Federal Ministry of Education

NATIONAL POLICY ON SAFETY, SECURITY AND VIOLENCE-FREE SCHOOLS WITH ITS IMPLEMENTING GUIDELINES

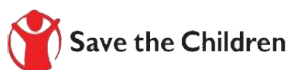**August 2021**

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FOREWORD

One of the fundamental objectives of the Federal Government of Nigeria under the leadership of President Muhammadu Buhari (GCFR) is the provision of high quality education for learners at all levels. As a state party, Nigeria guarantees the right of all learners, teachers and other school users to receive education in safe and secure learning environments.

It is pertinent to add that in May 2015, the Safe Schools Declaration (SSD) was opened for endorsement by countries at an international conference held in Oslo, Norway. The Safe Schools Declaration was meant to provide countries with the impetus to express support for the protection of learners, teachers and learning environments from attack during times of armed conflict. The declaration commits to ensuring that all forms of educational pursuit continue during armed conflict and that countries implement concrete measures to deter the use of academic institutions by the military. Specifically, the declaration outlines recommendations to better prevent attacks on education, protect schools from military use and respond to and mitigate the impact of attacks when they do occur in conflict-affected areas.

Furthermore, on September 15, 2015, the president of the Federal Republic of Nigeria committed to ending violence against children in all settings and launched a Year of Action, calling on not only the government, but also non-governmental organisations (NGOs), religious leaders and groups, the media and every Nigerian to take action to ensure no child grows up in the shadow of violence. National Priority Actions were also launched, setting out key steps that were required to successfully prevent and respond to all forms of violence against children in the country. Violence against children violates the fundamental right of children to be protected from all forms of violence, insecurity and lack of safety in their schools.

Available statistics suggest that violence against children negatively affects enrolment at the basic level, especially as it concerns the girl-child. Parents are known to have been discouraged from sending their girls to school out of fear for their safety. Generally, all forms of violence have been found to harm the cognitive and emotional development of children. In addition, this malaise is known to have long-term and far-reaching consequences for young people who have witnessed one form of violence or the other, as they may grow up to repeat the behaviours that they have experienced and learned, believing such behaviours to be the acceptable norm.

During one of the Federal Executive Council (FEC) meetings in March 2019, approval was given for the Nigerian government to put in place

a national policy to guide the implementation of the SSD nationwide. Incidentally, one of the key steps to preventing and responding to violence against children, set for the Federal Ministry of Education by the Technical Working Group (TWG) in 2014, was the development of a national policy on violence-free basic education. Towards the end of 2019, the ministry had developed a policy for violence-free schools in Nigeria, to be approved at the National Council on Education.

The 2019 FEC approval of a national policy to guide the implementation of SSD in Nigeria resulted in the development of a national policy on safety and security in schools, which, to a large extent, also addressed certain safety concerns which the draft national policy on violence-free schools focused on. Therefore the Federal Ministry of Education decided to harmonise both policies, giving rise to the present policy – the National Policy on Safety, Security and Violence-Free Schools in Nigeria.

The ministry is aware of the safety and security challenges of our schools; these challenges have manifested in different forms across the country. This calls for urgent attention, especially with the prevailing security situation in some parts of the country, which has disrupted academic activities in a number of our schools. Accordingly, the country can no longer afford to underestimate the need to map out a co-ordinated action plan to keep our institutions safe and on alert for security threats.   This is more so considering that keeping our schools and children safe is one of the key priorities of the present administration. In this connection, this administration will ensure a zero-tolerance approach to any threat to the security of life and property in our schools, including any forms of disaster, violence (including gender-based violence), bullying and other hazards in and around schools, including attacks on school buildings due to conflict and war. In the event of disaster, hazard, violence or abuse in schools, there must be appropriate support for the school community.

There is therefore no doubt that this ground-breaking policy will provide the guiding principles and procedures for protecting children from violence and exploitation while they pursue their educational goals; it will also guarantee the safety and security of school infrastructure both in times of peace and in times of conflict.

In specific terms, this policy is intended to provide policy guidance; set a standard for implementing comprehensive school safety plans; and provide prevention and response mechanisms at national, state, local government and school levels. The policy, among other things, provides clear directions on early warning, disaster risk reduction (DRR) and disaster risk management (DRM). In this regard, this policy sets out rules and regulations for guiding the prevention and mitigation
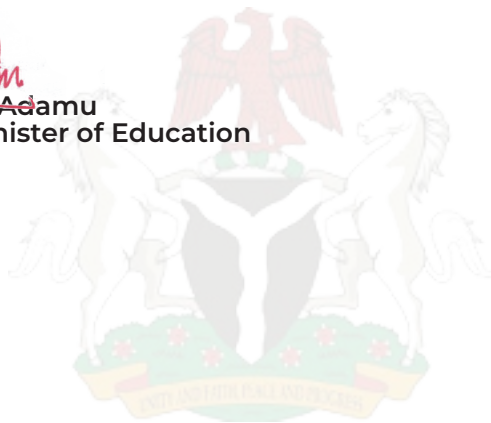
of hazards which may occur in formal education settings: basic, post-basic and tertiary institutions in Nigeria, whether public or private.

When this policy becomes fully operational, it is envisaged that all schools in the country will be required to have a policy on creating safe, secure and violence-free settings for learners under their care, so as to ensure that the rights of learners are safeguarded. As a living document, this policy will continue to evolve as we learn how to better identify and respond to safety challenges, insecurity and violence in school settings.

The present administration has a responsibility to provide inclusive, equitable and high quality education for learners in Nigeria which is not hampered by insecurity, lack of safety, violence or abuse. It is my sincere hope, therefore, that the implementation of this policy will help us avoid all incidences of violence, insecurity and lack of safety in schools.

Malam Adamu Adamu
Honourable Minister of Education

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Dr Lydia Ifeyinwa Giginna
Director
Education Support Services

Dr (Mrs) Ogochuku Ufoegbune
Director
Educational Planning,
Research & Development

ACRONYMS

CBDRM	Community-based disaster risk management
CBO	Community-based organisation
CRA	Child Rights Act
CRC	Convention on the Rights of the Child
CSO	Civil society organisation
CSR	Corporate social responsibility
DMM	Disaster monitoring and mitigation skills
DRR	Disaster risk reduction
ECCD	Early childhood care and development
ECOWAS	Economic Community of West African States
EMIS	Educational Management Information System
FBO	Faith-based organisation
FCT	Federal Capital Territory
FCT-UBEB	FCT Universal Basic Education Board
FEC	Federal Executive Council
FLHE	Family Life Health Education
FME	Federal Ministry of Education
FPT	Focal point teacher
IDP	Internally displaced person
LEMC	Local Emergency Management Committee
LGEAs	Local Government Education Authorities
M&E	Monitoring and Evaluation
NAPTIP	National Agency for the Prohibition of Trafficking in Persons
NBTE	National Board for Technical Education
NCCE	National Commission for Colleges of Education
NEMA	National Emergency Management Agency
NEMIS	National Education Management Information System
NERDC	Nigerian Educational Research and Development Council
NGO	Non-Governmental Organisation
NIEPA	National Institute for Educational Planning and Administration
NOA	National Orientation Agency
NSP	National Strategic Plan
NUC	National Universities Commission
PTA	Parent-Teacher Association
SBMC	School-Based Management Committee
SDMC	School Disaster Management Committee
SEMA	State Emergency Management Agency
SGBV	School-related gender-based violence
SMoE	State Ministry of Education

SSD	Safe Schools Declaration
SSS	Safe and secure schools
SUBEB	State Universal Basic Education Board
TRCN	Teachers Registration Council of Nigeria
TWG	Technical Working Group
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
UN	United Nations
VAC	Violence against Children
VAPP	Violence against Persons (Prohibition)

DEFINITION OF TERMS

Affected location: An area of the country affected by a disaster.

Bomb: An improvised explosive device that is designed to injure or kill people or to damage or destroy property.

Best interest of the child: In the objective sense, the term pertains to the principles that are used to determine what will be best for a child in a particular circumstance. In general terms, the 'best interest of the child' assessment is used to determine which services and orders will best serve the child.

Bullying: Behaviour repeated over time that intentionally inflicts injury or discomfort through physical contact, verbal attacks, or psychological manipulation. Bullying involves an imbalance of power in favour of the bully at the expense of the bullied child.

Child: Any person under 18 years as provided by the UN Convention of the Rights of the Child and the Child Rights Act 2003.

Coercion: The action or practice of persuading someone to do something by using force or threats.

Contact abuse: Touching breasts, genital/anal fondling, masturbation, oral sex, penetrative or non-penetrative contact with the genitals or anus; encouraging or pressuring the child to perform such acts on the perpetrator or another; involving the child in activities for the purposes of pornography or prostitution.

Cyberbullying: The use of the internet to threaten or intimidate a person, usually by sending harmful or negative messages or postings.

Capacity: The combination of resources, means and strengths available within a community, which enables it to prepare for, prevent, manage and defend itself against disasters and which allows rapid recovery from disaster.
Community-based disaster risk management (CBDRM): A well-established methodology for building local resilience, which has its roots in the good practices developed over several decades through community-focused development and poverty reduction programmes.

Conflict: Communal or inter-state disputes or insurgent disputes

with state authority or society at large, often exacerbated by any of the following: the use of schools by security forces; armed attacks on schools; unrest; community clashes; unexploded ordnances; abduction/kidnapping; child labour and recruitment of child soldiers.

Disclosure: Information given to a staff member by a child, parent or caregiver or a third party in relation to violence against children.

Discrimination: Any unfair treatment or arbitrary distinction based on a person's race, sex, religion, nationality, ethnic origin, sexual orientation, disability, age, language, social origin or other status.

Disaster: A catastrophe or a calamity in an affected location, arising from natural or man-made causes or by accidents which result in substantial loss of life or human suffering or damage beyond local capacity to cope.

Disaster management: All activities that cover planning, coordinating and management in response to disaster.

Disaster prevention: A series of activities conducted to avert disaster risks, through reducing both disaster threats and the vulnerability of parties at risk.

Disaster risk: The possibility of losses caused by an impending disaster in a location over a certain period of time.

Disaster risk management (DRM): The systematic process of using administrative directives, organisations and operational skills and capacities to implement strategies, policies and improved coping capacities in order to lessen the adverse effects of hazards and the possibility of disaster.

Disaster risk reduction (DRR): Efforts to minimise the losses resulting from disaster in a location over a certain period of time.

Disciplinary action: A set of actions by an authority figure against a learner (or group of learners) or school personnel after the learner's or staff member's behaviour disrupts ongoing educational activity or breaks a pre-established rule created by the school system.

Diversity: This is about recognizing the value of individual differences to school culture. Diversity can include gender, sexual orientation, language, ethnicity, cultural background, age, religious belief, family makeup and family responsibilities. Diversity also refers to other ways in which people are different.

DRR mainstreaming: Process through which considerations on disaster risk reduction are prioritised by organisations/individuals involved in the policy-making process and incorporated into the economic, physical, political and sociocultural development of a country at various levels.

Duty of care: The responsibility to exercise reasonable care to protect the safety of learners against injury that should reasonably have been foreseen either in school or while on school-based activities taking place elsewhere.

Early warning: A series of signs providing warning to a society or community portending imminent disaster in a certain place.

Early warning system: The set of capacities needed to generate and disseminate timely and meaningful warning information to enable individuals, communities and organisations threatened by a hazard to prepare and to act appropriately in time to reduce the possibility of harm or loss.

Education: In this context, it is an important socialising instrument that is critical for the social, emotional and psychological development of young people. As such, education is a vehicle for transforming individual behaviours and broader social norms around violence, gender equality and discrimination.

Evacuation: Safe removal of persons from a high-risk location/school during a disaster or when there is an early warning.

Everyday hazards: These are epidemics, nutrition deficiency, pandemics and power shortage.

First aid: Help given to a sick or injured person until full medical treatment is available.

First aid kit: A collection of basic medical supplies and equipment used for giving treatment to a sick or injured person before full medical treatment.

Gender-based violence: Violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering against someone based on gender discrimination, gender role expectations and/or gender stereotypes, or based on differential power status linked to gender.

Harassment: Any improper and unwelcome conduct that might reasonably be expected or be perceived to cause offence or humiliation to another person. Harassment may take the form of words, gestures or actions that tend to annoy, alarm, abuse, demean, intimidate, belittle, humiliate or embarrass another or that create an intimidating, hostile or offensive environment.

Hazard: Any phenomenon, natural disaster or other activity or event that potentially leads to disaster.

Hostage: A person or group of people seized or held as security for the fulfilment of a condition or demand.

Implementation of disaster management: A series of efforts to put into effect development policies that reduce the risk of disasters; these efforts also include disaster prevention and emergency response activities. Such implementation provides a means of measuring and communicating the impact or outcome of a programme, a process or the method used.

Man-made hazard/disaster: Man-made hazards/disasters are broadly classified into two groups:

a. Technological disasters: These include disasters due to engineering failures and transport-related disasters.
b. Sociological disasters: These include criminal activities, violence, riots, war and terrorism.

Mitigating factors: Factors or circumstances that are taken into account before selecting consequences for infraction of rules. Examples of mitigating factors include the learner's age, maturity, previous conduct, disability and willingness to make reparation; the nature and severity of the behaviour infraction, and whether the behaviour infraction was provoked by bullying or harassment.

Mitigation: A series of efforts to lessen disaster risks, through physical development, awareness raising and capacity improvement against disaster threats.
Natural hazards: Flood, wind and storm or related natural phenomena.

Neglect: Neglect in education is a common form of abuse and has the potential of seriously impairing the child's health or development. Forms of neglect include the following:

a. Physical: Neglecting at day care or early childhood care and development (ECCD) centres or boarding centres leading to the child looking rough and uncared for, dirty, inappropriately clothed or underweight; not providing the necessities of life like a warm shelter, food and clothing.

b. Emotional: Not providing comfort, attention and love.

c. Neglectful supervision: Leaving children without someone supervising and looking after them; no safe home to return to.

d. Medical neglect: Failure to present child for timely immunisation or not taking care of health needs, such as untreated persistent nappy rash or untreated skin disorders.

e. Educational or vocational neglect: Allowing chronic truancy, failure to enrol child in school or vocational training centres or inattention to education needs of the child.

Non-contact abuse: This includes exhibitionism, exposure to pornographic or sexual imagery, inappropriate photography or depictions of sexual or suggestive behaviours or comments.

Parameters: The boundaries within which something needs to be achieved.

Preparedness: This refers to the fact of being ready for something, the state of being ready.

Protective action: This describes the interventions taken by members of the school community to minimise risk when a significant danger is present in the school or its environs. This might include restrictive practices, non-physical interventions and changes to the immediate environment. The danger may be from the actions of a person or from hazards in the immediate environment.

Protective action plan: This refers to a plan that guides immediate response strategies for the management of aggressive, violent and unsafe behaviours of a particular learner(s) or member(s) of the school community that are presenting imminent risk of harm to the individual or others.

Positive discipline: Positive discipline is an approach to learner discipline that focuses on strengthening positive behaviour rather than just punishing negative behaviour.
Reconstruction: Rebuilding of all facilities and infrastructure as well as the institutional system in a post-disaster area at both government and community level, with the main target being to facilitate economic growth and development; social and cultural progress; law enforcement and social order; and revitalisation of community participation in all aspects of society in the post-disaster area.

Rehabilitation: Improvement and recovery of all aspects of public or community service in the disaster area to a level that is adequate enough to ensure that all aspects of governance and community life are running normally.

Respectful relationships: These are interpersonal interactions where all parties feel safe, are treated with fairness, are valued and feel accepted.

Restorative practices: These are strategies that seek to repair relationships that have been damaged, for the sake of reintegration into the community.
Restrictive practice: This refers to any practice or intervention that has the effect of restricting the liberty or freedom of movement of a person, with the primary purpose of protecting the person or others from harm.

Safe areas: Identified areas within and/or near the school premises designated as temporary shelters in event of a disaster.

Safeguarding: Safeguarding is protecting children from maltreatment; preventing impairment of children's health and development; ensuring that children grow up in circumstances consistent with the provision of effective care; acting to enable all children to have the best outcomes.

School community: Everyone involved in teaching, learning, school support activities: learners, teachers, general supporting staff, parents/guardians and school administrators.

School-related gender-based violence: Acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes and enforced by unequal power dynamics.

School safety organisation: An identified group of individuals from within the school community assigned to ensure the safety and good disaster management of a school and to take necessary action before, during and after a disaster situation.

School users: Persons that may not necessarily be learners or staff but who make use of the school premises or facilities to provide services or are beneficiaries of services provided in the school.

Serious bodily injury (Seriously injured person): Bodily injury that involves a substantial risk of unconsciousness, extreme physical pain or death.

Sexual abuse: Sexual abuse includes any act that involves forcing or enticing a child to take part in sexual activities, regardless of their awareness of what is happening. It is not necessary for the child to be aware that the activity is sexual, and the apparent consent of the child is irrelevant.

Significant harm: Significant harm can be considered a variety of maltreatment, determined by the degree, extent, duration and frequency of abuse and neglect; the extent of premeditation, the presence or degree of threat, coercion, sadism or unusual elements.

Social worker: Social care professional whose responsibility includes receiving and responding to a child's concerns and referrals.

Urban flood: The inundation of land or property in a built environment, particularly in more densely populated areas, caused by rainfall overwhelming the capacity of drainage systems, such as storm sewage.

Verification: The process of establishing the truth, accuracy, or validity of something.

Violence: Threatened or actual use of unlawful force which may be physical, psychological, sexual, or gender-based in nature or negligent treatment intended to cause fear, pain, physical or psychological suffering.

Violence against children (VAC) in school: All acts of violence inflicted on children below 18 years within the school setting and while on their way to and from school.

Vulnerable and children with disability: For the purposes of this policy, this is an umbrella term which covers children with disability.

Vulnerability: It is the lack of capacity within a school community to prevent danger, achieve preparedness and respond to any disaster threat. Vulnerability includes physical, economic, environmental, social and attitudinal/psychological vulnerability arising from whatever cause.
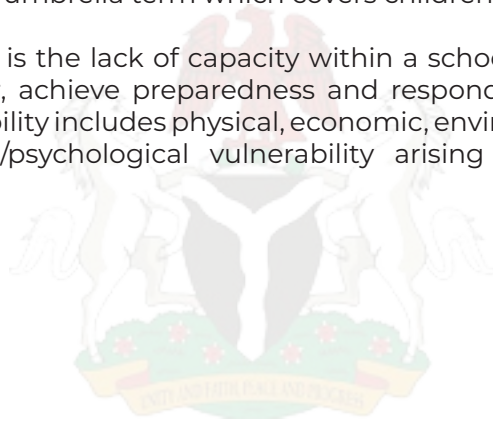
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SECTION 1

ABOUT THE POLICY

1.0 Introduction

Schools are important to nation building; the school represents a space where learners are comprehensively educated and developed. This development, however, can be guaranteed only if learning takes place in a safe and secure environment. Therefore, a holistic school safety and security plan is critical to ensure that all learners, staff members and school property (including buildings and equipment) as well as school communities are protected from human-induced and natural hazards.

This comprehensive policy intends to ensure that school safety and security are at the top of the agenda for government at all levels. The policy therefore proposes a zero-tolerance approach to any type of threat to the school environment, including any form of disaster; gang membership and activity; substance abuse or bullying; violence (including gender-based violence); and other hazards in and around schools, including attacks on schools due to conflicts and war. In the event that these threats actually occur, there must be appropriate support for the school users and community.

Findings from the national survey conducted in 2014 show that there is a high prevalence of violence against children in Nigeria. Some of the findings of the survey are highlighted below:

a. Approximately 6 of every 10 children under the age of 18 years have experienced some form of violence;

b. About half of the children experience violence before the age of 10;

c. Parents and adult relatives are the most common perpetrators of physical violence on children;

d. Among adults, male teachers are the most frequent perpetrators of the first incident of physical violence against children;

e. Less than half of all victims of physical violence tell someone about it.

The above scenario demands that any policy to address the safety and security of schools must also aim at preventing violence against children. Children are important to the country's human capital and can be developed to an optimum level by providing a safe and conducive school environment.

The National Policy on Safety, Security and Violence-Free Schools in Nigeria is therefore purposed to guide policy; set a standard for implementing comprehensive school safety plans; and provide prevention and response mechanisms at national, state, local government and individual school levels. Among other things, the policy will contribute to early warning, disaster risk reduction (DRR) and disaster risk management (DRM). School safety and security is defined in this policy as a set of rules and regulations guiding the prevention and mitigation of hazards occurring in formal education settings (primary, secondary and tertiary schools in Nigeria, whether private or government-owned) and/or informal education settings that have adverse effects on education; such hazards have been a major issue in Nigeria.

Furthermore, it is noteworthy that a critical factor in safety and security in schools in Nigeria is the increase in incidences of violence against children (VAC). The president of the Federal Republic of Nigeria, Muhammadu Buhari (GCFR), launched the Year of Action to End VAC on September 15, 2015 in Abuja. Nigeria's commitment to end VAC falls in line with Sustainable Development Goal 4 (SDG 4), which requires schools to provide safe and welcoming environments that are free of the threat of all forms of violence, including those based on sex, age, religion, socio-economic background, ability, disability and HIV infection status.

2.0 Background

Until recently, there were no major policy initiatives to respond to the concerns around safety, security and violence in schools. Safety concerns range from the physical to the psychosocial and the economic. Records have also shown that education has been subjected to deliberate and systematic attack. In the period between 2012 and 2016, more than 600 teachers were reportedly killed in attacks, while more than 19,000 were displaced.

Access to education in Nigeria is in dire straits. Statistics reveal that 1 in every 5 of the world's out-of-school children is in Nigeria. Specifically, reports indicate that about 10.5 million children aged 5 to 14 are out of school; about 61 per cent of children aged 6 to 11 attend primary school regularly, while only 35.6 per cent of children between the ages of 36 and 59 months (3 – 5 years) are able to access early childhood education in Nigeria. Furthermore, the attacks on schools as a result of the Boko Haram insurgency in Borno, Adamawa and Yobe States have left 2.8 million school learners in need of education-in-emergencies support, with 497 classrooms destroyed and another 1,392 damaged

but repairable.

Closely related to the foregoing is the fact that most school environments in Nigeria now represent a universe in which learners are exposed to violence, and as a result, they perceive violence as inevitable and normal. Playground fighting, verbal abuse, intimidation, humiliation, corporal punishment, sexual abuse, gang violence, and other forms of cruel and humiliating treatment at the hands of peers, teachers and other school staff are some common expressions of violence against children (VAC) in our schools.

Recognizing the serious challenges posed by VAC in schools, it has become obligatory that this policy should, among other things, provide safety mechanisms for ensuring the prevention of violence and abuse in school environments and appropriate responses to the same.

3.0 Rationale

The absence of well-coordinated systems to support safety and security practices in schools across Nigeria has brought about the prevalence of human-induced and natural hazards in school environments as well as the violence and abuse perpetrated against learners while at school. Undoubtedly, this has implications for the educational, health and social wellbeing of society at large. For instance, insecure and unsafe school environments are a major factor inhibiting access to education in Nigeria. Insecurity and lack of safety affect schools across the country in different ways: violent conflicts; robbery and other violent crimes; fire, flood and other natural disasters; drug addiction and abuse; gender-based violence; physical and humiliating punishment; bullying; child abuse and neglect; exploitation; trafficking; gang violence; cyberbullying; military use of schools; armed attacks on schools; civil unrest; abductions/kidnappings; recruitment of children as child soldiers; transportation and other accidents; power shortages; hazardous materials in school environments; unsafe school facilities and so on.

All these affect the safety and security of school systems in significant ways, as safety and security in schools go beyond physical and material safety to include environmental and psychological safety and security. Thus, a comprehensive framework for safety and security in schools should aim to (i) protect learners and education workers from death and injury in schools; (ii) plan for educational continuity in the face of expected hazards; (iii) safeguard education sector investments; and (iv) strengthen a disaster-resilient citizenry through education. This policy is therefore built on four important and complementary pillars to ensure a comprehensive approach to school safety:

a. **Pillar 1 –** Safe Learning Facilities (i.e., making them resilient to different types of hazards, e.g., floods, fire)

b. **Pillar 2** – Prevention and Response to VAC in Schools (i.e., ensuring that safeguarding and child protection practices are institutionalised in schools and focused on ending violence against learners)

c. **Pillar 3** – School Disaster Management (i.e., making plans and committees that address the needs identified in risk assessments)

d. **Pillar 4** – Risk and Resilience Education (i.e., ensuring early warning, and building resilience practices into formal and informal education)

This policy is expected to build resilience that can bridge the gap between development and humanitarian approaches, aiming to reduce the effects of everyday hazards, risks, threats and disasters and to plan for education continuity after crises. Furthermore, through this policy, schools shall be encouraged to aim at creating and maintaining a caring ethos, where all learners, teachers and non-teaching staff feel safe, secure and valued.

4.0 Purpose

The purpose of the policy is to use an all-hazard approach which builds on existing school safety and security laws and policy initiatives to identify and put mechanisms in place that will address all kinds of hazards, including natural, man-made, structural and non-structural hazards that affect the wellbeing of learners, teachers, school users and the school community to ensure the safety and security of schools in Nigeria. Most importantly, the policy also responds to the needs of children and the violence that affects them in and around schools.

5.0 Objectives

The objectives of the policy are

a. to create a safe learning environment for school users;

b. to highlight specific actions to be taken by different stakeholders within the Safe Schools Declaration (SSD) framework towards school safety and security;

c. to build capacity of learners, teachers, school personnel and government officials for child protection, school safety and security;

d. to create awareness among school administrators, teaching

and non-teaching staff, parents, PTAs, SBMCs and community members of their responsibility in identifying, discouraging, reporting and dealing with possible cases of violence or abuse against children;

e. to develop procedures within the school to be followed in addressing cases of suspected abuse;

f. to mainstream school safety content in existing government schemes and policies;

g. to design programmes and activities for the prevention of all forms of VAC in schools;

h. to strengthen coordination among relevant institutions on school safety and security.

6.0 Scope

This policy applies to all schools and tertiary institutions in the country – whether public or private, irrespective of their location in rural or urban areas. Specifically, the policy shall apply to

a. all stakeholders involved in delivering education to learners in Nigeria, including the Federal and State Ministries of Education, FCT, UBEC, SUBEBs, FCT-UBEB, NUC, NBTE and NCCE; NGOs, FBOs, CBOs, development partners; the private sector, parents, community gatekeepers and the media;

b. government authorities responsible for addressing protection of learners at all levels: the Federal Ministry of Education; Federal Ministry of Women Affairs and Social Development; Federal Ministry of Labour and Productivity; Federal Ministry of Justice; Federal Ministry of Information and National Orientation; Nigeria Police Commission; Nigeria Immigration Service; National Agency for the Prohibition of Trafficking in Persons (NAPTIP); Human Rights Commission and other related persons and establishments.

The policy further sets direction and priorities for the safety of learners, teachers and non-teaching staff; protection of school environments and infrastructure; continued delivery of education services; and peacebuilding in conflict-prone and conflict-affected areas.

7.0 Vision and Mission Statements

The vision of the policy is to build a Nigeria in which learners at all levels, teachers, school users, and the school community are protected from all forms of man-made and natural hazards threatening their

wellbeing while within a learning environment. The policy further envisions schools which operate on zero tolerance to VAC and promote children's right to learn in environments where they are valued, protected and empowered to participate in issues that concern their safety, health and general wellbeing.

The mission of the policy will, therefore, be to ensure that education continues during and after conflict or disaster and to further build the resilience of learners, teachers, school users, and the school community physically, mentally and emotionally. It will also create, implement and support actions to prevent, report and respond to violence against children in schools and other learning environments.

8.0 Legal and Policy Frameworks

The policy uses the Safe School Common Approach, which has five different components and thematic approaches to safety and security in schools. The five components are (i) violence, which focuses on all forms of violence in schools, broadly grouped as physical, emotional (psychological), sexual, gender-based and negligence; (ii) natural hazards, which focuses on amelioration and prevention of natural hazards like floods, windstorms and wild fires (iii) conflicts, which focuses on the prevention and reduction of conflict hazards like the use of schools by security forces, armed attacks on schools, civil unrest, unexploded ordnances, abduction/kidnapping and child recruitment; (iv) everyday hazards, which focuses on the reduction of everyday health hazards (epidemics, pandemics, malaria, malnutrition) power shortages, drowning, playground accidents, dangerous materials and so on; and (v) safety of school facilities, which focuses on the proper dissemination of safety and security policies to staff, learners and all affiliates of education.

Accordingly, the approach adopted by this policy is underpinned by Nigeria's existing obligations under international and regional treaties and declarations as well as national legislations and policies as listed below:

a. The Constitution of the Federal Republic of Nigeria, 1999 as amended (the Nigerian Constitution), through the combined provisions of sections 14 (2)(b) and 18 (1), guarantees the safety and security of schools in Nigeria. The combined provisions require the government to direct its policy to ensure equal and adequate educational opportunities as well as to make the security and welfare of the people its primary purpose.

b. The African Charter on Human and Peoples' Rights (Ratification

and Enforcement) Act (the African Charter Act) is another legal norm relevant to the safety and security of schools in Nigeria. Sections 17 and 24 of the African Charter Act, read together, require the government to guarantee access to education in a safe and secure environment in Nigeria.

c.   The Compulsory, Free Universal Basic Education Act of 2004 (the UBE Act), through various provisions, also affords Nigerians the enjoyment of the right to equal and adequate education in a safe and protected environment.

d.   The Child Rights Act (2003) is a domestication of the UN Convention on the Rights of the Child (1990). Although the act applies only in Abuja and in states that have domesticated it, it makes important contributions to the rights of children to education in a safe and secure school environment.

e.   The Safe Schools Initiative was launched in Nigeria on May 7, 2014 by the UN special envoy for global education to help protect education in Nigeria following the abduction of the Chibok girls. The initiative has three components, namely:

- The transfer of vulnerable learners in violence-affected communities to safe areas and boarding schools in states not affected by violence;

- The initiation of the safe school model in 10 schools in each of the 3 states affected by the Boko Haram insurgency;

- The provision of high quality education to children affected by the conflicts and living in camps for internally displaced per

Although the initiative is hampered by funds and logistics, the three components of the initiative form part of the framework for, and obligation of, the Nigerian government to ensure safety in schools in Nigeria.

f.   The Safe Schools Declaration (SSD) was developed through the leadership of Norway and Argentina in consultation with other UN member states in Geneva in May 2015. The SSD commits states endorsing it to seven action plans to ensure safe schools, as follows:

Endorsement and implementation of the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict;

- Commitment to collect data on attacks and military use of educational facilities through monitoring and reporting

mechanisms and giving assistance to victims without discrimination;

- Commitment to investigate and prosecute violations of national and international safe school norms and frameworks;

- Commitment to develop and promote at the national level 'conflict-sensitive' approaches to education in humanitarian and development programmes;

- Commitment to ensure that education continues during armed conflicts and commitment to support reestablishment of educational amenities while facilitating appropriate international cooperation and assistance programmes to prevent and respond to attacks on education.

- Commitment to support the UN Security Council and other relevant UN organs working in the area of children in armed conflict;

- Commitment to meet other endorsing states and relevant international organisations on a regular basis to assess the implementation of the SSD and use of the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict.

The honourable minister of education signed the letter of endorsement of the SSD on March 8, 2018. This was followed by the Federal Executive Council approving on March 20, 2019 the memo for the implementation of SSD laws and policies in Nigeria. In December 2019, President Muhammadu Buhari signed the SSD ratification document signalling the country's commitment to ratify and uphold the principles of the SSD.

g. Violence against Persons (Prohibitions) Act (2015) (VAPP Act) by-section 1 (1) prohibits all forms of violence against persons, including women and children. It also enlarged the scope of persons that can be victims of rape to include men and broadened the instrument that can be used to commit the offence of rape beyond the male organ to include other things and materials. The act is a veritable instrument that supports policy instruments targeted against gender-based violence and exploitation. Although operative only in the Federal Capital Territory, Abuja, there are similar laws available in some states, while there is ongoing advocacy for the domestication of the act in all states of the federation.

h.   National Disability Act (2019) supports people living with disability and puts responsibility on the government and on stakeholders to support and protect them without any form of discrimination.

i.   Also, Nigeria is a signatory to the UN Convention on the Rights of the Child (1989), the African Charter of the Rights and Welfare of the Child (1990) and the ECOWAS Child Policy and Strategic Plan of Action (2019). There are also policies which seek to complement these documents, and they are the National Policy on Children with Special Needs (2015), National Policy on Education (2013), National Child Policy (2007) and National Policy on Gender in Basic Education (2007).

j.   In a bid to implement the government's education obligation, several institutions were created to respond to safety and security issues, some of which are agencies of the Federal Ministry of Education. There are also the institutionalised law enforcement agencies with the mandate to enforce laws on child protection and related issues. These include the National Human Rights Commission, Nigeria Police (specialised unit), Legal Aid Council and NAPTIP. These agencies are responsible for human rights protection and the administration of justice.

9.0   Guiding Principles and Values

The policy is firmly anchored on principles that are critical to the full wellbeing of learners. The key principles include the following:

a.   **Respect for human rights:** The human rights of all shall be respected at all times, including in periods of disaster, conflict or emergency. Human rights are a universal norm recognised for the protection of all.

b.   **Child- and learner-centredness**: The human rights and the best interests of children and learners and utmost respect for their dignity shall be the primary consideration in any decision-making that affects their development and welfare.

c.   **Inclusivity:** Schools shall take into consideration all that the learners need to receive a high quality education. Adequate and appropriate educational support and protection shall be provided for all learners, regardless of where they are, their skills and interests or their socio-economic status, their culture, religion, sexuality, gender or disability. All learners must therefore be included in all initiatives relating to safety and security.

d. **Conflict sensitivity:** All engagements, especially in conflict-vulnerable or conflict-affected areas, shall be conflict sensitive. Intervention to ensure the continuity of high quality education and protection of learners and school personnel shall be formulated based upon adequate analysis of the conflict situation. Such intervention shall take into account the nature and dynamics of local conflicts, the area's vulnerability and exposure to armed conflicts, the availability of resources and existing partnership links.

e. **Sharing responsibility on safety and security between stakeholders:** Safety and security is a shared responsibility among stakeholders; protection of learners and school community is essential; the long task of peacebuilding is a responsibility for all the stakeholders.

f. **Gender sensitivity:** Gender equity is critical in harm prevention and in responses to safety and security concerns; all protocol and intervention must be in accordance with the principles of gender equality. There must be established protocol and regulations that prevent bullying, sexual harassment, sexual abuse and other forms of gender-based violence.

g. **Accountability and transparency:** Openness is critical in peace building; answerability is key in development and governance; all duty bearers are to be held to account for their roles and responsibility in ensuring safety and security in the school community.

h. **Best interests of the child**: This is a principle based on a child's rights, which derives from article 3 of the United Nations Convention on the Rights of the Child, which provides that in all actions concerning children, the best interests of the children shall be a primary consideration. In essence, all actions taken to safeguard learners in school must be in their best interest.

On the whole, schools are expected to provide strategies, action plans and protocol that can further ensure the safety and security of lives and properties within the school environment.

SECTION 2

INSTITUTIONAL COMMITMENTS AT THE THREE LEVELS OF GOVERNMENT

10.0 Federal Level

The institutional commitments at the federal level of government in Nigeria to safety and security in schools flow directly from the various provisions of the Constitution (sections 14 and 18) and the laws mandating the government to provide equal and adequate educational opportunities at all levels as well as to make the security and welfare of the people the primary purpose of government. Also relevant is the authority of the federal level of government to 'make laws for the Federation or any part thereof with respect to university education, technological education or such professional education as may from time to time be designated by the National Assembly', which include the power 'to establish institutions for university, post-primary, technological or professional education' under items 27 and 28 of part II of the Second Schedule to the Nigerian Constitution. In the exercise of its powers to make laws and establish institutions as aforesaid, the federal level of government has enacted relevant laws, including the Child Rights Act (2003) and the Universal Basic Education Act (2004), and established institutions like the Universal Basic Education Commission and the like to oversee and discharge the government's obligations under these laws and institutions to provide safe and adequate education to learners in Nigeria. In light of the above, the Federal Government commits to synergizing federal institutions with state and local government institutions to foster safety and security in schools.

10.1 Strategies for Mainstreaming Safety and Security at the Federal Level

This policy therefore commits to ensuring that federal institutions like the Federal Ministry of Education, Universal Basic Education Commission and National Emergency Management Agency mainstream the safety and security of schools in the performance of their functions, through the following strategies:

a. Requiring the Universal Basic Education Commission to prioritise the issue of safe and secure schools while

- prescribing minimum standards for basic education;
- providing educational facilities for schools;
- monitoring standards in schools.

b. Requiring NEMA to integrate safety and security in schools into its emergency preparedness and response mandate.

c. Mandating the Federal and State Ministries of Education to prioritise safety and security standards as conditions for registering and recognising schools, as well as monitoring and evaluating these standards regularly.

d. Requiring the Federal Ministry of Education, through the relevant agencies, to fully integrate safety and security of education into the national curriculum beyond the basic education level to the post-basic and tertiary levels of education.

e. Expressly including safety and security trainings for teachers, non-teaching staff and other key actors and safety education for learners as part of the core mandates of the Federal Ministry of Education.

10.2 State Levels

The power of state governments to establish educational institutions in their respective geographical areas is expressly preserved by item 30 of part II of the Second Schedule to the Constitution of the Federal Republic of Nigeria (1999), as amended, which provides that 'the power of the Federal Government to establish educational institutions shall not limit the powers of a State House of Assembly and government of a state to make laws for the state with respect to technical, vocational, post-primary, primary or other forms of education, including the establishment of institutions for the pursuit of such education.'

The institutional commitment of states to ensure safety and security in schools is therefore derived from the provisions of the Constitution and the African Charter on the Rights and Welfare of the Child and the UBE Act as well as child rights laws for states that have domesticated the Child Rights Act.

The institutional commitment of the states is also derived from the establishment of institutions like the State Ministries and Departments of Education, the establishment of regulatory agencies like the State Universal Basic Education Boards (SUBEBs), State Emergency Management Agencies (SEMA), and urban and regional planning agencies.

10.3 Requirements for State Ministries of Education

In light of the above, every State Ministry of Education is required to do the following:

a. Collaborate with relevant state institutions to promote safety and security in schools through synergy of roles and functions.

b. Coordinate and cooperate with the Federal Government and local government councils for more effective and timely emergency preparedness and response.

c. Create awareness regarding security and safety for learners, and the implications for respective institutions.

d. Formulate clear roles and functions for various key actors in order to put in place robust emergency preparedness and response.

e. Ensure that safety and security desks are designated in the appropriate departments and issue directives to every school to establish a school security committee made up of a membership stipulated by the ministry.

f. Ensure that regulatory agencies like the State Urban and Regional Planning Agency certify only school buildings that pass the resilience and integrity test.

g. Ensure appropriate department of the ministry establishes minimum safety and security criteria and approve and recognise only schools that meet the minimum standards in safety and security requirements.

h. Ensure that SUBEBs tie funding of beneficiary schools to adherence to minimum standards, which will be strictly monitored by the agency.

i. Strengthen the enforcement of the existing laws on VAC as applicable to learners by ensuring that school rules and regulations incorporate zero tolerance for all forms of violence.

j. Ensure that every school appoints a safety focal point teacher (FPT) who, in concert with the guidance counsellor, shall have the mandate to protect learners from all forms of violence in the school.

10.4 Local Government Levels

The institutional commitment of local government councils to safety and security in schools is derived from functions constitutionally conferred on local government by the Fourth Schedule to the 1999 Constitution of Nigeria, as amended. Under item 2, the functions of a local government include participation in the provision and maintenance of primary, adult and vocational education as well as the provision and maintenance of health services. In addition, under

item 1 of the Fourth Schedule to the Constitution, local government councils also have the duty to construct and maintain roads, streets, street lightings, drains, public highways, parks, gardens, open spaces, or such public facilities as may be prescribed from time to time by the House of Assembly of a state, as well as to provide and maintain public conveniences, sewage and refuse disposal.

10.5 Requirements for Local Government Councils

Thus, since the functions of local government councils have a direct bearing on the health and safety of learners and teachers, the councils are required to do the following to further the safety and security of schools and their environs:

a. Participate in the provision and maintenance of primary, adult and vocational education; the building and maintenance of primary health care facilities; the construction and maintenance of roads and streets; the provision and maintenance of public conveniences; and disposal of refuse and sewage, among others.

b. Streamline their functions and commitments with that of the Ministries of Education at the state and federal levels to ensure that the local councils are part of the decision-making processes concerning security and safety in education.

c. Designate appropriate officials of the local councils as members of school security committees and assign their roles and responsibilities under the law and the Constitution to promote safety and security in schools.

d. Issue directives for putting speed breakers on roads near to schools to reduce accidents and fatalities that may be caused by speeding on these roads.

e. Ensure that appropriate officials certify only safe food and potable drinks sold to the public in the schools within the council areas; in essence, the designated officials are to specifically ensure that foods and drinks to be consumed by learners are fit for consumption, to prevent outbreaks of disease and epidemics.

f. Liaise with schools to provide emergency and primary health care facilities and first aid to schools in the council areas that do not have such facilities.

g. Ensure the provision of immunisation and WASH facilities in the schools.

11.0 Guidelines for Emergency Plans Aimed at Creating Safety, Security and Violence-Free Schools Environment

Planning for the safety of learners in the event of emergency should be undertaken at all levels of governance as well as in schools.

11.1 Federal Ministry of Education

At the federal level, the government should do the following:

a. Conduct bi-annual assessments of hazards that may threaten the safety of learners and staff in all schools that are open. Include all types of education at all affected locations, prioritising as a first step those schools located in remote areas with female learners. The risk analysis should identify possible threats to the school, learners, teachers and community members, and assess the probability of attack. Risk analysis should also assess vulnerabilities in school infrastructure, assess and map out evacuation routes and identify the adequacy of means to mitigate risks and vulnerabilities.

b. Identify other kinds of hazards, including those that can cause physical harm, such as deep potholes and lack of boundary walls; those that affect the health of children, such as contaminated water sources, absence of toilets and hand washing facilities; and those factors that are outside the school, such as fast-moving traffic on the road outside, rivers, ponds and so on.

c. Put measures in place after the hazard assessment to ameliorate or remove identified hazards. These may include the provision of necessary funding, facilities, training and interventions.

11.2 State Level

At the state level, the Ministry of Education should also do the following:

a. Conduct hazard assessments of schools within their purview and put necessary measures in place to ameliorate or remove identified hazards; this may include the provision of necessary funding, facilities, training and interventions.

b. Integrate and mainstream security and safety issues and prescribe minimum standards for safety and security in schools. This should be mandated by state governments and done along with other ministries and agencies, such as SEMA and urban and regional agencies.

c. Require existing and new schools to conform to safety standards as prescribed by the Ministry of Education, SEMA, urban and

regional planning agencies and so on, in addition to any other norms prescribed by the state government.

11.3 Local Government Level

At the local government levels, local education authorities should integrate the concern for safe and secure schools into their constitutionally and statutorily conferred functions.

11.4 School Level

a. All schools should set up school safety and security committees.

b. The school safety and security committee, which should comprise representatives of teachers, prefects/learners, Parent-Teacher Associations (PTAs), community members and so on, are to be responsible for taking on the safety agenda at the community and school level. The school safety and security committee should be provided with uniform guidelines of operation.

c. Individual schools should also appoint school safety focal point teachers (FPT) and school safety and security prefects to anchor the operation of safety-related actions at the school level as part of their routine.

d. Each school should also provide the school safety focal point teacher with the necessary training to put the safety and security policies and guidelines into effect.

e. The school disaster management committee (SDMC) at the basic and post-basic levels and the learner affairs office at the tertiary level should raise awareness on personnel safety management.

f. The roles of school-based management committees (SBMCs), SDMCs and learner affairs offices should include creating and strengthening safety awareness into school orientation or departmental programmes in tertiary institutions. Periodic pep talks during assemblies or cultural days for basic education should be encouraged.

11.5 School Level: Access to School Premises

Access to school premises shall be restricted, to ensure that no person with the intention to cause harm gets access to the school. The head of the institution shall ensure that

a. all persons entering the school premises have necessary clearance or permission;

b.   school gates are locked at all times;

c.   parents who come to visit their children or ward have permission and do not disrupt any school activities during their visit;

d.   all persons or vehicles entering the school premises are properly documented and searched;

e.   school security personnel are always on duty.

The appropriate level of government shall employ and ensure prompt payment of the salaries of trained security personnel to man the school gate.

11.6 School Level: Weapons, Drugs and Alcohol

School premises and environment are to be free from weapons, drugs and alcohol. To this end, the head of the institution shall

a.   ensure the regular monitoring of the school environment (inside and outside the school) with a view to identifying weapons or any other harmful instrument or potential danger;

b.   take reasonable measures to safeguard learners/learners and staff upon the identification of any potential danger;

c.   ensure, with necessary approval from appropriate authorities, that learners are subjected to drug tests upon reasonable suspicion of drug use;

d.   search any learner/learner or group of learners or the property of a learner/learner or group of learners/learners for any dangerous object or illegal drug, upon reasonable suspicion of possession of such prohibited items.

11.7 Other Considerations

a.   The head of school and staff shall take all necessary steps to ensure that a clean, safe and hygienic environment is provided to learners at all times.

b.   The appropriate level of government shall provide all schools with an adequate number of toilets for staff and learners. There shall be separate toilets for male and female and such facilities must be user friendly for those with physical disability. It shall be the duty of the head of school (or someone he or she designates) to ensure that the toilets are always functional and clean. The head of school shall ensure that the school playground is kept clean and free of dangerous objects, such as loose stones and pieces of glass.

c. Governments shall ensure that all existing regulations and policies relating to school buses are strictly adhered to by all schools. Governments, in line with existing policies and regulations, shall ensure the construction and maintenance of perimeter fences in all schools. The perimeter fence shall have entrance and emergency exit gates clearly labelled.

d. It shall be the duty of the head of school to ensure that no learner is locked outside the school for arriving late. In cases where learners arrive late for school, the head of school shall, in addition to informing the parents/guardians, handle such matters using applicable school codes of conduct or rules.

e. A list of emergency telephone numbers shall be compiled and shared to all members of the school community. The emergency numbers shall include that of the police, fire service, hospitals (within the locality), ambulance services, Federal Road Safety Corps and nearest medical doctors. These numbers shall be posted in strategic places on school premises and updated regularly.

f. In case of an outbreak of any infectious illness among staff and learners, existing quarantine laws and regulations shall be strictly adhered to. The head of school shall report promptly to the relevant health and education authorities and inform the parents/guardians accordingly.

g. For prompt action in cases of injury, governments and all school owners shall ensure that all staff undergo mandatory training on first aid and emergency management. The school head shall ensure that first aid kits are placed at vantage areas within the school premises. The first aid kits shall be replenished regularly.

h. The school management shall inform the relevant authorities when a learner is threatened in any form and in need of protection. In pursuit of a violence-free school environment, efforts shall be made by the school management to ensure that no form of violence or abuse is tolerated in the school, either among staff or learners. To prevent bullying in any form, the heads of school shall ensure that all staff, learners and parents are properly enlightened about all safety policies and rules. All teachers in the school shall regularly undergo safe school training.

i. Discipline of any erring staff or learner shall be according to the laid down codes of conduct approved by the government. Efforts shall be made to ensure that schools are free from any form of gang membership or gang-related activities. To combat this

phenomenon, governments shall collaborate with schools and other relevant organisations (civic organisations, religious groups, youth commission and the local police) to put in place school security and safety teams. The duties of each school security and safety team shall be put in place by the governments.

11.8   Strategies for Addressing Violence in Schools

Every State Ministry of Education and its relevant agencies, such as Post-Basic (or Secondary) Education Board and State Universal Basic Education Boards (SUBEBs), shall be required to provide active support for the prevention of and response to violence in schools through the following strategies:

a. Vigorous use of the PTA forum in every school for creating awareness on the risk of violence against children both in the home and at school, and educating teachers, non-teaching staff and parents on the use of positive discipline methods. This reduces the risk of violence within the home and school.

b. Teaching learners the skills that will help them cope and manage challenges without resorting to violence, and informing them of where to seek assistance when any violence is perpetrated against them. This is crucial for reducing violence in schools.

c. Putting in place a mandatory reporting mechanism in the school which makes it obligatory for incidents of violence to be reported to the school focal point teacher or the relevant school authority.

d. Promoting and providing support services for learners, such as counselling, and prompt referrals to child protection service providers, such as social welfare officers, medical services in hospitals, law enforcement agencies (police, Nigeria Security and Civil Defence Corps).

e. Ensuring that perpetrators of violence are held accountable for their actions through the enforcement of laws and policies that protect children. This sends a strong message to the school community that violence is unacceptable and will always be punished.

f. Continuous training and re-orientation of teachers and other key actors on developments and emerging issues regarding violence against children.

11.9 Specific Measures for Addressing Violence in School Settings

To successfully break the cycle of violence in schools and help learners cope with the consequences, effective child-focused services and programmes, hinged on the aforementioned strategies, shall be provided in each school. The ministry should therefore ensure that such services and programmes (and any other programmes based on the peculiarities of the school) do the following:

g. Introduce the teaching of violence-prevention and child-protection notions in both basic and post-basic education curricula. This proposition stands firmly on a tripod:

- Creating awareness for learners on what constitutes violation of a child's rights by using the platform of the relevant subject.

- Infusing conflict resolution programmes into the relevant subjects in the curriculum, from Primary 4 to SS 3, in order to develop such skills as empathy, self-regulation, tolerance, mediation and peace building. From early childhood care and development (ECCD) to Primary 3, the focus should be on social and emotional aspects of learning, with particular attention on understanding and managing feelings.

- Developing resource materials on topics related to the rights of the child, violence against children and how to mitigate this vice; gender equity; non-discrimination and so on.

h. Use school-based programmes, such as well-organised recreational and sports activities, peer support systems, academic enrichment programmes and regular talks at assemblies, to promote strong social messages that present violence as an unacceptable offence in the school.

i. Provide hotlines and helplines in the school to aid learners and their families to find information and assistance related to violent acts and to make urgent reports of incidents of violence.

j. Provide services that promote recovery and long-lasting reintegration of child survivors (i.e., learners who have suffered violence and abuse) into the normal school routine; such services might include remedial classes, counselling, special care and monitoring to prevent reoccurrence of violence.

k. Make available structured referral, tracking and response procedures to be adopted when an act of violence is perpetrated against a learner.

11.10 Addressing Risks of Violence and Abuse Posed by the School System

An overall approach to ensuring the safety of learners against violence and abuse is rooted in understanding the risks posed to learners by the staff and operations of the school system. Acknowledging these risks and addressing them with measures that create learner-friendly spaces should go a long way in preventing violence and abuse in schools. To this end, every school shall be required to consider the following:

Where, when and how the school processes affect learners and what risks this presents.

What protocol and guidelines are needed to prevent violence and how to respond appropriately to concerns of violence and abuse.

Who should be fit and proper person(s) to act as the focal point in the school to manage concerns of violence and abuse against learners.

The nature of staff induction and training programmes needed to ensure that all staff know what the school expects of them and what should be done when there are cases of violence against children in the school.

A school-specific staff code of conduct, not at variance with the Teacher's Code of Conduct developed by the Teachers Registration Council of Nigeria (TRCN), which enables all staff to understand their professional boundaries when working with learners and what is and is not acceptable behaviour.

A disciplinary procedure for handling allegations against a staff member of perpetrating violence and abuse on learners. For public schools, the procedure should be in tandem with the extant Public Service Rules and the Teacher's Code of Conduct produced by TRCN, while private schools are at liberty to develop school-specific disciplinary procedures which shall not be in conflict with the Teacher's Code of Conduct by TRCN.

A procedure for recruiting staff that clearly avoids leaving room to engage paedophiles and other perpetrators of violence against children as school staff.

11.11 Structural Safety Measures (Buildings, Grounds and Infrastructure)

The Ministry of Education and local councils should do the following:

a. Ensure the structural safety of new schools and repair of existing ones. The buildings should be structured to meet the standards for inclusive education.

b. Work with local communities to ensure that the safest, most secure, and most accessible location is selected for all newly constructed schools and that, where possible, the new school is near a town.

c.   Ensure the new schools should be located on a site that has adequate mitigation measures already in place against any imminent natural hazards.

d. Ensure existing schools in vulnerable locations are either relocated to a safer site or are provided adequate support to mitigate the effect of any natural hazards that may affect the area.

e. Ensure that all schools under construction should include disaster-resilient features. Existing vulnerable schools need to be repaired to the desired level of resilience against local security hazards.

f. Ensure that for the design of structural standards of school buildings and their components (such as corridors, staircases, side areas), the quality of construction should be according to safety and security requirements of building laws and regulations.

g. Stipulate that non-combustible, fireproof, heat-resistant materials should be used in school construction. All necessary equipment that will ensure the effective functioning of learners and learners with any form of disability should be provided alongside structural design that ensures safety and security.

h. Stipulate that additional classrooms or any other structures requiring horizontal expansion shall be designed taking into account space availability. Furthermore, any addition to an existing structure that is designed as a continuous unit should be designed to withstand the impact of seismic forces.

i. Each classroom should have two doors for easy evacuation. Adequate openings for ventilation and lighting are some of the essential elements that need to be accommodated in the design. Exit doors should be well positioned. Doors opening outside into

open areas or corridors of adequate width are key details that need to be incorporated to make schools safer.

The Ministry of Education and other appropriate authorities should ensure that there will be periodic and regular reports of the state of a school's safety and security preparedness. There should also be peer reviews of schools nationally and within states and local government areas for awareness and capacity strengthening. Additionally, there should be meetings of heads of safety and security officers to review, report, plan, and share ideas.

11.12 Non-Structural Safety Measures

Non-structural safety measures are mostly low cost, regular maintenance items that the school should address on a regular basis. The following safety measures must be taken:

a. All items of furniture, such as shelves, blackboards and any other items that may fall and cause injury to learners and teachers (such as ceiling fans, air conditioners, water tanks) need to be secured to the walls or the floor.

b. Any electrical items, such as loose wires, that may cause an exigency should be addressed promptly by the school. Lamp holders, sockets, extension cables and other electrical fittings should also be kept in good order.

c. Chemicals and any hazardous materials in the school laboratory should be handled and stored as per instructions to prevent any harm to learners and staff.

d. Open areas, such as corridors and evacuation routes (including staircases and ramps), should be kept free from any hurdles and barriers so that evacuation is smooth and swift.

e. Pots or planters on the playground or in corridors should be kept in a manner that does not affect smooth evacuation.

f. Any derelict or unused building, rubble, and so on should be removed to prevent any harmful animals or pests from getting to learners.

g. Traffic movement outside the school environment should be managed to minimise risk to all members of the school community at assembly and dispersal times.

h. During excursions, schools should carefully choose the location of excursion and the itinerary so that exposure to any hazard is minimised.

i.   Extra precautions should be taken when learners are being taken close to water bodies, narrow mountainous tracks and so on.

j.   Buses or any other vehicles owned or hired by the school need to be maintained properly so that learners are not at risk of accidents.

k.   Drivers need to be appropriately trained on speed limits, vehicle stoppage and crisis management so that learners and learners remain safe during their travel to and from schools.

l.   Emergency equipment, such as fire extinguishers, ropes and first aid kits, need to be procured and maintained regularly by school authorities. Power transmission lines are not to pass through schools.

SECTION 3

CAPACITY DEVELOPMENT FOR STAKEHOLDERS

12.0 General Training on Safety, Security and Child Protection

Education and training are key components of safety and security in schools, as they enhance the understanding, sensitivity and overall capacity of stakeholders. Beyond this, education and training also prepare people for emergencies or disasters and equip individuals with strategies to mitigate, prevent and respond to them, even while building the resilience of the affected people. Consequently, the Federal Ministry of Education and all relevant parastatals, including relevant agencies of the federal and state governments, should train learners, teachers, non-teaching staff and other education personnel on potential disasters that may affect schools or communities. Such trainings may include emergency response preparedness, disaster risk reduction, hazard types, early warning signals, emergency and crisis instructions, mitigation actions, first aid and basic life support procedures.

12.1 NEMA, SEMA, LEMCs

Disaster management and response agencies such as NEMA, SEMA, Local Emergency Management Committees (LEMCs) and other relevant agencies should also ensure the following:

a. Personal and group counselling and support are provided to affected learners and staff following a disaster. Agencies in charge of disaster management and response and other relevant agencies are also obliged to provide updates in the disaster management plan to schools as well as disaster monitoring and mitigation skills (DMMS).

b. Unified awareness programmes are conducted for learners, instructors/facilitators and educational personnel on local hazards and risk reduction with relevant knowledge and life skills. Discussions, street plays, drawing competitions, quiz competitions, essay or slogan writing and demonstrations are proven ways of imparting risk reduction and safety knowledge.

c. Federal and state governments shall ensure that these are provided through the relevant agencies and stakeholders (e.g., NEMA, NOA, CEMA, SEMA, the media and town criers). Rallies, games, matches and other community-level activities may also be organised with input from disaster management and other

relevant agencies to create awareness among learners, teachers, educational personnel and the larger community.

12.2 Specialised Training and Skills Training

Learners, faculty and staff shall be trained on the specific duties assigned to them under the school's safety and security policy measures.

a. School safety focal point teachers are to be trained on school safety concepts and in various activities related to executing their responsibilities. School administrators and school safety focal persons shall incorporate the findings of school safety and security audits into the school's development plans.

b. The school safety and security audit must be done by a safety professional to ensure that an efficient audit is carried out. This will help school administrators in their school development plans. Psychosocial support, healing and coping mechanisms as well as trauma management skills shall be provided by school management and relevant agencies for learners and personnel performing disaster management and rescue duties.

c. Each school's security committee is to be trained to assess safety needs, develop plans and carry out safety audits, which are to be conducted quarterly. These audits include checks to ensure that facilities and resources within the school are provided and maintained, such as safe water and sanitation (including hygienic and gender-sensitive toilets), first aid kits, fire extinguishers and strategically positioned CCTV. The integrity and background of security men to be employed must also be established.

13.0 Disaster Management Curriculums

There is a need to develop a culture of safety among learners, teachers, educational personnel and the larger school community.

a. Ministries of education, NERDC, the National University Commission, National Commission for Colleges of Education and other agencies supporting curriculum development should work on creating awareness and use of the existing disaster risk reduction curriculum.

b. Training in health promotion strategies, disease prevention concepts, health-enhancing behaviours and life skills is also to form an important component of the curriculum and should be appropriately tailored to fit the respective target group.

SECTION 4

SAFETY AND SECURITY OF SCHOOLS DURING ARMED CONFLICT OR IN CONFLICT AREAS

14.0 Introduction

Armed conflicts or conflict vulnerability create unsafe and unsecure environments for learners and school personnel and can expose them to different forms of human rights violations, including those that threaten their right to life.

Armed conflicts affect education negatively; they can expose learners to trauma, psychological crises, mental health disorders and physical abuse. Disruption can lead to suspension of classes, which can last for long periods, and schools may end up being used as temporary evacuation centres. The government at all levels should liaise with relevant authorities to do the following:

a.   Collaborate with relevant stakeholders with the aim of protecting learners and schools from the adverse effects of armed conflicts.

b.   Develop curriculum for preventing and mitigating, preparing for, and responding to the impact of incidents of armed conflict.

c.   Build a culture of peace and resilience in the school community. This involves the integration of peace-promoting concepts and values in the curriculum as well as peace-promoting processes and structures within ministries and schools at all levels.

d.   Ensure that school activities support a culture of peace, which can be inculcated not only in learners but also in all internal and external stakeholders.

e.   Ensure that education continues even in situations of armed conflict since access to good education is a basic human right.

f.   Ensure that appropriate steps are taken so that no military detachment or patrol base is constructed within 500 metres of a school. This applies even when a school has been temporarily abandoned by the learners and personnel.

g.   Negotiate with relevant authorities to ensure that schools are treated as civilian objects and shall therefore not be targets of any form of attack. This covers both physical and non-physical attacks which put the lives and rights of learners and school personnel at risk, and which may cause damage to educational resources and facilities.

h.   Ensure that school curriculums include the following:

- Peace concepts and values;
- Cooperative/dialogical teaching-learning methods;
- Peace-promoting co-curricular programmes;
- Contextualisation and use of teaching-learning resources on peace;
- Enrichment programmes for school personnel on peace and conflict resolution.

i. Create peacebuilding programmes involving parents; build and sustain participative structures and caring relationships among the school, families and the community. Peace concepts and values that promote a culture of peace may include spirituality; human rights; non-violence; social justice; interfaith and intercultural solidarity; respect for diversity; common humanity; oneness with nature; human security; critical thinking; conflict resolution; conflict management and transformational skills; and the attitude of caring, empathy, and compassion.

j. Promote conflict-sensitive education. All schools, both public and private, shall provide educational services which do no harm. More specifically, education policies, programmes and services – especially in conflict-vulnerable and conflict-affected areas – shall be informed by adequate conflict analysis that provides a clear understanding of the context of social conflict prevailing in the areas where they operate and shall be designed accordingly to minimise their negative effects, that is, in a way that does not exacerbate the conflict, but maximises the positive effects in said areas.

k. Consult, coordinate with and capacitate concerned organisations, institutions, and community-recognised groups to ensure that peacebuilding efforts take into account the attainment of education outcomes.

l. Lead security reviews on a regular basis to assess whether continued military use of a school is necessary, so that such use can be brought to an end as quickly as possible.

m. Establish protocol for external, civilian avenues for holding accountable any units that violate orders to avoid using schools or universities for military purposes.

n. Take steps to raise awareness among security and military actors of the risks associated with the military use of educational infrastructure, including the particular risks for women and girls.

o. Raise awareness among state authorities, and community leaders and members, of the risks associated with the military use of educational infrastructure, including linked violations, such as child recruitment and sexual exploitation and abuse, with the aim of reducing the practice of offering the use of such buildings to the military.

14.1 Functioning Educational Institutions

Schools are protected civilian objects under the rules of war. As a result, functioning educational institutions are not to be used for military purposes in any way. Functioning schools or universities include schools on holiday, those temporarily closed outside of normal class hours or those closed during weekends and vacations. These categories of schools are not to be used in aid of military operations or efforts under any circumstances. Thus, they are not to be evacuated either through incentive or force so as to make them available for military use.

The Ministry of Education should liaise with relevant stakeholders to make security arrangements to ensure the protection of the transit routes, physical infrastructure, learners and teachers of these educational institutions. Security forces must also patrol these institutions and their transit routes and watch over the learners and teachers without creating military presence within the schools or within attack range of the institutions.

14.2 Non-functioning or Abandoned Educational Institutions

Abandoned educational institutions are still not to be used for military purposes. Where, however, necessity demands (i.e., self-defence) or when there is no viable alternative to the use of the educational institution for military purposes, such institutions may be used for military purposes, but only for as long as it is necessary to obtain the required military advantage, after which security forces and their weapons, munitions, stores and so on must be evacuated, and unexploded ordnances or remnants of war should be cleared from the site.

Upon evacuation, all damage to the school must be remediated, and the school must be promptly returned to its civilian character and reopened. Upon reopening, arrangements should be made to protect the school(s), the learners, teachers and their transit routes. Ideally, the use of schools, even abandoned schools, should be avoided at all costs. One possible alternative plan is for the military to bring its own temporary encampment structures.

14.3 Educational Institutions Occupied by Security Forces or Armed Belligerents

All efforts must be made to immediately cease using educational institutions already under occupation by security forces or armed belligerents. Parties to armed conflicts must refrain from attacking occupied educational institutions without giving adequate notice and sufficient time to the other party to cease the military use or occupation of the educational institution(s) in question. And when it has been decided to use force, special care and precautions must be taken to limit collateral damage to the school's structures and facilities, and collateral injury to learners and teachers who may be in the school or environs, and to avoid the use of heavy weapons or explosive weapons with wide area effect.

SECTION 5

ROLES AND RESPONSIBILITIES OF STAKEHOLDERS IN ENSURING SAFE, SECURE AND VIOLENCE-FREE SCHOOLS

15.0 Federal Ministry of Education

As a result of the immense power and scope of the Federal Government in the educational sector in Nigeria, the Federal Ministry of Education (FME) occupies a prominent place among critical stakeholders in the nation's educational sector. The importance of the FME in the effort to ensure safety and security in Nigerian schools can therefore not be gainsaid. The FME is assigned the following roles under this policy:

a. In cooperation with the Federal Ministry of Works and Housing, provide necessary guidance through a national guideline for standards in school buildings.

b. Allocate and monitor resources to make schools user friendly and disaster and risk resilient.

c. Incorporate disaster risk reduction in pre-service and in-service teacher training programmes.

d. Develop and implement strategies, policies and regulations for ensuring that all new schools and classrooms being constructed are disaster resilient, durable and responsive to risks affecting learners and teachers.

e. Monitor and ensure that learners are effectively educated on issues of disaster and overall safety.

f. Collaborate with relevant authorities on safety and security planning, policies, processes and developing minimum standards for school safety and security before, during and after emergencies, and hold all authorities accountable for the effective implementation of safety and security policies.

g. Collaborate with relevant safety and security agencies for the training of school safety focal point officers and school-based management committee members to lead child protection, school safety and security efforts in their respective schools.

h. Ensure that all school buildings, whether government or private, comply with the building codes and directives in relation to the safety and security of all school users.

i. Facilitate mandatory specialised training on child protection, safety and security for teachers and other actors in schools.

j.   Lead policy implementation by issuing directives on school safety and security.

k.   Promote value systems that encourage safety and security consciousness and discourage violent behaviour among learners and teachers.

l.   Discourage occupation of schools by security forces during periods of conflict, except under extenuating circumstances.

m.   Ensure that any military presence within close proximity of a school does not put learners at risk.

n.   Accept responsibility for ensuring the safety and security of learners and school users while actively seeking collaboration and technical solutions for preventing and responding to violence in schools.

o.   Direct departments and agencies which provide support services in schools to monitor and evaluate the implementation of activities related to safety, security and ending violence in schools.

p.   Ensure that schools are available and safe for continuing educational activities in the immediate aftermath of a disaster.

q.   Encourage school management teams to put adequate measures in place to be prepared for disasters and to prevent violence in order to ensure the safety of learners and teachers from both external and internal aggression.

r.   Grant authorisation for operation only to those schools that continuously comply with safety and security norms as developed by professionals.

s.   Set policies and guidelines to address and respond effectively to sexual and gender-based violence, abduction, rape, forced marriage, sexual assault and harassment in schools.

t.   Ensure strong reporting mechanisms and coordination between schools and the ministry.

u.   Create protocol, in collaboration with State Ministries of Education, for handling all threats of attack, information about possible attack or other security concerns in order to facilitate early warnings and swift responses.

v.   Strengthen the system for monitoring and reporting attacks on education.

w.   Identify patterns of abuse and any protection gaps from past attacks; conduct transparent and independent investigations

into attacks; publicise the findings of these investigations and incorporate lessons learned into future protection measures and strategies to prevent such attacks.

x.   Take measures to ensure the involvement of female learners and teachers, as well as gender specialists, in the development of security protocol and strategies to prevent abductions of female learners and school-related gender-based violence (SGBV) and to mitigate harm caused by such abuses.

15.1 Ministry for Humanitarian Affairs, Disaster Management and Social Development

This ministry plays the general role of overseeing the activities and operations of all agencies, parastatals and departments responsible for managing disasters, emergencies and safety/security-related issues in schools, learning centres and the larger communities.

a.   The ministry must therefore ensure safety and security standards are operational in transitional schools, IDP camps, learning centres and learning spaces in refugee camps.

b.   The ministry must also ensure commensurate funding for disaster preparedness and management is allocated to such duties and appropriately used.

c.   The ministry must lead regular monitoring and evaluation of safety and security activities in learning centres, schools and transitional camps and collaborate with the Federal Ministry of Education and other relevant agencies to carry out these objectives.

15.2 Emergency Management Agencies (NEMA/SEMA)

The National and State Emergency Management Agencies are by their enabling laws responsible for managing disasters and providing emergency relief to victims in their respective areas of operation in the country. Having regard to their statutorily assigned roles, they are assigned the following duties under this policy:

a.   Collaborate with education authorities and involve them in disaster management planning, policies and processes and in developing minimum standards for school safety before, during and after emergencies. This can be done by co-opting other relevant agencies in the state, including but not limited to NGOs and private agencies as part of the intervention committee.

b.   Ensure that school safety is given due attention in school disaster management (SDM) processes.

c. Collaborate with and provide training input to relevant Departments of Education for integrating DRR education in the formal curriculum of schools.

d. Collaborate with and provide training input to relevant Departments of Education for training school safety focal point teachers.

e. Encourage school management to lead school safety efforts in their respective schools.

f. Allocate funding for contingencies aimed at supporting schools in emergencies.

15.3 School-Based Management Committees (SBMC)

Each school is to establish a school-based management committee (SBMC) which will oversee the identification and prevention of hazards and emergencies in the school. The SBMC will work with the community in and around the school and with the PTA to carry out the following duties:

a. Encourage communities around schools to participate in training on DRR issues and approaches. Lead in building the necessary momentum for school safety, taking explicit responsibility for developing and implementing comprehensive, school-based safety and security plans, including devoting special attention to the specific concerns and protection needs of girl learners and women staff.

b. Participate in coalitions and collaborative platforms for school safety at local, district, state, national and global levels and bring the acquired knowledge and understanding to bear on the geographical areas in which they operate.

c. Coordinate knowledge consolidation and the dissemination of DRR educational materials and tools.

d. Support the confidence of learners by providing early warning information to schools and supporting schools in responding.

15.4 Parent-Teacher Associations (PTAs)

a. Work in partnership with SBMCs to organise periodic safety and security drills for the school community.

b. Organise regular awareness campaigns, within and outside the school compound, on ways to end violence against children.

c. Provide the school safety focal point teacher with information

regarding violence perpetrated against learners outside the school premises, particularly on the way to and from school.

d.   Provide moral and financial support to child protection clubs and safe spaces in schools.

e.   Support the school plan for safety and security.

f.   Contribute, individually and collectively, to learners' understanding of the imperative for safety and security in schools.

g.   Ensure that life skills and Family Life Health Education (FLHE) are adequately taught to learners.

15.5 Ministries of Defence, Interior and Police Affairs

The above are the supervising ministries for all of Nigeria's security forces. As a result of their unique placement in Nigeria's security architecture, they are given the following responsibilities under this policy:

a.   Prioritise the protection of civilians in conflict, including in military doctrine and policy documents, and take steps to ensure that this priority is translated into effective policies, including by giving a standing order to security forces to respond immediately to calls for help and protection when an attack is imminent or underway at a school.

b.   Identify and assign an emergency response contact person within each unit (possibly within a Rapid Reaction Unit), and ensure that schools and local education officials know how to contact this person in an emergency.

c.   Provide the Ministry of Education personnel, school administrators and local police operatives with sufficient notice before security forces withdraw from an area or make other significant changes that could affect school safety.

d.   Clearly outline the responsibilities towards the protection of learners and teachers in accordance with international standards in their codes of conduct.

e.   Ensure that security forces shall collaborate with protection actors to hold regular trainings on child protection and gender-based violence.

f.   Ensure that security forces shall collaborate with education authorities and other relevant bodies to ensure school safety before, during and after emergencies.

g. Ensure that during conflict, security forces do not occupy schools, as endorsed in the SSD.

15.6 Agencies and Parastatals in Charge of Developing Curriculum

These agencies and parastatals include the Nigerian Educational Research and Development Council (NERDC) for basic and post-basic education curriculum; the National Commission for Colleges of Education for the curriculum offerings in Colleges of Education; the National Board for Technical Education for polytechnic curriculum; and the National Universities Commission (NUC) for university education curriculum.

These curriculum development agencies have important roles to play in promoting violence-free learning environments as well as security and safety education in educational institutions in the country. They have the following duties under this policy:

a. Ensure that school safety and security curriculum is regularly reviewed and updated and made available in schools.

b. Develop relevant modules for training instructors on safety, security and risk mitigation in schools.

c. Ensure regular monitoring of the implementation of the school safety and security curriculum in schools.

15.7 Teachers Registration Council of Nigeria (TRCN)

Ensure that child protection, school safety and security notions are included in the mandatory trainings for professional teacher development.

Conduct regular mandatory trainings on child protection, school safety and security for teachers to keep trainees abreast of emergent issues.

In partnership with Education Quality Assurance Departments, regularly monitor schools to determine the extent of teacher capacity shortfall in the area of child protection and school safety and security.

15.8 School Administrators (UBEC/SUBEB)

School administrators are also critical stakeholders in ensuring the safety and security of educational institutions in the country. They have the following responsibilities to discharge under this policy:

a. Allocate time for weekly knowledge sharing and life-skill building activities for instructors and learners.

b. Incorporate school security and safety issues in the school development plans (academic and social) and ensure periodic review.

c. Ensure that teaching and non-teaching staff receive appropriate training in disaster risk management.

d. Ensure that relevant norms and standards for school security and safety are applied in all school buildings and incorporated in their functions.

e. Ensure active and equitable participation of the school community, including children and elected representatives, in preparing and implementing security and safety measures in schools.

f. Deploy appropriate strategies to encourage and support children to participate in spreading disaster risk reduction knowledge to families and communities.

15.9 Local Government Education Authorities (LGEAs)

LGEAs perform important regulatory and oversight functions in the educational sectors at the local levels and thus have critical roles to play in ensuring safe and secure schooling at the grassroots level. They are assigned the following responsibilities under this policy:

a. Collaborate with and involve education authorities in safety and security planning, policies and processes and in developing minimum standards for school security and safety before, during, and after emergencies.

b. Collaborate with and provide training input to the supervisory councillors on education and the Department of Education for consistent training of security and school safety focal point officers and school management committee members to lead school security and safety efforts in their respective schools.

c. Include issues of school security and safety in the LGA disaster management plans.

d. Engage with relevant departments and agencies in charge of schools to provide input on school safety issues.

e. Reinforce the responsibility of school management to take prevention, mitigation, preparedness, and response actions with regard to the security and safety of learners and instructors.

15.10 State Ministry of Education

State governments share constitutional powers with the Federal Government of Nigeria with respect to the establishment and control of educational institutions in the states. Consequently, State Ministries of Education also occupy an important place in the oversight and control scheme of educational institutions and in efforts to ensure the safety and security of schools in the country. Consistent with this importance, State Ministries of Education are assigned the following important roles under this policy:

a. Ensure the safety of school users, especially vulnerable school users, people with disability, indigent and minority groups.

b. Actively engage PTAs and SBMCs in seeking collaboration and technical solutions for promoting safety and security in schools.

c. Develop and implement strategies, policies and regulations for ensuring that all new schools and classrooms being constructed are disaster resilient, durable and responsive to the specific risks affecting school users.

d. Allocate resources for the periodic repair of schools to make them disaster risk resilient and durable.

e. Include issues of school safety and security in LGA disaster management.

f. Incorporate issues of disaster risk reduction as well as prevention of and response to violence in pre-service and in-service teacher training programmes. Meaningfully educate school users and the host communities of schools on issues related to ending violence against learners, disaster risk reduction and disaster management processes.

g. Include indicators related to school safety in the monitoring framework of all schemes and programmes, such as the learning enhancement programme.

h. Engage with department and agencies in charge of schools to provide input on school safety issues.

i. Ensure that schools are available and safe for continuing educational activities in the immediate aftermath of a disaster.

j. Reinforce the responsibility of school management to take prevention, mitigation, preparedness and response actions with regard to the safety of school users.

k. Allocate resources for schools to make them disaster risk resilient,

durable and responsive, particularly to the specific risks affecting girls and women.

l. Recommend that the relevant government agencies working on curriculums include school safety training in the curriculum for training teachers.

m. Grant authorisation to only those schools that continuously comply with safety norms laid out in the building codes and directives as developed by the ministry.

n. Encourage programmes which reflect gender needs and address issues of vulnerable learners, particularly girls, young women and people with special needs.

o. Set policies to address and respond effectively to sexual and other gender-based violence in schools, particularly abduction, rape, forced marriage, sexual assault and sexual harassment.

p. Ensure strong reporting mechanisms and coordination between schools and the ministry.

15.11 Learners

Learners have autonomy and agency and can contribute meaningfully to efforts to ensure safety and security in schools if their participation in the process is effectively enabled. As a result of recognising the agency and autonomy of school learners, and in order to enable their participation, the following roles are assigned them under the policy:

a. Participate effectively in school safety planning exercises and learn disaster risk reduction (DRR) principles and practices being taught in and outside school.

b. Recognise disaster risks in their community and actively seek solutions to reduce them.

c. Participate in preparing and implementing safety and security responses.

d. Participate in periodic drills and appropriate response strategies available in school or in the community as appropriate for their age.

e. Actively spread the knowledge of DRR principles acquired in school to their families and communities.

f.   Support and encourage peer learning and responses.

15.12 Non-Governmental Organisations

Non-governmental organisations (NGOs) are also critical stakeholders in the educational sector and should be involved in efforts to transform the sector for robust and effective responses. NGOs are given the following responsibilities under the policy:

a. Sensitise policy makers on the need for school safety and advocate a systemic commitment to safety.

b. Facilitate and provide training to school safety focal point teachers and SBMC members on school safety intervention so that they can effectively participate in school safety efforts.

c. Collaborate with academic/scientific/research institutions and experts to develop and deliver training programmes and research on new and innovative approaches.

d. Participate in coalitions and collaborative platforms for school safety at local, district, state, national and global levels and disseminate acquired knowledge and understanding in the geographical areas where they operate.

e. Advocate the integration of disaster risk reduction (DRR) into mainstream development activities, particularly in school settings.

f. Coordinate knowledge consolidation and the dissemination of DRR educational materials and tools.

g. Orient and educate the larger donor community and policy makers on issues of school safety and DRR.

h. Facilitate the development of monitoring tools to assess the effectiveness of education sector projects from a DRR perspective.

i. Strengthen coordination structures for sustainability.

15.13 Corporate Bodies

Corporate bodies have important roles to play in the effort to institutionalise the safety and security of educational institutions, not only because they will eventually benefit from persons trained in such institutions but also because contributing to the process is within the province of their corporate social responsibilities as good corporate citizens. In light of the foregoing, corporate bodies are assigned the following responsibilities under the policy:

a. Support the promotion of school safety by constructing safe schools, repairing existing schools, creating awareness on safety,

building the capacity of instructors and learners, and other such activities.

b. Ensure that all schools owned or supported by corporate bodies comply with safety norms (e.g., minimum standards, rules and regulations).

c. Collaborate with academic/scientific/research institutions and experts to develop and deliver training programmes and research on innovative approaches.

d. Participate in coalitions and collaborative platforms for school safety at local, district, state, national and global levels and disseminate the acquired knowledge and understanding in the geographical areas where they operate.

e. Advocate the integration of DRR into mainstream development activities in school settings.

f. Coordinate knowledge consolidation and the dissemination of DRR educational materials and tools.

g. Orientate and educate the larger recipient community and policy makers on issues of school safety and DRR.

h. Facilitate the development of monitoring tools and assess the effectiveness of education sector projects from a DRR perspective.

15.14 International Funding Agencies

International funding agencies (IFA) are critical to developmental efforts on the African continent, as they often provide the much needed funding, facilities and foreign expertise to enable and support developmental projects on the continent. Nigeria and its educational sector are not an exception in this regard. In recognition of this critical role and in order to enable the participation of IFAs is this process, they are assigned the following responsibilities under the policy:

a. Support development and sharing of knowledge on strategic approaches to school safety.

b. Collaborate to develop and promote good practices in school safety and DRR education in all forms.

c. Collaborate with academic/scientific/research institutions and experts to develop and deliver training programmes and research on innovative approaches.

d. Support research and advocacy on safety and security.

e. Participate in coalitions and collaborative platforms for school

safety at local, district, state, national and global levels and disseminate the acquired knowledge and understanding in the geographical areas where they operate.

f. Advocate the integration of disaster risk reduction into mainstream development activities in school settings.

g. Coordinate knowledge consolidation and the dissemination of DRR educational materials and tools.

h. Orientate and educate the larger donor community and policy makers on issues of school safety and DRR.

i. Facilitate the development of monitoring tools and assess the effectiveness of education sector projects from a DRR perspective.

j. Ensure access to fund continuity after life cycle of the intervention.

15.15 Media

The media is often referred to as the 'Fourth Estate of the Realm'. This is as a result of the important functions it performs in society: educating the public and holding the government accountable. The media is therefore a critical stakeholder in the success of any transformative initiative in society, including the effort to foster or institutionalise safety and security in Nigerian educational institutions. If the initiative is to succeed, the participation of the media is indispensable. In order to enable media participation in this process, therefore, the media is assigned the following responsibilities in the policy:

a. Disseminate information about the policy to the public to raise awareness.

b. Participate in training on DRR issues and approaches.

c. Lead in building the necessary momentum on school safety through adequate coverage of issues and solutions. Where feasible, report the location of the education-related attack or emergency, the perpetrator, the number and gender of learners affected, the level and type of schools affected, the damage to the school or university and the number of days of education lost. Such information aids the analysis of education-related attacks or emergencies, so that they might be better addressed; at the very least, it draws more attention to the topic.

d. Participate in developing and implementing codes of conduct for disaster reporting, especially with respect to children and schools.

e. Collaborate with stakeholders to hold quarterly media briefings on the safety and security of schools.

f. Participate in coalitions and collaborative platforms for disseminating updated information on school safety at local, district, state, national and global levels.

g. Integrate DRR into media activities, particularly school education.

h. Report gains to the larger donor community and policy makers on issues of school safety and DRR.

i. Participate in monitoring DRR compliance.

15.16 Federal Ministry of Information and National Orientation

a. Create awareness on safety and security through the National Orientation Agency.

b. Carry out advocacy and sensitisation on the imperative of safe schools and the need to adhere to national policy and the SSD on safety and security.

c. Support media houses to scale up their collaboration with the education sector in advancing the SSD.

15.17 National Institute for Educational Planning and Administration (NIEPA)

Collaborate with FME to plan, monitor and evaluate the safety and security of school programmes, processes and activities.

Collaborate with FME and other stakeholders to build the capacity of school administrators and teachers to prevent and respond to threats to security and safety.

SECTION 6

POLICY IMPLEMENTATION

16.0 Federal Ministry of Education to Provide Leadership

The national policy on safety and security in Nigeria shall be systematically implemented to deliver safe and secure schools and to ensure no one is left behind. The Federal Ministry of Education shall provide the leadership around which the implementation of the policy will rotate. The ministry shall coordinate the activities of government at the various levels. Therefore, for effective implementation of this policy in Nigeria, there shall be three major operational divisions representing the three tiers of government – federal, state and local government. There shall also be regular evaluation and counselling at all tiers of government on matters relating to the implementation of the policy.

The Federal Ministry of Education, for the purpose of implementing this policy, shall do the following:

a. Provide high-level political, technical and critical leadership support. Cultivate positive attitudes towards and positive perceptions of the effort to create safe and secure schools.

b. Mobilise the support of education stakeholders (e.g., traditional rulers and community and religious leaders) at all levels to transform public attitudes towards and perceptions of safety and security.

c. Strengthen and coordinate institutional mechanisms and institutions mandated to prevent and respond to threats to the safety and security of schools.

d. Ensure effective planning, budgeting, implementation, monitoring and evaluation of the policy.

e. Develop communication and advocacy strategies to popularise the policy.

f. Develop and enforce a legal framework for the policy.

17.0 Research and Development

Government shall encourage research and development to ensure safety and security. Therefore government shall do the following:

a. Appraise legislations to ensure funding is dedicated to support research to prevent, mitigate, cope with and respond to threats to the security and safety of schools.

b. Provide and encourage increased ¬opportunities for research initiatives that are result-oriented.

c. Support the adaptation of research concepts, methodologies and innovations.

18.0 Monitoring and Evaluation (M&E)

The need for a comprehensive national M&E of this policy is critical. The M&E shall outline national targets and indicators, and the results shall be based on the national strategic plan to create violence-free schools in Nigeria.

19.0   Coordination and Cooperation

Safety and security are a shared responsibility; therefore the Federal Ministry of Education will ensure the distribution of a comprehensive protocol detailing a clear coordination of all relevant stakeholders to ensure the effectiveness of the policy; this will support the full implementation of the policy.

20.0   Documentation

The policy designates the collation of data and relevant information to be coordinated by the National Education Management Information System (NEMIS) in collaboration with states, local governments and other agencies such as the National Bureau of Statistics and with schools in general.

21.0 Measurement of Progress

Government shall measure the progress towards the attainment of the strategic objectives, indicators and targets for the national, state and local government response levels contained in the National Strategic Plan (NSP) over the period of the plan.

21.1 Strategies

a. Develop instruments for monitoring and evaluating impact;

b. Disseminate monitoring and evaluation instruments to institutions;

c. Conduct monitoring and evaluation exercises;

d. Analyse and interpret data;

e. Produce and disseminate reports.

22.0 Policy Review

The continued existence and relevance of a policy is determined by how regularly the policy is reviewed. There is need to comprehensively review the existing policy to determine whether the policy is relevant, implementable and effective or whether it reflects the new realities.

This policy shall therefore be jointly monitored and reviewed every five years by the Quality Assurance Departments of the Federal and State Ministries of Education; FCT Education Secretariat; Local Government Education Authorities; National Child's Rights Act Implementation Committee (NCRIC) of the Federal Ministry of Women Affairs & Social Development; the National Human Rights Commission in collaboration with development partners, civil society organisations (CSOs) and other non-state actors to ensure compliance with the guidelines; to respond to any changes in legislation that have direct implications for safeguarding and child protection; and to learn from gaps arising from policy implementation.

The review of the national policy on safety and security in schools shall be based on the following:

a. The need to analyse and review the existing policy based on identified gaps;

b. Research findings revealing the need to review the existing policy;

c. Presentation of draft review policy to stakeholders for critiquing;

d. Final endorsement by policy makers.

23.0 Sustainability Plan

Government's commitment to ensuring the safety and security of schools is in line with its commitment to national, regional and international conventions, protocols and treaties, such as the SSD. Ensuring the security of learners in school is important for growth and development. It should therefore be spotlighted in the planning and implementation of the national policy on education and should be reflected in the allocation of national and state budgets besides requests for development assistance from development partners and the organised private sector.

23.1 Sustainability of the Policy

The strength of this policy relies heavily on the existence of educational structures and mechanisms which pre-date its formulation. To sustain the intents and purposes of the violence-free schools initiative, there shall be need to further build and establish mechanisms, so that it is

driven by Federal and State Ministries of Education, the FCT Education Secretariat, Local Government Education Authorities and other relevant stakeholders.

a. **Institutionalisation**: Integration of the safe and secure schools (SSS) programme into pre- and in-service teacher training programmes and other relevant programmes to guarantee its long-term sustainability.

b. **Capacity building**: Building capacity of staff of institutions and of community members, schools and learners to act as advocates of the initiative to ensure long-term sustainability of the policy.

c. **Funding**: Budgetary allocation for funding SSS in FME, SMoEs, SUBEBs, UBEC and other relevant stakeholders in collaboration with development partners.

d. **Buy-in of relevant stakeholders:** This should help to promote the sustainability of the policy. At the community level, stakeholder buy-in shall be sought from traditional rulers, community and religious leaders, SBMCs, Parent-Teacher Associations (PTAs) and other established structures.

e. **Incorporation of specific indicators on the implementation of the SSD programme into Educational Management Information Systems (EMIS)** to ensure that data is collected, analysed and interpreted annually for planning purposes.

The inclusion of violence-specific protocol (while good) without protocol relating to other themes of the policy will unbalance the flow and weight of the issues dealt with in the policy.
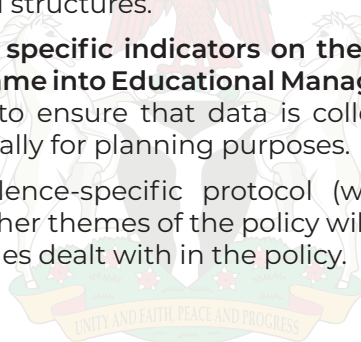
Federal Ministry of Education

GUIDELINES FOR IMPLEMENTING NATIONAL POLICY ON SAFETY, SECURITY AND VIOLENCE-FREE SCHOOLS IN NIGERIA

August 2021

Nigeria
Education in Emergencies
Working Group

SECTION 1

1.0   Introduction

To effectuate the laudable objectives and purposes of the National Policy on Safety, Security and Violence-Free Schools in Nigeria, there is a need to formulate guidelines for the proper guidance of all stakeholders responsible for the implementation of the policy. These implementation guidelines therefore provide detailed directions to the stakeholders to enable them to put the policy into proper operation.

2.0   Objectives

The objectives of these guidelines are

    a.   (to provide processes and procedures for ensuring safe learning environments for school users;

    b.   to set out specific actions by different stakeholders within the Safe Schools Declaration (SSD) framework towards school safety and security;

    c.   to detail procedures for building the capacity of learners, teachers, school personnel and government officials to promote safe , secure and violence-free schools;

    d.   to facilitate the strengthening of coordination among relevant institutions to create safe, secure and violence-free schools.

3.0 Purpose of the Guidelines

The main purpose of the guidelines is to put mechanisms and processes in place to make it easier to tackle all kinds of hazards (natural, man-made, structural and non-structural hazards) and violence that affect the wellbeing of learners, teachers, school users and the school community to ensure that schools in Nigeria are safe, secure and violence-free.

4.0 Key Principles and Values of the Guidelines

The implementation guidelines are anchored on the following principles:

    a.   Respect for human rights: The human rights of all shall be respected at all times, including in periods of disaster, conflict or emergency. Human rights are a universal norm recognised for the protection of all.

    b.   Child- and learner-centredness: The human rights and the best interests of children and learners and utmost respect for their dignity shall be the primary consideration in any decision-making that affects their development and welfare.

    c.   Inclusivity: Schools shall take into consideration all that the learners need to receive a high quality education. Adequate and appropriate educational support and protection shall be provided for all learners, regardless of where they are, their skills and interests or their socio-economic status, their culture, religion, sexuality, gender or disability. All learners must therefore be included in all initiatives relating to safety and security.

d. Conflict sensitivity: All engagements, especially in conflict-vulnerable or conflict-affected areas, shall be conflict sensitive. Intervention to ensure the continuity of high quality education and the protection of learners and school personnel shall be formulated based upon adequate analysis of the conflict situation. Such intervention shall take into account the nature and dynamics of local conflicts; the area's vulnerability and exposure to armed conflicts; the availability of resources; and existing partnership links.

e. Sharing responsibility on safety and security between stakeholders: Safety and security is a shared responsibility among stakeholders; protection of learners and school community is essential; the long task of peacebuilding is a responsibility for all the stakeholders.

f. Gender sensitivity: Gender equity is critical in harm prevention and in responses to safety and security concerns; all protocol and intervention must be in accordance with the principles of gender equality. There must be established protocol and regulations that prevent bullying, sexual harassment, sexual abuse and other forms of gender-based violence.

g. Accountability and transparency: Openness is critical in peace building; answerability is key in development and governance; therefore all duty bearers are to be held to account for their roles and responsibility in ensuring safety and security in the school community.

SECTION 2

5.0 IMPLEMENTATION PLANNING

5.1 NATIONAL LEVEL

To aid the effective implementation of the policy, the guidelines highlight the actions to be taken, the authorities responsible for taking the actions and the frequency of the actions to be taken at the national level as follows:

5.1.1 Strengthening institutional commitment for safe, secure and violence-free learning environments

The Quality Assurance Department, other relevant departments and agencies of the Federal Ministry of Education (FME) shall periodically issue guidelines and instructions relating to safety, security and violence-free schools and shall monitor compliance. At the commencement of the policy, the FME shall constitute an advisory committee at the national level to advise the ministry on the subject of safety, security and violence-free schools.

The FME shall constitute an inter-ministerial committee (IMC) on safe, secure and violence-free schools and shall review and support the implementation of this policy on an annual basis. The FME shall work with NEMA and other relevant bodies focusing on education infrastructure and other related matters within the national disaster management plans.

5.1.2 Planning for safety

To plan for safety, the school safety advisory committee set up by the FME is required every year to (i) prepare a national inventory of schools to be made safe; (ii) mainstream disaster risk reduction-related works into school disaster plans; (iii) ensure school safety concerns are included in states' disaster management plans; and (iv) review district disaster management plans to ensure school safety is given due attention.

5.1.3 Implementation of safety actions

Whenever a new school is to be established, the FME and SMoEs shall ensure compliance with local adaptations of school design, norms and school safety.

5.1.4 Capacity building for safe and violence-free schools

The FME, in conjunction with the Federal Ministries of Justice, Health, Interior, Police Affairs, their relevant agencies and with development partners, shall develop an action plan for training learners and school staff on different natural hazards, first aid administration, emergencies and child safeguarding.

The FME, in conjunction with SMoEs, is also required to develop child-friendly IEC material in the local language of learners.

The FME and SMOEs, with their relevant agencies and with development partners, shall also, on an annual basis, develop child-friendly teaching material for teachers and learners to engage them on school safety issues.

5.1.5 Monitoring safety, security and violence-free schools

The FME, SMoEs and their relevant agencies, along with development partners, shall, on a yearly basis, monitor the implementation of the policy at the state level to ensure compliance.

5.2 STATE LEVEL

To aid the effective implementation of the policy at the state level, these guidelines shall be adhered to:

5.2.1 Strengthening institutional commitment for safety, security and violence-free learning environments

To strengthen institutional commitment at the state level, SMoEs, SUBEC, SEMA and relevant CSOs are required to issue guidelines and instructions relating to safe, secure and violence-free learning environments and monitor compliance in the state on a yearly basis. Each state Ministry of Education shall constitute a safety, security and violence-free school committee comprising the Ministries of Education, Justice, Environment, Health and their relevant agencies as well as SEMA Health, Justice and relevant agencies as well as security and paramilitary agencies.

5.2.2 Planning for safety, security and violence-free schools

The state school safety advisory committee set up by the SMoE is required every year to prepare (i) a state inventory of schools that are prone to safety and security threats; (ii) mainstream disaster risk reduction-related works into state school disaster plans; (iii) ensure school safety concerns are included in states' disaster management plans; and (iv) review LGEA disaster management plans to ensure that school safety is given due attention.

5.2.3 Implementation of safety, security and violence-free schools action

Whenever a new school is to be established, SMoEs and their relevant agencies shall ensure compliance with local adaptations of school design, norms and school safety.

5.2.4   Capacity building for safety, security and violence-free schools

SMoEs, in conjunction with State Ministries of Justice and Health, SEMA, security and paramilitary agencies as well as development partners, shall develop an action plan for training   learners and school staff on different natural hazards, first aid administration, emergencies and child safeguarding.

5.2.5 Monitoring safety, security and violence-free schools

SMoEs and their relevant agencies, with development partners, shall on a yearly basis monitor the implementation of the policy at the state level to ensure compliance.

5.3 LOCAL GOVERNMENT AREA (LGA) LEVELS

To aid the effective implementation of the policy at the local government area level, these guidelines shall be adhered to:

5.3.1 Strengthening institutional commitment for safety, security and violence-free learning environments

To strengthen institutional commitment at the local government level, LGEA, SUBEC, LEMA and relevant CSOs are required to issue guidelines and instructions relating to safe, secure and violence-free learning environments and to monitor compliance in the local government area on a yearly basis. Each LGEA shall constitute a safety, security and violence-free school committee comprising counsellors for education, justice, environment, health and LEMA, as well as security and paramilitary agencies at the local government level.

5.3.2 Planning for safety, security and violence-free schools

The local government school safety advisory committee set up by the LGEA is required every year to (i) prepare an LGA inventory of schools that are prone to safety and security threats; (ii) mainstream disaster risk reduction-related works into LGA school disaster plans; (iii) ensure school safety concerns are included in LGAs' disaster management plans; and (iv) review LGEA disaster management plans to ensure that school safety is given due attention.

5.3.3 Implementation of safety, security and violence-free schools action

Whenever a new school is to be established, SMoEs, in conjunction with LGEAs and their relevant agencies shall ensure compliance with local adaptations of school design, norms and school safety.

5.3.4 Capacity building for safety, security and violence-free schools

SMoEs, SUBEBs, LGEAs, SEMA, security and paramilitary agencies, as well as development partners, shall develop an action plan for training learners and school staff on different natural hazards, first aid administration, emergencies and child safeguarding.

5.4 SCHOOL LEVEL

To aid the effective implementation of the policy at the school level, these guidelines shall be adhered to:

5.4.1 Strengthening institutional commitment for safety, security and violence-free learning environments

To strengthen institutional commitment for safeguarding learners, heads of school/principals, staff, PTAs and SBMCs shall develop school-specific protocol in line with SMoE's guidelines for safe, secure and violence-free learning environments and shall monitor compliance. Each school shall constitute a safety, security and violence-free school committee, comprising the school head/principal, safety focal point teachers, school counsellors, health personnel in the school, SBMC chairman and PTA chairman.

5.4.2 Planning for safety, security and violence-free schools

School heads shall ensure that a detailed needs assessment for safety and violence-free learning is conducted yearly and included in the school development plan. The school safety monitoring committee (SSMC), comprising the safety focal point officer, guidance counsellors, a senior boarding house master/mistress and a representative of learners, shall undertake regular monitoring of compliance with the emergency response plan of the school.

5.4.3 Implementation of safety actions

The school heads/principals and the school safety advisory committee shall ensure that the following and any other responsive measures for safety and security are put in place: (i) regular mock fire drills for the school community; (ii) methods for raising awareness of evacuation procedure in event of disaster; (iii) mock drills of first aid administration; (iv) a member of the school community to report cases of violence; (v) referral and tracking of cases of violence, ensuring the use of appropriate forms for reporting, tracking and referral (see annexures 1, 2 and 3).

5.4.4 Capacity building for safety, security and violence-free schools

School heads/principals shall ensure that teachers and other school personnel undertake regular capacity building for school safety, security and child safeguarding.

School heads shall also ensure that newly recruited or reposted staff undertake induction training on school safety, security and child safeguarding. School heads/principals shall designate a school safety, security and child safeguarding day for enlightening the school community about safety and security matters.

5.4.5 Monitoring school safety

The school safety monitoring committee (SSMC), comprising the safety focal point officer, guidance counsellors, a senior boarding house master/mistress and a representative of learners, shall regularly monitor compliance with the emergency response plan of the school. POs and SBMCs in each school shall regularly conduct safety and violence-free school audits in the school, including fire and food safety. School management, FPOs and SMBCs shall periodically review school development plans to identify unaddressed hazards and new hazards that may emerge.

SECTION 3

6.0 TOOLS TO SUPPORT USER IMPLEMENTATION

6. 0.1　　National Policy on Safety, Security and Violence-Free Schools

6.0.1　　Implementation Guidelines for the Policy

6.0.2　　Safety and Welfare Manual

6.0.3　　Child Protection Training Manual for Teachers and Non-teaching Staff

6.0.4　　Mandatory Reporting Protocol for Schools

6.0.5　　Referral, Tracking and Response to VAC

6.0.6　　Action Plan for Ending VAC in Schools

6.0.7　　School Safety Plan

6.0.8　　Disaster Risk Management Manual

6.0.9　　School Development Plan

6.1 WAYS TO ENSURE SAFETY AND WELFARE OF LEARNERS

The responsible parties shall do the following to ensure the safety and welfare of learners and others in learning environments:

a.　Implement policy on safety and security in schools.

b.　Identify all possible areas that could constitute risks to life and property with a view to eliminating or mitigating such.

c.　Install modern safety and security gadgets in schools (e.g., CCTV, fire extinguisher).

d.　Fence and gate the school compound.

e.　Station trained security personnel at the school gate.

f.　Require visitors to be given clearance before entering the school premises.

g.　Require learners and workers to always be in possession of their identity cards.

h.　Conduct proper background checks before employing teachers and other employees.

i.　Ensure that learners, instructors/facilitators, school based management committee and Parent-Teacher Association are trained on safety and security issues.

j.　Ensure that safety and security clubs are formed in schools.

k.　Ensure that central safety and security alarms and cameras are installed, monitored and maintained in strategic places.

l.　Ensure that learners' bags are searched from time to time to prevent them from bringing dangerous weapons into the school.

m.　Provide security emergency numbers to schools.

n.　Provide psycho-social support to learners after a disaster.

SECTION 4

7.0 INTER-SECTORAL COLLABORATION AND PARTNERSHIPS

7.1 Federal Ministry of Education

As the apex body for the implementation of this policy, the Federal Ministry of Education shall constitute the following committees to drive the implementation process, having due regard to roles and responsibilities assigned to other stakeholders by the policy:

a.   The national steering committee for safety, security and violence-free school settings, headed by the Honourable Minister of Education;

b.   The technical committee for safety, security and violence-free school settings, headed by the Permanent Secretary;

c.   The implementation committee for safety, security and violence-free school settings, headed by the Executive Secretary (UBEC).

7. 2 Ministry for Humanitarian Affairs, Disaster Management and Social Development

In line with the roles assigned in the policy, the ministry shall,   in collaboration with the FME and other relevant agencies, coordinate response to disasters and other emergencies in schools.

7. 3 Emergency Management Agencies (NEMA/SEMA)

In the management of disasters and provision of emergency relief to victims, NEMA and SEMA shall undertake the roles assigned in the policy for effective implementation in their respective areas of operation in the country.

7. 4 School-based management committees (SBMCs) and Parent-Teacher Associations (PTAs)

As operators of the policy at the school level, the SBMC and PTA shall always collaborate with communities in and around schools and with other role players to ensure the effective implementation of the duties assigned in the policy.

7. 5 Ministries of Defence, Interior and Police Affairs

The Ministries of Defence, Interior and Police Affairs, as supervising ministries of security forces and paramilitary agencies, shall, in the performance of their functions under the policy, partner and collaborate with the FME, SMoEs and the emergency management bodies at the federal, state and local government levels to ensure the smooth and seamless discharge of roles assigned to them under the policy.

7.6 State Ministry of Education

State Ministries of Education, as critical stakeholders in the education sector at the state level for the implementation of this policy, shall constitute the following committees to drive the implementation process, having due regard to roles and responsibilities assigned to other stakeholders by the policy:

a. A state steering committee for safety, security and violence-free school settings, headed by the Honourable Commissioner of Education;

b. The technical committee for safety, security and violence-free school settings, headed by the Permanent Secretary;

c. The implementation committee for safety, security and violence-free school settings, headed by the Executive Chairman (SUBEBs).

7. 7   Local Government Education Authorities (LGEAs)

LGEAS, as operators of the policy at the grassroots level, shall partner with other educational authorities   at the state levels to perform their roles as stipulated in the policy. Most importantly, at the basic education level, LGEAs, in consultation with SUBEBs, shall perform regulatory roles in the implementation of the policy.

7. 8   Non-Governmental Organisations

In the discharge of the roles assigned in the policy, non-governmental organisations (NGOs) shall collaborate with stakeholders at local, state and national levels to monitor the implementation process as well as identify gaps and suggest ways forward in policy implementation.

7.9   Corporate Bodies

For effective implementation, corporate bodies shall, in addition to the role assigned in the policy, provide technical, funding and other support to key actors at the local, state and national levels.

7. 10   International Funding Agencies

International funding agencies, in addition to the role assigned in the policy, shall collaborate with other non-state actors, such as NGOs, civil society organisations (CSOs) and the media to promote good practices by providing funding to key actors at the local, state and national levels.

7.11 Media

In furtherance of the roles assigned in the policy, the media shall partner with education authorities at the national, state, local government and school levels to carry out awareness campaigns on safety, security and violence-free schools.

7.12 Federal Ministry of Information and National Orientation

The Federal Ministry of Information and National Orientation shall collaborate with and support media houses to scale up partnership with the education sector to advance the implementation of the policy. The ministry shall also partner with educational authorities at the national, state, local government and school levels to carry out awareness campaigns on this policy.

SECTION 5

8.0 FUNDING AND RESOURCE MOBILISATION

Funding education requires a huge capital outlay. Government can no longer bear the burden of funding education alone.

Financing the implementation of the policy shall include the following:

a. Harnessing partnerships with development partners;

b. Leveraging on the existing funding channels from CBN, UBEC, TETFund and others;

c. Tapping into funds unlocked from corporate social responsibility of firms and corporate organisations;

d. Drawing from contributions of education taxes paid by corporate bodies;

e. Adopting the use of public-private partnership models;

f. Encouraging community participation in the area of generating funds, tracking expenditure and ensuring accountability.

SECTION 6

9.0 QUALITY ASSURANCE, RESEARCH, MONITORING AND EVALUATION

The FME and SMoEs shall develop instruments for monitoring and evaluating the implementation of the policy.

SECTION 7

10.0 STRENGTHENING COMMUNITY SUPPORT FOR SAFETY,   SECURITY

AND VIOLENCE-FREE SCHOOLS

In addition to the roles assigned in the policy, the SBMCs, PTAs and school authorities shall leverage community-based vigilantes, policing and other local community-based security supports.

ANNEXURE 1

Instructions

This form is to be completed by the reporter (any adult stakeholder in the school who has reasonable ground to believe that a case of violence or child abuse has occurred or may occur).

Part 1 must be filled out on initial contact and submitted to the designated safeguarding child protection officer (DSCO), the head teacher or any member of the school safeguarding team. Attach additional information that is necessary. Office of the DSCO is to retain a copy and ensure that confidentiality is observed.

Part 1: Preliminary Information

a.   Name and address of the school:

b.   Name and address of the person reporting the case:

c.   Location where the abuse took place (if known):

d.   Date and time of reporting and recording of the case:

e.   Designation of the reporter:

f.   Relationship with the child survivor:

1.7. Contact details:

Residential Address: _____

Telephone No: _____

Email: _____
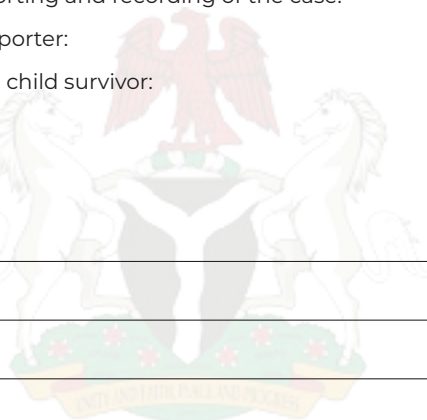
Part 2:

Abused Child (Survivor) Information
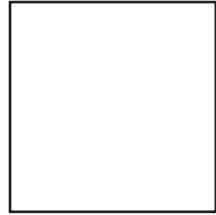
Reference number: _____

2.1. Name of the child: _____

2.2. Sex: Registration/Admission no.:_____

2.3. Date of birth: _____Age: _____

2.4. Residential address: _____

_____

Telephone no.: _____

2.5. Type of alleged act of violence/abuse and location where the act took place:

_____

2.6. Number of times the child has encountered this form of violence in the past:

_____

2.7. Other forms of violence previously encountered by the child at the hands of the alleged perpetrator:

_____

2.8. Measures taken by the school/other collaborating agencies against the alleged perpetrator regarding 2.7: _____

2.9. Name and contact address of alleged perpetrator: _____

2.10. Relationship of the child with the alleged perpetrator: _____

2.11. Impact of the act of violence on the child: _____

2.12. Date (and possibly, the time) of the act of violence: _____

2.13 Witnesses (if any) and their observations (Use plain sheet and attach if statement is detailed)

(a) Name and address of witness:

Observation (Brief statement of the event, as witnessed):

_____

_____

_____

(2) Name and address of witness:

Observation (Brief statement of the event, as witnessed):

_____

_____

_____

(3) Name and address of witness:

Observation (Brief statement of the event, as witnessed)

_____

_____

_____

Signature: _____

Date:_____

ANNEXURE 2

Form for Tracking Cases of Child Abuse/Violence against Children in Schools

Part 1

Reference no. of the case: _____

Bio-data of the person tracking the case

1.1.   Name of the person/actor tracking the case:_____

1.2.   Designation/position held:_____

1.3.   Contact address:_____

         Phone number(s): _____

         Email:_____

Bio-data of the abused child (survivor)

1.4.   Name of the school:

1.5.   Name of the abused child (survivor):

1.6.   Sex:_____Age: ____Class: _____Phone contact:_____

1.7.   Registration/admission number: _____

1.8.   Nature of abuse / Type of violence:_____

Bio-data of the alleged perpetrator

1.9.   Name of the alleged perpetrator:

1.10.   Sex: _____ Age: _____ Occupation:_____

1.11.   Contact details

         Address: _____

         Phone number(s):_____

Bio-data of the alleged perpetrator

1.12.   Name of the alleged perpetrator: _____

1.13.   Sex: _____ Age: _____ Occupation: _____

1.14.   Contact details

         Address: _____

         Phone number(s): _____

Part 2 Tracking Process

SN	Body/ Collaborating Agency Where Case Is Referred	Recommended Actions or Decisions of Body/ Collaborating Agency	Status of Implementation of the Recommendations or Decisions	Remarks
1.	School safeguarding team (SST)			
2.	School-based management committee (SBMC) or board of governors (BOG)			
3.	Ministry of Education/ SUBEB/LGEA			
4.	Social Welfare			
5.	Police			
6.	Family Court (court of law)			
7.	Prison			
Overall observations and conclusions of the person tracking the case:				
Name of the person tracking		Signature		
Designation		Date		

ANNEXURE 3

Instructions

This form should be filled when referring an abused child (survivor) for services not provided by the school. Specify the services that are required by the child survivor.

Note: Attach all the necessary supporting information or documents and remember to retain a copy for follow-up and complete the referral database form.

Part 1 Referral Information

1.1.   Case reference no: _____Date of referral:_____

1.2.   Name of school from where referral is emanating: _____

         _____

1.3.   Name and designation of the person making the referral: _____

         _____

1.4.   Phone number(s): _____

1.5.   Email: _____

1.6.   Name of collaboration agency to which the case is being referred:

         _____

1.7.   Address: _____

1.5.   Name and designation of contact person in the collaborating agency:

         _____

1.6.   Phone number(s): _____

1.7.   Email: _____

1.8.   Reasons for referral: _____

1.9.   Specific services requested/recommended for attention at the collaborating
         agency: _____

Referred by

Name: _____Signature: _____

Designation: _____

Part 2 Referral Feedback Form

Details of information on the referred case

Service Requested from Collaborating Agency	Service Provided by the Collaborating Agency	Date Service Provided	Any Additional Information	Feedback from the Abused Child (Whether Satisfied or Not)

For referrals to the court of law, state whether there are attempts to settle out of court:

Attestation

I, _____ of_____

(Name of contact person and designation)   (Collaborating agency)

hereby confirm that the information supplied in this form has been checked and verified as being correct.

Signature: _____	Date: _____

NOTE: In handling referrals, special consideration must be given to serious offences such as

- bodily harm that results in disabilities;
- female genital mutilation, causing death of a child;
- defilement.

ANNEXURE 4

Measures for safeguarding children against threats in school:

a. Safety measures are precautions that are expected to be put in place to prevent any hazardous situations in school.

b. Safety measures are activities and precautions taken to mitigate risk in schools.

c. Safety measures are necessary steps to be taken in schools to address violence, conflict, natural hazards and everyday hazards and to attain safer school facilities.

ANNEXURE   5

Examples of threats to learners' safety and security in and around school:

a. Sexual and gender-based violence

b. Physical and humiliating punishment

c. Bullying

d. Child abuse

e. Neglect

f. Abduction/kidnapping

g. Child recruitment

h. Epidemics

i. Pandemics

j. Playground accidents

k. Power shortage

l. Dangerous materials

m. Exploitation

n. Peer-to-peer violence

o. Corporal punishment

p. Attacks on school

q. Civil unrest

r. Laboratory accident

s. Wildfire

t. Earthquake

u. Flood

v. Communal clashes

w. Armed conflict
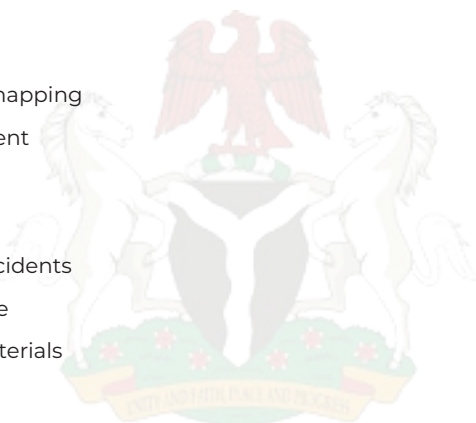
ANNEXURE 6

Protocol to Be Followed When Talking and Listening to Abused Children

(A) **If a child wants to confide in a member of staff, the staff member should always**

- be accessible and receptive;
- listen carefully and uncritically, at the child's pace;
- take what is said seriously;
- reassure children that they are right to tell;
- tell the child that you must pass this information on;
- make sure that the child is okay;
- make a careful record of what was said.

(B) **If a child wants to confide in a member of staff, the member of staff should never**

- investigate or seek to prove or disprove possible abuse;
- make promises about confidentiality or 'keeping secrets' to the child;
- assume that someone else will take the necessary action;
- jump to conclusions, be dismissive or react with shock, anger, horror and so on;
- speculate or accuse anybody;
- investigate, suggest or probe for information;
- confront another person (adult or child) allegedly involved;
- offer opinions about what is being said or the persons allegedly involved;
- forget to record what has been said;
- fail to pass this information on to the correct person (the designated senior leader).

ANNEXURE 7

Signs and Symptoms of Abuse

- Signs of physical abuse
- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Untreated injuries
- Admitting to punishment that appears to be excessive
- Withdrawal from physical contact
- Arms and legs covered during hot weather
- Fear of returning home
- Self-destructive tendencies
- Aggression towards others
- Running away

Signs of emotional and verbal abuse

- Physical, mental and emotional development lags behind that of others of a similar age
- Admitting to punishment that appears excessive
- Over-reaction to mistakes
- Continued self-deprecation
- Sudden speech disorders
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (rocking, hair twisting, thumb sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Running away
- Compulsive stealing, scavenging

Signs of neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing

- Emaciation
- Frequent lateness or truancy at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- No social relationships
- Running away
- Compulsive stealing or scavenging

Signs of sexual abuse

- Sudden changes in behaviour and school performance
- Display of affection in a sexual way inappropriate to age
- Tendency to cling or need constant reassurance
- Regression to younger behaviour (thumb sucking, acting like a baby)
- Unexplained gifts (money or kind)
- Depression or withdrawal or apparent secrecy
- Complaints of genital itching or pain
- Unexplained pregnancy
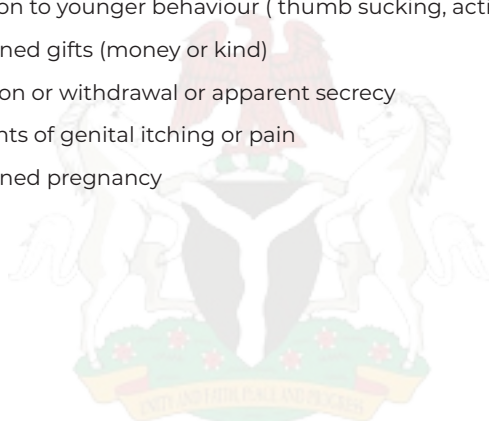
ANNEXURE 8

Attacked Educational Facilities and Response

SCHOOL/INSTITUTION: _____

GEO-DATA:
STATE (GEO-POLITICAL ZONE): _____LGA:_____

TOWN: _____WARD/ COMMUNITY: _____

NAME OF SCHOOL: _____

SCHOOL CODE (Number): _____

REPORTING AGENCY: _____

DATE OF REPORT: _____

DATE OF INCIDENT:_____

OBJECTIVE A:
TO DETERMINE THE NATURE OF EDUCATIONAL FACILITIES ATTACKED
NOTE: (The term "educational facilities" refers to schools or institutions already attacked)

1. Type of educational institution attacked				2. Ownership of educational institution attacked				
College of Education	ECCDE/ Primary	College of Science & Tech.	Non-Formal	Public	Federal Government	State Government	Private (Individual, Corporate, Religious)	Others (specify)
Secondary School	Polytechnic	University	Other (specify)					
3. Gender of students in institution attacked				**4. Type of institution**				
Male	Female		Mixed	Day School		Boarding School		Both

OBJECTIVE B:
TO DETERMINE THE FACTORS (LOCATION, ENVIRONMENTAL, ECOLOGICAL ETC) THAT PREDISPOSED THE EDUCATIONAL FACILITY TO ATTACK

Attack Methodology	Responsible Actor		Perceived Motive of Attackers (tick)					
Type of Attack/Mishap	Responsible Actor		Economic		Social/Cultural		Ideological	
Shelling & mortar	Armed state actor		Abduction for ransom		Cultural domination		Creed determination	
Explosive hazards	Armed non-state actor							
Kidnapping	Civilians		Agitation for human capital development		Other (specify)		Educational system determination	
Light arms								
Violent protest			Pressure for infrastructural development				Other (specify)	
Cultism								
Arson								

Time of attack (please state/tick):	Morning ☐	Afternoon ☐	Evening to night ☐	Unknown ☐

Location of institution:	Were there safety and security considerations in locating the institution? Yes ☐ No ☐ If yes, please specify: _____ _____	What is your view of the developmental status of the school/ location? Urban ☐ Semi-Urban ☐ Rural ☐ Hamlet ☐
Ecological & other features	Which of the following ecological and other features can be found in the environment of the institution (within at least 500 meters radius)? *Tick all boxes that apply.* Forest ☐ Mountain(s) ☐ Desert ☐ Mining site ☐ Military barracks ☐ Farmlands ☐ Community ☐ River(s) ☐ Others (specify): _____	
	Is/are any of the option(s) selected above likely to instill fear of future attack on the institution? Yes ☐ No ☐ Don't know ☐ If yes, give reason(s) _____	

Distances from emergency and other response structures (please tick)	Please estimate kilometer distances of the attacked institution from the following emergency response structures. Please specify others in the last two columns.

	0 – 1km	1 – 5km	5 – 10km	10 – 20km
Army barracks	☐	☐	☐	☐
Airforce base	☐	☐	☐	☐
Police base/station	☐	☐	☐	☐
SEMA	☐	☐	☐	☐
Fire service	☐	☐	☐	☐
DSS	☐	☐	☐	☐

Emergency response capacity	Which of the emergency and other response structures above had the institutional responsibility to respond to the attack on the educational facility? (Please name as appropriate):

a) Was the attack on the educational facility immediately reported to the relevant response structure(s)? Yes ☐ No ☐	b) If yes, was there rapid response from the relevant response structure(s) to the attack? Yes ☐ No ☐ Don't know ☐
c) If no, what do you think is responsible for the failure of the relevant response structure(s) to prevent the attack?	d) If no, what was responsible for the educational institution's inability to immediately report the attack?

OBJECTIVE C:

TO EVALUATE THE EXTENT OF DAMAGE ON THE EDUCATIONAL FACILITY

Physical damage due to attack	Do you have an official list (authentic/audited) of the school facility check before the attack? Yes☐ No☐ If yes, can it be tendered for perusal? Yes ☐ No ☐
List of facilities damaged	Please itemize alphabetically (e.g., a, b, c not in ascending or descending order but in order of priority, with 'a' being the most important); in each case, give underlined estimated or accurate figures (e.g., 20, 90, 150), of the facilities damaged or stolen during the attack.
	1. Physical Damage Number of classes destroyed/burned _____ Number of desks and chairs destroyed _____ Number of school libraries destroyed/burned _____ Number of school dispensaries destroyed/burned _____ Number of school stores/warehouses burgled/destroyed/burned _____ Number of school farms/gardens destroyed/burned _____ Number of student hostels/rooms destroyed/burned _____ Number of staff quarters destroyed/burned _____ Number of school vehicles destroyed/burned/_____Carted away_____ Other: _____
	2. Human Resources /Emotional Damage **Teachers /Non-Academic Staff Casualties (Disaggregated by Gender)** **Number of teachers who died** Female_____ Male_____ **Number of non-academic staff who died** Female_____ Male_____ **Number of teachers abducted** Female_____ Male_____ **Number of teachers who sustained injury** Female_____ Male_____ **Number of teachers who relocated** Female_____ Male_____
	Learner Casualties (Disaggregated by Gender and Age) **Number of learners who died** Female ( ) of which 0 -17 yrs. ( ) Male ( ) of which 0 -17 yrs. ( ) **Number of learners abducted** Female ( ) of which 0 -17 yrs. ( ) Male ( ) of which 0- 17 yrs. ( ) **Number of learners who sustained injury** Female ( ) of which 0 – 17 yrs. ( ) Male ( ) of which 0 -17 yrs. ( ) **Number of learners who relocated** Female ( ) of which 0 – 17 yrs. ( ) Male ( ) of which 0 -17 yrs. ( )
	What is the level of damage done to the educational facility? Minor damage ☐ Partial damage☐ Total damage☐ None ☐ **Was the school targeted or was the damage collateral?** _____
	How would you rank the effects of physical damage to educational facilities on life and learning? Threat to life ☐ Threat to learning ☐ Threat to both ☐ Other effects (specify)☐

OBJECTIVE D:

RESPONSE REQUIRED AFTER THE ATTACK

Communication network	Are communication networks accessible to the institution? Yes ☐ No ☐ Don't know ☐ If yes, list the accessible communication networks: _____ _____ _____
Communication facility situation	Accessible to the institution ☐ Accessible to students ☐ Accessible to school security personnel ☐ Other (specify) _____
Security structures in place before attack	**Personnel & structures** Police ☐ DSS ☐ Private ☐ Civil defense ☐ Army ☐ Private guards ☐ **Equipment** CCTV camera ☐ Perimeter fencing ☐ Body scanners ☐ Baggage scanners ☐ Vehicle scanners ☐ Security lights ☐ Other (specify) _____

OBJECTIVE E:

TO ASCERTAIN THE RESPONSES ALREADY PROVIDED AFTER THE ATTACK AND THEIR RELEVANCE

NO.	EDUCATIONAL FACILITY	QTY	ISSUE	RESPONSE	WHEN (Date)	BY WHOM	REMARKS
1	Classrooms						
2	Library						
3	Chairs						
4	Desks						
5	Laboratory						
6	Vehicles						
7	Store/Warehouse						
8	Farm/Garden						
9	Staff Quarters						
10	Other:						
11.	Other:						

What other details can you add about the attack?

_____

_____

_____

ANNEXURE 9

Use of Educational Facilities by State and Non-State Actors

Objective 1: To establish the possible reason (s) for state and non-state actors residing and using the facility during conflict

A.   STRUCTURE/TYPE OF FACILITY VISITED

School Name	School Name
Year School Established	Year School Established

School Management	Type of Institution
Government [ ] NGO [ ] Private [ ]	Primary [ ] Secondary [ ] Learning Centre [ ] Vocational [ ] Tertiary [ ]
	Male [ ] Female [ ] Both sexes [ ] Single sex [ ]
	Boarding [ ] Day [ ]
School Location	1. **Please indicate the location of the school.** Centre of town [ ] Outskirts of town [ ] On a hill [ ] Near a forest [ ] 2. **Is the school the only large and sturdy building within the area where it is located?** Yes [ ] No [ ] 3. **Was the school attacked by any of the armed groups (state and non-state actors)?** Yes [ ] No [ ]
Type of Attack(s)	4. **Please indicate how the institution was attacked.** Shelling/mortar [ ] Aerial bombardment [ ] Small arms [ ] Theft/looting [ ] Recruitment [ ] Abduction [ ] Explosive hazards [ ] Suicide attack [ ] Sexual abuse [ ]
Time of day attack happened	5. **Please indicate the time of day the attack happened.** Morning [ ] Afternoon [ ] Evening [ ] Night [ ]
Impact of Attack on School	6. **Please indicate physical damage due to the attack.** Total destruction [ ] Partial destruction [ ] Minor damage [ ] None [ ]
	7. **Was the institution closed as a result?** [ ] Yes [ ] No If yes, how long? _____

B. FACILITIES AVAILABLE AND AFFECTED BY ATTACK

Facility	Available		Affected by attack	
	Yes	No	Yes	No
Boarding facility	☐	☐	☐	☐
Recreational facility	☐	☐	☐	☐
Health facilities	☐	☐	☐	☐
Laboratory	☐	☐	☐	☐
Road access	☐	☐	☐	☐
Source of water	☐	☐	☐	☐
Source of power	☐	☐	☐	☐
Administrative block	☐	☐	☐	☐
Classrooms	☐	☐	☐	☐
Kitchen facilities	☐	☐	☐	☐
Perimeter fence	☐	☐	☐	☐
School gate	☐	☐	☐	☐
Others (Please specify):				

Objective 2: To provide data on the use of educational facilities by security agencies or non-state actors during conflict

8. Institution occupied by	State actor ☐　　　Non-state actor ☐　　　Other: _____
9. Date occupied (Please provide as much detail as possible, such as day, month, and year)	
10. Nature of takeover	Forceful ☐　　　School abandoned ☐　　　Willing ☐　　　Other ☐
11. Period institution was occupied	School session ☐　Public holiday ☐　Forced break as a result of the conflict ☐
12. Type of occupation	Total ☐　　　Partial ☐
13. If occupation was during school session, how many rooms were still being used for classes?	
14. Total duration of time facility was occupied	

C. USE OF FACILTY BY ARMED GROUP

Use of Facility	Yes	No
Training	☐	☐
Barracks/residential accommodation	☐	☐
Detention/interrogation	☐	☐
Storage of weapons or ammunition	☐	☐
All of the above	☐	☐
Other (please specify)		

Objective 3: To establish how occupation of educational facilities affected teaching and learning

	Impact	Yes	No	Any other information (number of male and female as applicable, extent of damage, etc.)
a.	Did it stop the education program of the school?	☐	☐	
b.	Did it lead to an increase in the number of learners not coming to school?	☐	☐	
c.	Did it cause delinquent attitudes among learners?	☐	☐	
d.	Did it cause any damage to school facilities?	☐	☐	
e.	Did it cause long-term disruption of attendance by learners?	☐	☐	
f.	Did it cause long-term disruption of attendance by teachers?	☐	☐	
g.	Did it cause permanent abandonment of school by learners?	☐	☐	
h.	Did it cause permanent resignation of teachers?	☐	☐	
i.	Did it affect the quality of teaching in terms of teacher-learner interaction?	☐	☐	
j.	Did it affect the learners' mental wellbeing?	☐	☐	

Objective 4: To assess the strategy put in place for handover of schools after use by security agencies or non-state actors due to extenuating circumstances.

D.   READINESS OF STRUCTURES FOR HANDOVER

S/N	STRUCTURE	READY	UNDER RENOVATION	NOT READY
1	Classrooms	☐	☐	☐
2	Dormitory/hostel	☐	☐	☐
3	Staff quarters	☐	☐	☐
4	Water system	☐	☐	☐
5	Electrical power	☐	☐	☐
6	School fence	☐	☐	☐
7	Structure integrity	☐	☐	☐
8	Furniture	☐	☐	☐
9	Windows and doors	☐	☐	☐
10	Security system	☐	☐	☐
11	Sanitation facilities	☐	☐	☐

PRE-HANDOVER PREPERATIONS

Objective 5: To assess inclusiveness in consultations preparatory to handing over facility for school use

Has the school been vacated by the occupying group?   Yes ☐   No ☐

Date school vacated: _____

Why/how was school vacated? _____

_____

Was there a proper handover of the school?   Yes ☐   No ☐

Objective 6: To assess the safety of educational facility after the security agency's handover

F.   SAFETY STATUS OF FACILITY AFTER SECURITY AGENCY HANDOVER

1. What was the safety status of the educational facility at the point of takeover by the security agency? *(Assess based on the following parameters):* • Whether school has been attacked before • Frequency of previous attack • Existence of perimeter fence

2. Did the security agency conduct any inventory before and after using the educational facility? • If yes, request the inventory list or report. • If no, why was it not conducted?	Yes ☐ No ☐

3. What parts of the educational facilities were used the most by the security agency? *(Please state)*

_____

_____

4. Which areas of the educational facility were reconstructed to suit the security agency's use? *(Please tick as appropriate)*

• Classrooms ☐
• Hostels ☐
• Administrative block(s) ☐
• Other *(please specify)* _____

5. Was the educational facility attacked while being used by the security agency? *(If yes, please state the number of attacks)*

Yes ☐   No ☐

6. What was the nature of the attack(s) on the educational facility while being used by the security agency?

7. Were female students and educators particularly targeted? *(If yes, please provide more information)*

Yes ☐   No ☐

If yes, explain _____

8. Were there any incidents of child recruitment at the educational facility while being used? *(If yes, please provide more information)*

Yes ☐   No ☐

If yes, explain _____

9. Were there any incidents of sexual violence at the educational facility while being used? *(If yes, please provide more information)*

Yes ☐   No ☐

If yes, explain _____

10. Did the security agency conduct post-disaster damage assessment on the educational facility before handover? If yes, please request the assessment report. If no, why was it not conducted? _____ _____		

	Yes	No
11. Was the educational facility cleared of security equipment? • Weapons • Ammunition • Artillery • Land mines • Other (please specify) _____ _____	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐
12. Was there any renovation work done on the educational facility after being used by the security agency?	Yes ☐	No ☐

13. What Portion of the available educational facility is safe for use after handover? *(Please rate)*			
Less than half of the classrooms	=	0 – 20	☐
Less than half of the classrooms with part of the admin block	=	21 – 40	☐
Approximately half of the classrooms	=	41 – 60	☐
More than half of the classrooms with part/all of the admin block	=	61 – 80	☐
All structures are safe for use	=	81 – 100	☐

	Yes	No
14. Has there been any attack on the educational facility after the security agency's handover?	☐	☐

Objective 7: To establish post-conflict time limit for evacuation from the premises

G.   POST-CONFLICT TIME LIMIT FOR EVACUATION FROM PREMISES

	Yes	No
1. Is there a signed MoU between relevant government agencies and the security agency with definite terms of agreement on post-conflict evacuation? • If yes, please ask for the MoU. • If no, why was there none? _____	☐	☐
2. Was there a detailed procedure put in place or developed to ensure adherence to post-conflict evacuation time limit?		
3. Are there mechanisms in place to mitigate post-conflict evacuation attacks? If yes, what are the mechanisms? _____ If no, ask why not. _____	Yes ☐	No ☐

Objective 8: To track the state of the educational facility before and after security agency takeover and to clear the place of security forces, weapons, mines, etc.

H.   STATE OF EDUCATIONAL FACILITY BEFORE AND AFTER SECURITY AGENCY TAKEOVER

	Yes	No
1. Was the educational facility forcefully taken over or was it handed over to the security agency?	☐	☐
2. Is there any GIS data or map showing exact mines and weapons storage in the educational facility?	☐	☐
3. Is there a routine quality assurance and compliance check by a joint task force on the security agency's use of the educational facility by the relevant authorities?	☐	☐
4. Is there collaboration between military and child protection and gender protection actors (or training on best practices) for protecting girls and women from attacks?	☐	☐
5. Is there a standard disposal procedure for remnants of military equipment that could not be cleared or evacuated?	☐	☐
6. Is there provision for issuing safety certificates to certify that the educational facility has been cleared of weapons and mines by relevant agencies and authorities? • If yes, please ask to see the certificate.	☐	☐
7. Have users of the educational facility been trained on reducing risk from mines and weapons? • If yes, please list the platforms for such education and ask for the report (seminar, workshop, or training). • Who conducted the training? • If no, why not?	☐	☐
8. Is there a record of accident/incident related to explosive devices? • If yes, please ask for the record. • If no, why is there no record?	☐	☐

ANNEXURE 10

Direct or Collateral Injuries to Learners, Teachers and Educational Staff

Objectives:
1. To identify the types and levels of injuries sustained by learners, teachers, and educational staff
2. To establish the sources of attack to learners, teachers, and educational staff
3. To provide data on the number of learners, teachers, and staff affected by the attack
4. To examine how attack on learners, teachers, and educational staff affects teaching and learning

Date of Report: _____   **Date of Incident:** _____

OBJECTIVE 1

To identify the types and levels of injuries sustained by learners, teachers, and educational staff.

1. Were any of your school's learners, teachers, and education staff injured during the attack/conflict? (***Please tick as applicable***.)
   Yes ☐   No ☐

   If yes, please indicate number(s):

Learners:	Male: _____	Female: _____
Teachers:	Male: _____	Female: _____
Educational staff:	Male: _____	Female: _____

2. The injuries sustained by most learners, teachers, and educational staff during the conflict/incident can best be categorized as follows. (Please tick where applicable and state the number(s) affected):

Learners

	Male		Female	
1. Severe	☐	_____	☐	_____
2. Moderate	☐	_____	☐	_____
3. Mild	☐	_____	☐	_____
4. Other (please specify):	_____			

Teachers

	Male		Female	
1. Severe	☐	_____	☐	_____
2. Moderate	☐	_____	☐	_____
3. Mild	☐	_____	☐	_____
4. Other (please specify):	_____			

Educational Staff

	Male	Female
1. Severe	☐ _____	☐ _____
2. Moderate	☐ _____	☐ _____
3. Mild	☐ _____	☐ _____
4. Other (please specify):	_____	

3. **The injuries were described by the health personnel as (please tick where applicable and state the number(s) affected):**

1. Physical Injury:		Number of Male	Number of Female
Strains	☐	_____	_____
Mild laceration	☐	_____	_____
Bumps	☐	_____	_____
Bruises	☐	_____	_____
Burns	☐	_____	_____
Broken bones	☐	_____	_____
Gunshot /shrapnel wound	☐	_____	_____
Physical disability	☐	_____	_____
Please specify physical disability:			
Amputation	☐	_____	_____
Blindness	☐	_____	_____
Loss of hearing	☐	_____	_____
Loss of speech	☐	_____	_____
Other (please specify): *(e.g., sexual violence injuries)*			
2. Psychological Injury:		Number of Male	Number of Female
Intense fear	☐	_____	_____
Irritability	☐	_____	_____
Gloom / extreme sadness	☐	_____	_____
Brain fog	☐	_____	_____
Needed psycho-social first aid	☐	_____	_____
Traumatized and needed immediate referral	☐	_____	_____
Other (please specify):			

Teachers

1. Physical Injury:		Number of Male	Number of Female
Strains	☐	_____	_____
Mild laceration	☐	_____	_____
Bumps	☐	_____	_____
Bruises	☐	_____	_____
Burns	☐	_____	_____
Broken bones	☐	_____	_____
Gunshot /shrapnel wound	☐	_____	_____
Physical disability	☐	_____	_____
Please specify physical disability:			
Amputation	☐	_____	_____
Blindness	☐	_____	_____
Loss of hearing	☐	_____	_____
Loss of speech	☐	_____	_____
Other (please specify): *(e.g., sexual violence injuries)*			
2. Psychological Injury:		Number of Male	Number of Female
Intense fear	☐	_____	_____
Irritability	☐	_____	_____
Gloom / extreme sadness	☐	_____	_____
Brain fog	☐	_____	_____
Needed psycho-social first aid	☐	_____	_____
Traumatized and needed immediate referral	☐	_____	_____
Other (please specify):			

Educational staff

1. Physical Injury:		Number of Male	Number of Female
Strains	☐	_____	_____
Mild laceration	☐	_____	_____
Bumps	☐	_____	_____
Bruises	☐	_____	_____
Burns	☐	_____	_____

Broken bones	☐		
Gunshot /shrapnel wound	☐		
Physical disability	☐		

Please specify physical disability:			
Amputation	☐		
Blindness	☐		
Loss of hearing	☐		
Loss of speech	☐		
Other (please specify): *(e.g., sexual violence injuries)*			

2. Psychological Injury:		**Number of Male**	**Number of Female**
Intense fear	☐		
Irritability	☐		
Gloom / extreme sadness	☐		
Brain fog	☐		
Needed psycho-social first aid	☐		
Traumatized and needed immediate referral	☐		
Other (please specify):			

OBJECTIVE 2

To establish the perpetrators of attack on learners, teachers, and educational staff (please tick where applicable)

4.1 Who (or what) was the perpetrator?	Terrorism	☐
	Cultism	☐
	Community attack	☐
	Non-state armed group	☐
	Security forces	☐
4.2 Weapons of attack	Explosives	☐
	Firearms	☐
	Aerial attack	☐

4.3	Was the attack intentional?	Yes ☐	No ☐	
4.4	Was the attack random?	Yes ☐	No ☐	
4.5	Was the attack from the neighborhood?	Yes ☐	No ☐	
4.6	Was the attack from a security agency?	Yes ☐	No ☐	

OBJECTIVE 3

To provide data on the number of learners, teachers, and educational staff affected by the attack

Please tick Yes or No, provide numbers where applicable.

Indicate the level of education:

Pre-primary ☐   Primary ☐

JSS ☐   SSS ☐   Tertiary ☐

5.1	Was the school shut down?	Yes ☐	No ☐
5.2	How long was the school shut down after the attack (please indicate number of days/weeks/months/years):		
5.3	Is the school now in session?	Yes ☐	No ☐

5.4 What is the total number of staff in the school?

Arts teachers:	Male: _____	Female: _____
Sciences teachers:	Male: _____	Female: _____
Educational staff:	Male: _____	Female: _____

5.5 Total number of staff present on the day of attack

Arts teachers:	Male: _____	Female: _____
Sciences teachers:	Male: _____	Female: _____
Educational staff:	Male: _____	Female: _____

5.6 Total number of staff remaining after the attack:

Arts teachers:	Male: _____	Female: _____
Sciences teachers:	Male: _____	Female: _____
Educational staff:	Male: _____	Female: _____

5.7 How many staff vacancies need to be filled after the attack?

Arts teachers:	Male: _____	Female: _____
Sciences teachers:	Male: _____	Female: _____
Educational staff:	Male: _____	Female: _____

5.8 Total number of learners in the school:

Male: _____   Female: _____

5.9 Total number of learners in attendance on the day of attack

Male: _____   Female: _____

5.10 Total number of learners remaining after the attack

Male: _____   Female: _____

OBJECTIVE 4

To examine how attack on learners, teachers, and educational staff affects teaching and learning

Please indicate the infrastructures or tick Yes or No and give number(s) where applicable).

6.1 Please list the number of structures affected by the attack (if structures were indicated as attacked)	
Classrooms	
Administrative blocks	
Sickbays	
Laboratories	
Dormitories	

Dining Hall		
Buildings in staff quarters (including security house)		
Recreational facilities **(please list the recreational facilities):**		
WASH Facilities		
Teachers' toilets:	Male	Female
Learners' toilets	Male	Female
Educational staff toilets	Male	Female
6.2 Did the attack affect accommodation of staff? If yes, how many staff	Yes ☐	No ☐
6.3 Was there a disruption of learning?? If yes, for how long:	Yes ☐	No ☐
6.4 Was there a drop in enrollment? **If yes, please indicate** Number before the attack: Number after the attack:	Yes ☐	No ☐
6.5 Was there any abduction of young girls on the way to school? If yes, please indicate number	Yes ☐	No ☐
6.6 Did the number of pregnancies increase? **If yes, please indicate** Number before the attack: Number after the attack:	Yes ☐	No ☐
6.7 Did the cases of sexual and reproductive health issues increase? **If yes, please indicate** Number before the conflict/attack: Number after the conflict/attack:	Yes ☐	No ☐
6.8 Did the cases of early marriage increase among learners? **If yes, please indicate** Number before the attack: Number after the attack:	Yes ☐	No ☐
6.9 Has the education of boys been increasingly prioritized over the education of girls as a result of the attack? If yes, please provide more information	Yes ☐	No ☐

ANNEXURE 11

Guidelines on Decision-Making Process to Close or Re-open Educational Facilities in Conflict-Affected Areas

OBJECTIVES

- To provide a checklist for situational analysis to guide decisions about when to close or re-open schools in conflict-affected areas
- To provide a checklist of facilities and equipment that must be put in place by duty bearers and stakeholders before schools re-open
- To establish stakeholders' willingness to support school reopening plan in a conflict-affected area.

NAME OF SCHOOL				
SCHOOL ADDRESS				
LOCATION OF SCHOOL	TOWN NAME:	URBAN/RURAL:	LGA:	STATE:
SCHOOL TYPE	☐ FORMAL ☐ NON-FORMAL ☐ TECHNICAL			
SCHOOL LEVEL	☐ PRE-PRIMARY/PRIMARY ☐ SECONDARY ☐ TERTIARY			
DATE OF LAST ATTACK				
DATE OF CURRENT ASSESSMENT				

OBJECTIVE 1

To provide a checklist for situational analysis to guide decisions about when to close or re-open schools in conflict-affected areas

Section 1

1. Is there a history of conflict in the community?   Yes ☐   No ☐

2. If yes, when was the last conflict experienced in the community?

3. What are the remote and immediate causes of the conflict?

4. What is your perception of the conflict?

5. What things can contribute to further escalation of the conflict in the community?

6. How widespread is the conflict in the community?   Total ☐   Partial ☐

7. How severe was the conflict (in terms of loss of lives and property, disruption of socioeconomic activities, etc.)?

    Very severe ☐   Severe ☐   Mild ☐

8. How safe do you feel the community is for schools to operate in?

    - Can operate without security presence ☐
    - Can operate with security presence ☐
    - Not safe at all ☐

9. Does the school have structures (muster points, security alarm systems, communication systems, etc.) to ensure safety of learners and staff in the event of a sudden resurgence of conflict?

    Yes ☐   No ☐

10. a. What are the possible challenges with the following in the event of a conflict?

    i. School closure:

    _____
    _____
    _____
    _____

    ii. School reopening:

    _____
    _____
    _____
    _____

10. b. What are the possible challenges with the following in the event of a conflict?

    i. School closure:

    _____
    _____
    _____
    _____

    ii. School reopening:

    _____
    _____
    _____
    _____

11. How prepared is the school to operate after the conflict?

    Very prepared ☐

    Slightly prepared ☐

    Not prepared ☐

    Cannot say ☐

Section 2

12	How extensive is the existence of a clearly mapped out communication and coordination channel among stakeholders (parents, community leaders, government agencies, etc.)?	Highly extensive ☐ Moderately extensive ☐ Not at all ☐
13	What is the level of the established assessment and monitoring framework to ensure compliance with school safety and security measures?	High ☐ Moderate ☐ Low ☐ None ☐
14	Is there an existing risk assessment report, which includes a risk avoidance and mitigation plan?	Yes ☐ Currently being developed ☐ Available but not accessible ☐ No ☐
15	Are there measures put in place to enforce adherence to relevant policies, protocols, and guidelines?	Yes ☐ No ☐
16	What is your assessment of the school's ability, capacity, and readiness to detect and avert possible attacks by implementing school safety and security measures?	High ☐ Moderate ☐ Low ☐ None ☐
17	To what extent are there established, clear guidance and procedure for responding to possible attacks at the school?	High extent ☐ Moderate extent ☐ Low extent ☐ None ☐
18	Is there an existing anti-stigma and non-discriminatory policy and protocol for re-enrolling learners who were once abducted or came in contact with attackers?	Yes ☐ In process ☐ No ☐
19	Are the list of key principles to be adhered to for school reopening available?	Yes ☐ Currently being developed ☐ Available but not accessible ☐ No ☐
20	Has there been a revision of all necessary school policies – admission, attendance, academic calendar, etc. – in line with school safety and security realities and measures?	Yes ☐ In process ☐ No ☐
21	Are there existing guidelines and protocol to ensure that new infrastructures are gender-sensitive, adequately maintained, secured, and/or safely stored?	Yes ☐ Currently being developed ☐ No ☐
22	Are there approved and published Standard Operating Procedures (SoPs) for major school operations to support safety and security?	Yes ☐ Currently being developed ☐ Available but not accessible ☐ No ☐
23	If the school was used for non-academic purposes (such as occupation for military advantage, camping of IDPs, storing arms and ammunitions), has it been cleared of all dangerous materials (weapons, munitions, fortification, unexploded ordnances, explosive remnants of war, etc.)?	Yes ☐ No ☐ Partially ☐
24	Are there established, safe, and easily accessible muster points, exit/escape paths, and temporary safety points in case of a resurgence or re-attack?	Yes and easy to identify ☐ Yes but not identifiable ☐ Currently being established ☐ No ☐
25	What is the level of state and community-led security measures along walk paths and roads for learners and school personnel, as well as for the general security of the school community?	High ☐ Moderate ☐ Low ☐ None ☐
26	Do the school premises have perimeter fencing and gates with the deployment of security personnel according to the requirement and standards of the National Safety and Security of Schools Policy?	Yes, with security personnel according to standard ☐ Yes, with no security personnel according to standard ☐ Currently being established ☐ No security at all ☐
27	To what extent are stakeholders informed about measures put in place for school attendance and alternative learning to reduce the number of learners on the school premises at any given time as a safety measure?	High extent ☐ Moderate extent ☐ Low extent ☐ None ☐
28	What is the level of training of school personnel on security and safety measures and effective response in case of an attack?	High ☐ Moderate ☐ Low ☐ None ☐

29	Rate the availability of school personnel trained to respond to attacks?	High ☐ Moderate ☐ Low ☐ None ☐
30	To what extent are parents/guardians and members of school community informed of security and safety measures, and effective response in an attack?	High ☐ Moderate ☐ Low ☐ None ☐
31	To what extent are local security groups informed of security and safety measures, and effective response in an attack?	High ☐ Moderate ☐ Low ☐ None ☐
32	To what extent are learners informed of security and safety measures, and effective response in an attack?	High ☐ Moderate ☐ Low ☐ None ☐
33	What is the level of sustained sensitization on safety and security plans for school reopening?	High ☐ Moderate ☐ Low ☐ None ☐
34	To what extent is adequate notice given within the school community to prepare against any attack/conflict?	High ☐ Moderate ☐ Low ☐ None ☐
35	What is the level of advocacy and mobilization of stakeholders and community members to encourage school reopening, in case of attack?	High ☐ Moderate ☐ Low ☐ None ☐
36	To what extent are incentives provided for caregivers to promote education of girls, the disabled, and indigents in preparation for school reopening after a conflict?	High ☐ Moderate ☐ Low ☐ None ☐
37	What is the level of planned progression to school reopening, in case of attack or after an attack?	High ☐ Moderate ☐ Low ☐ None ☐
38	Are there accessible and learner-friendly alternative learning models to aid learning?	Yes ☐ Plans are underway ☐ No ☐
39	What is the level of complementary and flexible learning models to augment classroom teaching?	High ☐ Moderate ☐ Low ☐ None ☐
40	Are there secure learning measures to reduce the impact of attack should schools reopen?	Yes ☐ Plans are underway ☐ No ☐
41	Are there established codes of conduct for guards, which outline their duties when a school is under attack and their responsibility to protect learners?	Yes ☐ Plans are underway ☐ No ☐
42	What is the level of established disability sensitive measures to aid learning for learners with disability?	High ☐ Moderate ☐ Low ☐ None ☐
43	What is the level of availability of learning aids, teaching materials, and resources for high quality teaching and effective learning?	High ☐ Moderate ☐ Low ☐ None ☐
44	To what extent are learning experiences identified to support learners with additional learning needs to aid effective learning and catch up?	High ☐ Moderate ☐ Low ☐ None ☐

OBJECTIVE 2

To provide a checklist for facilities and equipment that must be put in place by duty bearers and stakeholders before schools reopen

1. Are the following available in your school? (*Please tick as appropriate.*)	
Security	☐
Secure perimeter fencing	☐
Strong gate	☐
Emergency exit gate	☐
Alarm triggers (please indicate type_____)	
Trained security guards	☐
Muster point	☐
Phone numbers for prompt communication with community	
members, school managers, and other schools in case of an attack	☐
2. Are there adequate equipment and facilities needed for safe and secure learning?	Adequate ☐ Fairly adequate ☐ Not adequate ☐
3. Has the school and host community established an early warning system to warn of approaching armed groups and other threats to learners?	Yes ☐ Plans are underway ☐ No ☐
4. What is the level of refurbishment carried out on school equipment and of renovation of school facilities, especially dilapidated ones, for improved and high-quality learning delivery?	High ☐ Moderate ☐ Low ☐ None ☐
5. Is there an established protocol for handling all threats of attack, information about possible attack, or other security concerns?	Yes ☐ Plans are underway ☐ No ☐
6. Are there available virtual learning facilities to support effective learning, remedial learning, and catch up?	Yes ☐ Plans are underway ☐ No ☐
7. What is the level of willingness of learners to continue schooling despite safety concerns?	High ☐ Moderate ☐ Low ☐ None ☐
8. What is the level of willingness of parents and guardians to keep their children and wards in school despite safety concerns?	High ☐ Moderate ☐ Low ☐ None ☐
9. What is the overall level of risk associated with the safety of learners and school personnel?	High ☐ Moderate ☐ Low ☐ None ☐
10. Are there adequate mental health and trauma counseling services in the school?	Yes ☐ Plans are underway ☐ No ☐
11. Are there adequate first aid kits in the school or is the school in close proximity of a medical facility?	Yes, first aid kit in place, school personnel trained ☐ Yes, medical facility close by ☐ No first aid kit or knowledge of use ☐ No medical facility close by ☐

OBJECTIVE 3

To establish stakeholders' willingness to support school reopening plan in a conflict-affected area

1. Are the teachers trained and equipped to report safety issues?   Yes ☐   No ☐

2. Have the teachers and other school personnel received emergency preparedness training? Yes ☐ No ☐

3. Does the school have trained personnel for conducting regular school drills and review of security protocols, to ensure that students and staff know what steps to take if their school is attacked?   Yes ☐   No ☐

4. How often does the school authority collaborate and coordinate with the following?

		Very often	Often	Not at all
a.	Parents	☐	☐	☐
b.	SBMC	☐	☐	☐
c.	Community	☐	☐	☐
d.	leaders	☐	☐	☐
e.	Local	☐	☐	☐

5. Is the surrounding community

	Yes	No
Clean and healthy?	☐	☐
Safe and secure?	☐	☐

6. Are the security personnel well-trained and equipped enough to detect intruders? Yes ☐   No ☐

7. Can the school introduce staggered schedules?   Yes ☐   No ☐

   If yes above, explain how this would work. _____

8. Are there trained nursing personnel in the school?   Yes ☐   No ☐

9. What resilience and safety measures are in place for the safety of learners and staff in the event of an attack (conflict preparedness and prevention)?

   _____

   _____

   _____
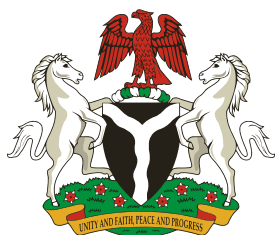
Nigeria
Education in Emergencies
Working Group

Federal Ministry of Education
Federal Secretariat Phase III,
FCT, Abuja. Nigeria
Zip Code: 900242
☎ +234 903 0009 912, +234 903 0009 913
🌐 https://education.gov.ng/
🐦 https://twitter.com/NigEducation
📘 @nigeducation
✉ info@education.gov.ng

Education in Emergencies Working Group Nigeria
🌐 https://www.humanitarianresponse.info/en/operations/nigeria/education
✉ eiewg.nigeria@humanitarianresponse.info
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