EDUCATION, GENDER AND SECURITY IN THE NIGERIAN WORKPLACE

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ABSTRACT

Insecurity is the most intractable challenge in Nigeria today. This problem manifests everywhere and does not discriminate with respect to gender or the place of work of persons. The various geopolitically zones of Nigeria have continued to experience to a greater or lesser extent such problems over several decades. The militants of the Niger-Delta, region, the Boko-Haram of the North East, the bandits and kidnappers in the rest of the country, are just a few examples.

This paper posits that of all efforts that may be put in place by the nation to combat the challenge of insecurity, education is certainly the most efficacious. We proceeded to show the type of formal, informal and non-formal education that may be used to address the various types of security issues that may confront Nigerians in various workplaces. A properly structured curriculum at every educational level should create room for security education which should be taught bearing in mind the learners' developmental levels and the peculiar needs of the various geopolitical zones of the country.

KEYWORDS: Education, Gender, Security and Workplace.

1.   INTRODUCTION

We are concerned about the role of **education** in ensuring that both (**genders**) male and female Nigerians are guaranteed **security**, whenever they find themselves **working** in the country and at any point in time. Our interest on the type of education content and learning experiences we should plan, organize and offer to our people so that wherever they may find themselves, they will be secure.

In addressing the issue, it becomes pertinent to define a few concepts in the context that we will apply them in this discourse.

The following shall therefore constitute the focus of this paper:

- The concept of education
- The meaning of gender,
- The concept of workplace,
- The meaning of security,
- Security threats in some workplaces,
- The typology of, and rationale for security education for the genders,
- Organizing the security education in school and out-of-school today.
- Conclusion.

The Concept of Education

Education may be conceived of as a process, a product, a system, and an institution. It may also be viewed from the perspectives of formal, non-formal and informal types. As a process, education may be perceived as that procedure through which the nation attempts to utilize the school system in transmitting to the present and future generations of its citizens the desirable aspects of the culture in such a way that, not only is the culture perpetuated but, in

addition, the desirable skills; knowledge, values, attitudes, practices and technology are transmitted to generations yet unborn. In this context education is seen as those activities of the teachers in schools or adults in the society as they convey the essential contents and learning experiences to the present and future generations.

As a product, education may be described as what we expect any person who has been educated to be able to do. The emphasis is on the role schools should play in the educational process. We all know that we expect from the schools such products as the acquisition of saleable skills that will make an individual who has passed through the school system self-reliant; ability to demonstrate sound values which make the recipient of education a responsible member of society; functional education which makes an individual adaptable to any and every situation he or she finds himself or herself; and perhaps finally, the education that affords the individual the ability for all-round development.

As a system education may assume the input-output model, whereby the input into the system refers to, or is made up of, raw materials namely; uneducated children or adults which are processed within the system, The system which effects the processing will include teachers, curriculum, facility or infrastructure, rules and regulations and any other material necessary for producing the desired personality. There is then the output which includes the educated children who are able to take their positions in society as disciplined, self-reliant and good citizens. This model holds true for basic/primary, secondary and tertiary levels of education.

As an institution, education may be understood as a tradition that has come to stay with the people, an accepted practice instituted by the people and which serves the need of the individual in the society. In this context, education, whether in the informal, non-formal, or formal form, can be perceived as an institution. This idea holds true for basic/primary educational institutions, secondary institutions and tertiary institutions, the apprenticeship, and other communal institutions such as the church, the family, the age-grade, etc.

Each of these concepts of education has relevant knowledge, facts, ideas, principles, practices, theories, generalizations, skills and competencies to convey to the present and future generations in relation to security. These we shall examine in the course of this discussion.

What is Gender?
Gender refers to the socially constructed characteristics and roles of females and males in a given society as distinct from sex, which refers to the biological and anatomical differences between females and males. Also, gender refers to the emotional and psychological attributes that coincide with physical maleness and femaleness in some cultures. It focuses on the social relations between females and males such as the asymmetry, which are obvious in female/male relations in terms of sex role, power sharing, decision-making and division of labour. Gender is therefore central to the way a society is organized as it affects the roles females and males play in a society.
Gender affects both "power to act" and "power over issues".

The first point, "power to act', often relates to access to social resources such as education, money, land or time. Females, usually have less "power" to go to school, inherit land, enter or refuse a marriage, less likely to develop the characteristics that would give them access to better paying jobs or political office and hence enhance their power.

The second point, "power over issues', relates to the ability of individuals to assert their wishes and achieve goals even in the face of opposition from others. Females generally have less "power over issues" than men in all facets of the society. In the homes they usually have less say than their husbands in family decisions and less authority than men in the work places. They hold far few positions in government, public and private bodies and hence have little impact on decision-making or public policies than their male counterparts.

Gender, however, is organized differently in different societies in such a way that the expectations of women and men vary from one culture to another. In some cultures, the female role has been centered on marriage, home and children and they are socialized as such. On the other hand, the role of men in most societies, points to men being expected to achieve and to be providers for dependent wives and children, to take initiative in male-female relationships and should therefore be self-reliant, aggressive, and ambitious in order to carry out these roles. This expected behavior has led men to have access to social power, influential positions and wealth to a greater extent than women, leading to their having a feeling of superiority over women.

Females	Males
Are weak	Are strong
Are emotional	Are rational
Are dependent	Are Independent
Are protected	Are protectors
Are voters	Are political leaders
Are subordinates	Are mangers

Cultural determinists assert unequivocally, that cultural norms and standard of behaviors are responsible for the disparity between females and males. The cultural expectations, of females and males, in a given society are attached to the socialization process, which varies from society to society and from time to time.

Fausto-Sterling (1992) asserts that individuals possess inherent capacities, impulses, mental and physical potentialities and abilities, which are powerful determinants of behaviour role assignment and role expectation. These make gender roles become socially constructed and not scientifically based. Both the male and female gender are at various types and magnitudes of risk in Nigeria and so need to be secured.

What is a Workplace?
The workplace is a location where people or individuals work for their employer or themselves. It is a place of employment. It can range from a home office to a large office building or a factory. Workplaces can be mobile, and some people may work in different locations on various days. The growth of technology has led to a new type of work place, a virtual one, allowing people to work remotely. As a result the workplace may now include homes, markets, bars, hotels, lounges, gyms, religious/educational/financial/ legislative/governmental institutions, etc. In fact where an individual labours to earn a living becomes a workplace for the person.

That means that for a farmer the workplace is the farmland. The medical doctors and other health workers, have the hospital and other health-related agencies/centers as their workplaces. The police station and the wider society become the workplaces for the policemen. Basically therefore, anywhere one finds people functioning to make a living automatically becomes a workplace. The ocean/sea/river would be a fisherman's workplace while the bush/forest becomes the local hunter's workplace. Each of these workplaces has specific types of security-risks associated with it in Nigeria of today. In-fact, no workplace is 100% safe in the country.

The Meaning of Security and Causes of insecurity in Nigeria.
Security is the state of being protected or safe from harm which could include but is not limited to insurgence, terrorism, cyber-attack, financial, food, corporate, ecological, home and human threats. According to Akin (2008) It is the existence of conditions within which people in a society can go about their normal daily activities without any threats to their lives or properties. It embraces all measures designed to protect and safeguard the citizenry and the resources of individuals, groups, businesses and the nation against sabotage or violent occurrence (Ogunleye, et al, 2011). According to Igbuzor (2011) it demands safety from chronic threats and protection from harmful disruption.

Lately, Nigeria has been enmeshed in a firebox of insecurity leading to scores of deaths of innocent civilians, foreigners, some members of the nation's security personnel, elected officials and many government workers. (Imhonopi & Urim, 2012).

Insecurity in the workplace in Nigeria can be attributed to several factors according to the following authors:
- Absence of institutional capacity resulting in Government failure (Fukuyama (2004))
- Inequality and absence of fairness, justice and ethno-religious conflicts (Igbuzor, 2011)
- Inadequate equipment for the security arm of government, both in weeaponry and training.

- Loss of socio-cultural and communal value system (Clifford, 2009),
- Corporate social irresponsibility which is a set of actions that increases externalized costs and/or promotes distributional conflicts as is seen to be the cause of the Niger Delta crisis (Kotchen and Moon, 2011).
- High level of unemployment and poverty among Nigerians, especially the youths, as a result of which they are adversely attracted to violent crime (Adagba, et al, 2012).
- Unfavourable labour laws and policies to workers (Olulu et al., 2018).
- Gender based violence which is attributed to a culture of silence, cultural values, and practices (Okoli, 2018).
- Disease outbreak and Health Hazards (CDC 2021)

Education should therefore be centered on raising awareness to these triggers and encouraging people to protect themselves appropriately within their capacity, change laws and policies, promote gender diversity and better moral standard that does not encourage violence.
These solutions should be tailored to the unique setting of the workplace and its prevalent challenges.

We may now examine more specifically, the types of security threats associated with particular workplace, the gender that are at the greatest risk and recommended remedies.

Security Threats to Some Workplaces and Remedies.

S/N	Workplace	Security Threat	Gender at Risk	Remedy
1.	Education Institutions	Kidnapping/Killing	Male/Female	Security Education/ Government protection
2.	Financial Institutions	Robbery, Killing	Male/Female	Security Education/ Armed Defense
3.	Farm Lands	Kidnapping/Killing	Male/Female	" "
4.	Construction sites	Kidnapping/Killing	Male/Female	" "
5.	Churches/Mosques	Kidnapping/Arson	Male/Female	" "
6.	Market Shops	Suicide Bombing	Male/Female	" "
7.	Oil industries/ companies	Kidnapping	Male/Female	" "
8.	Industries/factories	Kidnapping/Arson	Male/Female	" "
9.	Police stations/paramilitary organizations	Kidnapping/Arson	Male/Female	" "
10.	Government offices	Kidnapping/Arson	Male/Female	" "
11.	Private homes	Kidnapping/Arson	Male/Female	" "
12.	Hotels	Kidnapping	Male/Female	" "
13.	Gas Stations	Arson	Male/Female	" "
14.	Hospitals	Arson/Kidnapping	Male/Female	" "
15.	Secondary Schools	Kidnapping	Male/Female	" "
16.	Universities	Kidnapping	Male/Female	" "
17.	Airports	Arson/Kidnapping	Male/Female	" "
18.	Seaports	Arson/Kidnapping	Male/Female	" "
19.	Building Sites	Kidnapping	Male/Female	" "
20	Motor parks	Arson	Male/Female	" "

More Serious Security Threat In Nigeria Beyond The workplace.
The threats to the security of lives and property in the workplace portrayed above are a mere tip of the iceberg when compared to the larger issue, the political debacle, that threatens the unity of the nation. The escalating magnitude of the forcibly suppressed agitation by separatist groups for a referendum to determine the ultimate political destiny of the country-Nigeria-poses a more formidable threat to the corporate existence of the nation.

Political pundits both within and outside the country have variously prognosticated the collapse of Nigeria both economically and politically.

Very recently, the Vice-president tried to encourage the nation by announcing that those prophets of doom waiting for the disintegration of Nigeria so that they would pick up the pieces, would have to wait indefinitely. Meanwhile, the President had threatened to use a sledge hammer on the separatist agitators apparently though euphemistically referring to the section of the country that is still convalescing from the near devastating onslaught of the civil war effect. That vitriolic comment or put more correctly deadly threat, led to the suspension of the President's twitter account. That unguarded vituperative utterance that clearly ventilated the acrimonious disposition of the rulling democratic oligarchy in Nigeria that sought to reopen the yet unhealed wounds and the indelible scares of the Nigerian civil war, remains an unforgettable warning shot to some parts of the country that they must be ready for the possibility of another catastrophic upheaval, the magnitude of which remains as unpredictable as it is unimaginable unless there is a divine intervention for which we relentlessly pray.

While wishing the nation the very best as we trudge clumsily and trepidly through the rough terrain towards modern civilized nationhood, wisdom advises us to plan for the worst while we pray for the best, just in case. It is in response to this voice of wisdom that I advise that we, in the education sector, ask ourselves the question: what type of education content shall we offer the present and future generations of our people in order to equip them for the ultimate emergency, should it eventually become our lot? We pray that it does not become our portion. It is in response to this ominous question that I present this chart of the security education content that I consider relevant in these emergency times of our history.

TYPOLOGY OF SECURITY EDUCATION CONTENT FOR THE GENDER AND RATIONALE

S/n	Type/form	Content	Gender	Objectives
1.	General (Formal education) **Rationale:** To use relevant content/subject matter in the existing school subjects to sensitize learners on the need for security consciousness	All school subjects especially topics that relate to security of lives and property of individuals and the wider society • Information, theories, ideas, generalization, skills, facts, and principles related to security of lives and property.	Male and Female	Ability to: • Read, write and calculate information related to security. • Understand all information and ideas related to security. • Apply acquired knowledge to attain security. • Practice skills related to security • Think and act in ways that guarantee security under emergency situations.
2.	Non-formal and Informal Education **Rationale:** To draw from traditional education, ideas and practices of security and self defense relevant in today's world if/when one's life is threatened.	Traditional defense strategies and tactics in theory and practices. • Marksmanship (Bowls and arrows) • Spears • Armed combat • Unarmed combat • Wresting skills • Poisons, types and their applications • Traditional traps for enemies • Escape routes in the event of an attack.	Male and Female	Ability to: • Shoot any traditional weapon with utmost precision • Fight courageously against enemies • Disarm an enemy in self-defense • Prepare and utilize poisonous local chemicals against the enemy • Hide away precious property and oneself from enemies • Locate the enemy position • Set traps for the enemies.
3.	Vocational and Technical Education VTE and Entrepreneurial Education **Rationale:** To teach the techniques of	Wood work, carpentry, metal work of various sorts. Foundry fabrication, building.	Male	Ability to • Fabricate any type of needed tool, implement or weapon for self-defense • Build shelters in times of emergency • Construct emergency structures, bridges, obstacles, barricades, door panels and keys.

	fabricating tools and construction works needed in emergency situations			
4a.	Food Science And Technology **Rationale:** To teach about food preparation an preservation in emergency situations	Types of food and their production and preservation processes • Vegetables and preservation • Tapioca and its preservation • Groundnut / other nuts and preservations • Various grains and their preservation processes • Other root crops and their processing and preservation • Water purification processes. • Types of edible vegetables in the bush/forest	Female and Male	Ability to: • Prepare a variety of food types • Practice techniques of preserving foods for a long time especially vegetables, grains nuts and root crops • Identify and recognize a variety of edible vegetables, nuts, grains, fruits etc. • Produce emergency circumstances.
4b	To learn various ways of preparing and preserving different foods in times of emergency	Types Of Food Preparation • Roasted Food • Cooked Food • Fried Food • Baked Food • Boiled Food	Female and Male	Ability to: • Decide correctly on how best to prepare particular foods/meal • Roast properly foods that shall be roasted • Cook properly foods that should be cooked • Fry properly foods that should be fried • Bake properly foods that should be baked • Boil foods that should be boiled
4c	To identify and learn how to prepare and use various species in emergency periods.	Types of Edible (local) spices • Roots species • Seed species • Leaf species • Powdery species	Male and female	Ability to: • Identify local species • Differentiate among a variety of local species • Prepare meals using appropriate species • Preserve various species for a long period of time.
5a.	Physical and Health Education **Rationale:** To acquaint learners with techniques for keeping fit, healthy and resilient in times of emergency.	• Physical exercises aimed at keeping fit and combat-ready. • Exercises that train the muscles, bones and all parts of the body. • Exercises that train people in resilience and development of mind.	Female and Male	Ability to: • Remain healthy and combat-ready at all times • Run or walk very long distances without getting tired. • Endure physical strain and stress over a long period • Think constructively and find solutions to complex problems.
5b.	To learn about care of pregnant women in times of emergency and care of babies in conflict situations.	Reproductive Health with special references to Antenatal attention • Care of pregnant women • Ensuring safe delivery of babies • Care of the new born babies.	Female	Ability to: • Carter for pregnant women in terms if emergency • Handle delivery of babies in emergency situations • Care of new born babies in times of emergency.

5c	To learn how to treat minor ailments an injuries in emergency or periods of insecurity	First Aid Box • Common sicknesses and their treatment • Health hazards in emergency situations and how to handle them • Cuts, burns, bruises, dislocation, fractures, drowning, minor wounds and serious bullet wounds. • The first aid kits, its contents and uses • Fainting, exhaustion • Local herbs and their uses in treating emergency cases.	Male and Female	Ability to: • Treat common and minor sickness in times of emergency • Be aware of a variety health hazards in emergency times. • Treat cuts, burns, bruises, dislocations, fractures, drowning, various wounds, fainting, etc. • Uses of plaster, bandage, gauze, plaster or Paris. • Types of local herbs in the treatment of various health issues.
6a	Para Military Education **Rationale:** To learn rudiments of military skills and tactics in order to survive in crisis or emergency situations.	Training in the military discipline including: • Military parade • Long-distance race • Endurance training • Intelligence gathering • Reporting intelligence • Theory of types of weapons including explosives • Minor weapon training • Reconnaissance strategies (RECCE)	Male and Female	Ability to: • Demonstrate the discipline of the military personnel • Undertake long-distance races and other endurance testing activities • Successfully gather intelligence • Report accurately gathered intelligence • Successfully demonstrate the ability to use light weapons • Undertake RECCE exercise successfully
6b	To be able to defend oneself if/when attacked by armed or unarmed assailant.	Martial Arts • Training in the theory, discipline and practices of martial art for self defense • Judo • boxing • Karate, wrestling	Male and female	Ability to: • Discuss correctly the principles underlying the martial arts • Display the discipline of martial arts • Demonstrate each martial arts in self-defense-judo, karate, wrestling and boxing.
7.	Language study **Rationale:** To be able to understand rudiments of other languages in case of one being kidnapped.	Rudiments of Various Nigerian languages At least one language outside of one's native language, and certain key words in a few other Nigerian languages Word such as • Greetings • Thank you • How are you • Take • Please • I don't know • Spare my life • God bless you	Male and female	Ability to: • Speak another Nigerian language apart from ones own language • Understand some key words in some other Nigerian languages • Respond to greetings in other Nigerian languages • Make short sentences in other Nigerian languages than one's own • Mention some key word in other Nigerian languages and explain what they mean.
8a	Special Security Education **Rationale:** For one to be able to communicate without words in dangerous situations	Rudiment of Sign language to relate to security such as: • Don't move • Keep quite • Where are they? • Where is he? • Move gently • Run away • Hide yourself • He is coming	Male and Female	Ability to: • Decode rudiments of sign language related to security • Use sign language to communicate important security information • Determine when to use sign language to convey information.

		• They are coming • Escape one by one, etc.		
8b	To learn to use sounds e.g the sounds like the whistle, to communicate security information.	Strategic use of whistles e.g: Long blast = the enemy is coming, run away One short blast = keep quiet, I suspect some move. Repeated short blasts = the enemies are many and are coming Any other forms of blasts as may be agreed by all.	Female and Male	Ability to: • Listen attentively and hear the sound of the whistle • Understand and respond quick to the whistle blasts • Use the whistle to communicate necessary and accurate information • Take immediate actions on hearing the sound(s) of the whistle.
9.	Information and Communication Technology (ICT) **Rationale:** To use smart phones to convey a variety of messages in times of emergency.	Emphasis is on the use smart phones to produce and convey information in forms of: • Text messages • Whats'app • Pictures • You tube • Video • Audio • Etc, etc.	Male and female	Ability to Apply a variety of social media to produce and transmit information to many persons to warn or inform them of having security implications. • Produce/type text messages • Take still pictures with phones • Produce video-recordings of events • Produce audio messages • Edit textual, audio and pictorial materials • Transmit textual, audio, pictorial and video materials to many persons.
9b	To perform electronic banking operations in times of insecurity.	Use of smart phones to perform electronic banking services.	Male and Female	Ability to: • Send/transfer money to a recipient • Receive money from the sender.
10.	Environmental Studies **Rationale:** To learn the nature, types dangers and opportunities of types of environments where one may take refuge in during emergencies.	Emphasis on Various types of Environments and their characteristics • Tropical Rain Forest • Shrub land • Desert Land • Dangers in the environment • Protecting oneself in the environments.	Male of Female	Ability to: • Describe the various types of environment and protecting. • Explain the types of vegetation and opportunities in the various environments. • Practice how to protect oneself in each of the various types of environment. • Discuss the dangers in the various environments and how to defend/protect oneself.
11.	Moral and Spiritual Education **Rationale:** To appreciate the enormous benefits and potency of sound moral and spiritual awareness in guaranteeing security.	Good moral behaviour and spirituality, in order to live in peace with man and God. Moral behaviour e.g • Honesty • Hard-work • Respect for all • Obedience to the laws of the land • Decent living • Humility	Male and Female	Ability to: • Explain the need for good moral behaviour • Identify well-behaved persons in society. • Demonstrate sound morality always • Condemn bad behaviour whenever and wherever it occurs. • Encourage people to live by good examples.
11b.	To learn to pray and experience the efficacy of prayers in times of insecurity.	Sound Spirituality: • Prayers for thanksgiving and forgiveness of sins • Prayers for right conduct, wisdom, knowledge and understanding	Male and Female	Ability to: • Distinguish among various types of prayers • Identify times when various kinds of prayers are needed

		• Prayers for grace and divine favour • Prayers for peace on earth • Prayers for warfare against enemies of peace on earth • Prayers for love of God in the hearts of men • Fasting and prayers • Scriptures that support various prayers.		• Demonstrate various types of prayers • Discuss conditions for achieved successful prayers • Practice fasting and prayers for protection of the individual and the larger group • Relate scriptures with various types of prayers appropriately.

Organizing Security Education in the School and Out-of-School Settings
We can see from the content of security education listed above, that several formal school subjects are involved in providing the subject matter and learning experiences relevant to provide security to individuals. How do we go about the organization of the relevant information?

First we need to determine, for the formal school system, what school level we need to begin the teaching. Undoubtedly, the lower basic (primary) level should be most appropriate.

Since it should be continuous learning all through the learner's stay in school, that is, until the tertiary education level, a decision will be made about the scope of the content and associated activities that can be covered while the children are in the basic level of education. That much should be determined. Then comes the issue of what comes before what and why. This is sequence of presenting the subject and activities. In taking that decision, we are guided by the principles of organizing for sequence. We should consider such principles as "simple to complex", "known to the Unknown", "Concrete to the abstract", and the like. After that, we decide on the issues of "continuity" and "integration" which curriculum experts should handle.

It is important to remark that we recommend the application of the **spiral curriculum organization model,** whereby subject matters and learning experiences taught at the lower educational levels are reiterated at the higher levels in increasingly degrees of complexity commensurate with the developmental status of the learner.

The content of instruction in a given year should form the background of the subsequent year's learning until the last educational level.

An alternative organizational approach may be the **thematic structure** whereby contents and learning activities are presented in themes. Each theme consists of a selection of ideas and activities that constitute a unified whole on an aspect of the security content.
However the programme is structured, the idea is that the entire content is planned and organized year by year for the number of years or school levels for which it is meant to cover. In-fact, given the critical place of security in the Nigerian's development scheme, it may not be out of place to grant security education the status of a full-fledged school subject to be studied at agreed school levels. It may be an elective subject or course at the tertiary education level.

In the non-formal education type, the aspects of security education that are not taught in the formal schools are to be taught at the adult out-of-school settings. This is akin to traditional education that took place prior to the commencement of the formal type of education.

2. CONCLUSION

The security threats in our workplaces and homes are indeed disturbing and have constituted a nightmare to us as Nigerians. Insecurity has become our trade mark just as corruption has remained our surname in the international arena. Yes, globally, we are christened the "Poverty headquarters of the world." We remain a nation of inexplicable contradictions. We are the most praying nation but paradoxically the detestable home of the most atrocious, vicious individuals and mutuality antagonistic ethnic nationalities; one of the poorest nations in terms of our pre-capital income, yet one whose legislators are the highest self-paid in the world; one of the most educated professionals in America, yet the nation with the most illiterate leadership; one with the highest population of vibrant youths, yet on without progressive plans for the said youths; one from whom Malaysia imported oil palms fruits, but one willing to

import improved species of oil palm fruits from Malaysia; a nation as old as the Asian Tigres and India in terms of years since political independence, but the only one that has not yet become an industrialized and producer nation.

The list is unending. This is a nation where nothing works; even things that work elsewhere; a nation that prides herself in her iniquitous cliché of retrogressive propensies deridingly bubbed "the Nigerian Factor".

What else but insecurity can thrive in such a pitiable clime?
Unfortunately, ours is a nation whose leadership, motivated by unwarranted, implacable resentment and morbid fear and envy towards the most enterprising ethnic nationality in the continent, is poised to annihilate the goose that lays the golden egg:, a people without whose presence, this nation will plunge irretrievably into the bottomless pit of socio economic despair.

We must use education and our curriculum to prepare ourselves and our posterity for the baleful possibilities that lie ahead, just in case. The painful but indubitable reality at the moment is that we are an endangered species in the nation.

Luckily our school curricula at all levels prescribe for us the **minimum** standards and not the **maximum** standards of teaching and learning. We need to exploit the gap between the minimum and maximum standards to introduce our distinctive brand of security education to equip our own people and our posterity with the knowledge, values, skills and competencies they need for survival should they be confronted with the portentous eventuality.

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