



Prospect of the use of Animals in managing School Security in Primary and Secondary Schools of North East Nigeria

¹ Garba Aliyu Mahuta² Bintu Yunisa

¹ Department of Educational Foundations Faculty of Education and Extension Services Usmanu Danfodiyo University, Sokoto

² Department of Science Education Faculty of Education, Federal University Wukari

¹ mahuta.aliyu@udussok.edu.ng 08081421210 ² bintuhabibaty@gmail.com 08067995361

Abstract

This paper discusses the prospects of the use of animals for managing School Security in Primary and Secondary of North East Nigeria. A safe school is seen as that which is healthy, safe and secured for the learners during normal operations as well as during emergencies for effective teaching and learning purpose. The use of animals comes with various challenges among which is lack of accurate understanding of safe issues among others. These animals include Dog, horse, and donkeys among others. The paper mentions various ways of using these animals such as guarding post, for defense, apprehending criminals among others. It equally suggests the need to plan and care for animals at all times. The justification for the use of these animals for school security, such as failing efforts of human beings, animals running faster than men including other factors are stressed. Economic, political and social factors are the reasons why these animals are not used for school security. Solutions to these problems are highlighted among which are adequate maintenance, employing the services of veterinary Doctors and replacing old animals with the young ones for efficiency and smartness. The paper concludes that there is need for the school environment to be safe and secured for the student and staff to enhance productivity and appropriate output and this can be realized with the use of animals in collaboration with man.

Keywords: Managing School Security, Use of Animals, Safe Primary and Secondary Schools

Introduction

Education and security can influence each other positively or negatively depending on the context. This is necessary because it enables individuals, groups, countries and human race to explore, appreciate, understand and develop their physical and social environments for the satisfaction of their needs. The security of school has become an indispensable issue in this era of pervasive terrorism. This is because schools are singled out for attack by terrorists, among who are Boko Haram, kidnappers, bandits among others, resulting in the destruction of school plants, deaths of teaching, non-teaching staff as well as students leading to prolonged closure of schools. This development has hampered the issue of access, promoted dropout and scale down teachers' interest in schooling. Thus, the need to understand security and security measures in order to prevent intruders, control crimes, deters threats and promotes safety in schools for effective teaching-learning. School security measures are strategies aimed at creating conducive climate for people to work assiduously without fear, threats or risks in schools (Mohammed, Alimba, Momodu & Ika, 2016).

School security not only focuses on factors within the school environment but also involves social factors which are in constant interaction with one another. School safety can be viewed as having four main dimensions student safety, family safety, school building safety and social safety (Schneider Walker & Sprague 2016). A school is an educational institution designed to provide learning spaces and learning environment for teaching of student under the direction of a teacher. Refers to the process of establishing and maintaining a school that is physically, cognitively and emotionally safe space for students and staff to carry out and other activities. This can include procedures for maintaining a structurally sound building, conducting emergency drills and having an outlet for students and staff to report abuses or concerns.

According to Pritchard (2017), a safe school is one that ensures the health, safety and security of both the learner and their staff during times of normal operation as well as during emergencies. Such a school is structurally sound and can withstand potential hazards. A safe school is one that is surrounded by a community that is committed to safety. This type of school experiences minimal disruption during emergencies (Pritchard, 2017). Inclusive to such an environment are elements of what a safe school feels like and what a safe school looks like. While some of the elements of safety contained in this unit may be out of your control, it is important that you, as a teacher, is aware of them so that you may advocate for the right to safety of your students, your peers and yourself.

In creating a secured school environment, one of the most important aspects is planning. Without proper plans in place, major and minor emergency situations can quickly lead to injury, or even become life-threatening. Safety plans should be laid out, discussed, agreed upon and practiced on a regular basis. Activities such as this facilitate amongst staff, teachers and students a deeper understanding of contextual vulnerabilities. Proper school plans follow local, regional and country-wide established strategies and mandates. The experience of staff is taken into consideration and capacity building and training takes place as needed at the school level (Nicolai, 2003).

According to Lawrence (2007), the focus of school security has changed because it requires well-developed security and safety plans as well as proper risk assessment. It involves strategies and procedures required to protect schools against crimes and threats. It is the measures put in place to protect both humans and material resources and to reduce violence occurrence in order to ensure the promotion of safe school. In the past, schools were the safest place to be, because it was considered as a sacred place and highly respected by all and sundry for its role and what it stands for in the society. Recent development contradicts this testimony because school attacks abound in the world today, and they are often conducted without any cogent reason. In most cases, the attacks may not in any way be related to the goals of the school, rather it may be based on a more religious, political and socio-economic activities of a state.

Reasons Behind Terrorists Attack in Schools

Schools are being attacked by terrorists for reason best known to them. However, researchers have advanced some reasons why terrorists are attacking schools. The reasons as Coursen-Neff and Sheppard (2011) noted are:

(i) School and its content are seen as a symbol of the state:

Education is generally considered as representing the larger society. Therefore, schools are seen to be

representing the state. Teachers and students are perceived as government properties, thereby representing the interest of the state. Thus, by attacking them, is considered as a direct attack on the government. Coursen-Neff and Sheppard (2011) indicated that non-state armed groups target schools, teachers and students for they often see schools and teachers as symbols of the state. Indeed, in rural areas, they may be the only structures and government employees in the vicinity, serving multiple purposes.

(ii) Teachers and students are considered as defenseless people: Teachers and schools make high-visibility “soft” target because they are more easily attacked than the government security forces, and attacks on them are likely to garner more media attention to the assailants and their political agenda, and undermine confidence in government control (Coursen-Neff & Sheppard, 2011).

(iii) The role of school as a liberating element: Armed groups attack schools because of its potentials to positively change people that consume it. Education makes people to be critical in their thinking and action. Therefore, schools are attacked by armed groups for their liberating potential, which can be achieved when people receive education. In some countries, schools have been targeted because their curriculum is perceived to be secular or “western”, in orientation. Schools are attacked in order to distort its transforming power. Education changes people to the extent that they will be liberated from ignorance and develop questioning minds to critically test and validate issues before adhering to them.

(iv) Prevent the girl child from being educated: Schools are attacked simply because of the education of girls. When girls are educated, they will develop critical mindset and make their involvement in terrorism impossible. Tony Blair Faith Foundation Education (2016) reported that the shooting of Malala Yousafzai was because of her active involvement in promoting education for Pakistani girls. The Taliban do not want girls to go to school for the fear of the transforming power education. The Taliban believed that they will be positively influence not to identify with them and their course. Rather they seek to indoctrinate and inculcate very narrow and extreme values that align with their interpretation of Islam. For example, the Taliban in Afghanistan are using madrassas to recruit females to promote their particular interpretation of Islam (“Afghanistan: Taliban forces”, 2009). Malala is advocating education as a powerful tool that should be used to defeat the Taliban ideology and propaganda (Yousafzai & Lamb, 2013).

(v) To lessen the patronage of secular schools for they are regarded as ‘un-Islamic’.

Secular schools are attacked to reduce their patronage with the hope that the patronage of Islamic schools will rise. Secular education is considered as “un-Islamic” because of its western orientation, which they believe promote corruption, poverty and all sorts of crimes existing in the world today. For instance, Boko Haram attacked schools because they were considered as “un-Islamic”. In July 2013, the purported leader of Boko Haram, Abubakar Shekau in a video statement, said that Boko Haram was attacking schools because they are “un-Islamic” (Mohammed, et al, 2016). Thus, Abubakar Shekau reiterated in a video that “teachers who teach Western education, would be killed. We would burn down their schools, if they are not Islamic schools”. The attacks on schools “are also part of an insidious and well-thought strategy to erode the authority and legitimacy of the Nigerian state in the north and force children to drop out of secular schools and attend Islamic schools (Mohammed, et al, 2016).

The cases of school attacks abound in this modern time. The reasons for the attacks are not a clear-cut issue; however, research studies have identified some of the factors, which vary from place to place. School attacks usually lead to the destruction of school plants, deaths of both teaching and non-teaching staff, students and other workers related to the school. For instance, START (2013) reported that about 3,400 terrorist attacks were directed at educational institutions across 110 countries between 1970 and 2013. In the same vein, Choudhury (2014) reported that the Taliban destroyed over 830 schools between 2009 and 2013. In December 2014, over 140 people were killed in Peshawar school attack, while in January 2016, at the Bacha Khan University attack, about 20 lives were lost.

These cases of school attacks are not different from what is happening in Nigeria as a result of the activities of Boko Haram. In Nigeria, for instance, Boko Haram attacks on schools in Adamawa, Borno and Yobe States have been massive and devastating beyond the imagination of people. Mohammed (2014) reported that in Borno State, education has been singled out for violent attacks with lethal regularity since early 2012. This development was not only related to Borno State, the act was equally extended to Adamawa and Yobe States, where schools were intentionally attacked to the point where there were no functional schools operating in local government areas invaded and attacked. A study commissioned by UNICEF on Boko Haram insurgency and school attacks in North-eastern, Nigeria, found that by 2013, no schooling of any sort was taking place in 22 out of the 27 local government areas of Borno State, out fear of Boko Haram. The study further highlighted that in 2014, no functional school existed in 7 out of the 21 local government areas of Adamawa State and 2 educational zones out of 3 in Yobe State. In fact, in Yobe State all the schools were relocated to the state capital, Damaturu. The report equally indicated that in Adamawa State, Boko Haram attacks led to the destruction of 115 schools in 8 local government areas, thereby forcing 285, 632 students and 8,150 teachers to stop attending schools (Mohammed, Alimba, Momodu & Ika, 2016).

The attack that elicited worldwide condemnation was the abduction of 297 secondary school girls in Chibok in April 2014 by Boko Haram in Borno State. In Adamawa, Borno and Yobe States, schools were massively attacked in line with the boasting of Abubakar Shekau, the leader of the sect, that “teachers and students found in schools will be killed and their schools burn”. Those schools not touched were closed down for fear of being attacked for a long period of time.

The uses of animals for school security:

Insecurity, in many ways, challenges school safety on a regular basis in Nigeria and has had negative impact in academic activities. Despite the various securities measures put in place, they seem not to be yielding any positive impact in the protection of life and properties within the school environment for the smooth running of academic activities. The need for the use of animals is becoming of paramount importance. As William (2016), noted that the implication of an unsecured school environment is that, investors, foreigners, expatriate and even indigenes of Nigeria are scared about investing and committing their hard-earned resources in lucrative businesses in Nigeria.

Animals that can be used for school security:

1. Dog
2. Cat
3. Camels
4. Horse

(According to Manga 2021) The following are the ways in which animals can be used for school security.

1. Guarding posts
2. Patrolling
3. Sending of messages
4. Sniff criminals

5. Apprehend criminals

6. Attack criminals

7. Defense

The use of dogs for school security:

According to Zahradnik, Eva, Monika and Raulf (2014), dogs can save lives by locating hidden bombs, solve crimes by revealing a concealed drug stash, and catch suspects who flee. Dogs help to apprehend criminals, sniff them and attack criminal.. Dogs are pets and they are also valuable colleagues, but they are largely absent from schools. Dogs possess therapeutic and security instincts that can benefit current school safety initiatives, especially when combined with a school resource officer. Humans love dogs, dogs love humans, and dogs are smart enough to ensure it stays that way. School counselors, teachers, and coaches alike all strive to bond with, understand, and help the students they support. These professionals do not always succeed, and this is precisely why dogs make sense.

The complexities and humanlike functioning of a dog's mind further bolster their fittingness for schools. With a dog as a partner, and can be significantly more effective at physical security. Beyond this function, they also fit for police work, specifically in apprehension, detection, and most law enforcement agencies are successfully using dogs to detect drugs and weapons in schools, in addition to at least one dog that is trained to locate and subdue an active shooter. Outside of schools, government agencies are using dogs to detect a variety of odors in public areas. These examples showcase dogs' wide-ranging security instincts; have a place in improving current school safety measures. Zahradnik, Eva, and Monika Raulf (2014),

The use of cat for school security:

The learning environment is not always a safe and secure place. Violence and property crime can and do occur. Academic libraries are no exception and they are subject to a wide variety of security concerns. There are many potential problems in security that an academic library face. As public institutions, public libraries have encountered many of the problems that exist in today's society. The criminal use of public libraries, the theft of public library material, and obnoxious patron behavior have all been thoroughly documented. Thus, it can be surmised that some of these same problems exist in academic libraries. There is the need for the use of cat in this library for the protections of the books in the library, as they can help to prevent rat from eating up the books in the library. The cat can be kept in student hostel for the protection of student food from rat. Allen (1990)

Academic libraries are vulnerable to security risks from the public population. Further, members of the academic community, both students and faculty/staff, can pose security problems. Security issues in academic libraries are numerous. These include: the theft of library materials, the mutilation or vandalism of library materials, destructions of books b cat dealing with deranged and/or disruptive patrons, and assaults on library patrons and staff. Institutions of higher education spend millions of dollars to build library book and periodical collections. Patrons can do considerable damage to these collections by stealing from them or mutilating sites in the collection. Therefore he need for the use of rat to secure these books have become necessary to minimize destructions of these books by rat (Allen, 1990).

The use of donkeys for school security:

Donkeys are one of the ancient domesticated livestock. In developing countries, donkeys are valued in particular for their ability to survive under harsh conditions Blench (2004), yet they are often regarded as animals of low social status and neglected by research and development organizations. The donkey is indigenous to the agricultural power and therefore, within reach of the African continent and its wild progenitor is usually 'poorest of the poor' considered to be. Donkeys are essential to the livelihoods of many households in rural and urban areas in Nigeria. The most important animals in the developing countries and 36% of this number are

found in farming and transport systems. Because of its nature of helping to carry load, it can be used to store guns for the purpose of helping to secure the school and to be used when the need arises. Due to poor infrastructure transportation by vehicles economic status, growth and density of population and is virtually inaccessible and hence the role of donkeys in availability of (social services, facility and infrastructure) a socio economics of the country is substantial (Jones, 2009).

In recent years, studies about donkeys have been of considerable interest among researchers. For example, donkeys are being used for income generation activities through local transportation of goods. Donkeys can survive in new environments under poor management and help to facilitate marketing of goods in some African countries through the use of cart drawn implements (Pritchard, 2010). In Europe, donkey milk is, based on its composition in lipids and proteins, considered as a valid alternative for human milk (Vincenzetti et al., 2008). Recently, emphasis on education and training of donkey owners in management strategies have been reported (Stringer et al., 2011). In Nigeria, donkeys help to transport people, carry water from deep wells and rivers, and serve Fulani herdsmen during seasonal migration throughout Nigeria. In urban areas, donkeys provide small-scale services, such as transportation of building materials and grains, particularly in the northern part of the country. However, donkeys are not promoted by any governmental agency. Consequently, donkeys are perceived by policy makers in particular and society in general as less valuable than other livestock. There is no reliable information on their roles and benefits for rural and urban households. The northwest Nigerian states vary greatly in terms of economic development, population density and infrastructural facilities. It is hypothesized that the use of donkeys varies between the states and between rural and urban areas depending on their economies. The main objective of this study was to explore the benefits of donkeys to sustainable livelihoods among rural and urban smallholder farmers and to identify citizens' perceptions on donkeys as well as constraints and opportunities in donkey keeping in four states of northwest Nigeria. These shows how useful the donkey can be in schools for the purpose of security

The use of horse for school security:

The horse has been part of man's development over many thousands of years. The relationship began at a time when work and travel were the primary goals. Today there are mechanical aids which are faster and more effective, so the function of the relationship has changed to predominantly one of leisure and sport. This also means that the user group has changed. Horses are now owned and ridden by people from all walks of life; this is also in areas of security with varying degrees of experience but who still benefit from that interaction.

For example, horses are regularly used as part of urban experience programme where children from deprived areas are given access to a horse for a short period of time. Disabled groups also use interaction as a way of improving co-ordination skills and for therapeutic gain. Both the young and old also use the horse for gaining inner confidence, exercise and enjoyment. Therefore, it is clear that horses play a vital role for many, both psychologically and physically as well as the use of i in fighting crime and criminality in Nigeria.

The use of camels for school security:

Camels can endure long distances, because of the quantity of water taken with speed. They can also endure harsh weather and move in a sandy desert land. Camels provide a mobile element better suited to work and survive in an arid and waterless environment. The camels can be used to store weapons, without the knowledge of anybody and be used when the need arises.

According to Manga (2021), School Building and facilities, the following are the justification for the use of animals for school security:

1. Human efforts are failing.
2. Animals run faster than man.
3. They see better, sharper and further than man.
4. They can hear better than man from a long distance.

5. Animals such as dogs and elephants can swim in water and cross rivers.
6. They smell better therefore they are bomb detectors.
7. Animals are fearless unlike human being.
8. They are loyal to their master.
9. Casualty rate is less painful compare to human beings and they can be easily replaced.

Challenges of the Use of Animals for School Security

There is no doubt of the various importance of the use of animals, for school security. The use of animals come with its various challenges among which are:

1. Economic Implication. These animals being used for school security eat too much and so a lot of money is spent on their welfare. The budgetary allocation to schools may not be able to adequately take care of them.
2. Political factor: School security has taken a political dimension. Some politicians use the insecurity to enrich themselves, in that realm all measures being put in place for safe school is jeopardized.
3. Social factor. Some of these animals are seen as repellent for use by some school administrators, in this regard, they would frustrate the purchase of these animals or not taken adequate care of them when available.
4. These animals as they grow old, they do not function.
 5. They equally become sick and could not be able to perform.
6. Cost of maintaining these animals is very expensive, especially horse.
7. Thieves and attackers to school students usually kill the animals before they operate.
8. The animals can be equally poison.

These are some of the challenges of the use of animals for school security.

Suggestions to these challenges:

1. There should be proper maintenance of these animals. They should be fed as at when due and ensure that where they are kept is clean. This would help them to function well.
2. The services of veterinary Doctors should be sought to cure the animals that are sick and separate them from the healthy ones.
3. As the animals are growing old, it is essentials to train the young ones who would replace the old ones as they die. The handlers of these animals are expected to do this.
4. There must be enlightenment and education for the use of these animals as school security to the handlers and the public. When this is done, right budgetary allocation would be given to the school and the school would use it for the right purpose.
5. Dispose of animal waste matter appropriately; e.g. wrapped in newspaper, placed in plastic bag and deposited in the trash.
6. Provide proper direction for handling of animals – minimally and gently. Demonstrate appropriate technique.

Conclusions

These days Security System in School is a primary concern, most of the rural and urbanized cities are prone to have threats. So parents always feel insecure about the school campus security. You need to activate the good security system at your school campus, to keep your campus environment safe and friendly so that students can feel free and safe on the campus.

Due to the recent changes in the society, children are most vulnerable to the crimes like terrorist attack; gun crime, child exploitation, and other issues; school security had become the most important concern these days. If the school security system is not taken seriously, it can allow the intruders. These activities can harm the children, and destroy the reputation of the schools. Being in the school, teachers and students have the right to feel safe, with the peace, but this can only be achieved if the school system is properly secured. The secure school environment the use of animals cannot be left out, it would reassure the parents that their children are safe.

A safe school would be able to carry on with teaching and learning, thereby enhancing development of the young minds which would transform to growth and the development of the nation.

REFERENCES

- Allen, S. (1990). *Theft in libraries or archives*. *College & Research Libraries*, 50(10), 939-43.
- Blench, R. (2004). *Natural resource conflicts in northwest Nigeria: A handbook and case studies*. MallamDendo Ltd: Cambridge, United Kingdom.
- Frumkin H (2006) & Robert J.G (2006) 0303/2021
- Jones, P. A. (2009). *Adaptation in donkeys*. *Draught Animal News*, 47:12-26.
- Lawrence, R. (2007). *School crime and juvenile justice*. 2 nd Edition. New York: Oxford University Press.
- Manga, S.D (2021) *School Building and Facilities*, Unpublished Manuscripts, Usmanu Danfodiyo University, Sokoto.
- Mohammed, K., Alimba, C. N., Momodu, A. J., & Ika, G. M. (2016). *Boko Haram Insurgency and School Attacks in Northeastern, Nigeria*. Research Study Commissioned by UNICEF, Nigeria.
- Mohammed, K. (2014). *The Message and Methods of Boko Haram*. In Perouse de Montclos, M. (ed) *Boko Haram: Islamism, Politics, Security and the State in Nigeria*. West African Politics and Society. Series, Vol.2
- Nicolai, S. (2003). *Education in Emergencies, a Toolkit for Starting and Managing Education Emergencies*. London, Save the Children. <https://resourcecentre>.
- Pritchard, J. C. (2017). *Animal traction and transport in the 21st century: Getting the priorities right*. *The veterinary J*. 186, 271-274.
- Starts, M. (2015), *Revised and Updated, Launches Successfully*. National Consortium for the Study of Terrorism and Responses to Terrorism (START). Retrieved on 24/2/2018 from <http://www.start.umd.edu/news/>.
- Stringer, A. P., Bell, CE, Christley RM, Gebreab F, Tefera G, Reed K, Trawford A, Pinchbeck GL (2011). *A cluster-randomised controlled trial to compare the effectiveness of different knowledge-transfer interventions for rural working equid users in Ethiopia*. *Prev Vet Med*. 100(2):90–99.
- Schneider, T., Walker, H., & Sprague, J. (2016). *Safe school design: A handbook for educational leaders- Applying the principles of crime prevention through environmental design*. OR: Educational Management of Oregon University Press. Retrieved from <https://www.jsc.montana.edu>

Vincenzetti, S., Polidori, P., Mariani, P., Cammertoni, N., Fantuz, F., & Vita, A. (2008). Donkey's milk protein fractions characterization. *Food Chem.* 106(2008):640–649.

William, P. D. (2016). "Security Studies: An Introduction". New York: Routledge.,

Zahradnik, E., & Monika, R. (2014). Animal Allergens and Their Presence in the Environment. *Frontiers in Immunology* 5 (5), 17. DOI: <https://doi.org/10.3389/fimmu.2014.00076.s>