urged him to “ask the United Nations Special Envoy for Global Education, Mr Gordon Brown to wait for the outcome of any investigation into the spending of the \$30m initially budgeted for the Safe School Initiative programme before leading the international community and donors to push for more funds for the programme (Punch, 2021). The prevalence of corruption in Nigeria has reached a level that scholars have submitted that governments at various levels in Nigeria are corrupt, they can no longer provide basic social amenities for citizens to enjoy (Ayeni, Tusayi, Joseph & Obatayo, 2018). One can now understand the reason why the government is in the habit of defaulting in the implementation of programmes they initiated, looking at the non-implementation of infrastructural facilities as expected. With the above action of the government, using the Safe School Initiative Programme to achieve human security might be an uphill task.

### ***Weak monitoring and evaluation***

Everywhere in the world, the role of monitoring and evaluation cannot be overemphasised. Ogunode, Samuel, Audu & Pajo (2020) noted that effective implementation of monitoring and evaluation programmes helps to reduce wastage, mismanagement and misappropriation in the institutions. UNICEF (2017) submitted that when the monitoring and evaluation of a programme or project is weak it gives room for ineffectiveness and resource wastage in the system. Having explained the consequences of weak monitoring and evaluation, UNESCO (2014) and Ogunode, and Akimki (2023) opined that the Nigerian educational system is where it is today because of the inability of the various governments to design and implement effective monitoring and evaluation for the resources allocated to the education sector. The above observation implies that there are weak monitoring and evaluation activities of the government. Ogunode, Johnson and Olatunde-Aiyedun (2022) concluded that the poor implementation of the Safe School Initiative programme in Nigeria can be linked to a weak monitoring and evaluation system

Weak monitoring and evaluation system designed and formulated for the implementation of the Safe School Initiative programme in Nigeria is very weak and this has contributed to the poor implementation of the Safe School Initiative programme in Nigeria. The above development has been attributed to the inability of the governance system or structure to perform its roles which is hurting the educational system (Ogunode, Ayeni, & Olorundare, 2024; Ayeni & Nwaorgu, 2018). The above development has negative implications for human security that the Safe School Initiative Programme intends to achieve. The above is supported by the view of scholars who argue that when a structure like a government fails to perform its expected role, there are bound to be negative consequences (Ayeni & Nwaorgu, 2018; Joseph, Cinjel & Ayeni, 2017). Failure to ensure the security of lives and

properties in Nigeria society has negative consequences for the aspiration of the Safe School Initiative programme that is intended to achieve human security in the schools.

### ***Poor involvement of stakeholders***

The poor involvement of stakeholders in the implementation and management of the Safe School Initiative programme in Nigeria is another factor that has affected the implementation of the programme. A scholar has tried to link poor implementation to the quality of leadership by arguing that, the quality of leadership is the bedrock of development in every country of the world (Ayeni, 2018). Effective leadership ensures the effective implementation of projects and policies. For stakeholders in the implementation process, Ogunode, Ayoko, and Orifah, (2022) viewed stakeholders as a collection of different individuals or groups of individuals that shared one common interest in the community development and the various institutions they belong in. Stakeholders are important units in the implementation of government programmes and policies. Stakeholders ensure the execution of policies and programmes that affect them. According to Lee (2021), stakeholders reduce the emphasis from the entire community to individuals in the community who have vested enthusiasm for what is happening in education and those who are affected by policies in education. These are people who are involved in the process of achieving educational goals. Those who participate in the process of achieving educational goals and objectives of education are known as the stakeholders'. They are people whose concern is for the progress of the institution (Oduwaiye, & Famaye, 2023). Unfortunately, most government programmes and policies are designed and formulated without the contributions of the critical stakeholders involved in them. Most times, it is after all the processes are completed that the stakeholders are informed. The inability of the government at all levels to involve the stakeholders in the implementation of programmes and policies has led to the failure of many laudable programmes and policies that are supposed to have impacted positively on the lives of the citizens. Oduwaiye, et al 2023 and Ogunode, et al (2022) attributed poor stakeholders' participation in government policies and programmes as responsible for the failure of many programmes like the Safe School Initiative programme to have been poorly implemented. The failure of government programmes, especially safe school initiative programmes poses a challenge to the achievement of human security.

### ***Insecurity problems***

Insecurity problems also contributed to the poor implementation of the Safe School Initiative programme in Nigeria. This insecurity that has contributed negatively to the Safe School Initiative has been linked to the inability of the ruling elite to provide social amenities and a good welfare package, rather than stomach infrastructure that cannot bring about sustainable development (Ayeni, Tusayi, Joseph & Obatayo, 2018). Insecurity in North-East Nigeria where the Safe School Initiative programme was designed to be implemented was seriously affected by insecurity problems during the time of the implementation of the Safe School Initiative programme. Ogunode & Ukozor (2022a); Ogunode, & Ahaotu, (2021); Manga, S. D. (2019) reported that serious attacks from the Boko haram members in the states of North-East Nigeria during the execution of the safe school initiative programme in the region pose a threat to human security. Not only that, Ogunode. Ahaotu and Obi (2021) and Sadiq, Ahmadu, Yaba, Saidu, Oloyede, Bashir, Okeke, Ibrahim (2021) and Manga, (2020) concluded that insecurity in Northeastern Nigerian had led to the suspension of programmes, destruction of facilities, killing of teachers, students, kidnapping of people and school closure. The insecurity challenge has been linked to the failure of the governance structure to perform its function optimally (Joseph, Cinjel & Ayeni, 2017; Ogunode, Ayeni, & Olorundare, 2024; Ayeni & Nwaorgu, 2018). The inability of the government to protect lives and properties, which is their primary responsibility has posed a serious challenge to human security. The above is aptly captured by

scholars who argued that lack of freedom from fear is a great challenge to human security" (Ayeni, Andeshi, & Uzoigwe, 2022). The achievement of human security through a safe school initiative programme or any other programme becomes an uphill task when there is an insecurity challenge in the Nigeria society where Nigerian schools operate.

### **Lack of Political Will**

Lack of political will to implement the Safe School Initiative (SSI) programme as designed by the government, private sector and international communities in the states and local government councils is a very big problem that has affected the implementation of Safe School Initiative (SSI) programme in Nigeria (Ogunode, et al 2022). Ogunode & Adah (2020) observed that the lack of political will to implement the educational policies in Nigeria is another problem facing the implementation of educational policies in Nigeria. Scholars have attributed the lack of political will by the ruling elite to implement educational policy when they posited that "political officeholders do not have faith in the growth of Nigeria, but for the faith of looting her resources" (Muhammed, & Ayeni, 2018, p. 318).

### **Discussion of Findings**

The study revealed that the challenges such as funding shortage, corruption, weak monitoring and evaluation, poor involvement of stakeholders, insecurity problems and lack of political will that affected the implementation of the Safe School Initiative Programme hindered the achievement of human security. The findings of this study correlate with the findings of the research carried out by Ayeni, Andeshi, & Uzoigwe (2022), titled, Misappropriation of Capital Budget and the Challenges of Human Security in Nigeria, 2015-2022. The research found that misappropriation has placed political officeholders and public bureaucrats to put members of the public in a state of poor human security. What the above observation entails was that the roles played by government or actors of governance made human security an uphill task to achieve.

### **Conclusion and Recommendation**

The study has been able to examine the Safe School Initiative programme and human security in Nigeria. The study concluded that the challenges that hinder the implementation of the Safe School Initiative Programme from achieving human security include; funding shortage, corruption, weak monitoring and evaluation, poor involvement of stakeholders, insecurity problems and lack of political will.

Based on the findings of this study, the paper recommends that both federal and state governments should work cooperatively to ensure adequate funding, enhance effective monitoring and evaluation systems, involvement of critical stakeholders and the establishment of community and city policing for the Safe School Initiative Programme. The suggested solution will address security challenges, create a conducive learning environment for students and enhance their human security.

### **References:**

1. Adedire, S.A., Ake, M., & Olowojolu, O. (2016). Combating Terrorism and Insurgency in Nigeria: An International Collaboration against Boko Haram. *Journal of Management and Social Sciences*. 5(1), 67-74. <http://eprints.lmu.edu.ng>
2. Adetoyo, O. (2014). 219 Chibok school girls still missing-FG panel. *Punch* online [www.punchng.com](http://www.punchng.com)
3. Amaechi, O.C., Ayeni, E. O., & Madu, C.P. (2019). The prismatic sala model and its relevance to Nigeria's Public Administrative system. *Coal City University Journal of Humanities*, 1 (1), 113-122.
4. Ayeni, E. O. (2017). Revenue generation and physical infrastructure in Lagos State, 2011-2015.

5. Ayeni, E. O. (2018). Federalism in the USA: Lesson for Nigeria. *Review of Public Administration and Management (ROPAM)*, 7 (13), 92-99
6. Ayeni, E. O., & Beji, B. G. (2018). Security implication of infrastructural development in Nigeria: 2010-2015. *Review of Public Administration and Management (ROPAM)*, 7(14), 15-24.
7. Ayeni, E. O., & Nwaorgu, H. C. (2018). Corruption and national development in the Nigeria Fourth Republic. *Lafia Journal of History and International Development*, 1 (2), 83-100.
8. Ayeni, E. O., & Sani, K (2021). Democratic governance and the challenges of peacebuilding in Nigeria, 2011-2020. *Jalingo Journal of Peace Science and Conflict Management*, 1(1), 149-159.
9. Ayeni, E. O., Saman, U. P., & Sani, K. (2019). Facts and fiction in positivism and neo-positivism. *Research on Humanities and Social Sciences*, 9(4), 21-33. DOI: 10.7176/RHSS/9-4-03.
10. Ayeni, E. O., Sani, K., Idris, A., & Uzoigwe, M.O. (2019). Stomach infrastructure and politics of redistribution in Africa: a study of N-power and vote-buying in Nigeria (2014-2019). *Unilorin Journal of Administration and Development*, 5(2), 54-61.
11. Ayeni, E. O., Tusayi, Z.T., Joseph, D., & Obatayo, O. T (2018). Failure of Democracy in the Nigeria Fourth Republic: 1999-2016. *FUWGESTJ: Journal of the General Studies Unit, Federal University Wukari*, 2 (1), 120-127.
12. Ayeni, E.O., Abdullahi, N.A., & Andeshi, C.A. (2021). Economic growth and economic development in Canada: Lesson for Nigeria. *Journal of the Management Sciences (JOMAS)*, 57 (1), 38-47.
13. Ayeni, E.O., Andeshi, C.A., & Uzoigwe, M. O. (2022). Misappropriation of capital budget and the challenges of human security in Nigeria, 2015-2022. *Traditional Journal of Law and Social Sciences*, 1(2), 262-273. Available at <http://traditionaljournaloflaw.com/journal>
14. Ayeni, E.O., Sani, K., & Haruna, N (2023). Poor governance and the challenges of human security in Wukari Local Government area of Taraba State (2015-2021). *Zamfara Journal of Politics & Development*, 4 (2), 133-144.
15. Chester, S. (2015). *Introducing the safe schools initiative in Nigeria*. Retrieved from [www.icn.pascalobservatory.org](http://www.icn.pascalobservatory.org)
16. Editorial (2014). The Safe School Initiative. *Daily Sun*. [www.sunneswonline.com](http://www.sunneswonline.com)
17. Gever, C. V. (2016). Questioning the safe school initiative and making a case for a safe Nigeria model: the media as the nucleus. *Sokoto Journal of the Social Sciences*. 6(1), 1-15
18. Global Coalition to Protect Education from Attack (GCPEA) (2022). The Safe Schools Declaration <https://ssd.protectingeducation.org>
19. Global Coalition to Protect Education from Attack (2022). *The Safe Schools Declaration: An inter-governmental political commitment to protect students, teachers, schools, and universities from the worst effects of armed conflict*. <https://ssd.protectingeducation.org/>
20. Idris, O. N. (2018). School safe initiative and challenges. [www.schoolsafe/initiative/challenges.com](http://www.schoolsafe/initiative/challenges.com)
21. Ihekoronye, E. O., & Opara, J. C. (2021). Safe school initiative: a necessary tool for promoting safe and secure children's access to basic education in Nigeria in the 21st century. *BSUJEM*, 3 (1), 1-8
22. Joseph, D., Cinjel, D. N., & Ayeni, E. O. (2017). Political party rivalry and the growth of insecurity of democracy in Nigeria (2010-2016). *Wukari Journal of Public Sector Management*, 1 (1), 293-311.
23. Manjo, Y. G. (2024). Examining the administrative structure and implementation approach of a safe school initiative in Nigeria. *Journal of Political Discourse*, 2(1 (2), 212-220.

24. Manga, S. D. (2020) Relationship between Adequacy of School Security Equipment and Sustainable Development in Tertiary Educational Institutions in Kebbi State, Nigeria: *Implications for Educational Managers*. *International Scientific Journals IJEISR* (2020) 4(1). <https://int-scientific-journals.com>
25. Manga, S. D. (2019). Assessment of causes and forms of insecurity in educational institutions in Kebbi State: implications for school administration. *International Journal of Current Research*, 11, (10), 7676-7680. <https://doi.org/10.24941/ijcr.36722.10.2019>
26. Muhammed, I. B., & Ayeni, E. O. (2018). Political leadership in Nigeria: Our National Anthem and National Pledge. *In Africology: The Journal of Pan African Studies*, 12 (1), 310-324
27. NMS (2921). *National Minimum Standards for Safe Schools 2021*
28. NPSSVFSN (2021). National Policy on Safety, Security and Violence Free Schools in Nigeria (NPSSVFSN) 2021
29. Nwafor, N. E. Uchendu, E. E., & Akani, C. O. (2015) Need for adequate funding in the Administration of Secondary Education in Nigeria. *Global Journal of Educational Research* (14), 119-124
30. Oduwaiye, R. O., & Famaye, E. O. (2023) Participation of Education Stakeholders in Policy Transformation in Nigerian Higher Education. *Journal of Curriculum and Instruction*, 14(1), 188-187
31. Ogunode, N. J., Ayeni, E. O., & Olorundare, A. S. (2024). Roles of Tertiary Institutions in Curbing Banditry, Kidnapping and Terrorism in Nigeria. *International Journal of Sharia Economics and Financial Literacy*, 1(1), 19-28.
32. Ogunode, J. O., Samuel, A. & Pajo (2020) Monitoring and Evaluation Of Education In Nigeria: Challenges And Ways Forwards. *Middle European Scientific Bulletin*, (5), 34-40
33. Ogunode, N. J., Ayoko, V. O., & Orifah, F. T. (2022). Stakeholders Participation in University Administration in Nigeria: Challenges and Way Forward. *European Multidisciplinary Journal of Modern Science* (19), 43-54
34. Ogunode, N. J., & Akimki, I. M. (2023). Addressing Challenges Facing Educational Institutions (Parastatals, Boards and Commissions) for Sustainable Educational Administration in Nigeria. *World of Science: Journal on Modern Research Methodologies* 2(1), 1.13.
35. Ogunode, N. J., Olowonefe. A. J., Jegede. J., & Musa, A. (2022). Safe School Initiative (SSI) in Nigeria: Challenges of Implementation and Way Forward. *International Journal Of Inclusive and Sustainable Education*, 1(2), 14–19. <https://interpublishing.com/index.php/IJISE/article/view/81>
36. Ogunode N. J., & Josiah, H.F., Ajape, T. S. (2021). Effects of Corruption on Public Universities Administration in Nigeria. *Journal educational discoveries and lifelong*. 2(7), 5-18
37. Ogunode, N. J., Johnson A. G & Olatunde-Aiyedun, T.G. (2022). Education Crisis in Nigeria and Way Forward. Kresna Social Science and Humanities Research. *Proceedings of the International Conference on Sustainable Development: Problems, Analysis and Prospects*.33-37
38. Ogunode, N.J. & Ahaotu, G. N. (2020) Challenges Facing the Implementation of Teacher-Students Ratio Policy in Nigerian Educational System and the Ways Forward. *International Journal on Integrated Education*, 3 (IX), 189-197.
39. Ogunode, N.J., Chijindu, O. E., & Jegede, D. (2022). Provision of Education Services for Internally Displaced Persons in IDPs Camps in Nigeria: Challenges and Way Forward. *International Journal on Integrated Education*. 5(5), 14-22.

40. Ogunode, N. J., Abubakar, M. (2021). National Home Grown School Feeding Programme (NHGSFP) in Nigeria: Achievement, Problems of Implementation and way Forward. *Pindus Journal of Culture, Literature, and ELT*. 8, 25-32
41. Ogunode N. J., & Ukozor, C. U. (2022a). Insecurity Challenges and Higher Education in Nigeria. *Best Journal of Innovation In Science, Research And Development*, 2 (5), 61-78
42. Ogunode, N. J., & Ahaotu, G. N. (2021). The effects of incessant closure of schools on school administration in Northern Nigeria. *International Journal of Innovative Analyses and Emerging Technology* 1(4), 98-103 22.
43. Ogunode, N. J., Ahaotu G. N., & Obi-E, U. (2021). Effects of insecurity on school administration in Nigeria. *Middle European Scientific Bulletin*, 13, 94-102.
44. Ogundele, M., & Ogundele, A. (2021). Managing Safe School Initiatives for Sustainability and National Security of Nigerian Education. *Sapientia Global Journal of Arts, Humanities and Development Studies*. 4(2):68-74.
45. Ololube, N. P. (2016). Education fund misappropriation and mismanagement and the provision of quality higher education in Nigeria. *International Journal of Scientific Research in Education*, 9(4), 333-349.
46. Osunyikanmi, A. F. (2018). Prioritizing Quality Education in Nigeria: a Commitment to Sustainable Development Goals. *International Journal of Advanced Studies in Economics and Public Sector Management*. 6, (2), 10]
47. Punch (2021). Abductions and lack of funds hamper safe school initiatives. *Punch* <https://punchng.com/abductions- lack-of-funds-hamper-safe-school-initiative/?amp>
48. Punch (2021). Probe missing \$30m safe school fund, SERAP tells Buhari. *Punch* <https://punchng.com/probe-missing-30m-safe-school-fund-serap-tells-buhari/>
49. Premium Times (2020) More than half of Nigeria's education budget was lost to corruption. *Premium Times*. <https://www.premiumtimesng.com/news/top-news/330104-more-than-half-of-nigerias-education-budget-lost-to-corruption-transparency-international.html>
50. Sadiq, L., Ahmadu, S. M., Yaba, M.I., Saidu, I., Oloyede, C. A., Bashir M., Okeke, J. M., & Ibrahim H. (2021). *School abduction endangers Education in the North*. Daily Trust Newspaper, 28/07/2021 from <https://dailytrust.com/school-abductions-endanger-education-in-north>
51. Shaba, C. (2015). *The Safe School Initiative (SSI) in Nigeria* <http://lcn.pascalobservatory.org/pascalnow/blogentry/associate-features/introducing-safe-schools-initiative-ssi-Nigeria>
52. S.M. (2022). *Role theory*. <https://study.com/academy/lesson/eaglys-social-role-theory-of-gender-differences-definition-lesson-quiz.html>
53. Their World (2018). *Safe school initiative*. Retrieved from [www.theirworld.org](http://www.theirworld.org)
54. Uloko, F. O., & James, E. A. (2022). Safe School Practices and Education Administrators: A Review of Borno State Conflict Context. *International Journal of Arts and Social Science* 5(6), 85-97
55. Ugwu, R. (2014 November 7). Safe school initiative: FG announces N435 in take-off Fund. *Daily Sun*. Retrieved from [www.sunnewsonline.com](http://www.sunnewsonline.com)
56. UNESCO (2014). *Teaching and Learning: Achieving Quality for all*. 11th EFA Global Monitoring Report. UNESCO Press.