Addressing Education Calendar Stability in a Crisis Environment in Nigeria: The Impact of e-Learning and Online Examination

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Abstract: In a calm and supportive environment, educational institutions perform better. Under conditions of teaching and research that are free from tension and fear, the objectives of the educational system are possible. Unfortunately, Nigeria's cultism, violence, armed robberies, sexual harassment, kidnappings, banditry, and other problems have made the educational environment insecure. This paper discusses the stability of the educational calendar in a time of crisis in Nigeria as well as the effects of online learning and online examination. The paper emphasized that schools across the nation move from on-site to online learning and online examination in an effort to lessen the impact of insecurity on the educational system and prevent student brain-drain in order to address these administrative academic calendar stability challenges, prevent the closure of schools and shifting of examination dates, and prevent student exodus. Based on this, the paper suggested that the government establish an office for education technology to support, educate, and keep teachers (lecturers) and students abreast of new technologies. It also suggested that students be given computers and other necessary educational software to hasten their learning, as well as CCTV cameras installed in every area of the school, including the classrooms; and WAEC and GCE adopt online examination system.

Key words: Insecurity, Education Institutions, Online Learning and Online Examination

1. Introduction

The concept of education is difficult to describe and can be rather obscure. The function that education must fulfill in a society as one of its institutions necessitates the complexity of the discipline. So, for the purposes of this paper, let's look at a couple of definitions of education. From an etymology perspective, the words "education" and "educare," both of Latin origin, signify "to lead forth" and "to bring up," respectively. This indicates that education helps someone develop his/her skills and bring them out from unknown to known. According to Okoorosaye-Orubite (2019), education is a social creation made to address the unique demands of the society at every given time. Form, content, methodology, and audience are all influenced by the society. According to Vikoo (2016), education is an interaction between a teacher and a student that occurs under the instructor's supervision with the goal of causing the desired change in the student's behavior.

The term "educational system" refers to all procedures, organizations, and people who play various roles and are mutually inclusive in the provision of possibilities for learning in any community. It does not merely refer to formal education. Thus, formal, informal, and non-formal learning processes are all implied by the educational system. It includes formal schooling, in-service training, and on-the-job training offered by apprenticeship programs, businesses, labour unions, and government organizations for farmers and other rural residents. It also includes learning opportunities for migrant fishermen and nomads, as well as legal institutions, the press, mass media (radio, TV, etc.), orientation programs of all kinds, social rites of passage, and even educational initiatives from churches and political parties. According to this definition, what is fundamental and shared by all educational institutions worldwide and time is learning.

Education is one of the services on the concurrent list, presumably because it is a crucial and vital component of development. According to the Federal Government of Nigeria (FGN, 2018), education is a key tool for achieving current national and international policy goals. Education is one factor that can support economic progress, security, and growth in the increasingly globalized world. Learning institutions are anticipated to have a beneficial effect on the students and offer the best environment for their growth, favorably influencing Nigeria's security and economic difficulties, among other things. Former World Bank president James Wolfensohn made this point quite explicitly in 2013, arguing that countries need more robust educational systems that act as hubs for technology innovation, training, and learning excellence.

In addition to educating and preparing the human capital potential required for the knowledge economy, a well-developed higher education system would also produce educated individuals with the potential to contribute to a nation's social development. Nigeria is a federation of 36 states and a Federal Capital Territory, claim Okafor and Okafor (2014). The Federal Republic of Nigeria's constitution lists a number of services that the federal, state, and local governments can together carry out in terms of governance.

Following the completion of secondary education in Nigeria, tertiary education is the third stage or level of education. Universities, colleges of education, monotechnics, and polytechnics are all included in the tertiary education system according to the FGN (2013). In Nigeria, tertiary education typically confers academic degrees, Higher National Diplomas (HND), and Nigeria Certificates in Education (NCE) upon completion of difficult coursework and acquisition of specialized expertise. According to FGN (2013), among the goals and objectives of tertiary education institutions in Nigeria are:

i. To promote national growth by providing top-notch human resource training.

ii. To create and instill the right values necessary for society's survival.

iii. Develop your mental and physical abilities. Individuals will be able to become independent and valuable contributors to society as a result.

Nigeria's educational system is divided into three levels: post-basic/senior secondary education (three years), tertiary education (nine years), and basic education (nine years) (four to six years, depending on the programme of study). In accordance with Nigeria's most recent National Policy on Education (2014), basic education consists of nine years of official (obligatory) schooling, divided into three years of junior secondary education and six years of elementary education. Senior secondary education lasts for three years and is included in post-basic education. The system at the tertiary level is divided between a non-university sector and a university sector. The latter is made up of colleges of education, monotechnics, and polytechnics. Undergraduate, graduate, and technical and vocational education are all available in the tertiary sector. The federal, state, and local governments oversee education. The Federal Ministry of Education is primarily involved with tertiary education but is also in charge of overall policy formation and quality supervision.

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Governments at the state and local levels are primarily responsible for secondary and primary education (WENR 2017).

Therefore, the roles or responsibilities of educational administration at these institutions include those related to planning, funding, staff development, curriculum development, student administration, relationships between the school and the community, plant management, and security. Staff personnel administration, student personnel administration, finance and physical resource management, and school community relationship management were all described as functions of school administration by Etuk (2007).

The educational experience of instructors and students must be developed and maintained by school administrators. Their responsibilities include everything from choosing the right curriculum models to controlling school finances to working with community partners. Sheahan (2013) says that "not all school administrations are effective at what they do" while examining school administration in its review. There may be issues that harm students' learning experiences and cause the educational system to collapse.

Experience has demonstrated that despite efforts made by school officials to assure consistency in the academic calendar, the insecurity situation in Nigeria made it impossible for the academic calendar to be followed. According to Gbolahan (2013), cultism, inappropriate sexual advances, macho aggression, forced sex or gang rape, drug-related violence, and assaults on people and property are all examples of insecurity at our educational institutions.

According to Ogunode, Okwelogu, Elechukwu, and Yahaya (2021), Nigeria's educational goal can only be achieved when the learning atmosphere is tranquil, secure, and suitable for teaching, learning, and the execution of research programs. Contrary to what many higher education institutions in Nigeria are experiencing, Northeast Nigerian educational institutions are struggling with security issues. Enang (2019) observed that a variety of crimes have invaded the educational community in recent years, painting an unfortunate and depressing picture. According to Akor, Musa, and Ogunode (2021), numerous schools, especially tertiary institutions and secondary schools in the north, have been forced to close due to frequent attacks that result in the deaths or abductions of students and staff as well as the burning of their buildings. According to Ogunode et al. (2021), attacks on educational institutions, particularly those directed at academic staff, non-academic staff, and students, cannot ensure the long-term sustainability of education in Nigeria. The research examines the potential for addressing the stability of the educational calendar in a crisis context and the impact of e-learning and online examination in Nigeria against this backdrop.

2. Concept of Insecurity

Insecurity has been defined as a deteriorated level of conflict, risks to human security, intense violence marked by fighting, death, injury, etc. by Best (2006), as referenced in Ogunode, Godwin, and Unoaku (2021). The researchers further defined insecurity as a situation or state in which a problem arises in a social unit, system, organization, or society to the point that the survival or existence of the social system or structure is threatened. Insecurity, according to Beland (2005), is "the condition of worry or anxiety resulting from a real or perceived absence of protection. It alludes to a lack of or insufficient freedom from risk. This concept demonstrates the physical insecurity, the most obvious kind of insecurity, and how it contributes to many other forms of insecurity, including social and economic security. According to Nwosu, Joseph, Chukwuka, and Ukwunna (2019), feelings of insecurity are related to dangers or threats to one's life. A negative emotion called insecurity includes, among other things, dread, anxiety, unpredictability, and injustice. Frustration or a sense of insecurity may develop when a person cannot control a circumstance and must rely on the unreliable cooperation of others. Learning is endangered by insecurity. The conflict that is prevalent

in the neighborhoods surrounding schools frequently has a negative impact on the teaching and learning processes at such institutions. According to the aforementioned, this paper defines insecurity as any circumstance that raises anxiety, uncertainty, danger, or a threat to one's life. When a person or group of people cannot perform any routine tasks because of dread of attacks and life-threatening situations, there is insecurity.

Insecurity is defined by Achumba (2013) from two angles. First, according to the author, insecurity is the condition of being exposed to risk or under the threat of danger, whereas danger is the state of being vulnerable to harm or injury. Second, insecurity is seen as the state of being vulnerable to danger or worry, where anxiety is a generalized unpleasant feeling felt in anticipation of some sort of bad luck. An important point that insecurity emphasizes is that persons who experience it are not only confused or unsure of what may happen, but they are also exposed to threats and hazards when they do. Insecurity is a typical emotion that almost everyone will feel at some point, and it can have a variety of causes, according to Eric (2021). It typically exudes a lack of assurance, uneasiness, and doubt. A person can lessen the negative effects of insecurity by making an effort to precisely identify and manage it. They can also regain the stability, sense of security, and sense of worth that drives them toward happiness and better health. The following types of insecurity in Nigeria are listed by Ogunode, Godwin and Unoaku (2021); Oluwa (2014) in Bassey (2016), including Militancy in the Niger Delta Region, clashes between farmers and Fulani herdsmen, Ethnic conflicts, religious conflicts, cold war between ethnic nationalities, area boys syndrome, gang and cult wars, kidnappings, robberies, mob attacks and lynchings of suspected criminals (an act that may have been planned in advance), ritual killings of innocent people, police brutality, and extrajudicial killings are just a few examples of the conflicts that exist today. Theft, cultism, kidnapping, rape, workplace break-ins, cell-phone snatching, shoplifting, violent student protests, graffiti, and other types of assault are also serious security concerns on campuses, according to Abdullahi and Orukpe (2016) and Enang (2019).

According to Nnamdi (2021), who was referenced by Ogunode, Godwin, and Unoaku (2021), the following are some of the causes of insurgent attacks on educational institutions:

4 Schools are easy targets, according to Sadiq et al (2021), who claim that Boko Haram terrorists, robbers, and other criminals have recently abducted hundreds of pupils from schools in some of the region's states. Katsina, Niger, Kano, Sokoto, Zamfara, and Kaduna are states where kidnappings of pupils and, in some cases, teachers, have lately occurred. Bandits were to blame for each and every event. The rebels view schools as easy targets because of the tighter protection around important government institutions and organizations. They frequently have poor security, with few or no fences, and untrained, insufficiently number of guards. Given their egregious overstretching across the breadth and depth of the country, State and Federal security services are unlikely to constitute an obstacle.

5 Mass kidnappings of children are a problem that needs immediate attention. They generate significantly more local, national, and international media attention, as well as greater public anger than abduction adults from villages or highway users. The government is almost immediately forced into discussions as a result of the media attention, which can lead to quicker government concessions to hasten the release of the children.

6 Thirdly, despite state and federal officials' repeated denials to the contrary, kidnappers appear to be greatly motivated by the concessions they can secure in exchange for the release of captives. Hard evidence is still scarce, but since the Chibok incident in 2014, there have been other stories of governments paying ransom, releasing prisoners who were part of armed groups, or agreeing to suspend military operations.

Nigeria has struggled with the issue of insecurity for more than fifteen years. The educational institutions are now affected by the insecurity. The management of basic schools, secondary schools, and higher education institutions have all been impacted by the insecurity (Ogunode and Ahaotu, 2021; Ogunode and Fatima 2021; Ogunode, 2020). There have been several kidnappings and murders of students, professors, speakers, researchers, and school administrators. Due to security issues, many educational institutions have been closed. In certain states, internal and external exams have been suspended due to unease. The growth of education in Nigeria is being threatened by insecurity. Schools at all levels—primary, secondary, and higher—are being attacked. Attacks on educational institutions continue, which has a negative impact on learning for students, teachers, and school administrators (Ogunode and Fatima 2021). In an atmosphere of uncertainty, there can be no real advancement in the educational field. Ogunode, Ahaotu, and Obi-Ezenekwe (2021) identified the effects of insecurity on educational administration as the loss of manpower in educational institutions, poor quality of education, destruction of infrastructural facilities, brain-drain, closure of educational institutions, discouraging children from pursuing education, internal displacement of learners, reduction of private investment in education, and insufficient funding of education. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) claimed that since the insurgency began in Nigeria's northeast in 2009, Boko Haram has killed 2,300 instructors there, according to the cable (2018). According to the UN agency's 2018 Global Education Monitoring Report (GEM), 19,000 instructors have been uprooted in the area, limiting access to education. The inconsistent character of the school calendar in the Nigerian educational system, according to Nigerian Tribune (2021, August 5), is no longer news. One higher institution, secondary school, or elementary school closing because of an internal crisis or bandit assaults is a typical occurrence. Following the kidnapping of students at Chibok school, authorities in North-West, Nigeria, closed more than 4,000 public primary schools across the state. Additionally, more than 4,000 public secondary schools were also among the closed schools, and more than 300,000 to 400,000 students and pupils are now at home. This was done without taking into account the impact on the internal operations of the school, especially the students.

3. Effect of Insecurity on Education

The academic calendar of educational institutions all over the country has been impacted by the insecurity issue in the Northeast states. The zone's academic program has been suspended as a result of the Boko Haram militants' and bandits' repeated attacks on various occasions. For instance, Musa (2018) pointed out that the attacks on the University of Maiduguri resulted in multiple suspensions of the teaching schedule. Higher education institutions are shut down anytime there is a campus security issue brought on by either internal or foreign actors. According to Ogunode et al. (2021), attacks on educational institutions in Nigeria are disrupting the institutions' academic programs. Ohiare Udebu, Ogunode and Rauf (2021) also claimed that the school closures that have impacted the academic schedules of various institutions nationwide and the change in when senior secondary school exams (WAEC) are administered are the most concerning aspects of the insecurity. Due to the shutdown of institutions and other academic programs, many faculties and departments are unable to graduate their students. Ogunode, et al. (2021) draw the conclusion that attacks on academic staff at education institutions have resulted in academic staff deaths, disruption of teaching and research schedules, academic staff displacement, and brain drain. Additionally, the Federal University Wukari was shut down in 2019 as a result of security concerns when it was revealed that a student and staff member had died during a communal crisis that broke out between two excursions to Wukari. Due to security concerns, the University of Jos was forced to close its doors in 2021,

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forcing all of its students to leave the campus until further notice, which had an impact on both the academic calendar and program.

Another cause of the dilemma is the Nigerian educational system's shoddy design from the start. Effective planning is lacking throughout the entire educational system. Planning was done using the notion and culture that were borrowed. The planning was unable to account for the nation's socioeconomic and technological advancement. Planning mistakes were made in the primary school years (Josiah and Ogunode, 2021). Mohammed, Ogunode, and Yahaya (2021) cited a number of factors, including a lack of current data, a lack of planners, insufficient planning resources, insufficient planning tools, political unpredictability, inconsistent policy, and corruption. The difficulties the Nigerian educational system is facing are caused by the ineffective educational planning of the entire educational system (Ogunode, Eyiolorunse-Aiyedun and Olatunde-Aiyedun, 2021).

According to Nigerian Tribune (2021), the inconsistent nature of the school calendar in Nigeria's educational system is no longer a breaking story. Secondary or primary schools are closed because of internal unrest or bandit assaults. Following the kidnapping of students at the Chibok school, authorities in North-West, Nigeria, closed over 4,000 public primary schools across the state. Additionally, over 4,000 public secondary schools were among the closed schools, and over 300,000 to 400,000 students and pupils are now at home. This was done without taking into account the impact on the internal operations of the school, especially the students. Nnamdi (2021) stated that the governors of six states in the region, including Yobe in the North East and Zamfara and Sokoto, have taken precautions to ensure the safety of the students, especially in the most vulnerable local government areas, until some semblance of security has been restored.

4. Technology Education Insistency

The teaching-learning process in educational institutions has changed as a result of the coronavirus epidemic. Some secondary schools, institutions of education, and universities were forced to conduct all of their activities with students only online as a result of the pandemic (Sobaih, Hasanein and Abu-Elnasr, 2020). In order to prevent the virus from spreading and to maintain the continuity of the educational process, several governments took action, and colleges all over the world implemented online learning (Ali, 2020).

Although online education is typically seen as an alternative to traditional education. According to Abou El-Seoud et al. (2014), it became crucial for sustaining school and university activity during the Coronavirus pandemic. Students' perceptions of this kind of instruction could vary as a result of this paradigm shift, and they might differ from those discovered in research conducted before the pandemic.

Previous research demonstrates that students can benefit greatly from e-learning since it is flexible and student-centered. Additionally, it can enhance interactions with students by offering synchronous and asynchronous technologies like email, forums, chats, and videoconferences, according to Dhawan 2020; Anwar and Adnan, 2020. Additionally, internet technologies make it possible to distribute content simultaneously to a large number of users; E-learning platforms provide many benefits to learners, including control over the content and time spent learning, allowing the process to be modified to meet their needs and learning goals (Suresh, Priya and Gayathri, 2018). The scholars further asserted that online learning may improve the learning process for pupils and, despite some inherent difficulties brought on by this time of crisis, may also prevent the risk of a change in the schedule of exams or provide the opportunity to satisfy the requirements of the school curriculum.

5. Online Learning and Online Examination

Students who are experiencing a crisis should not be excluded from learning or taking any internal or external exams. The same should be applied to crisis situations, such as during the coronavirus epidemic, Zoom or the internet had been a source of e-learning for all students in order to cover the gap within the academic calendar of institutions. This suggests that there should not be any setbacks for kids in their academic endeavors.

The ability to use a computer connected to a network, which provides the possibility to learn from anywhere, anytime, in any rhythm, with any means, is shared by the majority of the terms (for example, online learning, open learning, web-based learning, computer-mediated learning, blended learning, and m-learning) (Cojocariu et al., 2014). A technology that can help the teaching-learning process be more student-centered, inventive, and flexible is online learning. "Learning experiences in synchronous or asynchronous environments using various devices (e.g., mobile phones, laptops, etc.) with internet connection" is how online learning is defined. Students can learn and interact with teachers and other students anywhere (independently) in these settings (Singh & Thurman, 2019). With the help of this method, kids would not miss out on any academic opportunities throughout the year. In contrast to asynchronous learning environments, which are poorly structured, synchronous learning environments have students participate in live lectures, real-time interactions between teachers and students, and the potential for quick feedback. Learning material is accessible through various learning platforms and forums rather than live lectures or classes in any crisis situation. In such a setting, instant feedback and prompt action are not possible (Littlefield, 2018). There are numerous opportunities for social engagement during synchronous learning (McBrien et al., 2009). In light of the spread of this deadly virus, it is necessary to use online platforms that allow for: (a) video conferencing with at least 40 to 50 students; (b) discussions with students to maintain an organic learning environment; (c) strong internet connections; (d) access to lectures on mobile devices as well as laptops; (e) the ability to view previously recorded lectures; and (f) the ability to obtain immediate feedback from students and conduct assignments through the process (Basilaia et al., 2020).

6. Online Learning and Online Examination: Requirement rather than a Choice.

Institutions have switched from an offline to an online method of pedagogy as a result of the Corona Virus. The institutions that were previously resistant to change will accept modern technologies as a result of this crisis. This disaster will highlight the advantageous aspects of online education. We can preach to a huge group of pupils at anytime and anywhere in the world with the use of online teaching methods. All institutions must juggle various online pedagogical possibilities and attempt to employ technology more effectively. Many institutions all around the world have completely digitalized their operations due to the pressing demand of the moment. In the middle of this confusion, online education and examination is emerging as the victor. Therefore, at this point, improving the quality of online teaching and learning is essential. The number of Chinese institutions offering courses online has skyrocketed since the Covid-19 epidemic. Normal classrooms were transformed overnight into online classrooms, which means that educators had to change their entire pedagogical strategy to address the changing market realities. In these trying times, the question is not so much about whether or whether online teaching and learning techniques can deliver high-quality education as it is about how academic institutions will be able to implement online learning so widely (Carey, 2020). Any educational institution anywhere in the globe would not benefit from resistance to change. They will be evaluated based on how quickly they can adjust to the changes and how well they can keep the quality. If the technology-based CBT used by the Joint Admission Matriculation Board (JAMB) can be adopted, then WAEC or GCE should not have any trouble

doing the same. The only option in a crisis situation is to switch from in-person lectures to online education. Innovative institutional responses will only aid us in coping with this epidemic and unstable climate (Liguori and Winkler, 2020). It is necessary to quickly transition to online learning and examination modes; as a result, Google's products, including (a) Gmail, (b) Google Forms, (c) Calendars, (d) G-Drive, (e) Google Hangouts, (f) Google Jam board and Drawings, (g) Google Classroom, and (h) Open Board Software, can be really helpful in these challenging circumstances (not a Google product, helps in recording meetings in the form of files). These resources are an effective replacement for in-person lectures, assignments, and external exams (Basilaia et al., 2020).

When it comes to academic calendar stability during this period of environmental crisis, which is being felt most acutely in the Northern part of the country, online learning and online exams generally offer a lot of opportunities. However, it has spread to some regions of the nation. During the Corona Virus crisis, the use of online learning, remote working, and electronic collaborations increased dramatically (Favale et al., 2020). Academic institutions can now take advantage of this potential by requiring that their faculty members lecture and their students learn online. Because online learning and online exams will enable individuals to view the beneficial side of e-learning technologies, this environmental dilemma that is prohibiting face-to-face teaching between the teachers or lecturers and the students can be overcome with the use of technology.

The use of online teaching and online examination will improve students' capacity for critical thought, problem-solving, and adaptability. Users of any age can use the online resources in this crucial situation and benefit from the time and geographical flexibility associated with online learning and online examination. In this anxious scenario, now known as Panicgogy, lecturers or teachers can create novel instructional approaches. EdTech startups offer many chances to make significant changes in almost all areas of education, including teaching, learning, evaluation, assessment, outcomes, certification, degrees, and more.

The methods and procedures for e-learning and online exams are quite effective. These advantages of online learning and online testing might save the academic calendar of the institution from issues with shifting or delaying internal and external exams. It is focused on the needs of the students and provides lots of scheduling and geographical flexibility. In the current crisis scenario that Nigeria is going through, the e-learning and online testing methodologies help us close the gaps that insecurity can lead to. There are many online resources that are available, which is crucial for a productive and effective learning environment. In order to retain a personal connection with their pupils throughout this crisis, teachers can employ a combination of voice, visuals, and text.

In times of crisis-like situations, such as militancy in the Niger Delta Region, clashes between Fulani herdsmen and farmers, ethnic and religious conflicts, kidnappings, and Boko-Haram attacks, the anywhere, anytime feature of online learning and exams is helpful. If implemented, e-learning and online examinations will completely prevent school closures. However, e-learning will at least allow us to continue receiving education from our homes or places of employment. In times of crisis, technology offers creative and adaptable solutions to prevent disruptions to the academic calendar and enables people to communicate and even work virtually without the need for in-person interactions. As organizations adopt new technology for engaging with and working, this causes significant system modifications in those businesses (Mark and Semaan, 2008).

Recommendations

1. The government should create an office for education technology to support, train, and keep teachers and lecturers up to date on new technologies that will help them.
2. The government should help students by providing computers and other essential educational software that will speed up the students' learning.

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3. It's crucial to train and refresh students on how to operate the laptop and loaded software.

4. Instructors should help their pupils by letting them know about social networking sites where they can learn more about topics related to the teachings they have been given.

5. All problems that contribute to insecurity in Nigeria's North-East region and across the country should be addressed by the federal and state governments.

6. When the necessity arises, security officials in tertiary institutions who are in charge of security and handling ICT surveillance equipment should be frequently sent to conferences, workshops, and seminars to update their knowledge about the most recent ICT surveillance concerns.

7. Taking into account changing conditions, policymakers and educators should prepare for significant and intentional change throughout time.

8. In order to effectively perform their jobs, teachers should be highly motivated in terms of their pay and other benefits that will cover their costs for data in the modems they will use for online learning and examination monitoring.

9. All of the educational institutions in the nation should have enough infrastructure. the primary, junior, secondary and higher institutions. In all educational institutions, separate funding should be set available for infrastructure development.

10. Parents should make a strong effort to raise their kids morally so that they can contribute positively to society. Additionally, they ought to make an effort to learn about the daily activities of their kids and pals, as well as where and when they sleep.

11. A forum for school and community security needs to be established to allow for the free exchange of security data between schools and communities and to facilitate the quick identification and capture of criminals.

12. To monitor student actions relative to teachers, the government should deploy security equipment such CCTV cameras in every school setting, including the classrooms.

13. To safeguard our schools, people, and property, governments must be strong and accept their duties. Terrorists or kidnappers must not be permitted to stifle education. Children in schools, as well as educational institutions, should be shielded from becoming easy targets for kidnappers, bandits, or terrorists.

14. WAEC and GCE should incorporate online examination system as one of the means to address shifting of examination in crisis environment. This will prevent delay is the release of examination results.

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