The Need to Design and Implement an Interactive Information System to Manage Security Crisis in Insurgency Prone North-East Region of Nigeria: The Case of the Abducted Chibok Girls

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Abstract: **This paper examines the need to design and implement an interactive information system to manage the security crisis in insurgency prone North-Eastern of Nigeria. The geographical scope is Adamawa North Senatorial Zone, which includes selected Local Government Areas (LGAs) with high rate of Boko haram attacks. These LGAs are: Mubi North, Mubi South, Maiha, Michika and Magdagali Local Government of Adamawa State. The questionnaire administered contain 21 items as designed by the researcher. The questionnaire was administered to four hundred (400) respondents from forty (40) schools out of one hundred and seventy one (171) schools in the selected Local Government Areas. The results revealed that a large chunk of the respondents were of the opinion that the current security system has lapses hence the need to design and incorporate an interactive information system that would swiftly manage and mitigate the insecurity situation in our school.**
Based on the findings, recommendations were made which include giving special attention by Government to schools and more importantly introducing information systems that would effectively manage security crisis.

Keywords: **Boko Haram, Insurgency, Information system, School insecurity.**

1. BACKGROUND

Nigeria has witnessed insurgency from this terrorist group called Boko Haram from 2009. Since 2010, Boko haram has targeted schools, killing hundreds of students. Schools, teachers and students have come under increased attacks under insurgency in Northeastern Nigerian with teachers and students often becoming victims of adduction, kidnapping and rape. A spokesperson for the group said such attacks would continue as long as the Nigeria government continues to interfare with traditional Islamic education. 10,000 Nigerian children have been unable to attend school as a result of insecurity.

Mohammed Yusuf founded the Sect that become known as Boko Haram in 2002 in Maiduguri, the capital of North-Easten State of Borno. He established a religions complex and school that attracted poor Muslim families from across Nigeria and Neighboring countries. The center had the political goal of creating an Islamic State, and became a recruiting

ground for jihadist, by denouncing the police   and state corruption. Yusuf attracted followers from unemployed youths (Wikipedia, 2015)

In March 2012, some twelve public schools in Maiduguri were burned down during the night, with as many as 10,000 students forced out of school. Three allege members of Boko Haram were killed while trying to set fire to a school (Walker, 2012) in another area of the State, more than 29 students and a teacher were killed after a gunmen attack a boarding school of Baga community in Borno State as well as 42 students and other staff of Government Secondary School, Mamud, Yobe State, leading to the closure of all schools in the state (Global Post, 2013).

In July 2013, a school dormitory was doused in petrol and set ablaze in North East of Yobe State. Those trying to flee the flames were shot. The attack left 46 death, mostly students. Integrated regional information network (IRIN) based in Kano State hinted that around 15,000 children in Borno state, North-east Nigeria have stopped classes since February 2013 which they have their source from Borno State Ministry of Education. Most of the children are in secondary schools while more than 50 of 175 State schools have been destroyed (IRIN, 2013).

April 2014, a group of militant attacked the Government Girls Secondary School in Chibok, Borno State of Nigeria. They broke into the school pretending to be guards, telling the girls to get out and come with them. A large number of students were taken away in trucks. The school had been closed for a long time prior to the attack due to the deteriorating security situation. A similar attack in Algeria leading to the kidnapping of girls in the 1990s and early 2000s (Hill, 2014).

Since the last four years, there has been a dramatic twist on the wave, dynamics and sophistication of insecurity in Nigeria. Insecurity which used to be one of the lowest concerns in the hierarchy of Nigeria's social problem has now assumed on alarming proportion. The frequent occurrence of bomb explosions, orchestrated by the acclaimed religions extremism in the Northern part of Nigerian has assumed a worrisome dimension. According to Musa (2015) An estimated number of about 2000 lives had been lost to bomb explosion from 2010 till date in some secondary schools in northeast region of Nigeria. According to security information released by Crime Guard, a security monitoring group, between March, 2012 and December, 2014. Theere were a total 153 successful explosions in secondary schools in northeast which claims many lives. The heartless, incessant attacks on schools should serve as a tipping point for school security policy.

Most parents trust the education enterprise to teach their children in a safe environment. The expectation of safety is a significant burden for school heads, parents and students. Security crisis management in secondary schools in the North-Eastern part of Nigeria is a growing concern. The cases of student unrests have been on the rise especially over the recent years that the country is facing security challenges owing to insurgency in the northeastern part of the country, violent and destructive tendencies are in the increase, especially among the school age youth.

Since the Columbia High School shootings in 1999 and the terrorist attacks on World Trade Center and Pentagon on September 11, 2011, the United State government has put together several resources to help administrators and security personnel at the nation's schools and universities to ensure that schools remain vigilant about the safety of students, staff, and facilities, and are prepared for terrorist threats, violence, and other catastrophes (Kennedy, 2004). Living in a time where scarily crisis situations seems to be more common and mostly attacks on school's in North – Eastern insurgency prone area by Boko Haram have created a sense of growing concern in the country's ability to protect and provide accurate security measures for Nigerians.

In Middle Eastern countries such as Iran and Palestine focus has been on attacks on educators as well as how wars can stop children from getting an education (O'Malley, 2007). For examples countries like Afghanistan and Palestine statistics have recounted numbers of teachers and students killed as a result of violent conflict and abduction (Human Right Watch, 2006).

In North America and Europe the interest in schools and insecurity has mostly been directed at war-torn country like Afghanistan, Colombia, Democratic Republic in Congo, Sudan and Iraq. In these countries O' Malley write "schools are places that are supposed be safe for children have now become increasingly the prime target of attacks by armed parties" (O'Malley, 2007).

A research work carried out by Cheatel on an analysis of secondary schools security crisis management preparedness, he pointed out that failure to prepare for a security crisis leads to failure to effectively manage the unpredictability of such situation requiring immediate response (Keneg,2004). No matter how bad insecurity has affected our schools frustrated students, parents and teachers, however education is very important.

1.1 Case of the abducted Chibok school girls

The abduction of the Chibok school girls on April 14, 2014 by the Jama'at Ahlid Sunnah Lid-Da'awati Wal Jihad (popularly known as Boko Haram) has indeed brought a negative impact on the girl-child education. Boko Haram overall objective is to establish an extremist Islamic state with a strict adherence to their own version of Sharia (Islamic Law) which includes forbidding western education, particularly to females (Hassan, 2014).

Government Girls Secondary School in Chibok, Borno State of Nigeria became a safe and convening point for girls from other schools to take their final exams due to the closure of most schools in the state out of the fear of Boko Haram attacks. However, on April 14 2014, Boko Haram broke into the school and kidnapped 276 girls that were housed at the school, though 57 managed to escape (Hassan, 2014).

From June through August 2014, Human Right watch interviewed 30 individuals who were abducted by the Boko Haram between April 2013 and April 2014, and 16 others who witnessed the abduction. The victims, including 12 students of the Chibok School who escaped from Boko Haram custody after they were abducted, provided further details of the abuses they endured. The women and girls described how they were abducted from schools, home and villages while working on their farms, fetching water, or attending school. The women and girls told Human Right watch that refusing to convert to Islam, they and many others saw in the camps were subjected to physical and psychological abuse; forced labour; force participation in military operations, including carrying ammunition or luring men into ambush, forced marriage to their captors; sexual abuse including rape. In addition, they were made to cook, clean and perform other household chores. Others served as porters, carrying the loot stolen by the insurgents from villages and towns they had attacked. While some of the women and girls seemed to have been taken arbitrarily, the majority appeared to have been targeted for abduction because they were students, Christians or both. (Human Right Watch, 2014).

It is important to note that the abduction of the Chibok girls has a negative impact on education and learning. The insurgent attack have affected the girl child education through mindless attacks on their schools, frequent abduction of school girls in their dormitory, occasional kidnapping of school girls, have reduce their attendance to school drastically. Moreover, most educational activities on girls education in mostly affected states has been suspended since most teachers and school heads are among internally displaced persons.

Oladunjoye (2013) also assesses the effect of Boko Haram on school attendance in northern Nigeria and came out with some of the following findings:

1. School attendance is affected in areas prone to Boko Haram attacks in northern Nigeria.

2. There is no significant difference in school attendance among male and female students in areas vulnerable to Boko Haram attacks.

3. The rural schools are often neglected and are the children live in perpetual fear of attacks.

4. Most secondary schools students risk attending school even in the face of attack.

The abduction and kidnapping of school girls by Boko Haram is as a result of inadequate security measures that are supposed to curtail the security crisis in the north east part of Nigeria. There is no interactive information system that will manage the security crisis. There is a need to design and implement an interactive information system than can;

- Monitor

- Identifies visitors and employees.

- Deter intrudes, thieves, terrorist, and unauthorized persons through cameras and signs

- Record criminal activities for evidence and prosecution.

- Offers 24 hours remote access viewing via the internet from anywhere in the world.

- Provide peace of mind to students, staffs, resident and the entire community.

When an interactive security information system is design and implement, it will help in reducing the rate of abduction and kidnapping of school children, because proper security system is in place. The security agencies alone cannot put an end to insurgency in the northeastern Nigeria. However with the support of an interactive information system, security

crisis can be manage properly in north east region of Nigeria. The 2015 December dead line to end insurgency by president Mohammadu Buhari is a thing of concern to Nigerians. With adequate information security management system in place, the security agencies may meet the December 2015 dead line.

2.   METHODS AND MATERIALS

The North East has been the only geographical region in Nigeria that is worst hit by the Boko Haram insurgency. In view of the fact that Chibok school girls were abducted in 2014 at Chibok Girls Secondary School which is located at the southern Senetorial zone of Borno state. The case of studying and designing an interface that will swiftly alert security agencies and further manage the insecurity issues in our secondary schools, would be appreciated if the need to have it in place is affirmed by those primarily involved: students, staff, principals and parents of students of public secondary school.

In Adamawa state the LGAs that have been hit by Boko Haram include Mubi North, Mubi South, Maiha, Michika, Madagali, Gombi, Hong, Yola North and Ganye LGAs. The area of study include Public Schools in insurgency prone LGAs. The population of study includes all principals, staff and students of these schools. Since the interest of this research is on schools; parents who are also critical stakeholders would be represented by staff. Therefore, staff world play a dual function as parents and staff.

A sample of 400 respondents is selected with a design to have in each of the 40 schools sampled to respondents. A principal, four staff and five students per school. Two-stage cluster sampling was used where at first five LGAs were selected out of nine LGAs. A sample of 40 schools was selected out of a total of 171 schools in the selected LGAs. Sample allocation per LGA is done using proportion of schools in each of the five selected LGAs.

Simple random sampling without replacement was used to select 4 staff and 5 students from each school. Since there is just a principal per school, he/she is automatically included to have a sample of ten respondents per school. In case where the principal is not available for any reason, his/her deputy would be interviewed to illicit information on behalf of the principal.

Table 1: Sample of schools per LGA selected

S/N	Sampled LGAs	Total No. of Schools	School sampled based on proportion of schools
1	Maiha	22	5
2	Mubi North	33	8
3	Mubi South	28	7
4	Michika	53	12
5	Madagali	35	8
	Total	171	40

A sample descriptive statistics would be used to interpret results and Microsoft excel would be used to bring out the pie and bar charts.

3.   RESULTS AND DISCUSSION

Table 2: Summary of the opinion by 400 respondents in line with the key questions

Questions	SD	D	A	SA	UD
1	175	100	50	75	0
2	25	75	175	125	0
3	75	25	125	150	0
4	75	175	75	125	0
5	25	25	160	190	0

While SD, D, A, SA and UD stand for Strongly Disagree, Disagree, Agree, Strongly Agree and Undecided, 1 to 5 represents the following questions:

1. In this school entrance are in uniformed and control through locking, supervision and surveillance.

2. Security in the schools is well organized.

3. There is need to design an interactive information system to manage security crisis in the schools.

4. This school makes personnel aware of the need to provide accurate information to parents, staff, students, community and media as soon as possible after incident.

5. The present security system in operation not reliable.
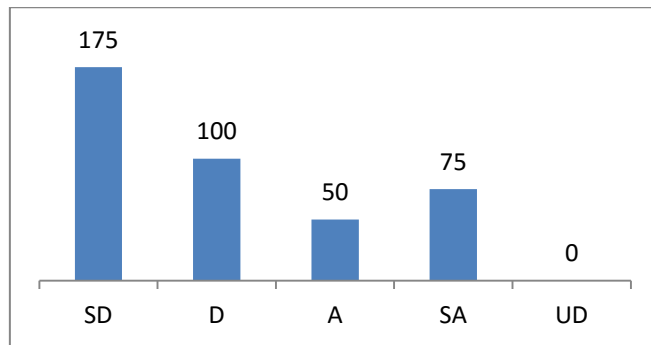
Summary of the opinion by respondents
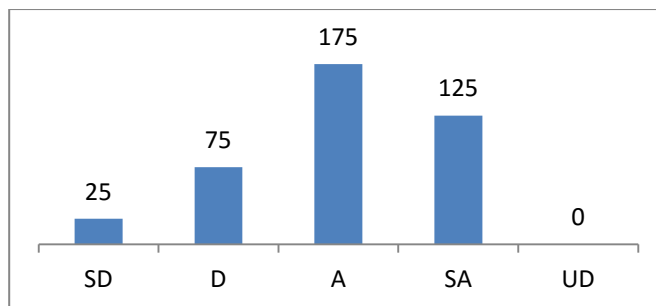

Figure 1: Security at Schools entrance/exit points

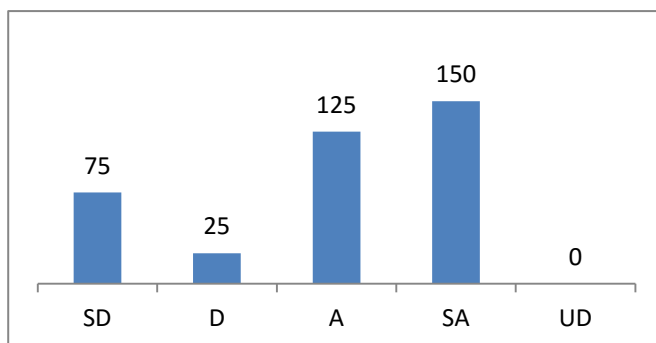**Figure 2: Organization of security system in school**

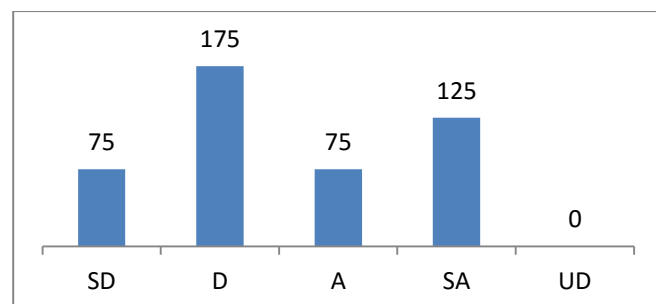**Figure 3: Need for an interactive information system**

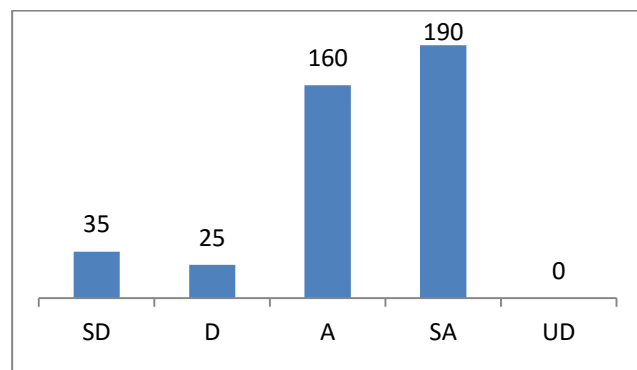**Figure 4: Creating awareness on security information**

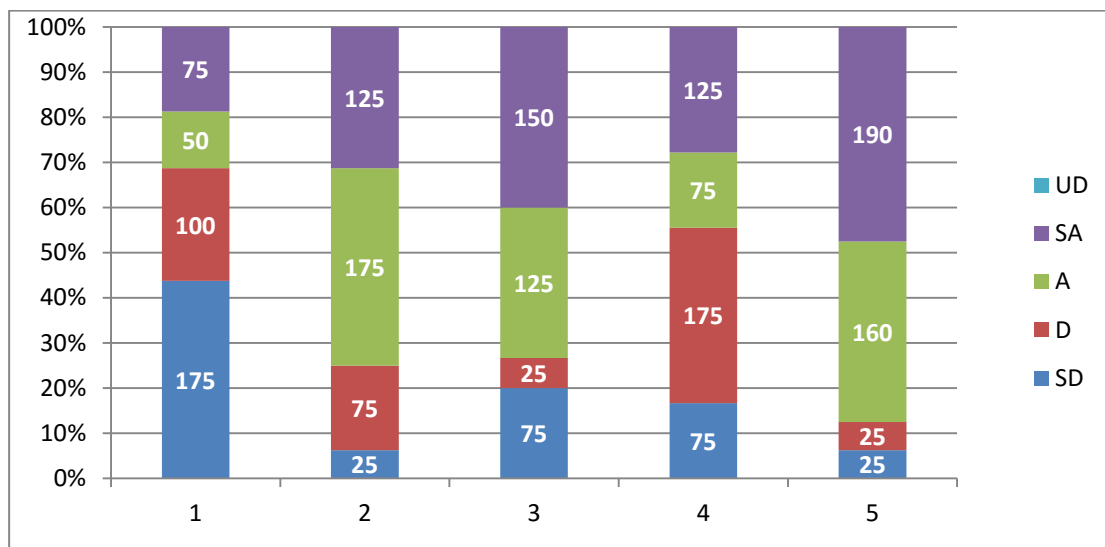**Figure 5: Reliability of the current security system**

Figure 6: Summary of responses in percentages

While 68.75% of the respondents opined that school entrance/exit points are not uniformed and are not controlled through locking, supervision and surveillance, 31.25% agreed that entrance and exit points in schools are uniformed and controlled through locking, supervision and surveillance. 75% of the respondents agreed that security system in the schools are well organized even though not technologically driven, 25% of the respondents disagreed. On the need to design an interactive information system to manage security crisis in the schools, 68.75% are in support while 25.05% are in opposition. On swiftness of communicating security information to stakeholders, 50% of the respondents concurred that schools make personnel aware of the need to provide accurate information to parents, staff, Students, community and media as soon as possible after the incident while the other 50% disagreed. As 87.5% of the respondents clamor for a departure from the present security system in operation, 12.5% are satisfied with the status quo.

Based on the results, it is glaring that the current security system in operation needs to be replaced with a more robust system such as an interactive information system to manage security crisis in the school. By doing this, it would help to allay, prevent or eliminate attacks on our schools.

4.   CONCLUSION

The need to design and implement an interactive information system to manage the security crisis in the insurgency prone north-east region is important. Akintoye (2010) pointed out that irrespective of age, sex and nationality, once there is an attack by the Boko Haram, the survivors often dread staying is such places and may hesitate sending their children to school especially when they are not too secure of the security measure that have been put in place.

This climate of insecurity has seriously retarded, and in place even stopped, the crucial task educating Nigerian children. Looking at the situation in the North-Eastern part of the country, where a rash suicide bombing and targeting teachers and schools has directly put schools in the line of fire, insecurity has cast on even more serious part. Security system in

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secondary schools is not well organized, living student and staff to defend themselves in case of any attack on the school. The school has no procedure in place upon discovering of respond, particular fire arms, in someone's possession for automatically notifying the police.

Schools entrances are not continuously monitored and effectively sprigged, fences, gates, and barriers are not adequate for access control. Boko Haram is not only restricted to the urban or rural areas, their attack cut across boundaries. A school does not have any information system in place to report any verified fire arm incident, or any attack to the local law enforcement authorities before the attack becomes effective.

5.   RECOMMENDATION

This study therefore recommended that:

- There is a need to design and implement an interactive security system that will manage security crisis in insurgency prone area of north east region of Nigeria as learned from the abducted Chibok girls.

- School heads should be given adequate orientation on how to face the challenges of Boko Haram.

- The rural schools should not be neglected as security men should be drafted to security risk areas.

- Human guards are subjected to many lapses that render their security insufficient; hence there is a need to support them with smart security systems for effective security in secondary schools.

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